**TUNING AFRICA PHASE TWO: EGYPT CAIRO - RADISSON BLUE**

**TEACHER EDUCATION SUBJECT AREA GROUP (SAG)**

# INTRODUCTION

- Members were **informed Arlene and Matete's** absence at this meeting and therefore the need for Honoratha to coordinate the group until we elect someone before tea break.
- **Introduced** continuing group members and new members (Name, country, institution)
- **'Inducted'** new members into SAG: Collaboratively inducted new members into the Tuning philosophy and methodology by skimming through the "Tuning and Harmonization in Higher Education: the African Experience"
  - **Quick survey** of the Tuning subject **specific and generic competences** (PP. 64-65) and the methodology used to arrive at the competences (PP. 65-90)
  - Quick survey of the Teacher Education **Meta-Profiles** (pp. 356-358) and the methodology for developing the meta-profile.
  - **'Old members"** provided brief overview of their **experiences** as they went through the process of developing the competences and meta-profiles for Teacher Education.
  - New members were encouraged to converse with 'old' members and continue reading the text.

## ELECTION OF SAG COORDINATORS

**Prof. Honoratha Mushi and Prof.** Emmanuel Osinem were elected as coordinator and co-coordinator for the SAG respectively.

**Reports of the programmes/courses/activities developed/conducted after the November 2014 meeting at Dar-es laam.**

**Zimbabwe University**:
  o Conducted an advocacy programme for the Tuning Africa Project in the Faculty of Education, Teacher Education Department, at the Quality Assurance Directory of the University of Zimbabwe.
  o Contributed to the Teacher Professional Standards document (in production)
  o Introduced the Tuning concept and methodology to the Zimbabwe Council of Higher Education and the Ministry of Higher and Tertiary Education Science and Technology, Development through organizing series of harmonization workshops.

**Eduardo Mondlane University**

- Advocacy programmes: Produced a document reporting the main activities and results of the first phase of Tuning Africa, including elaborated actions at the Eduardo Mondlane University presented at the central level management involving Vice-chancellor, Deputy Vice-chancellors, Deans of Faculties and schools). As result, it was decided that:
- The Pedagogic Director should be involved in the implementation of the proposed actions plan.
- Workshop will be organized to train teachers involved in the process of the curriculum revision which is now taking place at the Faculty of Education.
- A survey is being conducted to investigate the teachers and students workload perceptions. The results of this study will inform the design of the university curriculum framework which is under revision.
- Write a project aimed at evaluating the strategies used y the teachers to teach and assess generic competencies of a Bachelor of Environmental Education course. The project was will be funded by the Tuning Academy.
- The Faculty of Education designed a new graduate course on ´Adult Education and Development´ designed in the perspective of the Tuning methodology. The course was positively appreciated at Faculty Pedagogic Council and also at the Academic University Council. Now it is under revision and soon will be submitted to the University Council to be approved.

**The Open University of Tanzania**

Tuning concept and methodology was introduced to the Faculty of Education and lectures developing SADC- OUT short courses in Open and Distance Learning were referred to the Tuning Africa website where they could enhance their knowledge and understanding of Tuning for incorporating the competences into the SADC-OUT specialized courses in ODL. The courses have already been developed awaiting evaluation to check the level and extent of inclusion of the Tuning concepts and competences. The Tanzania Tuning coordinator has already made arrangement to communicate 'Tuning' with members of the Tanzania Commission of Universities at theirs 22nd October 2015 meeting.

**University of Nigeria Nsuka**

The Nsuka Tuning coordinator made a workshop presentation aimed at enhancing the quality of higher education by employing perspectives of the Tuning Methodology. Challenges associated with quality in higher education Africa were highlighted and Tuning processes for addressing the quality challenges were discussed. Practical approaches for applying Tuning process at institutional level outlined. The Dean and Heads of Departments were required to organize lecturers to see how to apply the approaches in injecting the generic and subject specific competences in their existing programme. The presentation was made at separate dates at University of Nigeria and

University in Calabar. The challenge encountered was the Dean and Heads of Departments not taking further actions beyond the day of the presentation as they expect further activities to be funded and who does the funding.

**National Open University of Nigeria**
As a way of advocating Tuning Strategies, the aspect of general competences for teacher education formed a major sub- head in the content of my Inaugural lecture presented on 1$^{st}$ September,2015. Proposed programmes in the areas of B.Ed Environmental Education and M.Ed ECE among others are to be developed based on the underlying principles of Tuning.

**Makerere University:**
The university was reviewing all its academic programmes so introduced the competency based curriculum and methodologies. The concept of harmonization was introduced and thus helped in elimination of course and programme duplication which had been salient in most programmes not only in teacher education but also in other disciplines. The concept of Tuning and harmonization was also introduced to the university Quality Assurance Directorate and the National Higher Education Council so as to benchmark it to other Ugandan Universities.

**University of Alexandria:** Invited by Educational eduction and comparative ed. Society of Egypt that was in 2015 to their annual meeting at Ain Shams University to address the society about the Tuning concept and methodology and what has been do in Phase one. (ii) As a member of the Education Committee in the Supreme Council of Culture in Egypt I have given the annual lecture in 2014 ….(iii) Encouraged one colleague at the university to apply for the Tuning scholarship 2014. He was chosen all support and assistance to conduct the research. He went to the Deusto University.

**University of Pretoria**
Informed that they have only recently reviewed embedding attributes most of which are similar to the competencies that have been developed through the Tuning Project. Pointed out that they already have on-going programmes some of which have only recently been reviewed which are    since the November 2014 Dar-es-salaam meeting (i.e., institutional programmes/courses developed using the TUNING methodology --either single institutional programmes or joint programmes). This follows the DSM unanimous decision to start putting the TUNING concepts into action by initiating real –practical programmes to be offered in our institutions. I remember some proposals were initiated there as examples.

**Namibia University**

The Namibian African Tuner used the Tuning concept and methodology to develop a diploma in Teacher Education (Junior Primary Phase) which was needed to fill the demand and supply gap of teachers in this level of education in the country. This process was preceded by a needs assessment exercise which established the gap and the need. Modules encompassing the tuning competences and aligned meta-profiles have already been developed and are in use beginning this academic year.

**Formation of SAG Working Groups**

|   | GROUP 1 | GROUP 2 | G 3ROUP |
|---|---------|---------|---------|
| 1 | Zubeida Desai | Theophil Mamganga | Emmanuel Osinem |
| 2 | Charmane Villet | Eugenia Cossa | Rosemary Moyana |
| 3 | Muwagga M. Anthony | Maida Khan | Emmanuel Edoja Achor |
| 4 | Hani A. Farag | Gregoire Ndayongeje | Buhane Dime Geressi |
| 5 | Jane Iloany | Baboucarr Njie | Marilene Cabral |
| 6 | Salaw Ibrahim |  | Honoratha Mushi |

Each group was mandated to develop a draft of pogramme for presentation at this first Tuning Second Phase Meeting. Groups (or individuals) were to select a preferred joint Master programme. The SAG decided to develop two new programmes and one revised programme. The following were the programmes developed.
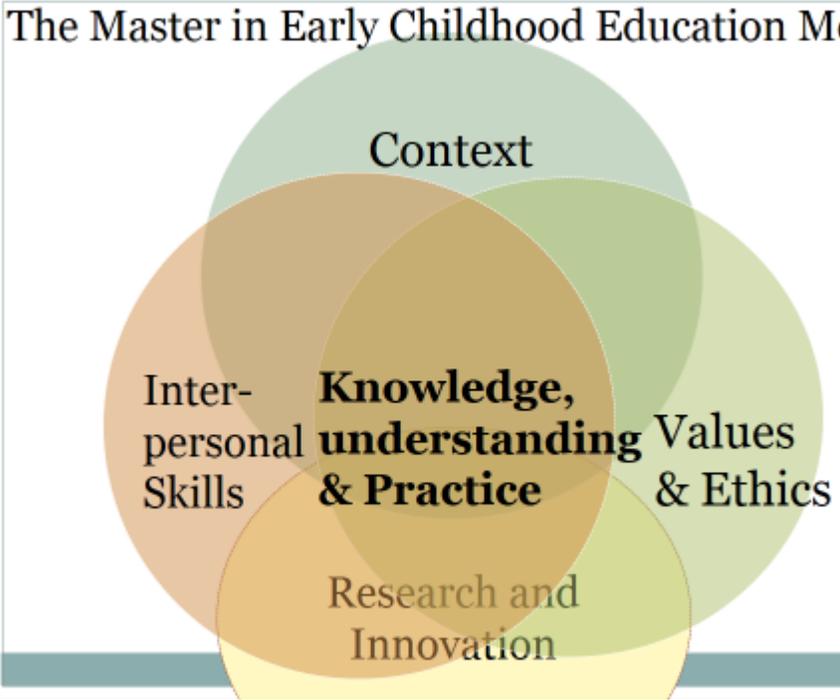1. Master in          Special Needs Education (M. SNE - **NEW**
2. Master in Early Childhood Education(M. ECE - **NEW**)
3. Master in Technology Education (M. Tech Ed. - **REVISED**)

For each programme members followed the checklist and developed specific programme areas:
   a. Description of the programme profile
   b. Indicated the length and level of the programme
   c. Identified future fields for which graduants may be employed
   d. Developed the competencies and meta-profile for the programme
   e. Defined and listed the different aspects of the competencies
   f. Specified the level of the competencies specified in the progamme profile
   g. Defined the expected outcomes related to the competencies
   h. Described the methodology of learning strategy
   i. Specified the units ofvthe programme (courses/modules)
   j. Checked the consistencies of the programmes in relation to the competencies
   k. Identified the required resources for the programmes

# DRAFT MA Programmes

## 1. Master in Early Childhood Education

| Status | Activity/Key aspects | Expected outcome |
|---|---|---|
| 1 | Explain commitment of University regarding developing or reforming existing programmes | Open for discussion |
| 2 | Name of the new or revised programme | *"A trans-disciplinary approach to teaching and learning"* M.Ed in ECE |
| 3 | Description of the degree profile of the new programme or a revised programme in terms of generic and/or subject-specific competences | The Master in Early Childhood Education Meta-Profile <br> |
| 4 | Define length and level of the programme | Credits: 180 minimum and *240 maximum (SADC Protocol) or equivalents as determined in each collaborating/participating institution* <br> Duration: *4 semesters (14-16 weeks per semester including assessment) or equivalents* <br> *Level : 9 (SADC Protocol) or equivalent masters level as determined in each collaborating/participating institution* |
| 5 | Identify the future fields, sectors of employment/occupation of graduates | ECE centre managers; advisory teachers; NGO personnel involved in ECE; ECE teacher educators, researchers in ECE |

| | | |
|---|---|---|
| 6 | Check the link of the competences with the agreed meta-profile | Specific Competences in ECE<br>1. Skilled researcher who can apply research to address problems in ECE T&L<br>2. Demonstrate expertise in trans-disciplinary foundations of ECE teaching and learning<br>3. Ability to synthesise, integrate and evaluate the trans-disciplinary foundations to T&L<br>4. Demonstrate ability to care, support, communicate with and value children as essential to future generations<br>5. Demonstrate ability to identify the special needs and demands of children at an early age<br>6. Facilitate continuing professional development in innovative ECE T&L practices. |
| 7 | Definition of the competences (specify regarding the new or revised programme). Please list the different aspects. | 1. Knowledge of research, ability to carry out a research project on T&L in ECE; publish research articles on ECE; apply research findings in improving T&L in ECE; improve the sector's ability to positively influence children's lives<br>2. Knowledge and understanding of the effects of different disciplines (health, law, sociology, psychology, education, culture, economics) on early childhood development and education.<br>3. Synthesize and evaluate the collective impact of all the disciplines on ECE T&L, integrate best practices in the overall Early childhood T&L environment<br>4. Ability to understand the diversity of children's socio-cultural, socio-economic, socio-political environments and its influence on their ECE<br>5. Building of meaningful relationships to support families, communities and schools/centres in ECE.<br>6. Ability to facilitate the CPD of practitioners as well as their own LLL. |
| 8 | Specify the level of the competences | All level 9 or equivalents (Masters level) |
| 9 | Describe expected learning outcomes related to the competences | Research methodology<br>1. Apply various ECD, G&C and IE research theoretical perspectives;<br><br>2. Identify research problems and formulate viable research questions in ECD, G&C and IE;<br><br>3. Critically review literature related to particular research problems in the three programme fields;<br><br>4. Apply various quantitative and qualitative research designs, methods and techniques when conducting |

|  |  | research in the three programme fields; |
|  |  | 5. Prepare research proposals in the three areas; |
|  |  | 6. Design appropriate research instruments |
|  |  | 7. Demonstrate critical understanding of the research process, appropriate research methods and the analysis, interpretation and dissemination of data. |
|  |  | 8. Apply research findings on early childhood literacy and early childhood numeracy in devising ECD programmes in these areas; |
|  |  | **Theoretical Frameworks** |
|  |  | 9. Form conceptual understanding of the development of young children in various Social cultural contexts; |
|  |  | 10. Provide an overview of Early Childhood Development theories from various perspectives; |
|  |  | 11. Critique and assess various theories of Early Childhood Development as they can be applied in various programmes for young children; |
|  |  | 12. Use theories of learning when developing ECD programmes and pre-school education curricula. |
|  |  | **Policy and legislation in ECE** |
|  |  | 13. Relate their understanding of Early childhood development theories to policy and practice in ECD programmes and pre-school education in Namibia; |
|  |  | 14. Influence policy development, implementation and change in ECE |
|  |  | 15. Have knowledge of governmental and NGO children affairs |
|  |  | **Theoretical approaches to literacy and child numeracy development** |
|  |  | 16. Construct meanings of early childhood literacy and early childhood numeracy in families, communities and cultures in general and in the Namibian context in particular; |

|    |    | 17. Be familiar with and able to implement various literacy forms i.e. language, writing, print, visual and digital literacy as means of production of knowledge;<br>18. Interpret and use the theoretical perspectives on early childhood literacy and numeracy;<br>19. Be Familiar with and able to implement various strategies of promoting early childhood literacy and early childhood numeracy and identify a range of technical aids in the teaching of early childhood literacy and numeracy;<br>20. Advocate for the incorporation of early childhood literacy and numeracy content and activities in ECD programmes.<br><br>Socio-cultural perspectives on ECE (engaging and building family, community and school relationships)<br><br>21. Assess the relationship between the social-cultural backgrounds of young children and their access to opportunities for early childhood literacy and numeracy development and suggest mediation and forms of assistance in early literacy and numeracy;<br>22. Facilitate the building family, community and school relationships<br><br>23. Demonstrate confidence to and competence to work with children in diverse cultural environments. |
|----|----|----|
| 10 | Describe the methodology of learning strategy for achieving the competences | Coursework and Research OR Research only (coursework for non-credit purposes)<br>Mode of delivery: Blended learning approaches<br>Lectures; seminar presentations, group discussions and presentations; field investigations; drafting of research proposals; critical reviews of research literature; simulations; project-based learning; ICT integrated learning; Open Learning Resources (MOOCS) |
| 11 | Specify the units of the programme (courses and modules) | 1. Research methodology in education<br>2. Theoretical frameworks in ECE<br>3. Policy and legislation in ECE<br>4. Theoretical approaches to literacy and numeracy development in ECE.<br>5. Socio-cultural perspectives on ECE (engaging and building family, community and school relationships) |
| 12 | Check the consistency of the programme with competences | Very good consistency. Modules address all the identified competencies as well as the overall meta-profile of the envisioned graduate in ECE on a master's level. |
| 13 | Resources required to continue in the | MOU in place, programme team (admin and academic), materials, equipment; financial resources, travel/mobility; |

| | implementation phase | experimental ECE centre/school; facilities for teaching; programme accreditation; student bursaries/scholarships |
|---|---|---|

## 2. Name of Degree: Master in Technology Education (M.Tech. Ed)

### 1. Description of the Degree Profile:

The Master of Technology in Teacher Education Programme is developed to prepare professionally qualified individuals who can assume leadership positions in government and private sectors. Graduates from these programmes will also be able to facilitate academic programmes in colleges of education, polytechnics, universities, industry and commerce. The programme is also intended to produce skilled researchers who can apply research to understand and address problems in teaching, learning and improve community services. The programme will build in graduates a trans-disciplinary and systems thinking capacity to:

1. Conduct skills gap analysis/skills needs assessments in relevant occupations through innovative ways
2. Forecast emerging skills due to changing and emerging occupations
3. Apply trans-disciplinary approaches in the design and evaluation of skills development programmes for formal and informal TVET sectors
4. Create new models of linking TVET programmes with industry and on-the-job related experiences
5. Conduct meta-analyses of skills development policies for TVET effective governance through involvement of social partners and gender equity
6. Interrogate Teaching and Learning approaches in TVET contexts
7. Adhere to professional ethics in conducting skills training

### 4. LENGTH AND LEVEL OF THE PROGRAMME

Maximum and minimum duration of the Postgraduate Programme shall be:

**Master's Programme**

**Full-time:**      The minimum duration = Four Semesters
                           The maximum duration = Six Semesters
**Part-time:**      The minimum duration = Six Semesters
                           The maximum duration = Eight Semesters

Successful completion of the programme can lead to enrolment in a PhD programme

### 5. FUTURE FIELDS OF EMPLOYMENT

Students who successfully complete this postgraduate programme may be employed in the following positions:

(a)      Comprehensive Secondary and technical schools principals, vice-principals and teachers of technical and vocational subjects.

(b)      Administrators and managers of training programmes in industries.

(c)     Lecturers/trainers in Vocational and Technical Colleges, Colleges of Education and Polytechnics.

(d)     Lecturers in degree programmes in Vocational and Technical Education Programmes in Universities.

**6. Links of Competences with Meta-profile**

Knowledge, understanding and Practice (1,3)
Inter-personal skills (5)
Context (2, 4, 6)
Values & Ethics (7)

**7. Definition of Competences** :

Attributes that students need to exhibit upon completion of a course of study to show that they absorbed and learned certain concepts over a certain determined period of study.

a) Knowledge of the different programme courses ( cognitive : to remember, reproduce, describe, distinguish, indicate, analyze, synthesize, give examples, categorize, listen and comprehend, contrast , match, locate information, retrieve, review, select, demonstrate, etc..)
b) Understanding of programme of study (account for, annotate, associate, classify, compare, define, describe, discuss, estimate, exemplify, explain, project, infer, outline, paraphrasing, reorganize, recognize, report, retell, restate, research, review, summarize, translate, etc...)
c) Practice within the different programme courses  (apply, integrate, adapt, adopt, analyze, argue, carry out, conclude, construct, demonstrate, dramatize, draw, exhibit, conduct, extract, illustrate, implement, instruct, include, interpret, interview, manipulate, appreciate economic, physical, cultural and social environment , etc....)
d) Interpersonal competences (collaborate, communicate, lead and manage, etc...)
e) Values and ethics (support, respect, adhere to rules and regulations of the profession, upgrade their knowledge and skills, inspire self-confidence and appreciation of cultural in heritage, etc...)

**8. Expected level of achievement of competences**
The students should exhibit high level of knowledge, understanding skills in the various areas of specialization. In addition they should display very high level of research skills, and be able to apply research findings to solve problems within a teaching and learning setting and within communities.

**9. Learning outcomes**

1. Identify  skills gap through analysis and needs assessments process in relevant occupations through innovative ways

2. Forecast emerging skills due to changing  and emerging occupations

3. Apply trans-disciplinary approaches in the design and evaluation of skills development programmes for formal and informal TVET sectors

4. Create new models of linking TVET programmes with industry and on-the-job related experiences

5. Conduct meta-analyses of skills development policies for TVET effective governance through involvement of social partners and gender equity

6. Interrogate Teaching and Learning  approaches in TVET contexts

7. Adhere to professional ethics in conducting skills training


## 10. Methodology of learning strategy

The Master of Technology Education degree will be executed through course work and dissertation, in which course work predominates over research and constitutes not less than two-thirds of the total credit load. Linkages and work experiences with industry and commerce will be required.

## 11. Courses of the Programme

**Core courses**

| Course Title | Units |
|---|---|
| Theories and Administration of Technology Education | 4 |
| Research Methods in Technology  Education | 3 |
| Curriculum Development in Technology Education | 3 |
| ICT in Technology Education | 3 |
| | **13** |
| **Courses from specialization areas** | **14** |
| **Dissertation** | **6** |

(Cf Annex 1)

## 12. Consistence of the Programme
Observed


## 13. Resources to implement the programme at the university

a) Trained experts in different fields of vocational and technical education
b) Laboratories, studios, workshops infrastructure and facilities in different technical and vocational subject areas
c) Library materials
d) ICT facilities
e) Consumables


# Proposal for a Masters degree Programme in Special needs and inclusive education

## Degree Profile

Name of Program: Special Needs & Inclusive Education

Level: Masters Degree (Professional Masters)MEd

Duration : One and Half Years(3 semesters) for Full Time & 2 Years for Part time

Structure: Full & Part Time

The Masters in Special Needs & Inclusive Education is open to those with a previous degree (especially teaching) and is a practically oriented yet academic qualification for the professional assistance of handicapped and disabled people in school-related occupations. This program imparts to students the competences and key qualifications required for teaching people with handicaps and disabilities in various institutions.

## 1. INTRODUCTION

This programme provides outstanding professional development for those already working in this sector enabling them to deepen their understanding of how to develop skills in special education and more inclusive practices within their own professional setting or country context. The programme is designed to develop and support the careers of trained teachers who are teaching professionals, educational administrators, researchers and policymakers.

## 2. FEATURES AND BENEFITS OF THE COURSE

The Special and Inclusive Education specialization is designed to help people to develop the skills, knowledge and values needed to specialize in the teaching of people with special education needs and to be able to teach in an all inclusive education setting. The students will tackle the challenges of students with special education needs, early language and learning issues, preventing disruptive behaviour, and teaching students with learning difficulties.

## 3. Employability

The graduates from this program will be able to work in the education sector as teachers, managers and administrators in from Pre-School up to University level; in the health and other sectors like Ministries and Care homes

Meta-profile: The meta profile was reviewed in relation to the following:

- ➢ Context
- ➢ inter-personal skills
- ➢ knowledge , understanding & Practice
- ➢ values and ethics

## 4. ENTRY REQUIREMENTS

Admission requires: (i) A Bachelors degree or equivalent in Education or related areas and a minimum of three years work experience in a relevant area.

Objectives

Generic Competencies specific to SN

- ➢ Ability to use and apply ICTs to T&L (2) KUP
- ➢ Ability to choose, use and design innovative teaching and learning strategies(3)IPS
- ➢ Critical thinking, problem solving, creativity, reflection(4) IPS & KUP

➢Ability to assess and place learners(7) C

➢ Professionalism, ethics and values(8) V& E

➢Flexibility, adaptability and ability to anticipate and respond to new situations(10)IPS

➢Ability for creative and innovative thinking(11) IPS

➢Communication and interpersonal skills(13) IPS

➢Environmental, economic and social consciousness(14) EV

➢Ability to work in an intra and intercultural and/or international context(15) C

➢Self confidence, entrepreneurship spirit and skills(18) IPS

## Specific

➢Develop a deeper understand of the learning potential of students with SN(responds to generic (3)

➢Appropriate assessment and placement of students with SNE in education

➢Advocate for and articulate the benefits and principles of inclusive education

➢Select and use appropriate assitive devices and technology

➢Plan implement programmes for the gifted and talented

## Defining Generic Compentencies chosen for SN

➢The ability to use IT and communication including multi media to increase learning, personal and professional productivity

➢The ability to communicate ideas and information effectively using different innovations like talking, teaching aids

➢The ability to apply ones own reflection intuitively and solve problems in a real context

➢The ability to be able to accommodate different categories of learners according to their specific needs

➢The ability to have the professional ethos, commitment, recognize your rights and the rights of others

➢The ability to be innovative, reflective and intuitive in solving new situations and challenges.

➢The ability to understand the environmental context, economic and social needs, ethics and values in relation to social interactions

➢ The ability to fit into various environments in relation to contexts and situations of special needs education

➢ The ability to have self belief and the spirit of continuity and skills

| Competence | Level of Achievement | Learning Outcomes | Meta Profile | learning strategies |
|---|---|---|---|---|
| The ability to use IT and communication including multi media to increase learning, personal and professional productivity | Blooms Taxonomy of education level 3 i.e., to be able to demonstrate, use and apply IT and related communication techniques in teaching | Students will be able to demonstrate , use and apply IT and related communication techniques in teaching | knowledge , understanding & Practice | Classroom interaction; practical hands on activities such as simulations, demonstrations |
| The ability to communicate ideas and information effectively using different innovations like talking, teaching aids | Blooms Taxonomy of education level 3 i.e., to be able to communicate ideas to the different categories of learners effectively using innovations available | Students will be able to communicate ideas to the different categories of learners effectively using innovations available | inter-personal skills | Classroom interaction; practical hands on activities such as simulations, demonstrations |
| The ability to apply ones own reflection intuitively and solve problems in a real context | Blooms Taxonomy of education level 3 i.e., to acquire problem solving and quick reflective | Students will be able to acquire problem solving and quick reflective skills for the different situations in the learning environment | inter-personal skills & knowledge , understanding & Practice | Classroom interaction; practical hands on activities such as simulations, demonstrations |

| | | | | |
|---|---|---|---|---|
| | skills for the different situations in the learning environment | | | |
| The ability to be able to accommodate different categories of learners according to their specific needs | Blooms Taxonomy of education level 4 .i e to be able to analyse the different categories of learners according to their needs | Students will be able to analyse the different categories of learners according to their needs | Context & knowledge , understanding & Practice | Classroom interaction; practical hands on activities such as simulations, demonstrations |
| The ability to have the professional ethos, commitment, recognize your rights and the rights of others | Blooms Taxonomy of education level 6 i.e., to be able to evaluate situations in a professional manner | Students will be able to evaluate situations in a professional manner | Values and ethics | Classroom interaction; practical hands on activities such as simulations, demonstrations |
| The ability to be innovative, reflective and intuitive in solving new situations and challenges. | Blooms Taxonomy of education level 3 i.e., to acquire problem solving and quick reflective skills for the different situations in the learning environment | Students will be able to acquire problem solving and quick reflective skills for the different situations in the learning environment | inter-personal skills | Classroom interaction; practical hands on activities such as simulations, demonstrations |
| The ability | Blooms | Students will be | Context & ethics | Classroom |

| | | | | |
|---|---|---|---|---|
| to understand the environmental context, economic and social needs, ethics and values in relation to social interactions | Taxonomy of education level 2 ie understand and translate skills within the context of the environment, economic and social needs | able to understand and translate skills within the context of the environment, economic and social needs | and values | interaction; practical hands on activities such as simulations, demonstrations |
| The ability to fit into various environments in relation to contexts and situations of special needs education | Blooms Taxonomy of education level 5 Synthesis i.e to be able to fit into various environments with the knowledge and skills for teaching special needs and inclusive education | Students will be able to fit into various environments with the knowledge and skills for teaching special needs and inclusive education | context | Classroom interaction; practical hands on activities such as simulations, demonstrations |

 *ALL THE COMPONENTS OF THE META PROFILE ARE INCLUDED IN THE DESCRIPTION OF THE PROFILE

## 6. COURSE CONTENT

The course comprises a range of units related to aspects of special educational needs, inclusion and disability. The program consists of 180 credits, which will be studied in units of 30 credits per semester.

All students are required to take the following **Core Units:**

<u>Course Content</u>
Core Courses
Semester 1
Block 1
Understanding Special Needs and Inclusive Education (3)Core

Ethics & Professionalism(3) Core

Block 2

Understanding theories of Autism(3) Core

Research Methodology(3) Core

Semester 2

Block 1

Understanding difficulties in literacy and learning disorder(3)Core

Educational Policy for inclusive education(3) Core

Block 2

(to select two to three electives)

Semester 3

Block 1

Research Seminar

Block 2

# Case study/ Action Research (6)

# Electives
Understanding pupil behavior in schools (3)

Communication for Learning(3)
Teaching Learning Difficulties(3)
Meeting Spec Ed Needs Through Curriculum (3)
Speech language and communication difficulties

Child and Adolescent mental health


Resources needed to implement the program
Human – Specialist in the field of Education with PhD
Material – Books, brail, hearing aids, special laboratories for special needs and such other equipment that support special  and inclusive educational


Financial- salaries for lecturers, funds to buy equipment and material