



**Pt. Ravishankar Shukla University,**  
**Raipur (Chhattisgarh), India 492010**

**B.Ed.Spl.Ed.(I.D.) Syllabus**

सत्र 2023–25 का पाठ्यक्रम को सत्र 2024–26 हेतु  
यथावत प्रभावशील किया जाता है।

  
Shree May



# **Curriculum Framework**

**Bachelor of Education - Special Education  
(Intellectual Disability)**

**B.Ed.Spl.Ed.(ID)**

**Norms, Regulations & Course Content**

**May, 2015**

**Effective from Academic Session 2015-16  
Two Years Duration**



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## PREFACE

Rehabilitation Council of India has been running B.Ed and M.Ed Programme in Special Education for more than a decade and half with degrees recognised by the UGC through Notification of July 5, 2014 as well as Notification of May 2009. It has always made efforts to keep parity with NCTE recommended framework so as to facilitate the role requirement of special teachers/special educators for all types of school setting in which children and young persons with disability are educated. As of today this covers inclusive schools, resource room, home- based education as well as special schools through which the educational needs of children with disabilities are being met.

NCTE vide its Notification of December 2014 increased the duration of B.Ed. and M.Ed. level courses to 2 years each beside recommending integrated programme leading to 4 years BA/B.Com/B.Sc degree as well as B.Ed. /M.Ed. (3 years Integrated programme) leading to B.Ed./M.Ed. (Integrated Degree). It also needs to be mentioned that duration of the education programme through open and distance learning system leading to B.Ed. programme remained unchanged so far by NCTE.

RCI was already in the process of revising its courses leading to diploma and degree in special education during last one year through the Core Committees constituted out of the Expert Committees as mandated by the Act. However, a policy decision was made at the level of the Department of Empowerment of Persons with Disabilities, MoSJ&E as well as RCI through its competent bodies that RCI will also increase the duration of B.Ed./M.Ed. Special Education to two years from the academic session 2015-16. RCI has decided through a consultative process to expand B.Ed. Spl. Ed. (ODL) to Five Semesters (Two Years and Six Months) effective from the academic session 2015-16.

For this purpose RCI has been continuously working since December 2014 to make it a reality and implement the programme w.e.f. the academic session 2015-16. This involves a continuous work of a team at RCI as well as the professionals support drawn through the Expert Committees and the Special Invitees. RCI's competent bodies like General Council (GC) and Executive Council (EC) have been duly informed and have been supportive.

As of today RCI has been able to circulate the framework for the two years B.Ed. Special Education and M.Ed Special Education Programme to all implementing agencies and has shared with larger public through its website. Meeting at RCI for the Core and Common Courses and parallel meetings at all the related National Institutes (AYJNIHH, NIVH, NIMH, NIEPMD) as well as SNDT Women's University, Juhu Campus were conducted during April 2015. Meeting of all the Universities offering these courses through Distance/ODL mode as per MoU signed with RCI has also been accomplished on 7-8 May 2015. Now we are ready to share this comprehensive document for further processing for initiating the session 2015-16 onwards by the respective RCI recognized institutions.

I record appreciation for all the members of the Expert Committees dealing with B.Ed. and M.Ed. courses as well as other Committee Members dealing with diploma level courses. Their inputs have been valuable to this exercise. Members of Expert Committee also shared their views and approval for these finalized courses through emails; RCI appreciates their valuable support and inputs. It is not possible to put all the names here but I am sure every one will appreciate the sentiments of our gratitude for the members as well as the invitees for this healthy and fruitful partnership (Please see annexure for the list of all such professional partners).

I also take this opportunity to put on record my appreciation for the team at RCI which has worked continuously to make it a reality in such a short time of less than five months to bring it up to this stage. It was a great pleasure to lead the team and work with all the partners. RCI specifically acknowledge Mr. Suman Kumar, Dy. Director (Programme), Mr. Sandeep Tambe, Assistant Director (Recognition) for working out the framework and details for B.Ed. and M.Ed. Special Education through regular mode and Dr. Subodh Kumar, Dy. Director (Academics) and Mr. Sandeep Thakur, Programme Officer for B.Ed. Special Education through Distance/ODL mode; needless to say that these four persons have been working continuously as a team to take this work forward with support from RCI's Administrative staff beyond office hours and holidays.

I will also like to express my appreciation of the contribution and support of Shri D N Sreenivasappa, Member Secretary till 10.3.2015 and Shri Satish Kumar Srivastava, Member Secretary who have continuously supported this intense and intensive exercise of curriculum development at such a short notice with their administrative support and valuable suggestions from time to time.

Last but not the least I also take this opportunity to express my gratitude to the officials of Deptt. of Empowerment of Persons with Disabilities specially Shri Awanish Kumar Awasthi, Joint Secretary who is also a member of RCI General Council and Executive Committee for continuously supporting RCI towards all its commitments and aspirations.

Prof. Sudesh Mukhopadhyay

Chairperson, RCI

15 May 2015

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## SEMESTER-WISE STRUCTURE

### SEMESTER – I

Course	Course title	Credits	Weightage / Marks
A1	Human Growth & Development	4	100
A2	Contemporary India and Education	4	100
B7	Introduction to Sensory Disabilities (VI, HI, Deaf-blind)	2	50
B8	Introduction to Neuro Developmental Disabilities (LD, ID / MR, ASD)	2	50
B9	Introduction to Locomotor & Multiple Disabilities (Deaf-Blind, CP, MD)	2	50
C12	Assessment and Identification of Needs	4	100
E1	Practical: Cross Disability and Inclusion	2	50
	<b>TOTAL</b>	<b>20</b>	<b>500</b>

#### Engagement with field as part of courses indicated below:

Sl. No.	Task for the Student-teachers	Course	Place
1	Assignment / Project	A1	Institute
2	Assignment / Project	A2	Institute
3	Assessment & Identification of Needs	C12 (All disabilities)	Camp / Clinic / School, etc. for minimum of fifteen hours

#### Area E1: Practical- Cross Disability and Inclusion

Tasks for the Student-teachers	Disability Focus	Educational Setting	Hrs (60)	Description
Classroom observation	Major Disability	Special school	25	Minimum 30 school Periods
	Other than Major disability	Minimum 3 Special schools for other disabilities	25	Minimum 30 school Periods
	Any Disability	Inclusive Schools	10	Minimum 10 school Periods

- *Schedule for practical for E-1 shall be included in the time table (ten working days may be allocated).*
- *Observations as mentioned are essential. However, if schools for other disability are not available in the nearby area, the same may be interpreted as observation at Inclusive school/ education/services being provided in the resource room/ home based education or vice versa with other disability.*

## SEMESTER – II

Course	Course title	Credits	Weightage / Marks
A3	Learning, Teaching and Assessment	4	100
A4	Pedagogy of School Subjects (ANY ONE from Part I to Part V)	4	100
A5	Pedagogy of School Subjects (ANY ONE from Part I to Part V)	4	100
B6	Inclusive Education	2	50
C13	Curriculum Designing, Adaptation and Evaluation	4	100
E2	Practical: Disability specialization	2	50
	<b>TOTAL</b>	<b>20</b>	<b>500</b>

### Engagement with field as part of as indicated below:

S.No.	Task for the Student-teachers	Course	Place
1	Assignment / Project / Presentation	A3	Institute
2	Assignment / Project / Presentation	B6	Institute
3	Assignment / Project / Presentation	C13	Institute/ Special/ Inclusive School
4	Assignment / Project / Presentation	A4/A5	

### Area E2: Practical- Disability Specialization (Area C)

*Note: Schedule for practical for E-1 shall be included in the time table (minimum ten working days may be allocated). Skill for Micro teaching shall be selected with reference to Major Disability*

Sl.No.	Tasks for the Student-teachers	Disability Focus	Educational Setting	Hrs (60)	Description
1.1	Classroom observation	Major Disability	Special school	30	Observation of all subjects at different level, minimum 50 school periods.
1.2	a. Lesson planning for subjects selected	Major Disability	For Special school & Inclusive Set up	10	10 lessons
	b. Lesson planning focussing on adaptation, evaluation	Major Disability	For Special school & Inclusive Set up	10	10 lessons
1.3	a. Micro teaching & simulated teaching on selected skills	General	Institute	5	10 lessons
	b. Micro teaching & simulated teaching on 5 each from lessons planned in 1.2	Major Disability	Institute	5	10 lessons

### SEMESTER – III

Course	Course title	Credits	Weightage/Marks
C14	Educational Intervention and Teaching Strategies	4	100
C15	Technology and Disability	4	100
C16	Psycho Social and Family Issues	2	50
E2	Practical: Disability Specialization	4	100
F1	Main disability special school (Related to Area C)	4	100
D17	Reading and Reflecting on Texts (EPC)	2	50
D18	Drama and Art in Education (EPC)	2	50
	<b>TOTAL</b>	<b>22</b>	<b>550</b>

**Engagement with field as part of course as indicated below:**

Sl. No.	Task for the Student-teachers	Course	Place
1	a. Assignment / Project / Presentation	C14	Institute
2	b. Assignment / Project / Presentation	C15	Institute
3	c. Assignment / Project / Presentation	C16	Institute
4	d. Assignment / Project / Presentation	D17	Institute/ school
5	e. Assignment / Project / Presentation	D18	Institute/ school

#### Area E2- Practical Disability Specialization (Part C)

Sl. No.	Tasks for the Student-teachers	Disability Focus	Educational Setting	No. of Lessons
1.1	a. Classroom observation	Major Disability	Special School	Minimum 30 school Periods
	b. Visit to other special schools	Major Disability	Special School	Minimum 2 schools
1.2	a. Lesson planning and execution on different levels for all subjects	Major Disability	Special School/ Resource Room	30 lessons
	b. Lesson planning and execution on different levels for selected subjects	Major Disability	Special School/ Resource Room	20 lessons
1.3	Individualised Teaching lessons on selected subjects	Major Disability	Special School/ Resource Room	20 IEPs
1.4	Observation of support services	Major Disability	Institute/ Clinic	Depending on the specialization



### Area F1: Disability Specialisation

Sl. No.	Tasks for the Student-teachers	Disability Focus	Set up	No. of Lessons
1	Classroom Teaching	Major disability	Special schools for disability specialisation	Minimum 90 school Periods

Minimum of four weeks should be allocated for School attachment/Internship and reflected in the time table and should cover Tasks specified under E-2 and F-1 with sufficient time for teaching to acquire Pedagogical competence to deal with school subjects chosen and related activities for whole class as well as children with disabilities in different education settings. A suggestive framework is given below:

Areas	Disability Specialization (E-2 & F-1)
A-4 Pedagogy Subject 1	Semester –III (three days-15 Hrs)
A-5 Pedagogy Subject 2	Semester-III (three days-15 Hrs)
F-1 School Attachment/ Internship	Semester- III(24 days-120 Hrs)

### SEMESTER – IV

Course	Course title	Credits	Weightage/Marks
B10	Skill based Optional Course (Cross disability and inclusion) ANY ONE	2	50
B11	Skill based Optional Course (specialization disability) ANY ONE	2	50
D19	Basic Research & Basic Statistic (EPC)	2	50
E1	Practical: Cross Disability and Inclusion	4	100
F2	Other disability special school	4	100
F3	Inclusive school	4	100
	<b>TOTAL</b>	<b>18</b>	<b>450</b>

Engagement with field as part of course as indicated below:

Sl.No.	Task for the Student-teachers	Course	Place
1	Assignment / Project / Presentation	B10	Institute
2	Assignment / Project / Presentation	B11	Institute / school
3	Assignment / Project / Presentation	D19	Institute / school

**Area E1: Practical- Cross Disability and Inclusion (Area B)**

**Note:** Practical timing shall be included in time table (minimum of four week)

Observations as mentioned are essential. However, if schools for other disability are not available in the nearby area, the same may be interpreted as observation at Inclusive school/ education/services being provided in the resource room/ home based education or vice versa with other disability

Sl.No.	Tasks for the Student-teachers	Disability Focus	Educational Setting	No. of Lessons
1.1	Classroom observation	Other than Major disability	Special schools for other disabilities	Observation of all subjects at different level, minimum 15 school periods
		Any Disability	Inclusive Schools	Observation of all subjects at different level , minimum 15 school periods
1.2	Lesson planning and execution on different levels for selected subjects	Any Disability	Special schools for other disabilities/ Resource Room	25 lessons
			Inclusive Schools	25 lessons
1.3	a. Individualised Teaching lessons on different levels for selected subjects		Special schools for other disabilities/ Resource Room	20 lessons
	b. Individualised Teaching lessons	Any Disability	Inclusive Schools	20 lessons

**Area F2: Other Disability Special School (Area B)**

Sl.No.	Tasks for the Student-teachers	Disability Focus	Set up	No. of Lessons
1	Classroom Teaching	Other than Major disability	Special schools for other disabilities	Minimum 180 school periods

**Area F3: Inclusive School (Area B & C)**

Sl.No.	Tasks for the Student-teachers	Disability Focus	Set up	No. of Lessons
1	Classroom Teaching	Any Disability	Inclusive School	Minimum 180 school Periods

Minimum of four weeks should be allocated for School attachment/ Internship and reflected in the time table and should cover Tasks specified under E-1, F-2 and F-3 with sufficient time for teaching to acquire Pedagogical competence to deal with school subjects chosen and related activities for whole class as well as children with disabilities in different education settings. A suggestive framework is given below:

Area	Disability Specialization	Other disability	Inclusive Education
A4 Pedagogy Subject 1	Semester –III (3 days-15 Hrs)	Semester –IV (2 days-12 Hrs)	Semester –IV (2 days-12 Hrs)
A5 Pedagogy Subject 2	Semester-III (3 days-15 Hrs)	Semester-IV (2 days-12 Hrs)	Semester-IV (2 days-12 Hrs)
F-2 & F-3 Internship	Semester- III (24 days-120 Hrs)	Semester- IV (24 days-120 Hrs)	Semester- IV (24 days-120 Hrs)

It may be noted:

1. *Observations and Lessons should be on Primary and Secondary level of classes in all three areas, i.e., Disability Specialisation, Other disability and in Special and Inclusive Settings.*
2. *Practical are focused on school subject teaching. Every student is expected to opt for and teach any two school subject as offered by the Institution/ University.*
3. *Practical in Other disability should be for other than disability specialisation.*
4. *Practical in Inclusive settings should be preferably with various disabilities.*

## VI. ADEQUACY OF THE SPECIAL EDUCATION SYLLABI

The syllabus prescribed for the B.Ed.Spl.Ed. is on the basis of minimum requirements and therefore, Universities and Colleges of Education/Institutes implementing the B.Ed course can exercise flexibility in opting the number of papers without compromising on the adequacy and validity of the contents prescribed by the RCI.

## VII. DURATION OF THE COURSE

The duration of the Course is two academic years, which can be completed in a maximum of three years from the date of admission to the programme.

## VIII. WORKING DAYS & 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 in a week (five or six days), during which physical presence in the institution of all the teachers and student-teachers is necessary to ensure their availability for advice, guidance, dialogue and consultation as and when needed.

The minimum attendance of Student-Teachers shall have to be 80% for all course work, 90% for all practicum, and 100% for school internship (5% attendance may be condoned by the head of institution on genuine grounds).

## **IX. ELIGIBILITY FOR ADMISSION**

(a) Candidates with at least fifty percent marks either in the Bachelors Degree and/or in the Masters degree in Sciences/ Social Sciences/ Humanities, Bachelor's in Engineering or Technology with specialization in Science and Mathematics with 55 % marks or any other qualification equivalent thereto, are eligible for admission to the programme.

(b) The reservation and relaxation for SC/ST/OBC/PWD and other categories shall be as per the rules of the Central Government/ State Government, whichever is applicable.

## **X. ADMISSION**

Admission Procedure: as per University norms.

## **XI. PROGRAMME PATTERN**

The programme has been developed on Semester basis. RCI has proposed 2000 marks in view of disability specific specialization.

## **XII. PASSING MINIMUM**

Minimum 50% marks are essential in all courses for passing in the programme (Grace Marks as per University norms).

## **XIII. NATURE OF EVALUATION**

Internal & External as per University norms; RCI as Statutory body recommends that the (i) 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, and (ii) Internal assessment for Theory Courses will not exceed 20% and 50% in the practicum wherever applicable.

## **XIV. 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 shall take the examinations subsequently according to the changed syllabus/ regulations/ as per University norms.

## **XV. FACULTY-STUDENT RATIO**

The faculty-student ratio in the area of B.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 practicum, **a minimum number of 20 and maximum of 30 students** may be admitted for the B.Ed.Spl.Ed. programme.

## **XVI. FACULTY NORMS**

The existing faculty norms will be applicable only for the first year of the academic session 2015-16. Revised norms will be applicable from the academic session 2016-17 onwards (second year of the course starting in 2015-16 onwards). Faculty norms are attached herewith at Annexure - I.

## **XVII. INFRASTRUCTURAL FACILITIES**

It is desirable that institutions have their own building. The building & the plot should ideally be in the name of Institution/ Society/ Trust. In case of rented building, the institution must have a rent agreement for a period extending up to the date of completion of the proposed training program (whenever the training program is proposed to be started). However, in either case, the institution should have minimum 1000 sq. meters area and shall consist of 500 sq. meters built up area for the first proposed training program. For each additional course, 300 sq. meters additional built up area is required. For example, for one course 500 sq. meters built up area, for two courses (500+300) sq. meters and so on.

- Lecture Hall / Classrooms – 3 basic requirements (minimum one Additional classroom for each additional programme)
- Multipurpose Hall – 1
- Staff Room – 1
- Resource Room\* – 1
- HOD / Principal Room – 1
- Administrative Room - 1
- Library – 1
- ICT - 1
- Disabled Friendly Disabled Friendly gender- wise washrooms

*\*Space for Resource Room- it should be large enough to include disability as well as health, physical education, yoga, drama, etc. with respect to children with disabilities.*

## **XVIII. 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.*

## **XIX. AWARD OF DEGREE**

The affiliating Universities will award degree in Bachelor of Education Special Education (Area of Specialisation). The areas of specialisation provided are Autism Spectrum Disorders (ASD), Hearing Impairment (HI) , Learning Disability (LD), Mental Retardation/ Intellectual Disability (MR/ID), Multiple Disabilities (MD) and Visual Impairment (VI). For example in the area of Hearing Impairment the degree awarded will be B.Ed.Spl.Ed. (HI). While issuing degree certificate, the Universities are advised to clearly spell out the area of specialization and mention as a statement that the passed out can teach in all settings and other disabilities (cross disabilities)

## **XX. PRACTICING SCHOOLS**

Special & Inclusive School - Own Special School/ MoU with Special & Inclusive Schools, preferably up to senior secondary school level recognised by State Government for the main disability area and permission to carry out practical in other disability. Special Schools for ASD and LD is not an essential condition. With a precaution that students with disability should not be overstressed. 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<sup>3</sup>.

## **XXI. B.Ed.Spl.Ed.(Open and Distance Learning)- B.Ed.Spl.Ed.(ODL)**

The course content of B.Ed.Spl.Ed.(ODL) will be same as B.Ed.Spl.Ed. Programme structure.

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<sup>3</sup> *Not applicable for National Institutes and Universities.*

## Engagement with the Field and School Experience<sup>4</sup>

The B.Ed. Spl. Ed. curriculum shall provide for sustained interaction with the child, school and community in varied settings for establishing close connections between different curricular areas and making teacher-trainee understand her/his role and function.

In the first year (First two semesters), there shall be work on the field amounting to a **minimum of 4 weeks**, spread over several days throughout the semester/ year. This will include minimum of one week of school engagement and three weeks of other practical work/engagements. In the second year (Third and Fourth semesters), there shall be a minimum of 16 weeks of engagement with the field of which minimum of 15 weeks are for school internship and one week is for other field engagements. Thus a minimum of 20 weeks (4+16) shall be allocated over the two years for tasks, assignments as per the courses and school internship in the field, under the broad curricular areas of Practical related to Disability and Field Engagement. **The weightage of internal assessment for Engagement with the Field shall be decided by the concerned university.**

### a) Tasks and Assignments that run through all the courses

These tasks and projects would help in substantiating perspectives and theoretical frameworks studied in a teacher education classroom with field based experiences. The tasks and projects may include collaborative partnership with the schools for developing CCE practices, creative ways of tracking learners' progress, forums for professional development of in-service school teachers, dialoguing with the School Management Committee, parents and the community. The community based engagement may also be related to the pedagogical subjects and/or concerns and challenges arising out of special needs of children.

### b) School Internship/Attachment

While First year prepares grounds for going to education settings and interacting and working with children including children with disabilities; the second year would offer intensive engagement with the school in the form of School Internship.

During the Internship, student-teachers shall work as a regular teacher/ special teacher/ special educator and participate in all the school activities, including planning, teaching and assessment, interacting with school teachers, parents, community members, other support personnel and children including children with special needs specific to the areas of specialization being offered by the student teacher.

Before teaching in a classroom, the student-teachers will observe the school and its classrooms for a week, to understand the school in totality, its philosophy and aims, organisation and management; the life of a teacher; needs of the physical, mental, emotional development of children; aspects of curriculum and its transaction; quality, transaction, and assessment of teaching-learning.

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<sup>4</sup> Short note is given here, course details given separately after each semester. The same needs to be suitably adapted for B.Ed.Spl.Ed.(ODL).

School Internship shall be designed to lead to the development of a broad repertoire of perspectives, professional capacities, teacher dispositions, sensibilities and skills. Student teachers shall be equipped to cater to diverse needs of learners in schools.

Student-teachers are to be actively engaged in teaching at two levels, namely, upper primary and secondary.

Internship in schools is to be done for a minimum duration of 15 weeks. This should include observing a regular classroom with a regular teacher and would also include peer observations, teacher observations and observations of interns' lessons by faculty besides other settings.

It is important that the student-teachers consolidate and reflect on their teaching experience during and after the school internship. Therefore, along with writing reflective journals during the internship programme, there shall be space for extended discussions and presentations on different aspects of the teaching experience after the internship.

For each student-teacher, internship should be conducted preferably in one school for the entire 15 weeks. However, to understand the dynamics of teaching at elementary and secondary levels, this period can be divided into two blocks; this will also be impacted by the type of schools (Special and Inclusive) being available.

Internship should not be reduced to the 'delivery' of a certain number of lesson plans but should aim for meaningful and holistic engagement with learners and the school. Internship will involve spending maximum time in school for practice teaching performing all tasks of a special teacher/ special educator and also being teacher for the school subjects opted as part of pedagogical courses; setting will be a mix of special school, inclusive school and resource and home-based teaching and support as may be required by the special needs of students.



**NORMS AND REGULATIONS  
FOR OPEN AND DISTANCE LEARNING  
PROGRAMME  
B.Ed.Spl.Ed.(ODL)**

# **NORMS AND REGULATIONS FOR OPEN AND DISTANCE LEARNING PROGRAMME IN SPECIAL EDUCATION FOR UNIVERSITIES / INSTITUTIONS / COLLEGES**

## **1. Preamble**

The annual turnover of professional manpower trained through the regular institutions is unable to meet the demand of trained manpower in the area of special education and rehabilitation. The Rehabilitation Council of India opted for the Open and Distance Learning (ODL) mode of curriculum transaction to achieve its vision in rendering services to all the people with disabilities in India and providing them age and disability appropriate continuum of rehabilitation services. As a result, Need based and innovative Special Education Programmes through Distance Mode were initiated by the Council in 2001 in collaboration with MPBOU, Bhopal. The Council later on launched more such programmes in collaboration with 11 other universities through signing of Memorandum of Understanding (MoU) with them.

The “Distance Education Cell” for monitoring the Distance Education programmes was established by the Rehabilitation Council of India in the year 2001. The responsibilities of this “Cell” expanded and subsequently due to increase in number of programmes an “OUTREACH DIVISION” was established in April 2004. This division is responsible for promoting, maintaining, monitoring, and coordinating the special education programs (s) offered through Open and Distance Learning system across the country. In order to safeguard the interest of the students with special needs, and to ensure the quality of special education programmes, the norms & guidelines-2015 has been framed for regulating & monitoring the Open Learning Institutions.

## **2. Eligibility of Universities and Territorial Jurisdiction**

### **2.1 Eligibility of Universities**

Universities like the National Open University, State Open Universities and the Directorates/ School of Open & Distance Learning recognized by the UGC established for offering ODL programmes, shall be eligible to offer the teacher education programme in special education.

The deemed to be Universities, Agricultural, Technical or Allied Universities, which specialized in a field other than teacher education and other discipline specific Universities, are not eligible to offer teacher education programme through ODL.

### **2.2 Territorial Jurisdiction**

The University offering teacher education programme in special education through ODL will have territorial jurisdiction as defined in its Act or as decided by the concerned State Government and as per the circulars issued by the UGC from time to time.

### 3. Duration

The duration of the programme shall be of 05 semesters (2½ years). However, students shall be permitted to complete the programme within a maximum period of five years. The commencement and completion of the programme shall be so regulated that two long spells of the programme (summer/winter/ staggered) are available to learners for guided/supervised instruction and face-to-face contact sessions. The programme can also be sandwiched between two summer vacations for face-to-face contact session.

### 4. Nomenclature

Nomenclature of B.Ed. Special Education courses should be as per UGC Notification of 2008 and 2014 and the new nomenclature will be B.Ed.Spl.Ed.(Name of Specialization in Disability) such as for Visual Impairment the nomenclature will be B.Ed.Spl.Ed.(VI) i.e. B.Ed.Spl.Ed.(Disability Specialization).

### 5. Intake, Eligibility, Admission Procedure and Fees

#### 5.1 Intake

The maximum intake for the B.Ed.Spl.Ed. (Disability Specialization) course per academic session shall be 500 students subject to the condition that one Study Centre shall not enrol more than 50 students in a given session. However, the request for additional units shall be examined by the RCI on the basis of the availability of required facilities in respect of study centres and geographical conditions and requirement of the respective State.

#### 5.2 Eligibility

- (a) Candidates with at least fifty percent marks either in the Bachelors Degree and/or in the Masters degree in Sciences/ Social Sciences/ Humanities, Bachelor's in Engineering or Technology with specialization in Science and Mathematics with 55% marks or any other qualification equivalent thereto, are eligible for admission to the programme.
- (b) The reservation and relaxation for SC/ST/OBC/PWD and other categories shall be as per the rules of the Central Government/ State Government, whichever is applicable.
- (c) However, weightage to be given to the candidates fulfilling any one of the following conditions:-
  - 1. Parent of a child with disability
  - 2. Person with disability possessing Disability Certificate issued by the Competent Authority
  - 3. Possession of any RCI approved diploma/degree

#### 5.3 Registration as Professionals

**RCI Certification is must to work as a Teacher in the field of Special Education** The successful candidates of the B.Ed.Spl.Ed.(Disability Specialization) programme which has been jointly offered by State Open/ Central Universities having MoU with RCI should obtain a "Registered Professional Certificate" from the Rehabilitation Council of India to work as a

teacher in the field of special education u/s 13 of (3) of RCI Act-1992. For Registration with the Council students have to apply online to RCI directly.

#### **5.4 Admission Procedure**

The University shall develop a suitable procedure for the selection of candidates for admission to B.Ed.Spl.Ed. (Disability Specialization)-ODL.

#### **5.5 Fee Structure**

The fee to be decided by the respective University. However, in the light of increased duration of course and higher cost involved in development of Self Learning Material(SLM) It is suggested that Rs. 6000/- per semester may be charged for B.Ed. Spl. Ed. (Disability Specialization)-ODL.

### **6. Eligibility Criteria for Study Centre to Conduct B.Ed.Spl.Ed.(Disability Specialization)**

‘Study Centre’ means a centre established and maintained or approved by the University in consultation with the RCI or directly by the RCI for the purpose of advising, counselling or for rendering any other assistance required by the students used in the context of special education -distance education program(s). The University shall make adequate provisions for Study Centers approved by the Council within its jurisdiction having adequate student support facilities, including Academic Staff, Coordinator, and Counselors/Tutors etc as per the norms.

#### **6.1 Eligibility Criteria for any institution to become Study Centre**

- i. Any institution offering B.Ed.Spl.Ed.(Disability Specialization) through face-to-face mode approved by RCI and willing to appoint one additional faculty with prescribed qualification as Course Co-ordinator for B.Ed.Spl.Ed. (Disability Specialization)- ODL programme in the respective area of disability.

OR

- ii. Institution having experience of successfully completion of three batches of D.Ed.Spl.Ed. Course approved by RCI and willing to appoint one additional faculty with prescribed qualification as Course Co-ordinator for B.Ed.Spl.Ed.(Disability Specialization)- ODL programme in the respective area of disability.
- iii. The students allotted to a Study centres shall not exceed One Hundred Fifty (50 for the first year, 50 for the second year and 50 in the final semester of third year). The Study Centre shall provide the learners (allocated to it) access to its library, laboratories and other physical facilities.
- iv. Special teacher educators/ supervisors engaged for various activities of the Study Centre shall be fully qualified as per the RCI norms.
- v. All the functionaries associated with the activities of the Study Centres must be orientated by the Open University in the practice of the ODL system from time to time, but at least once in a year.

- vi. The request for additional unit of intake in any programme shall be examined by the RCI on the basis of availability of required facilities in respect of study centres and related support in the territorial jurisdiction of the institution. Laid down procedures shall be followed for seeking recognition for additional intake.

***P.S.: Prior to this notification B.Ed.–SEDE stands for B.Ed.Special Education Distance Education, whereas now it will be termed as B.Ed.Spl.Ed. (Disability Specialization) w.e.f. the batches starting from academic session 2015-16.***

## **7. Curriculum, Programme Implementation and Assessment**

### **7.1 Curriculum**

The curriculum of B.Ed.Spl.Ed.(Disability Specialization) offered through face-to-face mode will be the curriculum of this B.Ed. Spl. Ed. (Disability Specialization)course and shall be transformed into distance mode consisting of Block/Units as per credit hours of study. However, the concerned University may make appropriate modifications in the curriculum framework as suggested by their Academic Council or Board of Studies or any other alike bodies. The semester wise prescribed curriculum framework for B.Ed. Spl. Ed. (ODL) is appended at page no. 31.

### **7.2 Programme Implementation**

The B.Ed.Spl.Ed.(Disability Specialization) programme aims to prepare teachers who are able to continuously asses and improve their professional practice as teachers by critically reflecting on it, who can understand that teaching is embedded in the social context of the learners and who can engage with content and subject matter that they will be teaching. The students-teachers will also be familiarised with how children learn so that they can develop and use teaching strategies that are responsive to the learning needs of all the learners in diverse and plural settings of secondary and senior secondary classrooms.

The University/ Institution shall develop curriculum based audio-video resources on its own or adapt such resources from other or Open Education Resources (OERs) and make those AV/ resources available at HQ and Study Centres (and, if possible, directly to the students). Teleconferencing facilities wherever available such as State Resource Centres, State Governments and open Universities may also be utilised.

The programme shall be developed in a blended mode by judiciously mixing the components of resource-based self learning, face-to-face counselling and workshops and technology-enabled interaction and learning.

**7.2. (I) Self Learning Materials:** The programme shall be conducted with full professional expertise. Self Learning materials both print and non print, must be based on the principles of instructional design and the pedagogy of self learning, and be duly approved by the appropriate mechanisms at the University/ DEC/ DEB and RCI. A blended learning approach (integration of methods and media) should be applied. The course materials shall be modular and credit-based. The study materials shall be made available to the learners in the beginning

of the session itself either in one go or in a phased manner as per the requirement of the programme.

**7.2. (II) Contact Programme:** Apart from the school based activities and practice teaching, in a programme of 05 semesters i.e. 2½ years duration, the personal contact programme shall cover counselling and workshops, seminar, presentations, report writing etc., and must be conducted at the headquarters and/or Study Centres convenient to the learners for a total period of six months. The personal contact programme shall be conducted as per details given below:

**7.2.(2).I Academic Counselling:** Academic counselling session shall be spread over the entire duration of the programme and be conducted on a regular basis depending on the need and convenience of the learners. The academic and perusal problems related to the course shall be discussed in the counselling sessions. The counselling session shall be utilized for providing personalised guidance to the learners regarding content difficulty, fieldworks, teaching practice, projects assignments, dissertation, time management , study skills, etc., A minimum of 140 study hours spread over 05 semesters i.e. 2½ years shall be devoted to the Counselling sessions. The Counselling sessions shall be organized in the form of tutorials and not as teaching sessions as the learning materials provided to the learners shall perform the teaching function.

**7.2.(2).II Workshops:** In the workshop, the learners shall acquire competencies and skills required be special teacher or special teacher educator. Therefore they shall be engaged in certain activities as individuals or in groups. The Study Centres shall also make arrangements for practice teaching in classroom and on simulated situations. The learners shall also be provided training in preparation and use of ICT, research tools, worksheets, course units, assignment etc. The learners shall be given sufficient opportunities to practice what they have learnt from the theory courses and what they are suppose to do in the classrooms. There shall be two workshops (one in each year) of 6 days duration each.

**7.2.(2).III School Based Activities:** the learners pursuing B.Ed.Spl.Ed. (Disability Specialization) system shall be involved in activities which a teacher is supposed to perform in the school. The school based activities have been mentioned in the curriculum framework of B.Ed.Spl.Ed. (Disability Specialization). The learners shall interact with a faculty member (a senior experienced teacher /principal/ faculty of the school/college where the learner is working) to work on school based activities. Thus a learners shall be supervised/guided by the mentor for a minimum of 15 study hours.

**7.2.(2).IV Teaching practice:** A learner enrolled in the B.Ed.Spl.Ed.(Disability Specialization). Programme shall go through a teaching practice for 03 months in the schools where he/she works, under supervision of senior teacher/academic counsellor. Each lesson will be guided, supervised, assessed, lesson and feedback given. The learner shall be provided constructive feedback on his/ her performance (strength and weakness) by the supervisor/ teacher educators. Thus, the learners shall discuss with supervisor/teacher educators the preparation of the lesson plans, delivery of lesson and feedback on the lessons

delivered. Each learner shall receive personal supervision and feedback on his/her teaching practice from the teacher.

### **8. Internal & External Examination**

The University headquarter staff shall develop curriculum, self-learning materials, model lesson plans and multimedia learning process for use at the Study Centres. There shall be student assignment and at least 25% weightage be given to assessment of assignments. At the end of first and second years, external examinations will be conducted by the respective State Open University. Study Centres shall conduct examination of practice teaching and work experience components by appointing internal and external examiners.

### **9. Programme Organization**

University/ Institutions offering B.Ed.Spl.Ed.(Disability Specialization) shall maintain their website to enable students to have access to all learning material and resources to interact with their peers, to facilitate-student discussions on suitable social media or networking services.

### **10. Website**

All the University/ Institutions offering B.Ed.Spl.Ed.(Disability Specialization) shall ensure transparency by uploading detail information on their website regarding student's enrolment, list of programme study centres, academic counsellors, mentors regional consultants and the schools where the teacher trainees are expected to undergo teaching practice.

### **11. Academic Calendar**

The University offering B.Ed.Spl.Ed.(Disability Specialization) institution shall prepare the calendar for all academic activities regarding admission notification, counselling, practicum and examinations, and ensure that they conduct their activities according to the calendar.

### **12. Programme Catalogue**

The University shall also prepare manuals for learners, and mentors, counsellors, and resource persons for the implementation of the programme activities.

### **13. Library at University**

There shall be a well-equipped library with adequate number of prescribed textbooks and reference books in Special Education, Educational Technology Library, ICT Library, Psychological Equipment, CDs Encyclopedias, Journals of Teacher Education and Distance Education. In addition, Self-instructional material in sufficient quantity shall be available in English/Hindi/Regional Languages.

### **14. Library at Study Centre**

There shall be a library equipped with text and reference books on special education and general teacher education of respective disability area, educational encyclopaedia, year-books, electronic publications, CD ROMs and journals on teacher education and Special

Education, distance education etc. Attempt should be made to procure the books listed in the curriculum of the course prescribed by RCI.

#### **15. Constitution of Advisory Committee**

The University shall constitute an 'Advisory Committee' to manage the academic and administrative matters of the Special Education Department at University. The Advisory Committee shall report to the Academic Council and Executive Council of the University. The University shall maintain a separate book of accounts for Special Education Department at Headquarter. The major part of the income shall be used for the academic enrichment, maintenance and strengthening of infrastructural facilities in r/o Special Education Programme at the University Department .

#### **16. Provision of Infrastructural Facilities**

##### **16.1 At University Headquarter**

Adequate number of cubical rooms for faculty members, an office room with photocopiers, a large room for computer operators for maintaining database of students, another room for production/ processing of learning materials, a store for the storing and dispatch of learning materials and equipped with an audio-video studio for recording of lessons and production of CDs and a large Conference Room for conducting meetings/teleconferencing shall be made available at University Headquarter.

##### **16.2 At Study Centre**

The institution selected for a study centre for contact programme for implementing the B.Ed.Spl.Ed.(Disability Specialization) or any special education courses shall provide necessary infrastructural facilities such as the barrier free rooms/ ramps/ accessible toilet/ Cabin for trainee/ faculty members, psycho Educational laboratory, language laboratory, work Experience laboratory, computer Room, internet facilities, conference room with audio visual aids. Besides, the aids and appliances necessary for training programme in the respective area of disability should also be available.

#### **17. Procedure to be followed by the University for Approval from RCI**

The application should be submitted in the prescribed Performa by the Registrar of the University along with the requisite documents for consideration of their request by the Council for signing of MoU between them.

#### **18. Procedure to be followed by the Institute for Approval from RCI to become Study Centre**

Institution fulfils the eligibility conditions as mentioned at Para. No. 5 (i) above may apply to the Council on the prescribed format along with the requisite documents and the prescribed fee in the form of Demand Draft, drawn in favour of 'Rehabilitation Council of India-Projects', payable at New Delhi with a copy to the concerned University. On receipt of the proposal, the Council may process for further action, provided maximum intake i.e. 500 allocated to the concerned University should not exceed in a given session.



## **19. Procedure to be followed by University for Renewal of MoU**

- 19.1 The University may approach to the RCI for continuation/ renewal of MOU, which was initially signed, ordinarily six month prior to the date of expiry of earlier MOU.
- 19.2 The RCI may constitute an Expert Committee to review and assess the present status of infrastructural facilities, and the quality of the existing academic special education programmes in the University.
- 19.3 The Expert committee constituted by RCI shall visit the University to assess the facilities available with the University for the courses of study as per the norms and guidelines of the RCI and the committee shall submit its report to the RCI.
- 19.4 The RCI after considering the report of the committee may permit the University to continue with the special education programme under the Open and Distance Learning system.

## **20. Monitoring of Programme at University Department**

- 20.1 University from time to time shall furnish the detail reports in r/o year-wise, disability-wise enrolment status of trainees, faculty details, status of total fee collected, remittance of fee share to Study Centre and RCI and any other information as may be required by the Council to enable it to assess the academic standards of special education programmes being offered, and the administrative and financial management.
- 20.2 The Member Secretary/ Chairperson, RCI or nominate any experts to visit University to oversee the implementation of the training programme at least once in two years to ensure the required standards.

## **21. Assessment of Study Centre by the University/ RCI**

- 21.1 Every Study Centre shall provide information with regard to required infrastructure facilities for physical verification by the team of visiting experts deputed by Council/ University. Accordingly, they will submit their report to RCI/ University.
- 21.2 The Vice-Chancellor of the University and Member Secretary ,RCI shall cause every Study Centre to be inspected, at least once in every two years, by a team of visiting experts appointed by the RCI and University for the purpose.
- 21.3 Each Study Centre shall apply to the RCI in prescribed form for the continuation of the Study Centre with the fees as prescribed by the Council after the expiry of approval.
- 21.4 The Member Secretary shall communicate the decision of the Council to the Study Centre.

## **22. Closing of Study Centre by University/ RCI**

- 22.1 If a Study Centre fails to comply with conditions as contained in the Certificate of Approval of RCI or in the MOU signed between Study Centre & University. The

University /RCI may issue a show cause notice to the Institution/Study Centre as to why not disciplinary action to be taken against the institute which may lead to withdrawal of approval.

- 22.2 The Study Centre may submit their written clarification against the notice within a period of 30 days.
- 22.3 If the University/ RCI withdraw permission of running its programme from Study Centre then the closure of Study Centre shall be as per the procedure and time frame that may be laid down by RCI.

### **23. Norms for Regular Faculty at the University Head Quarter**

The existing faculty norms will be applicable only for the first year of the academic session 2015-16. Revised norms will be applicable from the academic session 2016-17 onwards (second year of the course starting in 2015-16). Information with regard to appointment of faculty to be submitted to the Council.

**NOTE:** M.Ed.Spl.Ed.(ODL), PGPC and PGPD courses are provisionally kept on hold by the RCI.

### SEMESTER-WISE CURRICULUM FRAMEWORK FOR B.Ed.Spl.Ed.(ODL)

Course Code	Course Title	Weightage/ Marks
<b>Semester –I ( July to December)</b>		
A1	Human Growth and Development	100
A2	Contemporary India and Education	100
B7	Introduction to Sensory Disabilities	50
B8	Introduction to Sensory Disabilities	50
B9	Introduction to Locomotor and Multiple Disabilities	50
E1	Cross Disability and Inclusion	50
	<b>Total</b>	<b>400</b>
<b>Semester –II ( January To June)</b>		
A3	Learning Teaching & Assessment	100
A4	Pedagogy of Teaching Science/ Social Studies / Mathematics - any one	100
B6	Inclusive Education	50
C12	Assessment and Identification of Needs	100
E2	Disability Specialization	50
	<b>Total</b>	<b>400</b>
<b>Semester –III (July to December)</b>		
A5	Hindi/English/Regional Language- any one	100
C13	Curriculum Designing, Adaptation and Evaluation	100
C14	Intervention & Teaching Strategies	100
E2	Disability Specialization	100
	<b>Total</b>	<b>400</b>
<b>Semester –IV (January To June)</b>		
B10	Skill base optional Course ( Cross Disability & Inclusion)	50
C15	Technology & Disability	100
C16	Psycho Social and Family Issues	50
F1	Main Disability Special School ( Related to Area C)	100
D17	Reading and Reflecting on Text	50
D18	Drama and Art in Education	50
	<b>Total</b>	<b>400</b>
<b>Semester –V ( July to December)</b>		
B11	Skill base optional Course ( Disability Specialization)	50
D19	Basic Research and basic statistics	50
E1	Cross Disability and Inclusion	100
F2	Other Disability Practical: (Special School (Related to Area B)	100
F3	Inclusive School Practical ( Related to Area B and C)	100
	<b>Total</b>	<b>400</b>
	<b>Grand Total of Semester (I to V)</b>	<b>2000</b>

## **AREA - A**

### **CORE COURSES**

A1	Human Growth & Development
A2	Contemporary India and Education
A3	Learning, Teaching and Assessment
A4	Pedagogy of Teaching (Special Reference to Disability) Any one
	PART I : Science (Special Reference to Disability)
	PART II: Mathematics (Special Reference to Disability)
	PART III: Social Studies (Special Reference to Disability)
A5	Pedagogy of Teaching (Special Reference to Disability) Any one
	PART IV: Hindi / Regional Language (Special Reference to Disability)
	PART V: English (Special Reference to Disability)

# SEMESTER I

## SEMESTER-WISE STRUCTURE

### SEMESTER – I

Course	Course title	Credits	Weightage / Marks
A1	Human Growth & Development	4	100
A2	Contemporary India and Education	4	100
B7	Introduction to Sensory Disabilities (VI, HI, Deaf-blind)	2	50
B8	Introduction to Neuro Developmental Disabilities (LD, ID / MR, ASD)	2	50
B9	Introduction to Locomotor & Multiple Disabilities (Deaf-Blind, CP, MD)	2	50
C12	Assessment and Identification of Needs	4	100
E1	Practical: Cross Disability and Inclusion	2	50
<b>TOTAL</b>		<b>20</b>	<b>500</b>

**Engagement with field as part of courses indicated below:**

Sl. No.	Task for the Student-teachers	Course	Place
1	Assignment / Project	A1	Institute
2	Assignment / Project	A2	Institute
3	Assessment & Identification of Needs	C12 (All disabilities)	Camp / Clinic / School, etc. for minimum of fifteen hours

#### **Area E1: Practical- Cross Disability and Inclusion**

Tasks for the Student-teachers	Disability Focus	Educational Setting	Hrs (60)	Description
Classroom observation	Major Disability	Special school	25	Minimum 30 school Periods
	Other than Major disability	Minimum 3 Special schools for other disabilities	25	Minimum 30 school Periods
	Any Disability	Inclusive Schools	10	Minimum 10 school Periods

- *Schedule for practical for E-1 shall be included in the time table (ten working days may be allocated).*
- *Observations as mentioned are essential. However, if schools for other disability are not available in the nearby area, the same may be interpreted as observation at Inclusive school/ education/services being provided in the resource room/ home based education or vice versa with other disability.*

# HUMAN GROWTH & DEVELOPMENT

**Course Code: A 1**

**Credit: 04**

**Contact Hours: 60**

**Marks: 100**

## Introduction

This course exposes student-teachers to the study of child and human development in order to gain a better understanding about variations and the influence of socio-cultural-political realities on development. A critical understanding of theoretical perspectives of development would aid in their application in teaching learning process. Through close observation of children in their natural environments the teacher trainee would be able to situate their theoretical knowledge within realistic frames. This course would also be able to equip them to reflect and critique the normative notions of childhood and adolescence.

## Objectives

After studying this course the student- teachers will be able to

- *Explain the process of development with special focus on infancy, childhood and adolescence.*
- *Critically analyze developmental variations among children.*
- *Comprehend adolescence as a period of transition and threshold of adulthood.*
- *Analyze different factors influencing child development.*

## Unit 1: Approaches to Human Development

- 1.1 Human development as a discipline from infancy to adulthood
- 1.2 Concepts and Principles of development
- 1.3 Developing Human- Stages (Prenatal development, Infancy, Childhood, Adolescence, Adulthood)
- 1.4 Nature vs Nurture
- 1.5 Domains (Physical, Sensory- perceptual, Cognitive, Socio-emotional, Language & communication, Social relationship)

## Unit 2: Theoretical Approaches to Development

- 2.1 Cognitive & Social- cognitive theories (Piaget, Vygotsky, Bruner, Bandura)
- 2.2 Psychosocial Theory (Erikson)
- 2.3 Psychoanalytic Theory (Freud)
- 2.4 Ecological Theory (Bronfrenbrenner)
- 2.5 Holistic Theory of Development (Steiner)

## Unit 3: The Early Years (Birth to Eight Years)

- 3.1 Prenatal development: Conception, stages and influences on prenatal development
- 3.2 Birth and Neonatal development: Screening the newborn - APGAR Score, Reflexes and responses, neuro-perceptual development

- 3.3 Milestones and variations in Development
- 3.4 Environmental factors influencing early childhood development
- 3.5 Role of play in enhancing development

#### **Unit 4: Early Adolescence (From nine years to eighteen years)**

- 4.1 Emerging capabilities across domains of physical and social emotional
- 4.2 Emerging capabilities across domains related to cognition - metacognition, creativity, ethics
- 4.3 Issues related to puberty
- 4.4 Gender and development
- 4.5 Influence of the environment (social, cultural, political) on the growing child

#### **Unit 5: Transitions into Adulthood**

- 5.1 Psychological well-being
- 5.2 Formation of identity and self-concept
- 5.3 Emerging roles and responsibilities
- 5.4 Life Skills and independent living
- 5.5 Career Choices

#### **Engagement with the field as part of course as indicated below**

##### **Hands on Experience**

- Observe children in various settings and identify milestones achieved.
- Seminar on human development
- Writing Journal for reflection and case study

##### **Suggested Readings**

- Berk, L. E. (2000). Human Development. Tata Mc.Graw Hill Company, New York.
- Brisbane, E. H. (2004). The developing child. Mc.Graw Hill, USA.
- Cobb, N. J. (2001). The child infants, children and adolescents. Mayfield Publishing Company, California.
- Hurlock, E. B. (2005). Child growth and development. Tata Mc.Graw Hill Publishing Company, New York.
- Hurlock, E. B. (2006). Developmental Psychology- A life span approach. Tata Mc.Graw Hill Publishing Company, New Delhi.
- Meece, J. S., & Eccles J. L (Eds) (2010). Handbook of Research on Schools, Schooling and Human Development. New York: Routledge.
- Mittal, S. (2006). Child development- Experimental Psychology. Isha Books, Delhi.
- Nisha, M. (2006). Introduction to child development, Isha Books, Delhi.
- Papalia, D. E., & Olds, S. W. (2005). Human development. Tata Mc.Graw Hill Publishing Company, New York.



- Santrock, J. W. (2006). Child Development., Tata Mc.Graw Hill Publishing Company, New York.
- Santrock, J. W. (2007). Adolescence. Tata Mc.Graw Hill Publishing Company, New Delhi.

## CONTEMPORARY INDIA AND EDUCATION

**Course Code: A2**

**Credit: 04**

**Contact Hours: 60**

**Marks: 100**

### Introduction

This course will enable student-teachers to explore education from philosophical and sociological perspective and hands on experience of engaging with diverse communities, children and schools. It also traces the educational developments in the historical context leading to contemporary India. The course also includes various commissions and policies and issues and trends in the field of education, special education and inclusive education.

### Objectives

After completing this course the student-teachers will be able to

- *Explain the history, nature and process and Philosophy of education.*
- *Analyse the role of educational system in the context of Modern Ethos.*
- *Understand the concept of diversity.*
- *Develop an understanding of the trends, issues, and challenges faced by the contemporary Indian Education in global context.*

### Unit 1: Philosophical Foundations of Education

- 1.1 Education: Concept, definition and scope
- 1.2 Agencies of Education: School, family, community and media
- 1.3 Philosophies of Education: idealism, naturalism, pragmatism, existentialism, humanism, constructivism and connectionism
- 1.4 Classical Indian Perspective (Buddhism, Jainism, Vedanta Darshan, Sankya Darshan)
- 1.5 Indian Philosophers (Aurobindo, Gandhi, Tagore, Krishna Murthy)

### Unit 2: Understanding Diversity

- 2.1 Concept of Diversity
- 2.2 Types of Diversity: Gender, linguistic, cultural, socio-economic and disability
- 2.3 Diversity in learning and play
- 2.4 Addressing diverse learning needs
- 2.5 Diversity: Global Perspective

### Unit 3: Contemporary Issues and Concerns

- 3.1 Universalisation of School Education, Right to Education and Universal Access
- 3.2 Issues of a) Universal enrolment b) Universal retention c) Universal learning
- 3.3 Issues of quality and equity: Physical, economic, social, cultural and linguistic, particularly w.r.t girl child, weaker sections and disabled

- 3.4 Equal Educational Opportunity: (i) Meaning of equality and constitutional provisions  
(ii) Prevailing nature and forms of inequality, including dominant and minority groups and related issues
- 3.5 Inequality in Schooling: Public-private schools, rural-urban schools, single teacher schools and other forms of inequalities such as regular and distance education system

#### **Unit 4: Education Commissions and Policy (School Education)**

- 4.1 Constitutional provisions on education that reflect National Ideals: Equality, liberty, secularism, and social justice
- 4.2 National Commissions and Policies: Education Commission (1964), NPE and POA (1986, 1992), National Policy for Persons with Disabilities (2006)
- 4.3 National Acts: RCI Act, 1992, PWD Act, 1995, NT Act, 1999, RTE Act (2009 & 2012).
- 4.4 Programmes and Schemes: IEDC (1974, 1983), SSA (2000, 2011), RMSA, 2009, IEDSS, 2009
- 4.5 International Conventions and Policies: Salamanca Declaration and Framework, 1994; UNCRPD, 2006; MDG, 2015; INCHEON strategies

#### **Unit 5: Issues and Trends in Education**

- 5.1 Challenges of education from preschool to senior secondary
- 5.2 Inclusive education as a rights based model
- 5.3 Complementarity of inclusive and special schools
- 5.4 Language issues in education
- 5.5 Community participation and community based education

#### **Some Suggested Activities on contemporary issues**

- Comparative study of different settings
- Conflicts and social movements in India: Women, Dalit, Tribal and Disabled
- Educational debates and movements
- First generation learners
- Children with disabilities
- Inclusive education
- RTE act in the context of disadvantaged
- Linguistic and religious diversity
- Human rights, minority rights
- Educational status of various groups
- Special and inclusive schools
- Analysis of contemporary debates

#### **Essential Readings**

- Guha, R. (2007). India after Gandhi: The History of the World's Largest Democracy. Macmillan, Delhi.

- National Education Commission. (1964-66). Ministry of Education, Government of India, New Delhi.
- National Policy on Education. (1986 & 92). Ministry of Human Resource Development Government of India, New Delhi.
- Right to Education Act (2009). Ministry of Human Resource Development, Government of India, New Delhi.

### **Suggested Readings**

- Aggarwal, J. C. (1992). Development and Planning of Modern Education. Vikas Publishing House Pvt. Ltd., New Delhi.
- Ain, L. C. (2010). Civil Disobedience, Book Review Literary Trust: New Delhi. Select chapters.
- Anand, S. P. (1993). The Teacher & Education in Emerging Indian Society. NCERT, New Delhi.
- Bhat, B. D. (1996). Educational Documents in India. Arya Book Depot, New Delhi.
- Bhatia, K., & Bhatia, B. (1997). The Philosophical and Sociological Foundations. Doaba House, New Delhi.
- Biswas. A. (1992). Education in India. Arya Book Depot, New Delhi.
- Biswas. A., & Aggarwal, J.C. (1992). Education in India, Arya Book Depot, New Delhi.
- Chakravarty, S. (1987). Development Planning: The Indian Experience. Oxford University press, New Delhi.
- Chandra, B. (1997). Nationalism and Colonialism, Orient Longman, Hyderabad.
- Choudhary. K.C., & Sachdeva, L. (1995). Total literacy by 2000, IAE Association, New Delhi.
- Deaton A., & Dreze, J. (2008-2009). Poverty and Inequality in India in Raj Kapila and Uma Kapila (Ed.) in Indian Economy since Independence. Oxford University Press, New Delhi.
- Deshpande, S. (2004). Contemporary India: A Sociological View. Penguin, New Delhi.
- Dubey, S. C. (2001). Indian Society, National Book Trust, New Delhi.
- Famous Speeches of Gandhi ji: Speech on the Eve of The Last Fast, January 12, 1948.
- <http://unesdoc.unesco.org/images/0023/002322/232205e.pdf>
- <http://www.gandhi-manibhavan.org/gandhicomelive/speech8.htm>
- <http://www.mkgandhi.org/speeches/speechMain.htm>
- Jain, L.C. (2010). Civil Disobedience. Book Review Literary Trust, New Delhi.
- Jagannath. M. (1993). Indian Education in the Emerging Society. Sterling publishers Pvt. Ltd., New Delhi.

- Jangira, N.K. (2012). NCERT Mother of Inclusive Education Address on Golden Jubilee of NCERT at RIE, Ajmer on 01 Sept. 2012.
- Kashyap, S. C. (2009). The Constitution of India. National Book Trust, New Delhi.
- Mahendru, M., & Roy, S. (2011). A Handbook on Disability Rehabilitation & Special Education. Educare Publications, New Delhi.
- Sapra, C. L., & Aggarwal, A. (1987). Education in India some critical Issues. National Book Organisation, New Delhi.
- Saraswathi, T. S. (1999). Culture, Socialization and Human Development. Sage Publications, New Delhi.
- Sen, A., & Dreze, J. (1997). India: Economic Development and Social Opportunity, Oxford India, Delhi.
- Speeches of Gandhi ji: Speech on the Eve of The Last Fast, January 12, 1948. Government of India, New Delhi.
- Steven, B. (1998). School and Society. Sage Publications, New Delhi.
- Suresh, D. (1998). Curriculum and Child Development. Bhargav, Agra.
- Taneja, V.R. (1998). Educational Thoughts and Practice, Delhi University Publications.
- Vaidyanathan, A. (1995). The Indian Economy: Crisis, Response and Prospects. Tracts of the Times. Orient Longman Publications, New Delhi.
- Weber, O.C. (1990). Basic Philosophies of Education. Rinehart and Winston, New York Holt.

## INTRODUCTION TO SENSORY DISABILITIES

**Course Code: B 7**

**Credits: 02**

**Contact Hours: 30**

**Marks: 50**

### Introduction

The course is designed to provide a basic understanding to the student-teachers about the nature and needs of different types of sensory disabilities. It will also equip them in undertaking screening, planning and instructing students with sensory disabilities.

### Objectives

After completing this course, the student-teachers will be able to

- *Name the different types of sensory impairments and its prevalence and describe the process of hearing & implications of various types of hearing loss.*
- *Explain the issues & ways to address challenges in educating students with hearing loss.*
- *Describe nature, characteristics & assessment of students with low vision & visual impairment.*
- *Suggest educational placement and curricular strategies for students with low vision & visual impairment.*
- *Explicate the impact of deaf-blindness & practices for functional development.*

### Unit 1: Hearing Impairment: Nature & Classification

**5 Hours**

- 1.1 Types of sensory impairments: Single (Hearing Impairment & Visual Impairment) & Dual sensory impairment (Deaf-blindness)
- 1.2 Importance of hearing
- 1.3 Process of hearing & its impediment leading to different types of hearing loss
- 1.4 Definition of hearing loss, demographics & associated terminologies: deaf/ Deaf/ deafness/ hearing impaired/ disability/ handicapped
- 1.5 Challenges arising due to congenital and acquired hearing loss

### Unit 2: Impact of Hearing Loss

**5 Hours**

- 2.1 Characteristics of learners with hearing loss and impact of different degrees of hearing impairment on communication
- 2.2 Language & communication issues attributable to hearing loss and need for early Intervention
- 2.3 Communication options, preferences & facilitators of individuals with hearing loss
- 2.4 Issues & measures in literacy development and scholastic achievement of students with hearing loss
- 2.5 Restoring techniques using human (interpreter) & technological support (hearing devices)

**Unit 3: Visual Impairment- Nature and Assessment****5 Hours**

- 3.1. Process of Seeing and Common Eye Disorders in India
- 3.2. Blindness and Low Vision--Definition and Classification
- 3.2. Demographic Information--NSSO and Census 2011
- 3.4. Importance of Early Identification and Intervention
- 3.5. Functional Assessment Procedures

**Unit 4: Educational Implications of Visual Impairment****5 Hours**

- 4.1. Effects of Blindness- Primary and Secondary
- 4.2. Selective Educational Placement
- 4.3. Teaching Principles
- 4.4. Expanded Core Curriculum- Concept and Areas
- 4.5. Commonly Used Low Cost and Advanced Assistive Devices

**Unit 5: Deaf-blindness****10 Hours**

- 5.1 Definition, causes, classification, prevalence and characteristics of deaf-blindness
- 5.2 Effects and implications of deaf-blindness on activities of daily living & education
- 5.3 Screening, assessment, identification & interventional strategies of deaf-blindness
- 5.4 Fostering early communication development: Methods, assistive devices and practices including AAC
- 5.5 Addressing orientation, mobility & educational needs of students with deaf-blindness

**Course Work/ Practical/ Field Engagement**

- Develop a checklist for screening of children for hearing impairment
- Develop a checklist for screening of children for low vision
- Develop a checklist for screening of children for blindness
- Develop a checklist for screening of children for deaf blindness
- Journal based on observations of teaching children with sensory disabilities

**Transactions**

Visits, Observations, Videos and Interactions with Students with Disabilities

**Essential Readings**

- Bradford, L. J. & Hardy, W.G. (1979). Hearing and Hearing Impairment. New York: Grune and Stratton.
- Davis, H. & Silverman, S. R. (1970). Hearing and Deafness - Part I. Holt, London: Rinehart & Winston.
- Holbrook, C.M., & Koenig, A. J. (Eds.) (2000). Foundations of Education, Vol I: History and Theory of Teaching Children and Youths with Visual Impairments. (2<sup>nd</sup> ed): New York: AFB Press.

- Handbook on Deafblindness (2005). Sense International India. Retrieved online on 24/4/2015 from [http://www.google.co.in/url?sa=t&rct=j&q=&esrc=s&source=web&cd=3&ved=0CDEQFjAC&url=http%3A%2F%2Fssa.nic.in%2Finclusive-education%2Ftraining-module-for-resource-teachers-for-disable-children%2FModule%25202%2520Deafblindness.pdf%2Fat\\_download%2Ffile&ei=LkY6VdGLOIKymAW604CgDg&usg=AFQjCNHxJc9OazS1f-TSI\\_HgQqJKxWjs\\_A&sig2=LIBWuGnYE0OLPtpK5FCHEg&bvm=bv.91427555,d.dGY](http://www.google.co.in/url?sa=t&rct=j&q=&esrc=s&source=web&cd=3&ved=0CDEQFjAC&url=http%3A%2F%2Fssa.nic.in%2Finclusive-education%2Ftraining-module-for-resource-teachers-for-disable-children%2FModule%25202%2520Deafblindness.pdf%2Fat_download%2Ffile&ei=LkY6VdGLOIKymAW604CgDg&usg=AFQjCNHxJc9OazS1f-TSI_HgQqJKxWjs_A&sig2=LIBWuGnYE0OLPtpK5FCHEg&bvm=bv.91427555,d.dGY)
- Kelley, P., & Gale, G. (1998). Towards Excellence: Effective education for students with vision impairments. Sydney: North Rocks Press.
- Lowenfeld, B. (1973). Visually Handicapped Child in School and Society; American Foundation for the Blind; New York.
- Lynas, W. (2000). Communication options. In J. Stokes (Ed), Hearing Impaired Infants – Support in the first eighteen months. London: Whurr Publishers Ltd.
- Martin, F. N., & Clark, J.G. (2009). Introduction to Audiology. 10th ed. Boston: Pearson Education.
- Martin, F.N., & Clark, J.G. (2012). Introduction to Audiology. 11th ed. Boston: Pearson Education.
- National Institute for the Visually Handicapped (2015). Information Booklet on Visual Impairment in India, Dehradun: Government of India.
- Nerbonne, M. A., & Schow, R.L. (2002). Introduction to Audiologic Rehabilitation. Boston: Allyn and Bacon.
- Nerbonne, M. A., & Schow, R.L. (2013). Introduction to Audiologic Rehabilitation. 6th ed. Boston: Pearson Education.
- Northern, J. L., & Downs, M. P. (2002). Hearing in Children (5th Ed.). Philadelphia: Williams & Wilkins
- Prescod, S. V. (1978). Audiology Handbook of Hearing Disorders. New York: Van Nostrand Reinhold Company.
- Sataloff, R. T., & Sataloff, J. (2005). Hearing Loss. (4th Ed.) London: Taylor & Francis.
- Sims, L.G., Walter, G.G., & Whitehead, R.L. (1981). Deafness and Communication: Assessment and Training. Baltimore: Williams and Wilkins.
- Warren, D.H. (1994). Blindness and Children: An Individual Differences Approach. New York: Cambridge University Press.

### **Suggested Readings**

- Auditory-Verbal International (1991). Auditory-Verbal Position Statement. Auricle 4, 11-12.
- Harp, B. (2006). The handbook of literacy assessment and evaluation, (3rd Eds). Norwood. Christopher-Gordon Publishers, Inc., Norwood, M.A.



- Katz, J. (1985). Handbook of Clinical Audiology(4th Ed.).Williams and Wilkins, Baltimore.
- Loreman, T., Deppeler, J., & Harvey, D. (2005). Inclusive education - A practical guide to supporting diversity in the classroom. (2nd Eds.). Routledge, London.
- Norris, G. H., & Romer, L.T. (1995). Welcoming Students who are deafblind to typical classrooms. Paul H. Brookes, New Jersey.
- Pandey, R. S., & Advani, L. (1995). Perspectives in Disability and Rehabilitation. Vikas Publishing House Pvt. Ltd. New Delhi.
- Proceedings from National Conference on Centenary for Work for the Blind in India (1987). All India Confederation of the Blind and Christoffel Blinden Mission. R.K.Printers, New Delhi.
- Scholl, G.T. (1986). Foundations of Education for Blind and Visually Handicapped Children and Youth. American Foundation for the BLind, New York.
- Tucker, I., & Nolan, M. (1984).Educational Audiology. Croom Helm, London.
- Tye-Murray, N. (1998). Intervention Plans for Children. In Tye-Murray N. (Eds) Foundations of Aural Rehabilitation. Singular, San Diego.

## INTRODUCTION TO NEURO DEVELOPMENTAL DISABILITIES

**Course Code: B 8**

**Credits: 02**

**Contact Hours: 30**

**Marks: 50**

### **Introduction**

The course integrates relevant subject matter in the areas of Learning Disability, intellectual Disability and Autism Spectrum Disorder. This course will prepare preservice teachers to work with students with Neuro Developmental disabilities in inclusive and specialized settings. It fosters the acquisition of the broad-based knowledge and skills needed to provide effective educational programs for students with learning and behavior characteristics. The course emphasizes implications for educational and vocational programming, curriculum, and instruction.

### **Objectives**

After completing the course the student-teachers will be able to

- *Discuss the characteristics and types of learning disability.*
- *Describe the tools, areas of assessment and apply intervention strategies to enhance learning.*
- *Explain the characteristics and types of Intellectual disability.*
- *Describe the tools, areas of assessment and prepare and apply intervention strategies for independent living.*
- *Explain the characteristics and types of Autism Spectrum Disorder.*
- *Describe the tools, areas of assessment and apply intervention strategies.*

### **Unit 1: Learning Disability: Nature, Needs and Intervention**

- 1.1 Definition, Types and Characteristics
- 1.2 Tools and Areas of Assessment
- 1.3 Strategies for reading, Writing and Maths
- 1.4 Curricular Adaptation, IEP, Further Education,
- 1.5 Transition Education, Life Long Education

### **Unit 2: Intellectual Disability: Nature, Needs and Intervention**

- 2.1 Definition, Types and Characteristics
- 2.2 Tools and Areas of Assessment
- 2.3 Strategies for Functional Academics and Social Skills
- 2.4 Assistive Devices, Adaptations, Individualized Education Plan, Person Centered Plan, Life Skill Education
- 2.5 Vocational Training and Independent Living

### **Unit 3: Autism Spectrum Disorder: Nature, Needs and Intervention**

- 3.1 Definition, Types and Characteristics
- 3.2 Tools and Areas of Assessment
- 3.3 Instructional Approaches
- 3.4 Teaching Methods
- 3.5 Vocational Training and Career Opportunities

#### **Transaction**

This course should be taught through lectures, discussion, demonstrations, presentations and workshops. They should be given hands on training in assessments of specific needs of children, interpretation of test reports and develop strategies for classroom intervention

#### **Course Work/ Practical/ Field Engagement**

- Develop an Assessment Tool for a child with learning disability in the given area
- Prepare a transition plan from school to college for an LD Child
- Prepare a life skill curriculum
- Prepare a screening tool for children with Autism Spectrum Disorder
- Prepare teacher made test for functional assessment of a given child with ID/ Autism
- Plan an educational program on the basis of an assessment report of a child with ID/Autism

#### **Essential Readings**

- Accardo, P.J., Magnusen, C., & Capute, A.J. (2000). Autism: Clinical and Research Issues. York Press, Baltimore.
- American Psychiatric Association. (2000). Diagnostic and Statistical Manual of Mental Disorders (4<sup>th</sup> ed. TR). Washington DC.
- Bala, M.J. (2004). Methods of Teaching Exceptional Children. Discovery, New Delhi.
- Browning, R. E. (2004). Teaching Students with Behaviour and Severe Emotional Problems. <http://www.k12.wa.us/specialed/families/pubdocs/bestpractices.pdf>

#### **Suggested Readings**

- Higgins, J. (2003) Practical Ideas that Really Work for Students with Dyslexia and Other Reading Disorders. PRO-ED, Austin.
- Moyes, R.A. (2010). Building Sensory Friendly Classrooms to Support Children with Challenging Behaviors: Implementing Data Driven Strategies. Sensory World, Texas.
- Pierangelo, R., & Giuliani G.A. (2003). Transition services in Special Education, Allyn & Bacon, London.
- Reddy G.L., & Rama, R. (2000). Education of Children with Special Needs. Discovery Pub, New Delhi.

- Simpson, R. L., & Myles, B. S. (2008). Educating Children and Youth with Autism: Strategies for Effective Practice. Pro Ed. Texas.
- Smith, D.D. (2003). Introduction to Special Education Teaching in an Age of opportunity. Allyn & Bacon, Boston.
- Strichart, S. S. (1993). Teaching Study Strategies to Students with Learning Disabilities. Allyn & Bacon, Boston.
- Swady, E.R. (1989). Diagnosis & Correction of Reading, Difficulties. Allyn & Bacon, Boston.
- Taylor, B. (1988). Reading Difficulties: Instruction and Assessment. Random House, New York.
- Wong, B. Y. L. (1996) .The ABCs of learning disabilities (1<sup>st</sup> ed.) Academic Press, San Diego, CA.

## INTRODUCTION TO LOCOMOTOR AND MULTIPLE DISABILITIES

**Course Code: B 9**

**Credits: 02**

**Contact Hours: 30**

**Marks: 50**

### Introduction

The course aims to develop understanding about planning effective educational programme and functional activities for students with locomotor and multiple disabilities. This course intends to develop required skills in teacher trainee to identify the children with locomotor and multiple disabilities and also plan an effective programme education as well as for creating awareness on these conditions. Teacher is also expected to plan an effective therapeutic and programme and also refer for medical intervention whenever if necessary.

### Objectives

After completing the course the student-teachers will be able to

- *Identify the persons with Locomotor disabilities such as Cerebral Palsy, Amputees, Polio, Leprosy cured, Muscular dystrophies, Neural and spinal defects and Multiple disabilities.*
- *Plan an effective programme for creating awareness about the persons with Locomotor disabilities and Multiple disabilities.*
- *Plan an effective therapeutic and programme for the persons with Locomotor disabilities and Multiple disabilities and to refer for medical intervention if necessary.*
- *Plan an effective educational programme and functional activities for the persons with Locomotor disabilities and Multiple disabilities.*

### Unit 1: Cerebral Palsy (CP)

- 1.1. CP: Nature, Types and Its Associated Conditions
- 1.2. Assessment of Functional Difficulties of CP including Abnormalities of Joints and Movements (Gaits)
- 1.3. Provision of Therapeutic Intervention and Referral of Children with CP
- 1.4. Implications of Functional Limitations of Children with CP in Education and Creating Prosthetic Environment in School and Home: Seating Arrangements, Positioning and Handling Techniques at Home and School
- 1.5. Facilitating Teaching-Learning of Children with CP in School, IEP, Developing TLM; Assistive Technology to Facilitate Learning and Functional Activities

### Unit 2: Amputees, Polio, Spinal Cord Injuries Spina-bifida and Muscular Dystrophy

- 2.1. Definition, Meaning and Classification
- 2.2. Assessment of Functional Difficulties
- 2.3. Provision of Therapeutic Intervention and Referral

- 2.4. Implications of Functional Limitations for Education and Creating Prosthetic Environment in School and Home: Seating Arrangements, Positioning and Handling Techniques at Home and School
- 2.5. Facilitating Teaching-Learning: IEP, Developing TLM; Assistive technology

### **Unit 3: Multiple Disabilities and Other Disabling Conditions**

- 3.1 Multiple Disabilities: Meaning and Classifications
- 3.2 Various Combinations of Multiple Disabilities and Associated Conditions Such as Epilepsy, Motor and Sensory Conditions
- 3.3 Other Disabling Conditions such as Leprosy Cured Students, Tuberous Sclerosis and Multiple Sclerosis
- 3.4 Implications of Functional Limitations for Education and Creating Prosthetic Environment in School and Home: Seating Arrangements, Positioning and Handling Techniques at Home and School
- 3.5 Facilitating Teaching-Learning: IEP, Developing TLM; Assistive technology

### **Course Work/ Practical/ Field Engagement (any one of the following)**

- Undertake a case study after identifying a child with cerebral palsy or a child with Multiple Disabilities. Assess the child's difficulties in activities of daily living and academic activities and develop an intervention plan.
- Undertake a survey on 50 children with different disabilities and find out how many children are affected with cerebral palsy and multiple disabilities. Find out the causes of their disabling conditions and what difficulties these children are facing in attending their schools.

### **Essential Readings**

- Miller, F. and Bachrach, S.J. (2012). Cerebral Palsy: A Complete Guide for Caregiving. A Johns Hopkins Press Health Book.
- Sarva Siksha Abhiyan. Module on Cerebral Palsy. [http://ssa.nic.in/inclusive-education/training-module-for-resource-teachers-for-disable-children/Module%205%20Cerebral%20Palsy.pdf/at\\_download/file](http://ssa.nic.in/inclusive-education/training-module-for-resource-teachers-for-disable-children/Module%205%20Cerebral%20Palsy.pdf/at_download/file)
- Sarva Siksha Abhiyan . Module on Multiple Disabilities. [http://ssa.nic.in/inclusive-education/training-module-for-resource-teachers-for-disable-children/Module%203%20Multiple%20Disability.pdf/at\\_download/file](http://ssa.nic.in/inclusive-education/training-module-for-resource-teachers-for-disable-children/Module%203%20Multiple%20Disability.pdf/at_download/file)

## ASSESSMENT AND IDENTIFICATION OF NEEDS

**Course code: C 12**

**Credits: 04**

**Contact Hours: 60**

**Marks: 100**

### Objectives

After completing the course student-teachers will be able to

- *Comprehend historical perspective, nature and needs and characteristics of persons with Intellectual Disability.*
- *Understand various procedures, areas and approaches of assessment and their relevance.*
- *Gain insight into importance of assessment at Pre School and school level and become familiar with development and adaptive behavioural assessment and assessment tools at pre school level.*
- *Get familiarized assessment tools for independent living, provisions and schemes for vocational skills development and implication of assessment.*
- *Develop understanding about significance of different types of family needs their assessment and implications for extending support to their families, demonstration.*

### Unit 1: Intellectual Disability - Nature and Needs

- 1.1 Historical Perspective of Intellectual Disability (ID)
- 1.2 Definitions of Intellectual Disability – ICD-10, AAIDD, WHO, PwD Act 1995, RPD bill (Proposed), DSM (Latest)
- 1.3 Etiology Causes and Prevention
- 1.4 Classification – Medical, Psychological, Educational (Recent) and ICF
- 1.5 Screening, Identification, Characteristics and Needs of PwID

### Unit 2: Assessment

- 2.1 Concept, Meaning, Definition and urpose of Educational assessment
- 2.2 Methods of Assessment - Observation, Interview and Rating Scale
- 2.3 Types and Approaches - NRT, CRT, CBA & Teacher Made Tests
- 2.4 Areas of Assessment - Medical, Psychological, Educational, Behavioural & Ecological
- 2.5 Documentation of assessment, Result interpretation & Report writing– Implication of all the above for Inclusion

### Unit 3: Assessment at Pre-School and School levels

- 3.1 Importance of Assessment at Pre- School and School level
- 3.2 Developmental and Adaptive Behaviour Assessment
- 3.3 Assessment Tools at Pre-School level – Upanayan, Aarambh, Portage, MDPS, FACP
- 3.4 Assessment Tools at School Ages – MDPS, BASIC-MR, GLAD, Support Intensity Scale

3.5 Documentation of assessment, Result interpretation & Report writing– Implication of class level assessment & its relation to Inclusion with resource support

#### **Unit 4: Assessment at Adult and Vocational levels**

- 4.1 Significance of Assessment for Independent living of PwIDs
- 4.2 Assessment for Transition from School to Work
- 4.3 Assessment Tools for Independent Living –BASAL-MR, VAPS
- 4.4 Provisions & Schemes of MoSJE for Vocational Skill Development
- 4.5 Documentation of assessment, Result interpretation & Report writing – Implications of assessment, Outcomes for Community living

#### **Unit 5: Assessment of Family Needs**

- 5.1 Significance of psychosocial needs and its assessment in family
- 5.2 Assessment of parental needs and its implication in planning IFSP
- 5.3 Assessment of siblings and its implication in planning IFSP
- 5.4 Assessment of extended families needs and its implication in planning IFSP
- 5.5 Assessment of family and community resources for inclusion and strengthening of family, documentation, recording and reporting

#### **Course Work/ Practical/ Field Engagement (Any one)**

##### **Camp/ Community Mode**

- To conduct awareness programs on MR/ID in urban/ rural areas
- To organize awareness rally involving stakeholder like Parents, Families, Teachers & Employers
- To conduct advocacy program for PwIDs

##### **School Mode**

- To organise workshops for Parents, Siblings, Peer Group.
- To conduct awareness program on Skill Development for PwID
- To organize skill development program for PwID in a project mode
- To organize events for co-curricular activities
- To organise exhibition on subject TLMs related to maths, language, science, etc.

##### **Clinical Mode**

- Presentation of Case Study on Behaviour Modification
- To organize workshops for preparing Teacher Made Tests, Identification tools, TLM Kits, Report Writing, Schedules for parental and service user feedback.
- To present Clinical Observation, Anecdotal analysis & Book/ Journal Reviews related to disability



### Essential Readings

- Baine, D. (1988). Handicapped Children in Developing Countries, Assessment, Curriculum and Instruction. University of Alberta, Alberta,
- Evans, P. & Verma, V. (Eds.) (1990). Special Education. Past Present and Future. Improving instruction. Allyn & Bacon, Boston.
- Longone, (1990). Teaching Retarded learners Curriculum and Methods for Mental Retardation, NIMH, Secunderabad.
- Myreddi, V., & Narayan, J. (1998). Functional Academics for students with Mild Mental Retardation, NIMH, Secunderabad.
- Myreddi, V., & Narayan, J. (2004). FACP – PMR, NIMH, Secunderabad.
- Narayan, J. (1990). Towards independence series 1 to 9. NIMH, Secunderabad
- Narayan, J. (2003) Educating children with learning problems in regular schools
- Narayan, J. (2003) Grade Level Assessment Device for Children with Learning Problems in Regular Schools, NIMH, Secunderabad
- Narayan, J., Myreddi, V. Rao, S. (2002). Functional Assessment Checklist for NIMH, Secunderabad.
- Overton, T. (1992). Assessment in Special Education: An Applied Approach. New Jersey
- Panda, K.C. (1997). Education of Exceptional Children. Vikas, New Delhi.
- Repp, A.C. (1983). Teaching the Mentally Retarded. Prentice Hall, New Jersey.

### Suggested Readings

- Myreddi, V., & Narayan, J. (1998). Functional Academics for students with mental retardation - A guide for teachers. Secunderabad: NIMH.
- Narayan, & Kutty, A.T.T. (1989). Handbook for Trainers of the Mentally Retarded persons Pre-primary level. NIMH, Secunderabad.
- Narayan, J. (1999). School readiness for children with special needs. NIMH, Secunderabad.
- Peshwaria, R., & Venkatesan. (1992). Behavioural approach for teaching mentally retarded children : A manual for teachers, NIMH, Secunderabad
- Polloway, E.A., & Patton, J.R. (1993). Strategies for teaching learners with special needs. New York: Macmillan Publishing Company.
- Pun, M. & Sen A.K. (1989) Mentally Retarded Children in India.
- Romila, S. (1997). School Readiness programme. New Delhi: NCERT
- Sharma, P. (1995). Basics on Development and Growth of a child, New Delhi
- Subba Rao, T.A. (1992). Manual on Developing Communication Skills in Mentally Retarded Children

- Taylor, R.L. (1993). Assessment of Exceptional Students Educational and
- Van Riper, C.A. and Emerick. L. (1990). Speech Correction-An introduction to speech
- Video Films. (2002). Help them learn make it easy, NIMH, Secunderabad.

# **PRACTICUM: MR/ID**

## **Semester - I**

**E 1: Cross disability & inclusion**

**Hours: 10**

**Credits: 02**

**Marks: 50**

<b>Disability Focus</b>	<b>Educational Setting</b>	<b>Hrs (60)</b>	<b>Tasks for the Student-teachers</b>	<b>Description</b>
ID	Special school of PwID	40 hrs	Classroom Observation, Assessment and IEP  a. ECSE,  b. Pre-Primary  c. Primary  d. Secondary  e. Prevocational	Minimum 10 school Periods       Develop IEP for 1 student with ID at ECSE and Pre-Primary level.
HI, VI, LV CP, ASD or Multiple Disabilities	Minimum 3 Special schools for HI, VI, LV CP, Autism or Multiple Disabilities	15 hrs  (5 Hrs each in each disability)	Classroom Observation and Report	Minimum 30 school Periods       10 school Periods in each Special school
Any Disability	Inclusive School available in the neighbourhood	5 hrs	Classroom Observation and Report	Minimum 10 school Periods

*Schedule for practical for E-1 shall be included in the time table (ten working days may be allocated).*

*Observations as mentioned are essential. However, if schools for other disability are not available in the nearby area, the same may be interpreted as observation at Inclusive*

*school/ education/ services being provided in the Resource room/ Home based education or vice versa with other disability.*

# SEMESTER II

## SEMESTER – II

Course	Course title	Credits	Weightage / Marks
A3	Learning, Teaching and Assessment	4	100
A4	Pedagogy of School Subjects (ANY ONE from Part I to Part V)	4	100
A5	Pedagogy of School Subjects (ANY ONE from Part I to Part V)	4	100
B6	Inclusive Education	2	50
C13	Curriculum Designing, Adaptation and Evaluation	4	100
E2	Practical: Disability specialization	2	50
	<b>TOTAL</b>	<b>20</b>	<b>500</b>

**Engagement with field as part of as indicated below:**

S.No.	Task for the Student-teachers	Course	Place
1	Assignment / Project / Presentation	A3	Institute
2	Assignment / Project / Presentation	B6	Institute
3	Assignment / Project / Presentation	C13	Institute/ Special/ Inclusive School
4	Assignment / Project / Presentation	A4/A5	

### Area E2: Practical- Disability Specialization (Area C)

*Note: Schedule for practical for E-1 shall be included in the time table (minimum ten working days may be allocated). Skill for Micro teaching shall be selected with reference to Major Disability*

Sl.No.	Tasks for the Student-teachers	Disability Focus	Educational Setting	Hrs (60)	Description
1.1	Classroom observation	Major Disability	Special school	30	Observation of all subjects at different level, minimum 50 school periods.
1.2	a. Lesson planning for subjects selected	Major Disability	For Special school & Inclusive Set up	10	10 lessons
	b. Lesson planning focussing on adaptation, evaluation	Major Disability	For Special school & Inclusive Set up	10	10 lessons
1.3	a. Micro teaching & simulated teaching on selected skills	General	Institute	5	10 lessons
	b. Micro teaching & simulated teaching on 5 each from lessons planned in 1.2	Major Disability	Institute	5	10 lessons

## LEARNING, TEACHING AND ASSESSMENT

**Course Code: A 3**

**Credits: 04**

**Contact Hours: 60**

**Marks: 100**

### Introduction

This Course will initiate student-teachers to understand learning theories and as these translate into teaching and learning actions. Assessment of learning as a continuous process is also focused. The course also needs to focus on the PwD as Learner and their special education needs that teacher needs to address in diverse education settings.

### Objectives

After completing this course the student-teachers will be able to

- *Comprehend the theories of learning and intelligence and their applications for teaching children*
- *Analyse the learning process, nature and theory of motivation*
- *Describe the stages of teaching and learning and the role of teacher*
- *Situate self in the teaching learning process*
- *Analyze the scope and role of assessment in teaching learning process in order to introduce dynamic assessment scheme for educational set up towards enhanced learning.*

### Unit 1: Human Learning and Intelligence

- 1.1 Human learning: Meaning, definition and concept formation
- 1.2 Learning theories:
  - Behaviourism: Pavlov, Thorndike, Skinner
  - Cognitivism: Piaget, Bruner
  - Social Constructism: Vygotsky, Bandura
- 1.3 Intelligence:
  - Concept and definition
  - Theories: Two-factor, Multifactor, Triarchic Theory (Robert Steinberg)
- 1.4 Creativity: Concept, Definition and Characteristics
- 1.5 Implications for Classroom Teaching and Learning

### Unit 2: Learning Process and Motivation

- 2.1 Sensation: Definition and Sensory Process
- 2.2 Attention: Definition and Affecting Factors
- 2.3 Perception: Definition and Types
- 2.4 Memory, Thinking, and Problem Solving
- 2.5 Motivation: Nature, Definition and Maslow's Theory

### **Unit 3: Teaching Learning Process**

- 3.1 Maxims of Teaching
- 3.2 Stages of Teaching: Plan, Implement, Evaluate, Reflect
- 3.3 Stages of Learning: Acquisition, Maintenance, Generalization
- 3.4 Learning Environment: Psychological and Physical
- 3.5 Leadership Role of Teacher in Classroom, School and Community

### **Unit 4: Overview of Assessment and School System**

- 4.1 Assessment: Conventional meaning and constructivist perspective
- 4.2 'Assessment of Learning' and 'Assessment for Learning': Meaning and difference
- 4.3 Comparing and contrasting assessment, evaluation, measurement, test and examination
- 4.4 Formative and summative evaluation, Curriculum Based Measurement
- 4.5 Revisiting key concepts in school evaluation: filtering learners, marks, credit, grading, choice, alternate certifications, transparency, internal-external proportion, improvement option

### **Unit 5: Assessment: Strategies and Practices**

- 5.1 Strategies: (Oral, written, portfolio, observation, project, presentation, group discussion, open book test, surprise test, untimed test, team test, records of learning landmark, cloze set/open set and other innovative measures) Meaning and procedure
- 5.2 Typology and levels of assessment items: Multiple choice, open ended and close ended; direct, indirect, inferential level
- 5.3 Analysis, reporting, interpretation, documentation, feedback and pedagogic decisions
- 5.4 Assessment of diverse learners: Exemptions, concessions, adaptations and accommodations;
- 5.5 School examinations: Critical review of current examination practices and their assumptions about learning and development; Efforts for exam reforms: Comprehensive and Continuous Evaluation (CCE), NCF (2005) and RTE (2009)

### **Engagement with the field as part of course as indicated below:**

- I. Report submission: observation of children belonging to any three stages of development and describing applications of development in teaching-learning contexts
- II. Preparation of Self study report on individual differences among learners
- III. Prepare a leaflet for parents on better emotional management of children
- IV. Compilation of 5 CBM tools from web search in any one school subject
- V. Team presentation of case study on assessment outcome used for pedagogic decisions
- VI. Report on community participation in school assessment or study recent ASAR report to understand school independent assessment



## **Transaction and Evaluation**

This concepts and theoretical precepts included in this course should be explained with reference to children with and without disabilities. The effort of transaction should be to enhance the understanding of how learning occurs and what are the suitable means of its assessment. Evaluation may be done by asking student-teachers to children with and without disabilities and present a report of the same.

## **Essential Readings**

- Amin, N. (2002). Assessment of Cognitive Development of Elementary School Children: A Psychometric Approach. Jain Book Agency, New Delhi.
- Chauhan, S.S. (2013). Advanced Educational Psychology. Jain Book Agency, Delhi.
- King-Sears, E.M. (1994). Curriculum Based Assessment in Special Education. Singular Publishing Group, San Diego, CA.
- Panch, R. (2013). Educational Psychology: Teaching and Learning Perspective. McGraw Hill Education (India) Private Limited, New Delhi.
- Paul, P. (2009). Language and Deafness. Singular publication.
- Salvia, John, Ysseldyke, James, E. And Bolt, Sara. (2007). Assessment in Special and Inclusive Education. Houghton Mifflin Company, Boston.
- Whitcomb, S., & Merrell, K.W. (2012). Behavioral, Social, and Emotional Assessment of Children and Adolescents, Routledge, New York.
- Woolfolk, A., Misra, G., & Jha, A.K. (2012). Fundamentals of Educational Psychology, (11<sup>th</sup> edn). Pearson Publication, New Delhi.

## **Suggested Readings**

- Geisinger, K.F. (2013). APA Handbook of Testing and Assessment in Psychology. American Psychological Association, USA.
- Guskey, T. R., & Bailey. J (2000). Grading and Reporting. Thousnad Oaks. Corwin King, CA.
- Howell, K. W., & Nolet, V. (2000). Curriculum-Based Evaluation: Teaching and decision making. Wadsworth, Ontario.
- McMillan, J. H. (2001). Classroom Assessment: Principles and Practice for Effective Instruction. Allyn and Bacon, London.
- Nevo, D. (1995). School based Evaluation. Pergamon Publishing, Oxford.
- Salvia, J., & Ysseldyke. J.E. (1998). Assessment. (7th ed) Houghton Mifflin, Boston.

## PEDAGOGY OF TEACHING SCIENCE

**Course Code: A 4 (Part I)**

**Credits: 04**

**Contact Hours: 60**

**Marks: 100**

### **Introduction**

The course will help the student-teachers to generate their student's interest for learning science and develop a scientific attitude. It is designed to equip the student-teachers to teach science using innovative methods, techniques and teaching learning material to students with & without disabilities.

### **Objectives**

After completing the course the student-teachers will be able to

- *Explain the role of science in day to day life and its relevance to modern society.*
- *Describe the aims and objectives of teaching science at school level.*
- *Demonstrate and apply skills to select and use different methods of teaching the content of sciences.*
- *Demonstrate competencies of planning for teaching sciences, organizing laboratory facilities and equipment designing pupil centered teaching learning experiences.*
- *Demonstrate skills to design and use various evaluation tools to measure learner achievement in sciences.*

### **Unit 1: Nature and Significance of Science**

- 1.1 Nature, Scope, Importance and Value of Science
- 1.2 Science As An Integrated Area of Study
- 1.3 Science and Modern Indian Society: Relationship of Science and Society
- 1.4 Impact of Science with Special Reference to Issues related with Environment, Industrialization and Disarmament
- 1.5 Role of Science for Sustainable Development

### **Unit 2: Planning for Instruction**

- 2.1 Aims and Objectives of Teaching Science in Elementary and Secondary School
- 2.2 Bloom's Taxonomy of Educational Objectives and Writing Objectives in Behavioural Terms
- 2.3 Lesson Planning – Importance and Basic Steps. Planning Lesson for an Explanation, Demonstration, and Numerical Problem in Teaching of Sciences
- 2.4 Unit Planning – Format of A Unit Plan
- 2.5 Pedagogical Analysis: Meaning and Need. Guidelines for Conducting Pedagogical Analysis

### **Unit 3: Approaches and Methods of Teaching Sciences**

- 3.1 Process Approach, Direct Experience Approach, Inductive-Deductive Approach
- 3.2 Lecture, Demonstration, Discussion, Problem-solving, Concept-mapping, Programmed Instruction, Team Teaching, Seminar, Computer Assisted Learning (CAL)
- 3.3 Project Method and Heuristic Method
- 3.4 Creating Different Situations of Learning Engagement: Group Learning, Individual Learning, Small Group, Cooperative (Peer-Tutoring, Jigsaw, etc.), Situated/Contextual Learning with reference to Children with Disabilities
- 3.5 Constructivist Approach and its Use in Teaching Science

### **Unit 4: Learning Resources with reference to Children with Disabilities for Teaching Science**

- 4.1 Teaching Learning Aids – Need, Importance, Selection, Use and Classification of Aids Based on Type of Experience, Audio Visual Aids, Multimedia, Charts, and Models (Tactile and Visual)
- 4.2 Importance of Co-Curricular Activities-Science Club, Science Exhibition, Science Text Books-Characteristics and Significance with reference to Children with Disabilities
- 4.3 The Science Laboratory-Planning Organization of Lab, Storage, Record Keeping and Safety of Scientific Equipments with reference to Children with Disabilities
- 4.4 Aquarium, Vivarium – Role in Teaching with Setting & Maintaining
- 4.5 Museum, Botanical And Zoological Garden: Role In Teaching

### **Unit 5: Evaluation**

- 5.1 Evaluation- Concept, Nature and Need
- 5.2 Norm Referenced & Criterion Referenced Evaluation, Comprehensive and Continuous Evaluation: Concept and Significance, Scholastic and Co-Scholastic Assessment
- 5.3 Tools and Techniques for Formative and Summative Assessments
- 5.4 Preparation of Diagnostic Test and Achievement Test
- 5.5 Adaptations of Evaluation Procedure With Reference To Children With Disabilities

### **Practical/ Field Engagement/Project Work**

#### **Any one of the following**

- I. Pedagogical analysis of a unit from Science content.
- II. Preparation of a multimedia presentation on a topic from Science content keeping students with disabilities in view.
- III. Developing an Action Research Plan on a problem related to teaching and learning of Sciences to students with disabilities to students with disabilities.
- IV. Construction of a diagnostic test for unit along with a remedial plan.

- V. Comparative analysis of prescribed syllabus and textbooks of different Boards  
Curricular innovations in respective subject areas
- VI. Curricular adaptations for teaching Sciences to students with disabilities.

### Essential Readings

- Brown, R. (1978). Science instruction of visually Impaired Youth. New York: AFB.
- Buxton, A. C. (2010). Teaching Science in Elementary and Middle School. New Delhi: Sage Publications.
- Bybee, R. (2010b). The teaching of science: 21st-century perspectives. Arlington, VA: NSTA Press, USA.
- Fensham, P.J. (1994). The content of Science: A constructive Approach to its Teaching and Learning. Washington, D.C: The Falmer Press.
- Gupta, V. K. (1995). Teaching and Learning of Science and Technology. New Delhi: Vikas Publishing House Pvt. Ltd.
- Henninen, K. A. (1975). Teaching of Visually Handicapped, Ohio: Charles E. Merrill Publishing Company.
- Joshi, S. R. (2005). Teaching of Science. New Delhi: A.P.H Publishing Corporation.
- Kelley, P., & Gale, G. (1998). Towards Excellence: Effective education for students with vision impairments, Sydney: North Rocks Press.
- Lawson, E. A. (2010). Teaching Inquiry Science in Middle School, New Delhi: Sage Publications.
- Layton, D. (1989). Innovations in Science and Technology Education, New Delhi: Sterling Publishers.
- Mani, M. N. G. (1992). Techniques of teaching blind children, New Delhi: Sterling Publishers.
- Mukhopadhyay, S., Jangira, N. K., Mani, M.N.G., & Raychowdhary, N. (1987). Sourcebook for training teachers of visually impaired, New Delhi: NCERT.
- Murray, L. J. (1988). Basic Skills – Science, Boston: John Murrey.
- NCERT (1982). Teaching Science in secondary schools, New Delhi: NCERT.
- NIVH (1992). Handbook for the teachers for the visually handicapped, Dehradun
- Scholl, G.T. (1986). Foundations of education for blind and visually handicapped children and youth, New York: American Foundation for the blind.
- Sharma, R.C. (2005). Modern Science teaching, Delhi: Dhanpat Rai & Sons.
- Siddiqui, H. M. (2007). Teaching science, New Delhi: Balaji offset.
- Siddiqui, N.N., & Siddiqui, M.N. (1994). Teaching of science today & tomorrow, Delhi: Doaba House.
- Starin, A., & Sund, B. (1983). Teaching science through discovery. Ohio: Charles E. Merrill Publishing Company.

- Tripathi, S. (2004). Teaching of Physical Science, Delhi: Dominant Publications.
- UNESCO (1966). Source Book for Science Teaching, Paris: UNESCO.
- Vaidya, N. (2003). Science Teaching in Schools, New Delhi: Deep & Deep Publishers.
- Vanaja, M. (2006). Teaching of Physical Science, Hyderabad: Neelkamal Publications.

### **Suggested Readings**

- Gupta, S.K. (1983). Technology of Science Education. Vikas Publishing House Pvt. Ltd., Delhi.
- Gupta, V. K. (1995). Readings in Science and Mathematics Education. The Associated Press, Ambala.
- Mangal, S.K., & Mangal, S.(2005). Teaching of Biological Sciences. International Publishing House, Meerut.
- Rao, V.K. (2004). Science Education. APH Publishing Corp., New Delhi.

## PEDAGOGY OF TEACHING MATHEMATICS

**Course Code: A 4 (Part II)**

**Credits: 04**

**Contact Hours: 60**

**Marks: 100**

### Introduction

The course will help the student-teachers to generate their student's interest for learning maths and develop dispositions towards the subject. It is designed to equip the learners to teach maths using innovative methods, techniques and teaching learning material for children with & without disabilities.

### Objectives

After completing the course the student-teachers will be able to

- *Explain the nature of Mathematics and its historical development with contribution of Mathematicians.*
- *Describe the aims and objectives of teaching Mathematics at school level.*
- *Demonstrate and apply skills to select and use different methods of teaching Mathematics.*
- *Demonstrate competencies of planning for teaching Mathematics, organizing laboratory facilities and equipment designing pupil centered teaching learning experiences.*
- *Demonstrate skills to design and use various evaluation tools to measure learner achievement in Mathematics.*

### Unit 1: Nature of Mathematics

- 1.1 Meaning, Nature, Importance and Value of Mathematics
- 1.2 Axioms, Postulates, Assumptions and Hypothesis in Mathematics
- 1.3 Historical Development of Notations and Number Systems
- 1.4 Contribution of Mathematicians (Ramanujam, Aryabhatta, Bhaskaracharya, Euclid, Pythagoras)
- 1.5 Perspectives on Psychology of Teaching and Learning of Mathematics- Constructivism, Enactivism, Vygotskyian Perspectives, and Zone of Proximal Development

### Unit 2: Objectives and Instructional Planning in Mathematics

- 2.1 Aims and Objectives of Teaching Mathematics in Elementary and Secondary Schools
- 2.2 Bloom's Taxonomy of Educational Objectives and Writing Objectives in Behavioural Terms
- 2.3 Lesson Planning– Importance and Basic Steps. Planning Lesson of Arithmetic, Algebra and Geometry
- 2.4 Unit Planning – Format of A Unit Plan

2.5 Pedagogical Analysis: Meaning and Need and Procedure for Conducting Pedagogical Analysis. Classification of Content, Objective, Evaluation, etc

### **Unit 3: Strategies for Learning and Teaching Mathematics**

- 3.1 Concept Formation and Concept Attainment: Concept Attainment Model for Learning and Teaching of Concepts
- 3.2 Learning By Exposition: Advanced Organizer Model
- 3.3 Methods of Teaching- Lecture, Discussion, Demonstration, Inductive-Deductive, Analytic-Synthetic, Problem-Solving, And Project
- 3.4 Techniques of Teaching Mathematics: Oral Work, Written Work, Drill-Work, Brain-Storming and Computer Assisted Instruction (CAI)
- 3.5 Creating Different Situations of Learning Engagement: Group Learning, Individual Learning, Small-Group, Cooperative (Peer-Tutoring, Jigsaw, etc.), and Situational/Contextual Learning

### **Unit 4: Teaching-Learning Resources in Mathematics for Students with Disabilities**

- 4.1 Mathematics Laboratory- Concept, Need, and Equipment for Setting Up a Mathematics Laboratory
- 4.2 Utilization of Learning Resources in Mathematics: Charts and Pictures, Weighing and Measuring Instruments, Drawing Instruments, Models, Concrete Materials, Surveying Instruments With Reference To Children With Disabilities
- 4.3 Bulletin Boards and Mathematics Club
- 4.4 Abacus, Cussionaire Rods, Fractional Discs, Napier Strips
- 4.5 Calculators, Computers, Smart Boards, Multimedia Presentations, and Special Aids and Appliances For Children With Disabilities

### **Unit 5: Assessment and Evaluation for Mathematics Learning**

- 5.1 Assessment and Evaluation- Concept, Importance and Purpose
- 5.2 Error Analysis, Diagnostic Tests, Identification of Hard Spots and Remedial Measures
- 5.3 Tools and Techniques for Formative and Summative Assessments of Learner Achievement in Mathematics, Comprehensive and Continuous Evaluation in Mathematics
- 5.4 Preparation of Diagnostic and Achievement Test
- 5.5 Adaptations in Evaluation Procedure for Students With Disabilities

### **Practical/ Field Engagement/ Project Work**

#### **Any one of the following**

- I. Pedagogical analysis of a unit of content from secondary school Mathematics Syllabus
- II. Preparation of a multimedia presentation on a topic with special reference to students with disabilities
- III. Construction of a question paper based on current CBSE format/concerned State Board of education, preparing its Scoring key, and marking scheme

- IV. Analyzing errors committed by school children in Mathematics and preparing a remedial plan
- V. Developing an Action Research proposal for a problem related to teaching and learning of Mathematics with reference to students with disabilities

### **Transactions**

Lecture cum demonstration, Workshops and Seminars

### **Essential Readings**

- Carey, L.M. (1988). Measuring and Evaluating School Learning. Allyn and Bacon, Boston.
- Chambers, P. (2010). Teaching Mathematics. Sage Publication, New Delhi.
- Chapman, L.R. (1970). The Process of Learning Mathematics. Pregamon Press, New York.
- David, A.H., Maggie, M.K., & Louann, H.L. (2007). Teaching Mathematics Meaningfully: Solutions for Reaching Struggling Learners, Canada: Amazon Books.
- David, W. (1988). How Children Think and Learn. Blackwell Publishers Ltd., New York.
- Gupta, H. N., & Shankaran, V. (1984). Content-Cum-Methodology of Teaching Mathematics. NCERT, New Delhi.
- James, A. (2005). Teaching of Mathematics. Neelkamal Publication, New Delhi.
- Kumar, S. (2009). Teaching of Mathematics. Anmol Publications, New Delhi.
- Mangal, S.K. (1993). Teaching of Mathematics. Arya Book Depot, New Delhi.
- Mani, M. N. G. (1992). Techniques of Teaching Blind Children. Sterling Publishers, New Delhi.
- Mukhopadhyaya, S., Jangira, N. K., Mani, M.N. G., & Raychaudhary, N. (1988). Sourcebook for Training Teachers of Visually Handicapped. NCERT, New Delhi.
- Nemeth, A. (1973). Nemeth Code for Mathematics and Scientific Notation. American Printing House, Loviseville.
- Siddhu, K.S. (1990). Teaching of Mathematics. Sterling Publishers, New Delhi.

### **Suggested Readings**

- Keeley, P. K., & Cheryl, T. R. (2011). Mathematics Formative Assessment. Sage Publications. London.
- National Curriculum Framework. (2005). NCERT, New Delhi.
- National Curriculum Framework for Teacher Education. (2009). NCTE, New Delhi.
- Teaching of Mathematics (ES-342), Blocks 1-4. (2000). IGNOU, New Delhi.
- Text Books of Mathematics for Class-VI to X. (2006). NCERT, New Delhi.



## **PEDAGOGY OF TEACHING SOCIAL SCIENCE**

**Course Code: A 4 (Part III)**

**Credits: 04**

**Contact Hours: 60**

**Marks: 100**

### **Introduction**

This course explores the scope of social science. It develops competencies in designing lesson plans and evaluations tools. It addresses the knowledge and understanding of the methodologies, approaches to teach social sciences at secondary level and also modify and adapt content-area curricula, materials and techniques for students with disabilities. The course also focuses on various skills and competencies that teachers need to develop.

### **Objectives**

After completing the course the student-teachers will be able to

- *Explain the concept, nature and scope of social science.*
- *Develop competencies for designing unit and lesson plans, as well as tools of evaluation for social science teaching.*
- *Develop skills in preparation and use of support materials for effective social science teaching.*
- *Develop the ability to organize co-curricular activities and community resources for promoting social science learning.*

### **Unit I: Nature of Social Sciences**

- 1.1 Concept, scope and nature of social science
- 1.2 Difference between social sciences and social studies
- 1.3 Aims and objectives of teaching social science at school level
- 1.4 Significance of social science as a core subject
- 1.5 Role of social science teacher for an egalitarian society

### **Unit II: Curriculum and Instructional Planning**

- 2.1 Organization of social science curriculum at school level
- 2.2 Instructional Planning: Concept, need and importance
- 2.3 Unit plan and Lesson plan: need and importance
- 2.4 Procedure of Unit and Lesson Planning
- 2.5 Adaptation of unit and lesson plans for children with disabilities

### **Unit III: Approaches to teaching of Social Science**

- 3.1 Curricular approaches: a) Coordination, b) Correlational, c) Concentric, d) Spiral, e) Integrated, f) Regressive
- 3.2 Methods of teaching social science: Lecture, discussion, socialized recitation, source and project method

- 3.2.1. Devices and techniques of teaching social studies – Narration, description, illustration, questioning, assignment, field trip, story telling, Role play, Group and self study, programmed learning, inductive thinking, Concept mapping, expository teaching and problem solving
- 3.3 Accommodations required in approaches for teaching children with disabilities
- 3.4 Instructional material for teaching of social science: Time-lines & Genealogical charts, Maps & Globes, Use of different types of Boards(Smart boards, Chalk Board, Flannel Board), Tape-records, Radio, Television, Films & Filmstrips, Overhead Projector, Social science games and Power Point Presentation
- 3.5 Adaptations of material for teaching children with disabilities

#### **Unit IV: Evaluation of Learning in Social Science**

- 4.1 Purpose of evaluation in social science
- 4.2 Techniques of evaluating learner achievement in social Science: Written and Oral tests, Observation Tools, Work Samples, Portfolio
- 4.3 Assessment: tools and techniques of Continuous and Comprehensive Evaluation (CCE) for curricular and co-curricular subjects
- 4.4 Construction of teacher made test
- 4.5 Diagnostic testing and enrichment techniques for children with disabilities

#### **Unit V: Social Science Teacher as a Reflective Practitioner**

- 5.1 Being a reflective practitioner- use of action research
- 5.2 Developing an Action Research Plan for solving a problem in teaching-learning of Social science
- 5.3 Case study- Need and Importance for a School Teacher
- 5.4 Development of a Professional Portfolio/ Teaching Journal
- 5.5 Competencies for teaching Social science to children with disabilities

#### **Transaction**

The student-teachers should be encouraged to read chapters and articles. There may be quizzes, seminars, field trips, lectures, demonstrations, school visits and observations to teach this course.

#### **Course Work/ Practical/ Field Engagement**

- Prepare a unit of social science content for a given child with disabilities
- Develop an Action Research Plan on a problem related to teaching and learning in Social Science
- Adapt teaching learning materials for a child with disabilities
- Develop questions and achievement tests in social science
- Organize activities like quiz, mock-parliament, field trips, exhibitions and any other co-curricular activities in schools

### **Essential Readings**

- Aggarwal, J. C. (2008). Principles, methods & techniques of teaching. Vikas Publishing House Pvt Ltd., Meerut.
- Batra, P. (2010). Social Science Learning in Schools Perspective and Challenges. Sage Publications Pvt. Ltd., New Delhi.
- Chauhan, S. S. (2008). Innovations in teaching learning process. Vikas Publishing House Pvt Ltd., New Delhi.
- Dhand, H. (2009). Techniques of Teaching. APH Publishing Corporation, New Delhi.
- Duplass, J. A. (2009). Teaching elementary social studies. Atlantic Publishers, New Delhi.
- Mangal, U. (2005). Samajik Shikshan, Arya Book Depot, New Delhi.

### **Suggested Readings**

- Aggarwal, J.C. (2008). Teaching of social studies: A practical approach. Vikas Publishing House Pvt Ltd., Meerut.
- George, A. M., & Madam, A. (2009). Teaching Social Science in Schools, NCERT, New Delhi.
- Mangal, S.K. (2004). Teaching of Social Science, Arya Book Depot, Delhi.
- Rai, B.C. (1999). Methods of Teaching Economics. Prakashan Kendra, Lucknow.
- Sharma, R.A. (2008). Technological foundation of education. R.Lall Books Depot., Meerut.
- Sharma, R.N. (2008). Principles and techniques of education. Surjeet Publications, Delhi.
- Singh, Y.K. (2009). Teaching of history: Modern methods. APH Publishing Corporation, New Delhi.
- Stone, R. (2008). Best Practices for Teaching Social Studies: What Award-Winning Classroom Teachers Do. Corwin, CA.

## PEDAGOGY OF TEACHING HINDI

Course Code: A 5 (Part IV)

Credits: 04

Contact Hours: 60 (60 घंटे)

Marks: 100

**पाठ्यक्रम के उद्देश्य** – प्रस्तुत पाठ्यक्रम द्वारा विद्यार्थियों इस योग्य होंगे कि –

- व्यक्ति तथा समाज के जीवन और विकास में भाषा के योगदान से परिचित होंगे ।
- मूलभूत भाषा कौशलों और भाषा अधिगम में उनकी भूमिका का अनुभव करेंगे ।
- इकाई नियोजन और पाठ योजना की प्रक्रिया में कुशल होंगे ।
- हिन्दी शिक्षण के विशिष्ट व्यावहारिक उद्देश्यों के निर्धारण और लेखन में सक्षम होंगे ।
- हिन्दी शिक्षण के अधिगम लक्ष्यों की प्राप्ति के लिए प्रयोज्य शिक्षण विधियों का प्रयोग करेंगे ।
- हिन्दी शिक्षण के उद्देश्यों की सहज प्राप्ति के लिए सहायक उपकरणों के निर्माण और उपयोग में दक्ष होंगे ।
- भाषा अधिगम में सतत् एवं व्यापक मूल्यांकन प्रविधि के उपयोग कुशलपूर्वक करेंगे ।
- भाषा अधिगम में विद्यार्थियों की कठिनाईयों के निराकरण के लिए क्रियात्मक अनुसंधान का प्रयोग करेंगे ।
- चिन्तन दैनन्दिनी और पोर्टफोलियो निर्माण की प्रविधि का उपयोग करेंगे ।

### पाठ्यवस्तु

**इकाई – 1 भाषा, हिन्दी भाषा की प्रकृति और प्रयोज्यता ।**

- 1.1 भाषा का प्रत्यय और उपयोगिता
- 1.2 बेली, विभाषा और मानक भाषा का प्रत्यय
- 1.3 शिक्षा, समाज, व्यापार, राजनीति, शोध एवं विकास में भाषा का योगदान
- 1.4 हिन्दी भाषा का नामकरण, संस्कृत से हिन्दी के उद्भव की प्रक्रिया
- 1.5 विश्वभाषा और भविष्य भाषा के रूप में हिन्दी का विकास का आकलन
- 1.6 मूल-भूत भाषा कौशलों श्रवण, वाचन, पठन और लेखन का परिचय

**इकाई-2 पाठ्यवस्तु संवर्धन**

- 2.1 हिन्दी साहित्य का समान्य परिचय
- 2.2 हिन्दी गद्य साहित्य की परम्परागत विधाएँ – कहानी, नाटक और महाकाव्य
- 2.3 हिन्दी गद्य साहित्य की आधुनिक विधाएँ – उपन्यास, यात्रा विवरण, जीवनी, आत्मकथा और संस्मरण ।
- 2.4 हिन्दी व्याकरण में उर्दू, अंग्रेजी और संस्कृत से समाविष्ट प्रत्यय ।
- 2.5 माध्यमिक स्तर पर हिन्दी पाठ्यक्रम में हुए परिवर्तनों का आकलन

### इकाई-3 भाषा अधिगम की प्रकृति और पाठ नियोजन

- 3.1 माध्यमिक स्तर पर हिन्दी शिक्षण के लक्ष्य और उद्देश्य ।
- 3.2 इकाई, नियोजन का प्रत्यय, इसका महत्व और निर्माणविधि ।
- 3.3 पाठयोजना का परिचय, उपयोग और महत्व ।
- 3.4 पाठयोजना के चरण और उनका क्रियान्वयन ।
- 3.5 हिन्दी शिक्षण के ज्ञानात्मक, बोधात्मक, कौशलात्मक और रुचिगत उद्देश्यों का निर्धारण ।
- 3.6 विशिष्ट उद्देश्यों का व्यावहारिक शब्दावली में लेखन ।
- 3.7 पाठ योजना के संरचनात्मक उपागम का परिचय और अभ्यास ।

### इकाई – 4 हिन्दी की विविध विधाओं के शिक्षण की विधियों का परिचय और उपयोग

- 4.1 माध्यमिक कक्षाओं में गद्य शिक्षण की उपयोगिता ।
- 4.2 गद्य शिक्षण की अर्थबोध, व्याख्या, विश्लेषण और संयुक्त विधि का परिचय और इनकी समीक्षा ।
- 4.3 माध्यमिक कक्षाओं के पाठ्यक्रम में पद्य के समावेश का उपयोगिता ।
- 4.4 पद्य शिक्षण की शब्दार्थ कथन, खण्डान्वय, व्यास और समीक्षा विधि का परिचय और इनकी उपयुक्तता का आकलन ।
- 4.5 माध्यमिक स्तर पर व्याकरण शिक्षण की आवश्यकता और उपयोगिता ।
- 4.6 व्याकरण शिक्षण की निगमन, आगतन, भाषासंसर्ग और पाठ्य-पुस्तक विधियों का मूल्यांकन ।

### इकाई – 5 भाषा अधिगम- शिक्षण में सहायक सामग्रियों का प्रयोग

- 5.1 शिक्षण उपकरणों का सन्दर्भ, महत्व और लाभ ।
- 5.2 अधिगम – शिक्षण के दृश्य उपकरणों के प्रकार ।
- 5.3 दृश्य उपकरणों- श्यामपट्ट, चार्ट, नक्शा, मानचित्र, प्रतिरूप, कार्यशील प्रतिरूप और फ्लैश कार्ड की प्रयोग विधि ।
- 5.4 श्रव्य उपकरणों – कॉम्पैक्ट डिस्क व कैसेटस् के प्रयोग विधि और अभ्यास ।
- 5.5 मुद्रित श्रव्य उपकरणों – अखबार, पत्रिकाओं और पुस्तकों का सहायक उपकरणों के रूप में प्रयोग ।
- 5.6 वैद्युदण्विक उपकरणों – टेलीविजन, कम्प्युटर और विश्वजाल के सहायक उपकरणों के रूप में प्रयोग की विधि और उपयोगिता ।
- 5.7 भाषा अधिगम में भाषा प्रयोगशाला के प्रयोग की विधि और समीक्षा ।

### इकाई – 6 भाषा अधिगम के मूल्यांकन की प्रविधि

- 6.1 मूल्यांकन की संकल्पना, उद्देश्य और महत्व ।

- 6.2 सतत् एवं व्यापक मूल्यांकन का संदर्भ ।
- 6.3 लेखन, पठन, श्रुतलेख, सुलेख, तीव्रलेखन, त्रुटिमुक्त लेखन, आशुभा और काव्यपाठ का सतत् एवं व्यापक मूल्यांकन प्रविधि द्वारा मूल्यांकन ।
- 6.4 कक्षागत पाठ्यसहगामी गतिविधियों – गीत, अभिनय, संवाद, क्रियाकलाप और नेतृत्व के गुणों का सतत् एवं व्यापक मूल्यांकन प्रविधि द्वारा मूल्यांकन ।
- 6.5 विद्यार्थियों के भाषा अधिगम का संचयीवृत्त बनाना ।

### इकाई –7 चिन्तशील साधक के रूप में शिक्षक

- 7.1 अनुवर्ती चिन्तन की आवश्यकता और महत्व ।
- 7.2 चिन्तर दैनन्दिनी और पोर्टफोलियों बनाना ।
- 7.3 विद्यार्थियों की अधिगम समस्याओं के निदान और समाधान के लिए क्रियान्वयक अनुसंधान का प्रयोग ।
- 7.4 पाठ्यक्रम, सहायक सामग्री और पाठ्यविधियों का आलोचनात्मक विवेचन ।
- 7.5 पाठ्यक्रम, सहायक सामग्री और पाठ्यविधियों पर विद्यार्थियों और अभिभावकों की प्रतिक्रियाओं का संग्रह ।

### प्रायोगिक कार्य –

- आधुनिक भाषा के रूप में हिन्दी के गुणों और स्थिति का अनुसंधान विवरण ।
- हिन्दी शिक्षण की किन्ही दो अधनुतन विधियों का परिचय एवं इनके उपयोग की तुलनात्मक समीक्षा ।
- हिन्दी शिक्षण के श्रवण, वाचन और लेखन अधिगम के सटीक मूल्यांकन के सतत् एवं व्यापक मूल्यांकन की प्रविधि के उपयोग का विवरण ।
- चिन्तन दैनन्दिनी, पोर्टफोलियों और आलोचनात्मक विवरणी के उपयोग की समीक्षा और इनकी प्रतिकृति का प्रस्तुतिकरण ।

मूल्यांकन बिन्दु	कक्षा परीक्षा	प्रायोगिक कार्य	पोर्टफोलियों	उपस्थिति	सत्रान्त परीक्षा
प्रदेय अंक	10	10	05	05	70

### सन्दर्भ पुस्तकें –

हिन्दी शिक्षण : अभिनव आयाम, डॉ. श्रुतिकान्त पाण्डेय, एक्सिस पब्लिकेशन, दरियागंज, नई दिल्ली, 2010

हिन्दी शिक्षण, उमा मंगल, आर्य बुक डिपो करोल बाग, नई दिल्ली 2005

हिन्दी शिक्षण डॉ. रामशकल पाण्डेय विनोद पुस्तक मन्दिर, आगरा, 2005

हिन्दी साहित्य का इतिहास, आचार्य रामचन्द्र शुक्ल, राजकमल प्रकाशन नई दिल्ली 2006

हिन्दी शिक्षण, रमन बिहारी लाल, रस्तोगी प्रकाशन मेरठ 2002

हिन्दी शिक्षण, सावित्री सिंह, इन्टरनेशनल पब्लिशिंग हाउस, मेरठ 2004

## PEDAGOGY OF TEACHING ENGLISH

**Course Code: A5 (Part V)**

**Credits: 04**

**Contact Hours: 60**

**Marks: 100**

### Introduction

This course will enable the student-teachers to gain a strong knowledge base in nature of English language & literature, instructional planning and evaluation. It will help in applying theory to practice to design your own materials and plan lessons in preparation for teaching real classes. The course offers you the opportunity to explore in-depth aspects of English and to find out about the approaches and current practices of language teaching in relation to Indian and international contexts. The course also equips you with analytical and investigative skills and provides a foundation in issues related to English language teaching, second language pedagogy and language acquisition.

### Objectives

After completing the course the student-teachers will be able to

- *Explain the principles of language teaching, and evolution and trends in English literature.*
- *Prepare an instructional plan in English.*
- *Adapt various approaches and methods to teach English language.*
- *Use various techniques to evaluate the achievement of the learner in English.*

### Unit I: Nature of English Language & Literature

- 1.1 Principles of Language Teaching
- 1.2 Language Proficiency: Basic Interpersonal Communication Skills (BICS) and Cognitive Academic Language Proficiency (CALP)
- 1.3 English Language in the school context: An Evolutionary Perspective
- 1.4 Current Trends in Modern English Literature in Indian context
- 1.5 Teaching as second language in Indian context.

### Unit II: Instructional Planning

- 2.1 Aims and objectives of Teaching English at different stages of schooling
- 2.2 Instructional Planning: Need and Importance
- 2.3 Unit and lesson plan: Need and Importance
- 2.4 Procedure of Unit and Lesson Planning
- 2.5 Planning and adapting units and lessons for children with disabilities

### Unit III: Approaches and Methods of Teaching English

- 3.1 Difference between an approach and a method

- 3.2 Task based approach, co-operative learning, language across curriculum, communicative language teaching, Bilingual, Eclectic and Constructive approach
- 3.3 Method Teaching of Prose, Poetry, Drama, Grammar and Vocabulary- i) Translation method. ii) Structural – Situational method. iii) Direct method
- 3.4 Development of four basic language skills: Listening, Speaking, Reading, and Writing
- 3.5 Accommodation in approaches and techniques in teaching children with disabilities

#### **Unit IV: Instructional Materials**

- 4.1 Importance of instructional material and their effective use
- 4.2 The use of the instructional aids for effective teaching of English: Smart boards, Chalk Board, Flannel Board, Pictures/ Picture-cut-outs, Charts, Tape-records, Radio, Television, Films & Filmstrips, Overhead Projector, Language Laboratory, Language games, reading cards, Worksheets, Handouts, and Power Point Presentation
- 4.3 Construction of a teacher made test for English proficiency
- 4.4 Teaching portfolio
- 4.5 Adaptations of teaching material for children with disabilities

#### **Unit V: Evaluation**

- 5.1 Evaluation - Concept and Need
- 5.2 Testing Language skills and Language elements (Vocabulary, Grammar and Phonology)
- 5.3 Adaptation of Evaluation Tools for Children with Disabilities
- 5.4 Individualized assessment for Children with Disabilities
- 5.5 Error analysis, Diagnostic tests and Enrichment measures

#### **Transaction**

This course should be taught through a series of workshops, seminars and presentations. Lectures, demonstrations and discussions for theory based topics. Students should be encouraged to use instructional material in their practice of teaching lessons. Adaptations in pedagogy, material and evaluation should be taught through workshops and specific case studies

#### **Course Work/ Practical/ Field Engagement**

- Design teaching programme based on error analysis
- Develop an Action Research Plan for measuring the effectiveness of a given teaching approach in English
- Develop work sheet (interactive including language games)
- Prepare worksheets to enrich vocabulary among secondary students with disabilities
- Develop lesson plans for the teaching of prose and poetry
- Critically analyze any one poem or essay of a well known poet or writer



### **Essential Readings**

- Allen, H., & Cambell, R. (1972). Teaching English as second Language, McGraw Hill, New York.
- Bharthi, T., & Hariprasad, M. (2004). Communicative English, Neelkamal Publications, Hyderabad.
- Bhatia, K.K. (2006). Teaching and Learning English as a Foreign Language. Kalyani Publishers, New Delhi.
- Grellet, F.(1980). Developing Reading Skills, Cambridge University Press, New York.
- IGNOU CTE – 02 Certificate in Teaching of English (1989). The Structure of English, IGNOU, New Delhi.
- IGNOU EEG – 02 Elective Course in English (1989). The Structure of Modern English Blocks (1 to 7). IGNOU, New Delhi.

### **Suggested Readings**

- Agnihotri, R.K., & Khanna, A.L.(1996). English Grammar in context. Ratnasagar, Delhi.
- Bhatia, K.K., & Kaur, N. (2011). Teaching and Learning English as a Foreign Language. Kalyani Publishers, Ludhiana.
- Bindra, R. (2005). Teaching of English. Radha Krishan Anand and Co., Jammu.
- Brumfit, C.J., & Johnson (Ed.) (1979). The communicative Approach to Language Teaching, Oxford University Press, Oxford.
- Bryne, D. (1988). Teaching Writing Skills. Longman, London.
- Krashen, D. (1992). Principles and Practice in Second Language Acquisition. Pergamum Press Oxford.
- Krishna Swamy (2003). Teaching English: Approaches, Methods and Techniques. Macmillan Publication, New Delhi.
- Sachdeva, M. S. (2007). Teaching of English. Patiala: Twenty First Century Publications.
- Sahu, B. K. (2004). Teaching of English. Kalyani Publishers, Ludhiana.
- Shaik, M. & Gosh, R.N. (2005). Techniques of Teaching English. Neelkamal Publications, Hyderabad.
- Sharma, P. (2011). Teaching of English: Skill and Methods. Shipra Publication, Delhi.

# INCLUSIVE EDUCATION

**Course Code: B 6**

**Credits: 02**

**Contact Hours: 30**

**Marks: 50**

## Introduction

The course is designed to develop an understanding about inclusive education and addressing diversity in the mainstream classroom. It is also formulated in a way that the learners will know the pedagogical practices and recognises ways in which different stakeholders can collaborate for the success of inclusive education.

## Objectives

After completing the course the student-teachers will be able to

- *Explain the construct of inclusive education & the progression from segregation towards valuing & appreciating diversity in inclusive education.*
- *Explicate the national & key international policies & frameworks facilitating inclusive education.*
- *Enumerate the skills in adapting instructional strategies for teaching in mainstream classrooms.*
- *Describe the inclusive pedagogical practices & its relation to good teaching.*
- *Expound strategies for collaborative working and stakeholders support in implementing inclusive education.*

## Unit 1: Introduction to Inclusive Education

**5 Hours**

- 1.1 Marginalisation vs. Inclusion: Meaning & Definitions
- 1.2 Changing Practices in Education of Children with Disabilities: Segregation, Integration & Inclusion
- 1.3 Diversity in Classrooms: Learning Styles, Linguistic & Socio-Cultural Multiplicity
- 1.4 Principles of Inclusive Education: Access, Equity, Relevance, Participation & Empowerment
- 1.5 Barriers to Inclusive Education: Attitudinal, Physical & Instructional

## Unit 2: Policies & Frameworks Facilitating Inclusive Education

**5 Hours**

- 2.1 International Declarations: Universal Declaration of Human Rights (1948), World Declaration for Education for All (1990)
- 2.2 International Conventions: Convention against Discrimination (1960), Convention on Rights of a Child (1989), United Nations Convention of Rights of Persons with Disabilities (UNCRPD) (2006)
- 2.3 International Frameworks: Salamanca Framework (1994), Biwako Millennium Framework of Action (2002)
- 2.4 National Commissions & Policies: Kothari Commission (1964), National Education Policy (1968), National Policy on Education (1986), Revised National Policy of

Education (1992), National Curricular Framework (2005), National Policy For Persons With Disabilities (2006)

2.5 National Acts & Programs: IEDC (1974), RCI Act (1992), PWD Act (1995), National Trust Act (1999), SSA (2000), RTE (2006), RMSA (2009), IEDSS (2013)

### **Unit 3: Adaptations Accommodations and Modifications**

**7 Hours**

- 3.1 Meaning, Difference, Need & Steps
- 3.2 Specifics for Children with Sensory Disabilities
- 3.3 Specifics for Children with Neuro-Developmental Disabilities
- 3.4 Specifics for Children with Loco Motor & Multiple Disabilities
- 3.5 Engaging Gifted Children

### **Unit 4: Inclusive Academic Instructions**

**8 Hours**

- 4.1 Universal Design for Learning: Multiple Means of Access, Expression, Engagement & Assessment
- 4.2 Co-Teaching Methods: One Teach One Assist, Station-Teaching, Parallel Teaching, Alternate Teaching & Team Teaching
- 4.3 Differentiated Instructions: Content, Process & Product
- 4.4 Peer Mediated Instructions: Class Wide Peer Tutoring, Peer Assisted Learning Strategies
- 4.5 ICT for Instructions

### **Unit 5: Supports and Collaborations for Inclusive Education**

**5 Hours**

- 5.1 Stakeholders of Inclusive Education & Their Responsibilities
- 5.2 Advocacy & Leadership for Inclusion in Education
- 5.3 Family Support & Involvement for Inclusion
- 5.4 Community Involvement for Inclusion
- 5.5 Resource Mobilisation for Inclusive Education

### **Practical & Field Engagement**

- I. Visit Special Schools of any two Disabilities & an Inclusive school & write observation report highlighting pedagogy
- II. Prepare a Checklist for Accessibility in Mainstream Schools for Children with Disabilities
- III. Design a Poster on Inclusive Education
- IV. Prepare a Lesson Plan on any one School subject of your choice using any one Inclusive Academic Instructional Strategy

### **Transactions**

Group discussions following videos and visits. Debate for Inclusion vs. Segregation & Self study for legislations and frameworks

### Suggested Readings

- Bartlett, L. D., & Weisentein, G. R. (2003). *Successful Inclusion for Educational Leaders*. New Jersey: Prentice Hall.
- Chaote, J. S. (1991). *Successful Mainstreaming*. Allyn and Bacon.
- Choate, J. S. (1997). *Successful Inclusive Teaching*. Allyn and Bacon.
- Daniels, H. (1999) . *Inclusive Education*. London: Kogan.
- Deiner, P. L. (1993). *Resource for Teaching Children with Diverse Abilities*, Florida: Harcourt Brace and Company.
- Dessent, T. (1987). *Making Ordinary School Special*. Jessica Kingsley Pub.
- Gargiulo, R.M. *Special Education in Contemporary Society: An Introduction to Exceptionality*. Belmont: Wadsworth.
- Gartner, A., & Lipsky, D.D. (1997). *Inclusion and School Reform Transferring America's Classrooms*, Baltimore: P. H. Brookes Publishers.
- Giuliani, G.A. & Pierangelo, R. (2007). *Understanding, Developing and Writing IEPs*. Corwin press: Sage Publishers.
- Gore, M.C. (2004) . *Successful Inclusion Strategies for Secondary and Middle School Teachers*, Crowin Press, Sage Publications.
- Hegarthy, S. & Alur, M. (2002). *Education of Children with Special Needs: from Segregation to Inclusion*, Corwin Press, Sage Publishers.
- Karant, P., & Rozario, J. ((2003). *Learning Disabilities in India*. Sage Publications.
- Karten, T. J. (2007). *More Inclusion Strategies that Work*. Corwin Press, Sage Publications.
- King-Sears, M. (1994). *Curriculum-Based Assessment in Special Education*. California: Singular Publications.
- Lewis, R. B., & Doorlag, D. (1995). *Teaching Special Students in the Mainstream*. 4th Ed. New Jersey: Pearson.
- McCormick, S. (1999). *Instructing Students who Have Literacy Problems*. 3rd Ed. New Jersey, Pearson.
- Rayner, S. (2007). *Managing Special and Inclusive Education*, Sage Publications.
- Ryandak, D. L. & Alper, S. (1996). *Curriculum Content for Students with Moderate and Severe Disabilities in Inclusive Setting*. Boston, Allyn and Bacon.
- Sedlak, R. A., & Schloss, P. C. (1986). *Instructional Methods for Students with Learning and Behaviour Problems*. Allyn and Bacon.
- Stow L. & Selfe, L. (1989). *Understanding Children with Special Needs*. London: Unwin Hyman.
- Turnbull, A., Turnbull, R., Turnbull, M., & Shank, D.L. (1995). *Exceptional Lives: Special Education in Today's Schools*. 2nd Ed. New Jersey: Prentice-Hall.Inc.

- Vlachou D. A. (1997). *Struggles for Inclusive Education: An Ethnographic Sstudy*. Philadelphia: Open University Press.
- Westwood, P. (2006). *Commonsense Methods for Children with Special Educational Needs - Strategies for the Regular Classroom*. 4th Edition, London Routledge Falmer: Taylor & Francis Group.

## **CURRICULUM DESIGNING, ADAPTATION & EVALUATION**

**Course code: C 13**

**Credits: 04**

**Contact Hours: 60**

**Marks: 100**

### **Objectives**

After completing the course student-teachers will be able to

- *Understand nature of curriculum, principles and steps of curriculum designing, domains and curriculum evaluation.*
- *Develop insight into importance of early childhood special education, its domains and school readiness programme and their implications.*
- *Acquire knowledge about curriculum domains at secondary, prevocational and vocational level and understand its implications.*
- *Understand different strategies for curriculum adaptation, accommodation, modification and their significance.*
- *Evaluation and make effective use of different techniques.*

### **Unit 1: Curriculum Designing**

- 1.1 Meaning, Definition, Concept and Principles of Curriculum
- 1.2 Types and Approaches of Curriculum Designing
- 1.3 Curriculum Domains - Personal, Social, Academics, Recreational and Community living
- 1.4 Steps in developing curriculum, challenges of developing curriculum for inclusion
- 1.5 Curriculum evaluation, Implementation in inclusion

### **Unit 2: Curriculum at Pre-School and Primary School level**

- 2.1 Significance of Early Childhood Education and School Readiness
- 2.2 Early Childhood Education Curricular domains – Enhancement of domain in Motor, Personal, Cognitive and Communication areas
- 2.3 Curriculum Domains for Early Childhood Education and Sensory Mechanism
- 2.4 Sensitization of family, involvement in pre-school and primary level
- 2.5 Implication of pre- school and primary levels for Intervention, documentation, record maintenance and report writing

### **Unit 3: Curriculum at Secondary, Pre-vocational and Vocational level**

- 3.1 Curriculum domains at Secondary level
- 3.2 Curriculum domains at Pre- vocational level
- 3.3 Curriculum domains at Vocational level
- 3.4 Rehabilitation of PwIDs under National Skill development Scheme (NSDS by MSJ&E)

### 3.5 Implications of placement for inclusion in Community, Documentation, Record Maintenance and Reporting

#### **Unit 4: Curriculum Adaptations**

- 4.1 Need for Curricular Adaptation, Accommodation and Modification
- 4.2 Adaptation, Accommodation and Modification for Pre –academic Curriculum
- 4.3 Adaptation, Accommodation and Modification for Academics Curriculum
- 4.4 Adaptation, Accommodation and Modification for Co-Curriculum
- 4.5 Adaptation, Accommodation and Modification for School Subjects

#### **Unit5: Curriculum Evaluation**

- 5.1 Concept, Meaning, Definition of Curriculum Evaluation
- 5.2 Types and Approaches of Evaluation
- 5.3 Emerging trends in evaluation –CCE, Teacher Made Tests, Grading System
- 5.4 Differential evaluation of PwID in inclusive setup
- 5.5 Implications of evaluation for inclusion

#### **Course Work/ Practical/ Field Engagement (Any One)**

##### **Special/ Inclusive schools**

To prepare need based curriculum for training in

- ADL Skills
- School Readiness
- Transition from School to Work
- Movement/Dance/Yoga/Sports skills
- Computer usage
- House Keeping/ Laundry
- Gardening / Horticulture
- Creative / Performing Arts

##### **Essential Readings**

- Baine, D. (1988) Handicapped Children in Developing Countries, Assessment, Curriculum and Instruction. University of Alberta, Alberta,
- Bos, C.S., & Vaughn, S. (1994) Strategies for teaching students with learning and behaviour problems. Allyn and Bacon, Boston.
- Jeyachandaran, P., & Vimala, V. (2000). Madras Developmental Programming System. Vijay Human Services, Chennai.
- Luftig, R.L. (1949). Teaching the Mentally Retarded Student: Curriculum, Methods and Strategies. Library of Congress Cataloging-in-publications data.
- Myreddi, V., & Narayan, J. (1998). Functional Academics for students with mild mental retardation, NIMH, Secunderabad.

- Myreddi, V., & Narayan, J. (2005). FACP – PMR, NIMH, Secunderabad.
- Narayan, J. (1990). Towards independence series 1 to 9. NIMH, Secunderabad.
- Narayan, J. (2003). Educating children with learning problems in regular schools NIMH, Secunderabad.
- Narayan, J. (1998). Grade Level Assessment Device for Children with Learning Problems in Regular Schools, NIMH, Secunderabad.
- 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, New York.
- Panda, K.C. (1997). Education of Exceptional Children. Vikas Publications, New Delhi.
- Repp, A.C. (1983). Teaching the Mentally Retarded. Prentice Hall, New Jersey.

### **Suggested Readings**

- King-Sears, H.E. (1994). Curriculum Based Assessment in Special Education. San Diego Singular Publishing Group
- Narayan, J., & Kutty, A. T.T. (1989). Handbook for Trainers of the Mentally Retarded persons Pre-primary level. NIMH, Secunderabad.
- Peshwaria, R., & Venkatesan. (1992). Behavioural retarded children A manual for teachers. NIMH, Secunderabad.
- Pun, M., & Sen A.K. (1989). Mentally Retarded Children in India. New Delhi Mittal Publication.
- Sharma, P. (1995). Basics on Development and Growth of a child, New Delhi Reliance.
- 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 & Bacon, Boston.
- Van Riper, C.A., & Emerick. L. (1990). Speech Correction-An introduction to speech pathology and Audiology. Eighth Edition, Prentice Hall
- Video Films. (2002). Help them learn make it easy, NIMH, Secunderabad.



## Semester - II

**E 2: Disability Specialisation**

**Hours: 60**

**Credits: 02**

**Marks: 50**

Sl. No.	Tasks for the Student-teachers	Disability Focus	Educational Setting	Hrs (60)	Description
1.1	IEP	ID	Special School	20	Develop IEP for 1 Student with ID at Primary level.
1.2	Lesson Planning and Teaching	ID	Special School	15	15 lessons
1.3	a. Micro teaching & simulated teaching on selected skills	General	Institute	05	5 lessons (Demonstration of Micro teaching Skills)
1.4	<b>Macro Teaching</b> <b>A.</b> Lesson planning and Teaching for subjects selected <i>a.</i> Languages <i>b.</i> Non Languages	General	General	10	10 lessons (5 in each Subject)
	<b>B.</b> Lesson planning and Teaching focussing on adaptation, evaluation <i>a.</i> Languages <i>b.</i> Non Languages	General	General	10	10 lessons (5 in each Subject)

*Note: Schedule for practical for E-1 shall be included in the time table (minimum eleven working days may be allocated). Skill for micro teaching shall be selected with reference to Major Disability.*



# SEMESTER III

### SEMESTER – III

Course	Course title	Credits	Weightage/Marks
C14	Educational Intervention and Teaching Strategies	4	100
C15	Technology and Disability	4	100
C16	Psycho Social and Family Issues	2	50
E2	Practical: Disability Specialization	4	100
F1	Main disability special school (Related to Area C)	4	100
D17	Reading and Reflecting on Texts (EPC)	2	50
D18	Performing and visual arts	2	50
	<b>TOTAL</b>	<b>22</b>	<b>550</b>

**Engagement with field as part of course as indicated below:**

Sl. No.	Task for the Student-teachers	Course	Place
1	a. Assignment / Project / Presentation	C14	Institute
2	b. Assignment / Project / Presentation	C15	Institute
3	c. Assignment / Project / Presentation	C16	Institute
4	d. Assignment / Project / Presentation	D17	Institute/ school
5	e. Assignment / Project / Presentation	D18	Institute/ school

#### Area E2- Practical Disability Specialization (Part C)

Sl. No.	Tasks for the Student-teachers	Disability Focus	Educational Setting	No. of Lessons
1.1	a. Classroom observation	Major Disability	Special School	Minimum 30 school Periods
	b. Visit to other special schools	Major Disability	Special School	Minimum 2 schools
1.2	a. Lesson planning and execution on different levels for all subjects	Major Disability	Special School/ Resource Room	30 lessons
	b. Lesson planning and execution on different levels for selected subjects	Major Disability	Special School/ Resource Room	20 lessons
1.3	Individualised Teaching lessons on selected subjects	Major Disability	Special School/ Resource Room	20 IEPs
1.4	Observation of support services	Major Disability	Institute/ Clinic	Depending on the specialization

### Area F1: Disability Specialisation

Sl. No.	Tasks for the Student-teachers	Disability Focus	Set up	No. of Lessons
1	Classroom Teaching	Major disability	Special schools for disability specialisation	Minimum 90 school Periods

**Minimum of four weeks should be allocated for School attachment/Internship and reflected in the time table and should cover Tasks specified under E-2 and F-1 with sufficient time for teaching to acquire Pedagogical competence to deal with school subjects chosen and related activities for whole class as well as children with disabilities in different education settings. A suggestive framework is given below:**

Areas	Disability Specialization (E-2 & F-1)
A-4 Pedagogy Subject 1	Semester –III (three days-15 Hrs)
A-5 Pedagogy Subject 2	Semester-III (three days-15 Hrs)
F-1 School Attachment/ Internship	Semester- III(24 days-120 Hrs)

## INTERVENTION AND TEACHING STRATEGIES

**Course code: C 14**

**Credits: 04**

**Contact Hours: 60**

**Marks: 100**

### Objectives

After completing the course student-teachers will be able to

- *Appreciate and orient oneself in understanding, planning and using intervention appropriately and demonstrate it.*
- *Realize the importance of developing IEP, acquire the required competencies for its development, implementation and evaluation.*
- *Understand basic of learning and teaching and acquire competency to select and demonstrate appropriate teaching strategies for teaching in different curriculum areas.*
- *Understand nature and identification maladaptive behaviour and develop insight into various modes of its management.*
- *Develop understanding of various therapeutics interventions, their objectives, scope, modalities, and require intervention.*

### Unit 1: Intervention

- 1.1 Concept, Significance, Rationale, Scope, Advantages of Early Intervention
- 1.2 Types of Early Intervention
- 1.3 Intervention Techniques
- 1.4 Record Maintenance and Documentation
- 1.5 Implication of Early Intervention for pre-school Inclusion

### Unit 2: Individualised Education Programme

- 2.1 Need, Importance and Historical Perspective of IEP
- 2.2 Steps and Components of IEP
- 2.3 Developing, Implementation and Evaluation of IEP for PwID and its associated conditions
- 2.4 IFSP – Planning and writing
- 2.5 Application of IEP for Inclusion

### Unit 3: Teaching Strategies and TLM

- 3.1 Stages of Learning
- 3.2 Principles of Teaching

- 3.3 Multi-sensory Approaches – Montessori Methods, VAKT Method, Orton - Gillingham Method, Augmentative and Alternative Communication
- 3.4 Teaching Strategies – Task Analysis, Chaining, Shaping, Modelling, Prompting, Fading and Reinforcement, Role Play, Play Way method
- 3.5 Development and Use of TLM for ID

#### **Unit 4: Intervention for Mal-adaptive Behaviour**

- 4.1 Definition and types of Mal-adaptive behaviour
- 4.2 Identification of Mal-adaptive behaviour
- 4.3 Functional Analysis and Behaviour Modification Techniques, Cognitive Behaviour Techniques (CBT)
- 4.4 Management of Mal-adaptive behaviour at Home and School, Parental Counselling - Individual, Group and Community
- 4.5 Ethical Issues in behaviour management and implications for Inclusion

#### **Unit 5: Therapeutic Intervention**

- 5.1 Occupational Therapy – Definition, Objective, Scope, Modalities and Intervention
- 5.2 Physiotherapy – Definition, Objective, Scope, Modalities and Intervention
- 5.3 Speech Therapy – Definition, Objective, Scope and Types of Speech, Language and Hearing Disorders and Intervention
- 5.4 Yoga and Play therapy – Definition, Objective, Scope and Intervention
- 5.5 Therapeutic intervention: Visual and Performing Arts (eg: Music, Drama, Dance movement, Sports, etc.)

#### **Course Work/ Practical/ Field Engagement (Any One)**

Special/ Inclusive Schools/ Institute

- To deliver Modular/ Thematic lecture on relevant topic
- To organise competitions for co-curricular activities at Local, District and State level
- To organize exhibition on products prepared by PwIDs and to raise funds through auction/sale for training livelihood and talent enhancement

#### **Essential Readings**

- Alberto, P.A., & Trontman, A:C. (1995). Applied Behaviour Analysis for Teachers (4th edition). Merrill Publishing Company, London.
- Baine, D. (1988) Handicapped Children in Developing Countries, Assessment, Curriculum and Instruction. University of Alberta, Alberta,
- Berkell, D.E.I & Brown, J.M. (1989). Occupational Transaction from school to work for persons with disabilities, Longman, London.
- Evans, P., & Verma, V. (1990). Special Education. Past Present and Future. Falmer Press, Lewes.

- Gardiner, M.D. (1985). The principles of exercise therapy. CBS Publishers & Distributors. Delhi.
- Jacobs, K. (1990). Occupational therapy: Work related programmes and assessment. Little Brown, Boston.
- Jayachandra, P. (2001) Teaching yogasanas for persons with mental retardation. Vijay Human Services, Chennai.
- Jeyachandaran, P., & Vimala, V. (2000). Madras Developmental Programming System. Vijay Human Services, Chennai.
- Lngone, J. (1990). Teaching Retarded learners Curriculum and Methods for Mentally Handicapped.
- Myreddi, V., & Narayan J. (1998). Functional Academics for students with mild mental retardation, NIMH, Secunderabad.
- Narayan, J. (1990). Towards independence series 1 to 9. NIMH, Secunderabad.
- Narayan, J. (2003). Educating children with learning problems in regular schools NIMH, Secunderabad.
- Narayan, J. (1998). Grade Level Assessment Device for Children with Learning Problems in Regular Schools, NIMH, Secunderabad.
- Narayan, J., Myreddi, V., & Rao, S. (2002). Functional Assessment Checklist for programming
- Overton, T. (1992). Assessment in Special Education an Applied Approach. New
- Panda, K.C. (1997). Education of Exceptional Children. New Delhi Vikas
- Pandit, A., & Grover U (2001), Self Instructional Modules on occupational therapy/physiotherapy, BED (MR) SPE, Bhoj University, Bhopal.
- Peshawaria, R., & Venkatesan, S. (1992). Behaviour approach in teaching mentally
- Repp A.C. (1983). Teaching the Mentally Retarded, New Jersey, Prentice Hall King-
- Sears, H.E. (1994). Curriculum Based Assessment in Special Education. SanDiego Singular Publishing Group.
- Shesrborne, V. (1990). Developmental movement for children. Cambridge University Press. Cambridge.
- Subba Rao, T.A. (1992), Manual on Developing Communication Skills in mentally retarded persons, NIMH, Secunderabad.
- Swaminathan, M. (1990) Play activity for young children. India: UNICEF.
- Thomson, A., Skinner, A., & Piercy, J. (1991). Tidy's physiotherapy (Twelfth edition). Butterworth – Heinmann Ltd, Oxford.
- Van Riper, C.A., & Emerick, L. (1990). Speech Correction – An introduction to Speech Pathology & Audiology, Eighth Edition, Prentice Hall

### **Suggested Readings**



- David W. (1998). Teaching and Learning in the Early Years. Routledge, New York.
- Jackman H.L. (1999). Sing Me a Story: Tell Me a Song. Crown Press, Inc., California.
- Mastropieri S. (1987). Effective Instruction for Special Education, Little, Brown and Company, Inc.
- Narayan, J., & Kutty, A.T.T. (1989). Handbook for Trainers of the Mentally Retarded persons. Pre-primary level. NIMH, Secunderabad.
- Ornstein, A.C. (1990). Strategies for Effective Teaching. Harper and Row, Publishers, Inc
- Peshwaria, R., & Venkatesan. S. (1992) Behavioural retarded children A manual for Publication.
- Pun, M., & Sen, A.K. (1989) Mentally Retarded Children in India. New Delhi.
- Robert A. G., & Steven F.W. (1993). Strategies for Teaching Students with Mild to Severe Mental Retardation, London and Philadelphia: Jessica Kingsley Publisers.
- Subba Rao, T.A. (1992). Manual on Developing Communication Skills in Mentally Teachers. NIMH, Secunderabad.
- Van Riper, C.A., & Emerick. L. (1990), Speech Correction-An introduction to speech pathology and Audiology. Eighth Edition, Prentice Hall.

## TECHNOLOGY AND DISABILITY

**Course code: C 15**

**Credits: 04**

**Contact Hours: 60**

**Marks: 100**

### Objectives

After completing the course student-teachers will be able to

- *Comprehend role of technology in educating children with ID and acquire knowledge about its various approaches and modes.*
- *Understand nature of ICT, its basis, development and use.*
- *Use computer programme and software for the benefit of children with ID.*
- *Develop skills and competencies in use of Punarjani and C-DAC and integrate technology for instructions and inclusion.*
- *Apply technology for developing lesson plan and adapted assistive devices.*

### Unit 1: Technology in Education and Instruction

- 1.1 Educational and Instructional Technology – Meaning, Nature, Scope, Definition, Objectives and Significance
- 1.2 Educational Technology and Instructional Technology – Role and Recent Trends.
- 1.3 Approaches of Educational Technology – Hardware, Software, System approach, Individual & Mass media approach.
- 1.4 Differential Instruction, Universal Design of learning and Individualised Instruction.
- 1.5 Implication of the above for inclusion.

### Unit 2: ICT

- 2.1 ICT – Meaning, Definition, Scope and Significance
- 2.2 Psychological bases for ICT among teachers and learners
- 2.3 Development of ICT – Stages, Requirement and Process
- 2.4 Use of ICT in developing collaborative networks for sharing and learning such as Internet – E-mail, Tele-teaching, Tele-conference
- 2.5 Use of ICT to simplify record keeping, information management in education administration in special and inclusive settings

### Unit 3: Use of Multimedia in Education

- 3.1 Multi Media - Meaning, Nature, Scope, Definition and Approches.

- 3.2 Types of Instructional Aids: Projected & non-projected Aids, Projectors, Radio, Tape Recorder, Television, Films, Computers, whiteboard, Smartboard, e-Flash Cards, Educational Toys
- 3.3 Advantages, Limitations and Challenges of Using Multi media in Education
- 3.4 Recent Trends in Multimedia
- 3.5 Implication of Multimedia in teaching learning.

#### **Unit 4: Technology Based Instructions**

- 4.1 Enhancing Technology Friendly Practices among Teachers.
- 4.2 Computer-Assisted & Computer Managed Instructions, Cybernetics, E- learning, Use of Net Search and Websites
- 4.3 Disability Friendly Technology – Punarjani, and e-learning Framework developed by C-DAC
- 4.4 Developing Technology Integrated Lessons – Individual and Group
- 4.5 Implications of Technology based instruction in Inclusion

#### **Unit 5: Application of Technology**

- 5.1 Application of Technology in Lesson Planning, Worksheet Preparation, Report writing and Evaluation
- 5.2 Application of Technology in Assistive Devices – For example, JAWS, Smartphones, Screen Readers
- 5.3 Application of Technology in Instruction – Individual, small group and large group
- 5.4 Advantages, merits and demerits
- 5.5 Implications for inclusion

#### **Course Work/ Practical/ Field Engagement (Any One)**

##### **Special/ Inclusive School/ Institute**

- To organize workshops for use ICT for disability friendly activities
- To develop technology supported lesson plans for PwID
- To use mass media/multi media for creating awareness on disability in rural areas

#### **Essential Readings**

- Kulkarni, S.S. (1986). Introduction to Education Technology. Oxford & IBH Publishing Co., New Delhi.
- Kumar, K.L. (1996). Educational Technology. New Age Publication, New Delhi.
- McMillan, J.H. & Schumacher, S. (1989). Research in Education: A Conceptual Introduction. Harper & Collins, New York.
- Mehra, V. (2004). Educational Technology. S S Publishers, New Delhi.
- Mohanty, J. (1992). Educational Technology. Deep and Deep Publication. New Delhi.

- Mukhopadhyaya, M. (2005). Education Technology Knowledge Assessment. Shipra Publications, New Delhi.
- Sutherland, R., Robertson, S., & John, P. (2008). Improving Classroom Learning with ICT. Routledge, New York.
- Richmond, W. R. (1900). The Concept of Education Technology: A Dialogue with Yourself. Weidenfield and Nicolson, London.
- Sampath, K., Pannirselvam, A., & Santhanam, S. (1990). Introduction to Educational Technology. Sterling Publishers Private Limited, New Delhi.
- Sharma, H. L., & Sharma, S. (2010). Learning to Learn with Love: Theory and Practice of Co-operative Learning. Gagandeep Publications Sutherland, New Delhi.
- Takewale, R. G. (1995). Technologies for Educational Network, Presidential address in the seminar on Technologies for Educational Networking. IGNOU, New Delhi.

### **Suggested Readings**

- Chand.T. (1992). Educational Technology. Anmol Publication, New Delhi.
- Cima, M. Y. (1991). Educational Technology. CimaMyeole.
- D.E.S. (1982). Handicapped Pupil and Special schools, Regulations. HMSO, London.
- Mangal, K. (1990). Fundamentals of Educational technology. Prakash Brothers, New Delhi.
- Mohanty, J. (1998). Studies in Educational Broadcasting. San subscription agency.
- Satyapal, R. (1991). Educational Technology, A systematic Text Book. Associated Publishers, New Delhi.
- Shah, D.B. (1991). Educational Technology for developing teaching competency. Gavendra Prakashan, Surat.

## PSYCHO-SOCIAL AND FAMILY ISSUES

**Course code: C 16**

**Credits: 02**

**Contact Hours: 30**

**Marks: 50**

### Objectives

After completing the course student-teachers will be able to

- *Realise importance and role of family in rehabilitation of children with ID.*
- *Develop insight into various Psycho-social issues and their impact on rehabilitation on PwID, misconception and social practices and develop based approach.*
- *To realize importance of family involvement in rehabilitation process by forming parents self help group and parent association.*
- *Understand various Adolescent related issues and challenges their implication for rehabilitation of PwIDs and to explore probable employment opportunities for them.*
- *Comprehend role of community and community participation and models, advantages / disadvantages of CBR programme for PwIDs.*

### Unit 1: Family

- 1.1 Family – Concept, Definition and Characteristics
- 1.2 Types of family
- 1.3 Reaction and Impact of disability on family
- 1.4 Needs of family and counselling
- 1.5 Role of family in rehabilitation of PWID

### Unit 2: Psycho-Social Issues

- 2.1 Attitude of family, Community, Peer Group, Teachers, Co-workers
- 2.2 Myths, misconception and social practices
- 2.3 Difference between Intellectual Disability and Mental Illness
- 2.4 Psycho-Social Issues – Exploitation, Delinquency, child labour and child Abuse
- 2.5 Rights and Advocacy

### Unit 3: Involving Families

- 3.1 Training and involving families in the rehabilitation process
- 3.2 Parent professional relationship
- 3.3 Formation of Parent Self-Help Group

- 3.4 Parent Associations
- 3.5 Empowering Families

#### **Unit 4: Adolescent Issues**

- 4.1 Physiological Changes; Implication in Emotional and Social Development
- 4.2 Interpersonal relationship – Parents, Siblings, Extended family, Single child, Peer group
- 4.3 Employment, Sexuality, Marriage, Alternative options, Pre- marital counselling
- 4.4 Ethical Issues
- 4.5 Challenges and Implications

#### **Unit 5: CBR and CPP (Community People Participation)**

- 5.1 Concept, Definition and Scope of CBR
- 5.2 Models of CBR – Advantages and Disadvantages
- 5.3 Types of Community Resources and their mobilization
- 5.4 Organizing services for PwID in the community
- 5.5 Role of Special Educator, Family, Community and PwID in CBR

#### **Course Work/ Practical/ Field Engagement (Any One)**

##### **Special/ Inclusive School/ Institute**

- To conduct workshops on formation of Parent Self Help Group, Sibling SHG
- To prepare and present a report on assessment of family needs
- To conduct survey on awareness of families about Govt. Schemes for PwID
- To study and submit a report on attitude of neighbours, teachers and non-teaching staff

#### **Essential 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.
- Cramer, H., & Carlin, J. (2008). Family Based Short Breaks (Respite) for Disabled Children: Results from the Fourth National Survey, British Journal of Social Work, Vol. 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. Texas: Ro-ed Inc.
- Findler, S. (2000). The Role of Grandparents in the Social Support System of Mothers of Children with a Physical Disability, Families in Society, Vol. 81 (4), 370 – 381.

- Garginolo, R.M. (1985). Working with Parents of Exceptional Children: A Guide for Professionals. Houghton-Mifflin, Boston.
- Kashyap, L. (1996). Measurement Issues in Family Centered Social Work, in Bharat, S. (Ed.) Family Measurement in India, Sage Publications, New Delhi.
- Peshawaria, R., Menon, D.K., Ganguly, R., Roy, S., Pillay, R.P.R.S., & Gupta, A. (1995). Understanding Indian families having persons with Mental Retardation, NIMH, Secunderabad.
- Taylor, R.L. (1993). Assessment of Exceptional Students Educational and psychological procedures. Allyn and Bacon, Boston.

### **Suggested Readings**

- Bennett, T., Lingerfelt, V., & Nelson, D.E. (1990). Developing Individual and Family Support Plans – A Training Manual, Cambridge M.A. Brookline Books.
- Desai, AN (1990) Helping the Handicapped: Problems & prospects, New Delhi, Ashish Publishing House.
- Dunst, C., Trivette, C., & Deal, A. (1988). Enabling and empowering families. Cambridge, MA: Brookline Books.
- Dyson, S. (1987). Mental Handicap: Dilemmas of Parent-Professional Relations. Croon Helm, London.
- Glendinning, C. (1986). A Single Door: Social Work with the Families of Disabled Children. Allen and Unwin Ltd., London.
- Mann, P.H., Suiter P.A., & Mc Laughlin R.M. (1992). A Guide for educating mainstreamed students, Allyn & Bacon, Boston.
- Waugh, A. (1976). Working with parents and community. New Delhi: NCERT.
- Webster, E. J. (1993). Working with parents of young children with disabilities. Singular Publishing Group, California.





## READING AND REFLECTING ON TEXTS

**Course code: D 17**

**Credits: 02**

**Contact Hours: 30**

**Marks: 50**

### Introduction

One of the core areas that schools focus upon is age appropriate and fluent literacy skills. Hence, aspirant graduates who intend to make career in education must be good readers and good writers (in literally sense). Due to several reasons a student teacher like you may not have adequate skills, interest and motivation for reading and writing. Here is a skill based and activity oriented course designed to give you an opportunity to look at reading writing seriously, relearn it as a professional activity, apply it for students with special needs and enjoy it like never before.

### Objectives

After completing the course student-teachers will be able to

- *Reflect upon current level of literacy skills of the self.*
- *Show interest and begin working upon basic skills required to be active readers in control of own comprehension.*
- *Show interest and begin working upon basic skills required to be independent writers understanding adequate intent, audience and organization of the content.*
- *Prepare self to facilitate good reading writing in students across the ages.*
- *Find reading writing as learning and recreational tools rather than a course task.*

### Unit 1: Reflections on Literacy

- 1.1 Literacy and Current University Graduates: Status and Concerns
- 1.2 Role of Literacy in Education, Career and Social Life
- 1.3 Literacy, Thinking and Self Esteem
- 1.4 Literacy of Second Language/ English: Need and Strategies
- 1.5 Basic Braille Literacy

### Unit 2: Reflections on Reading Comprehension

- 2.1 Practicing Responses to Text: Personal, Creative and Critical
- 2.2 Meta Cognitive Awareness of Reading Processes and Strategies Applied for Meaning Making
- 2.3 Developing Good Reading Skills and Habits in Primary Level Students: Activities and Strategies
- 2.4 Basic Understanding of Reading Comprehension of Children with Disabilities

### Unit 3: Skill Development in Responding to Text

### 3.1 Indicators of Text Comprehension: Retelling, Summarizing, Answering, Predicting, Commenting and Discussing

- 3.2 Practicing Responding to Text (Using The Indicators) for Recreational Reading Material (Narrations) and School Textbooks (Description)
- 3.3 Practicing Responding to Text (Using The Indicators) for Reports, Policy Documents and News (Expositions) and Editorial, Academic Articles, Advertisement Copy, Resume (Argumentation)
- 3.4 Practicing Web Search, Rapid Reading and Comprehensive Reading

#### **Unit 4: Reflecting Upon Writing as a Process and Product**

- 4.1 Understanding writing as a Process: Content (Intent, Audience and Organization)
- 4.2 Understanding writing as a Process: Language (Grammar, Vocabulary, Spelling)
- 4.3 Understanding writing as a Process: Surface Mechanics (Handwriting, Neatness, Alignment and Spacing)
- 4.4 Practicing Self Editing and Peer Editing of Sample Texts
- 4.5 Practicing Evaluating Students Writing Using Parameters: Productivity, Correctness, Complexity, Text Organization and Literary Richness

#### **Unit 5: Practicing Independent Writing**

- 5.4 practicing Writing: Picture Description/ Expansion of Ideas/ Essays/ Stories
- 5.5 Practicing Daily Leaving Writing: Applications/ Agenda - Minutes/ Note Taking
- 5.6 Practicing Converting Written Information into Graphical Representation
- 5.7 Practicing Filling up Surveys, Forms, Feedback Responses, Checklists
- 5.8 Reflections on the Course: From Theory to Practice to Initiating Process to Improve Self

#### **Course Work/ Practical/ Field Engagement**

- Have a peer editing of independently written essays and discuss your reflections upon this experience
- Prepare a feedback form for parents and for teachers focussing on differences in the two forms due to different intent and audience
- Develop a short journal of graphical representation of 3 newspaper articles on school education using the options given in 2.4
- Visit a book store for young children, go through the available reading material including exercise books, puzzles. etc. and make a list of useful material for developing early literacy skills

#### **Essential Readings**

- Anderson, R., Hiebert, E., Scott, J., & Wilkinson, I. (1985). *Becoming a Nation of Readers: The report of the commission on reading*. National Institute of Education and the Center for the Study of Reading, Washington, DC.
- Annual Status of Education Report. (2014). ASER Centre, New Delhi (<http://www.asercentre.org>).
- May, F. B. (2001). *Unravelling the seven myths of reading*. Allyn and Bacon, Boston.

- McGregor, T. (2007). *Comprehension Connections: Bridges to Strategic Reading*. Heinemann Educational Books.
- Tovani, C., & Keene, E.O. (2000). *I Read It, but I Don't Get It: Comprehension Strategies for Adolescent Readers*. Stenhouse Publishers.
- Soundarapandian, M. (2000). *Literacy campaign in India*. Discovery Publishing House, New Delhi.

### **Suggested Readings**

- Aulls, M. W. (1982). *Developing readers in today's elementary school*. Allyn and Bacon, Boston.
- Baniel, A. (2012). *Kids beyond limits*. Perigee Trade, New York.
- McCormick, S. (1999). *Instructing students who have literacy problems*. Merrill, New Jersey.
- Ezell, H., & Justice, L. (2005). *Programmatic Research on Early Literacy: Several Key Findings*. IES 3rd Annual Research Conference: American Speech Language & Hearing Association.
- Frank, S. (1985). *Reading without Nonsense*. Teachers College Press, New York.
- Gallanger, K. (2004). *Deeper Reading: Comprehending Challenging Texts*. Stenhouse Publishers.
- Heller, R. (1998). *Communicate clearly*. DK Publishing, New York.
- Luetke-Stahlman, B., & Nielsen, D. (2003). *Early Literacy of Kindergartners with Hearing Impairment*. High Beam.
- May, F. B. (1998). *Reading as communication*. Merrill, New Jersey.
- Miller, D. (2002). *Reading with Meaning: Teaching Comprehension in the Primary Grades*. Stenhouse Publishers, New York.
- Pandit, B., Suryawanshi, D. K., & Prakash, M. (2007). *Communicative language teaching in English*. Nityanutan Prakashan, Pune.
- Paul, P. V. (2009). *Language and Deafness*. Jones and Bartlett, Boston.

## PERFORMING AND VISUAL ARTS

**Course code: D 18**

**Credits: 02**

**Contact Hours: 30**

**Marks: 50**

### Introduction

India has an excellent historical backdrop as well as contemporary talents in the field of art. However, it is debatable whether the same has been translated into our school system effectively. Do most of our students get exposure to a variety of activities involving knowing, exploring and appreciating art? Most probably they do not. It is time that we take a fresh look at what art education is and what role it plays in school education. More than anything, art education is also expected to enhance learning. And do teachers know how to go about it to achieve it? Here is an opportunity to facilitate the art within you which in turn will reflect art in within students.

For a student-teacher with disability appropriate learning alternatives are to be given by the college. For example, a candidate with blindness must get alternative learning opportunities and evaluative tasks for visual art or a candidate with deafness for music art – if and when needed.

### Objectives

After completing the course student-teachers will be able to

- *Exhibit Basic understanding in art appreciation, art expression and art education.*
- *Plan and implement facilitating strategies for students with and without special needs.*
- *Discuss the adaptive strategies of artistic expression.*
- *Discuss how art can enhance learning.*

### Unit 1: Introduction to art Education

- 1.1 Art and art education: Meaning, scope and difference
- 1.2 Artistic expression: Meaning and strategies to facilitate
- 1.3 Art therapy: Concept and application to students with and without disabilities
- 1.4 Linking Art Education with Multiple Intelligences
- 1.5 Understanding emerging expression of art by students

### Unit 2: Performing Arts: Dance and Music

- 2.1 Range of art activities related to dance and music
- 2.2 Experiencing, responding and appreciating dance and music
- 2.3 Exposure to selective basic skills required for dance and music
- 2.4 Dance and Music: Facilitating interest among students: planning and implementing activities
- 2.5 Enhancing learning through dance and music for children with and without special needs: Strategies and Adaptations

### **Unit 3: Performing Arts: Drama**

- 1.1 Range of art activities in drama
- 3.2 Experiencing, responding and appreciating drama
- 3.3 Exposure to selective basic skills required for drama
- 3.4 Drama: Facilitating interest among students: planning and implementing activities
- 3.5 Enhancing learning through drama for children with and without special needs: strategies and adaptations

### **Unit 4: Visual Arts**

- 4.1 Range of art activities in visual arts
- 4.2 Experiencing, responding and appreciating visual art
- 4.3 Exposure to selective basic skills in visual art
- 4.4 Art education: Facilitating interest among students: planning and implementing activities
- 4.5 Enhancing learning through visual art for children with and without special needs: strategies and adaptations

### **Unit 5: Media and Electronic Arts**

- 5.1 Range of art activities in media and electronic art forms
- 5.2 Experiencing, responding and appreciating media and electronic arts
- 5.3 Exposure to selective basic skills in media and electronic arts
- 5.4 Media and electronic arts: Facilitating interest among students: planning and implementing activities
- 5.5 Enhancing learning through media and electronic art for children with and without special needs: strategies and adaptations

### **Course Work/ Practical/ Field Engagement**

- ‘hot seating’ activity for historical / contemporary personalities wherein students play the role of that personality to advocate his/her opinions/decisions/thought processes (for example, Akbar, Hitler, Galileo, Bhagat Singh etc)
- Portfolio submission of the basic skills exposed in any one of the art forms of choice
- Write a self reflective essay on how this course on art will make you a better teacher
- Learn and briefly explain how music notations are made. Submit a brief report OR learn and explain the concept of composition in visual art. Submit a brief report. OR make and submit a sample advertisement for a product OR Learn Mudras of a classical dance forms and hold a session for the students on that. Submit photo report of the same OR Carry out web search on Indian sculpture and submit a brief compilation
- Observe an art period in a special school and briefly write your reflections on it

### **Essential Readings**

- Finlay, V. (2014). The brilliant History of Color in Art. Getty Publications, Finlay.
- Shirley, G. (2000). Art, an A to Z guide. Franklin Watts, New York.
- Vaze, P. (1999). How to Draw and Paint Nature. Jyosna Prakashan, Mumbai
- Ward, A. (1993). Sound and Music. Franklin Watts, New York.

### **Suggested Readings**

- Baniel, A. (2012). Kids beyond limits. Perigee Trade, New York.
- Beyer, L.E. (2000). The arts, popular culture and social change. Falmer Press, London.
- Efland, A. D. (1990). A history of Art Education: Intellectual and social currents in teaching the visual arts. Teachers College Press, New York.
- Gair, S. B. (1980). Writing the arts into individualized educational programs. Art Education, 33(8), 8–11.
- Greene, S., & Hogan, D. (2005). Researching children's experience. Sage Publication: London.
- Heller, R. (1999). Effective Leadership. DK Publishing, New York.
- Lewiecki-Wilson C., & Brueggemann, B. J. (2008). Disability and the teaching of writing: A critical sourcebook. Bedford/St. Martin's, Boston, MA.
- Nyman, L., & Jenkins, A. M. (1999). Issues and approaches to art for students with special needs (pp. 142–154). National Art Education Association, Reston, VA.

### Semester - III

#### E 2: Disability Specialisation

Hours: 120

Credits: 04

Marks: 100

Sl. No.	Tasks for the Student-teachers	Disability Focus	Educational Setting	Hrs.	Description
1.1	IEP	ID	Special School	30 hrs	Develop IEP for 1 student with ID at Secondary/Pre Vocational Level
1.2	a. Lesson planning and execution on different levels for all subjects	ID	Resource Room/ Inclusive school	40 hrs	20 lessons
	b. Lesson planning and execution on different levels for selected subjects a. Languages b. Non languages	ID	Resource Room/Inclusive school	30 hrs	20 lessons
1.3	School Sensitisation on Disabilities for regular staff, Peer group and Parents	ID	Regular School	10 hrs	-----
1.4	Observation of support services	Major Disability	Institute/ Clinic	10 hrs	Depending on the specialization

A suggestive framework is given below:

Areas	Disability Specialization (E-2 )
Pedagogy Subject 1	Semester –III (8 days- 40 Hrs)
Pedagogy Subject 2	Semester-III ( 30 Hrs spread across 5 days)
School Sensitisation	Semester-III ( 2 days-10 Hrs)
Observation of support services	Semester-III ( 2 days-10 Hrs)



**F1: Main Disability Special School****Hours: 120****Credits: 04****Marks: 100**

Sl. No.	Tasks for the Student-teachers	Disability Focus	Set up	No. of Lessons
1	Classroom Teaching  Across all class levels and Curricular Domains  <b><i>Class Levels</i></b>  <i>a. ECSE,</i>  <i>b. Pre-Primary</i>  <i>c. Primary</i>  <i>d. Secondary</i>  <i>e. Prevocational</i>	ID	Special schools for ID	Minimum 60 lessons  (15 Personal/ Social, 25 – Functional Academics, 10-Occupational, 10- Recreational)

**Note:** Minimum of four weeks should be allocated for School attachment/ Internship and reflected in the time table and should cover Tasks specified under F1 with sufficient time for teaching to acquire competence to deal with students with ID across different severity/ class levels and Curricular domains for whole class. A suggestive framework is given below:

Micro Teaching	Semester- II (1 day- 5 Hrs)
Macro Teaching	Semester- II (20 hrs – Spread across 5 days)
Lesson Planning & Teaching in Special School	Semester- II (20 hrs – Spread across 5 days)
F-1 School Attachment/ Internship (Special School)	Semester- II (24 days-120 Hrs)

***Note: Certificate from School Head/In charge regarding the performance of the student trainee placed should be submitted in the format given by the college.***

# SEMESTER IV

#### SEMESTER – IV

Course	Course title	Credits	Weightage/Marks
B10	Skill based Optional Course (Cross disability and inclusion) ANY ONE	2	50
B11	Skill based Optional Course (specialization disability) ANY ONE	2	50
D19	Basic Research & Basic Statistic (EPC)	2	50
E1	Practical: Cross Disability and Inclusion	4	100
F2	Other disability special school	4	100
F3	Inclusive school	4	100
	<b>TOTAL</b>	<b>18</b>	<b>450</b>

**Engagement with field as part of course as indicated below:**

Sl.No.	Task for the Student-teachers	Course	Place
1	Assignment / Project / Presentation	B10	Institute
2	Assignment / Project / Presentation	B11	Institute / school
3	Assignment / Project / Presentation	D19	Institute / school

**Area E1: Practical- Cross Disability and Inclusion (Area B)**

**Note:** Practical timing shall be included in time table (minimum of four week)

Observations as mentioned are essential. However, if schools for other disability are not available in the nearby area, the same may be interpreted as observation at Inclusive school/ education/services being provided in the resource room/ home based education or vice versa with other disability

Sl.No.	Tasks for the Student-teachers	Disability Focus	Educational Setting	No. of Lessons
1.1	Classroom observation	Other than Major disability	Special schools for other disabilities	Observation of all subjects at different level, minimum 15 school periods
		Any Disability	Inclusive Schools	Observation of all subjects at different level , minimum 15 school periods
1.2	Lesson planning and execution on different levels for selected subjects	Any Disability	Special schools for other disabilities/ Resource Room	25 lessons
			Inclusive Schools	25 lessons
1.3	a. Individualised Teaching lessons on different levels for selected subjects		Special schools for other disabilities/ Resource Room	20 lessons
	b. Individualised Teaching lessons	Any Disability	Inclusive Schools	20 lessons

**Area F2: Other Disability Special School (Area B)**

Sl.No.	Tasks for the Student-teachers	Disability Focus	Set up	No. of Lessons
1	Classroom Teaching	Other than Major disability	Special schools for other disabilities	Minimum 180 school periods

**Area F3: Inclusive School (Area B & C)**

Sl.No.	Tasks for the Student-teachers	Disability Focus	Set up	No. of Lessons
1	Classroom Teaching	Any Disability	Inclusive School	Minimum 180 school Periods

## GUIDANCE & COUNSELLING

**Course Code: B 10(A)**

**Credits: 02**

**Contact Hours: 30**

**Marks: 50**

### Objectives

After completing this course the student-teachers will be able to

- *Apply the skills of guidance and counselling in classroom situations.*
- *Describe the process of development of self-image and self-esteem.*
- *Appreciate the types and issues of counselling and guidance in inclusive settings.*

### Unit 1: Introduction to Guidance and Counselling

- 1.1 Guidance and Counselling: Definition and Aims
- 1.2 Areas of Guidance and Counselling
- 1.3 Core Conditions in Counselling
- 1.4 Skills and Competencies of a Counsellor
- 1.5 Role of Teacher in Guiding and Counselling Students with Special Needs

### Unit 2: Enhancing Self Image and Self Esteem

- 2.1 Concept of Self as Human
- 2.2 Understanding of Feelings and Changes
- 2.3 Growth to Autonomy
- 2.4 Personality Development
- 2.5 Role of Teacher in Developing Self-Esteem in Children

### Unit 3: Guidance and Counselling in Inclusive Education

- 3.1 Current Status with reference to Indian School
- 3.2 Types of Counselling: Child-Centred, Supportive, Family
- 3.3 Guidance in Formal and Informal Situations: Within and Outside Classroom, Vocational Guidance
- 3.4 Group Guidance: Group Leadership Styles and Group Processes
- 3.5 Challenges in Group Guidance

### Practicum/ Field engagement

- I. Counselling and report writing on a selected case
- II. Simulation of a parent counselling session
- III. Report of critical observation of a given counselling session

### Transaction

The transaction for this course should be done with a perspective to enhance in the student-teachers the ability to become a “People-helper”. They should be able to appreciate the role of a guide and counsellor in the school setting.

**Essential Readings**

- Naik, P.S. (2013). Counselling Skills for Educationists. Soujanya Books, New Delhi.
- Nayak, A.K. (1997). Guidance and Counselling. APH Publishing, Delhi.
- Rao, V. K., & Reddy, R.S. (2003). Academic Environment: Advice, Counsel and Activities. Soujanya Books, New Delhi.
- Shah, A. (2008). Basics in Guidance and Counselling. Global Vision Publishing House, New Delhi.
- Sharma, V.K. (2005). Education and Training of Educational and Vocational Guidance. Soujanya Books, New Delhi.

**Suggested Readings**

- Kapunan, R.R. (2004). Fundamentals of Guidance and Counselling. Rex Printing Company, Phillipines.
- Pal, O.B. (2011). Educational and Vocational Guidance and Counselling. Soujanya Books, New Delhi.

## EARLY CHILDHOOD CARE AND EDUCATION

**Course Code: B 10(B)**

**Credits: 02**

**Contact Hours: 30**

**Marks: 50**

### Introduction

The course is designed to provide the student-teachers with an insight into developmental milestones of typical children. This will enable the learners to understand deviations and strategies to address them in the critical phase of development. It will also help the learners understand the importance of transitions and its requirements.

### Objectives

After undertaking the course the student-teachers will be able to

- *Explain the biological & sociological foundations of early childhood education.*
- *Describe the developmental systems approach and role responsibilities of interdisciplinary teams for early education of children with disabilities.*
- *Enumerate the inclusive early education pedagogical practices.*

### Unit 1: The Early Years: An Overview

- 1.1 Facts about Early Childhood Learning & Development
- 1.2 Neural Plasticity
- 1.3 Critical Periods of Development of Motor, Auditory, Visual, Linguistic & Cognitive Skills
- 1.4 Sensitive Periods of Learning: Maria Montessori's Framework & Windows of Opportunity & Learning Timelines of Development in Young Children
- 1.5 Integrating Theories of Development & Learning for Early Childhood Education Curricula

### Unit2: Early Education of Children with Disabilities

- 2.1 Young Children at Risk & Child Tracking
- 2.2 Interdisciplinary Assessments & Intervention Plans
- 2.3 Developmental Systems Model for Early Intervention (Ofguralnick, 2001)
- 2.4 Curricular Activities for Development of Skills of: Imagination, Joy, Creativity, Symbolic Play, Linguistic, Emergent Literacy, Musical, Aesthetic, Scientific & Cultural Skills
- 2.5 Evidenced Based Practices for Early Intervention

### Unit 3: Inclusive Early Childhood Educational (ECE) Practices

- 3.1 Natural Environments, Service Delivery Models & Importance of Universal Designs of Learning (UDL)



- 3.2 Practices for Inclusive ECE Programs: Adaptations of Physical Environment & Equipments, Visual Support Materials, Parent Partnerships, Friendships & Engagements with Typical Children
- 3.3 Principles of Inclusive ECE Practices: Full Participation, Open Ended Activities, Collaborative Planning
- 3.4 Collaborating with Parents, Family Education & Developing Individualised Family Service Plan (IFSP)
- 3.5 School Readiness and Transitions

### **Practical/ Field Engagements**

- I. Developing a journal on developmental milestones & learning timelines of children from 0 to 8 years
- II. Participation in workshop & develop five creative teaching learning materials for children in inclusive early childhood education programs

### **Transactions**

Visits, Observations & Workshops.

### **Essential Readings**

- Costello, P.M. (2000). Thinking Skills & Early Childhood Education. London: David Fulton Publishers.
- Dunn, S.G., & Dunn, K. (1992). Teaching Elementary students through their individual learning styles: Practical approaches for grades 3-6. Massachusetts: Allyn & Bacon.
- Guralnick, M.J. (2005). The Developmental Systems Approach to Early Intervention: Brookes Publication.
- Klausmeir, H.J., & Sipple, T.S. (1980). Learning & Teaching Concepts. A strategy for testing applications of theory. New York: Academic Press.
- Mohanty, J., & Mohanty, B. (1999). Early Childhood Care and Education. Delhi: Offset Printers.

### **Suggested Readings**

- Barbour, N., & Seefeldt, C. (1998). Early Childhood Education. An Introduction (4<sup>th</sup> Eds). U.K: Prentice Hall.
- Broman, B. C. (1978). The Early Years in Childhood Education. Chicago: RandMcNally College Publishing Company.
- Catron, C.E., & Allen, J. (1993). Early Childhood Curriculum. New York: MacMillan Publishing Company.
- Dahlberg, G., Moss, P. & Pence, A. (2007). Beyond Quality in Early Childhood Care and Education. (2<sup>nd</sup> Ed.). New York: Routledge Publication.

- Dopyera, M.L., & Dopyera, J. (1977). *Becoming a Teacher of Young Children*. New York: Random House Publications.
- Gordon, I.J. (1972). *Early Childhood Education*. Chicago: Chicago University Press.
- Hamilton, D.S., & Flemming, (1990). *Resources for Creative Teaching in Early Childhood Education* (2nd Edition). Harcourt Brace Jovanovich. Tokyo.
- Hilderbrand, V. (1991). *Introduction to Early Childhood Education*. MacMillan Publishing. New York.
- Krogh, S.L., & Slentz, K. (2001). *Early Childhood Education, Yesterday, Today & Tomorrow*. Lawrence Erlbaum Associates Publishers, London.
- Range, D.G., Layton, J.R., & Roubinek, D.C. (1980). *Aspects of Early Childhood Education. Theory to Research to Practice*. Academic Press. New York.
- Spodek, B., Saracho, O.N., & Davis, M.D. (1987). *Foundations of Early Childhood Education*. Prentice Hall, New Jersey.
- Wortham, S.C. (NK). *Measurement & Evaluation in Early Childhood Education* (2nd Eds.), Merrill Prentice Hall, Ohio.

# APPLIED BEHAVIOUR ANALYSIS

**Course Code: B 10(C)**

**Credits: 02**

**Contact Hours: 30**

**Marks: 50**

## Objectives

After undertaking the course the student-teachers will be able to

- *Develop an understanding of the underlying principles and assumptions of Applied Behavioural Analysis (ABA).*
- *Use various measures of behavioural assessment.*
- *Apply methods of ABA in teaching and learning environments.*
- *Integrate techniques of ABA in teaching programs.*
- *Select suitable strategies for managing challenging behaviours.*

## Unit 1: Introduction to Applied Behaviour Analysis (ABA)

- 1.1 Principles of Behavioural Approach
- 1.2 ABA - Concept and Definition
- 1.3 Assumptions of ABA – Classical and Operant Conditioning
- 1.4 Behaviour- Definition and Feature
- 1.5 Assessment of Behaviour – Functional Analysis of Behaviour, Behaviour Recording Systems

## Unit 2: Strategies for Positive Behaviour Support

- 2.1 Selection of Behavioural Goals
- 2.2 Reinforcement
  - Types: Positive and Negative, Primary and Secondary
  - Schedules: Continuous, Fixed Ratio, Fixed Interval, Variable Ratio, Variable Interval
- 2.3 Discrete Trial Teaching
  - Discriminative Stimulus - Characteristics
  - Response
  - Prompts: Physical, Gestural, Pointing, Visual, Positional, Verbal
  - Consequence - Characteristics
  - Inter-Trial Interval
- 2.4 Application of ABA in Group Setting
  - Negotiation and contract
  - Token economy
  - Response cost
  - Pairing and fading
- 2.5 Leadership role of teacher in promoting positive behaviour

### **Unit 3: Management of Challenging Behaviour**

**10 hours**

- 3.1 Differential Reinforcements of Behaviour
- 3.2 Extinction and Time Out
- 3.3 Response Cost and Overcorrection
- 3.4 Maintenance
- 3.5 Generalization and Fading

#### **Practicum**

- I. Observation and functional analysis of behaviour of a given case.
- II. Development of ABA program for management of a challenging behaviour.

#### **Transaction**

The course consists of several concepts from behavioural theories. The concepts should be explained through real life examples and selected case studies. Students should be encouraged to conduct systematic observations of behaviour and suggest suitable plan of action for dealing with behavioural deficits in children.

#### **Essential Readings**

- Bailey, J., & Burch, M. (2011). Ethics for Behaviour Analysts. Routledge, New York.
- Cooper, J.O., Timothy, E.H., & Heward, W.L. (2007). Applied Behaviour Analysis. Pearson Publications.
- Fisher, W.W., Piazza, C.C., & Roane, H.S. (2013). Handbook of Applied Behaviour Analysis. Guilford Press, New York.
- Kearney, A. J. (2007). Understanding Applied Behaviour Analysis: An Introduction to ABA for Parents, Teachers and Other Professionals. Jessica Kingsley, Philadelphia.
- Lewis, P. (2006). Achieving Best Behaviour for Children with Developmental Disabilities. Jessica Kingsley Publishers London.

#### **Suggested Readings**

- Aune, B., Burt, B., & Gennaro, P. (2013). Behaviour Solutions for the Inclusive Classroom. Future Horizons Inc, Texas.
- Moyes, R.A. (2002). Addressing the Challenging Behaviour of Children with HFA/AS in the Classroom. Jessica Kingsley Publishers, London.

# COMMUNITY BASED REHABILITATION

**Course Code: B 10(D)**

**Credits: 02**

**Contact Hours: 30**

**Marks: 50**

## **Objectives**

After completing this course the student-teachers will be able to

- *Explain the concept, principles and scope of community based rehabilitation.*
- *Learn the strategies for promoting public participation in CBR.*
- *Apply suitable methods for preparing persons with disability for rehabilitation within the community.*
- *Provide need-based training to persons with disabilities.*
- *Develop an understanding of the role of government and global agencies in CBR.*

## **Unit 1: Introduction to Community Based Rehabilitation (CBR)**

- 1.1 Concept and Definition of CBR
- 1.2 Principles of CBR
- 1.3 Difference between CBR and Institutional Living
- 1.4 Socio-cultural and Economic Contexts of CBR
- 1.5 Scope and Inclusion of CBR in Government Policies and Programs

## **Unit 2: Preparing Community for CBR**

- 2.1 Awareness Program-Types and Methods
- 2.2 Advocacy - Citizen and Self
- 2.3 Focus Group Discussion
- 2.4 Family Counselling and Family Support Groups
- 2.5 CBR and Corporate Social Responsibility

## **Unit 3: Preparing Persons with Disability for CBR**

- 3.1 School Education: Person Centred Planning, and Peer Group Support
- 3.2 Transition: Individual Transition Plan, Development of Self Determination and Self Management Skills
- 3.3 Community Related Vocational Training
- 3.4 Skill Training for Living within Community
- 3.5 Community Based Employment and Higher Education

## **Practicum/ Field Engagement**

- I. Visit an ongoing CBR program and write a report on its efficacy
- II. Organize a community awareness program
- III. Conduct a focus group discussion on a selected disability issue with school/college students

## **Transaction**

Besides lecture method the topics in this course may be transacted through discussion on selected case studies, classroom seminar/debates.

## **Essential Readings**

- Loveday, M. (2006). The HELP Guide for Community Based Rehabilitation Workers: A Training Manual. Global-HELP Publications, California.
- McConkey, R. and O'Tool, B (Eds). Innovations in Developing Countries for People with Disabilities, P.H. Brookes, Baltimore.
- Neufelt, A. and Albright, A (1998). Disability and Self-Directed Employment: Business Development Model. Campus Press Inc. York University.
- Peat, M. (1997). Community Based Rehabilitation, W.B. Saunders Company.
- Scheme of Assistance to Disabled for Purposes of Fitting of Aids/Appliances(2014). Ministry of Social Welfare, Govt. of India, New Delhi.
- Scheme of Assistance to Organizations for Disabled Persons, Ministry of Social Welfare, Govt. of India, New Delhi.
- WHO .(1982). Community Based Rehabilitation — Report of a WHO International Consultation, Colombo, Sri Lanka, 28 June- 3 July. WHO (RHB/IR/82.1)
- WHO .(1984). "Rehabilitation For All" in World Health Magazine, WHO, Geneva.

## APPLICATION OF ICT IN CLASSROOM

**Course Code: B 10(E)**

**Credits: 02**

**Contact Hours: 30**

**Marks: 50**

### Course Description

This course has dual purpose: firstly it aims to orient the teacher trainee to various applications of Information and Communication Technology in teaching learning process; and secondly it intends to orient the learners to understand the scope and application of ICT for students with disabilities. The course includes uses of all kinds of media and computer in order to give hands on experience of applying ICT in various learning environments as well to familiarize the student teacher with different modes of computer based learning.

### Objectives

After completing the course the student teacher will be able to

- *Gauge the varying dimensions in respect of ICT and Applications in Special Education.*
- *Delineate the special roles of ICT Applications.*
- *Acquire Familiarity with Different Modes of Computer-Based Learning.*

### Unit 1: Information Communication Technology (ICT) and Special Education

- 1.1 Meaning and Scope of ICT and Its Role in 'Construction of Knowledge'
- 1.2 Possible Uses of Audio-Visual Media and Computers (Radio, Television, Computers)
- 1.3 Integrating ICT in Special Education With Reference To Articles 4 and 9 of UNCRPD and Goal 3 of Incheon Strategy
- 1.4 Three as of ICT Application—Access, Availability, Affordability
- 1.5 Overview of WCAG (Web Content Access Guidelines)

### Unit 2: Using Media and Computers

- 2.1 Media: Radio and Audio Media- Script Writing, Storytelling, Songs, etc., Television and Video in Education, Importance of Newspaper in Education
- 2.2 Computers: Functional Knowledge of Operating Computers—On/Off, Word Processing, Use Of Power Point, Excel, ICT Applications for Access to Print
- 2.3 Computer as a Learning Tool: Effective Browsing Of The Internet for Discerning and Selecting Relevant Information, Survey of Educational Sites and Downloading Relevant Material; Cross Collating Knowledge from Varied Sources
- 2.4 Computer-Aided Learning: Application of Multimedia in Teaching and Learning, Programmed Instruction; Computer-Assisted Instruction; Interactive Learning
- 2.5 E-Classroom: Concept, Organizing E-Classroom and Required Adaptations for Students with Disabilities

### **Unit 3: Visualising Technology-Supported Learning Situations**

- 3.1 Preparation of Learning Schemes and Planning Interactive Use of Audio-Visual Programme
- 3.2 Developing PPT Slide Show for Classroom Use and Using of Available Software or CDs with LCD Projection for Subject Learning Interactions
- 3.3 Generating Subject-Related Demonstrations Using Computer Software and Enabling Students to Plan and Execute Projects
- 3.4 Interactive Use of ICT: Participation in Social Groups on Internet, Creation of 'Blogs', Organizing Teleconferencing and Video-Conferencing
- 3.5 Identifying and Applying Software for Managing Disability Specific Problems

### **Course Work/ Practical/ Field Engagement (any Two of the following)**

- I. Develop a script on any topic of your choice. Conduct an interview with an expert on the selected topic to prepare an audio or video program of 15 minutes duration
- II. Prepare a PPT by inserting photos and videos on a topic of your choice
- III. Create your email account as well as design a blog

### **Essential Readings**

- Abbot, C. (2001). ICT: Changing Education. Routledge Falmer.
- Florian, L., & Hegarty J. (2004). ICT and Special Educational Needs: A Tool for Inclusion. Open University Press, Maidenhead.

### **Suggested Reading**

- Kozma, R.B. (2003). Technology, Innovation, and Educational Change: A Global Perspective: A Report of the Second Information Technology in Education Study, Module 2. International Society for Technology in Education.



## GENDER AND DISABILITY

**Course Code: B 10(F)**

**Credits: 02**

**Contact Hours: 30**

**Marks: 50**

### Objectives

After completion of this course the student-teachers will be able to

- *Develop an understanding of human rights based approach in context of disability.*
- *Explain the impact of gender on disability.*
- *Describe the personal and demographic perspectives of gender and disability.*
- *Analyse the issues related to disabled women and girl children.*

### Unit 1: Human Right-based Approach and Disability

**6 Hours**

1.1 Human Rights-Based Approach: Concept and History

1.2 Principles of Human Rights-Based Approach

- Equality and Non-Discrimination
- Universality & Inalienability
- Participation and Inclusion
- Accountability and Rule of Law

1.3 Elements of Human Rights System

- Legal Framework
- Institutions
- Development Policies & Programs
- Public Awareness
- Civil Society

1.4 Advantage of Human Rights-Based Approach

1.5 Implications for Disability

- Empowerment
- Enforceability
- Indivisibility
- Participation

### Unit 2: Gender and Disability

**10 Hours**

2.1 Sex & Gender: Concept & Difference

2.2 Impairment & Disability: Concept & Difference

2.3 Gendered Experience of Disability

- Public Domain: School and Outside School
- Private and Familial Domain
- Normalization and Social Role Valorisation

2.4 Gender and Disability Analysis: Techniques and Strategies

2.5 Psyche and Gender: Implications for Teaching

### **Unit 3: Women and Girl Child with Disability**

**10 Hours**

#### **3.1 Inclusive Equality**

- Access to Family Life
- Access to Education, Vocational Training and Employment
- Access to Political Participation

#### **3.2 Factors Contributing to Disability**

- Gender-Based Violence in School and Within Family
- Traditional Practices

#### **3.3 Sexual and Reproductive Health**

#### **3.4 Teacher's Role in Promoting Gender Equality**

#### **3.5 Gender Critique of Legislation, Government Policy and Schemes**

### **Practicum/Field Engagement**

- I. Study the case of a woman with disability and submit a report
- II. Review selected paper/s authored by women with disability
- III. Conduct a gender analysis of a selected disability Act/Policy

### **Transaction**

This course has been designed to provide the student teachers a socio-cultural perspective to disability. It aims to promote awareness about the space for disability equity and rehabilitation within the human rights system. As such the transaction of the course topics should be done through focus group discussions, and issue-based classroom interactions in addition to lectures and seminars.

### **Essential Readings**

- Habib, L. A. (1997). *Gender and Disability: Women's Experiences in the Middle East*. Oxfam, UK.
- Hans, A. (2015). *Disability, Gender and the Trajectories of Power*. Sage Publications Pvt. Ltd. New Delhi.
- Meekosha, H. (2004). *Gender and Disability*. Sage Encyclopaedia of Disability.
- O'Brien, J., & Forde, C. (2008). *Tackling Gender Inequality, Raising Pupil Achievement*. Dunedin Academic Press, Edinburgh.
- Ridgeway, C. L. (2011). *Framed by Gender: How Gender Inequality Persists in the Modern World*. Oxford University Press, New York.
- Samuels, E. (2014). *Fantasies of Identification: Disability, Gender, Race*. NYU Press, New York.
- Smith, B. G., & Hutchison, B. (2013). *Gendering Disability*. Rutgers University Press, New Jersey.

### **Suggested Readings**

- Beeghley, L. (1999). *Angles of Vision: How to Understand Social Problems*, Westview Press. Boulder.
- Purkayastha, D. (2010). Economic Growth, Intra-Household Resource Allocation and Gender Inequality. *Atlantic Economic Journal*, 38(4), 465-466.
- Treas, J., & Drobnic, S. (2010). *Dividing the Domestic: Men, Women, and Household Work in Cross-National Perspective*. Stanford University Press, Stanford.

## **BRAILLE AND ASSISTIVE DEVICES**

**Course Code: B 10(G)**

**Credit: 02**

**Contact Hours: 30**

**Marks: 50**

### **Introduction**

Braille, the embossed system of reading and writing for the blind along with its inventor, Louis Braille (1809-1852), has opened a wide range of avenues and opportunities for effective mainstreaming and empowerment for Persons with Visual Impairment. In addition, a plethora of devices are now available which help the visually impaired to access meaningful education in all school-subjects as also skills of independent living and economic activities.

This course familiarizes the student-teachers with the importance and operational aspects of Braille, which has stood the test of time and competition for the last about 185 years. It also introduces them to basic devices used for teaching blind and low vision children.

It is hoped that through the study of the course, the learners will be motivated to know more about these and various other devices and technologies and be in a position to help children with visual impairment/their parents to procure the needed devices with ease and speed.

### **Objectives**

After completing the course the student-teachers will be able to

- *Acquire basic information about Braille, its relevance and some important functional aspects.*
- *Get basic information on types and significance of different Braille devices.*
- *Get acquainted with the types and significance of basic devices relating to Mathematics, Science, Geography and Low Vision as also on sources of their availability.*

### **Unit 1: Braille**

- 1.1 Louis Braille and the Evolution of Braille
- 1.2 Continuing Relevance of Braille vis-a-vis Audio Material
- 1.3 Braille Signs, Contractions and Abbreviations--English Braille
- 1.4 Braille Signs and Symbols—Hindi/Regional Language
- 1.5 Braille Reading and Writing Processes

### **Unit 2: Braille Devices -- Types, Description, Relevance**

- 2.1 Slate and Stylus
- 2.2 Braille Writer
- 2.3 Electronic Devices— Note takers and Refreshable Braille Displays
- 2.4 Braille Embossers
- 2.5 Braille Translation Software

### **Unit 3: Other Devices – Types, Description, Relevance**

- 3.1 Mathematical Devices: Taylor Frame and Types, Abacus, Geometry Kit, Algebra Types
- 3.2 Geography: Maps--Relief, Embossed, Models
- 3.3 Science Material
- 3.4 Low Vision Aids--Optical, Non-Optical, Vision Training Material
- 3.5 Schemes and Sources of Availability

### **Course Work/ Practical/ Field Engagement (Any Two)**

*Each Student-Teacher will*

- a. Observe at least five devices in use in at least five school periods.
- b. Draw up an item-wise price list of at least ten devices from different sources.
- c. Prepare a presentation – Oral/ Powerpoint – on the relevance of Braille for children with visual impairment.
- d. Prepare a report on the availability and use of Mathematical devices (at least two) in one special school and on inclusive school.
- e. Make a report on the application of at least two non-optical devices for children with low vision.

### **Essential Readings**

- A Restatement of the Layout, Definitions and the Rules of the Standard English Braille System (1971). The Royal National Institute for the Blind, London.
- Ashcroft, S.C., & Henderson, F. (1963). Programmed Instruction in Braille. Stanwick House, Pittsburgh.
- Lowenfeld, B. (1969). Blind Children Learn to Read. Charles C. Thomas, Springfield.
- Mani, M.N.G. (1997). Amazing Abacus. SRVK Vidyalaya, Coimbatore.
- Manual on Bharti Braille (1980). NIVH, Dehradun.
- Olson, M. R. (1981). Guidelines and Games for Teaching Efficient Braille Reading. AFB, New York.
- Proceedings: National Conference on Past and Present Status of Braille in India(2001). All India Confederation of the Blind, New Delhi.

### **Suggested Readings**

- Hampshire, B. (1981). Working with Braille - A Study of Braille as a Medium of Communication. UNESCO, Geneva.
- Kusanjima, T. (1974). Visual Reading and Braille Reading. AFB, New York.
- Mani, M.N.G. (1992). Techniques of Teaching Blind Children. Sterling Publishers, New Delhi.
- Mellor, M. C. (2006). Louis Braille A Touch of Genius. National Braille Press, Boston.

## ORIENTATION AND MOBILITY

**Course Code: B 11(A)**

**Credit: 02**

**Contact Hours: 30**

**Marks: 50**

### Introduction

Movement with independence in the environment has been stated to be one of the major challenges of vision loss. In order to facilitate their meaningful empowerment, therefore, it is necessary to provide students with visual impairment skills and techniques which enable them to cope with these challenges. Developments, especially during and after World War II, have led to the emergence of a large variety of such strategies, skills and technologies, which are covered under the discipline titled Orientation and Mobility.

So, the present course carrying the same title introduces the learners to various crucial aspects of this vital subject. It is hoped that through the study of the course, the student-teachers would be in a better position to understand the implications of vision loss with reference to independent movement. It would also enable them to get insights into basic skills and components essential for meaningful orientation and easy and graceful movement for the visually impaired.

### Objectives

After completing the course the student-teachers will be able to

- *Describe the nature and scope of O&M as also the O&M related responsibilities of the special teacher.*
- *Acquire basic knowledge of human guide techniques.*
- *Describe pre-cane and cane travel skills and devices.*
- *Get acquainted with the importance and skills of training in independent living for the visually impaired.*

### Unit 1: Introduction to Orientation and Mobility

- 1.1 Orientation and Mobility -- Definition, Importance and Scope
- 1.2 Basic Terminologies Associated with O&M: Trailing, Landmarks, Clues, Cues, Shoreline, Squaring Off, Clockwise Direction, Sound Masking, Sound Shadow
- 1.3 Roles of Other Senses in O&M Training
- 1.4 Special Responsibilities of Special Teacher/Educator with reference to O&M Training
- 1.5 Blindfold -- Rationale and Uses for the Teacher

### Unit 2: Human/ Sighted Guide Technique

- 2.1 Grip
- 2.2 Stance
- 2.3 Hand Position

2.4 Speed Control

2.5 Negotiating: Narrow Spaces, Seating Arrangements, Staircases, Muddy paths

### **Unit 3: Pre-Cane Skills**

3.1 Upper and Lower Body protection

3.2 Room Familiarization

3.3 Using Oral Description for Orientation

3.4 Search Patterns

3.5 Building Map Reading Skills

### **Unit 4: Cane Travel Techniques and Devices**

4.1 Canes -- Types, Parts, Six Considerations

4.2 Cane Travel Techniques: Touch Technique, Touch and Drag Technique, Diagonal Cane Technique

4.3 Use of Public Transport

4.4 Asking for Help: When and How

4.5 Electronic Devices, Tactile and Auditory Maps -- Description and Uses

### **Unit 5: Training In Independent Living Skills**

5.1 Self Care, Gait and Posture

5.2 Personal Grooming

5.3 Eating Skills and Etiquette

5.4 Identification of Coins and Currency Notes

5.5 Basics of Signature Writing

### **Course Work/Practical/ Field Engagement**

*Undertake any two of the following*

- a. Act as a sighted guide in different situations/settings.
- b. Prepare a list of canes and other devices available with various sources along with prices.
- c. Undergo an experience of moving under a blindfold for a few minutes and describe it (about 200 words).
- d. Make a short PowerPoint/ oral presentation for about 5 minutes on the importance of O&M for the visually impaired.
- e. Draw up a list of important clues/cues/landmarks which the visually impaired student can use in the school.

### **Essential Readings**

- Blasch, B. B., Weiner, W. R., & Welsh, R. L. (1997). Foundations of Orientation and Mobility (2nd ed.). AFB Press, New York.
- Cutter, Joseph (2006). Independent Movement and Travel in Blind Children. IAP, North Carolina.

- Fazzi, D.L. & Petersmeyer, B.A. (2001). *Imagining the Possibilities: Creative Approaches to Orientation and Mobility Instruction for Persons who are Visually Impaired*. AFB Press, New York.
- Jaekle, R. C. (1993). *Mobility Skills for Blind People: A Guide for Use in Rural Areas*. Christoffel Blinden Mission, West Sussex.
- Knott, N.I. (2002). *Teaching Orientation and Mobility in the Schools: An Instructor's Companion*. AFB Press, New York.
- Smith, A. J., & Geruschat, D. R. (1996). *Orientation and Mobility for Children and Adults with Low Vision*. In A. L. Corn & A. J. Koenig (Eds.), *Foundations of Low Vision: Clinical and Functional Perspectives*. AFB Press, New York.

### **Suggested Readings**

- Dodds, A. (1986). *Mobility Training for Visually Handicapped People*. Croom Helm, London.
- Hill, E., & Ponder, P. (1976). *Orientation and Mobility Techniques*. AFB Press, New York.
- Jacobson, W.H. (1993). *The Art and Science of Teaching Orientation and Mobility to Persons with Visual Impairments*. AFB Press, New York.
- Singh, J.P. (2003). *Technology for the Blind*. Kanishka Publication. New Delhi



## COMMUNICATION OPTIONS: ORALISM

**Course Code: B 11(B)**

**Credits: 02**

**Contact Hours: 30**

**Marks: 50**

### Introduction

Communication, language and speech have always been at the centre stage when education of children with deafness is being discussed. Without going into much of judgemental discussions in the direction of ‘either – or’ options to be the ‘best’, this syllabus intends to expose the student-teachers to all the dominant options. However, over and above the said exposure offered through compulsory courses, this optional course offers the student-teachers an additional opportunity to sharpen the skills in one of the categories of options. This is expected to emphasize use of appropriate options rather than advocating one among the many. Moreover, learning this optional course is also expected to provide wider career choices for the student teachers.

### Objectives

After learning this course the student-teachers will be able to

- *Discuss the Aural Oral Options with reference to persons with hearing impairment in the context of India.*
- *Discuss the relevant issues like literacy, inclusion and training with reference to Oralism /Oral Rehabilitation.*
- *Exhibit beginner level hands on skills in using these options.*
- *Motivate self to learn and practice more skills leading to linguistic adequacy and fluency to be used while developing spoken language in children with hearing losses.*

### Unit 1: Understanding Hearing Loss in Real Life Context

- 1.1 Basic Awareness on Paradigms of D/Deafness (Medical and Social)
- 1.2 Basic Awareness on Deafness and Communicative Access: Challenges and Concerns
- 1.3 Basic Awareness on Autonomy, Inclusion and Identity with reference to Oral Options
- 1.4 Oral/ Aural Verbal Options and Realistic Expectations of Family and Teachers
- 1.5 Importance of Neural Plasticity and Early Listening Opportunities

### Unit 2: Advance Understanding of Oral Options

- 2.1 Difference Between Uni Sensory and Multi Sensory Approach in Oralism
- 2.2 Oracy To Literacy: Why and How
- 2.3 Speech Reading: Need, Role and Strategies in All Communication Options
- 2.4 Training and Guidance on Aural Oral Practices for Families and Tuning Home Environment: Current Scenario, Importance And Strategies
- 2.5 Tuning Mainstream Schools/Classrooms for Aural Oral Communication: Do’s and Don’ts

### **Unit 3: Skill Development Required for Oralism**

- 3.1 Practicing Interpreting Audiograms and Exposure to Goal Setting in Listening Skills
- 3.2 Practicing Motherese (Addressing/Talking to Young Children) and Age Appropriate Discourse with Children Using Appropriate Language, Turn Taking and Eye Contact
- 3.3 Practicing Fluency Skills in Verbal Communication: Spontaneous Conversations, Narrations and Loud Reading
- 3.4 Practicing Skills in Story Telling/ Narrations/ Jokes/ Poems/ Nursery Rhymes
- 3.5 Ongoing Monitoring and Assessing Auditory Functioning and Speech Development: Reading Model Formats Used for the Purpose (Checklists, Recordings, Developmental Scales)

### **Unit 4: Skill Development Auditory Verbal (AV) Approach**

- 4.1 AV Approach: Meaning, Misconcepts and Justification
- 4.2 Stages of Auditory Hierarchy
- 4.3 Understanding Listening Strategies, Techniques of AV Approach and Their Relation to Listening Environment
- 4.4 Reading Model Plans and Observing a Few Weekly Individual Sessions
- 4.5 Developing Instructional Material for AVT Sessions Linking Listening, Language and Cognition

### **Unit 5: Implementing Oralism and AV Approach in Indian Special Schools & Summing up**

- 5.1 Use Of Oralism and AV Approach in Indian Special Schools: Current Scenario
- 5.2 Oralism / AV Approach: Prerequisites for Special Schools
- 5.3 Strategies of Implementation Oral Communication Policy and Fulfilling Prerequisites
- 5.4 Resource Mobilization For Listening Devices: (ADIP, Organized Charity, CSR, Fund Raising Events, Web Based Fund Raising)
- 5.5 Reflections On The Course: From Theory to Practice to Initiating Change

### **Course Work/ Practical/ Field Engagement**

- I. Watching Video's of Individual Sessions and Classroom Teaching
- II. Role Play and Dramatization
- III. Developing Learning Material for Facilitating Connectivity Among Listening, Language and Cognition
- IV. Recording Self Narrated Stories / Poems and Writing Reflections Upon it
- V. Interacting with Non Disabled Children for Practicing Expansion of Ideas

### **Essential Readings**

- Borden, Gloria J.; Harris, Katherine S. & Raphael, Lawrence J. (2005). Speech Science Primer (4<sup>th</sup>) Lippincott Williams and Wilkins: Philadelphia.

- Dhvani (English). Balvidyalaya Publication, Chennai.
- Estabrooks, W. (2006). Auditory-Verbal Therapy and Practice. AG Bell, Washington, DC.
- Heller, R. (1999). Managing Change. Dk Publishing, New York.
- Ling, D. (1990). Acoustics, Audition And Speech Reception. Auditory Verbal International, Alexandria.
- Paul, P. V. (2009). Language and Deafness. Jones and Bartlett, Boston.
- Communication Options and Students with Deafness (2010). Rehabilitation Council of India, New Delhi.

### **Suggested Readings**

- Chaney, A. L., & Burk, T. L. (1998). Teaching Oral Communication in Grades K – 8. Allyn and Bacon, Boston.
- Cole, E., & Flexer, C. (2010). Children with Hearing Loss: Developing Listening and Talking, Birth to Six. (2<sup>nd</sup> Ed.). Plural Publishing Inc, San Diego, CA.
- Dhvani (Marathi). Balvidyalaya. Cym Publication, Chennai.
- Directory of Rehabilitation Resources for Persons with Hearing Impairment in India. (2000). AYJNIHH Publication, Mumbai.
- Estabrooks, W., & Marlowe J, (2000). The Baby is Listening, A. G. Bell Association, Washington D.C.
- Estabrooks, W. (2001). 50 Frequently Asked Questions (Faqs) About Auditory-Verbal Therapy. Learning to Listen Foundation. Washington, DC.
- Heller, R. (1999). Effective Leadership. Dk Publishing, New York.
- Heller, R. (1999). Managing Change. Dk Publishing, New York.
- Ling, D. (1989). Foundations of Spoken Language for Hearing Impaired Children. A.G.Bell. Washington D.C.
- Ling, D., & Ling, A.H. (1985). Aural Habilitation: The Foundations of Verbal Learning in Hearing Impaired Children. A.G. Bell Association, Washington D.C.
- Edgar, L. L., & Marguerite, S. (1963). Play it by ear! : Auditory Training Games. John Tracy Clinic Publication, Los Angeles.
- Resource Book on Hearing Impairment. AYJNIHH Publication, Mumbai.
- Unpublished Dissertations and Thesis on Profiling Communication Options in Special Schools in India.

## COMMUNICATION OPTIONS: MANUAL (INDIAN SIGN LANGUAGE)

**Course Code: B 11(C)**

**Credits: 02**

**Contact Hours: 30**

**Marks: 50**

### Introduction

Communication, language and speech have always been at the centre stage when education of children with deafness is being discussed. Without going into much of judgemental discussions in the direction of 'either – or' options to be the 'best', this syllabus intends to expose the student-teachers to all the dominant options. However, over and above the said exposure offered through compulsory courses, this optional course offers the student-teachers an additional opportunity to sharpen the skills in one of the categories of options. This is expected to emphasize use of appropriate options rather than advocating one among the many. Moreover, learning this optional course is also expected to provide wider Career Choices for the Student Teachers.

### Objectives

After learning this course the student-teachers will be able to

- *Discuss the two manual options with reference to Indian special schools.*
- *Discuss the relevant issues like literacy, inclusion and training with reference to manual options.*
- *Describe manual options in the light of issues like language, culture and identity.*
- *Exhibit beginner level hands on skills in using manual options.*
- *Motivate self to learn and practice more skills leading to linguistic adequacy and fluency.*

### Unit 1: Understanding Deafness in Real Life Context

- 1.1 Basic Awareness of Paradigms of D/Deafness (Medical and Social)
- 1.2 Basic Awareness of Deafness and Communicative Challenges / Concerns
- 1.3 Basic Awareness on Deafness with Reference to Culture, Language, Identity, Minority Status, Deaf Gain, Literacy and Inclusion
- 1.4 Basic Awareness of Difference between ISL and ISS; Myths and Facts
- 1.5 Importance of Neural Plasticity and Early Language Opportunities

### Unit 2: Advance Understanding of Manual Options and Indian Scenario

- 2.1 Use of Simcom and Educational Bilingualism in Indian Schools: Current Scenario
- 2.2 Challenges, Prerequisites and Fulfilling Prerequisites
- 2.3 Monitoring and Measuring Development of ISL/ISS in Students: Receptive and Expressive Mode
- 2.4 Training and Guidance for Families and Tuning Home Environment: Current Scenario and Strategies

- 2.5 Tuning Mainstream Schools/Classrooms for Students Using Manual Communication: Do's and Don'ts

### **Unit 3: ISL Skill Development: Middle Order Receptive and Expressive Skills**

- 3.1 Practicing 'Motherese' (Tuning Language to Suit Young Children) and Age Appropriate Discourse with Children with Appropriate Language, Turn Taking and Eye Contact
- 3.2 Practicing Natural Signing in Short Common Conversations
- 3.3 Practicing Natural Signing in Stories/Poems/Narrations/Jokes
- 3.4 Practicing Natural Signing in Discussing Emotions, Expansion of Ideas and Current Affairs
- 3.5 Practicing Group Dynamics

### **Unit 4: ISL Skill Development: Towards Higher Order Receptive and Expressive Skills**

- 4.1 Learning to Express Gender, Number, Person, Tense, Aspect
- 4.2 Practicing Sentence Types: Affirmative, Interjections, Imperative and Interrogative and Negativization
- 4.3 Practicing Sentence Types: Simple, Complex, Compound
- 4.4 Observing Using ISL in Classrooms – Social Science
- 4.5 Observing Using ISL in Classrooms – Science / Mathematics

### **Unit 5: ISS/ ISL Skill Development and Course Conclusions**

- 5.1 Practicing Markers (Local Language)
- 5.2 Practicing Syntax in Conversations and Discussions
- 5.3 Observing Using ISS/ISL in Classrooms for School Subjects
- 5.4 Resource Mobilization for Skill Development Training (Organized Charity Sources, CSR, Fund Raising Events, Web Based Fund Raising)
- 5.5 Reflections on the Course: From Theory to Practice to Initiating Change

### **Course Work/ Practical/ Field Engagement**

- I. Watching Videos of Individual Sessions and Classroom Teaching of Signing
- II. Role Play and Dramatization in ISL
- III. Developing Learning Material for Facilitating Connectivity among Signing, Language and Cognition
- IV. Recording Self Narrated Stories/ Poems and Writing Reflections
- V. Interacting with Deaf for Practicing Expansion of Ideas

### **Essential Readings**

- Communication Options and Students with Deafness. (2010). Rehabilitation Council of India, New Delhi.
- Heller, R. (1999). Managing Change. DK Publishing, New York.
- ISS Learning Material and Dictionaries
- Paul, P. V. (2009). Language and Deafness. Jones and Bartlett, Boston.
- Teaching Learning ISL Material Developed at AYJNIHH, Mumbai, SRKV, Coimbatore and NISH, Trivandrum

- Zeshan, U. (2000). Sign Language in Indo-Pakistan. John Benjamins Pub. Co, Philadelphia.

### **Suggested Readings**

- Akamatsu, C. T., & Armour, V. A. (1987). Developing written literacy in deaf children through analyzing sign language, *American Annals of the Deaf*, 132(1), 46-51.
- Andrews, J.F., Winograd, P., & DeVille, G. (1994). Deaf children reading fables: Using ASL summaries to improve reading comprehension. *American Annals of the Deaf*, 139(3), 378-386.
- Devych, G. N., Bhattacharya, T., Grover, N., & Randhawa, S.P.K. (2014). *Indian Sign Language(S)*. Orient BlackSwan, Hyderabad.
- Directory of Rehabilitation Resources for Persons with Hearing Impairment in India. (2000). AYJNIHH Publication, Mumbai.
- Education. Gallaudet Research Institute, Working Paper 89-3, Gallaudet University, Washington, D.C.
- Evans, L. (1982). *Total Communication, Structure and Strategy*. Gallaudet College Press, Washington D.C.
- Ezell, H.K., & Justice, L.M. (2005). Programmatic Research on Early Literacy: Several Key Findings. IES 3rd Annual Research Conference: American Speech Language & Hearing Association.
- Frank, S. (1985). *Reading Without Nonsense*. Teachers College Press, New York.
- Ghate, P. (1996). *Indian Sign System*. AYJNIHH In-House Publication: Mumbai.
- Ghate, R.A. (2009). Survey of Teachers' Opinion on Status of Education of the Deaf. Unpublished Report of RCI, New Delhi.
- Heller, R. (1999). *Effective Leadership*. Dk Publishing, New York.
- Huddar, A. (2008). *Language and Communication*. DSE Manuals. Rehabilitation Council of India, New Delhi.
- Improve Reading Comprehension. *American Annals of the Deaf*, 139, 378-386.
- *Indian Sign Language Dictionary* .(2001). Sri Ramakrishna Mission Vidyalaya, Coimbatore.
- Johnson, R., Liddell, S., & Erting, C. (1989). Unlocking the Curriculum: Principles for Achieving Access in Deaf Language. *American Annals of the Deaf*, 132, 46-51.
- Lewis, Rena B. & Doorlag, Donald H. (1999). *Teaching Students with Special Needs in General Education Classrooms*. Prentice Hall Inc. New Jersey.
- Woodward, J., Vasishta, M., & de Santis, S. (1985). An introduction to the Bangalore variety of Indian Sign Language. Gallaudet Research Institute Monograph No. 4, Gallaudet Research Institute. Washington, D.C

- Vasishta, M.M., Woodward, J., & De Santis, S. (1981). An Introduction to Indian Sign Language: Focus on Delhi. All India Federation of the Deaf, New Delhi.
- Websites for Signed Dictionaries.
- Woodward, J. (1993). The Relationship of Sign Language Varieties in India, Pakistan and Nepal. Sign Language Studies, 78, 15-22.

# **AUGMENTATIVE AND ALTERNATIVE COMMUNICATION**

Course Code: B 11(D)

Credits: 02

Contact Hours: 30

Marks: 50

## **Objectives**

The student-teachers will be equipped with a basic knowledge of AAC, AAC systems, AAC assessment, programme planning and strategies:

### **Unit 1: Organizational frame work for Communication:**

- 1.1 Normal development of speech, language and communication
- 1.2 Factors that influence communication, speech and language in relation to each other
- 1.3 Levels of communication in children
  - 1.3.1 Functional (Emergent)
  - 1.3.2 Situational ( Context Dependent)
  - 1.3.3 iii. Independent ( Creative)

### **Unit 2: Basic principles of AAC interventions:**

- 2.1 Child - Child capacity
- 2.2 Child capacity and context
- 2.3 Working towards symbolic expression
- 2.4 Communication skills and
- 2.5 Functions

### **Unit 3: Areas of AAC Assessment:**

- 3.1 Sensory areas
- 3.2 Cognition , communication and language
- 3.3 Posture and positioning. Motor planning and control
- 3.4 Scanning
- 3.5 Environment, Interaction & Symbols

### **Unit 4: Context of Communication:**

- 4.1 Partner /skills , user skills and environment
- 4.2 Competency development - types of competencies and its development
  - 4.2.1 Linguistic competence
  - 4.2.2 Operational Competence
  - 4.2.3 Social competence
  - 4.2.4 Strategic competence

### **Unit 5: Introduction to communication tools and Access Mode:**

- 5.1 Types of AAC devices and systems



- 5.1.1 No Technology
- 5.1.2 Low Technology
- 5.1.3 High Technology
- 5.2 Access to communication charts - hand, finger, eye point
- 5.3 Access to devices:
  - 5.3.1 Switches - hand switch , blow switch, infrared devices etc
  - 5.3.2 Software -scan mode combined with a switch
- 5.4 Selection of AAC
  - 5.4.1 Child competency and environment
  - 5.4.2 Design, Access, Motor, Devices
- 5.5 Challenges in the development of AAC and Literacy
  - 5.5.1 Grammar ; spelling
  - 5.5.2 Building **Vocabulary**: and richness of language
  - 5.5.3 Motor expression

### **Suggested Reading:**

- Silverman, F.H. (1994).Communication for the Speechless (3<sup>rd</sup> Edn.). Allyn & Bacon, Boston.
- David R. Beukelman, D. R., & Mirenda, P (2013). Augmentative and Alternative Communication Supporting Children and Adults with Complex Communication Needs (4<sup>th</sup> Edn.) Brookes Publishing Co. Baltimore.
- Lynch, C., & Cooper, J. (1991).Early Communication Skills: Practical Activities for Teachers and Therapists, Speechmark Publishing Ltd, Bicester, Oxon
- Warrick, A., & Kaul, S. (1997). Their manner of speaking: augmentative communication for children and young adults with severe speech disorders, Indian Institute of Cerebral Palsy, Kolkata
- Communication, compiler: T.N. Southgate. BA, Ormerod School, Oxford, Editor ,G.M. Cochrane MA, FRCP, Equipment for Disabled People , Mary Mariborough Lodge, Nuffield Orthopaedic Centre, Oxford OX3 7 LD
- Tina, D., & Mike, D. (1997).Literacy Through Symbols: Improving Access for Children and Adults, David Fulton Publishers, London.
- McCurtin, A., & Geraldine, M. (2000). The Manual of AAC Assessment. Speechmark Publishing Ltd., London.

# MANAGEMENT OF LEARNING DISABILITY

**Course Code: B 11(E)**

**Credits: 02**

**Contact Hours: 30**

**Marks: 50**

## **Introduction**

This course will provide an understanding of the types and characteristics of Children with Learning Disabilities and their associated condition. The course will include assessment of basic curricular skills, standardized tests and interpretation of test report. This course, grounded in research based interventions, is designed to assess all who work with students in special and regular education in developing skills to teach and support acceptable behavior that is demonstrated in home, school and community settings.

## **Objectives**

After completing the course the student-teachers will be able to

- *Explain the concept, causes and characteristics of learning disabilities.*
- *Discuss different types of learning disabilities and its associated conditions.*
- *Develop teacher made assessment test in curricular areas.*
- *Plan appropriate teaching strategies as per the specific needs of children with learning disability.*

## **Unit 1: Learning Disabilities: Types**

- 1.1 Verbal learning disabilities: Dyslexia, Dysgraphia, Dyscalculia.
- 1.2 Non-verbal learning disabilities
- 1.3 Language Disorders
- 1.4 Associated Conditions: ADHD & ADD
- 1.5 Emotional & Behavioral problems.

## **Unit 2: Assessment of Basic Curricular Skills**

- 2.1 Assessment of Readiness Skills
- 2.2 Assessment of Reading, Writing and Math skills
- 2.3 Teacher made test
- 2.4 Standardized Tests: Need, Types & Purpose
- 2.5 Interpretation of Test report

## **Unit 3: Intervention Strategies in Basic Skills of Learning**

- 3.1 Language skills
- 3.2 Reading
- 3.3 Writing
- 3.4 Maths skills
- 3.5. Study skills

## **Transaction**

This activity-based approach should allow the teacher to step back and allow the student-teachers to self-facilitate. The student-teachers must be given experience in the various settings such as clinics, schools, resource centres etc, for exposure to actual assessment. Discussions, debates, simulations, collaborative methods, must be used for transaction.

## **Course Work/ Practical/ Field Engagement**

- Prepare of checklist for screening LD
- Develop teacher made assessment test in any one curricular area for a given child
- Plan appropriate teaching strategies as per the specific needs of a given child with learning disability

## **Essential Readings**

- Bauer, A. M., & Shea, T. M. (2003). Parents and schools: creating a successful partnership for students with special needs. Merrill Prentice Hall, New Jersey.
- Myklebust, H.( 1983). Progress in Learning Disabilities, Guene and Stratton, New York.
- Reid, K. (1988). Teaching the Learning Disabled, Allyn and Bacon, Boston.

## **Suggested Readings**

- Baca, L. M., & Cervantes, H.T. (2004).The Bilingual special education interface. Pearson. New Jersey
- Browder, D. M. (2001). Curriculum and assessment for students with moderate and severe disabilities. The Guilford Press, New York
- Brunswick, N. (2012). Supporting dyslexic adults in higher education and the workplace. Wiley-Blackwell, Malden.
- Fitzgibbon, G., & O'Connor, B. (2002). Adult Dyslexia: a guide for the workplace. John Wiley & Sons, Ltd., London.
- Gribben, M. ( 2012). The study skills toolkit for students with dyslexia. Sage Publication, London.
- Karanth, P., & Rozario, J. (2003). Learning disabilities in India: willing the mind to learn. Sage Publication, New Delhi.
- Martin, L, C.( 2009). Strategies for teaching students with learning disabilities. . Corwin Press, California.
- McCardle, P., Miller, B., Lee, J, R., & Tzeng, O, J.L. (2011). Dyslexia across languages. (orthography and the brain-gene-behavior link ).Paul H. Brookes, Baltimore.
- Shula, C. (2000). Understanding children with language problems. Cambridge, New York.

- Prakash, P. (2008). Education of exceptional children: challenges and strategies. Kanishka publishers, New Delhi.
- Reddy, G. L., & Ramar, R. (2000). Education of children with special needs. Discovery Pub., New Delhi.
- Thapa, K. (2008). Perspectives on learning disabilities in India. (Current practices and prospects). Sage Publication, Los Angeles.
- Trusdell, M. L., & Horowitz, I. W. (2002). Understanding learning disabilities : a parent guide and workbook : for parents, teachers, professionals, advocates and others who work with, or come in contact with, individuals with learning disabilities. Maryland, York Press.
- Wong, B., & Butler, D. L. (2012). Learning about learning disabilities. Elsevier Academic Press, Amsterdam.

## **VOCATIONAL TRAINING, TRANSITION & JOB PLACEMENT**

**Course Code: B 11(F)**

**Credits: 02**

**Contact Hours: 30**

**Marks: 50**

### **Objectives**

After completing the course the student-teachers will be able to

- *Develop an understanding of vocational education & its relevance for PWD's.*
- *Carry out vocational assessment and make vocational training plan.*
- *Plan for transition from School to job.*
- *Identify various avenues for job placement.*
- *Facilitate PWD's in making choice of vocational trades.*
- *Acquire the concept of independent living and empowerment.*

### **Unit 1: Fundamentals & Assessment of Vocational Rehabilitation**

- 1.1. Definition, meaning and scope of Vocational Education
- 1.2. Legislations, policies, agencies, schemes, concessions & benefits for PWDs with respect to employment
- 1.3. Approaches and models of Vocational training
- 1.4. Assessment, Evaluation of Generic skills & Specific job skills using various tools
- 1.5. Approaches & Principles of vocational assessment

### **Unit 2: Vocational Transition & Curriculum Planning**

- 2.1. Concept, meaning, importance of transition
- 2.2. Vocational transition models
- 2.3. Transitional Planning at pre-vocational & post-vocational level
- 2.4. Development of Individualized Vocational Transitional Plan
- 2.5. Development of Vocational Curriculum

### **Unit 3: Process of Vocational Rehabilitation & Placement**

- 3.1. Types of Employment Settings
- 3.2. Process of Job Placement & Creation of Need-based Employment Settings
- 3.3. Adaptations, Accommodation, Safety Skills and First Aid
- 3.4. Self Advocacy & Self Determination Skill Training
- 3.5. Equal opportunities and attitudes towards persons with disabilities

### **Hands on Experience**

- Developing curriculum on any vocational skill
- Administering any vocational assessment tool
- Visit to any vocation Institution

### **Suggested Readings**

- McDonnell, J., & Hardman, M.L.(2010). Successful Transition Programs Pathways for Students with Intellectual and Developmental Disabilities, Sage Publications, Los Angeles.
- Kutty, A.T., & Rao L.G, (2003).Curriculum for Vocational Education, Transition of Persons with Mental Retardation from School to Work. Series -2, NIMH Publications, Secunderabad.
- Kutty, A.T., & Rao, L.G, (2001). Transition of Persons with Mental Retardation from School to Work – A Guide, NIMH Publications, Secunderabad.
- Mukhobadhyay, M., & Kutty A.T. (2006). Principles of Vocational Training, Part-II, DVTE (MR) Manual, Rehabilitation Council of India, Kanishka Publisher, New Delhi.
- Rao, V.K. (2004), Vocational Education, A.P.H. Publishing Corporation, New Delhi.
- Wehmeyer, M. L. (2007). Promoting Self-Determination in Sstudents with Developmental Disabilities, Guilford Press, Washington.
- Whitehead, T. D., & Hughey, J. B. (2004). Exploring Self Advocacy From a Social Power Perspective, Nova Science Publishers, New York.

## **BASIC RESEARCH AND STATISTICS**

**Course code: D 19**

**Credits: 02**

**Contact Hours: 30**

**Marks: 50**

### **Objectives**

After completing the course student-teachers will be able to

- *Describe the concept and relevance 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.*

### **Unit 1: Introduction to Research**

- 1.1 Scientific Method
- 1.2 Research: Concept and Definition
- 1.3 Application of Scientific Method In Research
- 1.4 Purpose of Research
- 1.5 Research in Education and Special Education

### **Unit 2: Types and Process of Research**

- 2.1 Types of Research
  - Basic/Fundamental
  - Applied
  - Action
- 2.2 Process of Research
  - Selection of Problem
  - Formulation of Hypothesis
  - Collection of Data
  - Analysis of Data & Conclusion
- 2.3 Tools of Research: Tests, Questionnaire, Checklist and Rating Scale
- 2.4 Action Research in Teaching Learning Environment
- 2.5 Professional Competencies for Research

### **Unit 3: Measurement and Analysis of Data**

- 3.1 Scale for measurement: Nominal, Ordinal, Interval and Ratio
- 3.2 Organization of data: Array, Grouped distribution
- 3.3 Measures of central tendency and Dispersion: Mean, Median and Mode, Standard deviation and Quartile deviation
- 3.4 Correlation: Product Moment and Rank Order Correlation
- 3.5 Graphic representation of data

### **Practicum/ Field Engagement**

- Develop a teacher made test for a given subject matter
- Develop a questionnaire/checklist
- Develop an outline for conducting action research

### **Essential Readings**

- Best, J. W., & Kahn, J. V. (1996). Research in Education Prentice-Hall of India, New Delhi.
- Dooley, D. (1997). Social Research Methods. Prentice-Hall of India, New Delhi.
- Grewal, P.S. (1990). Methods of Statistical Analysis. Sterling Publishers, New Delhi.
- Gupta, S. (2003). Research Methodology and Statistical Techniques. Deep & Deep Publishing, New Delhi.
- Koul, L. (1996). Methodology of Educational Research. Vikas Publishing House, New Delhi.
- Potti, L.R. (2004). Research Methodology. Yamuna Publications, Thiruvananthapuram.

### **Suggested Readings**

- Cohen, J. (1988). Statistical Power Analysis for the Behavioral Sciences. Academic Press, New York.
- Greene, S., & Hogan, D. (2005). Researching children's experience. Sage Publication, London.



### Semester - IV

#### E 1: Cross Disability & Inclusion

**Hours: 20**

**Credits: 04**

**Marks: 10**

Sl. No.	Tasks for the Student-teachers	Disability Focus	Educational Setting	Hrs.	No. of Lessons
1.1	Classroom Observation	Other than ID	Special schools for other disabilities	05	Observation of all subjects at different level, minimum 10 school Periods
		Any Disability	Inclusive Schools	05	Observation of all subject at different level, minimum 10 school Periods
1.2	a. Lesson planning and execution on different levels for selected subjects a. Languages b. Non Languages	Any Disability Other than ID	Special schools for other disabilities/ Resource Room	30	20 lessons (10 Language & 10 Non-language)
			Inclusive Schools	30	20 lessons (10 Language & 10 Non-language)
1.3	a. Individualised Teaching lessons on different levels for selected subjects a. Languages b. Non Languages	Any Disability Other than ID	Special schools for other disabilities	25	20 lessons (10 Language & 10 Non-language)
	b. Individualised Teaching lessons a. Languages b. Non Languages		Resource Room /Inclusive Schools	25	20 lessons (10 Language & 10 Non-language)

#### F 2: Other Disability Special School

**Hours: 18**

**Credits: 04**

**Marks: 100**

Sl. No.	Tasks for the Student-	Disability	Set up	No. of Lessons
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	<b>teachers</b>	<b>Focus</b>		
1	Classroom Teaching	Any Disability Other than ID	Special schools for other disabilities	Minimum 30 Lessons

### **F 3: Inclusive School**

**Hours: 120**

**Credits: 04**

**Marks: 100**

<b>Sl. No.</b>	<b>Tasks for the Student-teachers</b>	<b>Disability Focus</b>	<b>Set up</b>	<b>No. of Lessons</b>
1	Classroom Teaching	Any Disability Other than ID	Inclusive School	Minimum 30 Lessons

*Minimum of four weeks should be allocated for School attachment/ Internship and reflected in the time table and should cover Tasks specified under E-1, F-2 and F-3 with sufficient time for teaching to acquire Pedagogical competence to deal with school subjects chosen and related activities for whole class as well as children with disabilities in different education settings. A suggestive framework is given below:*

<b>Areas</b>	<b>Disability Specialisation and No. of Days</b>
Classroom Observation	Semester –IV (2 days- 10Hrs)
Pedagogy Subject 1&2	Semester-IV ( 60 Hrs spread across 12 days)
Individualised Teaching Lessons	Semester-IV ( 50 hrs spread across 10 days)
Observation of support services	Semester-IV ( 2days-10 Hrs)
F2- Attachment/Internship	Semester-IV (24 days)
F3- Attachment/Internship	Semester-IV (24 days)

