



## **SHREEMATI NATHIBAI DAMODAR THACKERSY**

Pariksha Bhavan, Juhu Road, Santacruz (w), Mumbai – 400 049

# **Ph.D. Entrance Test (PET) 2021 – 22**

### **Schedule of Entrance Test:**

- 1. Date of online Ph.D. Entrance Examination : 18<sup>th</sup> December, 2021**
- 2. Commencement of filling online applications : 18<sup>th</sup> November, 2021**
- 3. Last date of filling online applications : 08<sup>th</sup> December, 2021**
- 4. Publication of result on the University website : 26<sup>th</sup> December, 2021**

### **IMPORTANT NOTE:**

The written test will consist of two parts : (i) Research Methodology (50 marks) and (ii) Subject Specific (50 marks).  
Total - 100 marks  
Total - 100 Questions

➤ **Duration & Timing of Entrance Exam – MCQ Pattern**

**Research Methodology : 50 marks – 11:00 a.m. to 01:00 p.m.**

**Subject Specific : 50 Marks - 02:00 p.m. to 04:00 p.m.**

All questions shall be with multiple choices, each correct answer carries 1 mark. No negative marking system.

### **Standard of passing –**

General Category – 50% marks

Reserved Category – 45% marks

Candidate shall be admitted to Ph.D. Programme by two stage process through –

- Entrance Examination, which shall be qualifying test. The Entrance Examination will be of 100 marks with multiple choice type questions.
- Personal Interview of candidate s who qualifies in Entrance Test/ Candidates exempted from Entrance Examination to be conducted as per procedure prescribed in due course.

**PH.D. IN SPECIAL EDUCATION  
CENTRE FOR SPECIAL EDUCATION**

**Syllabus based of M.Ed. Special Education  
Total 100 Marks**

<b>1.</b>	<b>Historical Perspective of Special Education</b> Historical development in India and Abroad Evolutionary approaches in attitude change towards persons with special needs Philosophical approaches to special education Psychological and sociological perspectives of special education
<b>2</b>	<b>Policy and Legislation for Special Education</b> International legislations UNCRPD, SALAMANCA DECLARATION National legislation i)RCI Act 1992 ii)PWD Act 1995 iii)National Trust Act iv) National curriculum Framework 2005 iv) Right to Education' 2009  Programme of Action 1992 i)Government schemes and provisions ii)Employment agencies and services iii)National Handicapped Finance & Development Corporation (NHFDC)
<b>3</b>	<b>Current Trends and Future Perspective in Disability &amp; Rehabilitation</b> Rehabilitation: Community Based Rehabilitation & future scenario Cross disability approach Open School Learning System; Non-formal education Parent and community involvement

<p><b>4</b></p>	<p><b>Exceptionalities and Inclusive Education</b>  Principles &amp; Practices of normalization, concept of least restrictive environment, and inclusion  Common etiologies and the impact of sensory and developmental disabilities on learning  Issues in definition and identification of individuals with exceptional learning needs, including those from culturally and linguistically diverse backgrounds  Basic classroom management theories and strategies for individual with exceptionalities</p>
<p><b>5</b></p>	<p><b>Management and Technology in Special Education</b>  Approaches in management of Special Education System  Organizational climate in School: Group dynamics and Team building  Models of teaching and individualized learning  Use of computer in teaching and remediation of special children</p>
<p><b>6</b></p>	<p><b>Research Methods</b>  <b>Unit: Research in Special Education</b></p> <ul style="list-style-type: none"> <li>• Scientific thinking and educational research</li> <li>• Research in special education: Nature and scope</li> <li>• Research methods and designs</li> <li>• Research ethics in disability studies</li> </ul>

**Module VI, VII and VIII are Disability specific. The student can select the specific module related to her area of specialization**

7	<p><b>Learning Disability:</b></p> <p><b>Overview of Learning Disabilities</b> Philosophical and Psycho-Social Perspectives. Causes of Learning Disabilities: Theoretical Perspectives Definition and Types- Dyslexia, Dysgraphia, Dyscalculia, Dyspraxia, Non-Verbal Learning Disability and Associated conditions. Family, Parent, &amp; school: Contemporary Issues</p>
8	<p><b>Learning Disabilities:</b></p> <p><b>Assessment , curriculum &amp; Intervention</b> Assessment and Diagnosis of Learning Disabilities Intervention: Approaches and Methods Curriculum adaptations motor, language, cognitive, reading, writing, &amp; mathematics areas Educational Placement: Alternatives and Accommodations</p>
9	<p><b>Learning Disabilities:</b></p> <p><b>Education and Transition</b> Intervention strategies: academic and social LD and related Concerns: Multiculturalism, bilingualism and co morbidity Issues in Transition: Adolescences, adulthood &amp; employment. Placement options. Collaborative partnerships for inclusive education</p>
<b>OR</b>	
7	<p><b>Intellectual Disability:</b></p> <p><b>Introduction to Intellectual Disability</b> Concept &amp; definition Characteristics and classification Prevalence &amp; demography Etiology</p>
8	<p><b>Intellectual Disability:</b></p> <p><b>Assessment, Intervention &amp; Training</b> Assessment: Developmental, Intellectual, Educational, Behavioral Pre-school: Early intervention &amp; Family involvement</p>

9	<p>School age: Educational placement alternatives, Inclusive education &amp; educational strategies  Vocational training and transition</p> <p><b>Intellectual Disability:  Adulthood, Family &amp; Community Issues</b></p> <p>Employment opportunities  Sexuality and Marriage  Family support services  Community based rehabilitation, advocacy &amp; legal provisions</p> <p style="text-align: center;"><b>OR</b></p> <p><b>Visual Impairment:  Introduction to Visual Impairment</b></p> <p>Low Vision &amp; total blindness: concept &amp; definition  Anatomy of human eye and process of seeing  Refractive errors, eye conditions related to receptive aspects of the eye, and muscular and related disorders  Personality development and Learning characteristics of visually impaired</p>
8	<p><b>Visual Impairment:  Assessment, Education and Service delivery Systems  Concept &amp; definition</b></p> <p>Functional assessment procedures of low vision and total blindness  Plus curricular skills  Curriculum adaptation  Service delivery systems for the visually impaired</p>
9	<p><b>Visual Impairment:  Rehabilitation of persons with visual impairment</b></p> <p>Types of rehabilitation programmes  Role of family and community in rehabilitation process  Transition to adulthood: adult and gender issues  Vocational rehabilitation of the visually impaired</p>