

MASTER OF SPECIAL EDUCATION (VISUAL IMPAIRMENT) – SECOND SEMESTER

Second Semester			
S. No.	Name of Subject	Credits	Total Marks
1	Research Methodology and Statistics	4	100
2	Curriculum Design & Development	4	100
3	Inclusive Education	4	100
4	Application of Advanced Technology and Persons with Visual Impairment	4	100
5	Practical related to disability	4	100
Total		20	

Subject Name: RESEARCH METHODOLOGY AND STATISTICS

Unit 1: Scientific Knowledge and Research

- a. Sources and philosophy of knowledge
- b. Scientific thinking and research
- c. Role of theory in research
- d. Need for research in Education and Special Education
- e. Ethics in research

Unit 2: Types and Methods of Research

- a. Types of research- Quantitative, Qualitative, Fundamental, Applied, Action
- b. Methods of Research:
 - Descriptive
 - Correlational
 - Ex-post facto
 - Experimental; Designs (i) Pre-experimental, (ii) Pre-Post designs, (iii) Quasi Experimental design, (iv) single subject design
- c. Variables- Types and threats
- d. Process of research- Selection of problem, Review of literature, Sampling; Types and selection process, Hypothesis
 - Instruments; tests, questionnaire, interview, observation schedule, rating scale
 - Data collection and analysis
- Standardization of research instrument- Selection of items, reliability and validity and norms

Unit 3: Methods of Quantitative Analysis

- a. Parametric and non-parametric tests: Concept and difference
- b. Descriptive Statistics:
 - Measures of Central Tendency
 - Correlations; Product-moment, Biserial-r, Point-biserial, Phi-coefficient, Regression analysis
- c. Inferential statistics
 - Underlying concepts: Sampling error, standard error of mean, confidence level, degrees of freedom, one tail-two tail test, type I and type II errors
 - Student t- test, ANOVA, Ancova, Chi-square, Sign Test, Mann Whitney U test, Kruskal-Wallis test
- d. Computer applications for analysis
- e. Tabulation and graphic representation

Unit 4: Qualitative Research Methods and Analysis

- a. Grounded theory
- b. Ethnography and case study
- c. Narrative/discourse and visual methodologies
- d. Mixed method
- e. Themes, coding and presentation

Unit 5: Preparing Research Proposal & Report

- a. Components of research proposal
- b. Presentation of proposal
- c. Writing of thesis/dissertation
- d. Writing technical paper for publication
- e. Research management

Suggested Readings:

- Agarwal, A.N. (2002). Quantitative Methods. Vrinda Publishing, New Delhi.
- Best, J.W., & Kahn, J.V. (1996). Research in Education. Prentice-Hall, New Delhi.
- Cohen, J. (1988). Statistical Power Analysis for the Behavioral Sciences. Academic Press, New York.
- Desu, M.M., & Raghavarao, D. (1990) Sample Size Methodology. Academic Press, Boston.
- Dooley, D. (1997). Social Research Methods. Prentice-Hall, New Delhi.
- Gaur, A.S., & Gaur, S. S. (2009). Statistical Methods for Practice and Research: A Guide to Data Analysis Using SPSS. Sage Publishers, New Delhi.
- Greene, S., & Hogan, D. (2005). Researching children's experience. Sage Publication, London.
- Grewal, P.S. (1990). Methods of Statistical Analysis. Sterling Publishers, New Delhi.
- Guptha, S. (2003). Research Methodology and Statistical Techniques. Deep & Deep Publishing, New Delhi.
- Hegde, M. N. (2003). Clinical research in communicative disorders. PRO-ED: Austin, Texas
- Khan, M.S. (2005). Educational research. Ashish Publishing House: New Delhi

- Koul, L. (1996). Methodology of Educational Research. Vikas Publishing House, New Delhi.
- Potti, L.R. (2004). Research Methodology. Yamuna Publications, Thiruvananthapuram.
- Siegel, A., & Castellen, N.J. (1988). Non Parametric statistics for Behavioural Sciences. McGraw-Hill, New York.
- Silverman, D. (2012). Qualitative Research. Sage Publication, London.
- Berg, B.L., & Lune, H. (2011). Qualitative Research Methods for the Social Sciences. Pearson Publication, Boston.
- Bogdan, R. C., & Biklen, S. K. (2007). Qualitative research for education: An introduction to theory and methods (5th ed). Pearson, Boston.
- Lipsey, M.W. (1990). Design Sensitivity: Statistical Power for Experimental Research. Sage Publications, Newbury Park, CA.
- Singh, A. K. (2004). Tests Measurement and Research Methods in Behavioural Science. Tata McGraw-Hill Publishing, New Delhi.

Subject Name: CURRICULUM DESIGN & DEVELOPMENT

Unit 1: Nature of Curriculum

- a. Definition and scope of curriculum
- b. Bases of Curriculum-philosophical, sociological and psychological
- c. Principles of curriculum transaction
- d. Fundamentals of curriculum development: knowledge based, activity based, skill based and experience based
- e. Historical and contemporary evolution of curriculum

Unit 2: Approaches & Types of Curriculum Development

- a. Developmental Approach
- b. Functional Approach
- c. Eclectic Approach
- d. Ecological Approach
- e. Expanded Core Curriculum
- f. Hidden Curriculum

Unit 3: Principles of Curriculum Construction

- a. Curriculum & Ideology
- b. Curriculum as a Social Construct
- c. Differentiating between Curriculum Design and Curriculum development
- d. Theories of Curriculum Development
- e. Universal Design of Learning for Curriculum Development

Unit 4: Curriculum Development & Instructional Design

- a. Differentiation of Curriculum
- b. Pedagogical Theories and curriculum transaction
- c. Material and Instructional Adaptations
- d. Assessment and Evaluation

Unit 5: Critical Issues in Curriculum

- a. Organisation of learning opportunities for diverse needs
- b. Designing integrated and inter-disciplinary learning experiences
- c. Collaborative curriculum
- d. Alignment of curriculum and modes of assessment
- e. Curricular trends

Suggested Readings:

- Aggarwal, D. (2007). Curriculum development: Concept, Methods and Techniques. Book Enclave, New Delhi.
- Alexander, R. J. (2001). Culture and pedagogy: International comparisons in primary education. Oxford and Boston, Blackwell.
- Daniels, H., & Goodland, J. (1979). Curriculum Enquiry the Study of Curriculum Practices. McGraw Hill, New York.
- Daniels, H., & Porter, J. (2011). Educational theories, cultures and learning: A critical perspective. Routledge, London.
- Ornstein, A. C., Pojak, E. F., & Ornstein, S. B. (2006). Contemporary issues in curriculum. Allyn & Bacon, Boston.
- Wiles, J. (2009). Leading Curriculum Development. Corwin Press, New Jersey.
- Wiles, J.W., & Joseph, B. (2006). Curriculum Development: A Guide to Practice. Pearson Publication, London.
- CIET(2006). The process of Making National Curriculum Framework-2005: A Video documentary both in Hindi and English, CIET, NCERT, New Delhi.
- Jacobs, H. H. (1997). Mapping the Big Picture: Integrating Curriculum and Assessment K-12 (Professional Development). Association for Supervision & Curriculum Development, Alexandria.
- Westbrook, J., Durrani, N., Brown, R., Orr D., Pryor J, Boddy, J., & Salvi, F. (2013). Pedagogy, Curriculum, Teaching Practices and Teacher Education in Developing Countries. Final Report. Education Rigorous Literature Review. Department for International Development.
- Wiggins, G., & Mc Tighe, J. (2005). Understanding by Design. Association for Supervision and Curriculum Development, Alexandria.
- Wiles, J. W., & Bondi, J. C. (2010). Curriculum Development: A Guide to Practice. Prentice Hall, New Jersey.

Subject Name: INCLUSIVE EDUCATION

Unit 1: Perspectives in Inclusive Education

- a. Historical perspective of Inclusive education globally and in India
- b. Approaches to disability and service delivery models
- c. Principles of inclusive education
- d. Key debates in special and inclusive education
- e. Research evidence on efficacy and best practices associated with inclusive education

Unit 2: Covenants and Policies Promoting Inclusive Education- A Critique

- a. International Declarations: Universal Declaration of Human Rights (1948), World Declaration for Education for All (1990)
- b. International Conventions: Convention Against Discrimination (1960), United Nations Convention on Rights of a Child (1989), United Nations Convention of Rights of Persons with Disabilities (UNCRPD) (2006), Incheon Strategy (2012)
- c. International Frameworks: Salamanca Framework (1994)
- d. National Commissions & Policies: Kothari Commission (1964), National Education Policy (1968), National Policy on Education (1986), Revised National Policy of Education (1992), National Curricular Framework (2005), National Policy for Persons with Disabilities (2006)
- e. National Acts & Programs: IEDC (1974), RCI Act (1992), PWD Act (1995), National Trust Act (1999), SSA (2000), RTE (2009) and amendment 2012, RMSA (2009), IEDSS (2013)

Unit 3: Building Inclusive Schools

- a. Identifying barriers to Inclusion- Attitudinal, Systemic and Structural
- b. Ensuring Physical, Academic and Social Access
- c. Leadership and Teachers as Change Agents
- d. Assistive Technology
- e. Whole School Development

Unit 4: Building Inclusive Learning Environments

- a. Classroom Management
- b. Effective Communication
- c. Promoting Positive Behaviour
- d. Reflective Teaching
- e. Peer mediated instruction: Peer tutoring, Co-operative learning

Unit 5: Planning for Including Diverse Learning Needs

- a. Universal design of learning
- b. Adaptations and accommodations for sensory impairments
- c. Adaptations and accommodations for children with multiple disabilities
- d. Adaptations and accommodations for children with neuro-developmental disabilities
- e. Adaptations and accommodations for children with intellectual impairment
- f. Adaptations and accommodations for gifted children

Unit 6: Collaborations

- a. Models of collaboration
- b. Working with Parents
- c. Managing Conflict
- d. Co-teaching
- e. Mentoring and Coaching

Suggested Readings:

- Clough, P., & Corbett, J. (2000). Theories of Inclusive Education. Paul Chapman Publishing, London.
- Constitution of India (1950). Article 41, Ministry of Law and Justice, New Delhi.
- Jha, M. M. (2002). School Without Walls: Inclusive Education for All. Oxford, Heinemann.

- Jorgensen, C. M., Mc Sheehan, M., & Sonnenmeier, R. M. (2009). Essential best practices in inclusive school. Institute on Disability/UCE, University of New Hampshire
- Mukhopadhyay, S., & Mani, M. N. G. (2002). Education of Children with Special Needs, in Govinda, R. (2002) (Ed) India Education Report. Oxford University Press, New Delhi.
- Peterson, M., & Hittie, M. (2009). Inclusive teaching: The journey towards creating effective schools for all learners. Merrill, New Jersey.
- Skidmore, D. (2004) Inclusion: The Dynamic of School Development, Open University Press, Buckingham.
- Villa, R. A., & Thousand, J. S. (2005) Creating An Inclusive School, Association for Supervision and Curriculum Development. ASCD, Alexandria.
- Wade, S. E. (2000). Inclusive Education: A Casebook and Readings for Prospective and Practicing Teachers. Lawrence Erlbaum Associates, New Jersey.
- Berry, B., Daughtrey, A., & Weider, A. (2010). Teacher leadership: Leading the way to effective teaching and learning. Centre for Teaching Quality, Washington, DC.
- Carr, J. F., Herman, N., & Harris, D. E. (2005) Creating Dynamic Schools through Mentoring, Coaching, and Collaboration. ASCD, Alexandria.
- Carter, E. W., Cushing, L. S., & Kennedy, C. H. (2009). Peer support strategies: Improving all students' social lives and learning. Paul H. Brookes, Baltimore.
- Kunc, N. (2000). Rediscovering the right to belong. In R. A. Villa & J. Thousand (Eds.), Restructuring for caring and effective education: Piecing the puzzle together Brookes. Baltimore.
- Mastropieri, M. A., & Scruggs, T. E. (2006). The inclusive classroom: Strategies for effective instruction. Prentice-Hall, New Jersey.
- Odom, S. L., McConnell, S. R., Ostrosky, M., Peterson, C., Skellenger, A., Spicuzza, R., Chandler, L. K., McEvoy, C. A., & Favazza, P. C. (1993). Play time/social time: Organizing your classroom to build interaction skills. Communication Skill Builders, Tucson, AZ.
- UNESCO (1994). The Salamanca statement and framework for action on special needs education. Paris.

Subject Name: APPLICATION OF ADVANCED TECHNOLOGY AND PERSONS WITH VISUAL IMPAIRMENT

Unit 1: Introduction to Therapeutics

- a. Concept, scope and need for therapeutics
- b. Types of therapies – occupational therapy, speech and language, and counselling
- c. Assessment of needs and decision making for therapeutic intervention
- d. Service delivery models [clinics, in-school]
- e. Collaboration through multi, inter and trans-disciplinary approach

Unit 2: Occupational Therapy

- a. Occupational therapy: concept and importance
- b. Assessment and identification of needs
- c. Areas of occupational therapy - attention, motor, percepto-motor, sensory integration
- d. Classroom interventions and use of assistive devices

- e. Evaluating results, reviewing and setting goals

Unit 3: Speech and Language Therapy

- a. Speech and language therapy: concept and importance
- b. Components of speech and language therapy
- c. Assessment and identification of the needs
- d. Classroom interventions
- e. Evaluating results, reviewing and setting goals

Unit 4: Counselling Therapy

- a. Counselling: concept, importance and scope
- b. Principles, ethics and basic skills in counseling
- c. Assessment and identification of the needs
- d. Therapies in counseling: Behavioural, cognitive, cognitive-behavioural, play therapy, Art-based therapies, bibliotherapy
- e. Classroom intervention, monitoring progress and providing feedback

Unit 5: Assistive Devices

- a. Assistive Devices: Concept, Importance and Role
- b. Assessment and Identification of the Needs
- c. Types of Assistive Devices for specific learning needs: organization, reading, writing, mathematics, language
- d. Benefits and limitations of using assistive devices
- e. Information and Communication Technology for individuals with learning disabilities

Suggested Readings:

- Lerner, J. W. (2011). Learning Disabilities. Houghton Mifflin Brookes, Boston.
- Anderson, C., & Van Der, G. A. (2005). Speech and Language Therapy: Issues in professional practice. Whurr, London.
- Christiansen, C., Baum, C., & Bass-Haugen, J. (2005). Occupational therapy: performance, participation and well-being. SLACK Inc., New Jersey.
- Creek, J. (2008). The Core Concepts of Occupational Therapy: A Dynamic Framework for Practice. Churchill Livingstone, Edinburgh.
- Creek, J. (2001). Occupational Therapy in Mental Health (3rd edition). Churchill Livingstone, Edinburgh.
- Duncan, E.A.S. (2005). Foundations for Practice in Occupational Therapy (4th edition). Churchill Livingstone, Edinburgh.
- Feltham, C. (2010). Critical Thinking in Counselling and Psychotherapy. Sage, London.
- Feltham, C., & Horton, I. (2012). The Sage Handbook of Counselling and Psychotherapy. Sage, London.
- Hatcher, C. (2011). Making Collaborative Practice Work: A Model for Teachers and SLTs. J & R Press, Guilford.
- Kersner, M. (2001). Speech and Language Therapy: The Decision Making Process When Working with Children. David Fulton Publishers Ltd., London.

- Paul, R., & Norbury, C. (2012). *Language Disorders from Infancy through Adolescence: Listening, Speaking, Reading, Writing, and Communicating* (4th ed.). Elsevier, Mosby.
- Pendleton, H. M., & Schultz-Krohn, W. (2013). *Pedretti's Occupational Therapy: Practice Skills for Physical Dysfunction* (7th ed.). Elsevier, Mosby.
- Raskind, M. H. (2000). *Assistive technology for children with learning disabilities. Bridges to Reading* (2nd ed.). Schwab Foundation for Learning. San Mateo, CA.
- Raskind, M. H., & Higgins, E. L. (1999). Speaking to Read: The Effects of Speech Recognition Technology on the Reading and Spelling Performance of Children with Learning Disabilities. *Annals of Dyslexia*, 49, 251-281.
- Schell, B. A. B., Gillen, G., & Scaffa, M., (2014). *Willard and Spackman's Occupational Therapy*. LWW; Twelfth, New York.
- Speake, J. (2003). *How to Identify and Support Children with Speech and Language Difficulties*. LDA, London.
- Whiston, S. C. (2013). *Principles and Applications of Assessment in Counseling* (4th ed.) Brooks/Cole, Belmont, CA.

Subject Name: PRACTICAL RELATED TO DISABILITY