



Master of Education-Special Education (M.Ed.Spl.Ed.)

Norms, Regulations & Course Content

2024

Effective from Academic Session 2024-25

REHABILITATION COUNCIL OF INDIA
(Statutory Body of the Ministry of Social Justice & Empowerment)
Department of Empowerment of Persons with Disabilities (Divyangjan)
Government of India
B-22, Qutab Institutional Area, New Delhi-110016
www.rehabcouncil.nic.in

FIRST YEAR COURSE STRUCTURE

M.Ed.Spl.Edu (ID) Session 2024-26

Semester I

Theory Paper					
Course Code	Course Title	Credits	Internal	External	Total Marks
A1	Developments in Education and Special Education	3	15	60	75
A2	Psychology of Development and Learning	3	15	60	75
B1	Identification, Assessment and Needs of Persons With Intellectual Disability	3	15	60	75
B2	Curriculum And Teaching Strategies for Persons	3	15	60	75
Practical Paper					
E1	Practicals Related to Disability Specializations	8	200	00	200
	TOTAL	20			500

Semester II

Theory Paper					
Course Code	Course Title	Credits	Internal	External	Total Marks
A3	Research Methodology and statistics	3	15	60	75
A4	Curriculum Development & Educational Evaluation	3	15	60	75
A5	Equitable and Inclusive Education	3	15	60	75
B 4	Therapeutics and Assistive Devices for Person With Intellectual Disabilities	3	15	60	75
Practical Paper					
E2	Practicals related to Disability Specializations	8	200	00	200
	TOTAL	20			500

SECOND YEAR COURSE STRUCTURE

Semester_III

Theory Paper					
Course Code	Course Title	Credits	Internal	External	Total Marks
A6	Perspectives in Teacher Education	3	15	60	75
B3	Adulthood and Family Issues Of Persons with Intellectual Disabilities	3	15	60	75
ELECTIVE COURSES ((Any One)					
C1	Educational Management	2	10	40	50
C2	Educational Technology	2	10	40	50
C3	Guidance and Counseling	2	10	40	50
Practical Paper					
F1	Field Engagement/ Internship related to Disability Specializations	8	200		200
	TOTAL	16			400

Semester_IV

Practical Paper					
Course Code	Course Title	Credits	Internal	External	Total Marks
F2	Field Engagement/ Internship related to Disability Specializations	8	100	100	200
D1 & D2	Dissertation	14	175	175	350
G	Employability Skills	2	50		50
	TOTAL	24			600

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Program Framework

I PREAMBLE

Education is a nation's strength and the countries which invest its resources in education are always privileged, progressive and productive. The current growth strategy being pursued in India, places the highest priority on education as a central instrument for achieving rapid and inclusive growth. It is seen to encompass programmes designed to strengthen the education sector covering all segments of the education pyramid, viz. (i) elementary education, (ii) secondary education and, (iii) higher education. Being the world's third largest higher education sector; the attention towards higher education in India is seen to be significantly aiming for sustainable livelihoods and economic development. This is in addition to the pre-existing Constitutional provisions of - a democratic, just, socially conscious, cultured, and humane national development upholding liberty, equality, fraternity, and justice for all.

As India moves towards becoming a knowledge economy and society, more and more young Indians need to aspire and pursue higher education, hence the National Education Policy (NEP) 2020 provides a great deal of attention towards higher education. The policy while placing emphasis on quality higher education, suggests that besides personal accomplishments and enlightenment, the learners must be prepared for a constructive public engagement and productive contribution to the society. The purpose of quality higher education is therefore envisioned to be more socially engaged, promoting cooperative communities and a happier, cohesive, cultured, dynamic, innovative, developmental and prosperous nation.

The Rehabilitation Council of India (RCI) established in 1992, as a statutory body functioning under the Department of Empowerment of Persons with Disabilities (Divyangjan) (DoEPwD), Ministry of Social Justice & Empowerment, Govt. of India. RCI is committed to realise the national goals for 'education of all' by specifically formulating, regulating, monitoring and updating the human resource development activities and trainings in the field of disability. It offers both face to face and distance mode programs through various Universities across the country. By way of collaborating with National bodies and other Ministries in the Government as well as reputed Universities abroad, RCI has always strived to facilitate and support need based education for persons with disabilities. RCI maintains and renews registrations of qualified personnel and professionals in its Central Rehabilitation Register (CRR) and stipulates Continuous Rehabilitation Education (CRE) in the field of Rehabilitation and Special Education. Revision of its syllabi of training programs, besides incorporating directives of

ACTs and policies brings in expertise of all stakeholders so that the learners undergoing the programs are attuned to the current trends and futuristic requirements.

The present syllabi of M.Ed Special Education revised in 2024, has incorporated the provisions of RPWD Act (2016) and the NEP (2020). RPWD (2016) mandates promoting need based appropriate education, hence the human resource is required for both Special and Inclusive education. The revised courses while including latest Acts, policies and educational frameworks and developments has therefore looked at the aspects in both general and special education. Besides updating the earlier courses with current trends, philosophy and global practices in various aspects of education of persons with disabilities, the learners will be more equipped to undertaking research and develop a progressive attitude to become teacher educators. The education technology along with the technology for empowerment of persons with disabilities, will prepare the learners for their roles as a 21st Century teacher educators. The revised curriculum will provide the learners with foundational know-how of pedagogical practices along with theoretical underpinning and employability skills. Besides this, it will prepare them as master teachers/teacher educators in the field of special and inclusive education, leading to generating special educators to meet the demands of quality and equitable educational practices of persons with disabilities in the country.

II AIM

The aim of the M.Ed.Spl.Ed. programme is preparing teacher educators, researchers and educational leaders in the field of disability education. The major thrust of the M.Ed.Spl.Ed. Programme is professional preparation of teacher educators who would through this programme be equipped with the knowledge and competencies to facilitate and conduct initial preparation and continuing professional development of teachers in general and special educators in particular. The learners would need to be necessarily equipped with the core competencies and knowledge related to teacher education, its philosophical underpinnings, research methodology, curriculum planning and be aware of best and evidenced based practices in the field of pedagogical interventions and adaptations for children with disabilities.

III OBJECTIVES OF THE PROGRAM

The M.Ed.Spl.Ed. programme supports three shared philosophical stances underlying longstanding tradition of preparing teacher educators as education leaders. These stances include teaching as inquiry, teaching as curriculum planning & development and teaching for social justice. The objectives of the program are to:

- Assist potential teacher educators to exert leadership in advocating and meeting educational needs of children and youth with disabilities in various settings.
- Offer special teacher educators the opportunity to develop specialized capacity for leadership in curriculum planning & development, pedagogy and universal design.
- Build theoretical knowledge and skills in research methodologies and conducting research in order to find plausible answers to the educational problems faced by children with disabilities and their teachers and others involved in facilitating all round development of these children.

IV NOMENCLATURE

Nomenclature of M.Ed.Spl.Ed. programme should be as per UGC Notification No. F.5-1/2013 (CPP-II) of 2014 and the new nomenclature will be Masters in Education – Special Education (Name of Specialization in Disability).

Example: For Visual Impairment specialization, the nomenclature shall be Masters in Education – Special Education (Visual Impairment). The abbreviated form shall be as M.Ed.Spl.Ed.(VI).

V GENERAL FRAMEWORK OF THE PROGRAM

Structure of the 2-year Program*

Areas	Title	Credits	Hours
A	Core Courses	18	540
B	Specialization Courses	12	360
C	Elective Courses	2	60
D	Dissertation	14	420
E	Practical I Related to Specialization	16	480
F	Practical II Field Engagement /Internship related to Specialization	16	480
G	Employability skills	2	60
Total		80	2400

***The syllabus is provided for a program of two years duration. Universities have the flexibility to distribute the courses into semester pattern by maintaining the prescribed total hours and credits of RCI which are as per the NCrF (2023) guidelines.**

VI PROGRAM STRUCTURE

AREA A - CORE COURSES

Course Code	Title	Credits	Hours
A1	Developments in Education and Special Education	3	90
A2	Psychology of Development and Learning	3	90
A3	Research Methodology and Statistics	3	90
A4	Curriculum Development & Educational Evaluation	3	90
A5	Equitable and Inclusive Education	3	90
A6	Perspectives in Teacher Education	3	90
Total		18	540

AREA B - SPECIALIZATION COURSES

Course Code	Title	Credit	Hours
B1	Identification, Assessment and Needs of Persons with. *	3	90
B2	Curriculum And Teaching Strategies for Persons with. *	3	90
B3	Adulthood and Family Issues of Persons with.....*	3	90
B4	Therapeutics and Assistive Devices for Persons with. *	3	90
Total		12	360

* Disability specializations: ASD/HI/ID/MD/SSLD/VI

AREA C - ELECTIVE COURSES

Note: Any one of the following courses from C1 to C3 to be offered

Course Code	Title	Credit	Hours
C1	Educational Management	2	60
C2	Educational Technology	2	60
C3	Guidance and Counseling	2	60
Total		2	60

AREA D - DISSERTATION

Course Code	Title	Credit	Hours
D1 & D2	Dissertation*	14	420

Universities have the flexibility to develop the protocols and work distribution.

AREA E - PRACTICAL I

Course Code	Themes	Credit *	Hours*
E1	Practicals related to Disability Specializations		
E2	Practicals related to Disability Specializations		
	Total	16	480

Each disability specialization varies in requirements of practicals; hence the same has been worked out accordingly keeping the total number of credits and hours same. Details have been provided in the respective disability specialization sections of practical I of E.

AREA F - PRACTICAL II FIELD ENGAGEMENT/INTERNSHIP

Course Code	Themes	Credit *	Hours*
F1	Field engagement/ internship related to disability specializations		
F2	Field engagement / internship related to disability specializations		
	Total	16	480

Each disability specialization varies in requirements of Field engagements/internships; hence the same has been worked out accordingly keeping the total number of credits and hours same. Details have been provided in the respective disability specialization sections of Practical II of F.

AREA G – EMPLOYABILITY SKILLS

Course Code	Title	Credit	Hours
G		2	60

VII ADEQUACY OF SPECIAL EDUCATION SYLLABI

The syllabus prescribed at the M.Ed.Spl.Ed. is on the basis of minimum requirements and therefore, Universities implementing the M.Ed.Spl.Ed. programme can exercise flexibility in opting for the number of Courses in each semester without compromising on the adequacy and validity of the contents prescribed by the RCI.

VIII ELIGIBILITY FOR INSTITUTIONS TO IMPLEMENT M.ED. SPECIAL EDUCATION PROGRAM

Universities/Colleges and Institutions offering B.Ed. Spl.Ed. programme alone are eligible for offering M.Ed. Spl.Ed. programme.

IX DURATION OF THE PROGRAM

The duration of the program is of two academic years. Universities need to distribute the courses and practicum semester wise as applicable as per the regulations of the concerned University). This can be completed in a maximum of three academic years from the date of admission to the programme.

X WORKING DAYS AND ATTENDANCE

The programme will be conducted for at least 200 working days each year exclusive of the period of examination and admission. The institution shall work for a minimum of thirty-six hours a week (five or six days), during which physical presence in the institution of all the faculty, teachers and learners is necessary to ensure their availability for advice, guidance, dialogue and consultation as and when needed. The minimum attendance of the learners shall have to be 80% for all course work and 90% for all practicals including internship (5% attendance may be condoned by the head of institution on genuine grounds).

The University may exercise some flexibility subject to condition and ensuring that the Course content is adequately covered.

XI ELIGIBILITY FOR ADMISSION

The admission for the degree of M.Ed.Spl.Ed. degree shall be open to:

- a) A candidate who has successfully passed B.Ed.Spl.Ed. with minimum 50% marks in respective disability area from a recognized University or any other degree considered equivalent to B.Ed.Spl.Ed. from an affiliating university and/ or teaching department under any University recognized by U.G.C. with RCI registration.
- b) A candidate who has successfully passed the B.Ed. General course and has successfully completed Diploma in Education Special Education in respective disability area recognized by the Rehabilitation Council of India with minimum 50 percent marks in each course.
- c) A candidate having passed PG Diploma⁴ (Till Academic session 2014-15)
- d) A candidate with B.Ed. in a particular specialization may be allowed for M.Ed. cross disability/ multicategory (as and when offered) but the reverse is not allowed. B.Ed. with multi-category should not be admitted for specialization in a single disability at the M.Ed. level, however; as part of CBCS, these can be admitted to B.Ed.Spl.Edu. Area C Courses complete the Specialization Courses to qualify for a particular disability. On completion of Area C, these can be admitted to the M.Ed.Spl.Ed in a specific disability.
- e) A student with B.A./B.Sc./B.Com. B.Ed.Spl.Ed. (4 years Integrated)

XII ADMISSION

Admission Procedure: as per University norms.

XIII PASSING CRITERIA

Minimum 50 % marks or grade 'B' are essential in all courses for passing in the programme (or, as per University norms)

XIV NATURE OF EVALUATION

Internal & External as per University norms; RCI as Statutory body recommends that the cut-off marks for grade B shall not be less than 50% and for grade B+, it should not be less than 55% under the absolute grading system. Internal assessment for Theory Courses will not exceed 20% and 50% in the practicals wherever applicable.

XV TRANSITORY REGULATIONS

Whenever a course or scheme of instruction is changed in a particular year, two more examinations immediately following thereafter shall be conducted according to the old syllabus/ regulations. Candidates not appearing at the examinations or failing in them shall take the examinations subsequently according to the changed syllabus/ regulations/As per University norms.

XVI FACULTY-LEARNER RATIO

The faculty-learner ratio in the area of M.Ed.Spl.Ed. may be 1:10, as per the RCI norms. Considering the infrastructural facilities needed for Special Education and based on the tasks such as supervising practicals, a maximum number of 15 students may be admitted for the M.Ed.Spl.Ed. programme in each disability area of the disability specialization subject to prior permission of the RCI.

XX CERTIFICATION AS A REGISTERED PROFESSIONAL

It is mandatory as per Section 13 of RCI Act for every teacher of special education to obtain a "Registered Professional Certificate" from the Rehabilitation Council of India to work in the field of special education in India. As continuous professional growth is necessary for the renewal of the certificate, the teachers as well as educators in special education should undergo in-service programme periodically to update their professional knowledge. Amendments, if any, to the regulations of the course will be made periodically by the Rehabilitation Council of India. Any deviation from the above regulations should have the prior approval of the Rehabilitation Council of India.

The successful students will be registered as Special Educator (Professional). The training institution/organization should ensure that all passed out students are registered with the Council.

XXI AWARD OF DEGREE

The Universities implementing the programme will award degrees in Master of Education - Special Education (Area of Specialization). For example, in the area of hearing impairment, the degree awarded will be Master of Education - Special Education (Area of Specialization) [abbreviated form - M.Ed.Spl.Ed.(HI)]. While issuing degree certificates, the Universities should clearly spell out the area of specialization.

XXII PRACTICING SCHOOLS/CENTRES

Special & Inclusive School – Own Special School/ MoU with Special & Inclusive Schools/ Centres providing services to children with disabilities preferably up to senior secondary school level (wherever applicable) recognized by State Government for the main disability area and permission to carry out practical in other disability with a precaution that school student with disability should not be overstressed.

Special Schools for LD and ASD is not an essential condition. Institutions offering more than one programme in Special Education must have own Special School and MoU with other Special/Inclusive School for school engagement and field experience.

Area A: CORE Courses

AREA A - CORE COURSES

Course Code	Title	Credits	Hours
A1	Developments in Education and Special Education	3	90
A2	Psychology of Development and Learning	3	90
A3	Research Methodology and Statistics	3	90
A4	Curriculum Development and Educational Evaluation	3	90
A5	Equitable and Inclusive Education	3	90
A6	Perspectives in Teacher Education	3	90
Total		18	540

Developments in Education and Special Education

Course Code: A1

Credits: 03

Hours: 90

Introduction

The course aims to develop sound understanding on how both education and special education have been developed in the country. This would include a critical appreciation in the learners about various legislations, policies and programs those have influences the growth in the field of special and inclusive education. The course would also provide learning opportunities to understand the challenges in the field and address these with appreciation of prospectives in special and inclusive education.

Objectives

After completing this Course, the learner should be able to:

- Describe development of education system in India;
- Explain the development of special education system in India;
- Discuss the implications of international and national legislations, policies and programmes on promotion of education of persons with disabilities
- Analyse the opportunities, challenges and barriers that individuals with disabilities experience in educational institutions;
- Critically examine the perspectives in special and inclusive education.

Unit 1: Overview of Education: It's Dimensions and Development

- 1.1 Aims of education: education as social sub-system
- 1.2. Dimensions of education: education as investment, education and human rights, education for ethical development
- 1.3. Education as purposive and continuous process, education for culture: socio-cultural changes
- 1.4. Development of education during ancient and Vedic period, Medieval period, Pre-independence period
- 1.5. Development of education post-independence period (including growth of school education) and educational reorganization

Unit 2: Overview of Special Education in India

- 2.1. Tracing Education for Persons with Disabilities in India: historical perspective of education of persons with disabilities in India (starting from Vedic and epic literature) and development during 20th century
- 2.2. Post-independence period (including constitutional provision and directive principles) and changing models of disability and emerging concept of education for person with disability (right based approach)

- 2.3.Changing perspectives in education of persons with disabilities from segregation to inclusive;
- 2.4.Access and enrolment: nature and severity of disability, types of schools attended, growth of schools; identification, early intervention as facilitator for educational access
- 2.5.Impact of technological advances and researches in special and inclusive education

Unit 3: Development of Special Education: Contribution of Legislations & Policies

- 3.1. Contribution of key international instruments in development of special education: UNESCO convention against discrimination, convention of the rights of persons with disabilities 2006, Review of efforts made by international organization: UNESCAP, UNICEF, WHO, UNDP, Sustainable Development Goal 4
- 3.2.Contribution of Indian legislations in development of special education for promoting education of person with disabilities: Rehabilitation Council of India Act, 1992, PWD Act 1995; National Trust Act 1999; RTE Act 2009; Rights of Persons with Disabilities Act 2016,
- 3.3.Review of various national commissions, policies on education (NEP 1986, POA 1992, NEP 2020); Review of national policies with respect to persons with disability (2006) and draft national policy on persons with disabilities (2022)
- 3.4.Review of national programme to promote education of persons with disabilities: IEDS, DPEP, SSA, RMSA, SMSA, NIOS and its implication on education of persons with disabilities,
- 3.5.Govt. schemes and provisions for education of persons with disabilities; reviews of contributions of national institutions for empowerment of disabilities, Growth and role of NGOs in promoting education of persons with disabilities: historical perspective, contribution of international and national as well local NGOs

Unit 4: Challenges in Education of Persons with Disabilities

- 4.1.Equality of Opportunities and Education and persons with disabilities, socially economically disadvantaged groups, commitment to the education of all through schooling regardless of ability: Identifying issues and addressing challenges
- 4.2.Need and significance enrolment and retention of persons with disabilities: Identifying issues and addressing challenges to promote enrolment and retention of children with disabilities,
- 4.3.Accessibility: need and significance; improving accessibility of -built environments: classroom, laboratories, playground, canteen and other areas of school, accessibility in communication, reading and writing,
- 4.4.Adaptation and reasonable accommodation in teaching learning process, learning resources and support: Identifying issues and addressing challenges
- 4.5.Status of support systems and resources for special and inclusive education: issues and challenges; required support system to meet diverse learning need of individuals, support and resources for home-based education, need for collaboration for support and resources

Unit 5: Prospectives in Special and Inclusive Education

- 5.1. Quality Issues in Special and Inclusive Education: Quality education leads to quality learning outcome vis-à-vis gross enrolment, teacher education vis-à-vis quality special and inclusive education, Various reports on status of education among students with disabilities
- 5.2. Critical review on poor quality special and inclusive education: visible schools and non-visible learning, Quality issues in open schooling
- 5.3. Quality assurance in special and inclusive education: measures to prevent exclusion, assessing inclusion- inclusion index, assessing quality of inclusive practices
- 5.4. Quality assessment of special school and home-based schooling, future of quality assurance in special and inclusive education: auditing and accreditation of special and inclusive institutions
- 5.5. Currents Trends and Future Perspectives in Special and inclusive Education: Inclusive classrooms-collaboration of general and special education teachers, connecting early intervention and pre-school education with successful of inclusive and special schooling, integrating technology and acknowledging twice exceptional (2E) children

Course work/Practical/Field Engagement

- **Assignment:** Prepare and submit an assignment of 1000 words describing the status of special education/educating children with disabilities and diverse needs during Vedic, Medieval and Pre-independence Period
- **Visit:** Visit to a special school and an inclusive school of your locality. Gather data from both schools on enrolment, retention, accessibility, adaptations and accommodations of children with disabilities. Interpret the results and compare both schools.
- **Group Activity:** Conduct a focus group discussion or a symposium on quality assessment for special and inclusive schools and prepare recommendations. Post the recommendations on social media or discussion forum.

Transaction

Learners' engagement through interactive lectures, group discussion through case study and problem-based approaches as well as submission of assignments. The learning further needs to be strengthened through practicum activities, field engagement through visit. The assessment also needs to be in continuous basis.

Recommended Readings

Compendium of Schemes (2014). Department of Empowerment of Persons with Disabilities, Ministry of Social Justice and Empowerment, Govt. of India.

Dimitriadi, S. (2014). Diversity, special needs, and inclusion in early year education. SAGE India.

Julka, A. (2014). Evaluation of the Implementation of the Scheme IEDSS in India. Department of Education of Groups with Special Needs. NCERT, New Delhi.

Julka, A., Mukhopadhyay, S., Vyas, S., Sharma, M, Anupriya, C., & Salin, D. (2014). Including Children with Special Needs: Primary Stage. NCERT, New Delhi

Mishra, M., Pettala, R. (2023). Education of socio-economic disadvantaged groups: from marginalisation to inclusion. Routledge India

National University of Educational Planning and Administration (2014). Education for All Towards

Pangatungan, M. (2022). Special education book: a resource book for teachers and other professionals servicing students with disabilities. Palmetto Publishing.

Tilak J.B.G (2018). Education and development in India: critical issues in public policy and development. Springer Singapore.

UNESCO (2004). Education for All: The Quality Imperative. EFA Global Monitoring Report. Paris

UNESCO (2009). Report on Education for sustainable development.

Psychology of Development and Learning

Course code: A 2

Credits: 3

Hours: 90

Introduction

This course provides the learner gain foundational knowledge in Educational Psychology. This course provides students an opportunity to advance their knowledge and understanding human development from infancy through adulthood. Emphasis is given to physical, cognitive, social and emotional development across the lifespan as well as motivation and learning across contexts. Theories of Intelligence which comprised of many factors are explained in the course. In this course the learner will review the theoretical approach for personality. This course deals with the importance and contribution of educational psychology on the theory and practice of education

Objectives

1. Describe multiple dimensions of learner's development and its implications on learning
2. Reflect on the process of learning from the point of view of different theoretical perspectives
3. Gain systematic knowledge about motivation and its influence on learning
4. Conceptualize different theories of learning and creativity
5. Recognize the concept of personality and methods of assessing personality
6. Apply the knowledge and skills gained in this course to enhance the learning and development of persons with special needs

Unit 1 Overview of Educational Psychology

- 1.1 Nature and scope of educational psychology
- 1.2 Principles of educational psychology
- 1.3 Methods of Educational Psychology : Observation, Experimental method, Correlational, Clinical and Case Study
- 1.4 Applications of educational psychology to persons with disabilities
- 1.5 Trends in Educational Psychology

Unit 2 Understanding the Development of the Learner

- 2.1 Development – Concept and dimensions of Development: Physical, Intellectual, Emotional, Social, Language and Moral dimensions
- 2.2 Theories of Development : Intellectual development – **Bruner**, Psycho social development- **Erikson and Moral Development-Kohlberg**
- 2.3 Methods of studying development: Longitudinal, Cross-sectional, Cohort sequence
- 2.4 Types of developmental delays : Cognitive skills, Social and emotional skills, Speech and language skills and Gross and Fine motor skills
- 2.5 Factors affecting Growth and Development

Unit 3 Learning and Motivation

- 3.1 Concept and nature of learning

- 3.2 Theories of Learning and their educational implications: Lewin's field theory, Gagne's theory of Learning and Donald Norman's Information Processing theory
- 3.3 Transfer of Learning : Types and Theories- Theory of Identical Elements and Theory of Generalization – Educational implications of transfer learning
- 3.4 Motivation: Types of motivation: Intrinsic and Extrinsic - Factors facilitating motivation
- 3.5 Theories of Motivation (Maslow, McClelland) and their educational implications

Unit 4: Intelligence and Creativity

- 4.1 Intelligence: Nature & meaning
- 4.2 Theories of Intelligence : Two-factor Theory (Spearman), Multifactor Theory (Thurstone), Structure of Intellect (Guildford) and Multiple Intelligence Theory (Howard Gardner)
- 4.3 Assessment of Intelligence: Verbal, Non –Verbal, Performance, Individual and Group
- 4.4 Creativity - Concept, Characteristics, Steps of Creativity – Factors Influencing Creativity
- 4.5 Theories of Creativity: Taylor's Level of creativity and Arieti's Theory - Measurement of Creativity

Unit 5: Personality & Group Dynamics

- 5.1 Personality: Concept & Nature - Factors Influencing Personality
- 5.2 Theories of Personality: Type Approach (Galen, Sheldon, Kretschmer, Jung), Trait Approach: (Allport, Cattell, Big Five Theory), Type-cum-Trait Approach (Eysenck), Psychoanalytical Approach (Sigmund Freud) and Humanistic Approach (Maslow, Carl Rogers)
- 5.3 Measurement of Personality in Educational settings: Tools and Techniques
- 5.4 Group Dynamics & Leadership - Group Dynamics Characteristics and Type of Groups - Educational Significance of Group Dynamics
- 5.5 Qualities of Good Educational Leadership.

Course work/Practical/Field Engagement

1. Identify a child with developmental delay in early intervention programme. Prepare and implement programme that can help the child make progress. Submit the report of the intervention programme undertaken by the student learner.
2. Choose an appropriate skill to teach a student with special need. While teaching the skill, observe if the child is physically and intellectually capable of learning the skill, how this learning motivate the child and how successful he/she in learning the skill. Make a report and submit
3. Explore the differences between Intrinsic and Extrinsic motivation with the help of examples and discuss in the classroom
4. Visit inclusive / special school and observe creative skills of children with special need and also plan programme to enhance the creative skills of two children with special needs
5. 2. Administer and interpret individual test intelligence – one for child with non disabled and

child with special needs

6. Visit inclusive/ special school. Identify two children with special needs or identify two adult with special needs and assess their personality characteristics in the dimensions of: activity-passivity, enthusiastic- non enthusiastic, assertive- submissive, suspicious- trusting, depressive- non depressive, and emotional stability- emotional instability . Record the assessment report and submit

Recommended Reading

1. Aggarwal, J.C. (2009). Child Development and the Process of Learning, Shipra Publication, Delhi
2. Aggarwal, J. C. (2008). Essentials of Educational Psychology (2nd Edition) Vikas Publishing House Pvt, Ltd., New Delhi.
3. Anderman, E., & Corno, L. (Eds.). (2013). Handbook of Educational Psychology. London: Routledge.
4. Bernstein, D. (2018). Essentials of Psychology. Boston: Cengage Learning.
5. Bichard, M.H. (2000). Motivation and Emotion: An Interactive Process Model. In R.D. Ellis, N. Newton (Edn). The Caldron of Consciousness. Pp.161-178. J. Benjamins.
6. Bower, G.H. and Hilgard, E.R (1981). Theories of learning. Prentice Hall, Inc. Englewood Cliffs, New Jersey.
7. Chauhan, S.S. (2006). Advanced Educational Psychology. New Delhi: Vikas Publishing House Pvt. Ltd.
8. Chauhan. S.S. (2007). Advanced Educational Psychology (7th Edition), Vikas Publishing House Pvt. Ltd. New Delhi.
9. Crow, L.D. & Crow, A. (2008). Human Development and Learning. New Delhi: Surjeet Publications.
10. Dandekar, W.N. & Sanyogtala. M. (2002). Psychological Foundations of Education (3rd Ed.). New Delhi: McMillan India Ltd.
11. Daniels, H. & Edwards, A. (2004). Psychology of Education. New York: Routledge.
12. Guilford, J.P. (1967). Nature of Human Intelligence, New York : McGraw Hill
13. Kincheloe, L. & Horn Jr, R. A. (2007). The Praeger Handbook of Education and Psychology. New Delhi: Atlantic Publishers & Distributors (p)Ltd.
14. Meltzer, L. (Ed.). (2018). Executive Function in Education: From Theory to Practice. Guilford Publications.
15. Sluckin, W. (2018). Early Learning in Man and Animal. London: Routledge.
16. Wixted, J. T. (2018). Stevens' Handbook of Experimental Psychology and Cognitive Neuroscience, Developmental and Social Psychology (Vol. 4). New Jersey: John Wiley & Sons.

Web Links:

1. <https://www.simplypsychology.org/piaget.html>
2. https://en.wikipedia.org/wiki/Developmental_psychology
3. <http://ncse.ie/wp-content/uploads/2014/10/ChildrenWithSpecialEdNeeds1.pdf>
4. http://www.parentcenterhub.org/ld/14_05_13_web.pdf
5. http://www.indiana.edu/~educy520/sec5982/week_3/cohen88.pdf
6. https://www.education.ie/en/Circulars-and-Forms/Active-Circulars/cl0035_2017.pdf
7. http://www.ncert.nic.in/announcements/oth_announcements/pdf_files/NLEPT_Catalogue.pdf

Research Methodology and Statistics

**Course code: A3
90**

Credits: 2

Hours:

Introduction:

Research methodology and statistics are indispensable components of academic learning that empower students with the essential tools to navigate the complexities of the modern academic and professional landscape. Research methodology serves as the guiding framework for the systematic exploration of knowledge, offering students a structured approach to investigating questions, testing hypotheses, and contributing to the ever-expanding body of information within their chosen fields. It equips them with the skills needed to design robust studies, select appropriate data collection methods, and employ rigorous analytical techniques.

Objectives: After completing the course the learner will be able to:

- Describe the concept, meaning and methods of research in education and special education.
- Develop an understanding of the research process and acquire competencies for conducting a research.
- Apply suitable measures for data organization and analysis.
- Able to interpret the results and present research report
- Should be aware of the writing process for the paper of research and how it was published in a reputable publication

Unit 1: Introduction to Research

1.1 Research: Concept, Meaning, and importance of research

1.2 Need for Research in Education and Special Education

1.3 Methods of Research

Descriptive/Analytical, Applied/Fundamental, Quantitative/Qualitative, Conceptual/Empirical, Historical, Longitudinal, Cross-sectional, Ethnographic and clinical studies

1.4 Research Design – Concept, meaning and Types – Features of good research design

1.5 Research Proposal Writing

Unit 2: Process of Research

2.1 Identification and formulation of Research Problem, Literature Review, Research Gap Analysis, Formulation of hypothesis, data collection, data analysis and reporting

2.2 Hypothesis – Concept, Meaning, Definition, Types

2.3 Sample and Sampling Techniques, Sampling Frame, Sample Error

2.4 Variables – Concept, meaning, types of variables; Threats in Research

2.5 Process of Tool Construction - Item selection, establishing norms, try out, pilot study, item analysis; Standardization of Tool – Establishing Reliability & Validity

Unit 3: **Data Analysis**

3.1 Data – Types of data: Primary and Secondary data, Data Collection: Methods and Organization of data: Array, Frequency, Grouped distribution

3.2 Data Analysis – Meaning, Importance and Types – Scales of Measurement - Normal distribution Curve, Standardization of data - Standard Score - Z Score

3.3 Parametric and Non Parametric tests – Concept and meaning

3.4 Process and Applications of Quantitative Research Methods and Analysis – Descriptive Statistics: Measures of central tendency and Dispersion: Mean, Median and Mode, Standard deviation and Quartile deviation,

3.5 Process and Applications of Qualitative Research Methods and Analysis – Grounded Theory, Ethnography and Case Study, Narrative/ Discourse and Visual Methodologies, Mixed method, Themes, Coding and Presentation

Unit 4: **Inferential Statistics**

4.1 Inferential Statistics – Student t-test, ANOVA, ANCOVA

4.2 Standard error of Mean, Confidence level, degree of freedom, one tail, two tail test - Type I and Type II Errors

4.3 Correlation: Product Moment, Biserial-r, point – biserial, Phi-Coefficient, Regression Analysis

4.4 Statistical Software Packages, SPSS, Jamovi, Amos etc.,

4.5 Graphical representation of data – Bar Diagram, Pie Chart, Scatter diagram, line Diagram, Doughnut, Bubble, Radar

Unit 5: **Research Reporting & Publication Ethics**

5.1 Research Reporting – Types - Steps in report writing – Precautions and Importance - Chapterization, Writing, Bibliography Format

5.2 Evaluating and Reviewing research reports and papers

5.3 Research Funding Agencies

5.4 Article Publication: Layout of a Research Paper - Journals in Education and Special Education – h-index, i10 index - SCI & SSCI indexed Journals

5.5 Ethical issues in Research and Research Publications– Ethical issues related to publishing: Plagiarism and self plagiarism.

Transaction

Lectures, Hands on exercises, Demonstrations, Reading and reflecting,

Course work/Practical/Field Engagement

- Field Visits to Research Institutions
- Workshops and Training Sessions
- Project(s) (Group/Small Group/Individual)

- Field Trips and Site Visits
- Analyze a set of data using computer application
- Assignment(s) (Group/Small Group/Individual)

Recommended readings

- Basic Research and Statistics Book Material, Dr. B.R.Ambedkar Open University, Hyderabad, 2020
- Berg & Lune (2011), Qualitative Research Methods for the Social Sciences, Pearson Publication, Boston.
- Bernard Ostle (2012), Statistics in Research: Basic Concepts and Techniques for Research Workers, Literary Licensing, LLC
- Best, J. W., & Kahn, J. V. (1996). Research in Education Prentice-Hall of India, New Delhi.
- Bogdan & Biklen (2007), Qualitative research for education: An introduction to the methods (5thed). Pearson, Boston.
- C. R. Kothari (2004), Research Methodology Methods & Techniques, New Age International (P) Limited, Publishers, New Delhi
- Chaitanya Kumar (2021), Basic Research Methods and Statistics for Social Sciences Kindle Edition, Insha Publications
- Cohen, J. (1988). Statistical Power Analysis for the Behavioral Sciences. Academic Press, New York.
- Dooley, D. (1997). Social Research Methods. Prentice-Hall of India, New Delhi.
- Duncan Cramer (1996), Basic Statistics for Social Research: Step-by-Step Calculations & Computer Techniques Using Minitab
- 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.
- Jitendra Kumar et. al.(2022), Basic Research Methodology and Statistics, Thakur Publication Private Limited
- Koul, L. (1996). Methodology of Educational Research. Vikas Publishing House, New Delhi.
- Lipsey (1990), Design Sensitivity: Statistical Power for Experimental Research, Sage Publications, Newbury Park, CA.
- Nancy et. al. (1999) Basic Research Methods and Statistics : An Integrated Approach: An integrated approach, S.Chand (G/L) & Company Ltd Publishers
- P.K. Mohanty & S.K. Patel (2019), Basic Statistics 2nd Edition, Scientific Publishers
- Potti, L.R. (2004). Research Methodology. Yamuna Publications, Thiruvananthapuram.
- Robert et. al. (2012) Basic Statistics for Social Research: 38 (Research Methods for the Social Sciences), Jossey-Bass Publication

- Singh (2004) , Tests Measurement and Research Methods in Behavioural Science, Tata Mc Graw-Hill Publishing, New Delhi.
- Vimal Agarwal (2022), Basic Research Methodology And Statistics, SBPD Publications
- Y.K. Singh (2006), Fundamental of Research Methodology and Statistics, New Age International (P) Limited, Publishers, New Delhi
- <https://ori.hhs.gov/module-3-elements-research>
- <https://www.iedunote.com/research-process#:~:text=The%20research%20process%20aims%20to,findings%20in%20a%20research%20report.>
- <https://southcampus.uok.edu.in/Files/Link/DownloadLink/RM%20U1%20P1.pdf>
- <https://statisticsbyjim.com/basics/descriptive-inferential-statistics/>
- <https://makemeanalyst.com/basic-statistics-for-data-analysis/>
- <https://www.scribbr.com/methodology/research-ethics/>

Curriculum Development and Educational Evaluation

Course Code: A4

Credits: 3

Hours: 90

Introduction

Changes in society constantly demand new knowledge and skills and require the continuous development of our educational system. This course will provide the learner the foundational know-how and theoretical underpinning of curriculum development from design and implementation to evaluation. Furthermore, education is a continuous process which begins with evaluation and ends with evaluation. This course intends to orient the learners with the foundation, scope and practices followed in educational evaluation. The course also takes the learners one step ahead by building an understanding of the contemporary evaluation practices as well as programme evaluation.

Objectives

After completing the course, the learners will be able to

- Analyse various foundations, theories, approaches, and models of curriculum development
- Demonstrate the use of different approaches and models to evaluate a curriculum
- Explain the key concepts in evaluation and describe the developments in evaluation
- Describe the scope of evaluation in education
- Describe the use of evaluation as an effective tool in teaching-learning process
- Describe the ways and means of evaluation of programmes

Unit 1: Curriculum Development and Curriculum Design

- 1.1 History, process, and principles of curriculum development
- 1.2 Types of curriculum design: Subject centered, Learner centered, Integrated, Core
- 1.3 Foundations of curriculum development: Philosophical, Psychological, Sociological, Political & Economic
- 1.4 Theories of Curriculum development: Structure oriented, Value-oriented, Content oriented & Process-oriented
- 1.5 Scientific and non-scientific perspectives, approaches, and models of curriculum development

Unit 2: Curriculum Evaluation

- 2.1 Importance and Need of curriculum evaluation
- 2.2 Agencies and Processes of curriculum evaluation
- 2.3 Approaches to curriculum evaluation: Scientific and humanistic, Intrinsic and pay-off, Formative and summative
- 2.4 Models of curriculum evaluation
- 2.5 Stakeholders in curriculum evaluation

Unit 3: Foundations of Educational Evaluation

- 3.1 Meaning of educational measurement, educational evaluation, and their relationship
- 3.2 Evolution of the functions of educational evaluation: Measurement, transparency, accountability, learning & decision making
- 3.3 Scope of educational evaluation: problem solving, accountability, knowledge construction, capacity building, organizational learning & advocacy and communication
- 3.4 Principles of educational evaluation
- 3.5 Types of educational evaluation: Process, outcomes & Holistic

Unit 4: Concepts and Processes Educational Evaluation

- 4.1 Evaluation of learning, for learning and as learning- Contexts, need and nature
- 4.2 Types of evaluation: Knowledge based, performance based, alternative and authentic and Tools of evaluation: Role play, concept maps, interviews, writing samples, projects, exhibitions, reflective journals, rubrics, rating scales
- 4.3 Equity & fairness in evaluation including adaptations and accommodations
- 4.4 Mastery Level Learning
- 4.5 Report writing: Format, content and mechanics

Unit 5: Programme Evaluation & Review

- 5.1 Concept, need, goals and tools
- 5.2 Evaluation of instructional programmes
- 5.3 Techniques of programme evaluation
- 5.4 Reliability, validity, and sensitivity in programme evaluation
- 5.5 Reviewing outcomes

Transaction

Group discussion, lecture-cum-discussion, panel discussion, school visits and teaching observations, individual assignment of lesson planning based on learning needs in the classroom. Workshops on developing tools for content and programme evaluation

Course Work/ Practical/ Field Engagement

- Write a 2000 word essay describing the curriculum in action in an inclusive school
- Interview various stakeholders of a curriculum to understand their perspectives about the various elements of a curriculum
- Design rubrics for evaluating student learning in for any two areas of learning/ subjects
- Observe and prepare a report on evaluation practices at any two levels in (i) a Mainstream and (ii) a Special school. Critically analyze the evaluation practices.
- Attend a programme and submit an evaluative report on the same

Recommended Readings

- Aggarwal, D. (2007). Curriculum development: Concept, Methods and Techniques. Book Enclave, New Delhi.
- Audrey Nicholls, A., Nicholls, S. Howard · (2018) .Developing a Curriculum: A Practical Guide. Taylor & Francis.
- Brady, L. & Kennedy, K. (2013). Curriculum Construction. Pearson Higher Education AU
- CIET(2006). The process of Making National Curriculum Framework-2005: A Video documentary both in Hindi and English, CIET, NCERT, New Delhi.
- Daniels, H., & Porter, J. (2011). Educational theories, Cultures and learning: A critical perspective. Routledge, London.
- Endeley, Margaret N.& Zama, Martha M.A. (2021). Perspectives in Curriculum Studies. Spears Book.
- Jacobs, H. H. (1997). Mapping the Big Picture: Integrating Curriculum and Assessment K-12 (Professional Development). Association for Supervision & Curriculum Development, Alexandria.
- Karami, H. (2018). Fairness Issues in Educational Assessment. Taylor & Francis.
- Moss. A. (2019). Curriculum Development in Elementary Education. EDTECH.
- Ornstein, A. C., Pojak, E. F., & Ornstein, S. B. (2006). Contemporary issues in curriculum. Allyn & Bacon, Boston.
- Scott, D. (2015). New Perspectives on Curriculum, Learning and Assessment. Springer International Publishing
- Stufflebeam, D.L. & Kellaghan, T. (Eds). (2012). International Handbook of Educational Evaluation. Springer Netherlands.
- Swarupa Rani, J. (2004). Educational Measurement and Evaluation. Discovery Publishing House
- Talla, M. (2012). Curriculum Development: Perspectives, Principles and Issues. Pearson Education India.
- V. Ravi. (2015). Curriculum Development. Lulu.com
- Waugh, C. K. & Gronlund, N.E. (2013). Assessment of Student Achievement. Pearson.
- 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. (2009). Leading Curriculum Development. Corwin Press, New Jersey.
- Wiles, J. W., & Bondi, J. C. (2010). Curriculum Development: A Guide to Practice. Prentice Hall, New Jersey.

Web Resources

<https://oer.pressbooks.pub/curriculumessentials/chapter/chapter-factors-that-influence-curriculum-and-curriculum-evaluation/>

https://www.sagepub.com/sites/default/files/upm-binaries/44333_12.pdf

<https://discover.hubpages.com/education/Curriculum-Evaluation>

<https://www.sciencedirect.com/topics/social-sciences/curriculum-evaluation>

[https://oer.pressbooks.pub/curriculumessentials/chapter/curriculum-design-development-and-models-planning-for-student-learning-there-is-always-a-need-for-newly-formulated-](https://oer.pressbooks.pub/curriculumessentials/chapter/curriculum-design-development-and-models-planning-for-student-learning-there-is-always-a-need-for-newly-formulated-curriculum-models-that-address-contemporary-circumstance-)

[curriculum-models-that-address-contemporary-circumstance-](https://oer.pressbooks.pub/curriculumessentials/chapter/curriculum-design-development-and-models-planning-for-student-learning-there-is-always-a-need-for-newly-formulated-curriculum-models-that-address-contemporary-circumstance-)

[an/#:~:text=Curriculum%20design%20refers%20to%20the,Curriculum%20models%20guide%20these%20processes.](https://oer.pressbooks.pub/curriculumessentials/chapter/curriculum-design-development-and-models-planning-for-student-learning-there-is-always-a-need-for-newly-formulated-curriculum-models-that-address-contemporary-circumstance-an/#:~:text=Curriculum%20design%20refers%20to%20the,Curriculum%20models%20guide%20these%20processes.)

https://www.researchgate.net/publication/325088451_Curriculum_Design_and_Development

https://portal.ct.gov/-/media/SDE/Health-Education/curguide_generic.pdf

Equitable and Inclusive Education

Course Code: A 5

Credits: 03

Hours: 90

Introduction

This course will prepare learners to develop insights into models, evolution, current issues and strategies for developing equitable and inclusive learning environments. This course will promote collaborative skills in the learners in order to address special learning needs in the classroom.

Objectives

After completing the course learners will be able to:

- Explain the philosophical, sociological and humanistic perspectives of equitable and inclusive education.
- Develop skills to explore and analyze the existing barriers faced by the learners in the schools so as to resolve with best possible solutions in facilitating accessibility
- Plan out change in school eco-system and school culture to adopt attitudes of valuing individuals, fostering a climate of equity and mutual respect, and requisite practices to implement inclusive education.

Unit 1: Perspectives of Equitable and Inclusive Education

- 1.1 Historical perspective of Equitable and Inclusive education globally and in India
- 1.2 Approaches to disability and service delivery models
- 1.3 Principles of equity and inclusive education
- 1.4 Key debates in special and inclusive education
- 1.5 Research evidence on efficacy and best practices associated with inclusive education

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

- 2.1 Tracing voices for the support of inclusive practices in education from international declarations and conventions: (Universal Declaration of Human Rights, 1948; World Declaration for Education for All, 1990; Incheon Declaration, 2015-SDG-4; UNCPRD 2006)
- 2.2 Conceptualizing and designing roadmaps for inclusion through international frameworks: Salamanca Framework (1994), Biwako Millennium Framework of Action (2002)
- 2.3 Legislation and policies that supports inclusive education: (a) Policies such as NPE 1986, NPE, 2020, National Curricular Framework for Foundational Stage (2022), National Curricular Framework for School Education (2023), National Policy for Persons with Disabilities (2006, and upcoming revision); (b) National acts such as RTE 2009 and its amendment, The RPwD Act 2016.
- 2.4 Contemporary national frameworks: Samagra Shiksha- An Integrated Scheme

for School Education and Framework for Implementation, 2022; National Guidelines and Implementation Framework on Equitable and Inclusive Education (2023)

2.5 Guidelines on developing conducive and safe learning environment- Accessible Code for Educational Institutions (2022), Guidelines for the Development of e-Content for Children with Disabilities (2021); and Guidelines on School Safety and Security (2021)

Unit 3: Building Inclusive Schools

3.1 Identifying barriers to Inclusion- Attitudinal, Systemic and Structural

3.2 Ensuring Physical, Academic and Social Access

3.3 Emerging roles of teachers- facilitator, leadership, reflective teacher, counselor, agent of change.

3.4 Assistive Technology

3.5 Whole School Development and collaborations

Unit 4 Adaptation and Accommodation for Including Diverse Learning Needs

4.1 Reasonable accommodation: concept and implications

4.2 Adaptations and accommodations for children with sensory impairments

4.3 Adaptations and accommodations for children with neuro-developmental disabilities

4.4 Adaptations and accommodations for children with intellectual and developmental disabilities

4.5 Adaptations and accommodations for children with chronic health impairments and children with multiple disabilities

Unit 5: Inclusive Learning and Teaching Practices

5.1 Diverse learners and their learning styles and basic considerations for learning and teaching in inclusive classrooms

5.3 Differentiated instruction (DI): concept and strategies for classroom teaching

5.4 Universal Design of Learning (UDL): concept and strategies for classroom teaching

5.5 Planning and implementing lessons in inclusive classroom

5.5. Planning and implementing assessment, evaluation and examinations in inclusive classroom

Transaction

Interactive course with discussion as well as field work to get first-hand experience in implementing different aspects of pedagogies in inclusive classrooms and understanding the eco-system of inclusive schools.

Course Work/ Practical/ Field Engagement

- Develop a reflective paper on international and national perspective of Equitable and Inclusive Education.
- Review of research in any one area in inclusive education and highlight its implications for the practitioner
- Explore the challenges in implementations of the recommendations of different national guidelines and suggest strategies to implement them effectively.
- Develop a lesson based on principles of Universal Design for a class of your choice.
- Implement the lesson plan above in a regular school using one of the models of collaborative teaching. Write your reflections in a journal.

Recommended Readings

- CBSE (2022). Accessible Code for Educational Institutions, Central Board of Secondary Education, Ministry of Education, New Delhi.
- Convention on the Rights of the Child Adopted and opened for signature, ratification and accession by General Assembly resolution 44/25 of 20 November 1989 entry into force 2 September 1990, in accordance with article 49, <https://www.ohchr.org/sites/default/files/Documents/ProfessionalInterest/crc.pdf>
- DoEPwD (2016). The Rights of Persons with Disabilities Act, Ministry of Social Justice and Empowerment, Govt. of India, New Delhi. <https://www.iitg.ac.in/eo/sites/default/files/RPwDAct2016.pdf>
- DoSEL (2020). National Education Policy-2020, Department of School Education and Literacy, Ministry of Human Resource Development (now Ministry of Education), New Delhi.
- DoSEL (2021). Guidelines for the Development of e-Content for Children with Disabilities, Department of School Education and Literacy, Ministry of Education, New Delhi.
- DoSEL (2021). Guidelines on School Safety and Security, Department of School Education and Literacy, Ministry of Education, New Delhi.
- DoSEL (2021). Guidelines on School Safety and Security. Department of School Education and Literacy, Ministry of Education, New Delhi.
- DoSEL (2022). National Curriculum Framework for Foundational Stage 2022. Department of School Education and Literacy, Ministry of Education), New Delhi. https://www.education.gov.in/sites/upload_files/mhrd/files/NCF_for_Foundational_Stage

ge 20 October 2022.pdf

- DoSEL (2022). Samagra Shiksha- An Integrated Scheme for School Education and Framework for Implementation, Department of School Education and Literacy, Ministry of Education, New Delhi.
- DoSEL (2023). National Curriculum Framework for School Education 2023. , Department of School Education and Literacy, Ministry of Education), New Delhi. https://www.education.gov.in/sites/upload_files/mhrd/files/ncf_2023.pdf
- DoSEL (2023). National Guidelines and Implementation Framework on Equitable and Inclusive Education, Department of School Education and Literacy, Ministry of Education, New Delhi.
- DoSEL(2009). The Right of Children to Free and Compulsory Education Act, 2009. Ministry of Human Resource Development (now Ministry of Education), New Delhi. https://www.indiacode.nic.in/bitstream/123456789/13682/1/rte_act_2009.pdf
- Jha, M. M. (2002). School Without Walls: Inclusive Education for All. Oxford, Heinemann.
- MHRD (1968). National Policy on Education, 1968. Ministry of Human Resource Development (now Ministry of Education), New Delhi. https://www.education.gov.in/sites/upload_files/mhrd/files/document-reports/NPE-1968.pdf
- MHRD(1986). National Policy on Education 1986. Ministry of Human Resource Development (now Ministry of Education), New Delhi. <https://ncert.nic.in/pdf/nep/npe86.pdf>
- MSJE (2006). National Policy for Persons with Disabilities 2006. Ministry of Social Justice and Empowerment, Government of India, New Delhi.
- 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.
- National Trust (1999). THE NATIONAL TRUST FOR THE WELFARE OF PERSONS WITH AUTISM, CEREBRAL PALSY, MENTAL RETARDATION AND MULTIPLE DISABILITIES ACT, 1999. <https://thenationaltrust.gov.in/upload/uploadfiles/files/act-englsih.pdf>
- RCI(1992). The Rehabilitation Council of India Act 1992. <https://www.indiacode.nic.in/bitstream/123456789/1977/1/199234.pdf>
- Report of the Education Commission 1964-66, <https://archive.org/details/ReportOfTheEducationCommission1964-66D.S.KothariReport>
- Sharma, U. (2005). **Integrated Education in India: Challenges and Prospects**, Disability Studies Quarterly, Winter 2005, Volume 25, No.(1)
- UN-ESCAP (2003). Biwako Millennium Framework for Action towards an Inclusive, Barrier Free and Right-based society for Persons with Disabilities in Asia and the Pacific. <http://undocs.org/E/ESCAP/APDDP/4/REV.1>
- UNESCO (1994). The Salamanca Statement and Framework for Action on Special Needs Education. World Conference on Special Needs Education: Access and Quality,

Salamanca, Spain, 1994. <https://unesdoc.unesco.org/ark:/48223/pf0000098427>

- UNESCO(1960). United Nations Educational, Scientific and Cultural Organization Convention against Discrimination in Education Adopted by the General Conference at its eleventh session, Paris, 14 December 1960. <https://adsdatabase.ohchr.org/IssueLibrary/UNESCO%20Convention%20against%20Discrimination%20in%20Education.pdf>
- United Nations Convention on the Rights of Persons with Disabilities, <http://www.un.org/esa/socdev/enable/rights/convtexte.htm> 6 December 2006
- WEF (2015). Education 2030: Incheon Declaration and Framework for Action for the implementation of Sustainable Development Goal 4: Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all, World Education Forum (UNESCO, UNICEF, World Bank, UNFPA, UNDP, UN Women and UNHCR)

Perspectives in Teacher Education

Course Code: A6

Credits: 03

Hours: 90

Introduction

Teachers are the backbone of quality education vis-à-vis development of the country. Quality education is not only limited to students without disabilities but it includes students with disabilities. The teacher educators and master trainers must understand the need, process as well as issues and challenges involved in the training of teachers at pre-service and in-service levels for special and inclusive educational institutions. A sound understanding and analytic skills in the area would help them to plan and implement teacher education programme effectively.

Objectives

After completing this Course, the learner should be able to:

- Describe the linkage between teacher education and quality school education;
- Trace the history and developments with respect to teacher preparation for education of children with disabilities;
- Discuss the quality teacher preparation process in special and inclusive education;
- Explain pre-service teacher preparation in special and inclusive education;
- Appreciate importance of professional development and in-service programmes and develop capacity to plan and execute it as per specific need and purpose;

Unit 1: Understanding Teacher Education

- 1.1. Concept of teaching, teacher and teacher education: Need and scope of teacher education and objectives of teacher education; Teacher education and school education: a symbolic and dialogic relationship
- 1.2. Teacher education in pre-independence and post-independence India; Changing concept of teacher education in India
- 1.3. Structure and Agencies of Teacher Education in India: National Curriculum Frameworks for Teacher Education
- 1.4. Structure of Teacher Education in general at various levels
- 1.5. Agencies of Teacher Education in general at various levels

Unit 2: Historical Perspectives of Teacher Preparation in Special and Inclusive Education

- 2.1. Beginning of teacher preparation in special education in India,
- 2.2. Establishment of national institute for various disabilities and development of professionals in special education
- 2.3. Establishment of Rehabilitation Council of India and standardization of teacher education in special education in India, and role of national level institutions (e.g., UGC, NCERT) in promotion of teacher education in special education

- 2.4.Role of Non-government organisation (NGOs) in promotion of teacher education in special education
- 2.5.Factors Influencing Teacher Education in Special and Inclusive Education: Models of disability and service delivery models, National and international legislations and policies in disability, Schemes and programmes including IEDSS, DPEP, SSA, RMSA, SmSA, DDRS, Special and inclusive schools related factor

Unit 3: Teacher Preparation in Special and Inclusive Education

- 3.1.Requirement of special education teachers in India: achievements and targets; Special education teacher in special schools and inclusive school; Special education teacher in mainstream school: PTR and other requirements
- 3.2.Special education teacher training institutions: types and nature, Teacher Education in Special Education through Open and Distance Learning (ODL)
- 3.3.Role of RCI in teacher preparation in special education; Collaboration between regular and special education teacher training programmes
- 3.4.Competency based teacher education model for teacher preparation in special education, Quality management of teacher education in special education: addressing issues
- 3.5.UNESCO's perspective on preparing all teachers to teach all students; Addressing challenges of preparing special education teachers across countries

Unit 4: Pre-Service Teacher Education in Special and Inclusive Education

- 4.1.Teacher preparation at different levels (foundational stage to secondary stage), Teacher preparation for different types of disability
- 4.2.Preparation of teachers to support inclusive education; Cross disability and teacher preparation
- 4.3.Career prospects of teachers in special education, social status and job satisfaction, burn out of special education teachers
- 4.4.Curriculum, Transactional Modalities in Teacher Education in Special Education: Planning and design of teacher education curriculum for special education, Transaction of teacher education curriculum, Integrating Assistive Technology into teacher education programme
- 4.5.Assessment of performance of trainee teachers

Unit 5: Professional Development Programme in Special Education

- 5.1.Need and significance of Professional Development: Profession and professionalism with respect to teacher education in Special Education, Registration and renewal of registration as special education teacher- purpose and requirement; Professional ethics
- 5.2.Structure and Models of Professional Development Programme: Continued professional development in special and inclusive education: recommendation of

NEP 2020, Self-learning for professional development, Professional development through virtual/online mode

5.3.Continued Rehabilitation Education (CRE) and Faculty development programme in special and inclusive education: structure and models;

5.4.Planning, Designing and Organising Professional Development Programme (PDP): Organising PDP enhancing engagement and learning: considerations for planning and designing, PDP through virtual/online mode: need, scope and significance, Delivering PDP through virtual/online mode: technological requirements and considerations, Assessment of PDP through offline and virtual/online mode, addressing issues and challenges in designing and organising PDP

5.5.In-service Teacher Education in Special and Inclusive Education: In-service teacher education and its linkage with quality of school education, Planning and designing training of in-service teacher in special and inclusive education

Course work/Practical/Field Engagement

- **Assignment:** Prepare and submit an assignment of 1000 words describing the status of teacher preparation to meet the requirements of inclusive set ups
- **Visit:** Prepare a checklist/schedule to collect information by visiting at least 5 educational institutions about competency of passed out special education student teachers. Take interview of at least 5 principals of schools having children with disabilities and analyze the data to suggest improvement in quality of training and the need for in-service training
- **Group Activity:** Prepare a checklist/schedule to collect information about curriculum transaction either in Diploma or B.Ed. in Special Education Courses in any Training Institute. Take interview of at least 10 student teachers and analyse the data to suggest improvement in quality of training

Transaction

Learners' engagement through interactive lectures, group discussion through case study and problem-based approaches as well as submission of assignments. The learning further needs to be strengthened through practicum activities, field engagement through visit. The assessment also needs to be in continuous basis.

Recommended readings

Alexander W. Siston, & Kumar P. (2021). Building teacher quality in India: examining policy frameworks and implementation outcomes (Edited book). Emerald Publishing Limited, Howard House, Wagon Lane, Bingley

Burns, M. (2023). Distance Education for Teacher Training: Modes, Models and Methods. (2nd Edition). Washington, DC: Education Development Center

Gupta, N. (2017). Major issues & challenges in special education in India. Horizon Books

Mohan Radha (2019). Teacher Education, 2nd Ed, Delhi, PHI Learning Pvt Ltd

Pathak, R. P. (2020). *Perspectives on teacher education*. Atlantic Publishers and Distributors (P) Ltd.

Paul T. Sindelar, Erica D. McCray, Mary T. Brownell, and Benjamin Lignugaris /Kraft (2014). *Handbook of research on special education teacher preparation* (Edited book). New York, NY: Routledge

Robert Houston W. & Haberman, M. & Sikula J. (1990). *Handbook of research on teacher education*. New York: Macmillan; London: Collier Macmillan

Area B

SPECIALIZATION COURSES

Course Code	Title	Credit	Hours
B1	Identification, Assessment and Needs of Persons with..... *	3	90
B2	Curriculum and Teaching Strategies for Persons with.....*	3	90
B3	Adulthood and Family Issues of Persons with	3	90
B4	Therapeutics and Assistive Devices for Persons with.....*	3	90
Total		12	360

Sl. No.	*Specialisations
1	Autism Spectrum Disorder
2	Hearing Impairment
3	Intellectual disability
4	Multiple disabilities including Deaf blindness
5	Specific learning disability
6	Visual impairment

Area B

Specialisation Courses

Autism Spectrum Disorder (ASD)

Course Code	Course Title
B1	Identification, Assessment and Needs of Persons with Autism Spectrum Disorders
B2	Curriculum and Teaching Strategies for Persons with Autism Spectrum Disorders
B3	Adulthood and Family Issues of Persons with Autism Spectrum Disorders
B4	Therapeutics and Assistive Devices for Persons with Autism Spectrum Disorders

Identification, Assessment and Needs of Persons with Autism Spectrum Disorders

Course Code: B 1

Credits: 03

Hours: 90

Introduction

The course focuses on developing a in depth conceptual clarity regarding the various characteristics, assessment tools, needs in different levels and also the emerging trends and issues related to persons with Autism Spectrum Disorder. It will help the Learners to get equipped as a professional and effectively address the needs of persons with Autism Spectrum Disorder in both Inclusive and special school settings.

Objectives :

After completing the course Learner will be able to:

- Appreciate the recent development of theoretical and etiological perspectives.
- Critically analyze the learning and behavioral characteristics of persons with ASD.
- Describe the areas and tools of assessment.
- Comprehend the needs of persons with ASD across age levels.
- Understand the emerging future needs and issues in rehabilitation of persons with ASD.

UNIT 1: OVERVIEW, LEARNING AND BEHAVIOURAL CHARACTERISTICS OF AUTISM SPECTRUM DISORDER (ASD)

1.1 Concept & definition of ASD.

1.2 Historical evolution of the field, Prevalence and incidence: Rhetoric and reality, Predisposing factors, Genetics, Brain-differences research.

1.3 Etiological Perspectives: Environmental and prenatal factors, Epigenetic factors, genetic factors

1.4 Cognitive Theories: Baron-Cohen, Frith, Ozonoff and Prognosis of ASD.

1.5 Learning and Behavioural Characteristics: Strength and Abilities, common autism profile, Stimulus over-selectivity and deficits in attention, Self-stimulatory behaviours, Motivational differences.

UNIT 2: IDENTIFICATION OF NEEDS

2.1 Need of persons in different stages of life: Foundational Stage(3 to 8 Years)., Preparatory Stage(8 to 11 Years), Middle Stage(11 to 14 Years) Secondary Stage(14 to 18 Years)., Family and community living.

2.2 School age; placement alternative (special school, Resource Room, inclusive classroom), Multidisciplinary team collaboration and role of special education teacher

2.3 Transition and career development – ITP (Individualized Transition Plan).

2.4 Vocational Development; Employment, Types; emerging Job opportunity, Placement & follow-up.

2.5 Implications of the above for Inclusion.

Unit 3: SCREENING, DIAGNOSIS AND ASSESSMENT

3.1 Screening Tools: Sensitivity & specificity, screening guidelines- Observation, administration, monitoring, and referral.

3.2 Diagnostic Tools: CARS and its versions, GARS, INDT-ASD, ISAA, ADOS, ADI, Critical changes in diagnostic criteria from DSM-IV to DSM-V.

3.3 Assessment of social behaviour: challenging/problem behaviour rating scale, social skill rating form, Direct child interaction.

3.4 Assessment of language & Communication Skills: receptive and expressive language, social communication and literacy skills, Conversation skills, speech prosody.

3.5 Assessment of Functional skills: Basic living skills, home skills, functional academic skills, community participation skills, vocational and livelihood skills

Unit 4: USE OF ASSESSMENT INFORMATION

4.1 Use of assessment information - Medical, Special Educational, Psychological, Therapeutic and Vocational.

4.2 Interpretation of assessment information to develop training goals.

4.3 Use of Support Needs Assessment for Person Centered Planning.

4.4 Writing of assessment report: for administrative purpose, for educational Programming, for referral and for alternative placement.

4.5 Implications of the above for Inclusion.

UNIT 5: EMERGING/FUTURE ISSUES OF PERSONS WITH ASD

5.1 Emerging and future issues: Human rights, equity & gender issue.

5.2 Implications of higher prevalence: Policies and Practices, Inclusion in higher education.

5.3 Issues of aging and care.

5.4 Research and Technology in ASD.

5.5 Implications of the above for Inclusion

Transaction:

- **Lecture**
- **Tutorials**
- **Presentations and discussion.**

SUGGESTED ACTIVITIES:

- Identify two children with ASD in your school/neighborhood and prepare an Assessment report
- Reflect your experience on using screening checklists for children with ASD.
- Discussion on approaches of curriculum and submit a report on its merits and demerits.
- Present a seminar talk on various teaching approaches.
- Devise a curricular adaptation for a lesson to teach concepts at school level for children with ASD.

Recommended Readings:

- Attwood, T. (2008). The complete guide to Asperger Syndrome. Jessica Kingsley Publications. London.
- Siegel, B. (1996): The World of Autistic Child. Oxford University Press. New York
- Delcato, C. (1974). The ultimate stranger; the autistic child. Garden City, NY: Doubleday
- Williams,T. (2011). Autism Spectrum Disorders-From Genes to Environment. In Tech, Croatia
- Simpson, R. L., &Smith, M. B. (Eds.) (2008). Educating children and youth with autism: strategies for effective practice. (2nd edition) Pro Ed. Texas
- Myles, B.S., &Simpson, R.L. (2003). Asperger's syndrome: A guide for educators andparents (2nd ed.), Autin, TX: PRO-ED
- American Psychiatric Association (2014). Diagnostic and Statistical Manual of Mental Disorders (5th Edition). Washington DC.
- Arya, S., Rao, L.G., Jayaram, M &Deshpande, S.N. (2009). Indian Scale for Assessment of Autism. National Institute for the Mentally Handicapped, Secunderabad
- Tyler, R (2013). Basic Principles of Curriculum and Instruction. University of Chicago Press, USA
- Jacobs, H.H. (2010).Curriculum 21: Essential Education for a Changing World. ASCD Publications, USA
- Wiles, J. (1998) Curriculum Development-A Guide to Practice. Merrill Publications

E-RESOURCES

- <http://www.child-encyclopedia.com/sites/default/files/textes-experts/en/572/a-historical-perspective-on-autism.pdf>
- <https://www.nationalautismcenter.org/>
- <https://www.ncbi.nlm.nih.gov/>

Curriculum and Teaching Strategies for Persons with Autism Spectrum Disorders

Course Code: B 2

Credits: 03

Hours: 90

Introduction

The course focuses on developing an in depth conceptual clarity regarding the various characteristics, assessment tools, needs in different levels and also the emerging trends and issues related to persons with Autism Spectrum Disorder. It will help the Learners to get equipped as a professional and effectively address the needs of persons with Autism Spectrum Disorder in both Inclusive and special school settings.

Objectives :

After completing the course Learner will be able to:

- Describe the approaches to curriculum development and explain the role of teacher in the process.
- Apply the principles of universal design of learning in adaptation of curriculum for children with ASD.
- Critically analyze the teaching approaches for children with ASD.
- Explain the various instructional methods for children with ASD.
- Apply suitable strategies for teaching children with ASD.

UNIT 1: DEVELOPMENT OF CURRICULUM AND CURRICULAR ADAPTATION

1.1 Development of Curriculum at various levels.

1.2 Curricular approaches:(a) child-cantered (b) activity based (c) ecological.

1.3 Person Centered Plans: Rationale, tool and Instructional design.

1.4 Curricular adaptation: Adaptation and Accommodation: concept & definition,
Types of adaptation.

1.5 Universal Design of Learning: Need, principles, and application.

UNIT 2: TEACHING APPROACHES, INSTRUCTIONAL METHODS AND TEACHING STRATEGIES

2.1 Types of teaching approaches: Developmental approach, Behavioral approach, Cognitive approach, social approach, Critical analysis of approaches.

2.2 Instructional Methods:

a-Differentiated Instruction and Decision-Making Model

b-Difference Relationship model

c-Relationship Development Intervention

- d-Verbal Behaviour
- e-Response to Intervention
- f-Pivotal Response Training.

2.3 Teaching Strategies: Teaching structure & Work system, visual support,

2.4 Positive Behaviour Support, Errorless learning.

2.5 Augmentative and Alternative communication strategies.

Unit 3: Curricular Domains & Levels

3.1 Development of Curriculum at foundation stage, Personal, Social, Academic, sensory, perceptual and motor.

3.2 Development of Curriculum at Preparatory Stage– Personal, Social, Academic, Occupational and Recreational.

3.3 Development of Curriculum at Middle Stage– Personal, Social, Academic, Occupational and Recreational.

3.4 Development of Curriculum at Secondary Stage– Personal, Social, Academic, Occupational and Recreational.

3.5 Development of Curriculum at Vocational level– Generic Skills and Work Related Skills, Personal skills related to routine, travel, Social Competencies, Job related behavior– punctuality, regularity, Occupational skills– related to the job chosen (inclusive of functional academics), Health/safety skills, First Aid.

Unit 4: Instructional Programs and Methods

4.1 Individualized Instruction – Concept, Types and Approaches.

4.2 Collaborative Methods - Peer Tutoring, Co-operative Learning & Team teaching.

4.3 Methods for social Inclusion, Social Skill Development & Self-Regulation, Community, , Life Skill Education, independent living.

4.4. Universal design of Learning – Definition, Principles, Approaches & Strategies.

4.5 Integration of above for Inclusion

Unit 5: Teaching Approaches

Descriptors/Topics

- 5.1 Developmental Approaches– Montessori, Floor time.
- 5.2 Multi-sensory Approach– Fernald, Orton and Gillingham.
- 5.3 Behavioral Approach– Applied Behavior Analysis (ABA), Discrete Trail Training.
- 5.4 Cognitive Approach– Meta-cognitive Training, Cognitive Behavior Management.
- 5.5 Integration of above in Inclusive Classroom Context.

Transaction:

- **Lecture**
- **Tutorials**
- **Presentations and discussion.**

Recommended Readings

- National Resource Council, (2002). *Educating Children with Autism*. National Academic Press, Washington
- Kathleen Ann Quill (1995) *Teaching Children with Autism: Strategies to Enhance Communication and Socialization*. Albany, NY. Delmar Publishers, Inc.
- Frost, Lori A. & Andrew S. Bondy (1996). *The Picture Exchange Communication System Training Manual*. Cherry Hill, NJ: Pyramid Educational Consultants, Inc.
- Peterson, Susan (2000). *Picture Exchange Communication System*.
- National Resource Council, (2002). *Educating Children with Autism*. National Academic Press, Washington
- Discussion on approaches of curriculum and submit a report on its merits and demerits.
- Present a seminar talk on various teaching approaches.
- Devise a curricular adaptation for a lesson to teach concepts at school level for children with ASD
- Attwood, T. (2008). *The complete guide to Asperger Syndrome*. Jessica Kingsley Publications. London.
- Siegel, B. (1996): *The World of Autistic Child*. Oxford University Press. New York
- Delcato, C. (1974). *The ultimate stranger; the autistic child*. Garden City, NY: Doubleday
- Williams, T. (2011). *Autism Spectrum Disorders-From Genes to Environment*. In Tech, Croatia
- Simpson, R. L., & Smith, M. B. (Eds.) (2008). *Educating children and youth with autism: strategies for effective practice*. (2nd edition) Pro Ed. Texas
- Myles, B.S., & Simpson, R.L. (2003). *Asperger's syndrome: A guide for educators and parents* (2nd ed.), Autin, TX: PRO-ED
- American Psychiatric Association (2014). *Diagnostic and Statistical Manual of Mental Disorders* (5th Edition). Washington DC.

- Arya, S., Rao, L.G., Jayaram, M &Deshpande, S.N. (2009). Indian Scale for Assessment of Autism. National Institute for the Mentally Handicapped, Secunderabad
- Tyler, R (2013). Basic Principles of Curriculum and Instruction. University of Chicago Press, USA
- Jacobs, H.H. (2010).Curriculum 21: Essential Education for a Changing World. ASCD Publications, USA

E-RESOURCES

- <http://www.child-encyclopedia.com/sites/default/files/textes-experts/en/572/a-historical-perspective-on-autism.pdf>
- <https://www.nationalautismcenter.org/>
- <https://www.ncbi.nlm.nih.gov/>
- <https://naturalmedicines.therapeuticresearch.com>
- <https://www.webmd.com/brain/autism/autism-spectrum-disorders>

Adulthood and Family Issues of Persons with Autism Spectrum Disorders

Course Code: B 3

Credits: 03

Hours: 90

Introduction

The course focuses on imbuing the Learner in the understanding of the process of transition from adolescence to adulthood of the persons with ASD. It will help the Learners to develop competencies in addressing family, communities and cultural issues and develop an intervention plan.

Objectives :

After completing the course Learner will be able to:

- Discuss the adulthood needs of persons with ASD.
- Analyse the issues related with sexuality and marriage with reference to ASD.
- Develop an understanding of the needs and concerns of parents and families of persons with ASD.
- Explain the importance of community participation in rehabilitation of persons with ASD.
- Explain strategies of developing independent life skills in persons with ASD.

Unit 1: HUMAN GROWTH & DEVELOPMENT IN ADULTHOOD

1.1 Developmental stages and principles

1.2 Factors influencing natural development of adults.

1.3 Adulthood and Areas of development: Physical, Social, Cognitive, Language, Emotional & Moral

1.4 Common adulthood problems in various areas of development

1.5 Implications of the above for Community Inclusion

Unit 2 : ADULTHOOD AND THE ISSUES WITH RELATIONSHIP, SEXUALITY AND MARRIAGE AND AGEING

2.1 Preparing for adulthood- Transition Plan Career and Post-secondary education, Adulthood Demands and Associated psychiatric disorders.

2.2 Relationship: Appropriate behaviour and personal boundaries, Recognising feelings-own and others, Managing sensory issues

2.3 Sexuality: Body awareness and self-image, Health and hygiene, Privacy, Sex Education: Biological & sociological issues, Assertiveness training, Consent and safety.

2.4 Marriage and long-term relationship: Physical and emotional readiness, Social and financial responsibility

2.5 Individual ageing process, Types of ageing, nature of adults during ageing process, health care and nutrition, optimising successful ageing in adults with ASD

Unit 3: FAMILY AND COMMUNITY ASPECTS OF ADULTS WITH ASD

3.1 Historical context such as Parent's concerns, Guardianship, Financial planning, post-secondary education and employment and Care and living arrangements: residential and group home programmes.

3.2 Parent's Issues: training programs, ageing of parents, training of care-givers, lack of social outlets for adults with ASD.

3.3 Siblings of adults with ASD: effect of family environment, onus of care-giving, Effect on social and personal aspiration and Effect on extended family members

3.4 Community awareness: Self advocacy: Rights and responsibilities, supported decision making.

3.5 Parent Support Groups and associations, corporate social responsibility & role of social service organisations and Role of Government, Media, and community

Unit 4: DISABILITY ISSUES – COMMUNITY

4.1 Attitude of community towards Adults with ASD

4.2 Community related Issues - Aggression, Antisocial behaviour, Abuse and Social discrimination of PwASD.

4.3 Creating Awareness related to community issues.

4.4 Community involvement & Resource Mobilisation.

4.5 Impact of technological developments on disability issues.

Unit 5: ADULTHOOD AND FAMILY TRAINING

5.1 Family experiences of disability in the context of ageing.

5.2 Training of Adults- Personal Care, Social, Domestic, Community and Leisure.

5.3 Services for PwID in urban and rural areas.

5.4 Independent living: Within family, Group home & Institution.

5.5 Parental Attitude and Counselling.

Course Transaction:

- **Lecture**
- **Tutorials**
- **Presentations and discussion.**

SUGGESTED ACTIVITIES

1. Identify a ASD child and design an individualized transition plan for adult with ASD.
2. Interview the parents of children with ASD and find out the needs and issues.
3. Observe the children in language and communication therapy then discuss the difficulties of children having verbal and nonverbal communication.
4. a) Observe sensory integration therapy for at least two weeks and
b) Make notes on children sensory dysfunction
c) Explore on alternative activities to tackle the issues
5. Make a list what you think is the important for a child's development while referring to supportive and alternative therapies.

Recommended Readings

- Basu, S., Das, P., & Chakravarty, I. (2007). Family Life of the Disabled Aged, Ageing and Society. *Indian Journal of Gerontology*, 17 (3 & 4), 75 – 81.
- Blacher, J.(1984). Severely Handicapped Young Children and Other Families: Research in Review. Academic Press Inc., Ovlandio.
- Blook, F. (1974). *Our Deaf Children*, Martins Publishers Ltd. London.
- Cramer, H., & Carlin, J. (2008). Family Based Short Breaks (Respite) for Disabled Children: Results from the Fourth National Survey. *British Journal of Social Work*, 38 (6), 1060 – 1075.
- Dale, N. (2000). *Working with families of Children with Special Needs: Partnership and Practice*. Brunner- Routledge. East Sussex.
- Fewell, R., & Vadasy, P. (1986). *Families of Handicapped Children: Needs and Supports across the Life-span*. Ro-ed Inc. Texas.
- Findler, S. (2000). The Role of Grandparents in the Social Support System of Mothers of Children with a Physical Disability, *Families in Society*, 81(4) 70 – 381.
- Garginolo, R.M. (1985). *Working with Parents of Exceptional Children: A Guide for Professionals*, Houghton-Mifflin, Boston.
- Kashyap, L. (1991). Research on Families with Disabled Individuals: Review and Implications, in Unit for Family Studies (Ed.) *Research on Families with Problems in India*. Vol.II (pp.269-289). Tata Institute of Social Sciences, Bombay
- Kathleen Ann Quill (1995) *Teaching Children with Autism: Strategies to Enhance Communication and Socialization*. Albany, NY. Delmar Publishers, Inc.
- Giffiths, M., & Russle, P. (Eds.) (1985). *Working Together with Handicapped Children: Guidelines for Parents and Professionals*. Souvenir Press, London.
- Glendinning, C. (1986). *A Single Door: Social Work with the Families of Disabled Children*. Allen and Unwin Ltd., London.
- Grinker, R. (1971). *They grow in silence: the deaf child and his family*. National Association of the Deaf, Maryland.
- Hartman, A. (1979). *Finding Families: An Ecological Assessment in Adoption*. Sage Publications, Beverly Hills.
- Hartman, A., & Laird, J. (1983) *Family Centred Social Work Practice*. The Free Press, New York.
- Hewett, S., Newson, J., & Newson, E. (1970). *The Family and the Handicapped Child: A Study of Cerebral Palsied Children in Their Homes*. Allen and Unwin Ltd., London.
- Hornby, G. (1994). *Counselling in Childhood Disability: Skills for working with Parents*. Chapman and Hall, London.
- Kashyap, L. (1986). The Family & Adjustment to their Hearing-Impaired Child. *The Indian Journal of Social Work* 47(1), 28-36.
- Powell, T. H. (1985). *Brothers and Sisters: A Special Part of Exceptional Families*. Paul Brooks, London.

E-RESOURCES

- <https://www.intechopen.com/books/recent-advances-in-autism-spectrum-disorders>
- <https://researchautism.org/community-participation-for-adults-with-asd/>
- <https://www.thetechadvocate.org/>
- [https://www.naset.org/fileadmin/user_upload/Autism_Series/Assist_tech/Assistive Tech for Students W Autism.pdf](https://www.naset.org/fileadmin/user_upload/Autism_Series/Assist_tech/Assistive_Tech_for_Students_W_Autism.pdf)

Therapeutics and Assistive Devices for Persons with Autism Spectrum Disorders

Course Code: B 4

Credits: 03

Hours: 90

Introduction

The course focuses on enabling the Learners to comprehend the role of therapeutic intervention in enhancing the quality of life of persons with ASD. The Learners will be able to develop an understanding of the role of the Assistive Technology and their types and uses.

Objectives :

After completing the course Learner will be able to:

- Develop suitable interventions of language and communication for persons with autism spectrum disorder.
- Describe the sensory processes and comprehend the role of sensory integration therapy for persons with autism spectrum disorder.
- Critically analyse the alternative therapies available for persons with ASD.
- Develop an understanding of assistive technology suitable for persons with ASD.
- Apply the knowledge to develop need-based assistive devices for persons with ASD.

Unit 1 INTRODUCTION TO THERAPEUTICS

- 1.1 Concept, scope and need for therapeutics.
- 1.2 Types of therapies – occupational therapy, speech and language, and counselling.
- 1.3 Assessment of needs and decision making for therapeutic intervention.
- 1.4 Service delivery models [clinics, in-school].
- 1.5 Collaboration through multi, inter and trans-disciplinary approach.

Unit 2 : LANGUAGE & COMMUNICATION THERAPY

- 2.1 Non-verbal communication: Conventional forms and functions, Unconventional Communicative forms and Communicative rate and reciprocity.
- 2.2 Verbal Communication: Normal acquisition position, A typical acquisition position-echolalia
- 2.3 Assessment of non-verbal and verbal communications: Physical competence, Communicative intent, Dyadic interaction skills and Comprehension of communication.
- 2.4 Therapeutic intervention: Managing echolalia, Use of Visual representations, Creating supportive environment.
- 2.5 Augmentative and Alternative communication strategies.

Unit 3 : THERAPEUTICS FOR SENSORY PROCESSING & OCCUPATION AND OTHER SUPPORTIVE AND ALTERNATIVE THERAPIES

- 3.1 Sensory processes in ASD: Inter-sensory integration, Modulation, CNS motivation and homeostasis, Threshold for action, Sensory system operation
- 3.2 Sensory sensitivity & self-regulation mechanisms: Assessment of sensory process, Sensory

integration therapy, Perceptual-motor difficulties & role of occupational therapy

3.3 Supportive and Alternative Therapies: Music and movement therapy, Art and play therapy, Diet therapy, Recreation and Sports and Animal therapy.

3.4. Therapies in the context of occupation and vocational skills

3.5. Role of the teacher in promoting these therapies.

Unit 4 : COUNSELLING THERAPY

4.1 Counselling: concept, importance and scope

4.2 Principles, ethics, and basic skills in counselling

4.3 Assessment and identification of the needs

4.4 Therapies in counselling: Behavioural, cognitive, cognitive-behavioural, play therapy, Art-based therapies, bibliotherapy.

4.5 Classroom intervention, monitoring progress and providing feedback.

Unit 5: ASSISTIVE TECHNOLOGY (AT) AND ASSISTIVE DEVICES

5.1 Assistive technology: Concept and definition role of technology in rehabilitation of persons with ASD, Independent and Assisted living, Vocational and Employment

5.2 AT for Social communication- Communication boards & systems

5.3 AT in classroom- work systems, activity schedules, task and response cards

5.4 AT for literacy and academics- computers and tablets

5.5 Assistive Devices: Low-tech and High-tech devices, Visual representation systems, Devices for sensory inputs, Devices for motor skills and Speech Generating Devices

Transaction:

- **Lecture**
- **Tutorials**
- **Presentations and discussion.**

SUGGESTED ACTIVITIES

1. Identify an ASD child and design an individualized transition plan for adult with ASD
2. Interview the parents of children with ASD and find out the needs and issues
3. Observe the children in language and communication therapy then discuss the difficulties of children having verbal and nonverbal communication.
4. a.) Observe sensory integration therapy for at least two weeks and
b) Make notes on children sensory dysfunction
c) Explore on alternative activities to tackle the issues
5. Make a list what you think is the important for a child's development while referring to supportive and alternative therapies

Recommended Reading:

- Garginolo, R.M. (1985). Working with Parents of Exceptional Children: A Guide for

Professionals, Houghton-Mifflin, Boston.

- Kashyap, L. (1991). Research on Families with Disabled Individuals: Review and Implications, in Unit for Family Studies (Ed.) Research on Families with Problems in India. Vol.II (pp.269-289). Tata Institute of Social Sciences, Bombay
- Kathleen Ann Quill (1995) Teaching Children with Autism: Strategies to Enhance Communication and Socialization. Albany, NY. Delmar Publishers, Inc.
- Koomer, J.and Kranowitz, C. (2007) Answers to questions teachers ask about sensory integration. Future Horizons, Texas
- Culp, S. (2011). A Buffet of Sensory Interventions: Solutions for Middle and High School Students With Autism Spectrum Disorders. AAPC Publishing, Kansas
- Frost, Lori A. & Andrew S. Bondy (1996). The Picture Exchange Communication System Training Manual. Cherry Hill, NJ: Pyramid Educational Consultants, Inc
- Cormier, C. and Natale, N. (2014). Assistive Technology Guide to Maximize Learning for Children with Autism. Create Space Independent Publishing Platform. UK
- Moyes, R.A (2010) Building Sensory Friendly Classrooms to Support Children with Challenging Behaviors: Implementing Data Driven Strategies! Sensory World
- Beukelman, D. &Mirenda, P. (2004). *Augmentative and Alternative Communication: Management of Severe Communication Disorders in Children and Adults.*Baltimore, MD: Paul H. Brookes Publishing Co
- Boser, K.I., Goodwin, M.S.and Wayland, S.C (2013) Technology Tools for Students with Autism: Innovations that Enhance Independence and Learning. Brookes Publishing

EResources

<https://dextrowaredevices.com/assistive-technology-for-autism/>

<https://reciteme.com/news/assistive-technology-for-autism/>

AREA B

Specialisation Courses

Hearing Impairment (HI)

Course Code	Course Title
B1	Identification, Assessment and Needs of Persons with Hearing Impairment
B2	Curriculum and Teaching Strategies for Persons with Hearing Impairment
B3	Adulthood and Family Issues of Persons with Hearing Impairment
B4	Therapeutics and Assistive Devices for Persons with Hearing Impairment

Identification, Assessment and Needs of Persons with Hearing Impairment

Course Code: B1

Credits: 03

Hours: 90

Introduction

The course aims to develop an understanding of applications of various audiological, speech, language and communication assessments for recommendations of various educational practices. The said course would also help learners to appreciate the role of professionals to address the needs of the child with hearing impairment in a holistic manner using team approach.

Objectives

After completing the course learner will be able to

- Explain Audiological evaluation and reflect its application in education of PwHI.
- Explain various issues related to assessment of language and communication of PwHI.
- Discuss assessment of communication and suggest / undertake appropriate actions.
- Explain the practices in educational assessment including the setting up of an educational centre.
- Describe the importance of team approach and reflect on their role in assessment and identification of needs of PwHI.

Unit 1: Audiological Assessment, Identification and Addressing Needs

- 1.1 Overview and need of various Audiological assessment.
- 1.2 Choice and selection of Audiological tests according to age and functional abilities of the child.
- 1.3 Overview of Audiological assessment of children with additional/associated disabilities.
- 1.4 Selection of modality/method of management (auditory, speech reading vs. manual communication) based on aided performance (aided audiogram & speech identification).
- 1.5 Recommendation of educational set-up (special, partial integration vs inclusive education) based on aided performance (aided audiogram & speech identification) as one

of the factors.

Unit 2: Speech Assessment, Identification and Addressing Needs

- 2.1 Overview of acoustics of speech; Classification of speech sounds based on major acoustic cues.
- 2.2 Compare and contrast speech development in typical developing children and CwHI.
- 2.3 Phonological errors as a function of audiogram configuration (flat, gradually sloping and steeply sloping) and degree of hearing loss.
- 2.4 Selection of appropriate strategies, material, and equipment for teaching speech.
- 2.5 Need for use of regional language based speech assessment tests.

Unit 3: Language Assessment, Identification and Addressing Needs

- 3.1 Assessment of verbal language and Indian Sign Language in PwHI across age groups: Challenges and concerns (standardized versus teacher made tools; Setting of norms; measuring receptive and expressive language; identifying measurable indicators).
- 3.2 Identification of signs of language deprivation and its impact on social, emotional and psychological aspects in PwHI. Importance of early Indian Sign Language foundation (L1) for second language (L2).
- 3.3 Biological foundations and research in early development of verbal language and ISL; experiences in the past two decades.
- 3.4 Processing ISL in early years: Neural reorganization; Access to age appropriate language; Ease of intake; Universal grammar; Modality dependent versus modality independent components.
- 3.5 Receptive and Expressive assessment of ISL as a subject.

Unit 4: Educational Assessment, Identification and Addressing Needs

- 4.1 Concept, Scope, and principles of Educational Assessment, Importance of holistic assessment in education and focus on strength based approach.
- 4.2 Assessment of literacy development in PwHI across all ages: Challenges and concerns (modality dependent nature of language; standardized versus teacher made tools; Setting of norms; measuring reading and writing; identifying measurable indicators; accessibility).
- 4.3 Methods, Techniques & tools for educational assessment & Reporting: Formal&

Informal, Parameters for selecting medium of instruction for PwHI: Language/s used at home, school & community.

- 4.4 Outcomes of educational assessment: Identification, addressing educational needs; linking with pedagogical decisions.
- 4.5 Setting up of an educational assessment clinic/centre: Need & Requirements (essentials & Desirables).

Unit 5: Team Approach in Assessment, Identification & Assessing Needs

- 5.1 Team Approach: concept & types (Multidisciplinary, Interdisciplinary and Trans-disciplinary).
- 5.2 Role of various stakeholders: professionals, personnel, parent, deaf mentor, sign language teacher, interpreter and the PwHI.
- 5.3 Constitution of team with reference to PwHI: Considerations on age, severity and associated conditions.
- 5.4 Team's role before, during and after assessment; Identifying and addressing the needs and planning interventions and transitions.
- 5.5 Team's role in outcome measures: Periodic assessment and evaluation; review of performance against previously set goals.

Coursework/Practical/Field Engagement

- Compiling a set of 10 aided audiograms and aided speech identification scores for selection of modality, method of communication and educational set-up.
- Interview with at least 10 deaf individuals on their early language learning experiences at home and in educational settings (speech and/or ISL).
- Review two case records and reflect upon the roles and responsibilities of team members.
- Reflections on changing trends in language assessment.
- Compiling of recently developed speech, verbal language and ISL tests in India.
- Visit an educational clinic/centre and review the different tools available for educational evaluation of PwHI.

Transaction & Evaluation

Lecture-cum-demonstrations, Assignments, Journals, Group Discussions, Interviews, and Class tests.

Suggested Readings

- Beattie, R.G. (2001). *Ethics in Deaf Education: The First Six Years*. Academic Press Inc., New York.
- Billeaud, F. P. (2003). *Communication Disorders in Infants and Toddlers: Assessment and Intervention*. 3rd ed. Butterworth Heinemann.
- English, K.M. (2002). *Counseling Children with Hearing Impairment and Their Families*. Allyn and Bacon, Boston.
- Gipps, C. (1996). Assessment for learning. In Little, A. and Wolf, A. (eds). *Assessment in transition: Learning, monitoring and selection an international perspective*. Oxford Pergamon Press, London.
- Gronlund, N.E., & Linn, R. (1990). *Measurement and evaluation in teaching (6th Edition)*. Macmillan, New York.
- Hamayan, E. V. (1995). Approaches to alternative assessment. *Annual Review of Applied Linguistics*, 15, 212-226.
- Harrison, M., Roush, J., & Wallace, J. (2003). Trends in age of identification and intervention in infants with hearing loss. *Ear and Hearing*, 24(1), 89-95.
- Headington, R. (2003). *Monitoring, Assessment, Recording, Reporting & Accountability*. (2nd ed.). David Fulton. London.
- Hibbard, K. M., & others. (1996). *A teacher's guide to performance-based learning and assessment*. Alexandria, VA: Association for Supervision and Curriculum Development.
- Jalvi, R., Nandurkar, A., & Bantwal, A. (2006). *Introduction to Hearing Impairment*. Kanishka Publication, New Delhi.
- Johnson, C. D., & Seaton, J. (2010). *Educational audiology handbook (2nd ed.)*. Clifton Park: Delmar Cengage Learning.
- Mathew, S. (2005). *Evaluation: Curricular strategies and adaptations for children with hearing impairment*. Kanishka Publication, New Delhi.
- Mathew, S. (2010). *Educational Evaluation. Curriculum and teaching strategies for CWHI. MED SEDE (HI) Manual*, IGNOU, New Delhi.
- Mathew, S., & Mishra, A. (2010). Knowledge based evaluation of students with hearing impairment. *Journal of NCED*, Vol 2, Issue 1, page 26-33.
- Mc. Laughlin, J. A. & Lewis, R. B. (2001). *Assessing students with special needs*. (Ed. V). Merrill & Prentice Hall, New Jersey.

- Mehrens, W. A., & Lehmann, I. J. (1991). *Measurement and evaluation in psychology (IVED)*. Harcourt Brace College. New York.
- Northern, J. L., & Downs, M. P. (2002). *Hearing in Children*. 5th Edition. Williams and Wilkins, Philadelphia: Lippincott.
- Owens, R.E. (2012). *Language development: An introduction (8th ed.)*. Pearson, Boston.
- Quigley S. P. & Paul, P. V. (1984). *Language and deafness*, College–Hill Press Inc. California.
- *Status of Disability in India (2007)*. Hearing Impairment and Deaf-blindness. Rehabilitation Council of India, New Delhi.
- Yoshinaga-Itano, C. (2003). From screening to early identification and intervention: Discovering predictors to successful outcomes for children with significant hearing loss. *Journal of deaf studies and deaf education*, 8(1), 11-30.
- Yoshinaga-Itano, C., Sedey, A. L., Coulter, D. K., & Mehl, A. L. (1998). Language of early and late identified children with hearing loss. *Pediatrics*, 102(5), 1161-1171.
- Waldman, D., & Roush, J. (2010). *Your child’s Hearing Loss; A Guide for Parents*. Plural Publishing, San Diego.

Curriculum and Teaching Strategies for Persons with Hearing Impairment

Course Code: B2

Credits: 03

Hours: 90

Introduction

The course is designed to add on the specialized curricular requirements of PwHI and strategies in both special and inclusive classrooms. Having the foundations of curriculum design and approaches, the learners will be able to apply it while studying and designing the curriculum for PwHI.

Objectives

After completing the course learners will be able to

- Describe the curricular needs, framework and practices emerged out of the paradigm shift in education.
- Explain the bases, types and strategies of curricular adaptations.
- Understand the concept and strategies in differentiated instructions.
- Explain the processes and theories of literacy development.
- Explain the multiple literacy and their applications in curriculum.

Unit 1: Curricular Needs at Different Levels

- 1.1 Paradigm shift in education: school, teacher, learner & curriculum for 21st century.
- 1.2 Causes of learning difficulties in persons with hearing impairment.
- 1.3 Differential curricular needs of early and late intervened children with hearing impairment.
- 1.4 Curricular framework for Early intervention & Early Childhood Education.
- 1.5 Domains of development facilitating school readiness for inclusive education.

Unit 2: Curricular Adaptations

- 2.1 Bases of curricular adaptations & decision making.
- 2.2 Stepwise curricular approach and its adaptation.
- 2.3 Types of accommodations, modifications and their applications.
- 2.4 Strategies of adaptation of text of different school subjects.

2.5 Adaptations in accessibility provisions in evaluation.

Unit 3: Differentiated Instructions

3.1 Relevance & Concept.

3.2 Elements of differentiated instructions (Knowing the learner, assessing the learner, school climate, instructional strategies, adjustable assignments).

3.3 Need assessment & decision making.

3.4 Learning pyramid.

3.5 Mastery level learning.

Unit 4: Literacy Development & Teaching Strategies

4.1 Deafness & literacy issues; Role of educational bililingualism in literacy development.

4.2 Theories of literacy development and their applications.

4.3 Processes involved in reading & writing.

4.4 Processes involved in speaking, listening & signing for literacy development.

4.5 Meta cognitive strategies & instructional practices.

Unit 5: Research & Development in Literacy

5.1 Current status of literacy and literacy research in deaf individuals in India: An overview

5.2 Priority areas of research: Peer to Peer Deaf Multi-literacy, Role of technology in literacy development, Language deprivation studies.

5.3 Identifying the gaps in literacy development and research practices.

5.4 Research trends in literacy development at different levels in the past two decades (including bilingualism and early language development).

5.5 Evidence based practices in literacy development.

Course Work/Practical/Field Engagement

- Select a text of your choice and adapt the content in terms of knowledge, language, presentations illustrations.
- Write an essay on the Montessori curriculum and its relevance to children with hearing impairment.
- Profile the current level of functioning of literacy in at least 10 deaf individuals and

interview them on their school experience in context of literacy development.

- Write an essay on role of technology in literacy development in deaf individuals.
- List at least 2 online resources for deaf individuals to improve their literacy skills.
- Present an article published after 2015 in an indexed journal on literacy.

Transaction & Evaluation

Lectures cum demonstrations, Group Discussions, Interviews, Self-learning and Workshops.

Suggested Readings

- Armstrong, D. G. (1989). *Developing & documenting the curriculum*. Allyn & Bacon, London.
- Beane J. A., Toepfen, C. F., Allen, S. J. (1986). *Curriculum planning & Development*. Allyn & Bacon, London.
- Bhattacharya, T., Fan, H. R., Gillen, J., Mathew, S., Panda, S., Papen, U., & Zeshan, U. (2017). Policy Report on “Peer to Peer Deaf Literacy”. (P2PDL).
 - Gregory, S., Powers, P., & Watson, S. (1998). *Issues in Deaf Education*. David & Fulton. London.
 - Judy, W. (1998). *Adapting instructions to accommodate students in inclusive settings*. Pearson Publication, London.
 - Mishra, A. (2012). *Research of deaf and hard of hearing in India. Status of Disability in India*, Rehabilitation Council of India, New Delhi.
- Nodoushan, M. A. S. (2008). *Language and literacy development in prelingually deaf children*. ERIC Clearinghouse.
 - Ornstein, A. C., & Behar–Horenstein, L. S. (1999). *Contemporary Issues in Curriculum (II Ed.)*. Allyn & Bacon, London.
 - Owens, R. E. (2012). *Language development: An introduction (8thed.)*. Pearson, Boston.
- Papen, U., & Gillen, J. (2022). Peer to Peer Deaf Multiliteracies: Experiential pedagogy, agency and inclusion in working with young adults in India. *International Journal of Inclusive Education*, 1-22.
- Research Briefs by Visual Language and Visual Learning (VL2), Gallaudet University (<https://vl2.gallaudet.edu/research-briefs>) ISL translation (<https://www.youtube.com/watch?v=q8A3gqVsdbM&list=PLCNhT2mOu6SA3ERrIFF3hgcZlrmxiOSCv>)

- Sampson, M., Allen, R. V., & Sampson, M. B. (1991). Pathways to literacy. Holt Rinehail & Winston Inc., London.
 - Searfoss, L. W., & Readence, J. E. (1989). Helping children Learn to Read. Allyn & Bacon, London.
 - Spodek, B., & Saracho, O. N. (2006). Handbook of Research on the Education of Young Children. (II Ed). Lawrence Erlbaum, London.
 - Status of Disability in India (2007). Hearing Impairment and Deaf-blindness. Rehabilitation Council of India, New Delhi.
 - Stokes, J. (2000). Communication options. In J. Stokes (Ed.), Hearing impaired infants–Support in the first eighteen months. Whurr Publishers Ltd., London.
 - Tannen, D., & Tanner, L. (1995). Curriculum development: Theory to Practice (III Ed.). Merryl & Prentice, New Jersey.
 - Tompkins, G. E., & Hoskisson, K. (1995). Language arts: Content & Teaching Strategies (III Ed.). Merryl & Prentice, New Jersey.
 - Wallang, M. G. (2007). Sign Linguistics and Language Education for the Deaf: An Overview of North-East Region. Academic Excellence, New Delhi.
- Zeshan, U., Huhua Fan, R., Gillen, J., Panda, S., Papen, U., Tusting, K. P. & Webster, J. (2016). Summary Report on "Literacy development with deaf communities using sign language, peer tuition, and learner-generated online content: sustainable educational innovation".

Adulthood and Family Issues of Persons with Hearing Impairment

Course Code: B3

Credits: 03

Hours: 90

Introduction

The course is designed to develop learners' insight into transitional process from adolescence to adulthood and issues related to adulthood of individuals with hearing impairment. The learners are expected to appreciate the need for planning for adulthood towards promoting their independent living, higher and vocational education as well as employment. The course would build suitable capacities so that the learners can address the family, community and cultural issues through suitable interventions.

Objectives

After completing the course learners will be able to

- Appreciate the importance of planning and implementing transition services for preparing adolescents towards adulthood.
- Explain strategies of developing life skills and preparing them for gainful employment.
- Describe communication, cultural and family issues to reflecting planning of services.

Unit 1: Transition from Adolescence to Adulthood

- 1.1 Transition: Concept and challenges as perceived by D/deaf adolescents and their families.
- 1.2 Domains of transition: Educational, independent living, social-cultural and employment.
- 1.3 Factors influencing transition: Social & Emotional, Academic and personal achievement, aspiration & motivation, interaction & complexities, environmental barriers, late deafened adults; concept of self and self-efficacy
- 1.4 Role of support and facilitators: Family, peers, community; agencies and environmental support
- 1.5 Planning and implementing transition services

Unit 2: Life Skills

- 2.1 Concept and its importance
- 2.2 Life skills including interacting with others, problem solving, taking initiative, managing

conflict, social awareness, identifying and managing emotions

- 2.3 Financial literacy, self-advocacy, time management, planning and implementation skills
- 2.4 Coping, resilience, mental wellbeing
- 2.5 Leisure time, hobbies and recreational activities

Unit 3: Higher Education, Vocational Education & Employment

- 3.1 Higher Education: Need, scope, status.
- 3.2 Vocational education: Need, scope, status.
- 3.3 Accessibility and informed choices in education and vocation.
- 3.4 Career choices: employability skills and upskilling including entrepreneurship.
- 3.5 Fostering inclusive workplace environment.

Unit 4: Community & Cultural Lens

- 4.1 Diversity and Intersectionality in the deaf world.
- 4.2 Understanding & respecting of culture, group identity and communication options from the hearing and deaf perspective.
- 4.3 Harmonizing the diversities.
- 4.4 Legal issues regarding communication accessibility.
- 4.5 Facilitating societal inclusion.

Unit 5: Family Perspective

- 5.1 Roles of families in fostering and supporting personality development, independent living, employment, and marriage.
- 5.2 Challenges faced by Deaf parents and Hearing parents in raising D/HH children; Deaf Child Deaf Parent (DCDP); and Deaf Child Hearing Parent (DCHP) respectively.
- 5.3 Communication patterns and issues in families with Deaf parents and hearing children i.e. CODAs – Children of Deaf Adults.
- 5.4 Identifying family needs and supporting towards resource mobilization, family networking and facilitating availability of welfare schemes.
- 5.5 Advocacy at family and individual levels; Strategies for advocacy.

Course work/Practicum/Field Engagement

- Prepare a poster on family advocacy.
- Hold a mock interview session and write your reflections upon it.

- Interview a family to identify 'need and support'.
- Have a focus group discussion on Deaf culture in India, and submit a reflective essay on the same.
- Make an awareness chart regarding the life skills (any two) for the D/deaf adult.

Transaction & Evaluation

Lecture-cum-demonstrations, Experiential Learning, Group Discussions, Inviting Deaf adults to share their experiences & success stories.

Suggested Readings

- Annable G., Walters, C., Strensta, D., Symanzik, S, Tuuuyb. L., & Sterwer, N. (2003). Students with disabilities, Transition from post-secondary education to work, Winnipeg. Canadian centre for disability studies, Manitoba.
- Bove F.G. (2003). Transition for deaf and hard of hearing students: A blueprint for change. *Journal of deaf studies and deaf education*; 8(40);485-93
- Christensen, K.M., & Gilbert, L.D. (1993). *Multicultural Issues in deafness*, White Plains, Longman, New York.
- Friedner, M. I. (2015). *Valuing deaf worlds in urban India*. Rutgers University Press.
- Ladd, P. (2003). *Understanding deaf culture: In search of deafhood*. Multilingual Matters.
- Life Skills Curriculum (<https://dreamadream.org/life-skills-curriculum>)
- Life Skills Assessment Scale (LSAS) <https://dreamadream.org/life-skills-assessment-scale/>
- Narayansamy, S., Kamraj, J., & Rangasayee, R. (2006). *Family, Community and the hearing impaired child*. Kanishka Publishers, New Delhi.
- Padden, C. A., & Humphries, T. L. (2006). *Inside deaf culture*. Harvard University Press.
- Parasins, L. A. (1996). *Cultural and Language Diversity and Deaf Experience*. Cambridge University Press, New York.

Therapeutics and Assistive Devices for Persons with Hearing Impairment

Course Code: B4

Credits: 03

Hours: 90

Introduction

The course will assist learners to know about technological devices required and used in various interventional settings and also the schemes available to procure the individual aids and appliances. The course also envisages to arouse curiosity amongst learners about various technological advancements and research and development in the said area.

Objectives

After completing the course learners will be able to

- Describe the available schemes and reflect on the status of services for individuals with hearing impairment and suggest ways to improve.
- Understand individual and group listening devices.
- Discuss the role of technology in facilitating communicative educational and social functioning of language.
- Understand about use of assistive devices.
- Explain the present and future technologies, research developments and evidence-based practices.

Unit 1: Schemes & Services for availing Assistive Devices

- 1.1 Schemes for persons with disabilities of various ministries/departments of central and state government in early intervention, rehabilitation, education and employment.
- 1.2 Schemes for availing aids and appliances: ADIP and other schemes, UDID card.
- 1.3 Services for individuals with hearing impairment: Types, availability, coverage and quality.
- 1.4 Delivery of services; Role of various stakeholders, planning, implementing, collaboration, challenges and issues.
- 1.5 Service Delivery Mechanism for procurement of assistive devices.

Unit 2: Listening and Assistive Devices in Audiological Management

- 2.1 Hearing aids: Overview to hearing aids; Overview to electro acoustic

characteristics and need to study the same; Importance of ear mould and its modifications.

- 2.2 Cochlear Implant: Overview to cochlear implants; Need and importance for regular mapping.
- 2.3 FM systems: Components, Functioning, Types, Advantages and disadvantages.
- 2.4 Induction loop systems & Hardwire systems: Components, Functioning, Types, Advantages and disadvantages.
- 2.5 Criteria for recommendation of one device over the other; Role of special educators in measuring outcomes of listening devices.

Unit 3: Assistive Devices in Management of Communication & Language

- 3.1 Use of different types of captioning and ISL translation windows in media and its role in literacy development.
- 3.2 Technology and Apps for facilitating accessibility (Live Captions, Video Relay Services, Online Interpreting etc.).
- 3.3 Use and availability of social media for sign language users: Communicative, educational and social purposes.
- 3.4 Speech to Text, Text to Speech, Use of Avatars in ISL translation.
- 3.5 Recent trends, Artificial Intelligence and Meta level understanding of use of technology.

Unit 4: Technology & Methods in Management of Speech

- 4.1 Parameters measured in phonation and supra-segmental aspects of speech using advanced technology and their application.
- 4.2 Need and methods to analyze and to correct articulation of speech.
- 4.3 Selecting management techniques for phonation and supra-segmental aspects of speech.
- 4.4 Selecting management methods for facilitating articulation in CwHI.
- 4.5 Methods to improve speech intelligibility; Measurement of outcomes.

Unit 5: Technology in Education and Daily Living

- 5.1 Impact of ICT in Education: Accessible e-content in ISL with captions (Guidelines by Ministry in suggested readings).
- 5.2 Assistive technologies for personal and educational purposes: Caption Glasses, Flash

Alarms, Baby Monitor, Chat Bot in ISL etc.

- 5.3 Universal Design for Learning; its Concept, Principles & product design (e.g. Integrating accessibility features in mainstream Apps and Technology Services).
- 5.4 Accessibility of Information during conferences, workshops and meetings.
- 5.5 Research & Developments in Educational technology: National & International

Course Work/ Practical/ Field Engagement

- Compare the application of the technology in classroom teaching between a developing and a developed country.
- Undertake a survey of available services in your locality and reflect on their status for individuals with hearing impairment. Prepare a report.
- Observe analysis of electro-acoustic characteristics of 5 hearing aids and write a report.
- Use social media to link with individuals with deafness and submit a report on your experience.
- Interact with a D/deaf adult to find out role of technology in his/her social life. Write your reflections.
- Measure the speech/ ISL intelligibility of 2 persons with hearing impairment.
- List the available technology & assistive devices being used by deaf/hard of hearing individuals in India.
- Compare schemes available in your state/country with any other state/country.

Transaction & Evaluation

Self-learning, Lecture-cum-demonstrations, Experiential Learning, Group Discussions & Workshops.

Suggested Readings

- Andersson, C. (2014). Assistive Technology for the Hearing-impaired, Deaf and Deafblind. Springer, London.
- Berg, F. (2008). Speech Development Guide for Children With Hearing Loss. San Diego: Plural Publishing.
- Dillon, H. (2001). Hearing aids. Thieme Medical Publications, New York.
- English, K. M. (2002). Counselling Children with Hearing Impairment and Their Families. Allyn and Bacon, Boston.
- Huang, D. (1998). Speech skill build-up for children. Tiger DRS Inc. <http://www.drspeech.com>

- Kumar, K. L. (2009). Educational Technology: A Practical Textbook for Students, Teachers, Professionals and Trainers. New Age International, New Delhi.
- Mathew, S. M. (2012). Technology for persons with hearing impairment. Status of Disability in India-2012. Rehabilitation Council of India, New Delhi.
- Owens, R.E. (2012).Language development: An introduction. (8th ed.). Pearson, Boston.
- Rapp, W. H. (2014). Universal design for learning in action. Baltimore MD: Brooks.
- Stewart, D. A., & Kluwin, T.N. (2001). Teaching Deaf & Hard of Hearing Students: Content, Strategies & Curriculum. Allyn & Bacon, London.
- Waldman, D., & Roush, J. (2010).Your child's Hearing Loss; A Guide for Parents. Plural Publishing, San Diego.

Web links

- <https://disabilityaffairs.gov.in/content/page/adip.php>
- <https://www.cast.org/impact/universal-design-for-learning-udl>
- https://www.dinf.ne.jp/doc/english/Us_Eu/conf/csun_99/session0057.html

AREA B

Specialisation Courses

Intellectual Disability (ID)

Course Code	Course Title
B1	Identification, Assessment and Needs of Persons with Intellectual Disability
B2	Curriculum and Teaching Strategies for Persons with Intellectual Disability
B3	Adulthood and Family Issues Adulthood and Family Issues of Persons with
B4	Therapeutics and Assistive Devices for Persons with Intellectual Disability

Identification, Assessment and Needs of Persons with Intellectual Disability

Course Code: B1

Credits : 3

Hours: 90

Introduction

The course aims to develop an understanding of concept, etiology and characteristics of persons with Intellectual Disability (*PwID*). The said course would also help learners to appreciate the role of professionals to address the needs of these individuals in a holistic manner using team approach.

Objectives

After completing the course, the learners will be able to

- Narrate the concept, etiology and characteristics of Persons with Intellectual Disability (PwID);
- Select and use appropriate instruments for educational assessment of PwID;
- Describe the needs for educational interventions across different age levels of learners with ID;
- Utilize assessment information for educational programming, referral services and placement;
- Discuss the emerging future needs of PwID.

Unit 1: Overview of Intellectual Disability

- 1.1 Definition, historical overview, incidence and prevalence of Intellectual Disability
- 1.2 Etiological factors and prevention of Intellectual Disability
 - 1.2.1 Biological, environmental factors
 - 1.2.2 Pre-natal, natal, post-natal causes
- 1.3 Classification of Intellectual Disability –
 - 1.3.1. Medical, Educational, Psychological, International Classification of Functioning (ICF);
 - 1.3.2. Criteria for classification, issues and current practices in certification of Intellectual Disability in International and Indian context
- 1.4 Characteristics of Intellectual Disability
- 1.5 Intellectual Disability and Associated Conditions – e.g. Cerebral palsy, Autism, Sensory impairments, attention deficit hyperactivity disorder (ADHD), Epilepsy

Unit 2: Identification of Needs

- 2.1 Infancy and Early Childhood; Early intervention and Family involvement
- 2.2 School age {placement options (special school, Resource Room, inclusive Classroom. Home based education, with reference to NEP 2020), Multidisciplinary team collaboration and the role of special education teacher

- 2.3 Transition and career development - ITP (Individualized Transition Plan)
- 2.4 Vocational Development; Employment, Types; emerging Job opportunity, Placement & follow-up, Employment schemes of Department of Empowerment of Persons with disabilities (DEPwD) of Ministry of Social Justice and Empowerment (MSJ&E) with particular reference to persons with intellectual disabilities
- 2.5 Implications of the above in inclusive contexts

Unit 3: Screening, Identification and Assessment and Diagnosis

- 3.1 Introduction to existing screening, identification and assessment techniques, trends in the field of intellectual disability
- 3.2 Approaches in and types of assessment
- 3.3 Methods and tools of assessment
 - 3.3.1 Screening and early identification
 - 3.3.2. Developmental assessment and use of appropriate tools
 - 3.3.3. Intellectual - various standardized assessment tools: e.g. Binet, WISC, Indian adaptation, NIEPID Indian Test of Intelligence (NITI), and other Indian tools
 - 3.3.4. Social, Behavioral, Language and Speech Assessment Tools and other Indian tools
 - 3.3.5. Special educational - use of Criterion Referenced Tests (CRTs), construction, precautions to be taken for development with reference to programming.
- 3.4. Educational and vocational assessment and use of appropriate tools –
 - Upanayan (0 - 6 years), Curricular Framework for cross disability early intervention and school readiness. (RCI), NIMH - Aarambh (Early Childhood Special Education Inclusive Package), Indian adaptation of portage guide, Madras Developmental Programming Systems NIMH-Functional Assessment Checklists for Programming (FACP) and other relevant tools, Comprehensive assessment tool for adults with intellectual disability (NIEPID)
- 3.5 Implications of the above in inclusive contexts

Unit 4: Use of Assessment Information

- 4.1 Use of assessment information - Medical, Special Educational, Psychological, Therapeutic and Vocational
- 4.2 Interpretation of assessment information to develop training goals and programmes
- 4.3 Use of Support Needs Assessment for Person Centered Planning

- 4.4 Writing of assessment report: for administrative purpose, for educational Programming, for referral and for alternative placement
- 4.5 Implications of the above for in inclusive contexts.

Unit 5: Emerging and Future Issues

- 5.1 Critical analysis of Human Rights and Legal Provision - International Instruments, Indian Legislations and Policies
- 5.2 Advocacy
- 5.3 Issues related to gender and Socio Economic disadvantages among persons with intellectual disability
- 5.4 Advances in Technology and optimum use of technology to empower persons with intellectual disability.
- 5.5 Implications of the above in inclusive contexts

Transaction:

The course can be predominantly by discussion/ seminar mode with the teaching faculty member as a facilitator. This will help the learners who are prospective teacher educators to gain skills in presentation. While where needed, lectures by the teaching faculty is in order, projects, group presentations, discussions and seminars can be adopted.

Course work/Practical/Field Engagement

- Organize a discussion program/seminar on role of a Special Educator in intervention from Infancy to Adulthood
- Compile at least ten assessment tools, analyse the content , target group for whom it is developed and other vital details and present.
- Conduct educational assessment of a student with intellectual disability enrolled in an inclusive school and recommend the accommodation that s/he needs.

Recommended readings

- Kaufman, A.S and Kaufman, N.L (Eds) . (2016). Essentials of Intellectual Disability Assessment and Identification, Boston: Wiley.
- King-Sears, H.E. (1994). Curriculum Based Assessment in Special Education Singular publishing Group, San Diego.
- Overton, T. (2000). Assessment in Special Education: An Applied Approach, 3rd Ed, Prentice Hall Inc. Merrill.
- Salvia, J., Ysseldyke, J, E. and Bolt, S. (2007). Assessment in Special and Inclusive Education. Boston: Houghton Mifflin Company
- Wehman.P., & Kuegel. J. (2004). Functional Curriculum, Pro-Ed. Austin.
- Woolfolk, A., Misra, G., & Jha, A.K. (2012). Fundamentals of Educational Psychology, (11th ed). New Delhi: Pearson Publication

- <https://www.ncbi.nlm.nih.gov/books/NBK562189/>
- <https://www.niepid.nic.in/CVAT.pdf>
- <https://www.mentalhelp.net/intellectual-disabilities/diagnosis/>
- <https://punarbhava.in/index.php/resources/assessment-scales-and-tools>
- <https://www.adcet.edu.au/inclusive-teaching/specific-disabilities/intellectual-disability>
- https://rehabcouncil.nic.in/sites/default/files/pratham_book.pdf

Curriculum and Teaching Strategies for Persons with Intellectual Disability

Course Code: B 2

Credits: 03

Hours: 90

Introduction

Students with intellectual disability have limited cognitive abilities and therefore need to have specific curriculum and teaching strategies to meet their individual learning needs aiming at inclusive education. The teacher is required to adapt the curriculum as well as the teaching learning practices for meaningful learning by these students in special or inclusive schools or home based settings. In this course, we shall learn about curricular approaches, instructional methods, and developing /adapting curriculum and teaching methods suitable to students with intellectual disability in different levels and contexts.

Objectives

After completing the course the learner will be able to

- Explain the principles and approaches to curriculum development and instructional programme,
- Describe the various approaches for teaching students with Intellectual Disability,
- Develop Curriculum for Foundational, Preparatory, Middle and Secondary stages of School Education,
- Use suitable Instructional Program and methods in Inclusive Settings,
- Use teaching strategies and teaching learning materials (TLMs) suitably for students with intellectual disability.

Unit 1: Curriculum Development

- 1.1 Principles and Models of Curriculum development
- 1.2 Approaches to curriculum development– Developmental, Functional, System approach, Social Learning, Task Analytic Approach, Ecological approach
- 1.3 Instructional design– Definition, Types, Merits and Demerits
- 1.4 Curricular Adaptation, Accommodation and Modification
- 1.5 Challenges and Implications for Inclusion

Unit 2: Teaching Approaches

- 2.1 Developmental Approaches– e.g. Montessori, Floor time, Experiential learning approach and National Initiatives for Proficiency in Reading with Understanding and Numeracy (NIPUN) Bharat approach
- 2.2 Multi-sensory Approach– e.g. Fernald, Orton and Gillingham
- 2.3 Behavioral Approach– Applied Behavior Analysis (ABA), Discrete Trail Training, Positive Behavioural Intervention and Support
- 2.4 Cognitive and constructivist approaches – Cognitive approach of teaching and learning, Response to Intervention, Constructivist approach,
- 2.5 Emerging pedagogical approaches- Flipped classroom pedagogy, Art Integrated Learning Pedagogy, Project-based Learning Pedagogy, Cutting Edge Pedagogy, liberationism pedagogy, Critical Pedagogical Approach

Unit 3: Curricular at different stages of schooling

- 3.1 Development of Curriculum at Foundational and Preparatory Stage– Personal, Social, Cognitive, Foundational Literacy and Numeracy (FLN), Occupational and Recreational, adaptations for inclusive settings
- 3.2 Development of Curriculum at Middle stage– Personal, Social, Academic, Occupational and Recreational, adaptations for inclusive settings
- 3.3 Development of Curriculum at Secondary stage – Personal, Social, Academic, Occupational and Recreational, adaptations for inclusive settings
- 3.4 Development of Curriculum at transition stage from school to work – Personal, Social, Academic, Occupational and Recreational, adaptations for inclusive settings
- 3.5 Development of Curriculum for vocational exposure and community living– Generic Skills and Work Related Skills, Personal skills related to routine, travel, Social Competencies, Job related behaviour– punctuality, regularity, Occupational skills– related to the job chosen (inclusive of functional academics), Health/safety skills, First Aid, community living

Unit 4: Instructional Design for learners with Intellectual Disability

- 4.1 Individualized Instructional Design – Concept, Types and Approaches, Individualised Educational Programme (IEP)
- 4.2 Group (collaborative) instructional Design - Peer Tutoring, Co-operative Learning & Team teaching
- 4.3 Adaptation in instructional design- Adaptations and modifications, Differentiated instructions, Universal Design for learning.
- 4.4 Instructional design and adaptation in digital learning- Asynchronous and synchronous instructions, Blended learning, guided learning, scenario-based learning, simulations, gamification, computational thinking, multi-literacies and discussion-based instructions
- 4.5 Instructional design for alternative form of schooling-home based learning, resource teaching and learning, community based learning, open schooling.

Unit 5: Teaching Strategies and teaching learning material (TLM)

- 5.1 Stages of learning, Principles of teaching, and Steps in teaching concepts
- 5.2 Teaching-learning Strategies – Task Analysis, Prompting and Fading, Shaping, Chaining, Reinforcement, Play way method, Project method
- 5.3 Emerging teaching-learning strategies: arts-integrated strategy, sports/game-integrated strategy, story-telling-based strategy, toy-based strategy, experiential learning interpretive trails, role-play, virtual and remote teaching-learning strategies.
- 5.4 Concept and type of teaching-learning materials, Functional Aids and Criteria for selecting appropriate TLM's,
- 5.5 Principles of adaptation, adaptation of learning materials and functional academics,

adaptation of digital learning materials, designing universal design learning materials, technology based TLM

Transaction

Interactive course with discussions, assignments, individual and group work in developing and designing learner-centric and need-based curriculum, learning materials including digital materials as well as field engagement to get first-hand experiences in practicing transaction of curriculum and assessment and evaluation of students in inclusive classrooms

Course work/Practical/ Field Engagement

- Critically analyse the different approaches of curriculum development with supportive research evidences and submit an assignment of 1000 words;
- Organize group discussions and present report on adaptation of curriculum for a student with Intellectual Disability in Inclusive setting;
- Visit different centres providing training to adolescent and adults with intellectual disability and observe the curriculum followed. Based on observation, develop a model curriculum for vocational exposure and community living and submit;
- Make presentation on any of the teaching approaches;
- Develop an instructional design for one of the alternative forms of schooling.
- Design an e-content/digital materials for learners with intellectual disability

Recommended Readings

- Das, J.P., & Baine, D. (1978) Intellectual Disability for Special Educators. Springfield: Charles C. Thomas.
- DoSEL (2023). NIPUN Bharat Mission- Stakeholders: Roles and Responsibilities. Department of School Education and Literacy. Ministry of education, Government of India, New Delhi.
https://ncert.nic.in/pdf/NIPUN_BharatStakeholders_RolesResponsibilities.pdf
- DoSEL(2021).Pragyata-Guidelines for Digital Education. Department of School Education and Literacy. Ministry of education, Government of India, New Delhi
https://ncert.nic.in/pdf/announcement/PRAGYATA_Guidelines_English.pdf
- DoSEL(2022). Nipun Bharat. Department of School Education and Literacy. Ministry of education, Government of India, New Delhi
<https://ncert.nic.in/ComicFlipBookEnglish/nipunbharat/mobile/index.html>
- DoSEL(2022). Toy-Based Pedagogy A Handbook Learning for Fun, Joy and Holistic Development. Department of School Education and Literacy. Ministry of education, Government of India, New Delhi.
https://ncert.nic.in/pdf/notice/toy_based_pedagogy.pdf
- Guidelines for Innovative Pedagogical Approaches & Evaluation Reforms
https://www.ugc.gov.in/pdfnews/7900069_Guidelines-PEA.pdf

- John, W., & Smith, R. (1971). *An Introduction to Intellectual Disability*. Mc Grawhill New York.
- Kauffman, J.M., & Paynes, J.S. (1960) *Intellectual Disability: Introduction and Personal Perspectives*. Charles & Merrill, Columbus.
- Longone, J. (1990) *Teaching Retarded Learners: Curriculum and Methods for Improving Instruction*. Allyn and Bacon, Boston.
- MoE (2021). *Guidelines for the Development of e-Content for Children with Disabilities*. Department of School Education and Literacy. Ministry of education, Government of India, New Delhi
- https://ncert.nic.in/pdf/CWSN_E-Content_guidelines_2021_new.pdf
- Myreddi, V and Narayan, J (1998). *Functional Academics for students with mental retardation*, Secunderabad: NIMH
- NIMH (2003) *Educating children with learning problems in primary schools*. Secunderabad: NIMH
- National Education Policy 2020, Ministry of Human Resource Development, Government of India.
- https://www.education.gov.in/sites/upload_files/mhrd/files/NEP_Final_English_0.pdf.
- NCERT (2022). *National Curriculum Framework for Foundational Stage 2022*. National Council of Educational Research and Training, New Delhi. https://ncert.nic.in/pdf/NCF_for_Foundational_Stage_20_October_2022.pdf
- NCERT (2023). *National Curriculum Framework for School Education 2023*. National Council of Educational Research and Training, New Delhi. https://ncert.nic.in/pdf/NCFSE-2023-August_2023.pdf
- NCERT(2019). *The Preschool Curriculum*. National Council of Educational Research and Training, New Delhi. https://ncert.nic.in/dee/pdf/Combined_Pre_school_curriculumEng.pdf
- NCERT(2022). *Vidya Pravesh- Guidelines for Three-month Play-based School Preparation Module for Grade I*. National Council of Educational Research and Training, New Delhi. https://ncert.nic.in/pdf/VidyaPravesh_Guidelines_GradeI.pdf
- NCERT(2023). *Art Integrated Learning- Guidelines for Secondary Stage*. <https://ncert.nic.in/pdf/announcement/AILG-Secondary-English.pdf>
- Panda, K.C. (1997). *Education of Exceptional Children*. Vikas Publishers, New Delhi.
- Pehwaria, R., & Venkatesan, S. (1992). *Behavioural approaches in teaching mentally handicapped Children: A Manual for Teachers*. NIMH, Secunderabad.
- Wehmeyer, M.L., Smith, S.J., Palmer, S.B., Davies, D.K. & Stock, S.E. (2004). *Technology use and people with mental retardation*. *International Review of Research in Mental Retardation*, 29, 291-337.

Adulthood and Family Issues of Persons with Intellectual Disability

Course Code: B 3

Credits: 03

Hours: 90

Introduction:

Individuals with intellectual disability need the support of their family to some extent in different phases of their lives. The families have difficulties having to cope with the constant support needs, whether it is minimum support or intensive support, based on the level of functioning of the persons. Hence it is an important role that the teacher plays in understanding the families and empowering them. As the individuals with intellectual disability grow up to be adults, their needs too change. This course aims to focus on the family issues and the needs in adulthood and how the families can be helped to cope with the needs.

Objectives

After completing the course the learner will be able to

- Develop an understanding of adulthood and the needs among persons with intellectual disability
- Appreciate importance of family involvement.
- Discuss the issues related to gender, marriage and sexuality in persons with intellectual disability
- Narrate the role of community in issues related to disability and inclusion.
- Appreciate the importance of empowering families.

Unit 1: Human Development in Adulthood

1.1 Developmental stages and principles

1.2 Factors influencing natural development to adulthood

1.3 Adulthood and areas of development: Physical, Social, Cognitive, Language, Emotional, Moral

1.4 Adulthood related issues in various areas of development and its impact on persons with intellectual disability

1.5 Implications of the above for Community Inclusion

Unit 2: Family and Adult with Intellectual Disability

2.1 Meaning, Definition and concept of family

2.2 Types of family and attitude towards Persons with intellectual disability

2.3 Impact of Adult with intellectual disability on the Family

2.4 Family Adjustment, support and Coping skills

2.5 Government Schemes and benefits

Unit 3: Gender, Sexuality and Marriage Related Issues

- 3.1 Meaning and concept of gender, sexuality and marriage
- 3.2 Religious and Cultural effect on Gender, Sexuality and Marriage
- 3.3 Marriage, persons with intellectual disability: Issues, Misconceptions and guidance.
- 3.4 Sexuality related issues, Importance of Pre-marital Counseling, Gender Education
- 3.5 Sexually transmitted diseases - , precaution for prevention and counselling for persons with intellectual disability

Unit 4: Disability Issues – Community

- 4.1 Attitude of community towards Adults with Intellectual disability
- 4.2 Community related Issues - Indifference, Antisocial behaviour, Abuse and Social discrimination of Persons with intellectual disability and solutions.
- 4.3 Creating Awareness related to community issues
- 4.4 Community involvement and Resource Mobilization
- 4.5 Impact of technological developments on disability issues

Unit 5: Adulthood and Empowering Families

- 5.1 Family experiences of disability in the context of ageing
- 5.2 Training of Adults- Personal Care, Social, Domestic, Community and Leisure
- 5.3 Services for Persons with intellectual disabilities in urban and rural areas
- 5.4 Independent living: Within family, Group home & Institution.
- 5.5 Family Counselling – needs and process

Transaction

The course can be delivered in the lecture- discussion mode; the learners can be given opportunities to present in the form of seminar and group discussions. Let the learners explore and find ways and means to help persons with intellectual disabilities cope with adulthood and also help families and community to accept and include persons with intellectual disability.

Course work/Practical/ Field Engagement

- Conduct awareness and orientation programme for adults on various adulthood issues and submit report.

- Conduct and prepare a report on awareness programmes on various Government schemes and benefits at local level
- Conduct a seminar on Sexuality, Marriage and Gender related issues of adults with Intellectual disability and submit report.
- Assess and present a report on family needs and Counselling
- Conduct a sibling training programme on issues related to adults with intellectual disability and present a report

Recommended Readings

- Basu, S., Das, P., & Chakravarty, I. (2007). Family Life of the Disabled Aged, Ageing and Society. Indian Journal of Gerontology, 17 (3 & 4), 75 – 81.
- Dale, N. (2000). Working with families of Children with Special Needs: Partnership and Practice. Brunner- Routledge. East Sussex.
- Kashyap, L. (1991). Research on Families with Disabled Individuals: Review and Implications, in Unit for Family Studies (Ed.) Research on Families with Problems in India. Vol.II (pp.269-289). Tata Institute of Social Sciences, Bombay.
- Kashyap, L. (1996). Measurement Issues in Family Centered Social Work, in Bharat, .S. (Ed.) Family Measurement in India, Sage Publications. New Delhi.
- Hartman, A., & Laird, J. (1983) Family Centred Social Work Practice. The Free Press, New York.
- Hornby, G. (1994). Counselling in Childhood Disability: Skills for working with Parents. Chapman and Hall, London.
- <https://www.education.vic.gov.au/school/teachers/learningneeds/Pages/workingwithfamilies.aspx>
- <https://www.apa.org/monitor/may03/resources>
- <https://acl.gov/programs/employment/employment-resources-people-disabilities-and-families>
- <https://www.washington.edu/doiit/national-resources-parents-children-and-youth-disabilities>

Therapeutics and Assistive Devices for Persons with Intellectual Disability

Course Code: B4

Credits: 03

Hours: 90

Introduction

The course aims to develop basic understanding on how various therapies facilitates development and training of individuals with intellectual disability. The course will provide opportunity to learn various therapeutic interventions such as speech and language intervention, behavioural management, physio and occupational therapy as key to the rehabilitation services as provided in school set ups. The course also includes inputs on assessment as well as various therapeutic techniques those can be integrated into the classroom learning.

Objectives

After completing this Course, the learner should be able to:

- Apply speech and language intervention strategies;
- Demonstrate interventions of physiotherapy at classroom level;
- Integrate occupational therapy in classroom learning;
- Apply behavioural techniques for interventions on individuals with intellectual disability;
- Select and use appropriate assistive devices.

Unit 1: Interventions in Language Speech and Communication

- 1.1. Overview of Language, Speech and Communication: nature, definition, scope of language, speech and communication, interrelation between language, speech and communication, development of language, speech and communication among typically growing children; critical period and its importance in speech and language development
- 1.2. Modes of Communication: The diversity in modes of communication: aural-oral, manual mode: Finger spelling, sign and sign language, cued speech, alternative and augmentative communication (AAC); communication related difficulties among children with intellectual disability, Selection of appropriate mode of communication
- 1.3. Language and Speech Difficulties among Children with Intellectual Disability: Delayed and deviant language and speech, Types and nature of language and speech disorders/difficulties; assessment of language and speech behaviour; planning of language and speech intervention, role of parents in assessment of language and speech
- 1.4. Language and Speech Interventions: Language interventions: areas for intervention, strategies of intervention; Speech interventions: areas for intervention, strategies of intervention
- 1.5. Implementing Language and Speech Interventions in Classrooms: individual and group levels, integrating language and speech interventions with teaching of cognitive, self-help, social, recreational as well as in academic skills, development and use of learning aids for promoting speech and language among children with intellectual disability, role of parents

Unit 2: Introduction to Behaviour Management

- 2.1. Introduction to Behaviour Management: Overview of behaviour: how we learn; Theoretical framework of behaviour management; aims, scope and importance of behaviour management; types of behaviours-adaptive and mal adaptive; criteria for applying behaviour management techniques
- 2.2. Identification of Problem Behaviour and Functional Analysis: steps in identification of problem behaviour, observation of problem behaviour, measurement of problem behaviour, learned functions of problem behaviour; Functional Analysis: concept and assessment method, implications of functional analysis results on planning of behavioural management strategies
- 2.3. Prevention of Problem Behaviours: Need and importance of preventing problem behaviours; Restructuring environment/change setting; preventing disruptive behaviour by immediate response to challenging behaviour; teaching of social and adaptive skill or alternate behaviour to minimize maladaptive behaviours; effective classroom management: positive relationship, interesting learning activities and students' engagement
- 2.4. Strategies to Manage Problem Behaviours: Behavioural techniques to reduce problem behaviours: types and use of techniques; Use of cognitive behavioural techniques; Use of differentiated reinforcement techniques; Use of Yoga and other alternative strategies; Monitoring and evaluating behavioural progress
- 2.5. Schoolwide Positive Behaviour Intervention and Support (SPBIS): positive behavioural expectations across school environments, Three Tiers Intervention Framework, implementation of SPBIS, Role of teacher in implementing SPBIS

Unit 3: Physiotherapy for Individuals with Intellectual Disability

- 3.1. Scope of Physiotherapy for Individuals with Intellectual Disability: Physiotherapy—nature, definition scope and functions; Modalities used in physiotherapy for individuals with intellectual disability and for associated conditions
- 3.2. Postures and Movements: Understanding posture, role of posture, understanding movements and its types
- 3.3. Physiotherapeutic Assessment: Assessment of muscle tone, posture and movements including gait, assessment of hand functions
- 3.4. Physiotherapeutic Intervention: General Techniques: General techniques of physiotherapy, prerequisites and conditions for applying techniques of physiotherapy for different problems and conditions; integrating physiotherapy into classroom learning, recreational and sports activities and role of teacher
- 3.5. Physiotherapeutic Intervention for Specific Conditions: Physiotherapy for individuals with cerebral palsy, physiotherapy for individuals with spina bifida, physiotherapy for individuals with muscular dystrophy

Unit 4: Occupational Therapy for Individuals with Intellectual Disability

4.1. Scope of Occupational Therapy for Individuals with Intellectual Disability: Nature and philosophy of occupational therapy; definition and meaning of occupational therapy; scope and functions of occupational therapy; use of occupational therapy for individuals with intellectual disability and other associated conditions

4.2. Modalities of Occupational Therapy: Occupational therapy practice, domains of occupational therapy, intervention methods and modalities of occupational therapy

4.3. Occupational Therapeutic Intervention: Occupational therapy for improving motor skills; occupational therapy for improving hand functions, development of hand function in children, activities for improving hand function; occupational therapy for improving eye hand coordination

4.4. Sensory Integration Therapy: Need and scope of sensory integration therapy; Sensory issues among individuals with autism and other developmental disabilities; assessment of sensory issues and profiling; planning of sensory integration therapy; tools and techniques of sensory integration therapy; Role of parents in applying sensory integration therapy

4.5. Integrating occupational therapy into classrooms: individual and group levels, integrating occupational therapy with teaching of motor, self-help, recreational as well as sports skills, development and use of learning aids for promoting occupational therapeutic intervention among children with intellectual disability, role of parents

Unit 5: Assistive Devices for Individuals with Intellectual Disability

5.1. Assistive devices and technology: importance and types

5.2. Assistive devices and technology for sensory, mobility and other disabilities

5.3. Assistive devices and technology for independent living for persons with intellectual disability

5.4. Selection, use and maintenance of appropriate assistive devices and technology for persons with intellectual disability

5.5. Schemes for availing assistive devices: ADIP and other schemes

Transaction

Learners' engagement through interactive lectures, group discussion through case study and demonstration of therapeutic techniques as well as submission of assignments. The learning further needs to be strengthened through practicum activities, field engagement through visit. The assessment also needs to be in continuous basis.

Course work/Practical/Field Engagement

- **Assignment:** Prepare and submit an assignment of 1000 words describing the various assistive devices and technology can be used by special as well as inclusive schools for students with intellectual disability.
- **Visit:** Along with Speech, Physio or Occupational therapist, visit at least homes of five children with intellectual disability along with associated conditions such as speech

problem, mal adaptive behaviours, motor and coordination problem including children with cerebral palsy, autism spectrum disorder

- **Group Activity:** Find out children with intellectual disability from the school who receive some type of therapeutic intervention. Interview with their teacher, parents and therapists to find out success stories. Write the success stories and prepare a compendium of such success stories at group level and submit.

Recommended Readings

- 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
- Clark, D. M., & Fairburn, C.G. (1997). *Science and Practice of Cognitive Behaviour Therapy*. Oxford University Press. New York
- Creek, J. (2001). *Occupational Therapy in Mental Health (3rd edition)*. Churchill Livingstone, Edinburgh
- Creek, J. (2008). *The Core Concepts of Occupational Therapy: A Dynamic Framework for Practice*. Churchill Livingstone, Edinburgh
- Duncan, E.A.S. (2005). *Foundations for Practice in Occupational Therapy (4th edition)*. Churchill Livingstone, Edinburgh.
- Kersner, M. (2001). *Speech and Language Therapy: The Decision Making Process When Working with Children*. David Fulton Publishers Ltd., London
- Lindsley, O., Skinner, B.F., & Solomon, H.C. (1953). "Studies in behavior therapy (Status Report I)". Metropolitan State Hospital. Walthama
- Martin, G.; & Pear, J. (2007). *Behavior modification: What it is and how to do it (Eighth Edition)*. Pearson Prentice Hall, New Jersey
- 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.
- 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.

Web Resources

- [Training in communication skills for persons with Intellectual Disability: https://niepid.nic.in/Training%20in%20communication%20Skills.pdf](https://niepid.nic.in/Training%20in%20communication%20Skills.pdf)

- **Language and Literacy Intervention for Students with Intellectual Disabilities;**
- <https://pubs.asha.org/toc/persp/7/6>
- <https://childhood-developmental-disorders.imedpub.com/teaching-communication-skills-to-preschool-children-with-mild-intellectual-disabilities-an-evidence-based-study.pdf>
- Techniques & strategies for Speech & Language intervention to students with Intellectual disability
- <https://www.youtube.com/watch?v=WlyofW9myHc>
- Teaching & Training Material on physiotherapy
<https://niepid.nic.in/87%20Teaching%20&%20Trg%20Material%20on%20Physiotherapy%201%20of%202.PDF>
- Therapeutics and assistive devices: http://www.wbnsou.ac.in/online_services/SLM/MED/B11_ID.pdf
- Occupational Therapy and Intellectual and Developmental Disability Throughout the Life Cycle: https://www.health.gov.il/UnitsOffice/HD/MHealth/Occupational_Therapy/Documents/OT_%20Intellectual_IJOT_EN.pdf
- Chapter on Occupational Therapy in book: Health Care for People with Intellectual and Developmental Disabilities across the Lifespan; https://www.researchgate.net/publication/301641203_Occupational_Therapy#fullTextFileContent

AREA B

Specialisation Courses

Multiple Disability (MD)

Course Code	Course Title
B1	Identification, Assessment and Needs of Persons with Multiple Disability
B2	Curriculum and Teaching Strategies for Persons with Multiple Disability
B3	Adulthood and Family Issues of Persons with Multiple Disabilities
B4	Therapeutics and Assistive Devices for Persons with Multiple Disability

Identification, Assessment and Needs of Persons with Multiple Disability

Course code: B1

Credits: 03

Hours:90

Introduction

The course aims to develop an understanding of concept, etiology and characteristics of Persons with Multiple Disability (PwMD). The said course would also help learners to appreciate the role of professionals towards deeper understanding and enhanced strategies for the holistic development and integration of children with intellectual disabilities into society using team approach.

Objectives:

After completing the course teacher educators will be able to

- Understand the concept, etiology and characteristics of Persons with Multiple Disability (PwMD).
- Utilize validated assessment protocols for assessing Persons with Multiple Disabilities (PwMD).
- Describe the programming needs across different age levels of PwMD.
- Utilize assessment information for educational programming, referral services and placement.
- Comprehend the emerging future needs of PwMD

Unit 1: Overview of Multiple Disability

Basic anatomy, central nervous system, concept of Impairment, Disability and Handicap, ICF

- 1.1 Definition, historical perspectives and evolution of definition
- 1.2 Prevalence and incidence of Multiple Disability, global statistics and census of multiple disabilities in the country
- 1.3 Combination of Multiple Disabilities
- 1.4 Characteristics of Multiple Disabilities

Unit 2: Etiological factors of Intellectual disability

Genetic

Factors

- 2.1 Prenatal, natal and post natal causes
- 2.2 Environmental and socioeconomic factors
- 2.3 Classification of Multiple Disability - Medical, Educational, Psychological criteria for classification and issues and current practices in certification of Multiple Disability
- 2.4 DSM-5 and Other Classification Systems
- 2.5 Trends in Diagnosis and Awareness

Unit 3: Screening, Identification, Assessment and Diagnosis

- 3.1 Introduction to existing screening, identification and assessment / techniques trends in the field of multiple disability
- 3.2 Distinction between Screening and Diagnosis, sensitivity and Specificity, screening guidelines- observation, administration, monitoring, referral
- 3.3 Screening tools and early indicators- Overview of common screening

- instruments, early behavioural and developmental Signs
- 3.4 Diagnostic tools (TAPS, I-CAN, DST, VSMS, CARS, BKT, DSM-V, RPM, CPM & ICF)
 - 3.5 Assessment of social behaviour, language & Communication and functional skills
 - 3.6 Multi-dimensional assessment approaches, Diagnostic Process and Multidisciplinary Collaboration- Role of different professionals (Psychologists, Psychiatrists, Educators, etc.), Interdisciplinary Assessment Approaches
 - 3.7 Introduction to existing educational assessment tools – Upanayan (0 - 6 years), NIEPID – Aarambh (Early Childhood Special Education Inclusive Package), Indian adaptation of portage guide, Madras Developmental Programming Systems (MDPS) NIEPID Functional Assessment Checklists for Programming (FACP) and other relevant tools, Programme Checklist for persons with multiple disabilities a guide for special educators developed by NIEPMD
 - 3.8 Challenges and best practices in screening and diagnosis, Special educational – use of CRTs, construction, precautions to be taken for development with reference to programming
 - 3.9 Interpretation and reporting (differential assessment, report writing, educational placement, use of differential assessment data for programme planning, development of training goals)

Unit 4 Identification of Needs of persons with MD

- 4.1 Infancy and Early Childhood; EI & Family involvement
- 4.2 School age; placement alternative (special school, Resource Room, inclusive classroom), Multidisciplinary team collaboration and role of special education teacher
- 4.3 Transition and career development – ITP (Individualized Transition Plan)
- 4.4 Vocational Development; Employment, Types; emerging Job opportunity, Placement & follow-
- 4.5 Adulthood, Family & community living
- 4.6 Implications of the above for Inclusion

Unit 5: Emerging and Future Issues

- 5.1 Human rights, equity & gender issue
- 5.2 Implications of higher prevalence: Policies and Practices
- 5.3 Inclusion in higher education
- 5.4 Issues of aging and care in multiple disabilities
- 5.5 Research and Technology in MD

Practicum / Assignment / Engagement (Any One)

School/ Clinic/ Community

- To conduct assessment of PwMD using appropriate assessment tools
- Experiential visit to any one organization working for MD

- To organize discussion program on role of a Special Educator in intervention from Infancy to Adulthood
- To present a seminar on Community Based services for MD
- To conduct orientation and sensitization program on disability issues for teachers, parents, and community members and present a report

Essential Readings

- Aggarwal, K. (2002). Handbook for parents of children with Disabilities. Planning Commission. Govt. of India.
- Asmita.H. (2006).Language and Communication. Kanishka Publication, New Delhi.
- Baine, D. (1988). Handicapped Children in Developing Countries, Assessment, Curriculum and Instruction. University of Albrta, Alberta.
- Bloom, B., Hastings, J., & Madaus, G.G.(1971). Handbook on Formative and Summative Evaluation of Student Learning. McGraw- Hill, New York.
- Carol, S.L. (2002). Early Childhood Assessment. Wiley, New York.
- Evans, P., & Verma, V. (1990). Special Education. Past Present and Future. The Faimer Press.
- ICD – 10- World Health Organization. (2015). World Heald Organizaton, Geneva.
- Karthik. M. (2011). Introduction to Occupational therapy and occupational therapy marketing
- King-Sears, H.E. (1994). Curriculum Based Assessment in Special Education. Singular Publishing Group, San Diego.
- Levitt, S. (2004). Treatment of Cerebral Palsy and Motor Delay, blackwell
- Longone, (1990). Teaching Retarded learners Curriculum and Methods for improving instruction. Allyn and Bacon, Boston.
- Michel. H. (2003). Comprehensive Handbook of Psychological Assessment, Volume 3, Behavioural Assessment. Wiley, Singapore.
- Miller, M. (2007). Physical Therapy of Cerebral Palsy. Springer, New York.
- Narayan, J., & Myreddi, V., & Rao, S. (2002). Functional Assessment Checklist for Programming. NIMH, Secunderabad.
- Overton, T. (1992). Assessment in Special Education- An Applied Approach. McMillan International Edition.New York.
- Panda, K.C. (1997) Education of Exceptional Children. Vikas Publications. New Delhi
- Porter, S., (2013). Tidy's Physiotherapy. Elsevier, Edinburgh.
- Sadhana. R. (2006). Fundamentals of Speech & Speech teaching. Kanishka Publication, New Delhi.
- Sharma, P. (1995). Basics on Development and Growth of a Child. Reliance Publishers, New Delhi
- Sense International India (2017). Handbook on Deafblindness. Ahmedabad India
- Subba Rao, T.A. (1992). Manual on Developing Communication Skills in Mentally Retarded Persons. NIMH, Secunderabad.
- Taylor, R.L. (1993). Assessment of Exceptional students Educational and Psychological Procedures. Allyn & Baccon, Boston.
- The Diagnostic and Statistical Manual of Mental Disorders- IV-TR. (2000). American Psychiatric Association, Arlington.
- Text book of Medicare DAVIDSON
- UPANAYAN, National Institute of Mentally Handicapped, Secunderabad.
- Van Riper, C.A., & Emerick. L. (1990). Speech Correction- An Introduction to Speech Pathology and Audiology (8th Edn.). Prentice Hall, New York.

- Wough, A., & Grant, A. (2006). *Anatomy and Physiology in health and Illness*. Elsevier, Edinburgh.
- Banerjee, A. (1996), *Infant Assessment: 0-2 years*, IICP, Calcutta
- Hamblin, T. (1998). *Physical Assessment: of a child with Cerebral Palsy*. IICP, Calcutta.
- Banerjee, A. & Hamblin, T. (1995). *Physical Management: for the child with Cerebral Palsy*, IICP, Kolkata
- Banerjee, R.; Kundu, M. & Banerjee, A. (1995)., *Feeding: for the child with Cerebral Palsy*, IICP, Calcutta
- Banerjee, R.; Kundu, M. & Sarkar, P. B. (1995). *Dressing: for the child with Cerebral Palsy*, IICP, Calcutta
- Banerjee, R.; Kundu, M. & Ganguly, I. (1995). *Toileting: for the child with Cerebral Palsy*, IICP, Calcutta
- Bose, S. (1996). *Screening for Hearing Loss* , IICP. Calcutta
- Programme Checklist for persons with multiple disabilities a guide for special educators (NIEPMD publications, available in www.niepmid.tn.nic.in/publication.php)
- Overton, J. (1992) *Assessment in Special Education. An Applied Approach*. Macmillan, New York.
- Overton, T. (2000). *Assessment in Special Education: An Applied Approach*, 3rd Ed, Prentice Hall Inc. Merrill.
- Pun, M., & Sen, A.K. (1989) *Mentally Retarded Children in India*. Mittal Publication. New Delhi
- Smith, D.D. (2004). *Introduction to Special Education. Training in an Age of Opportunity*, 3rd Ed. Allyn & Becon. Boston.
- Wehman.P., & Kuegel. J. (2004). *Functional Curriculum, Pro-Ed*. Austin.

Web based readings

- https://ncert.nic.in/pdf/DSCS_booklet.pdf
- www.niepmid.tn.nic.in/publication.php
- https://ncse.ie/wp-content/uploads/2014/10/5_NCSE_Diag_Ass.pdf
- <https://www.unicef.org/eca/media/31131/file/Assessing%20disability%20of%20children%20report.pdf>
- https://www.giz.de/en/downloads/06_Identification%20of%20Children%20with%20Disabilities.pdf
- <https://www.apa.org/pi/disability/resources/assessment-disabilities>
- <https://www.thoughtco.com/assessing-students-with-special-needs-3110248>

Curriculum and Teaching Strategies for Persons with Multiple Disabilities

Course code: B2

Credits: 03

Hours:90

Introduction

The course aims to develop an understanding innovative teaching techniques, personalized curriculum development, and holistic approaches which supports individuals with multiple disabilities. The learner through this embark on a transformative journey to grasp the complexities of designing inclusive learning environments that cater to the diverse needs of these exceptional individuals, empowering them to reach their fullest potential despite the obstacles they encounter."

Objectives:

After completing the course teacher educators will be able to

- Explain the principles and approaches to curriculum development and instructional programme
- Describe the various approaches for teaching students with Multiple Disability
- Develop Curriculum for Pre-Primary, Primary, Secondary, Pre- Vocational and Vocational Level.
- Use Instructional Program and methods in Inclusive Set ups
- Use teaching strategies and TLMs for PwMD

Unit 1: Development of curriculum

- 1.1 Assessment of needs: community and learner
- 1.2 Overview of Approaches to Curriculum Development
- 1.3 Development of Curriculum at various levels
- 1.4 IEP, Person Centered Plans: Rationale and tools
- 1.5 Instructional design
- 1.6 Adaptive and Assistive Technologies in Curriculum Design, exploring innovative technological solutions for diverse learners
- 1.7 Collaborative curriculum planning
- 1.8 Cultural and ethical considerations in curriculum development
- 1.9 21st century learning skills based National Education Policy 2020 and NCF 2023

Unit 2: Curriculum adaptations

- 2.6 Understanding individual needs (assessment tools for identifying individual strengths & challenges, analysis of diverse disabilities and their impact on learning, individualized planning based on specific needs)
- 2.7 Universal design for learning (principles of UDL and its application in curriculum adaptations, designing curriculum with multiple means of representation, engagement, and expression, Implementing UDL guidelines to meet diverse learning needs)
- 2.8 Adaptation and Accommodation: concept & definition

- 2.9 Types of adaptation (Input, output, time, Level of difficulty, support, size participation, alternate goals, alternate curriculum, Adaptation of classroom space & infrastructure.
- 2.10 Collaborative approaches to curriculum, strategies for fostering a collaborative culture in curriculum adaptations
- 2.11 Differentiated instructional strategies (Implementing flexible teaching methods for diverse learners, adapting content, process, and product to accommodate various abilities, creating tiered assignments and learning materials)
- 2.12 Decision making model

Unit 3: Teaching approaches

- 3.1 Developmental approach
- 3.2 Multi-sensory approach
- 3.3 Collaborative and Cooperative learning
- 3.4 Structured teaching methods
- 3.5 Behavioural and social approach
- 3.6 Cognitive approach
- 3.7 Critical analysis of approaches

Unit 4 Teaching methods

- 4.1 Differentiated instruction techniques
- 4.2 Adaptive technology in teaching
- 4.3 Applied Behaviour Analysis
- 4.4 Response to Intervention
- 4.5 Visual supports and augmentative and alternative communication
- 4.6 Task analysis and structured teaching methods
- 4.7 Application of the above for PwMD

Unit 5: Teaching strategies

- 5.1 Co Teaching
- 5.2 Cooperative Learning
- 5.3 Peer tutoring
- 5.4 Peer mediated instruction and support
- 5.5 Embedded instructions
- 5.6 Use of Hands (Hand Under Hand and Hand over Hand) /tactile signing
- 5.7 Positive Behavioural Support
- 5.8 Task based learning

Practicum/ Assignment/ Engagement in the field (Any One)

- To present a report on adaption of curriculum for a student with Multiple Disability in an Inclusive setting
- To develop curriculum for independent living and present a report
- To present a Seminar on any of the teaching approaches.
- To develop need based learning and functional aids for PwMD

Suggested Readings

- Kauffman, J. M. (1988). Teaching Students with Learning and Behaviour Problems. Merrill Publishing Co.
- Kirk, S.A., & Gallagher, J.J. (1979). Educating Exceptional Children. Houghton & Mifflin. Boston.
- Lewis, R.B., & Doorlag, D.H. (2010). Teaching Students with Special Needs in General Education Classrooms. Pearson, London.
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- Mary, A. F. (1999). Curriculum and Teaching Strategies. Paul H. Brooks Publishing Co. Baltimore.
- Petersun, M.J., & Hittie, M.M. (2003). Inclusive Teaching: Creating Effective Schools For all Learners. Allyn & Bacon. Boston.
- West, C. K., Farmer, J. A., & Wolff, P. M. (1991). Instructional Design, Implications from Cognitive Science. Prentice Hall, New Jersey.
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- Gathoo, V. (2006). Curricular Strategies and Adaptations for children with Hearing Impairment. Kanishka Publishers, New Delhi.
- Marsh, C.J. (2004). Key concepts for understanding curriculum. Routledge Falmer.
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- Banerjee, R.; Banerjee, A.; Hamblin, T.; Dutt, V. & Sur, J. (1999). Curriculum Guidelines for Students with Multiple Disabilities: Physical and Neurological, IICP, Calcutta
- Baine, D. (2017). Developing community-referenced curricula for marginalized communities, Alberta. Canada: Vector International
- Berkowitz, S. (2018). Make the Connection: A Practical Guide to Parents and Practitioners for Teaching the Nonverbal Child to Communicate - with AAC. Herding Cats Press
- Craven, R.G., Alexandra J.S., Tracey, M.D. (2015): Inclusive Education for Students with Intellectual Disabilities.
- Eredics, N, (2018) Inclusion in Action: Practical Strategies to modify Curriculum. New York: Paul. H. Brookes Publishing Company.
- Martin, N., Hacker., B.J., Attermeier, S.M., (2004). The Carolina Curriculum for Preschoolers with Special Needs, Baltimore: Paul.H. Brookes
- Myles, B.S., Trautman, M.L., Schelvan, R.L. (2004). The Hidden Curriculum: Practical Solutions for Understanding Unstated Rules in Social Situations. AAPI, USA

- NCERT (2020). Guidelines for Development of E Content for Children with Disabilities; Developed by subcommittee of experts constituted by the Ministry of Education; Government of India: New Delhi, India
- Smith D.D. (2002) Introduction to Special Education: Teaching in an age of challenge, Boston, Allyn & Bacon
- Tomlinson., (2014): The Differentiated classroom: Responding the needs of all learners. Alexandria, VA: ASCD
- Wehmeyer, M.L, Brown, I., Percy, M., Shoegren, K.A.,Fung, W.L.A. (2007). A comprehensive guide to intellectual and developmental disabilities, Baltimore: Paul.H. Brookes.
- Wyse, D., Hayward.L., Pandya, J., (2015): Handbook of Curriculum, Pedagogy and Assessment. London: Sage Publication
- King-Sears, H.E. (1994). Curriculum Based Assessment in Special Education. Singular Publishing Group, San Diego
- Narayan, J., & Myreddi, V., & Rao, S. (2002). Functional Assessment Checklist for Programming. NIMH, Secunderabad.
- Overton, T. (1992). Assessment in Special Education- An Applied Approach. McMillan International Edition.New York.
- Panda, K.C. (1997) Education of Exceptional Children. Vikas Publications. New Delhi

Web based reading

- https://www.education.gov.in/sites/upload_files/mhrd/files/document-reports/Confluence.pdf
- <https://fndusa.org/wp-content/uploads/2015/05/Curriculum-Modifications-and-Adaptations.pdf>
- https://ugcmoocs.inflibnet.ac.in/assets/uploads/1/20/491/et/P15_M12200218101002021313.pdf
- <https://scholarworks.uni.edu/cgi/viewcontent.cgi?article=1373&context=grp>
- <https://files.eric.ed.gov/fulltext/ED455648.pdf>
- https://www.naset.org/fileadmin/USER_UPLOADS_PROTECTED/Classroom_Management/Series_VII/Series_VII_Part_1-What_are_curriculum_adaptations.pdf
- <https://www.fullspedahead.com/9-ways-to-adapt-curriculum-in-special-education/>
- <https://aphconnectcenter.org/familyconnect/complex-needs/school-and-home-partnerships/children-with-multiple-disabilities/>
- www.niepmid.tn.nic.in

Adulthood and Family Issues of Persons with Multiple Disabilities

Course code: B3

Credits: 03

Hours:90

Introduction

This course is designed to equip future teacher educators with a profound understanding of the multifaceted aspects inherent in the stages of adulthood development and the critical role of familial dynamics in this journey.

Objectives:

After completing the course teacher educators will be able to

- Develop understanding of stages of development in adulthood.
- Appreciate importance of family attitude and involvement.
- Understand the Gender, marriage and sexuality related issues.
- Understand the issues of individuals having multiple disabilities related to community.
- Appreciate the importance of adulthood and family training.

Unit 1: Adulthood and Multiple disabilities

- 1.1 Preparing for adulthood- Transition Plan
- 1.2 Career and Post-secondary education
- 1.3 Job readiness and employment
- 1.4 Adulthood Demands
 - 1.4.1 Self- awareness & disclosure
 - 1.4.2 Reasoning and problem solving
 - 1.4.3 Self- management and independence
- 1.5 Associated psychiatric disorders

Unit 2: Family and Adult with Multiple Disability

- 2.13 Family; meaning, definition and characteristics - Families in the Indian context
- 2.14 Structure, types of families and its impact on children's development and attitude towards PwMD
- 2.15 Family culture and practices & its influence on children's mental and physical wellbeing
- 2.16 Stages of reaction and impact and coping of having a child with multiple disability.
- 2.17 Need of family having an adult with MD
- 2.18 Family Adjustment and Coping skills
- 2.19 Family support, Government Schemes and benefits
- 2.20 Importance of family involvement and advocacy in interventional practices.
- 2.21 Concept, components and strategies of family empowerment.
- 2.22 Partnering for interventional practices.

Unit 3: Sexuality and Relationship

- 3.1 Relationship

- 3.1.1 Appropriate behaviour and personal boundaries
- 3.1.2 Recognizing feelings-own and other's
- 3.2. Sexuality
 - 3.2.1 Body awareness and self image
 - 3.2.2 Health and hygiene
 - 3.2.3 Privacy
- 3.3. Sex Education
 - 3.3.1 Biological & sociological issues
 - 3.3.2 Assertiveness training
 - 3.3.3 Consent and safety
- 3.4. Marriage and long term relationship
 - 3.4.1 Physical and emotional readiness
 - 3.4.2 Social and financial responsibility
- 3.5. Guidance and counselling

Unit 4 Community participation

- 4.1 Community awareness (understanding multiple disability in the community, barriers to community participation)
- 4.2 Inclusive Community Programs and Initiatives
- 4.3 Self advocacy: Rights and responsibilities, supported decision making
- 4.4 Parent Support Groups and associations
- 4.5 Corporate social responsibility & role of social service organizations
- 4.6 Role of Government, Media and community
- 4.7 Community based inclusive development – need, importance and strategies
- 4.8 Creating enabling environments- mobilising local community resources towards the rehabilitation of persons with multiple disabilities

Unit 5: Adulthood and Family involvement

- 5.1 Family experiences of disability in the context of ageing
- 5.2 Training of Adults- Personal Care, Social, Domestic, Community and Leisure
- 5.3 Services for PwMD in urban and rural areas
- 5.4 Independent living: Within family, Group home & Institution.
- 5.5 Parental Attitude and Counselling

Practicum/ Assignment/ Engagement (Any One)

- To conduct awareness and orientation programme on various adulthood issues for parents
- To conduct and prepare a report on awareness programmes on various Govt. schemes and benefits at local level
- To conduct seminar on Sexuality, Marriage and Gender related issues of adults with MD
- To assess and present a report on family needs and Counseling
- To conduct sibling training programme and present a report

Essential Readings

- Chen, D. and Haney, M. (1999) Promoting learning through Active interaction. Project PLAI, Final report. ERIC Document Reproduction Service No. ED 432118.
- Hanson, M. J., & Lynch, E.W. (2004). Understanding Families: Approaches to diversity, disability, and risk. Baltimore, MD: Paul H. Brookes.
- Harris. K.R., & Graham,S. (2010).Working with families of young children with special needs. New York, Guilford publications
- Hurlock E. B. (1981), Child Development, Newyork: Mc Graw
- Hill Hyun,E (1998) Making Sense of Developmentally and Culturally Appropriate Practice in Early Childhood education. New York: Peter Lang.
- Kaul, V (1993) Early Childhood Education Programme, New Delhi: NCERT
- Millington, M. and Marini,I.(2015) Families in Rehabilitation Counselling: A community based rehabilitation approach. Singapore: Springers Publishing Company.
- Nagar, S. B., (2016). Essentials of Community Based Rehabilitation. New Delhi: Jaypee brothers.
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- Pruthvish, S. (2006). Community Based Rehabilitation. New Delhi: Jaypee Brothers
- WHO (2010). Community Based Rehabilitation: CBR guidelines
- WHO (2015) Capturing the difference we make. CBR indicator manual. https://apps.who.int/iris/bitstream/handle/10665/199524/9789241509855_eng.pdf?sequence=
- RCI, module for community based inclusive development
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- Blacher, J.(1984). Severely Handicapped Young Children and Other Families: Research in Review. Academic Press Inc., Ovlendio.
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- Garginolo, R.M. (1985). Working with Parents of Exceptional Children: A Guide for Professionals, Houghton-Mifflin, Boston.
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- Kashyap, L. (1996). Measurement Issues in Family Centered Social Work, in Bharat, .S. (Ed.) Family Measurement in India, Sage Publications. New Delhi.
- Giffiths, M., & Russle, P. (Eds.) (1985). Working Together with Handicapped Children: Guidelines for Parents and Professionals. Souvenir Press, London.
- Glendinning, C. (1986). A Single Door: Social Work with the Families of Disabled Children. Allen and Unwin Ltd., London.

- Grinker, R. (1971). They grow in silence: the deaf child and his family. National Association of the Deaf, Maryland.
- Hartman, A. (1979). Finding Families: An Ecological Assessment in Adoption. Sage Publications, Beverly Hills.
- Hartman, A., & Laird, J. (1983) Family Centred Social Work Practice. The Free Press, New York.
- Hewett, S., Newson, J., & Newson, E. (1970). The Family and the Handicapped Child: A Study of Cerebral Palsied Children in Their Homes. Allen and Unwin Ltd., London.
- Hornby, G. (1994). Counselling in Childhood Disability: Skills for working with Parents. Chapman and Hall, London.
- Kashyap, L. (1986). The Family & Adjustment to their Hearing-Impaired Child. The Indian Journal of Social Work 47(1), 28-36.
- Powell, T. H. (1985). Brothers and Sisters: A Special Part of Exceptional Families. Paul Brooks, London.
- Ross, A. (1972). The Exceptional Child in the Family. Grune and Stratton, New York.

Web based reading

- <https://journals.sagepub.com/doi/pdf/10.1177/15407969231173916>
- https://ejsw.journals.ekb.eg/article_25034_e9237a33bb88727fc89e07b62d538d7a.pdf
- <https://files.eric.ed.gov/fulltext/EJ847482.pdf>
- <https://www.aimspress.com/article/doi/10.3934/medsci.2019.2.158?viewType=HTML>

Therapeutics and Assistive Devices for Persons with Multiple Disabilities

Course code: B4

Credits: 03

Hours:90

Introduction

This course is designed for learners to understand about the theoretical foundations of multiple disabilities, evidence-based practices in therapeutic interventions, assistive technology assessment and implementation, individualized education planning, and collaboration with multidisciplinary teams to provide comprehensive support.

Objectives:

After completing the course teacher educators will be able to

- Gain knowledge about speech language and communication therapy.
- Understand the meaning and interventions of physiotherapy.
- Use the principles of occupational therapy for PwMD.
- Comprehend and apply behavioural techniques for interventions.
- Select and use appropriate assistive devices for PwMD.

Unit 1: Language Speech and Communication

- 1.1 ***Non-verbal communication***
 - 1.1.1 Conventional forms and functions
 - 1.1.2 Unconventional Communicative forms
 - 1.1.3 Communicative rate and reciprocity
- 1.2 ***Verbal Communication***
 - 1.2.1 Normal acquisition position
 - 1.2.2 Atypical acquisition position- echolalia
- 1.3 ***Assessment of non-verbal and verbal communications***
 - 1.3.1 Physical competence
 - 1.3.2 Communicative intent
 - 1.3.3 Dyadic interaction skills
 - 1.3.4 Comprehension of communication
- 1.4 ***Therapeutic intervention***
 - 1.4.1 Managing echolalia
 - 1.4.2 Use of Visual representations
 - 1.4.3 Creating supportive environment
- 1.5. ***Augmentative and Alternative communication strategies- Aural, Oral, Finger Spelling, Sign Language, Cued, Speech and Total Communication***
 - 1.5.1 Enhancing and integrating speech and language aspects into daily routine.

Unit 2: Physiotherapy

- 2.1 Physiotherapy- Nature, objectives, scope and functions
- 2.2 Modalities used in physiotherapy for persons with MD and its associated conditions

- 2.3 Movements and postures of human body
- 2.4 Specific conditions and physiotherapy management
- 2.5 Integrating physiotherapy into daily routine

Unit 3: Occupational Therapy

- 3.1 Occupational therapy– Nature, objectives, Scope and functions
- 3.2 Modalities of Occupational Therapy for persons with MD with associated Conditions
- 3.3 Hand Functions– Types of grasps, grip, development, and eye-hand coordination
- 3.4 Sensory stimulation and Integration
- 3.5 Integrating Occupational therapy into daily routine.

Unit 4: Assistive Technology

- 4.1 Assistive technology: Concept and definition
- 4.2 Role of technology in rehabilitation of persons with MD
 - 4.2.1 Independent and Assisted living
 - 4.2.2 Vocational and Employment
- 4.3 AT for Social communication- Communication boards & systems
- 4.4 AT in classroom- work systems, activity schedules, task and response cards
- 4.5 AT for literacy and academics- computers and tablets
- 4.6 Customization and adaptation of assistive technology
- 4.7 Research and emerging trends in assistive technology
- 4.8 case studies and practical applications of assistive technology

Unit 5: Assistive Devices

- 5.1 Definition, Importance and types of Assistive Devices for Independent Living
- 5.2 Different types of assistive devices for MD
- 5.3 Assessment of PWMD needs to identify the appropriate assistive devices
- 5.4 Strategies for training individuals with multiple disabilities, caregivers, and educators on the effective use of assistive devices, as well as providing ongoing support.
- 5.4 Selection & use of appropriate Assistive Devices for PWMD and Maintenance
- 5.5 Govt. Assistance and Schemes for Assistive Devices
- 5.6 Ethical and legal considerations for using assistive devices
- 5.7 Innovations and future trends in assistive devices

Practicum/ Assignment/ Engagement (Any One)

- To visit any two therapy centres and prepare and submit a report on available clinical facilities
- To present a case study on Behaviour Modification.
- To present a Seminar on Role & functions of RCI and Various Schemes of MoSJE for PwMD
- To Prepare/Design appropriate adaptive and assistive device for PwMD

Essential Readings

- Antony, M.M., & Roemer, E. (2003). Behavior therapy. In A.S. Gurman & S.B. Messer (Eds.), Essential psychotherapies (2nd ed., pp. 182-223). Guilford, New York.
- Breines, E (1990). Genesis of occupation: A philosophical model for therapy and theory. Australian Occupational Therapy Journal, 37(1), 45-49.

- Colman, W. (1992). Maintaining autonomy: The struggle between occupational therapy and physical medicine. *American Journal of Occupational Therapy*, 46, 63-70.
- Hocking, C. (2004). Making a difference: The romance of occupational therapy. *South African Journal of Occupational Therapy*, 34(2), 3-5.
- McColl, M. A., Law, M., Stewart, D., Doubt, L., Pollack, N., & Krupa, T. (2003). *Theoretical basis of occupational therapy* (2nd Ed). New Jersey, SLACK Incorporated.
- O'Leary, K. D., & Wilson, G.T.(1975). *Behavior Therapy: Application and Outcome*. Prentice-Hall, New Jersey.
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- Martin, G.; & Pear, J. (2007). *Behavior modification: What it is and how to do it* (Eighth Edition). Pearson Prentice Hall, New Jersey.
- O'Leary, K.D., & Wilson, T.G.(1975). *Behavior Therapy: Application and Outcome*, 12-14.: Prentice-Hall, New Jersey.
- Thorndike, E.L. (1911), "Provisional Laws of Acquired Behavior or Learning", *Animal Intelligence*. The McMillian Company, New York.
- Wolpe, J. (1958). *Psychotherapy by Reciprocal Inhibition*. Stanford University Press, California
- Jonge. D., Scherer. M. J., & Rodger.S. (2007). *Assistive technology in the Work Place*. Elsevier.Inc.
- Juice, B., & Weil, M., (2003). *Models of Teaching*, 5th Ed. Prentice Hall India Pvt. Ltd, NewDelhi.
- Sampath, K., Panneer, A. S., & Santhanam, S. (1984). *Introduction to Educational Technology*. Sterling Publishers Pvt. Ltd., New Delhi.
- Sense International India (2017). *Handbook on Deafblindness*. Ahmedabad India
- Aggarwal, J.C. (2006). *Essentials of educational technology: Teaching and learning*,

- Vikas Publishing House Pvt Ltd, New Delhi.
- Rao, U. (2001). Educational technology. Himalaya Publishing House, Bombay.
- Sharma, R.A. (1983). Technology of Teaching. International, Meerut.
- Thomas, W.K. (1999). Assistive Technology Essential Human Factors. Allyn & Bacon, Boston
- Lancioni GE, Sigafoos J, O Reilly MF, Singh NN (2012) Assistive Technology: Interventions for Individuals with Severe/Profound and Multiple Disabilities. New York: Springer.
- Lancioni GE, Singh NN (2014) Assistive technologies for people with diverse abilities. New York: Springer.
- CBM-MSJE directory of assistive devices by CBM

Web based reading

- https://fisherpub.sjf.edu/cgi/viewcontent.cgi?article=1300&context=education_ETD_masters
- <https://www.teachthought.com/technology/assistive-technology/>
- <https://www.unicef.org/media/126246/file/Assistive-Tech-Web.pdf>
- <https://files.eric.ed.gov/fulltext/EJ1078825.pdf>
- https://www.perkins.org/unlocking-opportunities-making-the-world-more-accessible-through-disabilitytech/?gad_source=1&gclid=Cj0KCQiA4NWrBhD-ARIsAFCKwWvy_7fH-cf4xnRquX4YLVG4I9acNlhmrViEwIZ4PGqosr9-ABf9jDMaArbtEALw_weB

AREA B

Specialisation Courses

Specific Learning Disabilities (SLD)

Course Code	Course Title
B1	Identification, Assessment and Needs of Persons with Specific Learning Disabilities
B2	Curriculum and Teaching Strategies for Persons with Specific Learning Disabilities
B3	Adulthood and Family Issues of Persons with Specific Learning Disabilities
B4	Therapeutics and Assistive Devices for Persons with Specific Learning Disabilities

Identification, Assessment and Needs of Persons with Specific Learning Disabilities

Course Code: B1

Credits: 03

Hours: 90

Introduction

This course aims to develop in the learners, an understanding of Specific Learning Disabilities (SLD), approaches and techniques of assessment, areas of assessment and the types of tests for identifying a student with SLD. It is expected that the learners will develop insight in the use of the tests, know how to develop appropriate tools for identification of learning problems and interpret the findings from various assessments to plan an intervention programme. Along with this, the last unit covers issues related to assessment, and legal provisions for students with SLD

Objectives

After completing the course the learner will be able to

- Define and explain the different types of specific learning disabilities (SLDs)
- Explain the meaning and concept of screening, identification, and assessment of children with learning disability
- Describe various approaches and techniques of assessment
- Analyse the needs and the future trends

Unit 1: Overview of Specific Learning Disabilities

- 1.1 Evolution of learning disability as a field of a study
- 1.2 Prevalence and incidence
 - 1.2.1 National and International
 - 1.2.2 Factors affecting prevalence and incidence
- 1.3 Types of LD- Dyslexia, Dysgraphia, Dyscalculia, Dysphasia, Dyspraxia, Specific Language Impairment, Non-Verbal Learning Disability
- 1.4 Associated conditions- ADHD, Emotional regulation disorders
- 1.5 Etiology: Neuro biological

Unit 2: Approaches and Methods of Assessment

- 2.1 Definition, scope, and purpose of assessment; sources of assessment data
- 2.2 Principles for selection of tools for assessment in various settings – assessment in regional Indian languages.
- 2.3 Assessment approaches
 - 2.3.1 Neuro-Developmental approach
 - 2.3.2 Psycho-linguistic approach
 - 2.3.4 Cognitive approach
 - 2.3.4 Behavioral approach
 - 2.3.5 Task Analytic approach
 - 2.3.6 Response to Intervention

- 2.4 Methods of Assessment
 - 2.4.1 Observation
 - 2.4.2 Interviews
 - 2.4.3 Case Study
 - 2.4.4 Sociometric
 - 2.4.5 Error analysis/Miscue Analysis
- 2.5 Guidelines and procedure for assessment of SLD for certification in India

Unit 3: Areas of Assessment

- 3.1 Basic learning Processes- Attention, perception, memory, executive functioning
- 3.2 Language (English and regional Indian languages)
 - 3.2.1 Oral language
 - 3.2.2 Reading and Comprehension
 - 3.3.3 Writing
- 3.3 Mathematics - computation and application
- 3.4 Social aspects
- 3.5 Application in the content areas

Unit 4: Assessment and report writing

- 4.1 Psychological assessment tools:
 - 4.1.1 Wechsler's Intelligence Scale
 - 4.1.2 Bender Gestalt Visuo-Motor Test
 - 4.1.3 Ravens Progressive Matrices
 - 4.1.4 Wechsler's Memory Scale
 - 4.1.5 Dyslexia Screening Tests
 - 4.1.6 Woodcock Johnson Test of Cognitive Ability
 - 4.1.7 Test of Thinking Ability
- 4.2 Achievement tests:
 - 4.2.1 Stanford Diagnostic Reading Test
 - 4.2.2 Stanford diagnostic Maths Test
 - 4.2.3 Woodcock Johnson Test of Achievement
 - 4.2.4 Grade level assessment device for children with learning problems in schools (GLAD)
- 4.3 Psycho Educational:
 - 4.3.1 Diagnostic test for reading disorder (DTRD)
 - 4.3.2 Diagnostic test of learning disability (DTLD)
 - 4.3.3 Aston Index
 - 4.3.4 NIMHANS Index of SLD
- 4.4 Curriculum Based Measurements: Meaning, need, construction, use; Teacher made tests: (Educational) – Meaning, need, construction, use
- 4.5 Differential diagnosis and report writing

Unit 5: Trends and Issues with Reference To

- 5.1 Ethical issues in assessment

- 5.2 Responsive reporting and communication
- 5.3 Collaboration and consultation between team members
- 5.4 Legal Provisions and Issues
- 5.5 Advocacy

Transaction

The course is developed for M.Ed. level. Thus, provide the trainees with theoretical basis of understanding the various types of LD. Use lecture, discussion and demonstrations to link the classification of different specific LDs (e.g., dyslexia, dyscalculia, dysgraphia, dysphasia) with their neurobiological basis. The specific disabilities have to be understood as manifesting deficits in the curricular areas. Hence, a comparison has to be made with the skills in the curriculum hierarchies at different grade levels. Language assessment has to include both – oral language assessment (listening and speaking) as well as written language assessment (reading and writing). The discussion on the trends and issues should focus on international as well as national scenario. Presentation of seminars by students and discussions will enrich the learning experience.

Course Work/ Practical/ Field Engagement

- Seminar on various types of learning disabilities
- Debate on the various assessment approaches and methods
- Preparation of an assessment tool for identifying learning problems. in a given area (Include Indian languages)
- Report on the current tools/tests used in inclusive schools for identifying students with SLD
- Preparation of an awareness booklet with explanation of SLD and the legal provisions available
- Develop TMTs to assess various domains and curricular areas
- Conduct assessments and write reports to communicate assessment outcomes

Recommended Readings

- Bender, W. N. (1995). Learning Disabilities, Characteristics, Identification and Teaching Strategies, Allyn Bacon, New York.
- Choate, J, S., & Enright, B, E. (1994) : Curriculum-Based Assessment and Programming. Allyn & Bacon, New York.
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- Jena, S.P.K. (2013). Specific Learning Disabilities: Theory to Practice. Sage Publications, New Delhi.
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- Wong, B., & Butler, D. L.(2012). Learning about learning disabilities. (4th ed.). Academic Press, San Diego.

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<https://files.eric.ed.gov/fulltext/ED606380.pdf>

https://www.researchgate.net/publication/282374731_Response_to_Intervention_Early_Identification_of_Students_with_Learning_Disabilities

https://www2.hu-berlin.de/transcience/Vol6_No1_2015_91_107.pdf

https://www.researchgate.net/publication/359117434_Identification_of_Learning_Disabilities_in_India_Current_Challenges_and_Issues

<https://www.adcet.edu.au/oao/for-disability-practitioners/screening-for-indicators-of-a-specific-learning->

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<https://niepid.nic.in/Grade%20Level%20Assessment%20Device%20For%20Children.pdf>
<https://www.asha.org/policy/tr1994-00140/>
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https://journals.lww.com/indianjpsychiatry/fulltext/2023/65070/revisiting_specific_learning_disorder_in_context.1.aspx
https://users.phhp.ufl.edu/rbauer/ebpp/evidence_based_assessment_ld.pdf
<http://www.iapsych.com/articles/flanagan2010.pdf>

Curriculum and Teaching Strategies for Persons with Specific Learning Disabilities

Course Code: B 2

Credits: 03

Hours: 90

Introduction

This course will enable the learners to understand the theoretical foundations of the curriculum approaches, strategies, and techniques. The conventional and contemporary perspectives included in the course will broaden the learners' understanding of curricular needs of and interventions for students with SLD.

Objectives

After completing the course, the learner will be able to

- Describe the approaches, types and areas of curriculum
- Analyze the various approaches and method of intervention
- Comprehend the language basis in academic achievement and learning
- Develop and make effective use of appropriate teaching strategies as per the specific needs of children with learning disability
- Develop an understanding of various areas and approaches for fostering well-being of persons with Learning Disability

Unit 1: Perspectives of Curriculum and Teaching Strategies

- 1.1 Curricular approaches related to persons with Learning Disability
- 1.2 Instructional Efficiency approach (Konrad, Helf and Joseph, 2011)
- 1.3 Curriculum: Alternative, Adjustment and Adaptation, Universal Design for Learning (UDL) and Differentiated Instruction (DI)
- 1.4 Individualised Educational Programming. (IEP).
- 1.5 Trends and Issues: Direct instruction, Constructivism, Connectivism

Unit 2: Approaches and Methods

- 2.1 Perceptual motor – Kephart, Barsch, Frostig
- 2.2 Multi-Sensory-Fernald, Orton-Gillingham, Montessori
- 2.3 Behavioural-Precision Teaching, ABA
- 2.4 Cognitive – Meta Cognition, Cognitive Behaviour Management
- 2.5 Collaborative Learning Approach

Unit 3: Interventions for Language Development

- 3.1 Language: concept and components/structure
- 3.2 Systems of language
- 3.3 Bilingualism and multilingualism
- 3.4 Approaches to language intervention: psycho-linguistic, language experience approach, whole language approach

- 3.5 Strategies for language development; Natural language stimulation, Expansion of language, Vocabulary building, Games, Storytelling, Drama, Role play

Unit 4: Strategies for Intervention

- 4.1 Reading Strategies
 - 4.1.1 Across stages of literacy development, Genre of text and content
 - 4.1.2 Monitoring progress (Recording and Interpreting)
- 4.2 Writing and Spelling Strategies
 - 4.2.1 Written expression; from Concrete Descriptive through Abstract Imaginative
 - 4.2.2 Writing for different purposes
 - 4.2.3 Spellings; Visual, Phonic, Morphemic, Rule-based
 - 4.2.4 Monitoring progress (Recording and Interpreting)
- 4.3 Mathematics Strategies
 - 4.3.1 For development of Mathematical language
 - 4.3.2 For visuo-spatial organisation
 - 4.3.3 For mathematical thinking (Quantitative reasoning and Problem solving)
 - 4.3.4 Monitoring progress (Recording and Interpreting)
- 4.4 Strategies for Enhancing Executive Functioning
 - 4.4.1 Meta-cognitive Strategies for Attention, Planning, Organising, Mental flexibility
 - 4.4.2 Self-direction, self-monitoring, and regulation
 - 4.4.3 Monitoring progress (Recording and Interpreting)
- 4.5 Study Skills
 - 4.5.1 Note taking
 - 4.5.2 Time management
 - 4.5.3 Organisational skills
 - 4.5.4 Test taking skills

Unit 5: Promoting learning and well-being in students with SLD

- 5.1 Classroom management
 - 5.1.1 Meaning
 - 5.1.2 Approaches: Self-discipline, preventive, supportive
- 5.2 Promoting student responsibility for learning
 - 5.2.1 Meaning
 - 5.2.2 Strategies
- 5.3 Creating learning environments
 - 5.3.1 Respectful learning environments
 - 5.3.2 Safe and supportive environments
 - 5.3.3 Developmentally appropriate environments
 - 5.3.4 Classroom routines
 - 5.3.5 Organising classroom material
- 5.4 Fostering well-Being
 - 5.4.1 Psycho-social and interpersonal skills
 - 5.4.2 Transition planning
 - 5.4.3 Life skills
 - 5.4.4 Collaborations with family and community

Transaction

The course should be taught using a constructivist approach. Group discussions, presentations, development and evaluation of intervention modules for students with LD should be done. The focus should also be on encouraging students to evaluate the applicability of the strategy interventions for English language and also Indian languages.

Course Work/ Practical/ Field Engagement

- Development of intervention programmes based on given approach/methods
- Development of remedial material for specific areas of intervention across ages
- Seminar on collaborations in fostering well-being of persons with LD

Recommended Readings

- Bradley, R., Danielson, L., & Hallahan, D.P. (2002). Identification of Learning Disabilities: Research to Practice. Routledge. New York.
- Butler, K. G., & Silliman, E. R. (2001). Speaking, Reading, and Writing in Children with Language Learning Disabilities: New Paradigms in Research and Practice. Psychology Press, London.
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- Jones, C. J. (2008). Curriculum-based Assessment: The Easy Way to Determine Response-to-intervention. Charles C Thomas Publisher, London.
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- Little, S., & Akin- Little, A. (2014). Academic Assessment and Intervention. Routledge, London.
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- NIMH (2003) Educating Students with learning Problems in primary schools, Secunderabad : NIMH
- Perfetti C. A., Rieben, L., Fayol , M. (1997). Learning to Spell: Research, Theory, and Practice Across Languages. Routledge.
- Scruggs, T. E., Wong, B. (2012) Intervention Research in Learning Disabilities. Springer Science & Business Media.
- Semrud- Clikeman, M. (2007). Social Competence in Children. Springer Science & Business Media.
- Subramanyam, A. (Eds). (2023). IPS Specific Learning Disorders: An Indian Perspective. Jaypee Brothers Medical Publishers
- Swanson,H. L., Harris, K. R., Graham, S. (2014).Handbook of Learning Disabilities. Guilford Publications
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- Wallach, G.P. (2008). Language Intervention for School-age Students: Setting Goals for Academic Success. Missouri: Elsevier Health Sciences.
- Westwood, P. (2005). Spelling: Approaches to Teaching and Assessment. Australian Council for Educational Research. Camberwell.
- Wong, B., & Butler, D. L. (2012). Learning About Learning Disabilities. Academic Press, London.
- Wong, B., Graham, L., Hoskyn, M., Berman, J., (2011). The ABCs of Learning Disabilities. Academic Press.

Web Resources

https://do2learn.com/disabilities/CharacteristicsAndStrategies/SpecificLearningDisability_Strategies.html

https://www.researchgate.net/publication/328824863_Elementary_Grade_Intervention_Approaches_to_Treat_Specific_Learning_Disabilities_Including_Dyslexia

<https://oxfordre.com/education/display/10.1093/acrefore/9780190264093.001.0001/acrefore-9780190264093-e-1222>

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<https://www.ncbi.nlm.nih.gov/pmc/articles/PMC2547080/>

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<https://www.readingrockets.org/topics/intervention-and-prevention/articles/prevention-and-intervention-writing-difficulties>

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https://discovery.ucl.ac.uk/id/eprint/10141649/1/Castro%20Kemp_paper_revised_with%20changes.pdf

Adulthood and Family Issues of Persons with Specific Learning Disabilities

Course Code: B 3

Credits: 03

Hours: 90

Introduction

This course deals with aspects of adults with Specific Learning Disability (SLD) who may be requiring support for a better independent functioning. From unit one to five the focus moves from knowing how needs change their manifestations to aspects of specific areas that interfere with learning and interactions. The paper also covers strategies that will help them deal with situations appropriately.

Objectives

After completing the course, the learner will be able to

- Describe the needs of young adults with learning disabilities
- Discuss aspects related to adaptive behaviour in young adults
- Discuss factors that hinder socializing in the young adult with LD
- Identify and plan areas for intervention related to independent living,
- Discuss the issues related to adulthood and their families and support systems

Unit 1: Young Adults with SLD

- 1.1 Concept and characteristics of young adults
- 1.2 Academic Characteristics
- 1.3 Cognitive Characteristics
- 1.4 Social-emotional Characteristics
- 1.5 Impact of SLD on young adults

Unit 2: Promoting Adaptive Behaviour in Young Adults with LD

- 2.1 Reasoning
- 2.2 Problem solving
- 2.3 Informed decision making
- 2.4 Communication
- 2.5 Time management

Unit 3: Maintaining Relationships

- 3.1 Empathy, cue sensitivity, personal space
- 3.2 Sexuality
- 3.3 Alternative thinking, consequences
- 3.4 Self image
- 3.5 Stress management

Unit 4: Independent Living

- 4.1 Organising – physical, self
- 4.2 Personal care – health, family
- 4.3 Financial management - Money transaction, Budgeting, Banking, Saving

- 4.4 Transition planning - Career planning and job placement
- 4.5 Leisure and recreation - Social, Physical, Psychological, and Cultural aspects

Unit 5: Support systems for inclusion

- 5.1 Role of self-help groups
- 5.2 Role of family
- 5.3 Role of educational institute, community, and society (including workplace)
- 5.4 Role of media in awareness and attitude building
- 5.5 Social network

Transaction

Since the course is a part of the M.Ed., its imperative for the students to have hands on training in all the areas. A lot of research work, planning programmes, discussions, debates, presentations, must be the methodology of the entire paper. Program Based Learning, field trips, watching a movie must be incorporated for a thorough understanding of the issues at hand.

Course Work/ Practical/ Field Engagement

- Develop a social skills programme to enhance participation of adolescents with SLD in a group
- Watch films and discuss the various relationships and the behaviours exhibited by individuals with SLD
- Create a handbook/ 'Do it yourself' manual that can help a young adults with SLD be able to manage relationships
- Plan a programme for leisure /recreation in the neighbourhood for the students with SLD
- Conduct a survey to collect data about diversity inclusion practices in workplaces for adults with SLD
- Read an autobiography / biography of an adult with SLD and submit report on the challenges experienced and coping strategies used by the individual.

Recommended Readings

- Brunswick, N. (2012). Supporting dyslexic adults in higher education and the workplace. Wiley-Blackwell, Malden.
- Cooper, B., & Widdows, N. (2008). The Social Success Workbook for Teens: Skill Building Activities for Teens with Nonverbal Learning Disorder, Asperger's Disorder, and Other Social-Skill Problems. Instant Help, Oakland.
- Ford, A., Thompson, J., & Shaywitz, S. (2007). On Their Own: Creating an Independent Future for Your Adult Child With Learning Disabilities and ADHD: A Family Guide. William Morrow, London.
- Goldstein, S., Naglieri, J. A., & DeVries, M. (2011). Learning and Attention Disorders in Adolescence and Adulthood: Assessment and Treatment. John Wiley & Sons, Inc., New Jersey.
- Greenbaum, J., & Markel, G. (2000). Helping Adolescents with ADHD & Learning

Disabilities: Ready-to-Use Tips, Techniques, and Checklists for School Success. The Center For Applied Research In Education

- Gregg, N., & Deshler, D. D. (2011). Adolescents and Adults with Learning Disabilities and ADHD: Assessment and Accommodation. The Guilford Press, London.
- Karten, T. J. (2009): Inclusion strategies that work for adolescent learners!. Corwin, California.
- Kelly, K., & Ramundo, P. (2006). You Mean I'm not Lazy, Stupid or Crazy?!: The Classic Self-Help Book for Adults with Attention Deficit Disorder. Scribner, New Jersey.
- Quinn, P.O., Maitland, T.L., & Ische, B. (2011). On Your Own: A College Readiness Guide for Teens with ADHD/LD. Magination Press, New York.
- Reid, R., Lienemann, T.O., & Hagaman, J. L. (2013). Strategy Instruction for Students with Learning Disabilities, Second Edition (What Works for Special-Needs Learners). Guilford Press, New York.
- Rodis, P., Garrod, A., & Boscardin, M.L. (2000). Learning Disabilities and Life Stories. Pearson, London.
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- Simpson, C., & Spencer, V. (2009). College Success for Students with Learning Disabilities: Strategies and Tips to Make the Most of Your College Experience. Prufrock Press, New Jersey.
- Sonnet, H. (2009). Activities for Adults With Learning Disabilities: Having Fun, Meeting Needs. Jessica Kingsley Publication.
- Subramanyam, A. (Eds). (2023). IPS Specific Learning Disorders: An Indian Perspective. Jaypee Brothers Medical Publishers

Web Resources

<https://ldaamerica.org/info/adults-with-learning-disabilities-an-overview/>

<https://www.ldonline.org/ld-topics/adults-ld/characteristics-adults-specific-learning-disabilities>

<https://www.readandspell.com/learning-disabilities-in-adults>

<https://www.ncbi.nlm.nih.gov/pmc/articles/PMC8151592/>

<https://pubmed.ncbi.nlm.nih.gov/35526492/>

https://www.researchgate.net/publication/51778878_The_Impact_of_Learning_Disabilities_on_Adulthood_A_Review_of_the_Evidenced-Based_Literature_for_Research_and_Practice_in_Adult_Education

<https://ldaamerica.org/adults/?audience=Adults>

<https://www.ldac-acta.ca/causes/for-adults/#1513271506760-042f059b-46f3>

<https://dsf.net.au/CMSPages/GetFile.aspx?guid=b0dcc8a3-daa9-4709-8723-5020b342c63f>

Therapeutics and Assistive Devices for Persons with Specific Learning Disabilities

Course Code: B 4

Credits: 03

Hours: 90

Introduction

The purview of Specific Learning Disabilities is very vast and varied. It may include difficulty in language acquisition, reading, writing and mathematical skills. Even within these broad categories there may be manifestations in different areas. The success often relies on a combination of therapeutic and assistive technology. The current course will enable learners to understand the role of these therapeutic and assistive devices. They will be able to define concepts related to therapies and assistive devices, differentiate between the various therapies, their types and the procedures involved. The course aims at enabling the learners to understand the role of these therapies and assistive devices in enhancing the individuals' ability to successfully negotiate the environment and to overcome the disadvantage they are placed in, due to their disability.

Objectives

After completing the course, the learner will be able to

- Define the concept of therapeutics and assistive devices
- Identify the need for therapeutics and assistive devices
- Describe different types of therapies and assistive devices
- Describe how therapeutic and assistive devices can impact the lives of individuals with SLD
- Explain the importance of collaboration and team work

Unit 1: Introduction to Therapeutics

- 1.1 Concept, scope and need for therapeutics
- 1.2 Types of therapies – occupational therapy, speech and language, and counselling
- 1.3 Assessment of needs and decision making for therapeutic intervention
- 1.4 Service delivery models [clinics, in-school]
- 1.5 Collaboration through multi, inter, trans-disciplinary, and collaborative consultative approach

Unit 2: Occupational Therapy

- 2.1 Occupational therapy: concept and importance
- 2.2 Assessment and identification of needs
- 2.3 Areas of occupational therapy - attention, motor, percepto-motor, sensory integration
- 2.4 Classroom interventions and use of assistive devices
- 2.5 Evaluating results, reviewing and setting goals

Unit 3: Speech and Language Therapy

- 3.1 Speech and language therapy: concept and importance
- 3.2 Components of speech and language therapy
- 3.3 Assessment and identification of the needs
- 3.4 Classroom interventions
- 3.5 Evaluating results, reviewing and setting goals

Unit 4: Counselling Therapy

- 4.1 Counselling: concept, importance and scope
- 4.2 Principles, ethics and basic skills in counseling
- 4.3 Assessment and identification of the needs
- 4.4 Therapies in counseling: Behavioural, cognitive, cognitive-behavioural, play therapy, art-based therapies, bibliotherapy
- 4.5 Classroom intervention, monitoring progress and providing feedback

Unit 5: Assistive Technology

- 5.1 Assistive Technology: Concept, Importance and Role
- 5.2 Assessment and Identification of the Needs: SETT framework and WATI framework
- 5.3 Types of Assistive technologies for specific learning needs: organization, reading, writing, mathematics, language
- 5.4 Benefits and challenges of using assistive technology
- 5.5 Information and Communication Technology for individuals with SLD

Transactions

This course will involve direct teaching through lectures to set a base. The students will be expected to use computer laboratory in order to understand the application of software to ensure learning to the maximum extent. Students can make presentations on assessment of needs and use specific child profile to match the appropriate therapeutics and assistive device. Also the success can be evaluated through classroom observations. Visits to institution, clinics and other places where therapeutic interventions and assistive devices can be observed. Students can attend workshops by experts like counsellors, therapists and IT professionals to bridge the gap between the therapy and classroom. They can assist the inclusive classroom teacher to help improvise learning in the classroom by conducting workshops for them. Assignments on need analysis, setting targets, evaluating goals and reporting it to the therapists can be given to the students. Discussions on ethical issues and responsive communication between professionals can be organized. Demonstrations on strategies for classroom intervention using therapy and showing its benefits can be a part of the transaction process.

Practicum/ Field Engagement

- Conduct a collaborative meeting with a therapist to set targets and goals for a student with SLD
- Visit a therapeutic clinic and prepare a report on the visit based on observations of the procedures being followed

- Observe a child in the classroom and report the results pre and post therapy
- Assess a child for assistive technology needs and make recommendations
- Demonstrate 5 techniques or tools used in therapy by either an OT or a ST for in-class intervention
- Conduct a demonstration of a Circle Time for mainstream teachers to help them provide in-class support for a child with counselling needs
- Discuss the benefits of therapy with a parent
- Conduct a workshop for teachers on when and how to make referrals for therapeutic intervention
- Conduct a hands-on workshop for teachers using ICT as an assistive device

Recommended Readings

- Anderson, C., & Van Der, G. A. (2005). *Speech and Language Therapy: Issues in professional practice*. Whurr, London.
- Creek, J. (2008). *The Core Concepts of Occupational Therapy: A Dynamic Framework for Practice*. 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.
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Web Resources

<http://www.pbs.org/parents/education/learning-disabilities/strategies-for-learningdisabilities/assistive-technology-devices/>

<https://www.ldatschool.ca/assistive-technology/>

<https://www.ncbi.nlm.nih.gov/pmc/articles/PMC5736156/>

<https://www.jstor.org/stable/1511326>

<https://files.eric.ed.gov/fulltext/ED593577.pdf>

AREA B

Specialisation Courses

Visual Impairment (VI)

Course Code	Course Title
B1	Identification, Assessment and Needs of Persons with Visual Impairment
B2	Curriculum and Teaching Strategies for Persons with Visual Impairment
B3	Adulthood and Family Issues of Persons with Visual Impairment
B4	Therapeutics and Assistive Devices for Persons with Multiple Disability

Identification, Assessment and Needs of Persons with Visual Impairment

Course Code : B1

Credit: 02

Hours 90

Objectives

After completing the course teacher educators will be able to

- Trace the historical development of visual impairment and discuss the attitudinal change of society over time.
- Describe the causes and implications of different eye disorders.
- Critically examine the needs arising at different stages of persons with visual impairment.
- Develop skills to identify and assess children with blindness, low vision, and children with VIMD.
- Develop skills to plan and implement vision efficiency training for children with low vision.

Unit 1: Evolving Concept and Definition of Visual Impairment

- 1.1 Paradigm shift from charity through medical and social to right-based approach; WHO-ICF Model
- 1.2 Critically understanding the process of seeing and its aspects
- 1.3 Definitions & Classification of Visual Impairment: WHO, RPwD Act 201
- 1.4 Psychosocial implications of low vision & blindness; Attitudinal and behavioral change of the society towards persons with visual impairment
- 1.5 Factors affecting changing societal attitude and policy perspectives with reference to persons with visual impairment: Self-help movements, Service delivery organizations, Judiciary and quasi-judicial bodies, UN Bodies, and media

Unit 2: Eye Disorders: Etiology and Implications

- 2.1 Neurological causes of visual impairment: cortical visual impairment
- 2.2 Disorder related to refraction: myopia, hyperopia, presbyopia, astigmatism
- 2.3 Disorders related to receptive aspects of the eye: retinal detachment, retinitis pigmentosa, Retinopathy of prematurity, optic atrophy, aniridia, macular degeneration, and albinism
- 2.4 Muscular and related disorders: nystagmus, strabismus, amblyopia
- 2.5 Vitamin A deficiency, cataract, glaucoma, corneal ulcer, trachoma, and colour blindness

Unit 3: Identification and Assessment Procedures of Children with Blindness and Low Vision

- 3.1 Screening and Identification of children with blindness and low vision at school
- 3.2 Methods and tools for clinical assessment of children with visual impairment
- 3.3 Methods and tools for psychological assessment of children with visual impairment
- 3.4 Functional Vision Assessment: Needs and Strategies
- 3.5 Concept and methods of visual efficiency training

Unit 4: Identification and Assessment Procedures of Children with Visual Impairment Having Additional Disabilities

- 4.1 Concept of Children with Visual Impairment Having Additional Disabilities
- 4.2 Role of a Multidisciplinary team of professionals in assessment
- 4.3 Functional methods and tools: physical, vision, hearing, tactual, and communication skills assessment
- 4.4 Implications of vision loss in adapting available tools of assessment for persons with Visual impairment
- 4.5 Preparation of teacher-made tools for functional assessment of Visual Impairment Having Additional Disabilities

Unit 5: Needs of Persons with Visual Impairment

- 5.1 Infancy and early childhood: early stimulation and early intervention
- 5.2 School age: placement alternatives, collaboration of special and regular teacher
- 5.3 Transition Period: self-identity, self-esteem, and self-image
- 5.4 Vocational Development: Emerging Job Opportunities
- 5.5 Adulthood Issues

Course Work/ Practical/ Field Engagement (Any Three)

- Prepare a questionnaire to identify the approach followed by an inclusive school towards the education of children with disabilities
- Visit an eye hospital/primary health centre/ compository rehabilitation camp and observe persons with different eye disorders and write a report
- Prepare and administer a teacher made tool for functional assessment of vision and visual skills of a child with low vision and submit a report
- Prepare and administer a teacher made tool for functional assessment of Vision, Hearing, Tactual, Communication and functional skills of children with VIMD and submit a report
- Critically analyse any psychological test you have studied for its applicability and identify items to be adapted for the persons with visual impairment in Indian context

Recommended Readings

- Aitken, S., Buultjens, M., Clark, C., Eyre, J.T. (2000), Teaching Children who are Deaf blind. David Fulton Publisher: London,
- Barraga, N. C. (1980). Sequences of Visual Development. University of Texas. Austin.
- Bhan, S., & Swarup, S. (2010). Functional skills inventory for the blind. National association for the blind, Mumbai.
- Bhandari, R., & Narayan J. (2009). Creating learning opportunities: a step by step guide to teaching students with vision impairment and additional disabilities, including deafblindness. Voice and vision: India.
- Corn, A. L., & Koenig, A.J. 2000. Foundation of Low Vision: Clinical & Functional Perspective. AFB Press, New York.
- Holbrook M. C. & Koenig A. J. (Eds.) (2000). Foundations of Education, Vol I: History and Theory of Teaching Children and Youths with Visual Impairments, (2nd Ed): AFB Press, New York.
- Hyvarinen, L., & Jacob, N. (2011). What and how does this child see: assessment of visual functioning for development and learning. Vistest Ltd. Finland.
- Kundu, C.L. (2000). Status of Disability in India. Rehabilitation Council of India, New Delhi.
- Mani, M.N.G. (1992). Concept development of blind children. SRK Vidyalaya. Coimbatore.
- Mani, M.N.G. (1993). Concept Development of Blind Children: A Research Study. Shri Ramakrishna Mission Vidyalaya. Printing Press. Coimbatore.
- Mani, M.N.G. (2001). Reading Preference Test (REPT) for Children with Low Vision. Coimbatore: International Human Resource Development Centre for the Disabled.
- Mukhopadhyay, M., Jangira, N.K., Mani M.N.G., & RoyChoudary, M. (1988). Source Book For Training Teachers Of Visually Impaired. NCERT. New Delhi.
- National Institute for the Visually Handicapped (1990). Handbook for Teachers of the Blind, NIVH Dehradun.
- NIEPVD (2023). Screening Checklist for Vision Difficulties in Students. National Institute for the Empowerment of Persons with Visual Disabilities, Dehradun
- NIEPVD (2016). Visual Disability: A Resource Book for Teachers, National Institute for the Empowerment of Persons with Visual Disabilities, Dehradun
- NIEPVD (2016). Visual Disability: A Resource Book for Teachers, Vol.2, National Institute for the Empowerment of Persons with Visual Disabilities, Dehradun
- Punani, B., & Rawal, N. (1993). Handbook: Visual Impairment. Ashish Publishing House, New Delhi.

- Reynolds, C.R. , & Janzen, E.F. (Ed.)(2007). Encyclopedia of Special Education. Vol. I A-D, John Wiley, Canada.
- Sacks. S. Z., & Silberman, R.K. (2005). Educating Students who have Visual Impairments with other Disabilities, Paul H Brookes, Maryland.
- Salvia, J., Ysselduke, J.E., & Bolt, S. (2007), Assessment in Special & Inclusive Education. Houghton Mifflin: USA.
- Scheiman, M., Scheiman, M., & Whittaker, S.G. (2007). Low Vision Rehabilitation, SLACK Incorporated: USA.
- Scholl, G. T. (Ed.) (1986). Foundations of the education for blind and visually handicapped children and youth: Theory and Practice. AFB Press. New York.

Curriculum and Teaching Strategies for Persons with Visual Impairment

Course Code : B2

Credit 2

Hours 60

Introduction

The development of specialized curriculum and teaching strategies for children with visual impairments is not merely an educational adaptation but a profound commitment to inclusivity and equitable learning opportunities. Visual impairment poses unique challenges to a child's educational journey, requiring thoughtful and tailored approaches to ensure access, engagement, and optimal learning outcomes. Crafting a curriculum that caters to the specific needs of these students involves more than adapting existing materials; it necessitates a comprehensive understanding of diverse learning styles, alternative modes of communication, and the integration of assistive technologies.

Objectives

On Completion of the Course the student will be able to

- Appreciate the importance of various basics to curriculum areas and skills
- Acquire knowledge on expanded core curriculum for children with visual impairment on the basis of situational analysis.
- Understand the steps in Expanded Core Curriculum Development and skill in implementation of the curriculum and its evaluation.
- Demonstrate skill in using the Strategies for Teaching and Critically examine approaches to curriculum development for VIAD
- Develop a curriculum that is accessible to students with visual impairments and using ICT and assistive technology to promoting inclusivity in the learning environment.

UNIT 1: Basic Curriculum Areas and Skills:

- 1.1 Curricular skills related to cognitive domain, psychomotor domain, and affective domain
- 1.2 Core curriculum, collateral curriculum, and support curriculum – Concept and meaning
- 1.3 Approaches to Curriculum- Child Centered, Activity Centered and Holistic
- 1.4 Curricular Areas as per National Curriculum Framework
- 1.5 Curriculum adaptation: Need and principles.

UNIT II: Introduction to Expanded Core Curriculum:

- 2.1 Philosophical basis, Psychological basis of Curriculum
- 2.2 From plus curriculum to expanded core curriculum
- 2.3 Introduction and Orientation to Unified English Braille, Mathematical & Scientific Notations
- 2.4 Orientation and Mobility Teaching Approaches
- 2.5 Ethical considerations in curriculum Adaptations

UNIT III: Steps in Expanded Core Curriculum Development:

- 3.1 Assessment of needs with reference to accessing school curriculum
- 3.2 Designing a need-based curriculum: situational analysis for selection of skills and method of teaching
- 3.3 Developing a collaborative curriculum planning
- 3.4 Implementation of the curriculum – Challenges and Strategies
- 3.5 Curriculum Evaluation – Formative and Summative Evaluation, Recent trends in Curriculum Evaluation – Grades, Norms, CCE, Teacher Made Test, and Differentiated Evaluation for PwD in Inclusive Set up

UNIT IV: Strategies for Teaching and Approaches to Curriculum Development

- 4.1 Specific teaching strategies (task analysis, co-activity, pre teaching, self-verbalization,

- direction giving, generalization, feature enhancement, and use of kinaesthetic movement)
- 4.2 Teaching reading and writing Skills to students with visual impairment – (Reading aloud, peer reading, organic reading, and whole language approach) - Strategies for writing skills – guided and independent writing
 - 4.3 Strategies for teaching math – (concrete, experiential, role play, and origami)
 - 4.4 Strategies for teaching Science – (Tactile Diagrams, Adapted Science Laboratory and Technological inclusion)
 - 4.5 Strategies for teaching Social Science – (Tactile Maps, Tactile Compass and Adapted Teaching Learning Materials)

Unit V: Curriculum Adaptations for VIAD

- 5.1 VIAD- Curriculum adaptations as per needs of VIAD
- 5.2 Approaches to Curriculum Development for VIAD: Ecological – Multisensory Thematic – Functional - Experiential
- 5.3 Curriculum adaptations and accommodations in teaching and learning process of VIAD
- 5.4 Strategies for teaching use of ICT (demonstration, verbal instruction, and peer tutoring).
- 5.5 Adaptive and Assistive devices for VIAD

Practicum/Hands on Training

- Design practical activities that engage multiple senses, allowing students to explore and understand concepts through touch, sound, and smell.
- Building and organizing an accessory for enhancing sensory efficiency
- Create materials for preschoolers with visual impairments to help them prepare themselves for reading.
- Collaborate with special education professionals to create ILPs that outline specific adaptations, accommodations, and goals for each student.
- Create lesson plans for children with visual impairments to learn ECC.
- Ensure changes to a chapter in a secondary level textbook of your choice to make it accessible to students with visual impairments. Transform one map and one diagram from the secondary classes into an audiovisual format.
- Provide training on the use of assistive technologies such as screen readers, magnifiers, and braille displays.
- View the updated athletic regulations and guidelines created by several organisations (such as the World Blind Cricket Association, Indian Blind Sports Association, Indian Blind Sports Committee, Indian Chess Federation, and others) for individuals with vision impairments.
- Utilize technology such as screen readers and audio descriptions to enhance content accessibility.
- Collaborate with local institutions, businesses, and community organizations to organize field trips that are accessible and meaningful for children with visual impairment.

Recommended Readings

- Aggarwal, J.C. (2005). Curriculum development 2005. Shipra Pub. Delhi.
- Bhandari, R., & Narayan J. (2009). Creating learning opportunities: a step by step guide to teaching students with vision impairment and additional disabilities, including deaf-blindness. Voice and vision: India.
- Bishop, V. E. (2004). Teaching Visually Impaired Children: Virginia E. Bishop; with a Foreword by Natalie C. Barraga; Drawings by Charles Denzler and Virginia Bishop; Computer Graphics and Charts by Liz Broussard. Charles C Thomas Publisher.

- Biwas, P.C. (2004). Education of children with Visual Impairment: in inclusive education. Abhijeet Publication, Delhi.
- Chiu, Y. T., & Wild, T. (2023). Incorporating the expanded core curriculum into science. *British Journal of Visual Impairment*, 41(1), 162-168.
- Cox, P. R., & Dykes, M. K. (2001). Effective classroom adaptations for students with visual impairments. *Teaching Exceptional Children*, 33(6), 68-74.
- French, S., & Swain, J. (1997). From a different view point: the lives and experiences of visually impaired people. Jessica Kinsey Pub, London.
- Grover, U., & Chaudhari, M. (2009). Curricular Strategies. Kanishka Publication, New Delhi.
- Hodapp, R. M. (1998). Developmental and disabilities: Intellectual, sensory and motor impairment. Cambridge Uni. Press, New York.
- Iqbal, K., & Ashraf, S. (2023). Perspective chapter: the barriers in inclusive set-up for students with visual impairment at higher education level-Pakistan scenario. In *Higher Education-Reflections From the Field*. IntechOpen.
- Jahanzaib, M., Fatima, G., & e Nayab, D. (2021). Review of Single National Curriculum with Perspective of the Education of Children with Visual Impairment at Primary Level in Punjab Pakistan. *Journal of Business and Social Review in Emerging Economies*, 7(3), 547-560.
- Jain, P. (2006). Curriculum & teaching. Kanishka Publication, New Delhi.
- Joyce, B., Weil, M., & Calhoun, E. (2009). Model of teaching. PHI learning Pvt. New Delhi.
- Koehler, K. E., & Wild, T. A. (2019). Students with visual impairments' access and participation in the science curriculum: Views of teachers of students with visual impairments. *Journal of Science Education for Students with Disabilities*, 22(1), 8.
- Lowenfeld, B. (1973). *The Visually Handicapped Child in School*. John Day Company, New York.
- Mangal, S.K. (2007). Educating exceptional children-an introduction to special education. PHI Learning Pvt. New Delhi.
- Montenegro-Rueda, M., Fernández-Batanero, J. M., & Fernández-Cerero, J. (2023). Impact of ICT on university students with visual impairment. *British Journal of Special Education*, 50(1), 28-48.
- NIEPVD (2022). Expanded Core Curriculum (in Hindi). National Institute of Empowerment of Persons with Visual Disability (Divyangjan), Dehradun
- Ravenscroft, J. (Ed.). (2019). *The Routledge handbook of visual impairment*. Routledge.
- Salisbury, R. (Ed.). (2007). *Teaching pupils with visual impairment: A guide to making the school curriculum accessible*. Routledge.
- Salisbury, R. (Ed.). (2007). *Teaching pupils with visual impairment: A guide to making the school curriculum accessible*. Routledge.
- Scholl, G.T. (1986). Foundations of the education for blind and visually handicapped children and youth: Theory and Practice. AFB Press, New York.
- Vijayan, P., & Victoria, G. (2009). Education of visually impaired children with additional disabilities. Kanishka Publication, New Delhi.

Web link

- <https://www.trinity.edu/directory/departments-offices/collaborative>
- <https://www.pathstoliteracy.org/>
- <https://www.coursera.org/learn/teach-children-with-visual-impairment>
- <https://www.afb.org/>
- <https://nfb.org/>
- <https://www.perkins.org/>
- <https://www.nfb.org/programs-services/education>
- <https://www.tsbvi.edu/>
- <https://www.pathstoliteracy.org/>

Adulthood and Family Issues for Persons with Visual Disabilities

Course Code: B3

Credit: 03

Hours 90

Introduction

Parents are advocates, teachers, and nurturers for their children. Family members of any person with visual impairment are at a risk for emotional difficulties if their support systems or coping skills are inadequate. Learners must understand the challenges that are often associated with a family of a person with visual impairment from birth till adulthood focusing on periods of transition. Learners should be able to empower the parents with information regarding the array of educational services and supports available to the families of children with visual impairment.

Objectives

After completing the course teacher educators will be able to

- Analyze the role of family as a support system from birth to adulthood.
- Discuss the concerns of the family of a person with visual impairment.
- Meet the challenges faced at different stages of transition of a person with visual impairment.
- Develop the skills to prepare an ITP and IFSP.
- Develop a critical understanding of schemes for equal opportunities.

Unit 1: Role of Family in the Continuum of Support System

- 1.1 Adjustment and accommodation to the birth of a special child and onset of visual impairment
- 1.2 Organization and family functioning
- 1.3 Family involvement in infancy and early childhood
- 1.4 Family involvement in school age
- 1.5 Family involvement in transition to adulthood

Unit 2: Transition Issues & Role of Family

- 2.1 Understanding Transitions (Social, Physical, Psychological, and Cultural aspects)
- 2.2 from home to school and school to college
- 2.3 Transition from education to work
- 2.4 Individualized Transition Plan (ITP) & Role of Family
- 2.5 Maintaining Relationships (Empathy, cue sensitivity, personal space)

Unit 3: Family Issues in Adulthood

- 3.1 Higher Education & Career Education
- 3.2 Life Skills Education
- 3.3 Sexuality & Marriage
- 3.4 Home skills management
- 3.5 Connecting and partnering with community members

Unit 4: Planning Family Support Services

- 4.1 Concept, objectives and components of family support services
- 4.2 Identifying family needs; Supporting leisure and recreation
- 4.3 Family Support for alternative thinking and consequences
- 4.4 Family Support for development of self-image & stress management
- 4.5 Individualized Family Service Plan (IFSP)
- 4.6 Preparing an IFSP in Indian context

Unit 5: Support systems for inclusion and Support from Schemes

- 5.1 Family Support in Personal Care & attending community functions
- 5.2 Financial management - Money transaction, Budgeting, Banking, Saving
- 5.3 Role of educational institute, Self-help groups and society
- 5.4 Role of media in awareness and attitude building
- 5.5 Schemes for education and independent living (including education and vocational rehabilitation)

Course Work/ Practical/ Field Engagement (Any Two)

- should develop an individualized transition plan for a given person with visual impairment
- should develop an individualized family service plan for a family of a person with visual impairment
- should critically examine any two schemes under equal opportunity schemes
- should device any media tool or promotion campaign for family awareness or support

Recommended Readings

- Bhandari, R., & Narayan, J. (2009). Creating learning opportunities: a step by step guide to teaching students with vision impairment and additional disabilities, including deafblindness. Voice and vision: India.
- Educational Concessions and Facilities for Blind Students. National Association for the Blind: Mumbai Foundation for the Blind.
- Kirk, S.A., Gallagher, J.J., & Anastasiow, N.J. (2000). Educating Exceptional Children. Houghton Mifflin Company: New York
- Lowenfeld, B. (1973). Visually Handicapped Child in School. American Foundation for the Blind. New York.
- Lowenfeld, B. (1975). The Changing Status of the Blind from Separation to Integration. Charles C. Thomas, Springfield.
- Narayan, J., & Riggio, M. (2005). Creating play environment for children. Hilton/Perkins: USA.
- Patil, H.J. (2008). (5 Ed). Concession for the Blind. National Association for the

Blind: Mumbai

- Shah, A. (2008). Basics in guidance and Counselling. Global Vision Publishing House, New Delhi.
- Smith, D. D. & Luckasson, R. (1995). Introduction to Special Education – Teaching in an age of Challenge. (2 Ed). Allyn & Bacon, Boston.
- Fernald, L.D. & Fernald, P.S. (2001). Introduction to Psychology (5th ed.). A.I.T.B.S Publishers, New Delhi.
- Morgan, C.T., King, R.A., Weisz, J.R., & Schopler, J. (2002). Introduction to Psychology. (7Ed.). Tata McGraw Hill Publishing, New Delhi.
- Kundu, C.L. (2000). Status of Disability in India 2000, RCI: New Delhi.
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- Furlong, M.J., Gilman, R. & Huebner, E.S. (2014). Handbook of Positive Psychology in Schools. Routledge, New York.
- Hilgard, E.R., Atkinson, R.C. & Atkinson, R. L. (1975). Introduction to Psychology (6th ed.) Oxford, New Delhi.

Therapeutics and Assistive Devices for Persons with Visual Impairment

Course Code- B4

Credits: 04

Hours: 90

Introduction

Developments in the sphere of assistive technologies and ICT have opened up a wide array of exciting opportunities and possibilities for persons with visual impairment. These technologies must, now, form the basis of all activities for effective empowerment of the visually impaired. It is, therefore, in the fitness of things that technology solutions should form the subject-matter of the present course. The course familiarizes the M.Ed. students with devices and applications in the fields of education, independent living, employment and related aspects. So extensive, in fact, is the scope and range of technology applications for the visually impaired, today that it is well-nigh impossible to list each and every solution here. Therefore, the course seeks to present a representative sampling with a view to providing the students an indication of the trends and developments in the field. The course also focuses on enabling the students to develop the capacity of ascertaining the efficacy of these devices and applications in the Indian conditions. It also provides them an insight on how they could help in resource-mobilization for the acquisition of these technologies, many of which are extremely costly from the Indian perspective.

Objectives

On completion of this course, the trainee shall:

- Explain the relevance of technology for persons with visual impairment.
- Illustrate various devices and applications to facilitate the education of persons with visual impairment.
- Describe various technological devices for promoting quality of life of persons with visual impairment.
- Critically analyse suitability/ appropriateness for various technological devices for Persons with visual impairment.
- Discuss various trends in research on technology for persons with visual impairment.

Unit 1: Introduction to Technology for the Visually Impaired

1.1 Historical perspective of assistive technology in the rehabilitation of persons with visual impairment

1.2 Concept, need and importance of assistive technology with specific reference to the Indian context

1.3 Types of Assistive Technologies

1.4 Special roles of technology for facilitating empowerment of persons with visual impairment

1.5 Hardware, software, cybernetics and systems, with special reference to persons with visual impairment- an overview

Unit 2: Technological Devices – Traditional and Modern for the Education of the Visually Impaired

2.1 Writing Technologies: Braille Slates of different types, Braille – mechanical and electrical, computers with screen readers and computer-based screen magnifiers and screen readers for Indian languages, Refreshable Braille Displays and Smart Braille

2.2 Reading Technologies: Braille, Refreshable Braille Displays, Stand-Alone reading machines, OCR systems, scanner/ camera-based OCR systems, Indian languages scanning software and Text to Speech (TTS), screen readers for phones and tablets, Smart Phone and DAISY players, Smart phone based OCR applications for English and Indian languages

2.3 Technology for Mathematics and Science Education: Abacus, Taylor Frame, Tactile Geometry

Kit, measuring tapes-- strengths and limitations; soft-wares for accessing Mathematics and Science text, hardwares and softwares for making Science Lab accessible: Automatic Stir Station (hardware), Drop Counter(hardware), Sci-Voice (software), Talking Interferential Therapy Machine(hardware), Talking Lab Quest and Talking Logger, Talking Scientific & Graphic calculator, Desmos-Website for accessible graphing, Fixed volume pipette, talking vernier calliper

2.4 Braille Production Technologies: Stereo typing Machines- mechanical and electrical, Braille translation software with special reference to Indian languages, embossers and printers, Braille labeling systems, tactile diagrams and graphics production devices

2.5 Critical analysis of the devices mentioned under Unit 2.1 to 2.4 in the context of the Indian situation

Unit 3: Technologies for Facilitating Independent Living for Persons with Visual Impairment

3.1 Mobility Devices and applications : canes - rigid, collapsible, folding and Smart Canes; Global Positioning Systems (GPS), ultra sonic devices, vibrating technologies, navigational applications using GPS

3.2 Fitness and Health: Thermometer - tactile and audio, Talking Blood Glucose Meter, Talking Blood Pressure Device, Talking Medcenter Pill Organizer System, Talking Pedometer, Talking oximeter, weighing machine- Braille and Talking

3.3 Recreational Devices - Chess Board, playing cards, adapted Ludo and Snakes and Ladders, adapted Scrabble, adapted puzzles, Talking Chess, audio Cricket Ball and audio Football, adapted Table Tennis/ Show Down, Goleball, adapted Volley Ball, accessible games on smart phones and computers.

3.4 Home management Devices: audible/ vibratory Liquid Level Indicator, Talking Measuring Cup, Talking Food Thermometer, Talking Kitchen Scale, Talking Microwave Oven, Talking Timer, Braille and Talking Alarm Clocks and Watches, Needle Threader, Talking labeller

3.5 Critical analysis of devices mentioned under Unit 3.1 to 3.4

Unit 4: Employment-related Technologies for the Visually Impaired

4.1 Braille Shorthand Machine

4.2 Dictaphone

4.3 Dictation Software

4.4 Application of screen reading technologies for promoting/ diversifying employment opportunities

4.5 Making workplaces and available workshop equipment and other machines accessible to persons with visual impairment– Guidelines and Principles

Unit 5: Procurement and Assessment of Technological Devices for Persons with Visual Impairment

- 5.1 Sources of availability and maintenance of technology devices
- 5.2 Resource mobilization for procurement of devices
- 5.3 ADIP scheme of the Government of India, Department of Empowerment of Persons with Disabilities
- 5.4 Parameters for assessing efficacy/ suitability of devices and applications in the Indian context
- 5.5 Recent trends in research on technology for visually impaired including artificial intelligence

Course Work/ Practical/ Field Engagement

a. Assignment(s) (Group/Small Group/Individual)

- Analyze critically the efficacy of any two traditional/modern devices from Unit 2 to Unit 4
- Draw up a list of addresses of suppliers of technological devices for persons with visual impairment
- Survey the availability and use of technology in one special school and one inclusive school and prepare a critical report

b. Visit(s) (Group/Small Group)

Visit the available nearest resource center of assistive technologies for visually impaired students.

- c. Hands on Training of OCR soft-wares using Smartphones.

Essential Readings

- Taraporevala, S., & D'Sylva, C. (2014). *Equip Your World: A Synoptic View of Access Technology for the Visually Challenged*. Joint Publication of NIVH, Dehradun & XRCVC, Mumbai.
- Mani. M.N.G. (1997). *Amazing Abacus*. S.R.K. Vidyalaya Colony, Coimbatore.
- Singh, J.P. (2003). *Technology for the Blind- Concept and Context*, Kanishka Publication, New Delhi.
- Proceedings: Asian Conference on Adaptive technologies for the Visually Impaired (2009). Asian Blind Union, New Delhi.

Recommended Readings

- Fernandez, G., Koenig. C., Mani. M.N.G., & Tensi, S. (1999). *See with the Blind*. Books for Change, Bangalore.
- Scheiman, M., Scheiman, M., & Whittaker, S.G. (2007). *Low Vision Rehabilitation*. SLACK Incorporated, New Jersey.
- <https://www.afb.org/prodmain.asp>

- <http://www.independentliving.com/products.asp?dept=141&deptname=New-Products>
- <http://shop.rnib.org.uk>
- <http://shop.lighthouseguild.org>
- Hersh. M & Johnson .M (2014). *Assistive Technology for Visually Impaired and Blind People*. Springer Publications.
- Manduchi.R & Sri Kurniawan (2013). *Assistive Technology for Blindness and Low vision*. Taylor & Francis. ISBN-13 : 978-1138073135
- Charley (2023). *CHAT GPT for Beginners: Unlock AI's Power with Revolutionary Text Generation Technology for Personal and Professional Growth*.
- Taraporevala & D'sylva (2014). *Equip your world: A Synoptic view of access technologies for the visually challenged*. Published by NIVH

Web Resources:

- Punani, B., & Rawal, N. (2000). *Handbook for Visually Impaired. Blind Peoples' Association*, Ahmedabad Retrieved online on 22/11/2023 from <https://bpaindia.org/wp-content/uploads/2021/02/Handbook-Visual-Impairment.pdf>
- Joshi. H (YNK). *A Manual on Taylor frame*. (Hindi). Retrieved online on 22/11/2023 from <https://bpaindia.org/wp-content/uploads/2020/11/A-Manual-on-Taylor-Frame-Developed-by-Mr.-Hurshad-U-Joshi..pdf>
- NIEPVD (2020). *Effective Schools for Students with Visual Disabilities (Quality Indicators and Parameters)*. NIVH Dehradun. Retrieved online on 22/11/2023 from <https://nivh.gov.in/pdfdoc/qualityindicators.pdf>
- Mathur.G (2020). *Low Vision: Manifestation and Management*. Published by NIEPVD. Retrieved online on 22/11/2023 from <https://nivh.gov.in/pdfdoc/bookvi.pdf>
- SG ENABLE (2023). *Enabling Guide*. Retrieved online on 22/11/2023 from <https://www.enablingguide.sg/im-looking-for-disability-support/assistive-technology/at-visual-impairment>
- Perkins School for the Blind (2023). *A to Z Assistive Technology for Low Vision*. Available online on <https://www.perkins.org/resource/z-assistive-technology-low-vision/>
- RNIB (2023). *Amazon Echo*. Retrieved online on 23/11/2023 from <https://www.rnib.org.uk/living-with-sight-loss/assistive-aids-and-technology/everyday-tech/technology-in-the-home/amazon-echo/>

- Screen Readers with Special Reference to Indian Languages; Magnifying Software, and Open Source Software. Available online at https://ugcmoocs.inflibnet.ac.in/assets/uploads/1/19/465/et/P14_M11200218101002022121.pdf
- Braille translation software. Retrieved online on 23/11/2023 from https://ugcmoocs.inflibnet.ac.in/assets/uploads/1/19/467/et/P14_M13200218101002024949.pdf
- NCERT (YKN). *NCERT initiatives for Inclusive and Accessible Education*. Retrieved online on 23/11/2023 from <https://ncert.nic.in/accessibility.php>
- XRCVC (2020). *Accessible E-content Creation. Standards and Guidelines*. Retrieved online on 24/11/2023 from <http://xrcvc.org/docs/Accessible%20E-Content%20Creation%20Standards%20and%20Guidelines.pdf>

Area C

ELECTIVE COURSES

Note: Any one Course to be offered

Course Code	Course Title		
C1	Educational Management	2	60
C2	Educational Technology	2	60
C3	Guidance and Counseling	2	60
Total		2	60

Educational Management

Course Code: C1

Credits:02

Hours: 60

Introduction

Educational management is a field of study and practice concerned with the operation of educational organizations. The field draws links from diverse disciplines such as economics, general management & Information technology. The course content included in the present program hence includes inputs from varied disciplines and is envisaged to equip the learners to understand and know- how's of managing educational institutes on the basis of total quality management principles.

Objectives

After completing the course, the learners will be able to

- Explain the basic concepts and fundamental areas of management
- Describe the skills required for enhancing institutional quality for sustained development
- Enumerate the skills required for capacity building of human resources
- Explain the skills needed to manage data for various information management processes
- Prepare cost effective budgets, proposals and describe ways of managing financial resources

Unit1: Educational Management: An Overview

1.1 Definition &Concept

1.1.1 Management as an art, science, organization, person, and a discipline

1.1.2 Functions and skills of educational management

1.1.3 Principles, process, and models of educational management

1.2 Approaches to and theories of management

1.3 Styles of management: autocratic, laissez-faire, transactional, contingency

1.4 Leader vs. Manager: Role competencies

1.5 Educational leadership and educational system

1.5.1 Concept, characteristics, and factors /skills of leadership

1.5.2 Theories of educational leadership

1.5.3 Types of educational leadership

Unit 2: Total Quality Management (TQM) in Education

2.1 Concept of Quality and issues in quality management of educational institutes

2.2 Educational applications of TQM

2.3 Assessment of educational institutions

2.4 Strategic planning & sustainable development

2.5 Implementing TQM

Unit3: Human Resource Management

3.1 Manpower planning, talent acquisition & management

- 3.2 Employee benefits, welfare and performance appraisal systems-360 degree approach.
- 3.3 Training, development, and capacity building
- 3.4 Organisational behaviour; climate and culture
- 3.5 Individual & group dynamics, conflict management & negotiations

Unit 4: Educational Management Information Systems (EMIS)

- 4.1 Need, relevance and national agencies for EMIS
- 4.2 Internal & external stakeholders of EMIS
- 4.3 Tools & process for collecting and disseminating data & using information
- 4.4 Constituting indicators & data monitoring plans
- 4.5 Dissemination, distribution & publication of data

Unit5: Financial Management

- 5.1 Need and importance of financial management in educational institutes
- 5.2 Basic concepts in accounting
- 5.3 Importance and types of budgeting
- 5.4 Resource mobilization and allocation
- 5.5 Proposal writing for funding in educational institutes

Transaction

Lectures, Field visits, Self-study

Course Work/Field Work

- Proposal writing for fund raising of an educational institution
- Review performance appraisals from 2 educational institutions one each from a teacher training college and other from special school

Recommended Readings

- Bhardwaj, K. S., (2014). Human Resource Development in Education. Partridge Publication, Gurgaon.
- Bush, T., & Paul, L. S. (2006). Principles and Practice of Educational Management. Chapman A Sage Publications Company, London.
- Chatterjee, B. K. (2011). Finance for Non-Finance Managers. Jaico Publishing House, New Delhi.
- Deshmukh, A. V., & Naik, A. P. (2010). Educational Management. Himalaya Publishing House Pvt. Ltd., Mumbai.
- Dessler, G. (2012). Human Resource Management. Prentice Hall, London.
- Dimmock, C. (2012). Leadership in Education: Concept, Themes and Impact. Routledge, New York.
- Kumar, H. U. (2012). Education and Human Resource management ISBN: 9780198076681

- Leithwood, K., & Jantzi, D. (1999). *Changing Leadership for Changing Times*. Open University Press, London.
- Lewls, T. (2012). *Financial Management Essentials: A Handbook for NGOs*.
- Mathis, R.L., & Jackson, J.H. (2010). *Human resource management* (13th ed.).
- Mehta, D. (2022). *Educational Administration*. PHI Learning Private Limited. New Delhi
- Mohanty, J. (2008). *Educational Administration, Supervision and School Management* (2nd Revised and Enlarged Edition)
- Mukhopadhyay, M. (2011). *Total Quality Management in Education*. Sage publications India Pvt. Ltd. New Delhi.
- Nkomo, S.M., Fottler, M.D., & McAfee, R. B. (2010). *Human resource management applications: Cases, exercises, and skill builders* (7th ed.).
- Pande, S., & Basak, S. (2012). *Human Resource Management. Text and Cases*. Amazon Digital South Asia Services, Inc.
- Rajni Bala (2006). *Education Planning and Development*. Alfa Publications. New Delhi.
- Rao, N. P. (2011). *Education and Human Resource Management* ISBN 10: 8170247330 - ISBN 13: 9788170247333 - APH Publishing Corporation – New Delhi
- Rayner, S. (2007). *Managing Special and Inclusive Education*. Sage Publications Ltd. London.
- Rao, V. K. R. V. (1966). *Education and human resource development*. Allied Publishers, Bombay.
- Senge, P. (2007). *A Fifth discipline resource. Schools that lead: Nicholas Brealey Publishing, London*.
- Shapi, J. (N.K). *Writing a Funding Proposal*.
- Ulrich, D., & Brockbank, W. (2005). *The HR Value Proposition*. Boston: Harvard Business School Press. (ISBN-13: 978-1591397076 or ISBN-10: 1591397073)

Web references

<https://online.marymount.edu/what-is-educational-leadership>

https://www.researchgate.net/publication/256303007_Educational_leadership_and_management_in_an_international_school_context

EDUCATIONAL TECHNOLOGY

Course Code: C2

Credits: 02

Hours: 60

Objectives:

After completing the course teacher educators will be able to

- Explain the meaning, nature, scope and evolution of ET and ICT in education.
- Examine the teaching-learning system and potential of ICT and its effectiveness in education.
- Design, develop and use various digital teaching learning resources.
- Integrate suitable ICT effectively in teaching-learning evaluation, administration and other learning support systems.

Unit 1: Educational Technology

- 1.1 Definition and Scope of Educational Technology in special and inclusive education;
- 1.2 Need and Role of Educational Technologists in India
- 1.3 Growth of conceptual framework of Educational Technology: ET1, ET2, ET3 ...
- 1.4 Methods & Models Instructional designs
- 1.5 Critical Issues in ICT: Globalisation, Legal, Ethical, and Socio-political issues

Unit 2: Communication and Teaching-Learning Resources

- 2.1 Concept and Principles of Instructional Technology; Communicative Skills & ICT
- 2.2 Communication Process; Use of Communication Technologies in the teaching-learning process.
- 2.3 Non-digital teaching-learning resources (eg. TV, Radio, Audio-Visual Resources).
- 2.4 Digital teaching learning resources (eg. Online Libraries, Repositories of Presentations, Video Lectures, digital materials).
- 2.5 Digital Literacy: Concerns and Challenges

Unit 3: Use of ICT in Various Aspects of Education

- 3.1 ICT in Educational Research (ICT Tools for locating literature; data collection, data analysis etc.)
- 3.2 ICT for assessment of/for learning
- 3.3 ICT & Accessibility Issues
- 3.4 ICT Resources for Designing an Online Course or Digital Learning Content
- 3.5 Learning Management Systems (LMS): Concept, standards, its application in education

Unit 4: ICT and Open Access

- 4.1 Open access: Meaning, Issues and policies
- 4.2 ICT & IPR: copyright, trademarks, patents and exceptions for PwDs;
- 4.3 OER in Education – Conceptual Issues, benefits and Repositories
- 4.4 Policies and other documents on ICT in School and Teacher Education

4.5 Potentials of ICT for equitable education - Access, participation, Skill Development and lifelong learning

Unit 5: E-Learning & Learning Management

5.1 E-Learning: Nature and Types

5.2 Developing e-content/learning objects: Design and technical aspect

5.3 Continuous Professional Development (CPD) of teachers through MOOC, webinars, etc.

5.4 National Initiatives on E-learning and ICT Integrated Education

5.5 Guidelines for the development of an e-learning course and content

Course Work/ Practical/ Field Engagement

I. Prepare a video lecture of 15 minutes using accessibility features

II. PPT by inserting photos and videos on a topic of your choice

III. Create your email account as well as design a blog

IV. Enrol and complete MOOC courses in Swayam Portal related with teacher education

V. Write a review paper on MOOC programmes or other National Initiatives on e-learning

VI. Prepare and plan an educational display on a bulletin board using charts, diagrams, graphs, posters, cartoons and comics

VII. Prepare a storyboard in any one unit of a subject for a child with disability

VIII. Present or publish a research paper on the application of ICT in education

IX. Seminar on issues in the application of ICT in inclusive education

Suggested Readings:

- Abbott, C. (2001). ICT: Changing Education. London: Routledge Falmer. (chap 3&7; pg. 28-44, 102-118)
- Bates, A. (2015). Teaching in a digital age. Retrieved from <http://opentextbc.ca/teachinginadigitalage/> Brooks, D. W., & Nolan, D. E., & Gallagher, S. M. (2002). Web-Teaching: A Guide to Designing Interactive Teaching for the World Wide Web (Second ed.). New York: Kluwer Academic Publishers. (chap 1-6, 10, 15,16; pg 1-106, 169-182, 235-264)
- Dunn, L., Morgan, C., O'Reilly, M., & Parry, S. (2004). The student assessment handbook: New directions in Traditional and online assessment. London: Routledge Falmer, Taylor & Francis Group. (chap 6,13,16,17; pg 41-46,105-120,143-170)

- Fallows , S., & Bhanot, R. (2002). Educational Development through Information and Communications Technology. London: Kogan Page. (chap 1, 9, 11-13, 17,18; pg. 1-7, 100-112, 122-149, 182-209)
- Kats , Y. (2010). Learning Management System Technologies and Software Solutions for Online Teaching: Tools and Applications. New York: Information Science Reference. (chap 1- 4,7,16; pg. 1-80, 120-137,291-313)
- Reddi, U. V. (Ed.). (2003). Educational Multimedia: A Handbook for Teacher-Developers. New Delhi: Commonwealth Educational Media Centre for Asia. (chap 5-9, pg. 27-62)
- Song, H. &. (2010). Handbook of Research on Human Performance and Instructional Technology. Hershey: Information Science Reference. (chap 7; pg. 119-130)
- Bracey , B., & Culver , T. (Eds.). (2005). Harnessing the Potential of ICT for Education: A Multistakeholder Approach. New York: The United Nations Information and Communication Technologies Task Force. (pg. 32-62, 153-158 & 185-190)
- Dabbagh, N. (2005). Pedagogical models for E-Learning: A theory-based design framework. International Journal of Technology in Teaching and Learning, 1(1), 25-44.
- Florian, L., & Hegarty, J. (Eds.). (2004). ICT and Special Educational Needs: A tool for inclusion . Berkshire: Open University Press. (chap 1; 7-20)
- Kasinathan, G. (2009). ICTs in School Education - Outsourced versus Integrated Approach, Policy Brief. Retrieved August 10, 2011, from IT for Change: https://www.itschool.gov.in/pdf/Study_by_IT4Change_Bangalore1307.10.pdf
- Koehler, M. J., & Mishra, P. (2009). What is technological pedagogical content knowledge? Contemporary Issues in Technology and Teacher Education, 9(1), 60-70.
- Kwan, R., Fox , R., Chan , F. T., & Tsang , P. (Eds.). (2008). Enhancing Learning Through Technology: Research on Emerging Technologies and Pedagogies . Singapore: World Scientific Publishing. (chap 1,13; pg. 1-16,201-216) 3
- Leask, M. (Ed.). (2001). Issues in Teaching using ICT. London : Routledge Falmer. (chap 1,8; pg. 3-14, 105-115)
- Mishra, P., & Koehler, M. J. (2006). Technological Pedagogical Content Knowledge: A framework for teacher knowledge. Teachers College Record, 108(6), 1017-1054. doi: 10.1111/j.1467-9620.2006.00684.x.
- Monteith, M. (Ed.). (2004). ICT for Curriculum Enhancement. Bristol : Intellect Books. (chap 2,3,8,9; pg. 26-56, 113-139) Pritchard, A. (2007). Effective Teaching with Internet Technolog

- Mukhopadhyay, M (1990). Educational Technology Challenging Issues. Sterlings Publisher's Pvt. Ltd. New Delhi.
- Rosenberg, M.J. (2001). E-Learning. McGraw Hill, New York.

Guidance & Counselling

Course Code: C3

Credits: 02

Hours: 60

Introduction: Guidance and counselling are vital in supporting individuals with disabilities and their families to deal with their environment on a daily basis, as well as explore opportunities and plan for the future. This paper will empower the learners of this course to understand guidance and counselling, the types and context of counselling and apply the counselling and guidance skills to help students and their families as well as to create a supportive environment around them.

Objectives: After completing this course, the learner will be able to

- Appreciate the issues of counselling and guidance.
- Critically evaluate the importance and scope of Educational, Vocational, Personal and family counselling
- Apply the skills of guidance and counselling for persons with disability and their families across different settings.
- Analyze the concerns faced by individuals with disabilities and their families in the contemporary world.

Unit 1: Introduction to Guidance and Counselling

- 1.1 Guidance and counselling: definition, aims and importance
- 1.2 Competency and scope of work
- 1.3 Role of the learner with families of individuals with disabilities
- 1.4 Role of the learner with individuals with disabilities
- 1.5 Ethical and legal considerations

Unit 2: Micro Skills of Counselling

- 2.1 Building a positive environment, safe space and relationship
- 2.2 Non-judgemental and unconditional acceptance
- 2.3 Active listening (Verbal and Nonverbal)
- 2.4 Empathetic Responding
- 2.5 Building cultural and contextual sensitivity

Unit 3: Building Competency and Enhancing Skills in Settings

- 3.1 Promoting autonomy and choices
- 3.2 Building self-esteem and self-confidence
- 3.3 Promoting positive mental health and wellbeing
- 3.4 Empowering individuals with disabilities to advocate
- 3.5 Need and means for referrals, collaboration and community engagement

Unit 4: Guidance and Counselling across Settings

- 4.1 Formal school and informal educational setups
- 4.2 Vocational and Employment Setups
- 4.3 Residential, assisted living centres
- 4.4 Career Guidance and Legal Rights
- 4.5 Understanding intersectionality (gender and sexuality, region, religion and caste, socioeconomics and culture etc.)

Unit 5: Addressing Abuse and Harassment

- 5.1 Types of abuse (verbal, physical, psychological, sexual, emotional)
- 5.2 Abusive punishment procedures and their repercussions
- 5.3 Recognising signs of abuse and trauma
- 5.4 Role of peers, staff, and family
- 5.5 Accessibility to mental health, legal and allied services

Transaction

Refer to the NEP 2020 Framework to understand the role of a counsellor

The transaction for this course should be done with a perspective to enhance the sensitivity and skills of the educator. They should be able to appreciate the role of a guide and counsellor in the school setting. Lecture discussions, role play and case discussions should be adopted to facilitate understanding among the learners.

Course Work/ Practical/ Field Engagement

- Observation of counselling sessions with persons with disabilities and their families
- Role plays of a parent counselling session
- Counselling and report writing on an individual/family
- Report of critical observation of a given counselling session
- List the resources required and their optimum use in managing a school guidance programme
- Review documents on vocational guidance and write an essay.

Recommended Readings

- Kapunan, R.R. (2004). Fundamentals of Guidance and Counselling. Rex Printing Company, Phillipines.
- Mehrotra, N (2016). A resource book on disability studies in India, <https://www.jnu.ac.in/Faculty/nilika/A%20READER%20ON%20DISABILITY%20STUDIES%20IN%20INDIA.pdf>
- Naik, P.S. (2013). Counselling Skills for Educationists. New Delhi: Soujanya Books.
- Nayak, A.K. (1997). Guidance and Counselling. New Delhi: APH Publishing.
- Pal, O.B. (2011). Educational and Vocational Guidance and Counselling. Soujanya Books, New Delhi.
- Rao, V. K., & Reddy, R.S. (2003). Academic Environment: Advice, Counsel and Activities. New Delhi: Soujanya Books.
- Shah, A. (2008). Basics in Guidance and Counselling. New Delhi: Global Vision Publishing House.
- Sharma, V.K. (2022). Administration and Training of Educational and Vocational Guidance. New Delhi: Soujanya Books.

Web resources

<https://egyankosh.ac.in/bitstream/123456789/46291/1/BESE-132B4E.pdf>

https://www.niepid.nic.in/Protocol_Psy.pdf

<https://www.mheducation.co.in/counselling-and-guidance-9781259005077-india>

Area D
DISSERTATION

Course Code	Title	Credit	Hours
D1 & D2	Dissertation	14	420

Dissertation Guidelines

Every institution, college, or university is entitled to enforce its own regulations and procedures regarding dissertations for postgraduate students. Still, they ought to adhere to the following framework:

- Clearly communicate the expectations for the dissertation in terms of scope, justification, implications, and importance of originality and contribution to the field and make them identify key theories, methodologies, and gaps in existing research.
- Provide a structure outlining the requirements, format, assessment criteria, data collection methods and tools.
- Develop a realistic timeline for the dissertation process, including milestones for proposal submission, literature review completion, data collection, analysis, and final submission and a mechanism for regular review of the progress.
- Emphasize the importance of ethical research practices and follow them stringently.
- Share relevant resources and literature based on the latest developments in the field of specialization and ensure that the final draft adheres to general guidelines and quality standards.
- Disseminate the outcomes and publish the research findings.

AREA E - PRACTICAL I

Course Code	Themes	Credit *	Hours*
E1	Practicals related to Disability Specializations		
E2	Practicals related to Disability Specializations		
	Total	16	480

Each disability specialization varies in requirements of practicals; hence the same has been worked out accordingly keeping the total number of credits and hours same. Details have been provided in the respective disability specialization sections of Practical I of E.

AREA E

Specialisation Courses

PRACTICAL I RELATED TO SPECIALIZATION

Practical: Autism Spectrum Disorder(ASD)

Course code	Course Title
E1	Teaching Practice
E2	Preparation and Administration of Teacher Made Test (TMT)
F1	Internship as a Teacher Trainer
F2	Field Engagement/Internship

TEACHING PRACTICE

Course Code: Area E 1:

Credits: 08

Hours: 240

Each learner is expected to prepare eight lesson plans for classroom teaching from the prescribed course curriculum for diploma and/or B.Ed levels of specialisation in ASD. All lessons should not be from the same course, it should be from different courses of the prescribed curriculum. Out of them, two shall be ICT based. All the lessons must be approved by the supervisor before the student teacher teaches in the respective class. The lessons shall be supervised by the concerned faculty member while it is being taught.

Each student trainee shall be allotted two classes for peer observation. Out of the eight lessons at least one lesson with innovative methods and one lesson with integration of technology should be considered while selecting the lessons. Out of the total 8 lessons, 6 will be guided and 2 will be submitted independently by the trainees for evaluation. Trainees have to submit record of Teaching practice with the eight lessons, peer evaluation reports and other relevant material if any (ICT related or TLM) along with the approved lesson plans with evaluation remarks signed by the practical supervisor and course coordinator of the classes taught. Final lesson plan will jointly be evaluated by the external and internal examiners followed by viva-voce.

PREPARATION AND ADMINISTRATION OF TEACHER MADE TEST (TMT)

Course Code: E 2:

Credits: 08

Hours: 240

Each Learner is expected to prepare and administer teacher made tests under the guidance of a Supervisor. Learners are expected to submit two copies of typed report on the same in detail, consisting of conceptual background, rationale and methodology adopted in preparation of TMT and administration. At least eight such tests in different subject areas in different levels in special class and inclusive class must be prepared and administered. The learner must present the same in a seminar mode. The performance will jointly be evaluated by the external and internal examiners followed by viva voce.

AREA E

Specialisation Courses

PRACTICAL I RELATED TO SPECIALIZATION

Practical: Hearing Impairment (HI)

AREA E - PRACTICAL RELATED TO SPECIFIC DISABILITY

Course Code	Title	Credits	Hours
E1	(a) Educational assessment & intervention and Assessment of Psycho-educational aspects	4	240
	(b) Audiological & speech evaluations & intervention and Assistive Devices	4	
E2	(a) Assessment of Verbal Language & Functional literacy & intervention	4	240
	(b) Assessment of ISL & Education Bilingualism & intervention	4	
Total		16	480

Educational assessment & intervention and assessment of psycho-educational aspects

Course Code: Area E1 (a)

Credits: 4

Hours:

120

Brief description: National Education Policy (NEP) 2020 lays emphasis on the way learners learn, so the stress is how they learn. The creativity, critical thinking are essential and so is the urge i.e. disposition and motivation important for learning. NEP 2020 emphasises on 'higher order' cognitive capacities, emotional capacities and also lays stress on formative assessments of the 'foundational capacities of literacy and numeracy' for facilitating learning. Hence it is imperative to give practical exposure to teacher trainees i.e. the learners in undertaking different practical in special schools, inclusive set ups, or training centres. This practical will give exposure also for use of technology in teaching and learning, removing language barriers, increasing access for Divyanga as specified by RPwD Act 2016.

This practicum will cover the following two areas:

(1) Educational assessment and intervention of academic school subjects (90 hours)

The Educational assessment of academic school subjects is suggested to be conducted face to face and also by using ICT. Based on the assessment outcomes, intervention strategies be suggested and recorded.

Sl. No.	Tasks for Teacher Educators	Educational settings	Specific activities	Hrs	Submission
1	Administration of tools available for Educational Evaluation and providing intervention or guidelines	Educational assessment centre/clinic/ NGO	Collect and administer different tools (Minimum 4) available for evaluation and provide guidelines to teachers /parents. 1. Typically hearing children 2. Children with hearing impairment.	15	Journal with reports & reflections
2	Observation and administration of tools for evaluation		Observation & administration of two tests/checklist/rating scales	15	

	of CWHI in areas like 1. Communication, 2. Socio-emotional Maturity 3. Scholastic Achievement		for the three areas on CWHI at different levels and report the findings. Provide guidelines for the parents. 1. Preschool level – (1 child) 2. Primary level - (1 child)		
3	Development of Teacher Made Test (TMT)		Preparing blueprint and development of Teacher Made Test for school subjects. 1. Language 2. Math 3. Science 4. Social Science	15	
4	Development of materials for literacy development using ICT and providing tips		Develop materials for literacy development using ICT. Prepare tips/ exercises for the improvement in lacking areas. 1. prereading skills 2. prewriting skills	15	
5	AI Lesson planning		Develop 3 lesson plans and demonstrate any one model lesson plan using Education CoPilot AI Tool	30	
			Total	90	

(2) Assessment of psycho educational aspects (30 hours)

The assessment of psycho- educational aspects is suggested for enabling the trainees to observe the administration of tests for assessing motivation, self efficacy, memory & critical thinking.

Sl. No.	Tasks for Teacher Educators	Educational settings	Specific activities	Hrs	Submission
1	Psycho – Educational aspects	Educational assessment centre/clinic/NGO	Observing testing of different tools (Minimum 4) available for assessment of 1. Motivation,	30	Journal with reports & reflections

			2. Self Efficacy, 3. Memory, 4. Critical thinking on typically hearing children or/and CWHI		
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Audiological & Speech Evaluations & Intervention and Assistive Devices

Course Code: Area E1(b)

Credits: 4

Hours:

120

Brief description: A special educator for children with hearing impairment needs adequate information about hearing impairment, hearing assessment, listening training, hearing devices, assistive devices, speech evaluation and correction and troubleshooting of hearing devices. This course is designed to allow the learner to get a foothold on this allied area to better deal with the child with hearing impairment in the classroom.

Sl. No.	Tasks for Teacher Educators	Settings	Specific activities	Hours	Submissions
1	Observing behavioural audiological tests in children of different age groups. Writing observation reports for each child.	Audiology clinic	<p>Below 2 years</p> <ul style="list-style-type: none"> • Behavioural Observation Audiometry (2 children) • Visual Reinforcement Audiometry (2 children) <p>2 to 5 years</p> <ul style="list-style-type: none"> • Conditioned play audiometry (2 children) • Speech audiometry (Closed-set testing) (2 children) <p>Above 5 years</p> <ul style="list-style-type: none"> • Pure tone audiometry (2 children) • Speech audiometry: Open-set testing (2 children) 	12	Observation reports for each case. Journal with reflections
2	Observing physiological and electro-physiological testing in children of different age groups. Writing observation reports for each child.	Audiology clinic	<ul style="list-style-type: none"> • Immittance audiometry (2 children) • Oto-acoustic emission (2 children) • Auditory Evoked potentials (2 children) 	6	
3	Counseling about hearing loss	Audiology clinic	<ul style="list-style-type: none"> • Observe the audiologist counseling the parents/family about the child's hearing loss, its probable causes, type, degree, configuration, impact on various aspects of 	6	

			development, management options (3 children) and write detailed observation reports.		
4	Observing hearing aid trial and measurement of outcome, making recommendation based on aided audiogram and speech identification scores. Documenting each observation.	Audiology clinic	<ul style="list-style-type: none"> •Hearing aid selection (2 children each) •Measurement of aided audiogram (2 children) •Measurement of aided speech detection / identification (2 children) •Observing the audiologist counseling the family about the hearing aid benefit (2 children) •Making recommendations regarding mode of training and educational placement (10 children in different age groups) 	10	
5	Hearing and assistive devices counseling	Audiology clinic	Observe the audiologist conducting counseling of parents/family about different hearing devices (different types of hearing aids, CI) their advantages and limitations and criteria for recommending (2 cases).	4	
6	Listening training	Audiology clinic	Prepare and demonstrate lesson plans for listening training for children <ul style="list-style-type: none"> • Below 2 years (2 plans) • Between 2 to 5 years (2 plans) • Above 5 years (2 children) 	10	
7	Screening for hearing loss using checklists	Inclusive school/ clinic	<ul style="list-style-type: none"> • Compile a list of available tools for hearing screening, with special emphasis on school children. • Administer any one checklist having signs and symptoms of hearing loss and behavioural observation on primary school children (20 children). 	6	
8	Care and maintenance and troubleshooting of hearing aids and cochlear implants	Special school	<ul style="list-style-type: none"> • Carrying out Ling's 6 sound test (2 children) • Preparing a pamphlet, handout for care and maintenance of hearing devices in local language using pictures and illustrations. 	12	

			<ul style="list-style-type: none"> • Explanation of care and maintenance of hearing devices to parents (2 children) • Troubleshooting hearing Aids (2 nos.) • Observing troubleshooting of CI (2 nos) 		
9	Room acoustics	Special school / Inclusive school	<ul style="list-style-type: none"> • Studying the room acoustics and suggesting modifications for classroom acoustics to optimize auditory and visual reception of speech (1 inclusive school and 1 special school). 	6	
10	Observing speech evaluation and measuring speech intelligibility	Speech clinic and special school	<ul style="list-style-type: none"> • Evaluation of phonation in normal hearing children and CWHI (2 each) • Evaluation of articulation in normal hearing children and CwHI (2 each) • Measuring intelligibility of speech of typically developing children and CWHI (6 each) 	12	
11	Speech correction	Speech clinic and special school	<ul style="list-style-type: none"> • Observing correction of articulation, supra-segmentals, voice and intelligibility in CwHI (5 children). • Making 5 lesson plans and demonstrating one model plan for speech correction in CwHI. 	12	
12	Home training and counseling	Speech & Hearing clinic/ Special school / inclusive school	<ul style="list-style-type: none"> • Based on the auditory, speech and language abilities of children, prepare home training plan (2 children) • Counsel families of 2 children regarding home training activities to improve listening skills, articulation and language. 	6	Home training and counseling
13	Use of Apps for Speech outcomes	Hearing and speech Clinic	<ul style="list-style-type: none"> • Familiarizing with available Apps for speech training and measuring speech outcomes in children • Use of free downloadable apps for measuring outcomes of phonation and articulation of CwHI 	6	
14	Hearing Assistive Technology	Hearing and speech Clinic	<ul style="list-style-type: none"> • Compile a list of hearing assistive technology/ assistive listening devices available for PwHI, including alerting 	6	

			devices, in terms of their providers, pricing, etc.		
15	Schemes for procurement of hearing devices	Hearing and speech Clinic	<ul style="list-style-type: none"> • Prepare a list of all available schemes that provide different types of hearing devices to PwHI and list the provisions under the schemes. • Interview 5 PwHI who have availed of hearing devices under any scheme and document their experiences. 	6	
				120	

Assessment of Verbal Language & Functional literacy & intervention

Course Code: Area E2 (a)

Credits: 4

Hours:

120

Brief description: This practicum will cover the following two areas:

(1) Assessment of Verbal language and intervention (60 hours)

This will cover assessing verbal language using standardised or criterion-based tests across different age groups

(2) Assessment of functional literacy skills and intervention (60 hours)

The assessment of functional literacy skills will cover areas of reading and written expressive language across different age groups and suggesting intervention strategies.

Sl. No.	Tasks for Teacher Educators	Educational settings	Specific activities	Hrs	Submission
1	Observation and undertaking supervised Verbal Language evaluation	Educational institutes/ centers/ special schools/ inclusive schools	Observation and undertaking administration of language tests and report the findings. Provide guidelines / tips for improvement. - 2 standardized tests and - 2 criterion-based tests. (4 children)	60	Journal with reports & reflections
2 (a)	Assessment of Functional literacy skills (reading) and providing intervention strategies		i) Development of tools for evaluation of literacy skills of CWHI at different levels ii) Study the findings in different areas of reading and writing— iii) Suggest intervention	30	

			strategies/tips 1. Primary level (1 child) 2. Secondary level (1 child)		
2 (b)	Assessment of Functional literacy skills (writing) and report writing		i) Development of tools for evaluation of literacy skills of CWHI at different levels ii) Study the findings in different areas of writing – iii) Suggest intervention strategies 1.Primary level (1 child) 2.Secondary level (1 child)	30	Journal with reports & reflections
			Total	120	

Assessment Of ISL and Educational Bilingualism & Intervention

Course Code: Area E2 (b)

Credits: 4

Hours:

120

Brief description: This practicum will cover areas related to Assessment on teaching concepts using ISL and Educational Bilingualism & the intervention, through building ISL vocabulary, academic and creative expression, understanding of ISL Linguistics and developing tools for bilingual literacy and educational development.

Sl. No.	Tasks for Teacher Educators	Educational settings	Specific activities	Hrs	Submission
1	Compilation of resources available for educational content through ISL	Training Center / Bilingual Center	<ul style="list-style-type: none"> • Create a list of at least 10 different resources (Websites / YouTube channels / Apps / online courses etc.) available for learning educational content through ISL, along with links and topics. • Study the content on the various platforms and compare on the utility based on the feedback from the deaf students / teachers about the signing quality, content explanation, and overall popularity with the deaf users. 	5	Videos in ISL and Journal on Bilingual Teaching
2	Assessment and Intervention on ISL vocabulary for teaching subjects/ papers		<ul style="list-style-type: none"> • Learn and practice the expansion of ISL vocabulary for teaching various subjects / papers. (Refer to the ISLRTC dictionary of 10,000 words and other existing resources). • Design an intervention on teaching ISL vocabulary to family members. 	15	

3	Assessment and Intervention for teaching concepts using ISL in various subjects		<ul style="list-style-type: none"> Observing subject wise e-content is available in ISL (SIGN LIBRARY, ISLRTC, NIOS etc.) Observing lessons in ISL given by deaf instructors. Delivering lessons using educational bilingualism and taking feedback from deaf instructors on the ISL quality and grammar. 	15	
4	Abstract Concepts in ISL		Understanding and delivering abstract educational concepts in ISL.	5	
5	Creative Expressions in ISL		Story telling in ISL, Poetry in ISL, Debates in ISL, Use of visual vernacular, News in ISL, Presentations in ISL, Interviews in ISL, ISL Competitions (Observe, practice and sign at least 5 examples each)	10	
6	Regional variation in ISL		<ul style="list-style-type: none"> Observe the regional variations in ISL and note the importance of knowing this variation while teaching. Record regional variations in ISL (at least 10 examples). Discuss the importance of regional variations with the deaf students. 	10	
7	Conducting ISL evaluation		Carryout the ISL evaluation of 5 CWHI Preschool/ Primary-3 Secondary-2 with support of a deaf teacher. (Add the background of deaf students, at what age did they get exposed to ISL, how did they learn, do they have ISL exposure at home or school?).	10	
8	ISL Linguistics		ISL Parameters, Signing Space, Sign Families, Word Order, Size/Shapes in ISL, Different types of ISL sentences Questions in ISL, Negation in ISL, Tenses in	20	

			ISL, Different Verbs in ISL, Classifiers, Indexing, and Localization.		
9	Development of materials for bilingual literacy development through ISL		<ul style="list-style-type: none"> • Develop materials for developing pre reading and pre writing skills in ISL. (At least 1 each) • Develop tools for literacy development in deaf people through ISL. (At least 2) • Write a report on role of peer to peer learning in bilingual education and literacy development. 	15	
10	Lesson planning in ISL for inclusive teacher training process		<ul style="list-style-type: none"> • Develop 5 lesson plans and demonstrate any two model lesson plans in ISL for a teacher training course, observed by a deaf faculty / mentor. • Write an article on how the teacher training process can be more inclusive and what can be done to include more deaf teachers in the system. 	10	
11	Accessibility of Educational Assessment in ISL	Clinic / School	<ul style="list-style-type: none"> • Design at least two bilingual and ISL accessible educational assessments. • Observe, undertake and interpret results of any two educational tests in ISL. • Write an article on role of technology (Google Forms / ICT etc.) in making educational assessments accessible in ISL. 	5	Practical record
			Total	120	

AREA E

Specialisation Courses

Practical: Intellectual Disability (ID)

Teaching Practice

Course Code: Area E1(ID)

Credits: 08

Hours: 240

Each learner is expected to prepare eight lesson plans for classroom teaching from the prescribed course curriculum for diploma and/or B.Ed levels of specialisation in ID. All lessons should not be from the same course, it should be from different courses of the prescribed curriculum. Out of them, two shall be ICT based. All the lessons must be approved by the supervisor before the student teacher teaches in the respective class. The lessons shall be supervised by the concerned faculty member while it is being taught.

Each student trainee shall be allotted two classes for peer observation. Out of the eight lessons at least one lesson with innovative methods and one lesson with integration of technology should be considered while selecting the lessons. Out of the total 8 lessons, 6 will be guided and 2 will be submitted independently by the trainees for evaluation. Trainees have to submit record of Teaching practice with the eight lessons, peer evaluation reports and other relevant material if any (ICT related or TLM) along with the approved lesson plans with evaluation remarks signed by the practical supervisor and course coordinator of the classes taught. Final lesson plan will jointly be evaluated by the external and internal examiners followed by viva-voce.

Preparation and Administration of Teacher Made Test (Tmt)

Course Code: E2(ID)

Credits: 08

Hours: 240

Each Learner is expected to prepare and administer teacher made tests under the guidance of a Supervisor. Learners are expected to submit two copies of typed report on the same in detail, consisting of conceptual background, rationale and methodology adopted in preparation of TMT and administration. At least eight such tests in different subject areas in different levels in special class and inclusive class must be prepared and administered. The learner must present the same in a seminar mode. The performance will jointly be evaluated by the external and internal examiners followed by viva voce

AREA E

Specialisation Courses

Practical: Multiple Disability (MD)

Teaching Practice

Course Code: Area E1(MD)

Credits: 08

Hours: 240

Each learner is expected to prepare eight lesson plans for classroom teaching at Diploma (4) and Graduate (4) programmes from the prescribed course curriculum. All lessons should not be from the same course, it should be from different courses of the prescribed curriculum. Out of them, two shall be ICT based - one at Diploma and one at B.Ed level. All the lessons must be approved by the supervisor before the student teacher teaches in the respective class. The lessons shall be supervised by the concerned practical coordinator while it is being taught.

Each student trainee shall be allotted two classes for peer observation. Out of the eight lessons at least one lesson with innovative methods and one lesson with integration of technology should be considered while selecting the lessons. Out of the total 8 lessons, 6 will be guided and 2 will be submitted independently by the trainees for evaluation. Trainees have to submit record of Teaching practice with the eight lessons, peer evaluation reports and other relevant material if any (ICT related or TLM) along with the approved lesson plans with evaluation remarks signed by the practical supervisor and course coordinator of the classes taught. Final lesson plan will jointly be evaluated by the external and internal examiners followed by viva-voce.

Preparation and Administration of Teacher Made Test (Tmt)

Course Code: E2(MD)

Credits: 08

Hours: 240

Each Learner is expected to prepare and administer teacher made tests under the guidance of a Supervisor. Learners are expected to submit two copies of typed report on the same in detail, consisting of conceptual background, rationale and methodology adopted in preparation of TMT and administration. At least eight such tests in different subject areas in different levels in special class and inclusive class must be prepared and administered. The learner must present the same in a seminar mode in the presence of the supervisor and one senior most faculty of the institute. The performance will jointly be evaluated by the external and internal examiners followed by viva-voce.

AREA E

Specialisation Courses

Practical: Specific Learning Disability (SLD)

Preparation as a Teacher Educator

Course Code: Area E1

Credits: 08

Hours: 240

In area E1 of the practical, each learner is expected to complete three sets of tasks

1. Prepare and deliver a minimum of four lectures from the prescribed course curriculum for B.Ed. Spl. Ed. – Specific Learning Disability. The chosen lecture topics should be from across the different courses in the syllabus. All lectures content and notes must be approved by the faculty prior to delivering the lectures. The lectures must incorporate innovative teaching methodologies including ICT integration. The lectures shall be supervised and evaluated by the concerned faculty member while it is being taught.
2. Guide the B.Ed. Spl. Ed. trainees to develop the lesson plans for their practice of teaching practical. The learners must guide a minimum of 10 lessons for different B.Ed. Spl. Ed. trainees in different subjects. The guided lessons must be submitted to the faculty for final approval and evaluation.
3. Observe and supervise the B.Ed. Spl. Ed. trainees during their practice of teaching. A minimum of 10 lessons must be supervised using a marking scheme provided by the faculty. A written report for each lesson that is observed must be submitted for evaluation.

DISABILITY SPECIFIC TRAINING

Course Code: E2

Credits: 08

Hours: 240

Each learner is expected complete four tasks to gain deeper insights in working with students with SLD

1. Complete case work by working with a student with SLD for a period of one academic year. The learner must assess the student using standardised tests and teacher made tests (TMTs), plan an IEP for a period of one academic year, implement the IEP, monitor progress, and evaluate the student and the IEP under the guidance of a supervisor. The learner shall present the case work and the performance shall be evaluated following a viva vocé.
2. Conduct a systematic observation to identify the behaviours of a student with SLD that requires modification. An observation report along with a behaviour management plan must be submitted for evaluation.
3. Observe the assessment of at least three students with learning difficulties conducted by special educators and/or clinical psychologists and submit an observation report.
4. Assess at least three students with learning challenges using standardised tests and TMTs under the guidance of a supervisor and submit the assessment reports for evaluation.

AREA E

Specialisation Courses

Practical: Visual Impairment(VI)

AREA E - PRACTICAL RELATED TO VISUAL DISABILITY

Course Code	Title	Credit	Hours
E1	(a) Preparation of Braille Material in Book format	4	240
	(b) Assessment of Orientation & Mobility Skills of visually impaired person and intervention	4	
E2	(a) Vision Assessment for Education Purposes	4	240
	(b) Vision Rehabilitation	4	
Total		16	480

Preparation Of Braille Material In Book Format

Course Code: Area E1(a)(VI)

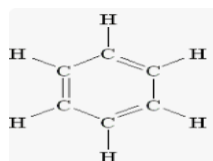
Credits: 4

Hours: 120

Brief description: This practicum will cover use of Braille for Literary, Math and Science subjects:

(1) Preparation of Braille materials:

- Two English lesson at High school level using Grade2 Braille
- Two Math lesson at Grade IX using Nemeth Code
- Two lessons using Scientific Notation
 - a. Chemical Names(e.g 2,2-Dimethylpropane, CUO, HCl)
 - b. Chemical Formulae (e.g O H Fe Cl Uub)
 - c. Electronic Configuration (e.g Na (2.8.1), Mg [Ne]35²)
 - d. Chemical Equations & Set out Formulae (e.g BaSO₄↓)
 - e. Structure Formulae (e.g H₃ C - CH₃)
 - f. Structure Containing Rings- e.g



Only examples are given. Student teacher should learn all notations used in Grade IX Book.

Assessment of Orientation & Mobility Skills of Visually Impaired Persons and Intervention

Course Code: Area E1(b)(VI)

Credits: 4

Hours: 120

- Assess Sighted Guide Techniques
- Assess Cane Techniques
- Assess Search Techniques
- Assess Eating Technique Using Clock-wise direction
- Assess O& M skill of low vision person

Intervention: by teaching all the above skills to one/two visually impaired person

- Record the assessment procedure and intervention strategies

Vision Assessment for Educational Purposes and Vision Rehabilitation

Course Code: Area E2(a)(VI)

Credits: 4

Hours: 120

Brief description: This practicum will cover 2 areas:

(1) Vision Assessment for Educational Purposes (120 hours)

- Identify two low vision students- Review his/her medical record and interpret the pathology on type of vision loss viz Central vision loss/ Peripheral vision loss/ Blurred vision.
- Screen of his/her visual impairment in: Distance vision, Near vision, Field of vision, Contrast sensitivity, and Colour vision and record the response using the format of Lea/ Jill Kefee
- Prepare an IEP including the seating in the classroom, lighting requirement, size of print required for reading, magnification requirement Braille requirement if need be, and motivation and psychological support.
- Intervention using all needed techniques and devices
- Record the assessment and intervention procedure and the progress of the students and submit the record.
- Determine the reading medium for these students which depends on the structure of impairment and its implications. Decide if the students need Print , Large print or Braille or both Print and Braille

Vision Rehabilitation

Course Code: Area E2(a)(VI)

Credits: 4

Hours: 120

Aims to help the low vision individuals to optimise his/her residual/ limited vision

- a. Vision Stimulation:** help the infant/ Child who has severe visual impairment to learn to see vision using simple vision stimulation activities.
- b. Assessment of Functional Vision and training to use the residual vision** – Use Jill Keefee’s functional vision assessment tool. Select two persons with low vision. Prepare the functional vision assessment kit following the preparation procedure for assessment. Train the person to enhance the visual skills
- c.** This practicum involves preparation vision stimulation kit, Functional vision assessment kit and functional vision training kit.
- d.** Maintain record for these areas and submit

AREA F - PRACTICAL II

FIELD

ENGAGEMENT/INTERNSHIP

Course Code	Themes	Credit *	Hours*
F1	Field engagement/ internship related to disability specializations		
F2	Field engagement / internship related to disability specializations		
	Total	16	480

Each disability specialization varies in requirements of Field engagements/internships; hence the same has been worked out accordingly keeping the total number of credits and hours same. Details have been provided in the respective disability specialization sections of Practical II of F.

AREA F

Specialisation Courses

**PRACTICAL II FIELD ENGAGEMENT/INTERNSHIP
RELATED TO SPECIALIZATION**

Practical: Autism Spectrum Disorder(ASD)

INTERNSHIP AS A TEACHER TRAINER

Course code F1

Credits 8

Hours 240

Internship involves a compulsory placement with a teacher training institute/college running courses in the specialization area. Internship will be organised for a duration of four weeks. Each student trainee is expected to teach 10 lessons. The topic to teach should be from different courses of the programme and not from the same course. S/he should also do practical supervision to student trainees undergoing training in Diploma/B.Ed.Spl.Ed. level in topics from the respective curriculum. In addition, s/he must undertake any such duties as assigned by the Principal/ In charge/ HOD of the teacher training institute where s/he is placed for internship.

A descriptive report of duties carried out and completion of teaching the theory and responsibilities of supervising practicals must be obtained from the principal / Head of the department, /In charge of the teacher training institute and submitted.

FIELD ENGAGEMENT/INTERNSHIP

Course Code: F2

Credits: 8

Hours: 240

This part of internship involves associating with a field site relevant to the area of specialization. Students will take up internships in organizations working in the field of Autism Spectrum Disorder Rehabilitation for duration of four weeks. These may include organisation that are run by government, Autonomous organizations/ NGOs,/ CBR projects/ Special Schools/ Inclusive schools.

The internship should be guided by faculty supervisor who should focus on enabling the student to develop linkages between “Specialisation-required courses” and “Specialisation-elective courses”. The organisation of internship may be conceived in such a fashion that the students get opportunities to observe relevant activities in the fields to:

1. Elicit information from parents and professionals the relevant information about two Children with Specific disability at different levels of functioning,
2. Assess them using formal and informal tools and identify the specific learning problems,
3. Write a comprehensive assessment report by analyzing and interpreting the data collected as above
4. Develop an appropriate educational plan (IEP) (current level, annual goals, short term objectives, methods and material and evaluation)
5. Collaborate with the class teachers and related professional to implement the IEP
6. Implement IEP for a period of minimum 15 sessions (each session lasting for not less than 45 minutes)
7. Make class visits to support the student when the regular teacher teaches and collaborate with the class teachers
8. Evaluate the child and write a report
9. After completion of the internship, the report will be submitted by the head of the organisation as per format sent by the institute/college.

AREA F

Specialisation Courses

Practical: Hearing Impairment(HI)

PRACTICAL II FIELD ENGAGEMENT/INTERNSHIP RELATED TO SPECIALIZATION

Course Code	Title	Credits	Hours
F1	Teacher preparation	4	120
F2	(a) Research & Publication (b) Assisting Deaf Teacher/ Mentor for ISL and Education Bilingualism	4	120
Total		8	240

Teacher Preparation

Course Code: Area F1

Credits: 4

Hours:

120

Brief description: This field engagement will prepare the learner to become a faculty and take up the responsibility of teacher educator. Towards this, the learner will be working under the guidance of the faculty. The learner needs to be given an exposure of how a faculty schedules the topic and prepares the lecture outline, prepares a PPT and provides reading materials. The formative evaluation of the topic is also to be demonstrated to the learner. The other task will be to provide exposure to the evaluation of practice teaching lessons of either the Diploma or the B.Ed Spl Education lessons. The learner should also practice evaluating observation reports and lessons plans of the Diploma or the B.Ed Spl Education

Sl. No.	Tasks for Teacher Educators	Educational settings	Specific activities	Hours	Submission
1	Undertaking lectures for the Diploma/ B. Ed (HI) trainees	Educational institutes/ centers/ Diploma/ B.	Undertaking lectures for the Diploma/ B. Ed (HI) trainees related to curriculum (2 topics).	30	Journal with reports & reflections
2	Development of ICT Material	Ed. Spl. Ed. Colleges	Preparing PPTs for the B. Ed (HI) trainees related to curriculum (2 topics).	30	
3	Evaluating observation reports		Evaluating observation reports of Diploma/ B. Ed. Trainees (minimum 10 observations).	30	
4	Guiding Diploma/ B. Ed. trainees for lesson planning		Guiding Diploma/ B. Ed trainees for lesson planning of different subjects (minimum 5 lessons).	30	
			Total	120	

Research & Publication

Course Code: Area F2 (a)

Credits: 2

Hours: 60

Brief description: The field engagement will equip the learner to develop the skills of action research, critically analysing gaps in research and publication. The learner will be working under the guided supervision of a faculty who will guide preparing proposal and also evaluate it. The learner will also present an published article in a journal club under the guidance of a faculty.

Sl. No.	Tasks for Teacher Educators	Educational settings	Specific activities	Hours	Submission
1	Development of a proposal	Educational institutes/	Developing a proposal on one topic	20	Journal with reports & reflections
2	Tool Development	Colleges/ centers	Developing a tool for conducting the Action Research	20	
3	Journal club		Preparation of PPT, Peer Reviewed and Presenting article in the Journal club (minimum 2).	20	
			Total	60	

Assisting Deaf Teacher/ Mentor for ISL and Education Bilingualism

Course Code: Area F2 (b)

Credits: 2

Hours: 60

Brief description: The field engagement will equip the learner to develop the skills in organizing and conducting awareness about ISL, Deaf Community and Deaf culture for families and other stakeholders and also assisting them in planning and execution of ISL lessons undertaken by B.Ed (HI) trainees.

Sl. No.	Tasks for Teacher Educators	Educational settings	Specific activities	Hours	Submission
1	Compiling list of deaf associations, deaf schools and other supporting agencies in the area.	Deaf Association/ Training Center with Deaf Teachers / Mentors	<ul style="list-style-type: none">• Make a list of deaf associations, deaf schools and other supporting agencies in the area and their contact information.• Create a chart of deaf role models in India, including the successful deaf adults from that area.	5	Videos in ISL and Journal

2	Assisting Deaf Teacher / Mentor in organizing and conducting awareness about importance of ISL, Deaf Community and Deaf Culture		<ul style="list-style-type: none"> • Assist a deaf teacher/mentor in designing an ISL course on teaching ISL vocabulary to family members using local language. • Assisting Deaf Teacher / Mentor in organizing and conducting awareness about importance of ISL, Deaf Community and Deaf Culture at the early intervention centers/ hospitals/ police stations/ schools / govt. agencies / employers etc. (At least four) • Writing the report of these awareness sessions, including feedback from the stakeholders and recommendations for the follow ups. 	10	
3	Assisting Deaf Teacher/Mentor in Teaching ISL		Assisting Deaf Teacher/Mentor in designing specific curriculum and teaching ISL to B.Ed. (HI) trainees.	15	
4	Assisting Deaf Teacher/Mentor in Communication Support		Assisting Deaf Teacher/Mentor in Communication Support in academic settings by providing assistance / access	10	

			through ISL, verbal or written communication, wherever needed.		
5	Assisting Deaf Teacher/Mentor in Educational Bilingualism	Special School / Training Institute	<ul style="list-style-type: none"> Assisting Deaf Teacher/Mentor in creating educational content videos in ISL. Assisting Deaf Teacher/Mentor in lesson planning for live sessions on academic topics. 	8	
11	Assisting Deaf Teacher/Mentor in Assessment for ISL		Assisting Deaf Teacher/Mentor in Designing and Delivering Formative Assessment for ISL specialized for the age groups and planning language intervention strategies accordingly.	12	Practical record
			Total	60	

AREA F

Specialisation Courses

**PRACTICAL II FIELD ENGAGEMENT/INTERNSHIP
RELATED TO SPECIALIZATION**

Practical: Intellectual Disability(ID)

Internship as a Teacher Trainer

Course code F1

Credits 8

Hours 240

Internship involves a compulsory placement with a teacher training institute/college running courses in the specialization area. Internship will be organised for a duration of four weeks. Each student trainee is expected to teach 10 lessons. The topic to teach should be from different courses of the programme and not from the same course. S/he should also do practical supervision to student trainees undergoing training in Diploma/B.Ed.Spl.Ed. level in topics from the respective curriculum. In addition, s/he has to undertake any such duties as assigned by the Principal/ In charge/ HOD of the teacher training institute where s/he is placed for internship.

A descriptive report of duties carried out and completion of teaching the theory and responsibilities of supervising practicals must be obtained from the principal / Head of the department, /In charge of the teacher training institute and submitted.

Field Engagement/Internship

Course Code: F2

Credits: 8

Hours: 240

This part of internship involves associating with a field site relevant to the area of specialization. Students will take up internships in organizations working in the field of

Intellectual Disability Rehabilitation for duration of four weeks. These may include organisation that are run by government, Autonomous organizations/ NGOs,/ CBR projects/ Special Schools/ Inclusive schools.

The internship should be guided by faculty supervisor who should focus on enabling the student to develop linkages between “Specialisation-required courses” and “Specialisation-elective courses”. The organisation of internship may be conceived in such a fashion that the students get opportunities to observe relevant activities in the fields to:

1. Elicit information from parents and professionals the relevant information about two Children with Specific disability at different levels of functioning,
2. Assess them using formal and informal tools and identify the specific learning problems,
3. Write a comprehensive assessment report by analyzing and interpreting the data collected as above
4. Develop an appropriate educational plan (IEP) (current level, annual goals, short term objectives, methods and material and evaluation)
5. Collaborate with the class teachers and related professional to implement the IEP
6. Implement IEP for a period of minimum 15 sessions (each session lasting for not less than 45 minutes)
7. Make class visits to support the student when the regular teacher teaches and collaborate with the class teachers
8. Evaluate the child and write a report
9. After completion of the internship, the report will be submitted by the head of the organisation as per format sent by the institute/college.

AREA F

Specialisation Courses

**PRACTICAL II FIELD ENGAGEMENT/INTERNSHIP
RELATED TO SPECIALIZATION**

Practical: Multiple Disability(MD)

Internship as a Teacher Trainer

Course code F1

Credits 8

Hours 240

Internship involves a compulsory placement with a teacher training institute/college running courses in the specialization area. Internship will be organised for a duration of four weeks. Each student trainee is expected to teach 10 lessons. The topic to teach should be from different courses of the programme and not from the same course. S/he should also do practical supervision to student trainees undergoing training in Diploma/B.Ed. Spl. Ed. level in topics from the respective curriculum. In addition, s/he has to undertake any such duties as assigned by the Principal/ In charge/ HOD of the teacher training institute where s/he is placed for internship.

A descriptive report of duties carried out and completion of teaching the theory and supervising practical responsibilities must be obtained from the Principal /In charge of the teacher training institute and submitted.

Field Engagement/Internship

Course Code: F2(MD)

Credits: 8

Hours: 240

This part of internship involves associating with a field site relevant to the area of specialization. Students will take up internships in organizations working in the field of Multiple Disability Rehabilitation for duration of four weeks. These may include organisation that are run by government, Autonomous organizations/ NGOs,/ CBR projects/ Special Schools/ Inclusive schools.

The internship should be guided by faculty supervisor of the organization who should focus on enabling the student to develop linkages between “Specialisation-required courses” and “Specialisation-elective courses”. The organisation of internship may be conceived in such a fashion that the students get opportunities to observe relevant activities in the fields

to:

10. Elicit information from parents and professionals the relevant information about two children with multiple disability at different levels of functioning,
11. Assess them using formal and informal tools and identify the specific learning problems,
12. Write a comprehensive assessment report by analyzing and interpreting the data collected as above
13. Develop an appropriate educational plan (IEP) (current level, annual goals, short term objectives, methods and material and evaluation)
14. Collaborate with the class teachers and related professional to implement the IEP
15. Implement IEP for a period of minimum 15 sessions (each session lasting for not less than 45 minutes)
16. Make class visits to support the student when the regular teacher teaches and collaborate with the class teachers
17. Evaluate the child and write a report
18. After completion of the internship, the report will be submitted by the head of the organisation as per format sent by the institute/college.

AREA F

Specialisation Courses

**PRACTICAL II FIELD ENGAGEMENT/INTERNSHIP
RELATED TO SPECIALIZATION**

Practical: Specific Learning Disability(SLD)

Internship as a Teacher Educator

Course Code: F1

Credits 8

Hours 240

Internship as a teacher educator will involve a compulsory placement with a teacher education institute/college offering a B.Ed. Spl. Ed. – SLD programme. Internship will be organised for a duration of four weeks. Each learner is expected to complete a variety of tasks – planning and conducting lectures for B.Ed. Spl. Ed. trainees, guide and supervise the practice of teaching, facilitate classroom activities as guided by the faculty, undertaking administrative work, and prepare teaching learning material for the training institute. In addition, the learner has to undertake any such duties as assigned by the Principal/ In charge/ HOD of the teacher training institute where s/he is placed for internship.

A descriptive report of duties carried out and completion of teaching the theory and responsibilities of supervising practicals must be obtained from the principal / Head of the department, /In charge of the teacher training institute and submitted for evaluation. Additionally, the principal / Head of the department, /In charge of the teacher training institute shall evaluate the learner's performance during internship.

FIELD ENGAGEMENT

Course Code: F2(SLD)

Credits: 8

Hours: 240

For the practical component 'Field Engagement' the learners are expected to undertake activities and tasks that enable them to work with the community. The learners are expected to take up internships in organizations working in the field of Disability Rehabilitation for a duration of four weeks, with the field work of the student trainee focussing on specific learning disabilities. These may include organisation that are run by government, Autonomous organizations/ NGOs,/ CBR projects/ Special Schools/ Inclusive schools. The tasks shall include:

- Organise and conduct parent teacher meeting,
- Organise awareness programme,
- Schedule and coordinate community participatory programmes
- Conduct workshops for school teachers on topics related to SLD
- Visit and work in organisations in the field of SLD

The activities must be conducted under the guidance of the faculty. The activities shall be supervised and evaluated by the faculty. The learners must submit written reports for evaluation, certified by the concerned authority of the organisation where they are place.

AREA F

Specialisation Courses

PRACTICAL II FIELD ENGAGEMENT/INTERNSHIP
RELATED TO SPECIALIZATION

Practical: Visual Impairment(VI)

Course Code	Title	Credit	Hours
F1	(a) Teacher preparation	8	120
F2	(a) Internship : Community participatory programme (b) Research &Publication	8	120
Total		16	240

Teacher Preparation – Practice Teaching

Course Code: Area F1(a)

Credits: 4

Hours: 120

- Prepare 8 lessons for classroom teaching at Diploma and Graduate Courses.
 - Pedagogy subject – Two lessons
 - Inclusive Education- One lesson
 - Specialization- Three lessons
 - ICT based lessons for B.Ed students – Two lessons
- Student teacher teach the lessons with the supervision of the faculty
- Faculty to review the lesson plan and assist in writing

Internship in Inclusive Schooling

Course Code: Area F1(b)

Credits: 4

Hours: 120

Prepare 3 lessons (Math - one lesson, Science – one lesson and Social Science –one lesson) using Differentiated instruction for diverse learners. Student teachers differentiate instruction in:

- **Content-** must differentiate the content by creating activities for diverse group of students covering different level
- **Process** – delivery of instruction for auditory, visual, verbal, kinaesthetic learners and advanced learners
- **Product:** After completing a lesson, the student teacher help the students create a product to show content mastery. It may be in the form of reports, projects, tests or any other activity.
- Record and submit

Community Participatory Programme & Assessment of Institutional Quality Management

Course Code: Area F2(a)

Credits: 4

Hours: 120

Awareness creation on disability related aspects to general public using multi media

- Identify children with vision problems in Anganvadi (Early childhood education programme) using vision screening checklist. If any child is suspected of having vision problem, discuss the case with the faculty and do appropriate referral service
- Visit two teacher training institute (General and Special education institutes) and observe the infrastructural facilities in terms physical, human resources and material resources. Prepare report and submit

Research & Publication

Course Code: Area F2(b)

Credits: 4

Hours: 120

Brief description (1) Conduct Action Research to improve the practice of Education.

- Student trainee to identify a problem in classroom situation and conduct Action research with the steps involved collaborating with the classroom teachers. Find out solution and apply in the classroom/
- Student teacher to conduct Action research to study his/her own teaching style, and method to more effective teaching – learning.
- Action research to be conducted with the supervision of the faculty

(2)Publication of research outcome

- The research outcome can be published.
- The student teacher to be guided by the supervisor in article writing
- Faculty to assist the student teacher in Research proposal writing and research abstract writing
- Student learner to study 10 articles in leading journals both general and special education journals and submit a brief report about the journal (aim, sample method and results). Discuss in the classroom about one journal article which impressed the learner
- Identify appropriate journals for publication which should be genuine and make a list and submit