

Bachelor of Special Education (Disability & Inclusive Education)

B.Ed. Spl. Ed. (Disability & Inclusive Education)

**Effective from Academic Session, 2015
Duration (Two Years & Six Months)**

COURSE OF STUDY

A Collaborative programme of



Madhya Pradesh Bhoj (Open) University

&



भारतीय पुनर्वास परिषद

Rehabilitation Council of India

MADHYA PRADESH BHOJ (OPEN) UNIVERSITY

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*SE-DE Represent Programme being Run By Department of Special Education, MPBOU and Approved by RCI.

CONTENTS

		Page No.
1.	MADHYA PRADESH BHOJ (OPEN) UNIVERSITY (MPBOU)	05
2.	DEPARTMENT OF SPECIAL EDUCATION	05
3.	REHABILITATION COUNCIL OF INDIA (RCI)	06
4.	M O U BETWEEN MPBOU AND RCI	06
5.	B.Ed. SPECIAL EDUCATION PROGRAMME (B.Ed.-SEDE)	07
5.1	GOAL	07
5.2	BROAD OBJECTIVES	08
5.3	PROGRAMME OBJECTIVES	08
5.4	DURATION	09
5.5	MEDIUM OF INSTRUCTION	09
5.6	MINIMUM ELIGIBILITY CONDITIONS	09
5.7	ENTRANCE TEST	10
5.8	PROGRAMME FEE	11
5.9	PROGRAMME STRUCTURE	12
5.10	SCHEME OF EVALUATION	19
5.11	INSTRUCTIONAL HOURS & ALLOCATION OF MARKS	18
5.12	CONTACT PROGRAMME	20
5.13	ELIGIBILITY FOR APPEARING TERM END EXAMINATION	22
5.14	EXAMINATION DATES	22
5.15	AWARD OF DIVISION TO SUCCESSFUL CANDIDATE	23
5.16	PROVISION FOR UNSUCCESSFUL CANDIDATES	23
5.17	QUALIFYING ADDITIONAL SPECIALIZATION	23
5.18	RCI CERTIFICATION	23
6.	GENERAL INSTRUCTIONS	23
7.	Course of Study	25
8.	AREA A & B (CORE PAPER & METHDOLOGY COURSE)	30
9.	AREA C (CROSS DISABILITY & INCLUSION)	57
10.	AREA D (DISABLITY)	105
11.	HI (HEARING IMAPIRMENT)	106
12.	LD (LEARNING DISABILITY)	128
13.	MR / ID (MENTAL RETARDATION / INTELLECTUAL DISABILITY)	147
14.	VI (VISUAL IMPAIRMENT)	169
15.	AREA E (EPC)	191

INTRODUCTION

1 MADHYA PRADESH BHOJ (OPEN) UNIVERSITY

1.1 Introduction

Madhya Pradesh Bhoj (Open) University (MPBOU) was established by an Act of State Legislative Assembly in 1991 to achieve the following objectives:

- to advance and disseminate learning and knowledge by different means, including the use of any communication technology;
- to provide opportunities for higher education to a larger segment of the population and to promote the educational well being of the community in general;
- to encourage the open University and distance education systems.

The MPBOU has been recognized by the **Rehabilitation Council of India (RCI)**, a Statutory Body under the Ministry of Social Justice and Empowerment, Government of India, as the **National Resource Centre for Special Education and Rehabilitation Programmes through Distance Mode** under a Memorandum of Understanding (MoU) signed between MPBOU and RCI in January, 2000 and extended on 31st October 2014, has limited the programme to Madhya Pradesh. B.Ed. Special Education Programme through Distance Mode B.Ed.(SE-DE) is a joint venture of RCI and MPBOU offered through selected Study Centres in Institutions located in different parts of Madhya Pradesh.

1.2 Special Features

- Providing education to the doorsteps of the learner for easy accessibility.
- Flexibility in the system for wider coverage.
- Providing equitable access of quality education for different target group of learners irrespective of their age or status of employment.
- Freedom to the learners to study at his/her own pace and convenience.
- Opportunity to learner to study from his/her own chosen location.
- Omnipresent Education, using emerging advanced communication technologies.
- Sustainable intervention to *develop, upgrade and recycle* human resource for *areas critical to national development* including the *well being of the community*.
- Determination of standard and maintenance of quality in Distance Education in accordance with DEC norms.

The University mainly delivers training and education through distance mode in the form of flexible and open learning. In general, the system consists of a main campus activity in the form of curriculum development and renewal, generation and quality improvement of self instructional materials, preparation of guidelines for implementation and provision of student support services. The main office of the University which manages and operates the Distance Education Programmes is situated in Bhopal. The student will report for the following activities at the **programme delivery points** or **Study Centres**.

- Matters pertaining to admission,
- Receiving of Self Instructional Material,
- Contact classes,
- Receiving assignments for internal (continuous) assessment,
- Submission of completed assignments and Project Reports,
- Practical Training, Tests for Internal Assessment and Term/Session-End Examinations. (*The Centre for the Term End (final) Examination can be clubbed with the Study Centres within the city limit, if the number of students appearing for examinations are very few*), and
- Any academic and administrative problem.

A list of Study Centres activated for B.Ed.(SE-DE) Programme is given in *Programme Guide*.

2 DEPARTMENT OF SPECIAL EDUCATION (DSE)

The main functions of the DSE are to undertake academic activities pertaining to:

- the various aspects of the practice of education as a profession,
- the various branches of special education as an academic discipline, and
- the development of multimedia packages for education and training programmes in the areas of special education.

The academic programmes being offered by the DSE are:

- B.Ed. Spl. Ed. (Disability & Inclusive Education): **B.Ed. Spl. Ed. (Disability Specialization & Inclusive Education) (HI/VI/MR/LD)**
- Foundation Course on Learning Disabilities: **FC-LD (SE-DE)**
- Foundation Course on Education of Children with Disabilities: **FC (SE-DE)**
- Post Graduate Diploma in Community Base Rehabilitation: **PGDCBR (SE-DE)**
- Diploma in Community Base Rehabilitation: **DCBR (SE-DE)**
- Post Graduate Professional Certificate in Special Education: **PGPC (SE-DE) (HI/VI/MR/LD)** and
- Post Graduate Professional Diploma in Special Education: **PGPD (SE-DE) (HI/VI/MR/LD).**

Future Plans

The DSE plans to conduct

- Up-gradation of skills of personnel who are already working in the area of Special Education.
- Inter-disciplinary Research and Training Programmes for Rehabilitation and Empowerment of Differently Abled.

3 REHABILITATION COUNCIL OF INDIA

In 1992, Parliament passed the **Rehabilitation Council of India Act**, which was notified and became effective from June 1993. The Act casts the following important responsibilities on the Council.

- **Standardization of syllabi for all professionals** needed special education and rehabilitation of the disabled.
- **Recognition of Institutions offering courses for training of rehabilitation professionals.**
- **Maintenance of a Central Register** of all qualified persons in the field of rehabilitation.

The Act also prevents any person delivering services to people with disabilities without acquiring a recognized qualification and treats such an act as a cognizable offence. The **Rehabilitation Council of India** has done a tremendous work **in offering a better quality of life for the disabled** in the last few years.

4 M o U BETWEEN MPBOU AND RCI

Need-based Special Education Programmes through Distance Education Mode are being implemented as Joint National Ventures by Madhya Pradesh Bhoj (Open) University (MPBOU) and Rehabilitation Council of India (RCI) within the framework of a Memorandum of Understanding (MoU) signed between the two in January 2000. This MoU was extended for another five years from January 31, 2004 with a new thrust and vision to the unique venture. Under the provision of the MoU the MPBOU acts as the main National Resource Centre for Special Education and Rehabilitation Programmes through distance mode. This is the first ever endeavor in the country to offer special education programmes through distance mode. The extension of MoU signed on 31st October 2014.

The Special Education Programmes are being developed and implemented *within the framework of the National Goal of INDIA 2020 with a broad perspective of human development in twenty first century in the age of cybernetics and globalization.* The programmes are planned based on the following principles:

- *The national goal of each programme envisages meeting the emerging needs of the Age of Cybernetics and Globalization.*
- The model of curricular transaction of the educational programme is judiciously structured so as to implement as *a viable low-cost economical model without compromising quality.*
- *The educational programmes under implementation are planned as Transparent, Self-Financing and Self-Sustaining Schemes.*

5 B.Ed. Spl. Ed. (Disability & Inclusive Education)

Nomenclature

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

**PROGRAMME STRUCTURE
&
SCHEME OF EVALUATION**

5.9 Programme Structure

The Programme of B.Ed. Spl. Ed. (Disability Specialization & Inclusive Education) will consist of 40 Courses, 19 Theory Courses and 21 Practical Courses. Different components of the programme in theory and practical courses are given below under Group A to Group G. These consist of two major components: (1) the courses in the area of non-disability and Foundation component in Disability area will be compulsory for all candidates, and (2) the others will be any of the Four specialized streams in the areas of Visual Impairment, Mental Retardation, Learning Disability and Hearing Impairment.

Group A - Core Pedagogy Theory Courses: There will be following 3 Pedagogy Courses which are all compulsory and the students' time required for each of the courses is 60 hours.

SECP-01	Human Growth & Development
SECP-02	Contemporary India and Education
SECP-03	Learning, Teaching and Assessment

Group B - Methodology Courses: Choosing one from each of the following two sub-groups any 2 courses have to be offered by the students. The students' time required for each of the courses is 60 hours.

Sub-Group B-1: Any one course from the following

SECM-01	Teaching of English (Special Reference to Disability)
SECM-02	Teaching of Hindi. (Special Reference to Disability)

Sub-Group B-2: Any one course from the following

SECM-04	Teaching of Science (Special Reference to Disability)
SECM-05	Teaching of Mathematics (Special Reference to Disability)
SECM-06	Teaching of Social Studies (Special Reference to Disability)

Group C – Cross Disability & Inclusion Courses: There will be following 6 Courses first 4 are all compulsory and the students' time required for each of the courses is 30 hours. Choosing one from each of the following two sub-groups (5 & 6) any 2 courses have to be offered by the students. The students' time required for each of the courses is 30 hours.

SECD-01	Inclusive Education
SECD-02	Introduction to Sensory Disabilities (VI, HI, Deaf-Blind)
SECD-03	Introduction to Neuro Developmental Disabilities (LD, MR (ID), ASD)
SECD-04	Introduction to Locomotor & Multiple Disabilities (CP, MD)

Sub-Group C-1: Any one course from the following

SECD-05 Skill-based Optional Course (Cross Disability and Inclusion) ANY ONE

SECD 05 GC	Guidance and Counselling
SECD 05 EC	Early Childhood Care & Education
SECD 05 ABA	Applied Behavioural Analysis
SECD 05 CBR	Community Based Rehabilitation
SECD 05 ICT	Application of ICT in Classroom
SECD 05 GD	Gender and Disability
SECD 05 BSD	Braille and Assistive Devices

SECD-06 Skill-based Optional Course (Disability Specialization) ANY ONE

SECD 06 O&M	Orientation & Mobility
SECD 06 CO:ORA	Communication Options: Oralism
SECD 06 CO:MO	Communication Options: Manual Options (Indian Sign Language)
SECD 06 AAC	Augmentative and Alternative Communication
SECD 06 MLD	Management of Learning Disability
SECD 06 VR	Vocational Rehabilitation & Transition to Job Placement

Group D – Specialized Theory Courses in Disability Areas: Any one of the following specialized streams will be available for offer. The students' time required for each of the courses is 60 hours.

Speciality Sub-Group:

- **Visual Impairment**
- **Mental Retardation**
- **Hearing Impairment**
- **Learning Disability**

SES HI/VI/MR/LD -01	Assessment and Identification of Needs
SES HI/VI/MR/LD -02	Curriculum Designing, Adaptation and Evaluation
SES HI/VI/MR/LD -03	Intervention and Teaching Strategies
SES HI/VI/MR/LD -04	Technology and Disability
SES HI/VI/MR/LD -05	Psycho Social and Family Issues

Group E – Enhancement of Professional Capacities (EPC) : There will be following 3 Courses which are all compulsory and the students as per specialized stream time required for each of the courses is 60 hours.

SEPC-RRT-VI/MR/VI/HD -01	Reading and Reflecting on Texts
SEPC-DAE-VI/MR/VI/HD -02	Drama and Art in Education
SEPC-SEPC-BR & BS -VI/MR/VI/HD -03	Reading and Reflecting on Texts

Group F - Practical Courses: There will be 21 Practical Courses out of which 7 from non-disability area and 1 for foundation in Disability area will be compulsory for all candidates. The other 7 courses

would be chosen from one of the four different specialized streams & 6 from cross disability & Inclusion.

F-1 Non-Disability Area

Course Code: A 1 (SEPG 01-01) Human Growth & Development

Course Code: A 2 (SEPG 01-02) Contemporary India and Education

Course Code: A 3 (SEPG 01-03) Learning, Teaching and Assessment

Course Code: B 1/2 (SEPG 01-04) Pedagogy of Teaching (Special Reference to Disability)
(Hindi / English)

Course Code: B 3/4/5 (SEPG 01-05) Pedagogy of Teaching (Special Reference to Disability)
(Science / Math's / Social Studies)

Cross Disability and Inclusion

Course Code: C 6 (SECD 01-06) Inclusive Education

Course Code: C 7 (SECD 01-07) Introduction to Sensory Disabilities (VI, HI, Deaf-Blind)

Course Code: C 8 (SECD 01-08) Introduction to Neuro Developmental Disabilities (LD, MR (ID),
ASD)

Course Code: C 9 (SECD 01-09) Introduction to Locomotor & Multiple Disabilities (CP, MD)

PROJECT (Cross Disability & Inclusion)

Course Code: C 10 (SECD 01-10) Skill Based Optional Course (Cross Disability and Inclusion)

Course Code: C 11 (SEPG 01-11) Skill Based Optional Course (Disability Specialization)

F-2-1 Disability Areas: Specialized Streams

F-2-1: Foundation

Course Code: D (SEP B 01) Adaptive Skills & Aids & Appliances

F-2-2: Specialization

PRACTICAL Disability Area Specialization

Course Code: D 12 (SEP VI/MR/HI/LD 01) Assessment & Identification of Needs

Course Code: D 13 (SEP VI/MR/HI/LD 02) Curriculum Designing, Adaptation & Evaluation

Course Code: D 14 (SEP VI/MR/HI/LD 03) Intervention & Teaching Strategies

Course Code: D 15 (SEP VI/MR/HI/LD 04) Technology & Disability

Course Code: D 16 (SEP VI/MR/HI/LD 05) Psycho Social & Family Issues

Group G - Teaching Practice Courses: There will be two Practical Courses in Teaching Practice. Out of these, one in non-disability area and another on *Basic Teaching Practice in Inclusive Schools* will be compulsory for all. The other one would be chosen from the three different specialized streams.

G-1 Non-Disability Area

SETG-01 Teaching Practice in Non-disability Area (NDA).

Course Code: B 1/2 (SETG-01-01) Pedagogy of Teaching (Hindi / English)

Course Code: B 3/4/5 (SETG-01-02) Pedagogy of Teaching (Science / Math's / Social Studies)

G-2 Disability Areas: Specialized Streams

G-2-1: Teaching Practice in Special Education in Inclusive School

Course Code: D (SETB -01) Teaching Practice in Inclusive School

G-2-2: Teaching Practice in Special Area (Disability Area)

Course Code: D (SET VI/MR/HI/LD -01) Teaching Practice in Disability Area

5.10 Scheme of Evaluation

The Scheme of Evaluation will consist of **two main components**:

- **Continuous Internal Assessment.**
- **Term End Examination.**

Course-wise distribution of marks: See Table 2.

- For each of the courses in Groups A, B, C, D and E the ratio of marks between continuous assessment and term end examination will be 20:80.
- In each Practical course in Groups F and G, the ratio of marks between continuous assessment and term end examination will be 60:40.

Methodology of continuous internal assessment

- The continuous internal assessment in each of the theory courses under Groups A, B, D and E will be based on One Assignment and One Internal Test of 10 marks each per Course during the contact programmes with a total Weightage of 20 marks & for C One Assignment and One Internal Test of 5 marks each per Course during the contact programmes with a total Weightage of 10 marks

- The continuous internal assessment in each of the Practical courses under Groups D (**except Project Work**) will be as given in Table below :

Table - 1

Group D : Practical Courses	Total	(I) For Practical works as recorded in the <i>Practical Record</i> (M. Marks allotted)	(II) performance <i>Test</i> during the contact programmes (M. Marks allotted)
F-1 Non-Disability Area			
SEPG-01-01	48	18	30
SEPG-01-02	18	8	10
SEPG-01-03	18	8	10
SEPG-01-04	18	8	10
SEPG-01-05	18	8	10
SECD-01-06	18	8	10
SECD-01-07	18	8	10
SECD-01-08	18	8	10
SECD-01-09	18	8	10
SEPB-01: Adaptive skill and Aids and Appliances	18	8	10
F-2 Disability Area			
SEP VI/MR/HI/LD-01	60	20	40
SEP VI/MR/HI/LD-02	60	20	40
SEP VI/MR/HI/LD-03	60	20	40
SEP VI/MR/HI/LD-04	60	20	40
SEP VI/MR/HI/LD-05	60	20	40

In Project Course, SECD-01-10 & SECD-01-11, Project Work (Process, Community Contact and Report) - *the continuous assessment* will be based on the following parameters:

- Report of the Project Work (Practical Record):*
 - Selection of Title of the Project.
 - Standard of Community Survey.
 - Structure of the Report.
 - Attitude towards community.
 - Interpretation of Results.
 - Quality of Report.
 - Creativity in the preparation of Teaching Aid, if any.
 - Functional utility of the Report.
- Oral Test*
 - Assessment of Project work and interview with the Candidates during contact session.

120 Marks

80 Marks

Group G – Teaching Practice Courses

- In Non-Disability area, SETG-01 & SETG-02 (Methodology Courses), the candidate has to teach 15 lessons in each of the two opted subjects, out of which 5 in each will be, supervised (Distance Mode). The *Internal (continuous) Assessment* will be based on *practical records* of teaching practice (10 marks), and *supervision of lessons* (20 marks) Total Marks is 30.
- In Course SETB-01 the candidate will teach 15 lessons out of which 2 will be under supervision. The *continuous assessment* will be based on *practical records* of teaching practice (5 marks x 2) and *supervision of lessons* (10 marks x 2) Total Marks is 30.
- In Course SETV-01/SETM-01/SETH-01 the candidate will teach 20 lessons out of which 5 will be supervised. The *Internal (continuous) assessment* will be based on *practical records* of teaching practice (20 marks) and *supervision of lessons* (40 marks) Total Marks is 60.

5.11 Instructional Hours and Allocation of Marks

The total instructional hours for the B.Ed. Spl. Ed. (Disability Specialization & Inclusive Education) will be 2176 hours including face-to-face instruction of 960 hours. The Programme has been assigned a total of 3120 marks, which includes 1700 marks for Theory and 1420 marks for the Practical Courses. *In the programme, emphasis is given to the development of practical skills especially in the area of disability. Out of around 50 percent of total marks in the programme allotted to the practical work, 67 percent has been kept for disability areas.*

In order to be successful in the B.Ed. Spl. Ed. (Disability Specialization & Inclusive Education) the candidate has to fulfill the following conditions: the candidate has to secure

- (1) in any course under Groups A, B, C, D and E, a minimum of 40% marks in each of the two components, i.e., (1) *Continuous (Internal) Assessment*, and, (2) *Term End Examinations*, separately;
- (2) in any Practical Course in Groups F and G, a minimum of overall 50% marks in both (1) *Continuous (Internal) Assessment* and (2) *Term End Examinations*; and,
- (3) an overall 50% of marks in total aggregate.

Table – 2 : COURSE STRUCTURE AND EVALUATION SCHEME

S.No	Course Structure Courses	Weight age		Evaluation Scheme										
		Hours	MM	First Year (15 Month)				Second Year (15 Month)						
				IA	TEE	Total	Pass Mark	IA	TEE	Total	Pass Mark	IA	TEE	
THEORY COURSES														
Group A : Core Pedagogy Courses														
1	SECP-01	60	100	20	80	100	08	32						
2	SECP-02	60	100	20	80	100	08	32						
3	SECP-03	60	100						20	80	100	08	32	
Group B : Methodology Courses														
4	SECM-01 / SECM-02	60	100	20	80	100	08	32						
5	SECM-04 / SECM-05 / SECM-06	60	100						20	80	100	08	32	
Group C: Cross Disability & Inclusion														
6	SECD-01	30	50	10	40	50	04	16						
7	SECD-02	30	50	10	40	50	04	16						
8	SECD-03	30	50	10	40	50	04	16						
9	SECD-04	30	50						10	40	50	04	16	
10	SECD-05 (Optional Any One) GC/EC/ABA/CBR/ICT/GD/BAD	30	50						10	40	50	04	16	
11	SECD-06(Optional Any One) O&M/CO:ORA/CO:MO/AAC/MLD/VR	30	50						10	40	50	04	16	
Group D: Disability Specialization														
12	SES VI/MR/HI/LD -01	60	100	20	80	100	08	32						
13	SES VI/MR/HI/LD -02	60	100	20	80	100	08	32						
14	SES VI/MR/HI/LD -03	60	100	20	80	100	08	32						
15	SES VI/MR/HI/LD -04	60	100						20	80	100	08	32	
16	SES VI/MR/HI/LD -05	60	100						20	80	100	08	32	
Group E: ENHANCEMENT OF PROFESSIONAL CAPACITIES (EPC)														
17	SEPC-RRT-VI/MR/HI/LD-01	60	100	20	80	100	08	32						
18	SEPC-DAE-VI/MR/HI/LD-02	60	100						20	80	100	08	32	
19	SEPC-BR & BS-VI/MR/HI/LD-03	60	100						20	80	100	08	32	

S.No	Course Structure			Evaluation Scheme									
				Weight age		First Year (15 Month)				Second Year (15 Month)			
	Courses	Hours	MM	IA	TEE	Total	Pass Mark		IA	TEE	Total	Pass Mark	
							IA	TEE				IA	TEE
PRACTICAL COURSES													
Group F: Practical Courses													
F-1 Non-Disability Area (NDA)													
20	SEPG-01-01	64	80	48	32	80	40						
21	SEPG-01-02	24	30	18	12	30	15						
22	SEPG-01-03	24	30	18	12	30	15						
23	SEPG-01-04	24	30						18	12	30	15	
24	SEPG-01-05	24	30						18	12	30	15	
Cross Disability & Inclusion													
25	SECD-01-06	24	30	18	12	30	15						
26	SECD-01-07	24	30	18	12	30	15						
27	SECD-01-08	24	30						18	12	30	15	
28	SECD-01-09	24	30						18	12	30	15	
Project													
29	SECD-01-10	160	200	120	80	200	100						
30	SECD-01-11	160	200						120	80	200	100	
F-2 Disability Area (DA)													
F-2-1 Foundation													
31	SEPB-01 Adaptive skill and Aids and Appliances	40	50	30	20	50	25						
F-2-2 Specialisation													
32	SEP VI/MR/HI/LD-01	80	100	60	40	100	50						
33	SEP VI/MR/HI/LD-02	80	100	60	40	100	50						
34	SEP VI/MR/HI/LD-03	80	100	60	40	100	50						
35	SEP VI/MR/HI/LD-04	80	100						60	40	100	50	
36	SEP VI/MR/HI/LD-05	80	100						60	40	100	50	
Group G: Teaching Practice Courses													
G-1: Non-Disability Area (NDA)													
37	SETG-01-01	40	50	30	20	50	25						
38	SETG-01-02	40	50						30	20	50	25	
G-2: Disability Area (DA)													
G-2-1: Teaching Practices in Special Education in Inclusive School													
39	SETB-01: Teaching Practices in Special Education in Inclusive School	40	50	30	20	50	25						
G-2-2: Teaching Practice in Special Area													
40	SET VI/MR/HI/LD-01	80	100						60	40	100	50	
GRAND TOTAL													
Passing Marks in Theory		960	1600	170	680	850	68	272	150	600	750	60	240
Passing Marks in Practical		1216	1520	510	340	850	340 (40%)		402	268	670	300 (40%)	
Total		2176	3120	680	1020	1700			552	868	1420		
Aggregate : (Attendance minimum 75% in contact programme)		1632 (75%)					850 (50%)					710 (50%)	

5.12 Contact Programme

The candidate who has been selected for admission to the B.Ed. Spl. Ed. (Disability Specialization & Inclusive Education) has to report to his/her own Study Centre for registration for admission and induction, collection of Self Instructional Materials and Face-to-Face Contact Programmes. The Calendar of Activities for Face-to-Face Contact Programmes for the entire academic session will be supplied by the Coordinator of the Study Centre. The Programme Schedule of each contact session both

for Theory and Practical courses including allotment of assignments and Project Work, conduction of tests will be decided by the Coordinator of the Study Centre and made available to the candidates.

5.12.1 The Programme Schedule of Contact Programmes

In all there will be four face-to-face contact sessions during the entire Programme totaling 960 hours or approximately 120 days (@ 8 hours per day) During the first year there will be 510 hours of contact and in second year 450 hours of contact as detailed in table.

Table – 3: TENTATIVE FRAMEWORK OF THE CONTACT PROGRAMME

Components	Total Hours	TENTATIVE CONTACT SESSIONS CALENDAR			
		First Year		Second Year	
		Contact-I (During Jul-Aug)	Contact-II (During Feb-March)	Contact-III (During Oct-Nov)	Contact-IV (During Feb-March)
1. General Induction and Orientation	72	18	18	18	18
2. Group A, B, C, D & E : Introduction to Theory Courses : Discussion, Clarification and allotment of assignment	216	54	54	54	54
3. Group F Practical's F-1 Non Disability Area (NDA)					
SEPG-01-01	24	12	12		
SEPG-01-02	24	12	12		
SEPG-01-03	24	12	12		
SEPG-01-04	24			12	12
SEPG-01-05	24			12	12
SECD-01-06	24	12	12		
SECD-01-07	24	12	12		
SECD-01-08	24			12	12
SECD-01-09	24			12	12
SECD-01-10	24	12	12		
SECD-01-11	24			12	12
4.F-2: Disability Area (DA)					
F-2-1 : Foundation					
SEPB-01 : Adaptive skill and Aids and Appliances	48	24	24		
F-2-2 : Specialization					
SEP VI/MR/HI/LD-01: Assessment in DA	60	30	30		
SEP VI/MR/HI/LD -02 : Curriculum Designing	60	30	30		
SEP VI/MR/HI/LD -03 : Intervention & Teaching	60	30	30		
SEP VI/MR/HI/LD -04 : Technology & Disability	60			30	30
SEP VI/MR/HI/LD -05 : Project in DA	72			36	36
5. Group G: Training in Teaching Practice	24				
G-1-1: SETG-01: TP in English/Hindi		6	6		
G-1-2: SETG-02: TP in SC/Math/Social St.				6	6
G-2: TP in Disability Area					
G-2-1: SETB-01: TP in SE in IS	24				
G-2-2: SET VI/MR/HI/LD-01:TP in Special Disability Area		6	6	6	6
Total Hrs	960*	270	270	210	210

*** Note:**

(1) The selected candidates of B.Ed. Spl. Ed. (Disability Specialization & Inclusive Education) will take admission on notified dates in respective allotted Study Centre. During the Induction Programme Self Instructional Materials will be supplied and modalities of curricular transaction will be explained by the Co-ordinator.

(2) The Study Centre will supply the calendar of activities for two Contact Programme i.e.
1st Year 40+40 days & 2nd Year 30+30 days.

(3) The Term End Examination in Practical Papers will be completed during the Second/Fourth Contact Programme.

(4) The Term End Examination in Theory Papers will be held during the notified dates which will be confirmed through notification to Study Centres as well as in MPBOU website www.bhojvirtualuniversity.com. Extra hours/days will be provided for TEE in Theory beyond Contact programme hours/days

5.12.2 Self Instructional Print Material

Self Instructional Print Material in the form of Blocks and Manuals covering the course contents in theory and practical respectively will be provided to the students by the University.

5.12.3 Audio and Video Programmes

The Audio and Video programmes are supplementary, meant for clarification and enhancement of understanding. These will be used when available and when ever necessary during contact sessions.

5.12.4 Assignments and Project Work Reports

The assignments as well as the Project Work Report are to be submitted at the Study Centre after completion and within the date prescribed. Late submission will lead to no credit being given to the assignment and Project Work.

5.12.5 Theory and Practical Tests during Contact Sessions

Two Tests for each Theory Course and Practical Course have been prescribed. The student has to appear in these Tests conducted during contact sessions.

5.13 Eligibility for Appearing in Term End Examination

Every student registered to B.Ed. Spl. Ed. (Disability Specialization & Inclusive Education) shall be eligible to appear in the term-end examination every year subject to the following conditions.

- (i) The student has at least attended 75 per cent of the prescribed contact classes organized at the Study Centre. *(to be certified by co-ordinator of the study centre)*
- (ii) carried all the requirements for the Programme:
 - undergone practical training in both Non-Disability Area and Disability Area (See Table-2 and Table-3).
 - completed and submitted prescribed number of assignments.
 - appeared in Theory and Practical Tests conducted during Contact Sessions.
 - completed Project Work and submitted the Report.
 - completed prescribed number of Teaching Practice Lessons in optional school subjects and in opted disability area.
- (iii) Student has not caused any act of indiscipline at the Study/Cluster Centre.
- (iv) The University will be able to consider a student for granting permission to appear in the term-end examination, subject to the fulfillment of the above prescribed conditions by way of the Eligibility Certificate, Completion Certificate and no objection certificate received by the MPBOU from the Coordinator of the Study Centre and a certification to the effect that the student fulfills all the conditions mentioned above and those which may be prescribed by the University from time to time.
- (v) Admit Cards will be issued by the University through the Coordinator of the concerned Study Centre. And it will be the responsibility of the students to collect them from there.

5.14 Examination Dates

- After the completion of the Programme requirements the University will declare the dates of term end examinations every year.
- University reserves the right to conduct the Term End (final) examination at any place within a city limit. However, the students of a centre can be clubbed with the other Centres within the city limit of the State, in case of very few number of students appear for the examination.

5.15 Award of Division to Successful Candidate

The conditions for being declared successful in the Programme are given earlier in this Programme Guide. A successful candidate of the B.Ed. Spl. Ed. (Disability Specialization & Inclusive Education) shall be placed in the **division** in accordance with the following scale/categories on the basis of aggregate marks obtained in all the subjects (9 Theory and 6 Practical Courses) taken together:

- 50% or above but less than 60% marks : **Second Division**
- 60% or above marks : **First Division**
- A successful candidate who has secured 75% or more marks in any Theory Paper will get **Distinction** in that Paper.

5.16 Provision for Unsuccessful Candidates

5.16.1 Candidates who are declared failed shall be permitted to appear in all the Theory and Practical courses in which they have failed at subsequent examination(s) subject to the restriction of period mentioned in clause 5.4. Note: ***The Internal Assessment Marks in which the candidate has passed will be carried over.*** After the expiry of this period the students will have to seek fresh admission and no credit will be carried over.

5.16.2 Candidates eligible under the above provision and willing to appear in the subsequent examination(s) in any theory/practical courses(s) shall have to submit application on prescribed form together with a copy of statement of marks obtained at the preceding examination and the prescribed reappearing examination fee through the Coordinator of the Study Centre so as to reach the university by the date notified for subsequent examination(s).

5.16.3 A candidate will have to clear all courses in a maximum period of **5 years from the date of admission.**

5.17 Qualifying for Additional Specialization

Any successful candidate in this Programme with a certain specialized area would be allowed for additional specializations and to earn another specialization the candidate will have to fulfill all the requirements for passing the necessary **specialized programme** with a minimum overall aggregate of 50%. This will be made available through **PGPD-SEDE Programme which is a Post Graduate Professional Diploma Programme.**

5.18 RCI Certification as a Registered Professional Teacher

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 & Inclusive Education) 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.

6. GENERAL INSTRUCTION

6.1 Reservation

For this programme the University reserves seats for Scheduled Castes, Schedules Tribes, Other Backward Classes, widows, wards of military/paramilitary forces and physically handicapped candidates as per M P State Govt. Reservation Rules.

6.2 Scholarships and Reimbursement of Fee

Reserved categories, viz. Scheduled Castes/Scheduled Tribes, Other Backward Classes and Physically Handicapped candidates have to pay the fee at the time of admission to the university along with other candidates.

Physically handicapped candidates admitted to MPBOU are eligible for Government of India scholarships. They are advised to collect scholarship forms from the State Government, Directorate of Social Welfare or office of the Social Welfare Officer and submit the filled-in forms to them through the Study Centre.

Similarly, candidates belonging to SC/ST and Other Backward Classes have to submit their scholarship forms to the State's Directorate of Social Welfare or the Office of the Social Welfare Officer through the concerned Study Centre of MPBOU for reimbursement of programme fee.

6.3 Validity of Admission

Admission taken by the candidates in Study Centres after selection through merit list on the basis of Entrance Test and Counseling (*as per List of admitted candidates received from the Study Centres by the University*) is subject to confirmation by MPBOU through verification of application forms, supporting documents and DDs of Programme Fee. This will be intimated to Study Centres as per notified date.

6.4 Consequences of Furnishing of False Information or Document

Even after confirmation, detection of false information furnished in the application form or forged document at a later stage will lead to cancellation of admission and degree issued if any, will also be cancelled. In that case no programme fee will be refunded. In this connection no correspondence will also be entertained.

6.5 Refund of Fee

Any fee once paid will not be refunded under any circumstances.

6.6 Revaluation

A candidate can apply for revaluation maximum in any two courses of a programme on a prescribed form within 30 days after the declaration of the result.

6.7 Legal Jurisdiction

All matters of any dispute shall be limited to Bhopal Court only. The place of jurisdiction for filing of a suit, if necessary, will be only Bhopal.

6.8 Mark Sheet and Provisional Certificate

Mark Sheet will be sent to Study Centres after the result is out. Provisional Certificates & Original Certificates for successful candidates will be issued as per request.

COURSE OF STUDY

Specialisation offered (with specific reference to Area D)

*The B.Ed. Spl. Ed. (Disability Specialization & Inclusive Education)
is offered in following specializations:*

Hearing Impairment (HI)

Learning Disability (LD)

Visual Impairment (VI)

&

Mental Retardation /Intellectual Disability (MR/ID)

AREA
CORE COURSES (A)
&
METHODOLOGY COURSES (B)

A1 SECP 01	Human Growth & Development
A2 SECP 02	Contemporary India and Education
A3 SECP 03	Learning, Teaching and Assessment
B4	Pedagogy of Teaching (Special Reference to Disability) Any one
SECM 01	PART IV: Hindi / Regional Language (Special Reference to Disability)
SECM 02	PART V: English (Special Reference to Disability)
B5	Pedagogy of Teaching (Special Reference to Disability) Any one
SECM 04	PART I : Science (Special Reference to Disability)
SECM 05	PART II: Mathematics (Special Reference to Disability)
SECM 06	PART III: Social Studies (Special Reference to Disability)

Area- C

CROSS DISABILITY AND INCLUSION

1. All student-teachers will be learning about all disabilities (theory, practical as well as field engagement) and specialization in any one disability *other than selected for Area D*.
2. Institutions/organizations offering B.Ed.Spl.Ed. are expected to decide *other than specialization area* out of VI / HI / MR / LD / MR (ID).
3. *In case of student-teachers with disability; the choice of two optional courses from C-10 or C-11 can be on case to case basis (e.g. Student-teachers with VI and HI may opt for courses that are appropriate for them across/only from C10 & C11).*

C6 SECD 01	Inclusive Education
C7 SECD 02	Introduction to Sensory Disabilities (VI, HI, Deaf-Blind)
C8 SECD 03	Introduction to Neuro Developmental Disabilities (LD, MR(ID), ASD)
C9 SECD 04	Introduction to Locomotor & Multiple Disabilities (CP, MD)
C10 SECD 05	Skill-based Optional Course (Cross Disability and Inclusion)
C11 SECD 06	Skill-based Optional Course (Disability Specialization)

C 10: Skill-based Optional Course (Cross Disability and Inclusion) ANY ONE

C 10A SECD 05 GC	Guidance and Counselling
C 10B SECD 05 EC	Early Childhood Care & Education
C 10C SECD 05 ABA	Applied Behavioural Analysis
C 10D SECD 05 CBR	Community Based Rehabilitation
C 10E SECD 05 ICT	Application of ICT in Classroom
C 10F SECD 05 GD	Gender and Disability
C 10G SECD 05 BSD	Braille and Assistive Devices

C 11: Skill-based Optional Course (Disability Specialization) ANY ONE

C 11A SECD 06 O&M	Orientation & Mobility
C 11B SECD 06 CO:ORA	Communication Options: Oralism
C 11C SECD 06 CO:MO	Communication Options: Manual Options (Indian Sign Language)
C 11D SECD 06 AAC	Augmentative and Alternative Communication
C 11E SECD 06 MLD	Management of Learning Disability
C 11F SECD 06 VR	Vocational Rehabilitation & Transition to Job Placement

AREA - D

**DISABILITY SPECIALIZATION
COURSES**

Institutions / Organizations offering B.Ed. Spl. Ed. (Disability Specialization & Inclusive Education) are expected to decide on Specific Disability Area for Specialization out of HI / LD / MR(ID) / VI

D12 SES HI/VI/MR/LD 01	Assessment and Identification of Needs
D13 SES HI/VI/MR/LD02	Curriculum Designing, Adaptation and Evaluation
D14 SES HI/VI/MR/LD 03	Intervention and Teaching Strategies
D15 SES HI/VI/MR/LD 04	Technology and Disability
D16 SES HI/VI/MR/LD 05	Psycho Social and Family Issues

AREA – E

ENHANCEMENT OF PROFESSIONAL CAPACITIES (EPC)

*(Wherever applicable specific reference to disability will be
focused)*

E 17 SEPC-RRT - VI/MR/Hi/LD - 01	Reading and Reflecting on Texts
E 18 SEPC-DAE - VI/MR/Hi/LD - 02	Drama and Art in Education
E 19 SEPC-BR & BS - VI/MR/Hi/LD - 03	Basic Research & Basic Statistic

AREA F: PRACTICAL & PROJECT

AREA G: TEACHING PRACTICE

AREA

CORE COURSES (A)

&

METHODOLOGY COURSES (B)

A1 SECP 01	Human Growth & Development
A2 SECP 02	Contemporary India and Education
A3 SECP 03	Learning, Teaching and Assessment
B4	Pedagogy of Teaching (Special Reference to Disability) Any one
SECM 01	PART IV: Hindi / Regional Language (Special Reference to Disability)
SECM 02	PART V: English (Special Reference to Disability)
B5	Pedagogy of Teaching (Special Reference to Disability) Any one
SECM 04	PART I : Science (Special Reference to Disability)
SECM 05	PART II: Mathematics (Special Reference to Disability)
SECM 06	PART III: Social Studies (Special Reference to Disability)

HUMAN GROWTH & DEVELOPMENT (SECP 01)

Course Code: A 1(SECP 01)

Contact Hours: 60

Marks: 100 (IA 20 + TEE 80)

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.*

Block 1: Approaches to Human Development

Unit 1: Human development as a discipline from infancy to adulthood

Unit 2: Concepts and Principles of development

Unit 3: Developing Human- Stages (Prenatal development, Infancy, Childhood, Adolescence, Adulthood)

Unit 4: Nature vs Nurture

Unit 5: Domains (Physical, Sensory- perceptual, Cognitive, Socio-emotional, Language & communication, Social relationship)

Block 2: Theoretical Approaches to Development

Unit 1: Cognitive & Social- cognitive theories (Piaget, Vygotsky, Bruner, Bandura)

Unit 2: Psychosocial Theory (Erikson)

Unit 3: Psychoanalytic Theory (Freud)

Unit 4: Ecological Theory (Bronfrenbrenner)

Unit 5: Holistic Theory of Development (Steiner)

Block 3: The Early Years (Birth to Eight Years)

Unit 1: Prenatal development: Conception, stages and influences on prenatal development

Unit 2: Birth and Neonatal development: Screening the newborn - APGAR Score, Reflexes and responses, neuro-perceptual development

- Unit 3: Milestones and variations in Development
- Unit 4: Environmental factors influencing early childhood development
- Unit 5: Role of play in enhancing development

Block 4: Early Adolescence (From nine years to eighteen years)

- Unit 1: Emerging capabilities across domains of physical and social emotional
- Unit 2: Emerging capabilities across domains related to cognition - metacognition, creativity, ethics
- Unit 3: Issues related to puberty
- Unit 4: Gender and development
- Unit 5: Influence of the environment (social, cultural, political) on the growing child

Block 5: Transitions into Adulthood

- Unit 1: Psychological well-being
- Unit 2: Formation of identity and self-concept
- Unit 3: Emerging roles and responsibilities
- Unit 4: Life Skills and independent living
- Unit 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.
- Hurlocl, E. B. (2005). *Child growth and development*. Tata Mc.Graw Hill Publishing Company, New York.
- Hurlocl, 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 (SECP 02)

Course Code: A2 (SECP 02)

Contact Hours: 60

Marks: 100 (IA 20 + TEE 80)

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*

Block 1: Philosophical Foundations of Education

Unit 1: Education: Concept, definition and scope

Unit 2: Agencies of Education: School, family, community and media

Unit 3: Philosophies of Education: idealism, naturalism, pragmatism, existentialism, humanism, constructivism and connectionism

Unit 4: Classical Indian Perspective (Buddhism, Jainism, Vedanta Darshan, Sankya Darshan)

Unit 5: Indian Philosophers (Aurobindo, Gandhi, Tagore, Krishna Murthy)

Block 2: Understanding Diversity

Unit 1: Concept of Diversity

Unit 2: Types of Diversity: Gender, linguistic, cultural, socio-economic and disability

Unit 3: Diversity in learning and play

Unit 4: Addressing diverse learning needs

Unit 5: Diversity: Global Perspective

Block 3: Contemporary Issues and Concerns

Unit 1: Universalisation of School Education, Right to Education and Universal Access

Unit 2: Issues of a) Universal enrolment b) Universal retention c) Universal learning

Unit 3: Issues of quality and equity: Physical, economic, social, cultural and linguistic, particularly w.r.t girl child, weaker sections and disabled

Unit 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

Unit 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

Block 4: Education Commissions and Policy (School Education)

Unit 1: Constitutional provisions on education that reflect National Ideals: Equality, liberty, secularism, and social justice

Unit 2: National Commissions and Policies: Education Commission (1964), NPE and POA (1986, 1992), National Policy for Persons with Disabilities (2006)

Unit 3: National Acts: RCI Act, 1992, PWD Act, 1995, NT Act, 1999, RTE Act (2009 & 2012).

Unit 4: Programmes and Schemes: IEDC (1974, 1983), SSA (2000, 2011), RMSA, 2009, IEDSS, 2009

Unit 5: International Conventions and Policies: Salamanca Declaration and Framework, 1994; UNCRPD, 2006; MDG, 2015; INCHEON strategies

Block 5: Issues and Trends in Education

Unit 1: Challenges of education from preschool to senior secondary

Unit 2: Inclusive education as a rights based model

Unit 3: Complementarity of inclusive and special schools

Unit 4: Language issues in education

Unit 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: New Delhi Vikas Publishing House Pvt. Ltd.
- 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, New Delhi: NCERT.
- Bhat. B. D. (1996). Educational Documents in India, New Delhi: Arya Book Depot.
- Bhatia, K. & Bhatia, B. (1997). The Philosophical and Sociological Foundations, New Delhi Doaba House.
- 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: New Delhi: IAE Association.
- 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, New Delhi Sterling publishers Pvt. Ltd.

- Jangira, N.K. (2012). NCERT Mmother of Inclusive Eeducation 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.
- Sapra. C. L., & Aggarwal, A. (1987): Education in India some critical Issues. New Delhi: National Book Organisation.
- Saraswathi, T. S. (1999). Culture, Socialization and Human Development, New Delhi: Sage Publications.
- 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.
- Steven, B. (1998). School and Society, New Delhi: Sage Publications.
- Suresh, D. (1998). Curriculum and Child Development, Agra: Bhargava.
- 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, New York Holt, Rinehart and Winston.

LEARNING, TEACHING AND ASSESSMENT (SECP 03)

Course Code: A 3 (SECP 03)

Contact Hours: 60

Marks: 100 (IA 20 + TEE 80)

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.*

Block 1: Human Learning and Intelligence

- Unit 1: Human learning: Meaning, definition and concept formation
- Unit 2: Learning theories:
 - Behaviourism: Pavlov, Thorndike, Skinner
 - Cognitivism: Piaget, Bruner
 - Social Constructivism: Vygotsky, Bandura
- Unit 3: Intelligence:
 - Concept and definition
 - Theories: Two-factor, Multifactor, Triarchic Theory (Robert Steinberg)
- Unit 4: Creativity: Concept, Definition and Characteristics
- Unit 5: Implications for Classroom Teaching and Learning

Block 2: Learning Process and Motivation

- Unit 1: Sensation: Definition and Sensory Process
- Unit 2: Attention: Definition and Affecting Factors
- Unit 3: Perception: Definition and Types
- Unit 4: Memory, Thinking, and Problem Solving
- Unit 5: Motivation: Nature, Definition and Maslow's Theory

Block 3: Teaching Learning Process

Unit 1:Maxims of Teaching

Unit 2:Stages of Teaching: Plan, Implement, Evaluate, Reflect

Unit 3:Stages of Learning: Acquisition, Maintenance, Generalization

Unit 4:Learning Environment: Psychological and Physical

Unit 5:Leadership Role of Teacher in Classroom, School and Community

Block 4: Overview of Assessment and School System

Unit 1: Assessment: Conventional meaning and constructivist perspective

Unit 2: ‘Assessment of Learning’ and ‘Assessment for Learning’: Meaning and difference

Unit 3: Comparing and contrasting assessment, evaluation, measurement, test and examination

Unit 4: Formative and summative evaluation, Curriculum Based Measurement

Unit 5: Revisiting key concepts in school evaluation: filtering learners, marks, credit, grading, choice, alternate certifications, transparency, internal-external proportion, improvement option

Block 5: Assessment: Strategies and Practices

Unit 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

Unit 2: Typology and levels of assessment items: Multiple choice, open ended and close ended; direct, indirect, inferential level

Unit 3: Analysis, reporting, interpretation, documentation, feedback and pedagogic decisions

Unit 4: Assessment of diverse learners: Exemptions, concessions, adaptations and accommodations;

Unit 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, 11th edn, Pearson Publication, New Delhi.

Suggested Readings

- Geisinger, K.F. (2013). APA Handbook of Testing and Assessment in Psychology. Available at American Psychological Association, USA.
- Guskey, T. R., & Bailey. J (2000). Grading and Reporting. Thousnad Oaks, CA: Corwin King.
- Howell, K. W., & Nolet, V. (2000). Curriculum-Based Evaluation: Teaching and decision making. Scarborough, Ontario, Canada, Wadsworth.
- McMillan, J. H. (2001). Classroom Assessment: Principles and Practice for Effective Instruction. Allyn and Bacon, London.
- Nevo, D. (1995). School based Evaluation. Pergamon Publishing, Kidlington, Oxford.
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PEDAGOGY OF TEACHING HINDI (SECM 01)

Course Code: B 4 (Part IV) (SECM 01)

Contact Hours: 60

Marks: 100 (IA 20 + TEE 80)

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 सतत एवं व्यापक मूल्यांकन प्रविधि के उपयोग कुशलतापूर्वक करेंगे।
- भाषा अधिगम में विद्यार्थियों की कठिनाइयों के निराकरण के लिए क्रियात्मक अनुसन्धान का प्रयोग करेंगे।
- चिन्तन दैनन्दिनी और पोर्टफोलियो निर्माण की प्रविधि का उपयोग करेंगे।

पाठ्यवस्तु

खंड १ – भाषा, हिन्दी भाषा की प्रकृति और प्रयोज्यता।

इकाई १ भाषा का प्रत्यय और उपयोगिता।

इकाई २ बोली, विभाषा और मानक भाषा का प्रत्यय।

इकाई ३ शिक्षा, समाज, व्यापार, राजनीति, शोध एवं विकास में भाषा का योगदान।

इकाई ४ हिन्दी भाषा का नामकरण, संस्कृत से हिन्दी के उद्भव की प्रक्रिया।

इकाई ५ विश्वभाषा और भविष्य भाषा के रूप में हिन्दी का विकास का आकलन।

इकाई ६ मूल-भूत भाषा कौशलों – श्रवण, वाचन, पठन और लेखन का परिचय।

खंड २ – पाठ्यवस्तु संवर्धन

इकाई १ हिन्दी साहित्य का सामान्य परिचय।

इकाई २ हिन्दी गद्य साहित्य की परम्परागत विधाएँ – कहानी, नाटक और महाकाव्य।

इकाई ३ हिन्दी गद्य साहित्य की आधुनिक विधाएँ — उपन्यास, यात्रा विवरण, जीवनी, आत्मकथा और संस्मरण।

इकाई ४ हिन्दी व्याकरण में उर्दू, अंग्रेज़ी और संस्कृत से समाविष्ट प्रत्यय।

इकाई ५ माध्यमिक स्तर पर हिन्दी पाठ्यक्रम में हुए परिवर्तनों का आकलन।

खंड ३ — भाषा अधिगम की प्रकृति और पाठ नियोजन

इकाई १ माध्यमिक स्तर पर हिन्दी शिक्षण के लक्ष्य और उद्देश्य।

इकाई २ इकाई नियोजन का प्रत्यय, इसका महत्त्व और निर्माणविधि।

इकाई ३ पाठयोजना का परिचय, उपयोग और महत्त्व।

इकाई ४ पाठयोजना के चरण और उनका क्रियान्वयन।

इकाई ५ हिन्दी शिक्षण के ज्ञानात्मक, बोधात्मक, कौशलात्मक और रूचिगत उद्देश्यों का निर्धारण।

इकाई ६ विशिष्ट उद्देश्यों का व्यावहारिक शब्दावली में लेखन।

इकाई ७ पाठ योजना के संरचनात्मक उपागम का परिचय और अभ्यास।

खंड ४ — हिन्दी की विविध विधाओं के शिक्षण की विधियों का परिचय और उपयोग

इकाई १ माध्यमिक कक्षाओं में गद्य शिक्षण की उपयोगिता।

इकाई २ गद्य शिक्षण की अर्थबोध, व्याख्या, विश्लेषण और संयुक्त विधि का परिचय और इनकी समीक्षा।

इकाई ३ माध्यमिक कक्षाओं के पाठ्यक्रम में पद्य के समावेश की उपयोगिता।

इकाई ४ पद्य शिक्षण की शब्दार्थ कथन, खण्डान्वय, व्यास और समीक्षा विधि का परिचय और इनकी उपयुक्तता का आकलन।

इकाई ५ माध्यमिक स्तर पर व्याकरण शिक्षण की आवश्यकता और उपयोगिता।

इकाई ६ व्याकरण शिक्षण की निगमन, आगमन, भाषासंसर्ग और पाठ्य—पुस्तक विधियों का मूल्यांकन।

खंड ५ — भाषा अधिगम—शिक्षण में सहायक सामग्रियों का प्रयोग

इकाई १ शिक्षण उपकरणों का सन्दर्भ, महत्त्व और लाभ।

इकाई २ अधिगम—शिक्षण के दृश्य उपकरणों के प्रकार।

इकाई ३ दृश्य उपकरणों — श्यामपट्ट, चार्ट, नक्शा, मानचित्र, प्रतिरूप, कार्यशील प्रतिरूप और फ्लैश कार्ड की प्रयोग विधि।

इकाई ४ श्रव्य उपकरणों – कॉम्पैक्ट डिस्क व कैसेट्स के प्रयोग की विधि और अभ्यास।

इकाई ५ मुद्रित श्रव्य उपकरणों –अखबार, पत्रिकाओं और पुस्तकों का सहायक उपकरणों के रूप में प्रयोग।

इकाई ६ वैद्युदण्विक उपकरणों – टेलीविजन, कम्प्यूटर और विश्वजाल के सहायक उपकरणों के रूप में प्रयोग की विधि और उपयोगिता।

इकाई ७ भाषा अधिगम में भाषा प्रयोगशाला के प्रयोग की विधि और समीक्षा।

खंड ६ – भाषा अधिगम के मूल्यांकन की प्रविधि

इकाई १ मूल्यांकन की संकल्पना, उद्देश्य और महत्व।

इकाई २ सतत एवं व्यापक मूल्यांकन का सन्दर्भ।

इकाई ३ लेखन, पठन, श्रुतलेख, सुलेख, तीव्रलेखन, त्रुटिमुक्त लेखन, आशुभा ण और काव्यपाठ का सतत एवं व्यापक मूल्यांकन प्रविधि द्वारा मूल्यांकन।

इकाई ४ कक्षागत पाठ्यसहगामी गतिविधियों – गीत, अभिनय, संवाद, क्रियाकलाप और नेतृत्व के गुणों का सतत एवं व्यापक मूल्यांकन प्रविधि द्वारा मूल्यांकन।

इकाई ५ विद्यार्थियों के भाषा अधिगम का संचयीवृत्त बनाना।

खंड ७ – चिन्तनशील साधक के रूप में शिक्षक

इकाई १ अनुवर्ती चिन्तन की आवश्यकता और महत्व।

इकाई २ चिन्तन दैनन्दिनी और पोर्टफोलियो बनाना।

इकाई ३ विद्यार्थियों की अधिगम समस्याओं के निदान और समाधान के लिए क्रियात्मक अनुसन्धान का प्रयोग।

इकाई ४ पाठ्यक्रम, सहायक सामग्री और पाठ्यविधियों का आलोचनात्मक विवेचन।

इकाई ५ 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 अनुसन्धान 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 में सतत एवं व्यापक मूल्यांकन की प्रविधि के उपयोग का विवरण।
- चिन्तन दैनन्दिनी, पोर्टफोलियो और आलोचनात्मक विवरणी के उपयोग की समीक्षा और इनकी

प्रतिकृति का प्रस्तुतिकरण।

मूल्यांकन योजना –

मूल्यांकन बिन्दु	कक्षा परीक्षा	प्रायोगिक कार्य	पोर्टफोलियो	उपस्थिति	सत्रान्त परीक्षा
प्रदेय अंक	१०	१०	०५	०५	७०

सन्दर्भ पुस्तकें –

हिन्दी शिक्षण : अभिनव आयाम, डॉ. श्रुतिकान्त पाण्डेय, एक्सिस पब्लिकेशंस, दरियागंज, नई दिल्ली, २०१०.

हिन्दी शिक्षण, उमा मंगल, आर्य बुक डिपो करोल बाग, नई दिल्ली, २००५.

हिन्दी शिक्षण, डॉ. रामशकल पाण्डेय, विनोद पुस्तक मन्दिर, आगरा, २००५.

हिन्दी साहित्य का इतिहास, आचार्य रामचन्द्र जुक्ल, राजकमल प्रकाशन, नई दिल्ली, २००६

हिन्दी शिक्षण, रमन बिहारी लाल, रस्तोगी प्रकाशन, मेरठ, २००२.

हिन्दी शिक्षण, सावित्री सिंह, इन्टरनेशनल पब्लिशिंग हाउस, मेरठ, २००४

PEDAGOGY OF TEACHING ENGLISH (SECM 02)

Course Code: B 4 (Part V) (SECM 02)

Contact Hours: 60

Marks: 100 (IA 20 + TEE 80)

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.*

Block I: Nature of English Language & Literature

- Unit 1: Principles of Language Teaching
- Unit 2: Language Proficiency: Basic Interpersonal Communication Skills (BICS) and Cognitive Academic Language Proficiency (CALP)
- Unit 3: English Language in the school context: An Evolutionary Perspective
- Unit 4: Current Trends in Modern English Literature in Indian context
- Unit 5: Teaching as second language in Indian context.

Block II: Instructional Planning

- Unit 1: Aims and objectives of Teaching English at different stages of schooling
- Unit 2: Instructional Planning: Need and Importance
- Unit 3: Block and lesson plan: Need and Importance
- Unit 4: Procedure of Block and Lesson Planning
- Unit 5: Planning and adapting Blocks and lessons for children with disabilities

Block III: Approaches and Methods of Teaching English

- Unit 1: Difference between an approach and a method

- Unit 2: Task based approach, co-operative learning, language across curriculum, communicative language teaching, Bilingual, Eclectic and Constructive approach
- Unit 3: Method Teaching of Prose, Poetry, Drama, Grammar and Vocabulary- i) Translation method. ii) Structural – Situational method. iii) Direct method
- Unit 4: Development of four basic language skills: Listening, Speaking, Reading, and Writing
- Unit 5: Accommodation in approaches and techniques in teaching children with disabilities

Block IV: Instructional Materials

- Unit 1: Importance of instructional material and their effective use
- Unit 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
- Unit 3: Construction of a teacher made test for English proficiency
- Unit 4: Teaching portfolio
- Unit 5: Adaptations of teaching material for children with disabilities

Block V: Evaluation

- Unit 1: Evaluation - Concept and Need
- Unit 2: Testing Language skills and Language elements (Vocabulary, Grammar and Phonology)
- Unit 3: Adaptation of Evaluation Tools for Children with Disabilities
- Unit 4: Individualized assessment for Children with Disabilities
- Unit 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. (Ed.) (1996). English Grammar in context, Ratnasagar, Delhi.
- Bhatia, K.K., & Kaur, N. (2011). Teaching and Learning English as a Foreign Language. Ludhiana: Kalyani Publishers.
- Bindra, R. (2005). Teaching of English. Jammu: Radha Krishan Anand and Co.
- Brumfit, C.J., & Johnson (Ed.) (1979). The communicative Approach to Language Teaching, Oxford University Press, Oxford.
- Bryne, D. (1988). Teaching Writing Skills, Longman, England.
- 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. Ludhiana: Kalyani Publishers.
- Shaik, M. & Gosh, R.N. (2005). Techniques of Teaching English, Neelkamal Publications, Hyderabad.
- Sharma, P. (2011). Teaching of English: Skill and Methods. Delhi: Shipra Publication.

PEDAGOGY OF TEACHING SCIENCE (SECM 04)

Course Code: B 5 (Part I) (SECM 04)

Contact Hours: 60

Marks: 100 (IA 20 + TEE 80)

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.*

Block 1: Nature and Significance of Science

- Unit 1: Nature, Scope, Importance and Value of Science
- Unit 2: Science As An Integrated Area of Study
- Unit 3: Science and Modern Indian Society: Relationship of Science and Society
- Unit 4: Impact of Science with Special Reference to Issues related with Environment, Industrialization and Disarmament
- Unit 5: Role of Science for Sustainable Development

Block 2: Planning for Instruction

- Unit 1: Aims and Objectives of Teaching Science in Elementary and Secondary School
- Unit 2: Bloom's Taxonomy of Educational Objectives and Writing Objectives in Behavioural Terms
- Unit 3: Lesson Planning – Importance and Basic Steps. Planning Lesson for an Explanation, Demonstration, and Numerical Problem in Teaching of Sciences
- Unit 4: Block Planning – Format of A Block Plan
- Unit 5: Pedagogical Analysis: Meaning and Need. Guidelines for Conducting Pedagogical Analysis

Block 3: Approaches and Methods of Teaching Sciences

Unit 1: Process Approach, Direct Experience Approach, Inductive-Deductive Approach

Unit 2: Lecture, Demonstration, Discussion, Problem-solving, Concept-mapping, Programmed Instruction, Team Teaching, Seminar, Computer Assisted Learning (CAL)

Unit 3: Project Method and Heuristic Method

Unit 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

Unit 5: Constructivist Approach and its Use in Teaching Science

Block 4: Learning Resources with reference to Children with Disabilities for Teaching Science

Unit 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)

Unit 2: Importance of Co-Curricular Activities-Science Club, Science Exhibition, Science Text Books-Characteristics and Significance with reference to Children with Disabilities

Unit 3: The Science Laboratory-Planning Organization of Lab, Storage, Record Keeping and Safety of Scientific Equipments with reference to Children with Disabilities

Unit 4: Aquarium, Vivarium – Role in Teaching with Setting & Maintaining

Unit 5: Museum, Botanical And Zoological Garden: Role In Teaching

Block 5: Evaluation

Unit 1: Evaluation- Concept, Nature and Need

Unit 2: Norm Referenced & Criterion Referenced Evaluation, Comprehensive and Continuous Evaluation: Concept and Significance, Scholastic and Co-Scholastic Assessment

Unit 3: Tools and Techniques for Formative and Summative Assessments

Unit 4: Preparation of Diagnostic Test and Achievement Test

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

PEDAGOGY OF TEACHING MATHEMATICS (SECM 05)

Course Code: B 5 (Part II) (SECM 05)

Contact Hours: 60

Marks: 100 (IA 20 + TEE 80)

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.*

Block 1: Nature of Mathematics

Unit 1: Meaning, Nature, Importance and Value of Mathematics

Unit 2: Axioms, Postulates, Assumptions and Hypothesis in Mathematics

Unit 3: Historical Development of Notations and Number Systems

Unit 4: Contribution of Mathematicians (Ramanujam, Aryabhata, Bhaskaracharya, Euclid, Pythagoras)

Unit 5: Perspectives on Psychology of Teaching and Learning of Mathematics- Constructivism, Enactivism, Vygotskyian Perspectives, and Zone of Proximal Development

Block 2: Objectives and Instructional Planning in Mathematics

Unit 1: Aims and Objectives of Teaching Mathematics in Elementary and Secondary Schools.

Unit 2: Bloom's Taxonomy of Educational Objectives and Writing Objectives in Behavioural Terms.

Unit 3: Lesson Planning– Importance and Basic Steps. Planning Lesson of Arithmetic, Algebra and Geometry.

Unit 4: Block Planning – Format of A Block Plan

Unit 5: Pedagogical Analysis: Meaning and Need and Procedure for Conducting Pedagogical Analysis. Classification of Content, Objective, Evaluation, etc

Block 3: Strategies for Learning and Teaching Mathematics

Unit 1: Concept Formation and Concept Attainment: Concept Attainment Model for Learning and Teaching of Concepts

Unit 2: Learning By Exposition: Advanced Organizer Model

Unit 3: Methods of Teaching- Lecture, Discussion, Demonstration, Inductive-Deductive, Analytic-Synthetic, Problem-Solving, And Project

Unit 4: Techniques of Teaching Mathematics: Oral Work, Written Work, Drill-Work, Brain-Storming and Computer Assisted Instruction (CAI)

Unit 5: Creating Different Situations of Learning Engagement: Group Learning, Individual Learning, Small-Group, Cooperative (Peer-Tutoring, Jigsaw, etc.), and Situational/ Contextual Learning

Block 4: Teaching-Learning Resources in Mathematics for Students with Disabilities

Unit 1: Mathematics Laboratory- Concept, Need, and Equipment for Setting Up a Mathematics Laboratory

Unit 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

Unit 3: Bulletin Boards and Mathematics Club

Unit 4: Abacus, Cussionaire Rods, Fractional Discs, Napier Strips

Unit 5: Calculators, Computers, Smart Boards, Multimedia Presentations, and Special Aids and Appliances For Children With Disabilities

Block 5: Assessment and Evaluation for Mathematics Learning

Unit 1: Assessment and Evaluation- Concept, Importance and Purpose

Unit 2: Error Analysis, Diagnostic Tests, Identification of Hard Spots and Remedial Measures

Unit 3: Tools and Techniques for Formative and Summative Assessments of Learner Achievement in Mathematics, Comprehensive and Continuous Evaluation in Mathematics

Unit 4: Preparation of Diagnostic and Achievement Test

Unit 5: Adaptations in Evaluation Procedure for Students With Disabilities

Practical/ Field Engagement/ Project Work

Any one of the following

- I. Pedagogical analysis of a Block 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*, Boston: Allyn and Bacon.
- Chambers, P. (2010). *Teaching Mathematics*, Sage Publication, New Delhi.
- Chapman, L.R. (1970). *The Process of Learning Mathematics*, New York: Pergamon Press.
- 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*, New York: Blackwell Publishers Ltd.
- Gupta, H. N., & Shankaran, V. (Ed.), (1984). *Content-Cum-Methodology of Teaching Mathematics*. NCERT, New Delhi.
- James, A. (2005). *Teaching of Mathematics*, New Delhi: Neelkamal Publication.
- Kumar, S. (2009). *Teaching of Mathematics*, New Delhi: Anmol Publications.
- Mangal, S.K. (1993). *Teaching of Mathematics*, New Delhi: Arya Book Depot.
- Mani, M. N. G. (1992). *Techniques of Teaching Blind Children*, New Delhi: Sterling Publishers.
- Mukhopadhyaya, S., Jangira, N. K., Mani, M.N. G., & Raychaudhary, N. (1987). *Sourcebook for Training Teachers of Visually Handicapped*, New Delhi: NCERT.
- Nemeth, A. (1973). *Nemeth Code for Mathematics and Scientific Notation*, Loviseville K: American Printing House.
- Siddhu, K.S. (1990). *Teaching of Mathematics*, New Delhi: Sterling Publishers.

Suggested Readings

- Keeley, P. K., & Cheryl, T. R. (2011). *Mathematics Formative Assessment*, Canada: Sage Publications.
- *National Curriculum Framework*. (2005). NCERT, New Delhi: NCERT.
- *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 STUDIES (SECM 06)

Course Code: B 5 (Part III) (SECM 06)

Contact Hours: 60

Marks: 100 (IA 20 + TEE 80)

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 Block 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.*

Block I: Nature of Social Sciences

Unit 1: Concept, scope and nature of social science

Unit 2: Difference between social sciences and social studies

Unit 3: Aims and objectives of teaching social science at school level

Unit 4: Significance of social science as a core subject

Unit 5: Role of social science teacher for an egalitarian society

Block II: Curriculum and Instructional Planning

Unit 1: Organization of social science curriculum at school level

Unit 2: Instructional Planning: Concept, need and importance

Unit 3: Block plan and Lesson plan: need and importance

Unit 4: Procedure of Block and Lesson Planning

Unit 5: Adaptation of Block and lesson plans for children with disabilities

Block III: Approaches to teaching of Social Science

Unit 1: Curricular approaches: a) Coordination, b) Correlational, c) Concentric, d) Spiral, e) Integrated, f) Regressive

Unit 2: Methods of teaching social science: Lecture, discussion, socialized recitation, source and project method

Unit 3: 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

Unit 4: Accommodations required in approaches for teaching children with disabilities

Unit 5: 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

Unit 6: Adaptations of material for teaching children with disabilities

Block IV: Evaluation of Learning in Social Science

Unit 1: Purpose of evaluation in social science

Unit 2: Techniques of evaluating learner achievement in social Science: Written and Oral tests, Observation Tools, Work Samples, Portfolio

Unit 3: Assessment: tools and techniques of Continuous and Comprehensive Evaluation (CCE) for curricular and co-curricular subjects

Unit 4: Construction of teacher made test

Unit 5: Diagnostic testing and enrichment techniques for children with disabilities

Block V: Social Science Teacher as a Reflective Practitioner

Unit 1: Being a reflective practitioner- use of action research

Unit 2: Developing an Action Research Plan for solving a problem in teaching-learning of Social science

Unit 3: Case study- Need and Importance for a School Teacher

Unit 4: Development of a Professional Portfolio/ Teaching Journal

Unit 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 Block 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. UP: Vikas Publishing House Pvt Ltd.
- Batra, P. (2010). Social Science Learning in Schools Perspective and Challenges, Sage Publications Pvt. Ltd; Pap/Com edition.
- Chauhan, S. S. (2008). Innovations in teaching learning process. UP: Vikas Publishing House Pvt Ltd.
- Dhand, H. (2009). Techniques of Teaching. New Delhi: APH Publishing Corporation.
- Duplass, J. A. (2009). Teaching elementary social studies. New Delhi: Atlantic Publishers.
- Mangal, U. (2005). Samajik Shikshan, Arya Book Depot, New Delhi.

Suggested Readings

- Aggarwal, J.C. (2008). Teaching of social studies: A practical approach. (4th ed). UP: Vikas Publishing House Pvt Ltd.
- George, A. M., & Madam, A. (2009). *Teaching Social Science in Schools: NCERT'S New Textbook Initiative*.
- 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. Meerut: R.Lall Books Depot.
- Sharma, R.N. (2008). Principles and techniques of education. Delhi: Surjeet Publications.
- Singh, Y.K. (2009). Teaching of history: Modern methods. New Delhi: APH Publishing Corporation.
- Stone, R. (2008). Best Practices for Teaching Social Studies: What Award-Winning Classroom Teachers Do, Corwin, CA.

AREA- C

CROSS DISABILITY AND INCLUSION

C6 SECD 01	Inclusive Education
C7 SECD 02	Introduction to Sensory Disabilities (VI, HI, Deaf-Blind)
C8 SECD 03	Introduction to Neuro Developmental Disabilities (LD, MR(ID), ASD)
C9 SECD 04	Introduction to Locomotor & Multiple Disabilities (CP, MD)
C10 SECD 05	Skill-based Optional Course (Cross Disability and Inclusion)
C11 SECD 06	Skill-based Optional Course (Disability Specialization)

B10: Skill-based Optional Course (Cross Disability and Inclusion) ANY ONE

C 10 A SECD 05 GC	Guidance and Counselling
C 10 B SECD 05 EC	Early Childhood Care & Education
C 10 C SECD 05 ABA	Applied Behavioural Analysis
C 10 D SECD 05 CBR	Community Based Rehabilitation
C 10 E SECD 05 ICT	Application of ICT in Classroom
C 10 F SECD 05 GD	Gender and Disability
C 10 G SECD 05 BSD	Braille and Assistive Devices

B11: Skill-based Optional Course (Disability Specialization) ANY ONE

C 11 A SECD 06 O&M	Orientation & Mobility
C 11 B SECD 06 CO:ORA	Communication Options: Oralism
C 11 C SECD 06 CO:MO	Communication Options: Manual Options (Indian Sign Language)
C 11 D SECD 06 AAC	Augmentative and Alternative Communication
C 11 E SECD 06 MLD	Management of Learning Disability
C 11 F SECD 06 VR	Vocational Rehabilitation & Transition to Job Placement

INCLUSIVE EDUCATION (SECD 01)

Course Code: C 6 (SECD 01)

Contact Hours: 30

Marks: 50 (IA 10 + TEE 40)

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.*

Block 1: Introduction to Inclusive Education

Unit 1: Marginalisation vs. Inclusion: Meaning & Definitions

Unit 2: Changing Practices in Education of Children with Disabilities: Segregation, Integration & Inclusion

Unit 3: Diversity in Classrooms: Learning Styles, Linguistic & Socio-Cultural Multiplicity

Unit 4: Principles of Inclusive Education: Access, Equity, Relevance, Participation & Empowerment

Unit 5: Barriers to Inclusive Education: Attitudinal, Physical & Instructional

Block 2: Policies & Frameworks Facilitating Inclusive Education

Unit 1: International Declarations: Universal Declaration of Human Rights (1948), World Declaration for Education for All (1990)

Unit 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)

Unit 3: International Frameworks: Salamanca Framework (1994), Biwako Millennium Framework of Action (2002)

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

Block 3: Adaptations Accommodations and Modifications

- Unit 1: Meaning, Difference, Need & Steps
- Unit 2: Specifics for Children with Sensory Disabilities
- Unit 3: Specifics for Children with Neuro-Developmental Disabilities
- Unit 4: Specifics for Children with Loco Motor & Multiple Disabilities
- Unit 5: Engaging Gifted Children

Block 4: Inclusive Academic Instructions

- Unit 1: Universal Design for Learning: Multiple Means of Access, Expression, Engagement & Assessment
- Unit 2: Co-Teaching Methods: One Teach One Assist, Station-Teaching, Parallel Teaching, Alternate Teaching & Team Teaching
- Unit 3: Differentiated Instructions: Content, Process & Product
- Unit 4: Peer Mediated Instructions: Class Wide Peer Tutoring, Peer Assisted Learning Strategies
- Unit 5: ICT for Instructions

Block 5: Supports and Collaborations for Inclusive Education

- Unit 1: Stakeholders of Inclusive Education & Their Responsibilities
- Unit 2: Advocacy & Leadership for Inclusion in Education
- Unit 3: Family Support & Involvement for Inclusion
- Unit 4: Community Involvement for Inclusion
- Unit 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 Edcuation*. 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.

INTRODUCTION TO SENSORY DISABILITIES (SECD 02)

Course Code: C 7 (SECD 02)

Contact Hours: 30

Marks: 50 (IA 10 + TEE 40)

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.*

Block 1: Hearing Impairment: Nature & Classification

Unit 1: Types of sensory impairments: Single (Hearing Impairment & Visual Impairment) & Dual sensory impairment (Deaf-blindness)

Unit 2: Importance of hearing

Unit 3: Process of hearing & its impediment leading to different types of hearing loss

Unit 4: Definition of hearing loss, demographics & associated terminologies: deaf/ Deaf/ deafness/ hearing impaired/ disability/ handicapped

Unit 5: Challenges arising due to congenital and acquired hearing loss

Block 2: Impact of Hearing Loss

Unit 1: Characteristics of learners with hearing loss and impact of different degrees of hearing impairment on communication

Unit 2: Language & communication issues attributable to hearing loss and need for early Intervention

Unit 3: Communication options, preferences & facilitators of individuals with hearing loss

Unit 4: Issues & measures in literacy development and scholastic achievement of students with hearing loss

Unit 5: Restoring techniques using human (interpreter) & technological support (hearing devices)

Block 3: Visual Impairment-- Nature and Assessment

- Unit 1: Process of Seeing and Common Eye Disorders in India
- Unit 2: Blindness and Low Vision--Definition and Classification
- Unit 3: Demographic Information--NSSO and Census 2011
- Unit 4: Importance of Early Identification and Intervention
- Unit 5: Functional Assessment Procedures

Block 4: Educational Implications of Visual Impairment

- Unit 1: Effects of Blindness--Primary and Secondary
- Unit 2: Selective Educational Placement
- Unit 3: Teaching Principles
- Unit 4: Expanded Core Curriculum-- Concept and Areas
- Unit 5: Commonly Used Low Cost and Advanced Assistive Devices

Block 5: Deaf-blindness

- Unit 1: Definition, causes, classification, prevalence and characteristics of deaf-blindness
- Unit 2: Effects and implications of deaf-blindness on activities of daily living & education
- Unit 3: Screening, assessment, identification & interventional strategies of deaf-blindness
- Unit 4: Fostering early communication development: Methods, assistive devices and practices including AAC
- Unit 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. (2nd 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%2Fdownload%2Ffile&ei=LkY6VdGIOIKymAW604CgDg&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, M.A.: Christopher-Gordon Publishers, Inc.

- Katz, J. (1985). *Handbook of Clinical Audiology*. (4th Ed.) Baltimore: Williams and Wilkins.
- Loreman, T., Deppeler, J., & Harvey, D. (2005). *Inclusive education - A practical guide to supporting diversity in the classroom*. (2nd Eds.). U.K. Routledge.
- Norris, G. H., & Romer, L.T. (1995). *Welcoming Students who are deafblind to typical classrooms*.U.S: Paul H. Brookes.
- Pandey, R. S., & Advani, L. (1995). *Perspectives in Disability and Rehabilitation*. New Delhi: Vikas Publishing House Pvt. Ltd.
- *Proceedings from National Conference on Centenary for Work for the Blind in India* (1987). All India Confederation of the Blind and Christoffel Blinden Mission; Delhi: R.K.Printers.
- Scholl, G.T. (1986). *Foundations of Education for Blind and Visually Handicapped Children and Youth*. New York: American Foundation for the BLind.
- Tucker, I., & Nolan, M. (1984).*Educational Audiology*. London: Croom Helm.
- Tye-Murray, N. (1998). Intervention Plans for Children. In Tye-Murray N. (Eds) *Foundations of Aural Rehabilitation*. San Diego: Singular. p.381–413.

INTRODUCTION TO NEURO DEVELOPMENTAL DISABILITIES (SECD 03)

Course Code: C 8 (SECD 03)

Contact Hours: 30

Marks: 50 (IA 10 + TEE 40)

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.*

Block 1: Learning Disability: Nature, Needs and Intervention

Unit 1: Definition, Types and Characteristics

Unit 2: Tools and Areas of Assessment

Unit 3: Strategies for reading, Writing and Maths

Unit 4: Curricular Adaptation, IEP, Further Education,

Unit 5: Transition Education, Life Long Education

Block 2: Intellectual Disability: Nature, Needs and Intervention

Unit 1: Definition, Types and Characteristics

Unit 2: Tools and Areas of Assessment

Unit 3: Strategies for Functional Academics and Social Skills

Unit 4: Assistive Devices, Adaptations, Individualized Education Plan, Person Centered Plan, Life Skill Education

Unit 5: Vocational Training and Independent Living

Block 3: Autism Spectrum Disorder: Nature, Needs and Intervention

Unit 1: Definition, Types and Characteristics

Unit 2: Tools and Areas of Assessment

Unit 3: Instructional Approaches

Unit 4: Teaching Methods

Unit 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 (4th 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 Serve Emotional Problems,

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.
- Reddy G.L., & Rama, R. (2000). Education of Children with Special Needs, New Delhi - Discovery Pub.

- Simpson, R. L., & Myles, B, S. (2008). Educating Children and Youth with Autism: Strategies for Effective Practice. (2nd edition) Pro Ed. Texas.
- Smith, D.D. (2003). Introduction to Special Education Teaching in an Age of opportunity, Allyn & Bacon.
- 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 (1st ed.) Academic Press, San Diego, CA.

INTRODUCTION TO LOCOMOTOR AND MULTIPLE DISABILITIES (SECD 04)

Course Code: C 9 (SECD 04)

Contact Hours: 30

Marks: 50 (IA 10 + TEE 40)

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.*

Block 1: Cerebral Palsy (CP)

Unit 1: CP: Nature, Types and Its Associated Conditions

Unit 2: Assessment of Functional Difficulties of CP including Abnormalities of Joints and Movements (Gaits)

Unit 3: Provision of Therapeutic Intervention and Referral of Children with CP

Unit 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

Unit 5: Facilitating Teaching-Learning of Children with CP in School, IEP, Developing TLM; Assistive Technology to Facilitate Learning and Functional Activities

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

Unit 1: Definition, Meaning and Classification

Unit 2: Assessment of Functional Difficulties

Unit 3: Provision of Therapeutic Intervention and Referral

Unit 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

Unit 5: Facilitating Teaching-Learning: IEP, Developing TLM; Assistive technology

Block 3: Multiple Disabilities and Other Disabling Conditions

Unit 1: Multiple Disabilities: Meaning and Classifications

Unit 2: Various Combinations of Multiple Disabilities and Associated Conditions Such as Epilepsy, Motor and Sensory Conditions

Unit 3: Other Disabling Conditions such as Leprosy Cured Students, Tuberos Sclerosis and Multiple Sclerosis

Unit 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

Unit 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
- 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

GUIDANCE & COUNSELLING (SECD 05 GC)

Course Code: C 10(A) (SECD 05 GC)

Contact Hours: 30

Marks: 50 (IA 10 + TEE 40)

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.*

Block 1: Introduction to Guidance and Counselling

Unit 1: Guidance and Counselling: Definition and Aims

Unit 2: Areas of Guidance and Counselling

Unit 3: Core Conditions in Counselling

Unit 4: Skills and Competencies of a Counsellor

Unit 5: Role of Teacher in Guiding and Counselling Students with Special Needs

Block 2: Enhancing Self Image and Self Esteem

Unit 1: Concept of Self as Human

Unit 2: Understanding of Feelings and Changes

Unit 3: Growth to Autonomy

Unit 4: Personality Development

Unit 5: Role of Teacher in Developing Self-Esteem in Children

Block 3: Guidance and Counselling in Inclusive Education

Unit 1: Current Status with reference to Indian School

Unit 2: Types of Counselling: Child-Centred, Supportive, Family

Unit 3: Guidance in Formal and Informal Situations: Within and Outside Classroom, Vocational Guidance

Unit 4: Group Guidance: Group Leadership Styles and Group Processes

Unit 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.
- 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 (SECD 05 EC)

Course Code: C 10(B) (SECD 05 EC)

Contact Hours: 30

Marks: 50 (IA 10 + TEE 40)

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.*

Block 1: The Early Years: An Overview

Unit 1: Facts about Early Childhood Learning & Development

Unit 2: Neural Plasticity

Unit 3: Critical Periods of Development of Motor, Auditory, Visual, Linguistic & Cognitive Skills

Unit 4: Sensitive Periods of Learning: Maria Montessori's Framework & Windows of Opportunity & Learning Timelines of Development in Young Children

Unit 5: Integrating Theories of Development & Learning for Early Childhood Education Curricula

Block2: Early Education of Children with Disabilities

Unit 1: Young Children at Risk & Child Tracking

Unit 2: Interdisciplinary Assessments & Intervention Plans

Unit 3: Developmental Systems Model for Early Intervention (Ofguralnick, 2001)

Unit 4: Curricular Activities for Development of Skills of: Imagination, Joy, Creativity, Symbolic Play, Linguistic, Emergent Literacy, Musical, Aesthetic, Scientific & Cultural Skills

Unit 5: Evidenced Based Practices for Early Intervention

Block 3: Inclusive Early Childhood Educational (ECE) Practices

Unit 1: Natural Environments, Service Delivery Models & Importance of Universal Designs of Learning (UDL)

Unit 2: Practices for Inclusive ECE Programs: Adaptations of Physical Environment & Equipments, Visual Support Materials, Parent Partnerships, Friendships & Engagements with Typical Children

Unit 3: Principles of Inclusive ECE Practices: Full Participation, Open Ended Activities, Collaborative Planning

Unit 4: Collaborating with Parents, Family Education & Developing Individualised Family Service Plan (IFSP)

Unit 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* (4th 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*. (2nd 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). Tokyo: Harcourt Brace Jovanvich.
- Hilderbrand, V. (1991). *Introduction to Earcly Childhood Education*. New York: MacMillan Publishing.
- Krogh, S.L., & Slentz, K. (2001). *Early Childhood Education, Yesterday, Today & Tomorrow*. London: Lawrence Erlbaum Associates Publishers.
- Range, D.G., Layton, J.R. & Roubinek, D.C. (1980). *Aspects of Early Childhood Education. Theory to Reserch to Practice*. New York: Academic Press.
- Spodek, B., Saracho, O.N., & Davis, M.D. (1987). *Foundations of Early Childhood Education*. Englewood Cliffs, New Jersey: Prentice Hall,
- Wortham, S.C. (NK). *Measurement & Evaluation in Early Childhood Education* (2nd Eds.), Ohio: Merrill Prentice Hall.

APPLIED BEHAVIOUR ANALYSIS (SECD 05 ABA)

Course Code: C 10(C) (SECD 05 ABA)

Contact Hours: 30

Marks: 50 (IA 10 + TEE 40)

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.*

Block 1: Introduction to Applied Behaviour Analysis (ABA)

Unit 1: Principles of Behavioural Approach

Unit 2: ABA - Concept and Definition

Unit 3: Assumptions of ABA – Classical and Operant Conditioning

Unit 4: Behaviour- Definition and Feature

Unit 5: Assessment of Behaviour – Functional Analysis of Behaviour, Behaviour Recording Systems

Block 2: Strategies for Positive Behaviour Support

Unit 1: Selection of Behavioural Goals

Unit 2: Reinforcement

- Types: Positive and Negative, Primary and Secondary
- Schedules: Continuous, Fixed Ratio, Fixed Interval, Variable Ratio, Variable Interval

Unit 3: Discrete Trial Teaching

- Discriminative Stimulus - Characteristics
- Response
- Prompts: Physical, Gestural, Pointing, Visual, Positional, Verbal
- Consequence - Characteristics
- Inter-Trial Interval

Unit 4: Application of ABA in Group Setting

- Negotiation and contract
- Token economy
- Response cost
- Pairing and fading

Unit 5: Leadership role of teacher in promoting positive behaviour

Block 3: Management of Challenging Behaviour

Unit 1: Differential Reinforcements of Behaviour

Unit 2: Extinction and Time Out

Unit 3: Response Cost and Overcorrection

Unit 4: Maintenance

Unit 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 (SECD 05 CBR)

Course Code: C 10(D) (SECD 05 CBR)

Contact Hours: 30

Marks: 50 (IA 10 + TEE 40)

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.*

Block 1: Introduction to Community Based Rehabilitation (CBR)

Unit 1: Concept and Definition of CBR

Unit 2: Principles of CBR

Unit 3: Difference between CBR and Institutional Living

Unit 4: Socio-cultural and Economic Contexts of CBR

Unit 5: Scope and Inclusion of CBR in Government Policies and Programs

Block 2: Preparing Community for CBR

Unit 1: Awareness Program-Types and Methods

Unit 2: Advocacy - Citizen and Self

Unit 3: Focus Group Discussion

Unit 4: Family Counselling and Family Support Groups

Unit 5: CBR and Corporate Social Responsibility

Block 3: Preparing Persons with Disability for CBR

Unit 1: School Education: Person Centred Planning, and Peer Group Support

Unit 2: Transition: Individual Transition Plan, Development of Self Determination and Self Management Skills

Unit 3: Community Related Vocational Training

Unit 4: Skill Training for Living within Community

Unit 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*, — 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 (SECD 05 ICT)

Course Code: C 10(E) (SECD 05 ICT)

Contact Hours: 30

Marks: 50 (IA 10 + TEE 40)

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.*

Block 1: Information Communication Technology (ICT) and Special Education

Unit 1: Meaning and Scope of ICT and Its Role in 'Construction of Knowledge'

Unit 2: Possible Uses of Audio-Visual Media and Computers (Radio, Television, Computers)

Unit 3: Integrating ICT in Special Education With Reference To Articles 4 and 9 of UNCRPD and Goal 3 of Incheon Strategy

Unit 4: Three as of ICT Application—Access, Availability, Affordability

Unit 5: Overview of WCAG (Web Content Access Guidelines)

Block 2: Using Media and Computers

Unit 1: Media: Radio and Audio Media- Script Writing, Storytelling, Songs, etc., Television and Video in Education, Importance of Newspaper in Education

Unit 2: Computers: Functional Knowledge of Operating Computers—On/Off, Word Processing, Use Of Power Point, Excel, ICT Applications for Access to Print

Unit 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

Unit 4: Computer-Aided Learning: Application of Multimedia in Teaching and Learning, Programmed Instruction; Computer-Assisted Instruction; Interactive Learning

Unit 5: E-Classroom: Concept, Organizing E-Classroom and Required Adaptations for Students with Disabilities

Block 3: Visualising Technology-Supported Learning Situations

Unit 1: Preparation of Learning Schemes and Planning Interactive Use of Audio-Visual Programme

Unit 2: Developing PPT Slide Show for Classroom Use and Using of Available Software or CDs with LCD Projection for Subject Learning Interactions

Unit 3: Generating Subject-Related Demonstrations Using Computer Software and Enabling Students to Plan and Execute Projects

Unit 4: Interactive Use of ICT: Participation in Social Groups on Internet, Creation of 'Blogs', Organizing Teleconferencing and Video-Conferencing

Unit 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.

Suggested Readings

- 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 (SECD 05 GD)

Course Code: C 10(F) (SECD 05 GD)

Contact Hours: 30

Marks: 50 (IA 10 + TEE 40)

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.*

Block 1: Human Right-based Approach and Disability

Unit 1: Human Rights-Based Approach: Concept and History

Unit 2: Principles of Human Rights-Based Approach

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

Unit 3: Elements of Human Rights System

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

Unit 4: Advantage of Human Rights-Based Approach

Unit 5: Implications for Disability

- Empowerment
- Enforceability
- Indivisibility
- Participation

Block 2: Gender and Disability

Unit 1: Sex & Gender: Concept & Difference

Unit 2: Impairment & Disability: Concept & Difference

Unit 3: Gendered Experience of Disability

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

Unit 4: Gender and Disability Analysis: Techniques and Strategies

Unit 5: Psyche and Gender: Implications for Teaching

Block 3: Women and Girl Child with Disability

Unit 1: Inclusive Equality

Access to Family Life

Access to Education, Vocational Training and Employment

Access to Political Participation

Unit 2: Factors Contributing to Disability

Gender-Based Violence in School and Within Family

Traditional Practices

Unit 3: Sexual and Reproductive Health

Unit 4: Teacher's Role in Promoting Gender Equality

Unit 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.
- Meekosha, H. (2004). *Gender and Disability*. Sage Encyclopaedia of Disability.
- O'Brien, J., & Forde, C. (2008). *Tackling Gender Inequality, Raising Pupil Achievement*, Dunedin Academic.
- Ridgeway, C. L. (2011). *Framed by Gender: How Gender Inequality Persists in the Modern World*. Oxford University Press.
- Samuels, E. (2014). *Fantasies of Identification: Disability, Gender, Race*. NYU Press, USA.
- Smith, B. G., & Hutchison, B. (2013). *Gendering Disability*. Rutgers University Press, New Jersey.

Desirable Readings

- Beeghley, L. (1999). *Angles of Vision: How to Understand Social Problems*, West View Press.
- Purkayastha, D. (2010). *Economic Growth, Intra-Household Resource Allocation and Gender Inequality*, Atlantic Economic Journal, Vol. 38, No. 4.
- Treas, J., & Drobnic, S. (2010). *Dividing the Domestic: Men, Women, and Household Work in Cross-National Perspective*, Stanford University Press.

BRAILLE AND ASSISTIVE DEVICES (SECD 05 BAD)

Course Code: C 10(G) (SECD 05 BAD)

Contact Hours: 30

Marks: 50 (IA 10 + TEE 40)

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.*

Block 1: Braille

Unit 1: Louis Braille and the Evolution of Braille

Unit 2: Continuing Relevance of Braille vis-a-vis Audio Material

Unit 3: Braille Signs, Contractions and Abbreviations--English Braille

Unit 4: Braille Signs and Symbols—Hindi/Regional Language

Unit 5: Braille Reading and Writing Processes

Block 2: Braille Devices -- Types, Description, Relevance

Unit 1: Slate and Stylus

Unit 2: Braille Writer

Unit 3: Electronic Devices— Note takers and Refreshable Braille Displays

Unit 4: Braille Embossers

Unit 5: Braille Translation Software

Block 3: Other Devices – Types, Description, Relevance

Unit 1:Mathematical Devices: Taylor Frame and Types, Abacus, Geometry Kit, Algebra Types

Unit 2:Geography: Maps--Relief, Embossed, Models

Unit 3:Science Material

Unit 4:Low Vision Aids--Optical, Non-Optical, Vision Training Material

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

Suggested Readings

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

ORIENTATION AND MOBILITY (SECD 06 O&M)

Course Code: C 11(A) (SECD 06 O&M)

Contact Hours: 30

Marks: 50 (IA 10 + TEE 40)

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.*

Block 1: Introduction to Orientation and Mobility

Unit 1: Orientation and Mobility -- Definition, Importance and Scope

Unit 2: Basic Terminologies Associated with O&M: Trailing, Landmarks, Clues, Cues, Shoreline, Squaring Off, Clockwise Direction, Sound Masking, Sound Shadow

Unit 3: Roles of Other Senses in O&M Training

Unit 4: Special Responsibilities of Special Teacher/Educator with reference to O&M Training

Unit 5: Blindfold -- Rationale and Uses for the Teacher

Block 2: Human/ Sighted Guide Technique

Unit 1: Grip

Unit 2: Stance

Unit 3: Hand Position

Unit 4:Speed Control

Unit 5:Negotiating: Narrow Spaces, Seating Arrangements, Staircases, Muddy paths

Block 3: Pre-Cane Skills

Unit 1:Upper and Lower Body protection

Unit 2:Room Familiarization

Unit 3:Using Oral Description for Orientation

Unit 4:Search Patterns

Unit 5:Building Map Reading Skills

Block 4: Cane Travel Techniques and Devices

Unit 1: Canes -- Types, Parts, Six Considerations

Unit 2: Cane Travel Techniques: Touch Technique, Touch and Drag Technique, Diagonal Cane Technique

Unit 3: Use of Public Transport

Unit 4: Asking for Help: When and How

Unit 5: Electronic Devices, Tactile and Auditory Maps -- Description and Uses

Block 5: Training In Independent Living Skills

Unit 1:Self Care, Gait and Posture

Unit 2:Personal Grooming

Unit 3:Eating Skills and Etiquette

Unit 4:Identification of Coins and Currency Notes

Unit 5:Basics of Signature Writing

Course Work/Practical/ Field Engagement

Undertake any two of the following

- b. Act as a sighted guide in different situations/settings.
- c. Prepare a list of canes and other devices available with various sources along with prices.
- d. Undergo an experience of moving under a blindfold for a few minutes and describe it (about 200 words).
- e. Make a short PowerPoint/ oral presentation for about 5 minutes on the importance of O&M for the visually impaired.
- f. 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.). New York: AFB Press.
- 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, Robert C. (1993). *Mobility Skills for Blind People: A Guide for Use in Rural Areas.* Christoffel Blinden Mission.
- 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, Allan (1986). *Mobility Training for Visually Handicapped People.* London: Croom Helm.
- Hill, Everett and Ponder, Purvis (1976). *Orientation and Mobility Techniques.* AFB, 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 (SECD 06 CO:ORA)

Course Code: C 11(B) (SECD 06 CO:ORA)

Contact Hours: 30

Marks: 50 (IA 10 + TEE 40)

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.*

Block 1: Understanding Hearing Loss in Real Life Context

Unit 1:Basic Awareness on Paradigms of D/Deafness (Medical and Social)

Unit 2:Basic Awareness on Deafness and Communicative Access: Challenges and Concerns

Unit 3:Basic Awareness on Autonomy, Inclusion and Identity with reference to Oral Options

Unit 4: Oral/ Aural Verbal Options and Realistic Expectations of Family and Teachers

Unit 5:Importance of Neural Plasticity and Early Listening Opportunities

Block 2: Advance Understanding of Oral Options

Unit 1:Difference Between Uni Sensory and Multi Sensory Approach in Oralism

Unit 2:Oracy To Literacy: Why and How

Unit 3:Speech Reading: Need, Role and Strategies in All Communication Options

Unit 4: Training and Guidance on Aural Oral Practices for Families and Tuning Home Environment: Current Scenario, Importance And Strategies

Unit 5:Tuning Mainstream Schools/Classrooms for Aural Oral Communication:

Do's and Don'ts

Block 3: Skill Development Required for Oralism

Unit 1: Practicing Interpreting Audiograms and Exposure to Goal Setting in Listening Skills

Unit 2: Practicing Motherese (Addressing/Talking to Young Children) and Age Appropriate Discourse with Children Using Appropriate Language, Turn Taking and Eye Contact

Unit 3: Practicing Fluency Skills in Verbal Communication: Spontaneous Conversations, Narrations and Loud Reading

Unit 4: Practicing Skills in Story Telling/ Narrations/ Jokes/ Poems/ Nursery Rhymes

Unit 5: Ongoing Monitoring and Assessing Auditory Functioning and Speech Development: Reading Model Formats Used for the Purpose (Checklists, Recordings, Developmental Scales)

Block 4: Skill Development Auditory Verbal (AV) Approach

Unit 1: AV Approach: Meaning, Misconcepts and Justification

Unit 2: Stages of Auditory Hierarchy

Unit 3: Understanding Listening Strategies, Techniques of AV Approach and Their Relation to Listening Environment

Unit 4: Reading Model Plans and Observing a Few Weekly Individual Sessions

Unit 5: Developing Instructional Material for AVT Sessions Linking Listening, Language and Cognition

Block 5: Implementing Oralism and AV Approach in Indian Special Schools & Summing up

Unit 1: Use Of Oralism and AV Approach in Indian Special Schools: Current Scenario

Unit 2: Oralism / AV Approach: Prerequisites for Special Schools

Unit 3: Strategies of Implementation Oral Communication Policy and Fulfilling Prerequisites

Unit 4: Resource Mobilization For Listening Devices: (ADIP, Organized Charity, CSR, Fund Raising Events, Web Based Fund Raising)

Unit 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 (4th)* Lippincott Williams and Wilkins: Philadelphia.
- *Dhvani* (English). Balvidyalaya Publication: Chennai.
- Estabrooks, W. (2006). *Auditory-Verbal Therapy And Practice*, Ag Bell
- Heller, R. (1999). *Managing Change*. Dk Publishing: New York.
- Ling, D. (1990). *Acoustics, Audition And Speech Reception*. (Cd) Alexandria, Auditory Verbal International.
- 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*. (2nd Ed.). Plural Publishing Inc, San Diego, CA.
- *Dhvani* (Marathi). Balvidyalaya – Cym Publication
- *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.
- 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.
- *Unpublished Dissertations and Thesis on Profiling Communication Options in Special Schools in India*.

COMMUNICATION OPTIONS: MANUAL (INDIAN SIGN LANGUAGE) (SECD 06 CO:MO)

Course Code: C 11(C) (SECD 06 CO:MO)

Contact Hours: 30

Marks: 50 (IA 10 + TEE 40)

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 identify.*
- *Exhibit beginner level hands on skills in using manual options.*
- *Motivate self to learn and practice more skills leading to linguistic adequacy and fluency.*

Block 1: Understanding Deafness in Real Life Context

Unit 1: Basic Awareness of Paradigms of D/Deafness (Medical and Social)

Unit 2: Basic Awareness of Deafness and Communicative Challenges / Concerns

Unit 3: Basic Awareness on Deafness with Reference to Culture, Language, Identity, Minority Status, Deaf Gain, Literacy and Inclusion

Unit 4: Basic Awareness of Difference between ISL and ISS; Myths and Facts

Unit 5: Importance of Neural Plasticity and Early Language Opportunities

Block 2: Advance Understanding of Manual Options and Indian Scenario

Unit 1: Use of Simcom and Educational Bilingualism in Indian Schools: Current Scenario

Unit 2: Challenges, Prerequisites and Fulfilling Prerequisites

Unit 3: Monitoring and Measuring Development of ISL/ISS in Students: Receptive and Expressive Mode

Unit 4: Training and Guidance for Families and Tuning Home Environment: Current Scenario and Strategies

Unit 5: Tuning Mainstream Schools/Classrooms for Students Using Manual Communication: Do's and Don'ts

Block 3: ISL Skill Development: Middle Order Receptive and Expressive Skills

Unit 1: Practicing 'Motherese' (Tuning Language to Suit Young Children) and Age Appropriate Discourse with Children with Appropriate Language, Turn Taking and Eye Contact

Unit 2: Practicing Natural Signing in Short Common Conversations

Unit 3: Practicing Natural Signing in Stories/Poems/Narrations/Jokes

Unit 4: Practicing Natural Signing in Discussing Emotions, Expansion of Ideas and Current Affairs

Unit 5: Practicing Group Dynamics

Block 4: ISL Skill Development: Towards Higher Order Receptive and Expressive Skills

Unit 1: Learning to Express Gender, Number, Person, Tense, Aspect

Unit 2: Practicing Sentence Types: Affirmative, Interjections, Imperative and Interrogative and Negativization

Unit 3: Practicing Sentence Types: Simple, Complex, Compound

Unit 4: Observing Using ISL in Classrooms – Social Science

Unit 5: Observing Using ISL in Classrooms – Science / Mathematics

Block 5: ISS/ ISL Skill Development and Course Conclusions

Unit 1: Practicing Markers (Local Language)

Unit 2: Practicing Syntax in Conversations and Discussions

Unit 3: Observing Using ISS/ISL in Classrooms for School Subjects

Unit 4: Resource Mobilization for Skill Development Training (Organized Charity Sources, CSR, Fund Raising Events, Web Based Fund Raising)

Unit 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.
- Education. Gallaudet Research Institute, Working Paper 89-3, Gallaudet University, Washington, D.C.
- Evans, L. (1982). *Total Communication, Structure and Strategy*. Washington D.C.: Gallaudet College Press.
- 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 (ASHA)*.
- 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, Robert (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 Vidyalyaya, 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). (5th Ed) *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 (SECD 06 AAC)

Course Code: C 11(D)

Contact Hours: 30

Marks: 50 (IA 10 + TEE 40)

Objectives

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

Block 1: Organizational frame work for Communication:

Unit 1: Normal development of speech, language and communication

Unit 2: Factors that influence communication, speech and language in relation to each other

Unit 3: Levels of communication in children

3.1 Functional (Emergent)

3.2 Situational (Context Dependent)

3.3 Independent (Creative)

Block 2: Basic principles of AAC interventions:

Unit 1:Child - Child capacity

Unit 2:Child capacity and context

Unit 3:Working towards symbolic expression

Unit 4:Communication skills and

Unit 5:Functions

Block 3: Areas of AAC Assessment:

Unit 1:Sensory areas

Unit 2:Cognition , communication and language

Unit 3:Posture and positioning. Motor planning and control

Unit 4:Scanning

Unit 5:Environment, Interaction &Symbols

Block 4: Context of Communication:

Unit 1:Partner /skills , user skills and environment

Unit 2:Competency development - types of competencies and its development

2.2.1 Linguistic competence

2.2.2 Operational Competence

2.2.3 Social competence

2.2.4 Strategic competence

Block 5: Introduction to communication tools and Access Mode:

Unit 1:Types of AAC devices and systems

- 1.1 No Technology
- 1.2 Low Technology
- 1.3 High Technology
- Unit 2: Access to communication charts - hand, finger, eye point
 - 2.1 Access to devices:
 - 2.2 Switches - hand switch , blow switch, infrared devices etc
 - 2.3 Software -scan mode combined with a switch
- Unit 3: Selection of AAC
 - 3.1 Child competency and environment
 - 3.2 Design, Access, Motor, Devices
- Unit 4: Challenges in the development of AAC and Literacy
 - 4.1 Grammar ; spelling
 - 4.2 Building **Vocabulary**: and richness of language
 - 4.3 Motor expression

Suggested Reading:

- Silverman, F.H.(1994).*Communication for the Speechless (3rd Edn.)*. Allyn & Bacon, Boston.
- David R. Beukelman,D.R., & Mirenda,P (2013). *Augmentative and Alternative Communication Supporting Children and Adults with Complex Communication Needs (4th 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 (SECD 06 MLD)

Course Code: C 11(E) (SECD 06 MLD)

Contact Hours: 30

Marks: 50 (IA 10 + TEE 40)

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.*

Block 1: Learning Disabilities: Types

Unit 1: Verbal learning disabilities: Dyslexia, Dysgraphia, Dyscalculia.

Unit 2: Non-verbal learning disabilities

Unit 3: Language Disorders

Unit 4: Associated Conditions: ADHD & ADD

Unit 5: Emotional & Behavioral problems.

Block 2: Assessment of Basic Curricular Skills

Unit 1: Assessment of Readiness Skills

Unit 2: Assessment of Reading, Writing and Math skills

Unit 3: Teacher made test

Unit 4: Standardized Tests: Need, Types & Purpose

Unit 5: Interpretation of Test report

Block 3: Intervention Strategies in Basic Skills of Learning

Unit 1: Language skills

Unit 2: Reading

Unit 3: Writing

Unit 4: Maths skills

Unit 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. (4th ed) . 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 Pub. 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) Baltimore. Paul H. Brookes.
- 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, New Delhi – Discovery Pub.
- 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. (3rd rev ed) Maryland. York Press.
- Wong, B., & Butler, D. L. (2012). Learning about learning disabilities. (4th ed.) Amsterdam. Elsevier Academic Press.

VOCATIONAL TRAINING, TRANSITION & JOB PLACEMENT (SECD 06 VR)

Course Code: C 11(F) (SECD 06 VR)

Contact Hours: 30

Marks: 50 (IA 10 + TEE 40)

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.*

Block 1: Fundamentals & Assessment of Vocational Rehabilitation

Unit 1: Definition, meaning and scope of Vocational Education

Unit 2: Legislations, policies, agencies, schemes, concessions & benefits for PWDs with respect to employment

Unit 3: Approaches and models of Vocational training

Unit 4: Assessment, Evaluation of Generic skills & Specific job skills using various tools

Unit 5: Approaches & Principles of vocational assessment

Block 2: Vocational Transition & Curriculum Planning

Unit 1: Concept, meaning, importance of transition

Unit 2: Vocational transition models

Unit 3: Transitional Planning at pre-vocational & post-vocational level

Unit 4: Development of Individualized Vocational Transitional Plan

Unit 5: Development of Vocational Curriculum

Block 3: Process of Vocational Rehabilitation & Placement

Unit 1: Types of Employment Settings

Unit 2: Process of Job Placement & Creation of Need-based Employment Settings

Unit 3: Adaptations, Accommodation, Safety Skills and First Aid

Unit 4: Self Advocacy & Self Determination Skill Training

Unit 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

AREA - D

DISABILITY SPECIALIZATION COURSES

Institutions / Organizations offering B.Ed.Spl.Ed. are expected to decide on Specific Disability Area for Specialization out of ASD / HI/ LD / MR(ID) / VI

D12	Assessment and Identification of Needs
D13	Curriculum Designing, Adaptation and Evaluation
D14	Intervention and Teaching Strategies
D15	Technology and Disability
D16	Psycho Social and Family Issues

AREA D

Disability Specialization

HEARING IMPAIRMENT

D12 SES HI 01	Assessment and Identification of Needs
D13 SES HI 02	Curriculum Designing, Adaptation and Evaluation
D14 SES HI 03	Intervention and Teaching Strategies
D15 SES HI 04	Technology and Disability
D16 SES HI 05	Psycho Social and Family Issues

ASSESSMENT AND IDENTIFICATION OF NEEDS (SES HI 01)

Course Code: D 12 (SES HI 01)

**Contact Hours: 60
80)**

Marks: 100(IA 20 + TEE

Introduction

Hearing loss needs to be identified at the earliest in order to provide timely intervention to children with hearing impairment. This in turn would help them to develop adequate speech and language to function similar to typically developing children in school and beyond. The course is designed to provide inputs to learners about various assessment to be undertaken for identifying needs in order to plan the intervention program.

Objective

After completing the course student-teachers will be able to

- *Explain the need and techniques for early identification of hearing loss in children.*
- *Acquire knowledge in the area of audiological assessment and its relevance in education.*
- *To discuss communicative and language related needs with the understanding of its development and assessment.*
- *Understand the need for assessment of various processes involved in production of speech.*
- *Describe and identify different components of educational assessment and analyse various educational needs of individuals with hearing impairment.*

Block 1: Early Identification of Hearing Loss: Need and Strategies

Unit 1: Need for early identification of hearing loss

Unit 2: Overview to behavioural and objective techniques in screening for hearing loss

Unit 3: Team members involved in hearing screening and their role

Unit 4: Use of checklists and behavioural observation in early identification of hearing loss by school teachers (congenital & acquired)

Unit 5: Referral of children based on signs and symptoms of hearing loss

Block 2: Audiological Assessment

Unit 1: Orientation: Sound, Physical and psychological parameters/attributes, concept of dBHL vs dB SPL, Auditory milestones in typical children (0-2 years)

Unit 2: Assessment & methods of assessment: Subjective & Objective tests; Orientation to these tests and their importance

Unit 3: Audiometer: Block diagram, parts & use; Types of audiometry [sound field (BOA, VRA) & close field]; role of special educators in conditioning

for pure tone audiometry

Unit 4: Audiogram: Understanding of audiogram and its implication in assessing the educational needs of children with different types and degrees of hearing loss.

Unit 5: Concept of unaided, aided audiograms, Speech spectrum and its applications

Block 3: Assessment of Language & Communication

Unit 1: Communication: Concepts and types (Linguistic versus Non Linguistic)

Unit 2: Receptive and Expressive Language: Concept, Types (verbal and manual) and Structure

Unit 3: Developmental milestones in typically growing children; Impact of deafness on communication and language with reference to clinical (type, degree, onset) and environmental (parental participation, access to language early intervention services) factors

Unit 4: Assessing communication and language: Developmental checklists, Scales, Standardized tools and assessing language samples using parameters of measurement (productivity, complexity, correctness and communicativeness)

Unit 5: Identification of needs related to communication and language

Block 4: Assessment of Speech

Unit 1: Respiration and Phonation: Pre-requisites, process, types and need for assessment

Unit 2: Basics of Articulation and phonology (active and passive articulators; classification of vowels and consonants; assessment of articulation)

Unit 3: Suprasegmental aspects of speech and its assessment

Unit 4: Milestones of speech development in typically developing children

Unit 5: Speech Intelligibility: Concept, Factors & Assessment

Block 5: Educational Assessment and Identification of Needs

Unit 1: Educational assessment: Concept and Scope

Unit 2: Factors affecting educational performance: individual, family and environment

Unit 3: Types of Assessment: Norm referenced and Criterion Referenced test, Comprehensive and Continuous assessment, Summative and Formative, Formal and Informal, Conventional & alternate, Performance based and Curriculum based

Unit 4: Tools and techniques of Educational Assessment: Observations, Interviews, Developmental scales, Standardized and Criterion based tests, Teacher Made Tests at different levels and classroom assessment techniques (Conventional and Modern)

Unit 5: Current trends and challenges in assessment: Independent, dual purpose and constructivist perspective and adaptations

Course work/ Practical/ Field Engagement

- Compiling checklists (at least two) to identify hearing impairment in children
- Using the audiograms of children (at least two), identify the audiological needs of each
- Profiling the speech of children (at least two) by using a speech assessment kit
- Record the interaction with the three year old typically developing child and write your brief reflections in terms of use of vocabulary and syntax
- Compile various tools used for educational assessment of children

Transaction and Evaluation

Lecture cum Demonstration, Tutorials, Assignments, Tests

Essential Readings

- Bel, R.L. and Frisbie, D.A.(1991) 5th ed, Essentials of Educational Measurement, Prentice hall publication, New Jersey
- Brigrance, A.H. and Hargis, C.H. (1993) Educational Assessment, Charles C Thomas publication, USA
- Jalvi R, Nandurkar A., Bantwal A., (2006). Introduction to hearing impairment. New Delhi: Kanishka Publication.
- Jurs, S.G. and Wiersma, W.(1990) 2nd ed Educational Measurement and Testing, Allyn and Bacon publication, Boston
- Linn, R. L. and Gronlund, N. E. (1995) 7th ed Measurement and Assessment in Teaching, Prentice hall publication, New Jersey
- Martin, F. N. Clark, J.G. (2012). Introduction to Audiology. 11th ed. Boston: Pearson Education.
- Martin, FN & Clark, J.G. (2009). Introduction to Audiology. 10th ed. Boston: Pearson Education.
- Mathew, S. and Misra, A. (2010) Knowledge based evaluation of students with hearing impairment, Journal of NCED, Vol 2, Issue 1, page 26-33
- Newby, H. A., & Popelka, G. R. (1992). Audiology (6th ed.). New York: Appleton-Century-crofts.
- Nitko, A. J. (1983) Educational Tests and Measurement, An Introduction, Harcourt Brace Publication, New York
- Northern, J.L. Downs, M.P. (2002). Hearing in Children. 5th Edition. Philadelphia: Lippincott Williams and Wilkins
- Patel, R.N. (1985), Educational Evaluation, Himalaya publication, Bombay
- Quigley & Paul, (1984) Language and deafness, College – Hill Press Inc. California
- Rehabilitation Council of India (2007). Status of Disability in India - 2007: Hearing Impairment and Deaf-blindness. New Delhi: Rehabilitation Council of India.

- UNICEF (2006), new trends in development evaluation. Retrieved from http://www.unicef.org/ceecis/new_trends_dev_evaluation.pdf

Suggested Readings

- Boyle, J. and Fisher, S. (2007) educational testing (A competence based approach), BPS Blackwell publication, Singapore
- Evens, P. and Varma. V (1990). Special Education Past, Present and Future, The Falmer Press
- Gregory, Jnight, et al. (1998), Issues in Deaf Education. Cromwel Press
- Madell, JR & Flexer, C., (2008) Pediatric Audiology: Diagnosis, Technology and Management. New York: Thieme Medical Publishers.
- McMillan, J.H (2001) Classroom assessment: Principles & practices for effective instruction (2nd Eds), Allyn & Bacon, Boston.
- Poham, James. W. (1993), Educational Evaluation. Prentice Hall, New Jersey.
- Singh, B. (2004) Modern educational Measurement and Evaluation System, Anmol Publication, New Delhi
- Waldman, D., & Roush, J. (2010). Your child's Hearing Loss; A Guide for Parents. San Diego: Plural Publishing.
- Warden, P., Winter, J., & Broadfoot, P. (2002). Assessment, Routledge Falmer Publication, London.
- Yoshinaga-Itano, C. (2003). From screening to early identification and intervention: Discovering predictors to successful outcomes for children with significant hearing loss. *Journal of deaf studies and deaf education*, 8(1), 11-30.

CURRICULUM DESIGNING, ADAPTATION AND EVALUATION (SES HI 02)

Course code: D 13 (SES HI 02)

Contact Hours: 60

Marks: 100 (IA 20 + TEE 80)

Introduction

The course intends to develop capacities of learners to design curriculum keeping in view the special needs of children with hearing impairment. Learners are expected to go beyond the 3Rs with broad understanding of 21st century learning. The learner would also develop requisite skills of developing literacy skills of reading and writing as well as appreciate need and decide suitable adaptation to be undertaken for curricular transactions.

Objectives

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

- *Familiar with concept of curriculum and explain the importance of designing it for children with hearing impairment in the context of 21st Century learning skills.*
- *Develop capacity of developing literacy skills of reading and writing in children with hearing impairment.*
- *Describe the need for curricular adaptation and decide suitable adaptation and undertake it.*
- *Appreciate the need for curricular evaluation and describe the tools and methods for evaluating it.*

Block 1: Curriculum and Its' Designing

Unit 1: Curriculum-Concept, Types and Models

Unit 2: Approaches and Steps for Curriculum designing

Unit 3: Curricular needs of children with hearing impairment in scholastic areas

Unit 4: Curricular needs of children with hearing impairment in non-scholastic areas

Unit 5: Curricular framework for 21st Century.

Block 2: Developing Literacy Skills: Reading

Unit 1: Pre-requisites for reading and emergent reading skills

Unit 2: Assessment of reading skills at different levels

Unit 3: Approaches and Strategies to develop reading skills and independent reading

Unit 4: Types and Models of developing reading skills

Unit 5: Challenges and Remedial strategies

Block 3: Developing Literacy Skills: Writing

Unit 1: Pre-requisites for writing and emergent writing skills

Unit 2: Assessment of written language at different levels

Unit 3: Components and types of writing

Unit 4: Steps and Strategies in Developing Writing

Unit 5: Challenges and Remedial Strategies

Block 4: Curricular Adaptation

Unit 1: Curricular Adaptation- Meaning and Principles

Unit 2: Need Assessment and decision making for Adaptation

Unit 3: Adapting Curriculum- Content, Teaching-learning Material, and Instruction

Unit 4: Types of Adaptation and Process

Unit 5: Adaptation and Accommodations in Student's Evaluation and Examinations

Block 5: Curricular Evaluation

Unit 1: Concept, Need for Curricular Evaluation

Unit 2: Factors associated with Curricular Evaluation (Learner, Content, Instructor and Resources)

Unit 3: Areas of Curricular Evaluation: Context, Input, Process and Product

Unit 4: Methods and Tools for Curricular Evaluation

Unit 5: Challenges in Curricular Evaluation

Course Work/ Practical/ Field Engagement

- Study the syllabus, annual calendar and time table of any class in a school and write your brief reflections on how syllabus is converted into action plan
- Go through any pre-school curriculum and write your reflections on how this differs from school curriculum in terms of structure, activities and evaluation
- Take any two pages from either history or science text book from secondary section and adapt the content and presentations of the same for a child with hearing impairment.

Transaction & Evaluation

Lecture-cum-Demonstration, Group assignments, Discussion, Assignments and Tests

Essential Readings

- Bunch, G.O. (1987). The Curriculum and the Hearing Impaired student: Theoretical and practical considerations. Boston, MA: College-Hills Press.
- Fontas, I. (2001). Guiding reader and Writers (Grades 3-6): Teaching comprehension, Genre and Context Literacy. Portsmouth, NH: Heinemann.
- Gathoo, V. (2006). Curricular Strategies and Adaptations for children with Hearing Impairment New Delhi: Kanishka Publishers
- Marsh, C.J. (2004). Key concepts for understanding curriculum. Routledge Falmer.
- Moores, D.F., Martin, D.S. (2006). Deaf Learner: developments in curriculum and Instruction. Gallaudet University Press.

Suggested Readings

- Bialostok, S. (1992). Raising Readers: Helping your child to literacy. Winnipeg, MB:

Peguis Publishers.

- Culliman, B.E. (2000). Read to Me: Raising Kids Who Love to Read. New York: Scholastic.
- Posner, G.J., & Rudnitsky, A.N. (2005). Course Design: A Guide to curriculum Development for Teachers. Pearson.

INTERVENTION AND TEACHING STRATEGIES (SES HI 03)

Course code: D 14 (SES HI 03)

Contact Hours: 60

Marks: 100 (IA 20 + TEE 80)

Introduction

Early identification of hearing loss needs to be followed by a good quality intervention. This enables the children to develop adequate speech and language which in turn would facilitate school readiness. Teachers need to use specialised techniques for developing listening, speaking, communication and linguistic skills to children with hearing impairment for them to access knowledge.

Objectives

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

- *To understand about programmes for early intervention of infants and children with Hearing Impairment.*
- *Describe the need, stages and importance of auditory listening & Speech reading for facilitating development of spoken language of children with hearing impairment.*
- *Explain various approaches to teaching, strategies for speech intervention.*
- *Describe methods, techniques and options to facilitate language and communication.*
- *Explain the concept, principles and practices, linkages and outcomes of educational intervention.*

Block 1: Need & Strategies for Early Intervention of Hearing Loss

Unit 1: Parent-infant programmes for children with HI: Overview, need, requirements and plan of action.

Unit 2: Pre-school training programmes: Overview, need, requirements and plan of action.

Unit 3: Individual Speech-Language Therapy Programmes: Overview, need, requirements and plan of action.

Unit 4: Impact of early intervention on school outcomes

Unit 5: Intervention of late identified children with hearing impairment: Challenges & Strategies

Block 2: Auditory Learning (AVT & Auditory Training) & Speech Reading

Unit 1: Concept of 'Auditory Listening': Unisensory & Multisensory approaches

Unit 2: Auditory training: Importance, types (Individual & Group) and Stages

Unit 3: Auditory Verbal Therapy: Principle, importance and role of teacher

Unit 4: Auditory Training and AVT: Pre-requisites, challenges, similarities & differences

Unit 5: Speech Reading: Concept, importance, Pre-requisites, challenges and Role of teacher

Block 3: Speech Intervention Strategies

Unit 1: Approaches to teaching speech: Auditory Global Approach; Multi-sensory Syllable unit approach; Ling's Approach

Unit 2: Formulation of Lesson plan: Long term goals; Short term goals; Activities for teaching correct production of various vowels and consonants

Unit 3: Orientation to acoustics of speech

Unit 4: Strategies for production of speech: Modelling & Shaping through Auditory, Visual, Tactile modalities

Unit 5: Individual and Group speech teaching: Strengths and challenges

Block 4: Communication and Language Teaching Strategies

Unit 1: Methods of teaching language: Natural, Structural and Combined

Unit 2: Principles and Techniques of developing language

Unit 3: Communication options: Compare and contrast

Unit 4: Communication options: justification and challenges

Unit 5: Tuning the environment (Home & School) for facilitating language & Communication

Block 5: Educational Intervention Strategies

Unit 1: Educational Intervention: Concept, Need & Areas (curricular & co curricular) & Types of educational intervention (group, individual, developmental, remedial)

Unit 2: Principles and practices in early educational intervention: Family centred, contextualised (natural & inclusive environment) & integrated (collaborative) support and services

Unit 3: Maxims, Methods of teaching & Lesson planning (group, individual, developmental, and remedial)

Unit 4: Partnership of various professionals & agencies in educational intervention

Unit 5: Child & Family Outcomes of Early Educational Intervention

Course Work/ Practical/ / Field Engagement

1. Observe any two activities in a Parent-infant programme / pre-school programme and write a report.
2. Classify the vowels and consonants of your language into low, mid & high frequency and make word list for auditory training
3. Read and reflect upon five lesson plans for teaching speech to children with hearing impairment
4. Select a story and write for three levels (pre-school, third and seventh standard) using appropriate complexity of language (vocabulary & syntax)
5. Read and reflect upon five lesson plans for teaching curricular subjects to children with hearing impairment

Transaction & Evaluation

Lecture cum Demonstration, Role playing, Assignments, Tests

Essential Readings

- Aggarwal, J.C. (2010). Principles, Methods and Techniques of Teaching .Amazon
- Beattie, Rod G. (2001). Ethics in Deaf Education: The First Six Years. New York: Academic Press Inc.
- Bess, F. H., & Humes, L. E. (1990). *Audiology: The fundamentals*. London: Williams & Wilkins.
- Calvert, D.R. Silverman, S.R. (1983). Speech and Deafness: A Text for Learning and Teaching. Washington: Alexander Graham Bell Assn for Deaf.
- Easterbrooks,S. (2007).Helping Deaf and Hard of Hearing Students to Use Spoken Language: A Guide for Educators and Families .Amazon
- English, Kristina M (2002). Counseling Children with Hearing Impairment and Their Families. Boston: Allyn and Bacon.
- Estabrooks, W., (2006). Auditory-Verbal therapy and practice. Washington DC: Alexander Graham Bell Association for Deaf.
- Finitzo-Hieber, T. (1981). Classroom Acoustics. In R. J. Roeser & M. P. Downs (Eds.) *Auditory disorders in school children*. New York: Theime-Stratton.
- Guralnick, M, J, (2005).The Developmental Systems Approach to Early Intervention. London: PAULH Brooks
- Katz, J. (1978, 1985, 1994). *Handbook of Clinical Audiology*. (2nd, 3rd & 4th eds.). Baltimore: Williams and Wilkins.
- Ling, D. (2000).Early Intervention For Hearing Impaired Children . Amazon
- Ling, D. (2002). Speech hearing-impaired child: Theory and practice. 2nd Ed. Deaf and hard of hearing.
- Livingston, Sue (1997). Rethinking the Education Deaf Students: Theory and Practice from a Teachers Perspective. London: Heinemann.
- Lynas, Wendy (1994). Communication Options in the Education of Deaf Children. London: Whurr Publishers Ltd
- Lynas, Wendy (1994). Communication Options in the Education of Deaf Children. London: Whurr Publishers Ltd ford university press
- Mahshie S. N.(1995) educating deaf children bilingually, Gallaudet University, Washington
- Maluccio, Canali & Vecchiato (2002).Assessing Outcomes in Child and Family Services: Comparative Design and Policy Issues. Amazon
- Marschark, Marc Spencer, Patricia Elizabeth (2003). Oxford Handbook of Deaf Studies Language and Education. London: Oxford University Press.
- Maxon, A., & Brackett, D. (1992). The Hearing Impaired Child: Infancy Through High School Years. Boston: Andover medical Publishers.
- Moores, Donald, F (1997), Educating the deaf, Houghton Nifflin Company

- 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.
- Owens, R.E. (2012). *Language development: An introduction* (8th ed.) Boston: Pearson
- Paul, Peter V. Whitelaw, Gail M. (2011). *Hearing and Deafness: An Introduction for Health and Education Professionals*. Boston: Jones and Bartlett Learning.
- Powell, F., Finitzo-Hieber, T., Friel-Patti, S., & Henderson, D. (1985). (Ed.) *Education of the Hearing Impaired Child*. London: Taylor and Francis Ltd. / San Diego: College-Hill Press.
- Rhoades, E., & Duncan, J. (2010). *Auditory-verbal practice: Toward a family centered approach*. Springfield: Illinois: Charles C. Thomas
- Schirmer, Barbara R (2001). *Psychological, Social and Educational Dimensions of Deafness*. Boston: Allyn and Bacon

Suggested Readings

- Jeffers, J., & Barley, M. (1975). *Speech reading (Lip reading)*. Springfield, IL: Charles C. Thomas.
- Paul, P.V. Whitelaw, G.M. (2011). *Hearing and Deafness: An Introduction for Health and Education Professionals*. Boston: Jones and Bartlett Learning.
- Rossetti, L. M., & Kile, J. E. (1997). *Early intervention for special populations of infants and toddlers*. San Diego: Singular Publishing Group, Inc.
- Sanders, D. A., & Derek, A. (1993). *Management of hearing handicap: Infants to elderly* (3rd edn). Englewood Cliffs, NJ: Prentice-Hall.
- Yarrow, L.J. Rubenstein, J.L. Pedersen, F.A. (1975). *Infant and Environment: Early Cognitive and Motivational Development*. New York: John Wiley and Sons.
- Nolan, Michael Tucker, Ivan (1984) *Educational Audiology*. London: Croom Helm.
- Plant, G.S., Karl E., (1995). *Profound Deafness and Speech Communication*. London: Whurr Publishers Ltd.
- McCracken, W., & Laoide-Kemp (1997). Ed. *Audiology in Education*. London: Whurr Publishers Ltd.,
- Richerg, C.M., & Smily, D.F. (2012). *School-Based Audiology*. San Diego: Plural Publishing.
- McAnally, P.I., Rose, S., & Quigley, S.P. (1987). *Language Learning practices with Deaf Children*. San Diego: A College-Hill Publication.
- Van Riper C. & von Emerick, L. (1984). *Speech correction – An introduction to speech pathology and audiology*. 7th Ed. NJ: Englewood Cliffs Prentice Hall Inc.

TECHNOLOGY AND DISABILITY (SES HI 04)

Course code: D 15 (SES HI 04)

Contact Hours: 60

Marks: 100 (IA 20 + TEE 80)

Introduction

Technology plays a vital role in development including teaching learning process. It is especially beneficial to children with hearing impairment to access information through different modalities which otherwise would have been inaccessible to them. Use of technology eases out the process of learning and makes it easier, enjoyable and meaningful. The said course is designed to provide the learners with knowledge of technology so that the same could be used effectively for children with hearing impairment.

Objectives

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

- *Enumerate various listening devices and describe ways of effective usage and maintenance.*
- *Create awareness and basic exposure to state-of-the-art technology for management of various aspects of speech.*
- *Narrate the range of technological applications that can be used for facilitating communication and language.*
- *Explain the present and future technologies facilitating the education of children with hearing impairment.*
- *Identify different resources (financial & human) to obtain technology.*

Block 1: Listening Devices and Classroom Acoustics

Unit 1: Listening devices: Types (Individual & Group), functioning of Hearing aids, classification of hearing aids based on style (body level, ear level), technology (analog, programmable, digital), Ling's six sound test and other outcome measures

Unit 2: Ear moulds: Types, Importance, Care & maintenance

Unit 3: Classroom amplification devices: Individual, Speech Trainer & group, Hard wire, loop induction, infra-red & FM systems, their importance in educational management

Unit 4: Cochlear Implant, middle ear implant, BAHA & Auditory Brainstem implant: Candidacy, components, functioning & importance with special reference to ADIP 2014 scheme

Unit 5: Comparison between individual hearing aids, group hearing aids & cochlear implant and their care & maintenance

Block 2: Technology for Management for Speech

Unit 1: Computer based training aids/equipment for management of speech (Dr. Speech; Vaghmi; Speech viewer)

Unit 2: Use of computer based speech equipment for management of voice in children with hearing impairment

Unit 3: Use of computer based speech equipment for management of suprasegmental features of speech in children with hearing impairment

Unit 4: Basic infrastructure required for using computer based speech training aids/equipment

Unit 5: Tele Speech Therapy

Block 3: Technology Facilitating Language & Communication

Unit 1: Low cost technology and its application in development of teaching learning material

Unit 2: Electronic and web-based technology applications: TV, Digital recorders, Downloaded AV films, Search engines, Online learning material, Language apps

Unit 3: Web based technology for using and training of ISL

Unit 4: Sign to text and Text to sign technology

Unit 5: Augmentative and Alternative communication for children with Hearing Impairment with additional/associating concerns

Block 4: Technology Facilitating Education

Unit 1: Technology and its impact on education: Changing Trends in teaching & learning

Unit 2: Technology products for educational purposes: Listening (Induction loop/FM/IR), Visual (Speech to text/text to speech) Audio-Visual (computer based learning & self-learning packages, Multimedia)

Unit 3: Technology Based Educational Services: Online learning, Web based learning, Computer assisted Learning, Video remote interpreting, C-Print technology, Open, Close and Real time Captioning

Unit 4: ICT and education of children with Hearing Impairment: Planning, Implementation & Evaluation of teaching-learning

Unit 5: Future technologies: Universal Design: Meaning & Scope

Block 5: Resource Mobilisation for Technology

Unit 1: Agencies for Aids & Appliances: Government and non-government

Unit 2: Eligibility criteria for availing funding under Government schemes

Unit 3: Procedure for availing funding from different agents

Unit 4: Challenges encountered with cost involved in maintenance of devices after availing funding and ways to overcome

Unit 5: Agencies/Strategies to locate required human resources for various services and referrals

Course work/ Practical/ / Field Engagement

1. Draw a neat labelled block diagram of hearing aid. Prepare a list of tips for minor trouble shooting
2. Prepare a list of agencies for procuring equipment and software for teaching speech

3. Make a story using web based content, pictures, images and video clips
4. Compile different educational apps
5. Compile a list of government and non-government funding agencies for aids & appliances.

Transaction & Evaluation

Lecture cum Demonstration, Self-study, Assignments, Seminar, Debate, Quiz

Essential Readings

- Allum, D.J. (Ed). (1996). Cochlear Implant Rehabilitation in Children and Adults. England, London; Whurr Publishers.
- Andersson, C. (2014). Assistive Technology for the Hearing-impaired, Deaf and Deafblind. Amazon Pub.
- Berg, F. (2008). Speech Development Guide for Children With Hearing Loss. San Diego: Plural Publishing.
- Bess, F.H., & Humes, L.E. (1990). *Audiology: The fundamentals*. London: Williams & Wilkins.
- Finitzo-Hieber, T. (1981). Classroom Acoustics. In R. J. Roeser & M. P. Downs (Eds.) *Auditory disorders in school children*. New York: Theime-Stratton.
- Katz, J. (1978, 1985, 1994). *Handbook of Clinical Audiology*. (2nd, 3rd & 4th eds.). Baltimore: Williams and Wilkins.
- Kumar, K. L. (2009). *Educational Technology: A Practical Textbook for Students, Teachers, Professionals and Trainers*. Amazon Pub.
- Lynas, Wendy (1994). *Communication Options in the Education of Deaf Children*. London: Whurr Publishers Ltd.
- Maltby, M.T. (1994). *Principles of Hearing Aid Audiology*. London: Whurr Publishers.
- Mathew, S.M. (2012). *Technology for persons with hearing impairment. Status of Disability in India-2012*. New Delhi: RCI
- Moores, Donald, F (1997). *Educating the deaf*, Houghton Nifflin Compan
- Rapp, W.H. (YNK). *Universal design for learning in action*. Baltimore MD: Brooks
- Riekehof, Lottie L. (1978), *The joy of learning signs*, Gospel publishing House, Missouri
- Schirmer, Barbara R (2001). *Psychological, Social and Educational Dimensions of Deafness*. Boston: Allyn and Bacon
- Stewart, D.A. & Kluwin, T.N. (2001). *Teaching Deaf & Hard of Hearing Students : Content , Strategies & Curriculum*. London : Allyn & Baccon
- Taylor, Brian M., H. Gustav (2011). *Fitting and Dispensing Hearing Aids*. San Diego: Plural Publishing.
- Tweedie, J. (1987). *Children's Hearing Problems, Their Significance, Detection and*

Management. Bristol: The Bath Press.

- Waldman, D., & Roush, J. (2010). *Your child's Hearing Loss; A Guide for Parents*. San Diego: Plural Publishing.

Suggested Readings

- Dillon, Harvey (2001). *Hearing aids*. New York: Thieme Medical Publications.
- Krumenacker, S. (2014). *Hearing Aid Dispensing Training Manual*. San Diego: Plural Publishing.
- Sanders, D. A. (1993). *Management of hearing handicap: Infants to elderly* (3rd ed.). Englewood Cliffs, NJ: Prentice-Hall.

PSYCHOSOCIAL AND FAMILY ISSUES (SES HI 05)

Course code: D 16 (SES HI 05)

Contact Hours: 60

Marks: 100(IA 20 + TEE 80)

Introduction

Family and environment play a crucial role in development and education of a child and the same is true in case of children with hearing impairment. As a learner in the field of special education one must not only understand and acknowledge the role of context in which the child is growing, but also try to tune it to facilitate easily accessible, age appropriate and fluent language. The course is expected to draw learner's attention to these factors which are likely to impact education of children with hearing impairment and keep family as the core for success.

Objectives

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

- *Explain psycho social development of early childhood and role of family.*
- *To understand the family needs and find self-ready to support families for empowering the child with disability.*
- *Ensure family involvement in educational programs.*

Block 1: Psychosocial Aspects and Disability

Unit 1: Overview of psychosocial development; wellbeing and quality of life

Unit 2: Implications of hearing impairment on domains of psychosocial development

Unit 3: Role of family in psychosocial development of children with hearing impairment

Unit 4: Role of peers and community in psychosocial development of children with hearing impairment

Unit 5: Challenges and issues in psychosocial development of children with hearing impairment

Block 2: Family Needs

Unit 1: Identifying Family Needs for information, decision making, skill transfer and referral

Unit 2: Fostering family's acceptance of child's impairment and creating a positive environment

Unit 3: Building parents' confidence for making informed choices (communication options, options for listening devices, school placement) and Advocacy

Unit 4: Supporting family in raising children with hearing impairment: Facilitating availing of concessions, facilities and scholarship & other benefits

Unit 5: Encouraging family participation in self-help groups and family support networking

Block 3: Family Empowerment

Unit 1: Encouraging family centred practices, parent self-efficacy belief and family involvement in child's learning and parenting

Unit 2: Encouraging family acceptance of listening devices and ensuring its regular use

Unit 3: Supporting family in fostering and developing communication and language

Unit 4: Involving family in fostering and developing play, recreation and values

Unit 5: Encouraging family involvement in educational programme and participation in community based rehabilitation programme

Engagement/ Practicals

- Compile five activities that could be undertaken to foster parents acceptance of their child's impairment
- Select a tool to measure parent's self-efficacy and administer it on three parents and submit with brief reflections.
- Attend a parent meeting of a special school and report tips provided for fostering parent advocacy

Transaction & Evaluation

Lecture cum Demonstration, Role Play, Inviting parents as speakers for sharing experiences, Assignments, Tests

Essential Reading

- Dunst.C, Trivette.C & Deal.A (1996). *Enabling & empowering families. Principles & guidelines for practice*. Cambridge, MA : Brookline Books.
- Gregory Susan, Bishop Juliet and Sheldon Lasley, (1999), Cambridge University, Psychological perspectives of deafness
- Scheetz, N.A.(2000). *Orientation to Deafness*. Boston, MA: Allyn and Bacon.
- Spencer Patricia, Erting Carol, J.marMarschark, Mane, (2000), *The deaf child in the family and school*, lurance Erlbaum

Suggested Reading

- Beazley Sarah & Moore Michele, *Deaf children their families and professionals dismantling barriers*, david Fultron publishers (2005)
- Brown Ivan and ray Brown (2000), *Quality of life and disability*
- Caspe, M., Lopez, M. E., Chu, A., & Weiss, H. B. (2011). *Teaching the teachers: Preparing educators to engage families for student achievement*. Cambridge, MA: Harvard Family Research Project.
- Corter Mairian (1966) *deaf transactions:Deaf families, deaf communities and deaf identities*, Jessica Kingsley publishers
- Ed Par Ila, *Cultural diversity and the deaf experiences* (1966), Cambridge university press, USA
- Marscark m and Clark M.D. , *Psychological perspectives on deafness Vol I & II*, 1998

PRACTICUM

S.No	Course Structure			Evaluation Scheme									
	Courses	Weight age		First Year (15 Month)					Second Year (15 Month)				
		Hours	MM	IA	TEE	Total	Pass Mark		IA	TEE	Total	Pass Mark	
						IA	TE E				IA	TEE	
PRACTICAL COURSES													
Group F: Practical Courses (A)													
F-1 Non-Disability Area (NDA)													
20	SEPG-01-01	64	80	48	32	80	40						
21	SEPG-01-02	24	30	18	12	30	15						
22	SEPG-01-03	24	30	18	12	30	15						
23	SEPG-01-04	24	30						18	12	30	15	
24	SEPG-01-05	24	30						18	12	30	15	
Cross Disability & Inclusion (B)													
25	SECD-01-06	24	30	18	12	30	15						
26	SECD-01-07	24	30	18	12	30	15						
27	SECD-01-08	24	30						18	12	30	15	
28	SECD-01-09	24	30						18	12	30	15	
Project													
29	SECD-01-10	160	200	120	80	200	100						
30	SECD-01-11	160	200						120	80	200	100	
F-2 Disability Area (DA) (C)													
F-2-1 Foundation													
31	SEPB-01 Adaptive skill and Aids and Appliances	40	50	30	20	50	25						
F-2-2 Specialisation													
32	SEP VI/MR/HI/LD-01	80	100	60	40	100	50						
33	SEP VI/MR/HI/LD-02	80	100	60	40	100	50						
34	SEP VI/MR/HI/LD-03	80	100	60	40	100	50						
35	SEP VI/MR/HI/LD-04	80	100						60	40	100	50	
36	SEP VI/MR/HI/LD-05	80	100						60	40	100	50	
Group G: Teaching Practice Courses (A)													
G-1: Non-Disability Area (NDA)													
37	SETG-01-01	40	50	30	20	50	25						
38	SETG-01-02	40	50						30	20	50	25	
G-2: Disability Area (DA) (C)													
G-2-1: Teaching Practices in Special Education in Inclusive School													
39	SETB-01: Teaching Practices in Special Education in Inclusive School	40	50	30	20	50	25						
G-2-2: Teaching Practice in Special Area													
40	SET VI/MR/HI/LD-01	80	100						60	40	100	50	
GRAND TOTAL													
Passing Marks in Theory		960	1600	170	680	850	68	272	150	600	750	60	240
							340 (40%)					300 (40%)	
Passing Marks in Practical		1216	1520	510	340	850	425 (50%)		402	268	670	335 (50%)	
Total		2176	3120	680	1020	1700			552	868	1420		
Aggregate : (Attendance minimum 75% in contact programme)		1632 (75%)					850 (50%)					710 (50%)	

PRACTICAL Non Disability Area

Course Code: A 1 (SEPG 01-01) Human Growth & Development

Contact Hours: 64

Marks: 80 (IA 48 + TEE 32)

Block 1: Core Teaching Skills

Block 2: Block Planning and Lesson Planning

Block 3: Teaching Learning Material

Block 4: Demonstration lessons by the Instructors and use of Videos

Course Code: A 2 (SEPG 01-02) Contemporary India and Education

Contact Hours: 24

Marks: 30 (IA 18 + TEE 12)

Block 1: Core Teaching Skills

Block 2: Block Planning and Lesson Planning

Block 3: Teaching Learning Material

Block 4: Demonstration lessons by the Instructors and use of Videos

Course Code: A 3 (SEPG 01-03) Learning, Teaching and Assessment

Contact Hours: 24

Marks: 30 (IA 18 + TEE 12)

Block 1: Core Teaching Skills

Block 2: Block Planning and Lesson Planning

Block 3: Teaching Learning Material

Block 4: Demonstration lessons by the Instructors and use of Videos

Course Code: B 4 (1/2) (SEPG 01-04) Pedagogy of Teaching (Special Reference to Disability)
(Hindi / English)

Contact Hours: 24

Marks: 30 (IA 18 + TEE 12)

Block 1: Core Teaching Skills

Block 2: Block Planning and Lesson Planning

Block 3: Teaching Learning Material

Block 4: Demonstration lessons by the Instructors and use of Videos

Course Code: B 5 (4/5/6) (SEPG 01-05) Pedagogy of Teaching (Special Reference to Disability)
(Science / Math's / Social Studies)

Contact Hours: 24

Marks: 30 (IA 18 + TEE 12)

Block 1: Core Teaching Skills

Block 2: Block Planning and Lesson Planning

Block 3: Teaching Learning Material

Block 4: Demonstration lessons by the Instructors and use of Videos

PRACTICAL
Cross Disability & Inclusion

Course Code: C 6 (SECD 01-06) Inclusive Education

Contact Hours: 24

Marks: 30 (IA 18 + TEE 12)

Block 1: Teaching Skills

Block 2: Block Planning and Lesson Planning

Block 3: Teaching Learning Material

Block 4: Demonstration lessons by the Instructors and use of Videos

Course Code: C 7 (SECD 01-07) Introduction to Sensory Disabilities (VI, HI, Deaf-Blind)

Contact Hours: 24

Marks: 30 (IA 18 + TEE 12)

Block 1: Teaching Skills

Block 2: Block Planning and Lesson Planning

Block 3: Teaching Learning Material

Block 4: Demonstration lessons by the Instructors and use of Videos

Course Code: C 8 (SECD 01-08) Introduction to Neuro Developmental Disabilities (LD, MR(ID), ASD)

Contact Hours: 24

Marks: 30 (IA 18 + TEE 12)

Block 1: Teaching Skills

Block 2: Block Planning and Lesson Planning

Block 3: Teaching Learning Material

Block 4: Demonstration lessons by the Instructors and use of Videos

Course Code: C 9 (SECD 01-09) Introduction to Locomotor & Multiple Disabilities (CP, MD)

Contact Hours: 24

Marks: 30 (IA 18 + TEE 12)

Block 1: Teaching Skills

Block 2: Block Planning and Lesson Planning

Block 3: Teaching Learning Material

Block 4: Demonstration lessons by the Instructors and use of Videos

PROJECT
Cross Disability & Inclusion

Course Code: C 10 (SECD 01-10) Skill Based Optional Course (Cross Disability and Inclusion)

Contact Hours:160

Marks: 200 (IA 120 + TEE 80)

Course Code: C 11 (SEPG 01-11) Skill Based Optional Course (Disability Specialization)

Contact Hours: 160

Marks: 200 (IA 120 + TEE 80)

**PRACTICAL
Disability Area**

Course Code: D (SEPB 01) Adaptive Skills & Aids & Appliances

Contact Hours: 40

Marks: 50 (IA 30 + TEE 20)

Block 1: Core Teaching Skills

Block 2: Block Planning and Lesson Planning

Block 3: Teaching Learning Material

Block 4: Demonstration lessons by the Instructors and use of Videos

**PRACTICAL
Disability Area Specialization**

Course Code: D 12 (SEP VI/MR/HI/LD 01)

Assessment & Identification of Needs

Contact Hours: 80

Marks: 100 (IA 60 + TEE 40)

Course Code: D 13 (SEP VI/MR/HI/LD 02)

Curriculum Designing, Adaptation & Evaluation

Contact Hours: 80

Marks: 100 (IA 60 + TEE 40)

Course Code: D 14 (SEP VI/MR/HI/LD 03)

Intervention & Teaching Strategies

Contact Hours: 80

Marks: 100 (IA 60 + TEE 40)

Course Code: D 15 (SEP VI/MR/HI/LD 04)

Technology & Disability

Contact Hours: 80

Marks: 100 (IA 60 + TEE 40)

Course Code: D 16 (SEP VI/MR/HI/LD 05)

Psycho Social & Family Issues

Contact Hours: 80

Marks: 100 (IA 60 + TEE 40)

PRACTICAL

Teaching Practice Courses (Non Disability Area)

Course Code: B 1/2 (SETG-01-01) Pedagogy of Teaching (Hindi / English)

Teaching Practice NDA

Contact Hours: 40

Marks: 50 (IA 30 + TEE 20)

Course Code: B 4/5/6 (SETG-01-02) Pedagogy of Teaching (Science / Math's / Social Studies)

Teaching Practice NDA

Contact Hours: 40

Marks: 50 (IA 30 + TEE 20)

PRACTICAL
Teaching Practice in Special Education in Inclusive School

Course Code: D (SETB -01)

Teaching Practice in Inclusive School

Contact Hours: 40

Marks: 50 (IA 30 + TEE 20)

Teaching Practice in Special Area (Disability Area)

Course Code: D (SET VI/MR/HI/LD -01)

Teaching Practice in Disability Area

Contact Hours: 80

Marks: 100 (IA 60 + TEE 40)

Disability Specialization

LEARNING DISABILITY

D12 SES LD 01	Assessment and Identification of Needs
D13 SES LD 02	Curriculum Designing, Adaptation and Evaluation
D14 SES LD 03	Intervention and Teaching Strategies
D15 SES LD 04	Technology and Disability
D16 SES LD 05	Psycho Social and Family Issues

ASSESSMENT AND IDENTIFICATION OF NEEDS (SES LD 01)

Course Code: D 12 (SES LD 01)

Contact Hours: 60

Marks: 100 (IA 20 + TEE 80)

Introduction

This course is planned to orient and educate the student-teachers on understanding the condition of Learning Disability (LD), the various types of LD and acquiring the skills of assessment in different domains and curricular areas, and diagnosing the condition. Along with the exposure to the standardized tools of assessment, the informal assessment tools are introduced. The skills in development and use of these tools will help them in conducting comprehensive assessment for programme planning.

Objectives

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

- *Comprehend the concept, the history, causes and manifestations of Learning Disability.*
- *Describe and differentiate among different types of Learning Disability.*
- *Understand the assessment and the assessment procedures for Learning Disability diagnosis.*
- *Explain the domains and tools for assessment.*

Block 1: Introduction to Learning Disability (LD)

Unit 1: LD: Definition and concept
Unit 2: History of LD
Unit 3: Etiology of LD- medical and social
Unit 4: Co-morbidity with LD – ADHD
Unit 5: LD across the life span

Block 2: Types of LD

Unit 1: Specific LD in Reading
Unit 2: Specific LD in Writing
Unit 3: Specific LD in Mathematics
Unit 4: Dyspraxia
Unit 5: Non-verbal LD

Block 3: Assessment of LD

Unit 1: Concept of screening and identification
Unit 2: Identification criteria – DSM 5
Unit 3: Differential diagnosis
Unit 4: Assessment tools – standardized (WISC, SPM, CPM, DTLD, DTRD, BCSLD, GLAD, Aston Index), CRTs and NRTs, TMTs
Unit 5: Portfolios, checklists, rating scales, anecdotal records, observation schedules

Block 4: Domains of Assessment

- Unit 1: Motor
- Unit 2: Perceptual
- Unit 3: Cognitive
- Unit 4: Social-Emotional
- Unit 5: Language

Block 5: Assessment of Curricular Areas

- Unit 1: Readiness skills
- Unit 2: Reading
- Unit 3: Spelling
- Unit 4: Writing
- Unit 5: Mathematics

Transaction

This course creates a foundation for understanding and assessing for Learning Disability. While teaching this course, a lot of emphasis has to be placed on presenting case studies to comprehend the manifestations of Learning Disabilities. Through discussions, demonstrate the process of arriving at differential diagnosis. The teacher trainees have to acquire the skill of developing Teacher Made Tests for assessment. Keeping this in mind, the transaction of Block 4 and 5 has to be through hands on training in development of TMTs. Evaluating the TMTs developed by peers will also be a valuable learning experience.

Course Work/ Practical/ Field Engagement:

- Movie review to understand the condition of LD
- Diagnosing the case based on case profiles
- Development of TMTs to assess various domains and curricular areas

Essential Readings

- Bender, W. N.,(1995)Identification and Teaching Strategies Learning Disabilities, characteristics, identification and coaching categories New York: Allyn bacon
- Lerner, J W.2000. Learning Disabilities: Houghton Mifflin

Suggested Readings

- Jena SPK 2013. Specific Learning Disabilities: Theory to Practice New Delhi; Sage Publications
- Kapur, M John A, Rozario J, Oommen A. NIMHANS index of specific learning disabilities, Bangalore:NIMHANS
- Karanth, Prathibha & Rozario, Joe: Learning disabilities in India willing the mind to learn. New Delhi. Sage, 2003. 978 81 7829 142 0 Rs.595--(371.90954Kar/Roz)
- Lee. S H., Harris Karen R., Graham Steve. (2003) Handbook of Learning Disabilities, Page 127 of 197

the Guilford Press, 1st Edition

- Raj, F. (2010). *Breaking Through – A hand book for parents and teachers of children with specific learning disabilities*, Secunderabad: Vifa Pub
- Reddy L. G., Ramaa R. and Kusuma A. (2000): *Learning Disabilities: a practical Guide to Practitioners*, New Delhi: Discovery Publishers
- Venkateshwarlu, D. (2005). *Diagnosis and remediation of mathematical difficulties*, New Delhi: Neel Kamal publications.

CURRICULUM DESIGNING, ADAPTATION AND EVALUATION (SES LD 02)

Course Code: D 13 (SES LD 01)

Contact Hours: 60

Marks: 100 (IA 20 + TEE 80)

Introduction

This course covers all about curriculum. The first Block is about different designs of curriculum wherein the UDL needs to be looked at from the inclusive education perspective. The second Block needs to be studied as the emphasis is on inclusion, hence curriculum hierarchies are essential to be understood. Block three and four are about instructional planning and adaptations that will benefit students with learning disability. Block five is on evaluation where different kinds of evaluation have to be studied, so as, to be able to choose the appropriate tool for evaluation.

Objectives

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

- *Describe the principles, types, and areas of curriculum.*
- *Acquire knowledge about learning hierarchies to help planning.*
- *Discuss the different instructional planning and its use.*
- *Demonstrate skills in applying different adaptations for inclusive education.*
- *Make effective use of different forms of evaluation.*

Block 1: Curriculum Design

Unit 1: Curriculum design– Concept, Definition and Principles

Unit 2: Principles of Inclusive Curriculum

Unit 3: Types of curriculum– Core, Collateral, Support, Hidden

Unit 4: Universal design of learning for curriculum development

Unit 5: NCF

Unit 6: Curriculum Design and Development: Subject centred, learner centred (CWLD), Learning centred

Block 2: Curriculum Hierarchies

Unit 1: Reading (English and any Regional language)

Unit 2: Writing

Unit 3: Mathematics

Unit 4: Science

Unit 5: Social studies

Block 3: Instructional Planning

Unit 1: Models of instructional planning – ADDIE

Unit 2: Taxonomies of learning – Cognitive (Bloom's and an and Anderson), Psychomotor & Affective

Unit 3: Elements of lesson plan - 5 E plan

Unit 4: Models of teaching - CAM,
Unit 5: Pyramid plan

Block 4: Adaptation, Modification, Accommodation

Unit 1: Definition and concept of adaptation, modification, accommodation
Unit 2: Principles and steps of adaptation
Unit 3: Differentiated instruction
Unit 4: IEP
Unit 5: Classroom management – cooperative, collaborative, arrangement

Block 5: Assessment & Evaluation

Unit 1: Assessment & Evaluation- Concept, definition, scope
Unit 2: Types of Assessment- Alternative, Authentic, Performance based, Subject based portfolio
Unit 3: Evaluation – Formative, Summative, CCE
Unit 4: Development of question paper (table of specifications)
Unit 5: Tools of evaluation- Rubrics grading, marking schemes

Transaction

This paper deals with one of the core areas of being a teacher that is planning curriculum. The planning is done keeping in mind the adaptations to suit the needs of a LD student. Hence direct instruction alone will not help. Experiential method, task analysis, discussion, role play, reader's theatre, debates; teach reteach cycles are a must. Collaborations with general education teacher for Block two will be helpful to understand it in relation to the Block three and four.

CourseWork/ Practical/ Field Engagement

- Adapt a lesson according to the needs of the identified student/class
- Plan a differentiated lesson for a given class
- Evaluate a textbook to develop a rubric as an evaluation tool
- Prepare a blueprint
- Prepare a portfolio

Essential Readings

- Cook, R, E, Tessier, Annette & Armbruster, Virginia B: Adapting early childhood curricula for children with special needs. (2nd ed) Columbus. Merrill Publ, 1987
- Glazzard, Peggy: Learning activities and teaching ideas for the special child in the regular classroom. New Jersey. Prentice-Hall, 1982.
- Joyce S. Choate :Successful Inclusive Teaching: Proven Ways to Detect and Correct Special Needs, 2003
- Joyce, S. Choate et al: Assessing and programming basic curriculum skills, 1987
- Margo, A. Mastropieri & Thomas E. Scruggs: The Inclusive Classroom: Strategies

for Effective Differentiated Instruction, 4th Edition, 2009

- McIntyre, Thomas: A resource book for remediating common behavior and learning problems. Boston. Allyn and Bacon, 1989.
- Stephen, S. Strichart & Charles T. Mangrum: Teaching Learning Strategies and Study Skills To Students with Learning Disabilities, Attention Deficit Disorders, or Special Needs, 3rd Edition
- Steve Graham & Karen Harris: Writing Better: Effective Strategies for Teaching Students with Learning Difficulties, 2005
- Virginia, W. Berninger & Beverly J. Wolf: Teaching Students with Dyslexia and Dysgraphia: Lessons from Teaching and Science, 2009

Suggested Readings

- Angela Losardo & Angela Syverson (2011). Alternative Approaches to Assessing Young Children, Second Edition,
- Cohen, Sandra B & Plaskon, Stephen P (1980). Language arts. Columbus. Charles E Merrill, .
- Davis, William E : The Special Educator : strategies for succeeding in today's schools.
- D Kim Reid, Wayne P Hresko: (1981). A Cognitive approach to learning disabilities. Auckland. McGraw-Hill
- Hodkinson, Alan & Vickerman, Philip 2009: Key issues in special educational needs and inclusion. Los Angeles. SAGE,
- Karten, Toby J.: Inclusion strategies that work! [research-based methods for the classroom] (2nd ed) California. Corwin A Sage Company, 2010
- Lewis, Rena B. & Doorlag, Donald H. 1999: Teaching special students in general education classrooms. (5th ed) New Jersey. Prentice Hall, .
- Nancy L Eisenberg, Pamela H Esser 1994.: Teach and reach : students with attention deficit disorders : the educator's handbook and resource guide. Texas. Multi Growth Resources,
- Schulz, Jane B & Carpenter, C Dale: Mainstreaming exceptional students. [a guide for classroom teachers] (4th ed) Boston. Allyn and Bacon.
- Westwood, Peter: 1987 Commonsense methods for children with special needs. [strategies for the regular classroom] London. Croom Helm,
- William N. Bender: 2007 Differentiating Instruction for Students With Learning Disabilities: Best Teaching Practices for General and Special Educators

INTERVENTION AND TEACHING STRATEGIES (SES LD 03)

Course Code: D 14 (SES LD 03)

Contact Hours: 60

Marks: 100 (IA 20 + TEE 80)

Introduction

This course will provide insight into the conceptual framework of the area of interventions and strategies. It will familiarize the student-teachers with the approaches and tools of assessment and seeks to develop an understanding of how interventions in the areas affected can be instrumental in enhancing performance. The course will prepare the student-teachers in helping children with learning disabilities by developing appropriate strategies and intervention plans for them. This will prepare them to work with students in clinical as well as classroom set-ups and arm them with programmes for assessment, goal setting, reviewing and reporting the success of the intervention targets.

Objectives

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

- *Explain the purpose and define the principles of educational intervention.*
- *Discuss the various Teaching Strategies across the curricular hierarchies.*
- *Link the teaching Strategies to the curricular areas.*
- *Provide specific strategies for core and collateral curriculum.*
- *Plan Programme for skill, process and curricular deficits.*

Block 1: Conceptual Framework of Educational Interventions

Unit 1: Definition, purpose, scope and principles of educational intervention

Unit 2: Curriculum intervention: gap analysis and linkages with demands of school curriculum (Diagnostic Prescriptive Teaching)

Unit 3: Steps of intervention

Unit 4: Cascade of services and Response to Intervention

Unit 5: Issues and ethics in educational intervention

Block 2: Educational Interventions for Processing Deficit

Unit 1: Attention

Unit 2: Perception

Unit 3: Memory

Unit 4: Thinking

Unit 5: Meta-cognition

Block 3: Reading and Writing Interventions

Unit 1: Principles of intervention in reading and writing

Unit 2: Strategies for developing word recognition skills, fluency and comprehension

Unit 3: Strategies for developing handwriting, spelling and written expression

Unit 4: Strategies for Reading and writing across the curriculum
Unit 5: Strategies for differentiation and inclusion in the classroom

Block 4: Interventions for Mathematics

Unit 1: Principles for interventions in mathematics
Unit 2: Strategies for developing mathematical concepts
Unit 3: Strategies for developing computation, automaticity [timed tasks] and application
Unit 4: Strategies for problem solving
Unit 5: Accommodations [Calculators, Computers] in the mainstream classroom

Block 5: Intervention in Life Skills

Unit 1: Strategies for developing of Social skills
Unit 2: Strategies for developing Study skills
Unit 3: Strategies for self-assessment and advocacy
Unit 4: Strategies for soft skills [presenting self, time management, decision making]
Unit 5: Preparation for Independent Living; Career Planning, leisure and recreation

Transactions

This course will be dealt with using lectures followed by projects in specific processing deficits and specific curricular deficits. Assignments in order to align the strategies of intervention to the curriculum across grades can be taken up. Presentations based on educational intervention for a specific child can be examined. Discussion on issues in intervention and goal setting for educational intervention can be organized. The use and success of specific strategies and teaching technique can be observed using field work. Actual demonstration of the technique can be provided to ensure hands on experience.

Course Work/ Practical/ Field Engagement

- Prepare an educational intervention plan/tool for a given process
- Prepare an educational intervention plan/tool for a given skill
- Plan a parental meet to discuss the intervention goal.
- Collaborate with a specific subject teacher to set an intervention goal
- Conduct a workshop for mainstream teachers on educational interventions/classroom Strategies

Essential Readings

- Karten, T, J. ([2007]) More Inclusion Strategies that work- aligning student strength with standards. Corwin Press.
- Lerner, J. W. (2011). Learning Disabilities. Boston: Houghton Mifflin Brookes.,

Suggested Readings

- Bird, R The dyscalculia toolkit supporting learning difficulties in maths. (2nd ed) Los Angeles. Sage,

- Cummings, C, B [2000] *Winning Strategies for Classroom Management Teaching, Inc*
- Das, J. P.: *Reading difficulties and dyslexia*. New Delhi.
- Forster, C, Grant, J; Hollas, B; Pittet, J; Shaffer, J: [2002] *Differentiated Instruction: Different Strategies for Different Learners*, 1st edition. Staff Development for Educators, Div highlights for Children
- Geoff, H. *Dyspraxia*. (2nd ed). 2007. : Continuum International publishing Group.
- Harwell, J, M; Jackson, R, W. [2008] *The Complete Learning Disabilities Handbook: Ready-to-Use Strategies and Activities for Teaching Students with Learning Disabilities*: John Wiley and Sons Inc.
- Lee. S H., Harris K, R. Graham, S. (2003) *Handbook of Learning Disabilities: the Guilford Press*, 1st Edition,
- Martin, L, C . [2009]. *Strategies for Teaching Students With Learning Disabilities*: Corwin Press
- Mather N and Goldstein S (2001). *Learning Disabilities and Challenging Behaviors: A Guide to Intervention and Classroom Management*: Brookes Publishing Company, 1st edition.
- Narayan J (2002). *Educating children with learning problems in the primary school*: NIMH Secunderabad.
- Pandey J, and Thapa K. (2008). *Perspectives on learning disabilities in India: Current practices and prospects*: Sage Publications, New Delhi.
- Raj, F (2010) *Breaking Through – A hand book for parents and teachers of children with specific learning disabilities*, Secunderabad: Vifa Pub
- Reddy G.L. and Rama R. (2000) *Education of children with special needs*: Discovery Pub. New Delhi
- Reddy L. G., Ramaa R. and Kusuma A. (2000) *Learning Disabilities: a practical Guide to Practitioners*, New Delhi: Discovery Publishers, ,
- Tomlinson, C, A. [1999]. *The Differentiated Classroom: Responding to the Needs of All Learners*. ASCD
- Venkateswanshu, D., (2005) *Diagnosis and remediation of mathematical difficulties*, New Delhi: Neel Kamal publications

TECHNOLOGY & DISABILITY (SES LD 04)

Course Code: D 15 (SES LD 01)

Contact Hours: 60

Marks: 100 (IA 20 + TEE 80)

Introduction

This course covers the integration of technology in the teaching learning process of the students with learning disability. It's important to remember that the assistive technology is to support or reduce the barrier to learning. The focus must be on what the device or software does for the individual/student not on the device itself. The Blocks progress from understanding the meaning scope, to the use of technology for teaching and learning and ends with the issues that one faces while dealing with technology.

Objectives

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

- *Explain the meaning, scope and use of Technology.*
- *Analyse the learning needs in relation to Technology.*
- *Understand and use the various types of technology for presenting, engaging and evaluating.*
- *Discuss the trends and issues related to the use of technology.*

Block 1: Concept of Technology

Unit 1: Meaning, Nature, Scope and Significance of Technology

Unit 2: Types /tools of technology – Projector, Smart board, Software and ipad, ipod, Tablets, Mobiles

Unit 3: Technology integration vs technology use in the curriculum

Unit 4: Assistive technology: Meaning and scope

Unit 5: Role & Use of AT for children with LD

Block 2: Learning Needs of CWLD

Unit 1: Communication

Unit 2: Reading

Unit 3: Writing

Unit 4: Mathematics

Unit 5: Self management

Block 3: Technology for Presentation & Expression (Input and Output)

Unit 1: Classroom Presentation & Expression: Concept & scope

Unit 2: Visual presentation - Large print displays, alternative colours to the screen, colour coding, smart boards, Multimedia Presentations, screen magnifiers

Unit 3: Auditory - text to voice, screen readers, FM Listening Systems, podcast

Unit 4: Cognitive – graphic organisers

Unit 5: Consideration for selection of tools – no tech, low tech, high tech, low cost, high cost

Block 4: Technology for Classroom Engagement

Unit 1: Classroom engagement – Meaning and components

Unit 2: Reading ,Writing & Mathematics - Talking books, recorder,Optical character recognition , Speech recognition systems, Alternative writing surfaces , pencil grips , podcast, Proof reading software,Talking calculators, Electronic math worksheets, fluidity software

Unit 3: Organising - sticky notes, highlighter pens, or highlighter tape, graphic organisers, digital organisers

Unit 4: Types programme- drill & practice, Simulations, Games, Tutorial

Unit 5: Consideration for selection of programmes and tools in an inclusive class

Block 5: Trends & Issues in Using Technology

Unit 1: Digital natives & Immigrants

Unit 2: From isolation to inclusion

Unit 3: Parent/family involvement

Unit 4: Cyber Safety

Unit 5: Evaluation of impact of technology– Social, ethical and human

Transaction

This Block focuses on assistive technology, hence while taking it ahead, its important to focus on the kind of needs that are present in an LD student and the matching of those with the technology used.

Transaction for all Blocks must be through experiential learning, discussion, debate, research & review, design and problem solve (Block 2 & 3), colloquia (with instructional designers, software developers).

CourseWork/ Practical/ FieldEngagement

- Develop a tool to assess the learning needs for planning compensatory and remedial instruction
- Develop low cost material for presentation (for teachers)
- Develop low cost material for engagement
- Develop low cost material for expression
- Conduct a survey on the kind of assistive technology used in the schools for students with learning disability and present the findings

Essential Readings

- Amy G. Dell, Deborah Newton (2011). Assistive Technology in the Classroom:

Enhancing the School Experiences of Students with Disabilities (2nd Edition)

- Das,R.C(1992) Educational Technology : A Basic Text New Delhi :Sterling
- Diane P. Bryant and Brian R. Bryant (2011) :Assistive Technology for People with Disabilities, 2nd Edition.
- Joan Green (2011): The Ultimate Guide to Assistive Technology in Special Education: Resources for Education, Intervention, and Rehabilitation.
- Kimberly S. Voss (2005):Teaching by Design: Using Your Computer to Create Materials for Students With Learning Differences.
- Sampath,K etal (1990) Educational Technology. NewDelhi:Sterling.

Suggested Readings

- Albert M. Cook PhD PE and Janice Miller Polgar(2012) :Essentials of Assistive Technologies
- Judy Lever-Duffy & Jean McDonald (2010): Teaching and Learning with Technology (4th Edition)
- Loui Lord Nelson Ph.D. and Allison Posey (2013) :Design and Deliver: Planning and Teaching Using Universal Design for Learning
- Thomas G. West (2009). In the Mind's Eye: Creative Visual Thinkers, Gifted Dyslexics, and the Rise of Visual Technologies.
- Timothy J. Newby & others (2010). Educational Technology for Teaching and Learning (4th Edition).
- Tracey E. Hall & Anne Meyer (2012). Universal Design for Learning in the Classroom: Practical Applications.

PSYCHO-SOCIAL AND FAMILY ISSUES (SES LD 05)

Course Code: D 16 (SES LD 01)

Contact Hours: 60

Marks: 100 (IA 20 + TEE 80)

Introduction

This course gives an overview of psychosocial domains, stages, characteristics and manifestations of psychosocial behaviours at home and in community settings. It also deals with family dynamics and parenting styles and parent empowerment. It also lays stress on the importance of stress management, family counselling and social and emotional wellbeing.

Objectives

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

- *Explain the concept of psycho-social issues.*
- *Reflect on various dimensions of Psycho-social issues among children with learning disabilities.*
- *Understand various Family issues children with LD.*
- *Learn the importance of intervening strategies and ways of handling issues.*
- *Discuss the concept of networking and liaisoning with the parents, community, family, school and NGO's.*

Block 1: Overview of Psycho-social Domains

- 1.1 Psychosocial domains- Meaning and components- Cognitive, Affective, Social
- 1.2 Stages of Psychosocial development
- 1.3 Psycho-social characteristics of children with LD
- 1.4 Manifestations of psychosocial behaviour at home, school and society
- 1.5 Causative factors – self and others

Block 2: Family Dynamics

- 2.1 Family structure and its functioning
- 2.2 Parenting styles and home environment
- 2.3 Needs and concerns of family
- 2.4 Needs and concerns of child with LD
- 2.5 Empowering Parents- Resource management, legal provisions

Block 3: Nurturing Social Emotional Wellbeing

- 3.1 Strategies for developing positive self-concept
- 3.2 Social skill training
- 3.3 Stress management
- 3.4 Family counselling
- 3.5 Networking and liaisoning with students, parents, community and NGO's

Transaction

This paper should be taught through review of research papers, seminars, discussions, debates, presentations, field trips, u-tubes and movies to understanding of the issues at hand.

Course Work/ Practical/ Field Engagement

- Observe and identify psycho-social problems of any LD student of the class during school internship programme. Give detailed description along with intervention performed.
- Design a Scrapebook on news related to psycho-social and adult issues among CWLD. Analyse them and present a report with detailed write-up.
- Collect and compile articles from various sources and present in class for critical analysis and understanding.

Essential Readings

- Hurlock, E B 2002. Developmental Psychology, Tata Mc Graw –Hill, New Delhi.

Suggested Readings

- Goldstein,S; Naglieri, J, A.,. & DeVries, M. (2011): Learning and Attention Disorders in Adolescence and Adulthood: Assessment and Treatment
- Gunton , S(2007) : Learning Disabilities (Social Issues Firsthand)
- Hales G. .2003. Beyond Disability towards an Enabling society.
- Kelly, K& others (2006) : You Mean I'm Not Lazy, Stupid or Crazy?!: The Classic Self-Help Book for Adults with Attention Deficit Disorder
- Paley, S. 2012. Promoting positive behaviour when supporting people with a learning disability and people with autism. Los Angeles. Sage,
- Reid , R & Lienemann, T, O :Strategy Instruction for Students with Learning Disabilities, Second Edition (What Works for Special-Needs Learners

PRACTICAL Non Disability Area

Course Code: A 1 (SEPG 01-01) Human Growth & Development

Contact Hours: 64

Marks: 80 (IA 48 + TEE 32)

Block 1: Core Teaching Skills

Block 2: Block Planning and Lesson Planning

Block 3: Teaching Learning Material

Block 4: Demonstration lessons by the Instructors and use of Videos

Course Code: A 2 (SEPG 01-02) Contemporary India and Education

Contact Hours: 24

Marks: 30 (IA 18 + TEE 12)

Block 1: Core Teaching Skills

Block 2: Block Planning and Lesson Planning

Block 3: Teaching Learning Material

Block 4: Demonstration lessons by the Instructors and use of Videos

Course Code: A 3 (SEPG 01-03) Learning, Teaching and Assessment

Contact Hours: 24

Marks: 30 (IA 18 + TEE 12)

Block 1: Core Teaching Skills

Block 2: Block Planning and Lesson Planning

Block 3: Teaching Learning Material

Block 4: Demonstration lessons by the Instructors and use of Videos

Course Code: B 4 (1/2) (SEPG 01-04) Pedagogy of Teaching (Special Reference to Disability)
(Hindi / English)

Contact Hours: 24

Marks: 30 (IA 18 + TEE 12)

Block 1: Core Teaching Skills

Block 2: Block Planning and Lesson Planning

Block 3: Teaching Learning Material

Block 4: Demonstration lessons by the Instructors and use of Videos

Course Code: B 5 (4/5/6) (SEPG 01-05) Pedagogy of Teaching (Special Reference to Disability)

(Science / Math's / Social Studies)

Contact Hours: 24

Marks: 30 (IA 18 + TEE 12)

Block 1: Core Teaching Skills

Block 2: Block Planning and Lesson Planning

Block 3: Teaching Learning Material

Block 4: Demonstration lessons by the Instructors and use of Videos

PRACTICAL

Cross Disability & Inclusion

Course Code: C 6 (SECD 01-06) Inclusive Education

Contact Hours: 24

Marks: 30 (IA 18 + TEE 12)

Block 1: Teaching Skills

Block 2: Block Planning and Lesson Planning

Block 3: Teaching Learning Material

Block 4: Demonstration lessons by the Instructors and use of Videos

Course Code: C 7 (SECD 01-07) Introduction to Sensory Disabilities (VI, HI, Deaf-Blind)

Contact Hours: 24

Marks: 30 (IA 18 + TEE 12)

Block 1: Teaching Skills

Block 2: Block Planning and Lesson Planning

Block 3: Teaching Learning Material

Block 4: Demonstration lessons by the Instructors and use of Videos

Course Code: C 8 (SECD 01-08) Introduction to Neuro Developmental Disabilities (LD, MR(ID), ASD)

Contact Hours: 24

Marks: 30 (IA 18 + TEE 12)

Block 1: Teaching Skills

Block 2: Block Planning and Lesson Planning

Block 3: Teaching Learning Material

Block 4: Demonstration lessons by the Instructors and use of Videos

Course Code: C 9 (SECD 01-09) Introduction to Locomotor & Multiple Disabilities (CP, MD)

Contact Hours: 24

Marks: 30 (IA 18 + TEE 12)

Block 1: Teaching Skills

Block 2: Block Planning and Lesson Planning

Block 3: Teaching Learning Material

Block 4: Demonstration lessons by the Instructors and use of Videos

PROJECT

Cross Disability & Inclusion

Course Code: C 10 (SECD 01-10) Skill Based Optional Course (Cross Disability and Inclusion)

Contact Hours:160

Marks: 200 (IA 120 + TEE 80)

Course Code: C 11 (SEPG 01-11) Skill Based Optional Course (Disability Specialization)

Contact Hours: 160

Marks: 200 (IA 120 + TEE 80)

**PRACTICAL
Disability Area**

Course Code: D (SEPB 01) Adaptive Skills & Aids & Appliances

Contact Hours: 40

Marks: 50 (IA 30 + TEE 20)

Block 1: Core Teaching Skills

Block 2: Block Planning and Lesson Planning

Block 3: Teaching Learning Material

Block 4: Demonstration lessons by the Instructors and use of Videos

**PRACTICAL
Disability Area Specialization**

Course Code: D 12 (SEP VI/MR/HI/LD 01)

Assessment & Identification of Needs

Contact Hours: 80

Marks: 100 (IA 60 + TEE 40)

Course Code: D 13 (SEP VI/MR/HI/LD 02)

Curriculum Designing, Adaptation & Evaluation

Contact Hours: 80

Marks: 100 (IA 60 + TEE 40)

Course Code: D 14 (SEP VI/MR/HI/LD 03)

Intervention & Teaching Strategies

Contact Hours: 80

Marks: 100 (IA 60 + TEE 40)

Course Code: D 15 (SEP VI/MR/HI/LD 04)

Technology & Disability

Contact Hours: 80

Marks: 100 (IA 60 + TEE 40)

Course Code: D 16 (SEP VI/MR/HI/LD 05)

Psycho Social & Family Issues

Contact Hours: 80

Marks: 100 (IA 60 + TEE 40)

PRACTICAL

Teaching Practice Courses (Non Disability Area)

Course Code: B 1/2 (SETG-01-01) Pedagogy of Teaching (Hindi / English)

Teaching Practice NDA

Contact Hours: 40

Marks: 50 (IA 30 + TEE 20)

Course Code: B 4/5/6 (SETG-01-02) Pedagogy of Teaching (Science / Math's / Social Studies)

Teaching Practice NDA

Contact Hours: 40

Marks: 50 (IA 30 + TEE 20)

PRACTICAL

Teaching Practice in Special Education in Inclusive School

Course Code: D (SETB -01)

Teaching Practice in Inclusive School

Contact Hours: 40

Marks: 50 (IA 30 + TEE 20)

Teaching Practice in Special Area (Disability Area)

Course Code: D (SET VI/MR/HI/LD -01)

Teaching Practice in Disability Area

Contact Hours: 80

Marks: 100 (IA 60 + TEE 40)

Disability Specialization

MENTAL RETARDATION / INTELLECTUAL DISABILITY

D12 SES MR 01	Assessment and Identification of Needs
D13 SES MR 02	Curriculum Designing, Adaptation and Evaluation
D14 SES MR 03	Intervention and Teaching Strategies
D15 SES MR 04	Technology and Disability
D16 SES MR 05	Psycho Social and Family Issues

ASSESSMENT AND IDENTIFICATION OF NEEDS (SES MR 01)

Course code: D 12 (SES MR 01)

Contact Hours: 60

Marks: 100 (IA 20 + TEE 80)

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.*

Block 1: Intellectual Disability - Nature and Needs

Unit 1: Historical Perspective of Intellectual Disability (ID)

Unit 2: Definitions of Intellectual Disability – ICD-10, AAIDD, WHO, PwD Act 1995, RPD bill (Proposed), DSM (Latest)

Unit 3: Etiology Causes and Prevention

Unit 4: Classification – Medical, Psychological, Educational (Recent) and ICF

Unit 5: Screening, Identification, Characteristics and Needs of PwID

Block 2: Assessment

Unit 1: Concept, Meaning, Definition and urpose of Educational assessment

Unit 2: Methods of Assessment - Observation, Interview and Rating Scale

Unit 3: Types and Approaches - NRT, CRT, CBA & Teacher Made Tests

Unit 4: Areas of Assessment - Medical, Psychological, Educational, Behavioural & Ecological

Unit 5: Documentation of assessment, Result interpretation & Report writing– Implication of all the above for Inclusion

Block 3: Assessment at Pre-School and School levels

Unit 1: Importance of Assessment at Pre- School and School level

Unit 2: Developmental and Adaptive Behaviour Assessment

Unit 3: Assessment Tools at Pre-School level – Upanayan, Aarambh, Portage, MDPS, FACP

Unit 4: Assessment Tools at School Ages – MDPS, BASIC-MR, GLAD, Support

Intensity Scale

Unit 5: Documentation of assessment, Result interpretation & Report writing–
Implication of class level assessment & its relation to Inclusion with resource support

Block 4: Assessment at Adult and Vocational levels

Unit 1: Significance of Assessment for Independent living of PwIDs

Unit 2: Assessment for Transition from School to Work

Unit 3: Assessment Tools for Independent Living –BASAL-MR, VAPS

Unit 4: Provisions & Schemes of MoSJE for Vocational Skill Development

Unit 5: Documentation of assessment, Result interpretation & Report writing –
Implications of assessment, Outcomes for Community living

Block 5: Assessment of Family Needs

Unit 1: Significance of psychosocial needs and its assessment in family

Unit 2: Assessment of parental needs and its implication in planning IFSP

Unit 3: Assessment of siblings and its implication in planning IFSP

Unit 4: Assessment of extended families needs and its implication in planning IFSP

Unit 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
- 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. New Delhi, Vikas
- Repp, A.C. (1983) Teaching the Mentally Retarded, New Jersey, Prentice Hall The Faimer Press.York McMillan.

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. (Ed.) (1999). School readiness for children with special needs. Secunderabad, NIMH.
- 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.

CURRICULUM DESIGNING, ADAPTATION & EVALUATION (SES MR 02)

Course code: D 13 (SES MR 02)

Contact Hours: 60

Marks: 100(IA 20 + TEE 80)

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.*

Block 1: Curriculum Designing

Unit 1: Meaning, Definition, Concept and Principles of Curriculum

Unit 2: Types and Approaches of Curriculum Designing

Unit 3: Curriculum Domains - Personal, Social, Academics, Recreational and Community living

Unit 4: Steps in developing curriculum, challenges of developing curriculum for inclusion

Unit 5: Curriculum evaluation, Implementation in inclusion

Block 2: Curriculum at Pre-School and Primary School level

Unit 1: Significance of Early Childhood Education and School Readiness

Unit 2: Early Childhood Education Curricular domains – Enhancement of domain in Motor, Personal, Cognitive and Communication areas

Unit 3: Curriculum Domains for Early Childhood Education and Sensory Mechanism

Unit 4: Sensitization of family, involvement in pre-school and primary level

Unit 5: Implication of pre- school and primary levels for Intervention, documentation, record maintenance and report writing

Block 3: Curriculum at Secondary, Pre-vocational and Vocational level

Unit 1: Curriculum domains at Secondary level

Unit 2: Curriculum domains at Pre- vocational level

Unit 3: Curriculum domains at Vocational level

Unit 4: Rehabilitation of PwIDs under National Skill development Scheme (NSDS by MSJ&E)

Unit 5: Implications of placement for inclusion in Community, Documentation, Record Maintenance and Reporting

Block 4: Curriculum Adaptations

- Unit 1: Need for Curricular Adaptation, Accommodation and Modification
- Unit 2: Adaptation, Accommodation and Modification for Pre –academic Curriculum
- Unit 3: Adaptation, Accommodation and Modification for Academics Curriculum
- Unit 4: Adaptation, Accommodation and Modification for Co-Curriculum
- Unit 5: Adaptation, Accommodation and Modification for School Subjects

Block5: Curriculum Evaluation

- Unit 1: Concept, Meaning, Definition of Curriculum Evaluation
- Unit 2: Types and Approaches of Evaluation
- Unit 3: Emerging trends in evaluation –CCE, Teacher Made Tests, Grading System
- Unit 4: Differential evaluation of PwID in inclusive setup
- Unit 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. Boston: Allyn and Bacon.
- Jeyachandaran, P.,& Vimala, V. (2000). Madras Developmental Programming System.
- 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. New York McMillan.
- Panda, K.C. (1997). Education of Exceptional Children. New Delhi, Vikas Publications.
- Repp A.C. (1983) Teaching the Mentally Retarded, New Jersey, Prentice Hall

Suggested Readings

- King-Sears, H.E. (1994) Curriculum Based Assessment in Special Education. San Diego Singular Publishing Group
- Narayan, & Kutty, A,T.T. (1989) Handbook for Trainers of the Mentally Retarded persons Pre-primary level. NIMH, Secunderabad.
- Peshwaria, R. and 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. Boston: Allyn & Bacon.
- Van Riper, C.A. and 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.

INTERVENTION AND TEACHING STRATEGIES (SES MR 03)

Course code: D 14 (SES MR 03)

Contact Hours: 60

Marks: 100 (IA 20 + TEE 80)

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.*

Block 1: Intervention

Unit 1: Concept, Significance, Rationale, Scope, Advantages of Early Intervention

Unit 2: Types of Early Intervention

Unit 3: Intervention Techniques

Unit 4: Record Maintenance and Documentation

Unit 5: Implication of Early Intervention for pre-school Inclusion

Block 2: Individualised Education Programme

Unit 1: Need, Importance and Historical Perspective of IEP

Unit 2: Steps and Components of IEP

Unit 3: Developing, Implementation and Evaluation of IEP for PwID and its associated conditions

Unit 4: IFSP – Planning and writing

Unit 5: Application of IEP for Inclusion

Block 3: Teaching Strategies and TLM

Unit 1: Stages of Learning

Unit 2: Principles of Teaching

Unit 3: Multi-sensory Approaches – Montessori Methods, VAKT Method, Orton - Gillingham Method, Augmentative and Alternative Communication

Unit 4: Teaching Strategies – Task Analysis, Chaining, Shaping, Modelling, Prompting, Fading and Reinforcement, Role Play, Play Way method

Unit 5: Development and Use of TLM for ID

Block 4: Intervention for Mal-adaptive Behaviour

Unit 1: Definition and types of Mal-adaptive behaviour

Unit 2: Identification of Mal-adaptive behaviour

Unit 3: Functional Analysis and Behaviour Modification Techniques, Cognitive Behaviour Techniques (CBT)

Unit 4: Management of Mal-adaptive behaviour at Home and School, Parental Counselling - Individual, Group and Community

Unit 5: Ethical Issues in behaviour management and implications for Inclusion

Block 5: Therapeutic Intervention

Unit 1: Occupational Therapy – Definition, Objective, Scope, Modalities and Intervention

Unit 2: Physiotherapy – Definition, Objective, Scope, Modalities and Intervention

Unit 3: Speech Therapy – Definition, Objective, Scope and Types of Speech, Language and Hearing Disorders and Intervention

Unit 4: Yoga and Play therapy – Definition, Objective, Scope and Intervention

Unit 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). London: Merrill Publishing Company.
- 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, London: Longman.
- Evans, P and Verma, V. (Eds.) (1990) Special Education. Past Present and Future.
- Gardiner, M.D. (1985). The principles of exercise therapy. Delhi: CBS Publishers & Distributors.
- Jacobs, K (1990). Occupational therapy: Work related programmes and assessment, Boston: Little Brown.

- Jayachandra, P. (2001) Teaching yogasanas for persons with mental retardation, Chennai: Vijay Human Services.
- Jeyachandaran, P. Vimala, V. (2000). Madras Developmental Programming System
- Longone, 3. (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: Cambridge University Press.
- 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). Oxford: Butterworth – Heinmann Ltd.
- Van Riper, C.A. and Emerick L (1990) Speech Correction – An introduction to Speech Pathology & Audiology, Eighth Edition, Prentice Hall

Suggested Readings

- A.C.Ornstein (1990). Strategies for Effective Teaching. Harper and Row, Publishers, Inc.
- David W. (1998). Teaching and Learning in the Early Years. London and New York: Routledge.

- Jackman H.L. (1999). *Sing Me a Story: Tell Me a Song*. California: Crown Press, Inc.
- Mastropieri S. (1987). *Effective Instruction for Special Education*, Little, Brown and Company, Inc.
- Narayan, & Kutty, A.T.T. (1989) *Handbook for Trainers of the Mentally Retarded persons. Pre-primary level*. NIMH, Secunderabad.
- Peshwaria, R. and 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. Gable and Steven F.W. (1993). *Strategies for Teaching Students with Mild to Severe Mental Retardation*, London and Philadelphia: Jessica Kingsley Publishers.
- Subba Rao, T.A. (1992). *Manual on Developing Communication Skills in Mentally Teachers*. NIMH, Secunderabad.
- Van Riper, C.A. and Emerick. L. (1990), *Speech Correction-An introduction to speech pathology and Audiology*. Eighth Edition, Prentice Hall.

TECHNOLOGY AND DISABILITY (SES MR 04)

Course code: D 15 (SES MR 04)

Contact Hours: 60

Marks: 100 (IA 20 + TEE 80)

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.*

Block 1: Technology in Education and Instruction

Unit 1: Educational and Instructional Technology – Meaning, Nature, Scope, Definition, Objectives and Significance

Unit 2: Educational Technology and Instructional Technology – Role and Recent Trends.

Unit 3: Approaches of Educational Technology – Hardware, Software, System approach, Individual & Mass media approach.

Unit 4: Differential Instruction, Universal Design of learning and Individualised Instruction.

Unit 5: Implication of the above for inclusion.

Block 2: ICT

Unit 1: ICT – Meaning, Definition, Scope and Significance

Unit 2: Psychological bases for ICT among teachers and learners

Unit 3: Development of ICT – Stages, Requirement and Process

Unit 4: Use of ICT in developing collaborative networks for sharing and learning such as Internet – E-mail, Tele-teaching, Tele-conference

Unit 5: Use of ICT to simplify record keeping, information management in education administration in special and inclusive settings

Block 3: Use of Multimedia in Education

Unit 1: Multi Media - Meaning, Nature, Scope, Definition and Approches.

Unit 2: Types of Instructional Aids: Projected & non-projected Aids, Projectors, Radio, Tape Recorder, Television, Films, Computers, whiteboard, Smartboard, e-Flash Cards, Educational Toys

Unit 3: Advantages, Limitations and Challenges of Using Multi media in Education

Unit 4: Recent Trends in Multimedia

Unit 5: Implication of Multimedia in teaching learning.

Block 4: Technology Based Instructions

Unit 1: Enhancing Technology Friendly Practices among Teachers.

Unit 2: Computer-Assisted & Computer Managed Instructions, Cybernetics, E-learning, Use of Net Search and Websites

Unit 3: Disability Friendly Technology – Punarjani, and e-learning Framework developed by C-DAC

Unit 4: Developing Technology Integrated Lessons – Individual and Group

Unit 5: Implications of Technology based instruction in Inclusion

Block 5: Application of Technology

Unit 1: Application of Technology in Lesson Planning, Worksheet Preparation, Report writing and Evaluation

Unit 2: Application of Technology in Assistive Devices – For example, JAWS, Smartphones, Screen Readers

Unit 3: Application of Technology in Instruction – Individual, small group and large group

Unit 4: Advantages, merits and demerits

Unit 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, New Delhi: Oxford & IBH Publishing Co.
- Kumar, K.L. (1996). Educational Technology and Communication Media, Cuttack: Nalanda.
- McMillan, J.H. & Schumacher, S. (1989). Research in Education: A Conceptual Introduction, New York: Harper & Collins.
- Mehra, Vandana (2004) Educational Technology, New Delhi : S S Publishers.
- Mohanty, J. (1992). Educational Technology, New Delhi: Deep and Deep Publication.
- Mukhopadhaya, M. (ed.) (2005). Education Technology Knowledge Assessment, New Delhi: Shipra Publications.
- R., Robertson, S. and Peter John. (2009). Improving Classroom Learning with ICT, New York: Routledge. Takewale, R. G. (1995). Technologies for Educational Network, Presidential address in the seminar on Technologies for Educational Networking, New Delhi: IGNOU.

- Richmond, W. R. (ed.) (1900). *The Concept of Education Technology: A Dialogue with Yourself*, London: Weidenfield and Nicolson.
- Sampath, K., Pannirselvam, A. & Santhanam, S. (1990). *Introduction to Educational Technology*, New Delhi: Sterling Publishers Private Limited.
- Sharma, Hemant Lata and Sharma, Savita (2010). *Learning to Learn with Love: Theory and Practice of Co-operative Learning*, New Delhi: Gagandeep Publications Sutherland,

Suggested Readings

- Cima M Yeole. (1991). *Educational Technology*. CimaMyeole.
- D.ES, (1982). *Handicapped Pupil and Special schools, Regulations*. London HMSO.
- Dipika Bhadresh Shah, (1991). *Educational Technology for developing teaching competency* GavendraPrakashan
- JaganathMohanty. (1998). *Studies in Educational Broadcasting*. San subscription agency.
- Mangal K. (1990). *Fundamentals of Educational technology*. Prakash Brothers
- Ruhela Satyapal. (1991). *Educational Technology, A systematic Text Book* Associated Publishers
- Tara Chand. (1992). *Educational Technology*. Anmol Publication

PSYCHO-SOCIAL AND FAMILY ISSUES (SES MR 05)

Course code: D 16 (SES MR 05)

Contact Hours: 60

Marks: 100 (IA 20 + TEE 80)

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.*

Block 1: Family

Unit 1: Family – Concept, Definition and Characteristics

Unit 2: Types of family

Unit 3: Reaction and Impact of disability on family

Unit 4: Needs of family and counselling

Unit 5: Role of family in rehabilitation of PWID

Block 2: Psycho-Social Issues

Unit 1: Attitude of family, Community, Peer Group, Teachers, Co-workers

Unit 2: Myths, misconception and social practices

Unit 3: Difference between Intellectual Disability and Mental Illness

Unit 4: Psycho-Social Issues – Exploitation, Delinquency, child labour and child Abuse

Unit 5: Rights and Advocacy

Block 3: Involving Families

Unit 1: Training and involving families in the rehabilitation process

Unit 2: Parent professional relationship

Unit 3: Formation of Parent Self-Help Group

Unit 4: Parent Associations

Unit 5: Empowering Families

Block 4: Adolescent Issues

Unit 1: Physiological Changes; Implication in Emotional and Social Development

Unit 2: Interpersonal relationship – Parents, Siblings, Extended family, Single child, Peer group

Unit 3: Employment, Sexuality, Marriage, Alternative options, Pre- marital counselling

Unit 4: Ethical Issues

Unit 5: Challenges and Implications

Block 5: CBR and CPP (Community People Participation)

Unit 1: Concept, Definition and Scope of CBR

Unit 2: Models of CBR – Advantages and Disadvantages

Unit 3: Types of Community Resources and their mobilization

Unit 4: Organizing services for PwID in the community

Unit 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. (Ed.) (1984) Severely Handicapped Young Children and Other Families: Research in Review Ovlendio: Academic Press Inc.
- 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), Sept. 2008, pp 1060 - 1075
- Dale, N. (2000) Working with families of Children with Special Needs: Partnership and Practice, East Sussex: Brunner- Routledge.
- Fewell, R. and Vadasy, P. (Eds.) (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), July – Aug. 2000, pp 70 - 381
- Garginolo, R.M. (1985) Working with Parents of Exceptional Children: A Guide for Professionals, Boston: Houghton-Mifflin.
- Kashyap, L. (1996) Measurement Issues in Family Centered Social Work, in Bharat, S. (Ed.) Family Measurement in India, New Delhi: Sage Publications.

- Peshawaria, R Menon, DK Ganguly R. Roy, S. Pillay R.P.R.S. & Gupta A (1995) Understanding Indian families having persons with Mental Retardation, Secunderabad NIMH
- Taylor, R.L. (1993). Assessment of Exceptional Students Educational and psychological procedures

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 (1987) Mental Handicap: Dilemmas of Parent-Professional Relations, London, Croon Helm.
- Glendinning, C. (1986) A Single Door: Social Work with the Families of Disabled Children, London: Allen and Unwin Ltd
- Mann, P.H. Suiter P.A. & Mc Laughhin R.M. (1992) A Guide for educating mainstreamed students, Boston: Allya & Bacon
- Waugh, A. (1976) Working with parents and community. New Delhi: NCERT.
- Webster, E. J. Vikas Publishing House (1993) Working with parents of young children with disabilities, California. Singular Publishing Group.

PRACTICAL Non Disability Area

Course Code: A 1 (SEPG 01-01) Human Growth & Development

Contact Hours: 64

Marks: 80 (IA 48 + TEE 32)

Block 1: Core Teaching Skills

Block 2: Block Planning and Lesson Planning

Block 3: Teaching Learning Material

Block 4: Demonstration lessons by the Instructors and use of Videos

Course Code: A 2 (SEPG 01-02) Contemporary India and Education

Contact Hours: 24

Marks: 30 (IA 18 + TEE 12)

Block 1: Core Teaching Skills

Block 2: Block Planning and Lesson Planning

Block 3: Teaching Learning Material

Block 4: Demonstration lessons by the Instructors and use of Videos

Course Code: A 3 (SEPG 01-03) Learning, Teaching and Assessment

Contact Hours: 24

Marks: 30 (IA 18 + TEE 12)

Block 1: Core Teaching Skills

Block 2: Block Planning and Lesson Planning

Block 3: Teaching Learning Material

Block 4: Demonstration lessons by the Instructors and use of Videos

Course Code: B 4 (1/2) (SEPG 01-04) Pedagogy of Teaching (Special Reference to Disability)
(Hindi / English)

Contact Hours: 24

Marks: 30 (IA 18 + TEE 12)

Block 1: Core Teaching Skills

Block 2: Block Planning and Lesson Planning

Block 3: Teaching Learning Material

Block 4: Demonstration lessons by the Instructors and use of Videos

Course Code: B 5 (4/5/6) (SEPG 01-05) Pedagogy of Teaching (Special Reference to Disability)

(Science / Math's / Social Studies)

Contact Hours: 24

Marks: 30 (IA 18 + TEE 12)

Block 1: Core Teaching Skills

Block 2: Block Planning and Lesson Planning

Block 3: Teaching Learning Material

Block 4: Demonstration lessons by the Instructors and use of Videos

PRACTICAL Cross Disability & Inclusion

Course Code: C 6 (SECD 01-06) Inclusive Education

Contact Hours: 24

Marks: 30 (IA 18 + TEE 12)

Block 1: Teaching Skills

Block 2: Block Planning and Lesson Planning

Block 3: Teaching Learning Material

Block 4: Demonstration lessons by the Instructors and use of Videos

Course Code: C 7 (SECD 01-07) Introduction to Sensory Disabilities (VI, HI, Deaf-Blind)

Contact Hours: 24

Marks: 30 (IA 18 + TEE 12)

Block 1: Teaching Skills

Block 2: Block Planning and Lesson Planning

Block 3: Teaching Learning Material

Block 4: Demonstration lessons by the Instructors and use of Videos

Course Code: C 8 (SECD 01-08) Introduction to Neuro Developmental Disabilities (LD, MR(ID), ASD)

Contact Hours: 24

Marks: 30 (IA 18 + TEE 12)

Block 1: Teaching Skills

Block 2: Block Planning and Lesson Planning

Block 3: Teaching Learning Material

Block 4: Demonstration lessons by the Instructors and use of Videos

Course Code: C 9 (SECD 01-09) Introduction to Locomotor & Multiple Disabilities (CP, MD)

Contact Hours: 24

Marks: 30 (IA 18 + TEE 12)

Block 1: Teaching Skills

Block 2: Block Planning and Lesson Planning

Block 3: Teaching Learning Material

Block 4: Demonstration lessons by the Instructors and use of Videos

PROJECT Cross Disability & Inclusion

Course Code: C 10 (SECD 01-10) Skill Based Optional Course (Cross Disability and Inclusion)

Contact Hours:160

Marks: 200 (IA 120 + TEE 80)

Course Code: C 11 (SEPG 01-11) Skill Based Optional Course (Disability Specialization)

Contact Hours: 160

Marks: 200 (IA 120 + TEE 80)

**PRACTICAL
Disability Area**

Course Code: D (SEPB 01) Adaptive Skills & Aids & Appliances

Contact Hours: 40

Marks: 50 (IA 30 + TEE 20)

Block 1: Core Teaching Skills

Block 2: Block Planning and Lesson Planning

Block 3: Teaching Learning Material

Block 4: Demonstration lessons by the Instructors and use of Videos

**PRACTICAL
Disability Area Specialization**

Course Code: D 12 (SEP VI/MR/HI/LD 01)

Assessment & Identification of Needs

Contact Hours: 80

Marks: 100 (IA 60 + TEE 40)

Course Code: D 13 (SEP VI/MR/HI/LD 02)

Curriculum Designing, Adaptation & Evaluation

Contact Hours: 80

Marks: 100 (IA 60 + TEE 40)

Course Code: D 14 (SEP VI/MR/HI/LD 03)

Intervention & Teaching Strategies

Contact Hours: 80

Marks: 100 (IA 60 + TEE 40)

Course Code: D 15 (SEP VI/MR/HI/LD 04)

Technology & Disability

Contact Hours: 80

Marks: 100 (IA 60 + TEE 40)

Course Code: D 16 (SEP VI/MR/HI/LD 05)

Psycho Social & Family Issues

Contact Hours: 80

Marks: 100 (IA 60 + TEE 40)

PRACTICAL

Teaching Practice Courses (Non Disability Area)

Course Code: B 1/2 (SETG-01-01) Pedagogy of Teaching (Hindi / English)

Teaching Practice NDA

Contact Hours: 40

Marks: 50 (IA 30 + TEE 20)

Course Code: B 4/5/6 (SETG-01-02) Pedagogy of Teaching (Science / Math's / Social Studies)

Teaching Practice NDA

Contact Hours: 40

Marks: 50 (IA 30 + TEE 20)

PRACTICAL
Teaching Practice in Special Education in Inclusive School

Course Code: D (SETB -01)

Teaching Practice in Inclusive School

Contact Hours: 40

Marks: 50 (IA 30 + TEE 20)

Teaching Practice in Special Area (Disability Area)

Course Code: D (SET VI/MR/HI/LD -01)

Teaching Practice in Disability Area

Contact Hours: 80

Marks: 100 (IA 60 + TEE 40)

Disability Specialization

VISUAL IMPAIRMENT

D12 SES VI 01	Assessment and Identification of Needs
D13 SES VI 02	Curriculum Designing, Adaptation and Evaluation
D14 SES VI 03	Intervention and Teaching Strategies
D15 SES VI 04	Technology and Disability
D16 SES VI 05	Psycho Social and Family Issues

IDENTIFICATION OF CHILDREN WITH VISUAL IMPAIRMENT AND ASSESSMENT OF NEEDS (SES VI 01)

Course Code: D 12 (SES VI 01)

Contact Hours: 60

Marks: 100 (IA 20 + TEE 80)

Introduction

We cannot treat a visually impaired child as ‘a pair of young eyes’. We need to understand the whole child, including his feelings and needs. Having understood the psychological and sociological implications of visual impairment, the learners should be more empathetic to the needs of the visually impaired and address them appropriately in diverse educational settings. There are many eye conditions each with different educational and social implications. The infant must ‘see to learn’ and therefore a visually impaired infant must ‘learn to see’. The course will enable the trainees to be able to identify children who are at risk for visual impairment. The trainees will be able to develop the skills of doing functional vision assessment and enhance the residual vision. The course also focuses on needs and assessment of children with multiple disability and visual impairment.

Objectives

After completing the course student-teachers will be able to

- *Describe the structure of eye and common eye defects.*
- *Explain the etiology of visual impairment.*
- *Analyse the implications of visual impairment and identify their needs.*
- *Develop skills to identify and assess children with visual impairment.*
- *Describe the needs and develop skills to assess children with visual impairment and multiple disabilities (VIMD).*

Block 1: Anatomy and Physiology of Human Eye

Unit 1: Structure and Function of human eye

Unit 2: Normal vision development and process of seeing

Unit 3: Principles of refraction and refractive errors

Unit 4: Concept and definitions of blindness and low vision

Unit 5: Concept of visual acuity, visual field, depth perception and contrast sensitivity

Block 2: Types of Visual Impairment and Common Eye Disorders

Unit 1: Loss of Visual acuity

Unit 2: Loss of Visual field

Unit 3: Colour vision defect and loss of contrast sensitivity

Unit 4: Refractive errors, Vitamin-A deficiency, Cataract, Glaucoma, Corneal ulcer, trachoma, Albinism, Retinal detachment, Retinitis pigmentosa, Retinopathy of prematurity, Cortical Visual Impairment, Optic Atrophy, Nystagmus, Amblyopia, and Macular degeneration

Unit 5: Educational implications of different Eye disorders

Block 3: Implications of Visual Impairment and Needs of Visually Impaired

Unit 1: Psychosocial implications of visual impairment

Unit 2: Factors affecting implications of visual impairment: Age of onset, degree of vision, type of vision loss, prognosis, and socio economic status of the family

Unit 3: Effect of visual impairment on growth and development: Physical, Motor, Language, Socio-emotional, and Cognitive development

Unit 1: Educational needs of the visually impaired and need for expanded core curriculum

Unit 4: Implications of low vision and needs of children with low vision

Block 4: Identification and Assessment of Visual Impairment

Unit 1: Interpretation of clinical assessment of vision

Unit 2: Functional assessment of vision: Concept, need and methods

Unit 3: Tools of functional assessment of vision and skills: Functional skills inventory for the blind (FSIB), Low Vision Assessment by Jill Keeffe, Lea tests, and Portfolio assessment

Unit 4: Tools for psychological assessment of the visually impaired: Vithoba Paknikar Performance Test, A short Scale IQ measure for the visually impaired based on WISC-R, Adapted EPQ, Adapted Blind Learning Aptitude Test, Concept development for blind children, Reading Preference Test, Cornell Medical Index for Visually Handicapped Children

Unit 5: Report writing

Block 5: Assessment of Learning Needs of Children with VIMD

Unit 1: Concept and definition of VIMD

Unit 2: Etiology of VIMD

Unit 3: Impact of VIMD on learning and development

Unit 4: Screening, identification, and assessment of Visually Impaired children with associated disabilities

Unit 5: Multidisciplinary assessment of Visually Impaired children with Associated Disabilities

Course Work/ Practical/ Field Engagement

- Present a seminar on implications of visual impairment on the personality of the visually impaired
- Prepare material on early indicators of visual impairment and prevention of visual impairment
- Carry out functional assessment of skills of a blind, a low vision, and a VIMD child and submit a report of their assessment

Essential Readings

- Barraga, N. C. (1980). Sequences of Visual Development. Austin: University of Texas.

- Bhan, S. & Swarup, S. (2010). Functional Skills Inventory for the Blind. Mumbai: National association for the blind.
- Bhandari, R. & Narayan J. (2009). Creating learning opportunities: a step by step guide to teaching students with vision impairment and additional disabilities, including deafblindness. India: Voice and vision.
- Hyvarinen, L. & Jacob N. (2011). What and how does this child see: assessment of visual functioning for development and learning. Finland: Vistest Ltd.
- Mukhopadhyay, S., Mani, M.N.G., RoyChoudary & Jangira, N.K. (1988). Source Book for Training Teachers of Visually Impaired. New Delhi: NCERT.
- Leat, S.J., Shute R.H., & Westall, C.A. (1999). Assessing children's vision: A handbook. Oxford: Butterworth-Heinemann.
- Mani, M.N.G. (2001). Reading Preference Test (REPT) for Children with Low Vision. Coimbatore: International Human Resource Development Centre for the Disabled.
- Mani, M.N.G. (1992). Concept development of blind children. Coimbatore: SRK Vidyalaya.
- Scholl, G. T. (Ed.) (1986). Foundations of the education for blind and visually handicapped children and youth: Theory and Practice. New York: AFB Press.
- Singh, T.B. (1986). A short Scale I.Q Measure for the Visually Handicapped. Dehradun: NIVH.
- Singh, T.B. (1986). Eyssenck Personality Questionnaire (EPQ) for the Visually Handicapped. Dehradun: NIVH.
- Singh, T.B. (1986). Standardisation of Cornell Medical Index on Visually Handicapped children. Dehradun: NIVH.
- Singh, T.B & Sati, G. (1992). Use of Blind Learning Aptitude Test as a performance measure for the assessment of Visually Handicapped Children in India. Dehradun: NIVH.
- Warren, D.H. (1983). Blindness and Early Childhood Development. New York: AFB Press.

Suggested Readings

- Holbrook M. C. & Koenig A. J. (Eds.) (2000). Foundations of Education, Vol I: History and Theory of Teaching Children and Youths with Visual Impairments, (2nd Ed): New York: AFB Press.
- Kundu, C.L. (2000). Status of Disability in India, New Delhi, RCI.
- National Institute for the Visually Handicapped (1990). Handbook for Teachers of the Blind, Dehradun: NIVH.
- Punani, B., & Rawal, N. (1993). Handbook: Visual Impairment. New Delhi : Ashish Publishing House
- Bright Hub Education (2012). Identifying Students with Visual Impairment.
Retrieved from <http://www.brighthubeducation.com/special-ed-visual-impairments/69240-early-signs-of-visual-impairment-in-a-child/>

CURRICULUM, ADAPTATION AND STRATEGIES FOR TEACHING EXPANDED CURRICULUM (SES VI 02)

Course Code: D 13 (SES VI 02)

Contact Hours: 60

Marks: 100 (IA 20+ TEE 80)

Introduction

Curriculum is the heart of any educational system. As is the curriculum, so is the educative process. This course will provide basic understanding of the concept of curriculum approaches to curriculum development. The course content shows a strong commitment to the notion that children with visual impairment should have access to the regular core curriculum for which they need to learn an expanded core curriculum unique to visual impairment. Apart from that certain curricular adaptations and modifications are required to be done to enable the students to access visually oriented concepts. Adapted physical education and creative arts also form a part of this course of study.

Objectives

After completing the course student-teachers will be able to

- *Define curriculum, its types and explain its importance.*
- *Demonstrate techniques of teaching functional academic skills.*
- *Explain importance and components of independent living skills.*
- *Explain curricular adaptations with reasonable accommodations.*
- *Illustrate how physical education and creative arts activities can be adapted for the children with visual impairment.*

Block 1: Concept and Types of Curriculum

Unit 1: Concept, Meaning and Need for Curriculum

Unit 2: Curricular Approaches in Special Education – Developmental, Functional, Eclectic and Universal design for learning Approach

Unit 3: Types of Curriculum – need based, knowledge based, activity based, skill based and hidden curriculum

Unit 4: Curriculum Planning, Implementation and Evaluation; Role of Special teachers of the Visually Impaired

Unit 5: Core Curriculum and Expanded Core Curriculum- Meaning, Need and Components

Block 2: Teaching Functional Academics Skills

Unit 1: Learning media assessment

Unit 2: Braille reading readiness

Unit 3: Techniques of teaching Braille

Unit 4: Techniques of Teaching print to children with low vision

Unit 5: Braille aids and devices, optical devices for print reading and writing

Block 3: Teaching of Independent Living Skills

Unit 1: Independent living skills – Meaning, Importance, Components

Unit 2: Orientation and Mobility – need and importance, techniques of teaching mobility, sighted guide and pre-cane, cane techniques and mobility aids

Unit 3: Daily living skills – assessment of needs and techniques of teaching age appropriate daily living skills

Unit 4: Sensory efficiency – importance and procedures for training auditory, tactile, olfactory, gustatory, kinaesthetic senses and residual vision

Unit 5: Techniques of teaching social interaction skills, leisure and recreation skills and self - determination

Block 4: Curricular Adaptation

Unit 1: Curricular adaptation – Need, Importance and Process

Unit 2: Reasonable accommodation – Need and Planning

Unit 3: Planning of lessons for teaching Expanded Core Curriculum – Individualized Education Program writing

Unit 4: Pedagogical Strategic – Cooperative learning, Peer tutoring, reflective teaching, multisensory teaching

Unit 5: Preparation of Teaching Learning Material for ECC – Reading Readiness kit, Flash Cards, Sensory Kits, and Mobility Maps

Block 5: Curricular Activities

Unit 1: Curricular activities – Meaning and Need for Adaptation.

Unit 2: Adaptation of Physical education activities and Yoga

Unit 3: Adaptation of Games and Sports – both Indoor and Outdoor

Unit 4: Creative Arts for the children with visual impairment

Unit 5: Agencies/Organisations promoting – Sports, Culture and Recreation activities for the Visually Impaired in India – Indian Blind Sports Association, Chess Federation of India, Paralympic Committee of India, Abilympics, World Blind Cricket

Course Work/ Practical/ Field Engagement

- Prepare reading readiness material for pre-school children with visual impairment
- Preparation and presentation of a kit to develop sensory efficiency
- Select one chapter from a primary level text book of your choice and adapt it for learners with visual impairment
- Adapt one diagram and one map from secondary classes into non-visual format

Essential Readings

- Lowenfeld, B. (1971). Our blind children: Growing and learning with them, Springfield, Charles C. Thomas.
- Aggarwal, J.C. (2005). Curriculum development. Shipra Publication. Delhi

- Arora, V. (2005). Yoga with visually challenged.: Radhakrishna Publication, New Delhi
- Baratt, S. H. (2008). The special education tool kit. Sage Publication, New Delhi.
- Chapman, E. K. (1978). Visually Handicapped Children and Young People. Routledge and Kegan Paul, London.
- Cutter, J. (2006). Independent Movement and travel in Blind Children. IAP, North Carolina.
- Dickman, I.R. (1985). Making life more liveable. AFB, New York.
- Dodds, A. (1988). Mobility training for visually handicapped people. Croom Helm. London.
- Jose, R. (1983). Understanding Low Vision. American Foundation for the Blind, New York.
- Kauffman, J.M., & Hallahan, D.P. (1981). Handbook of Special Education. Prentice Hall, New Delhi
- Kelly, A.V. (1997). The curriculum: theory and practice. Harper and Row, London.
- Lowenfeld, B. (1973). The Visually Handicapped Child in School. John Day Company, New York.
- Mangal, S. K. (2011) Educating Exceptional Children: An Introduction to Special Education. PHI Learning Pvt.Ltd., New Delhi.
- Mani, M. N. G. (1992). Techniques of teaching blind children. Sterling Publishers Pvt. Ltd., New Delhi.
- Mani, M. N. G. (1997). Amazing Abacus. S.R.K. Vidyalaya Colony, Coimbatore.
- Mason, H., & Stephen McCall, S.(2003) . Visual Impairment – Access to Education for Children and Young people. David Fulton Publishers, London.
- Mukhopadhyay, S., Mani, M.N.G., RoyChoudary, M., & Jangira, N.K. (1988). Source Book for Training Teachers of Visually Impaired. NCERT, New Delhi.
- Punani, B., & Rawal, N.(2000). Handbook for Visually Impaired. Blind Peoples' Association, Ahmedabad.
- Scholl, G. T. (1986). Foundations of the education for blind and visually handicapped children and youth: Theory and Practice. AFB Press, New York.
- Sharma, R. A. (2011). Curriculum development and instruction. R. Lall Book Depot, Meerut.
- Vijayan, P., & Gnaumi, V. (2010). Education of children with low vision. Kanishka Publication, New Delhi.
- Welsh, R., & Blasch, B. (1980). Foundation Orientation & Mobility.AFB, New York.

Suggested Readings

- Ashcroft, S. C., & Henderson, F. (1963). Programmed Instruction in Braille. Stanwick House, Pittsburgh.
- Barraga, N. C. (1986). 'Sensory Perceptual Development'.in: G.T. Scholl (ed.) Foundations of the education for blind and visually handicapped children and youth: Theory and Practice. AFB Press, New York.
- National Curriculum Framework .(2005). Position paper National focus group in Education of Children with Special needs. NCERT,New Delhi.
- Status of Disability in India. (2012). Rehabilitation Council of India, New Delhi.
- Hodapp, R. M. (1998). Developmental and disabilities: Intellectual, sensory and motor impairment. Cambridge Uni. Press, New York.
- The expanded Core Curriculum. (2013). Retrieved from [http:// www.afb.org](http://www.afb.org)
- Wright, L. (2013). The Skills of Blindness: What should students know and when students know. Retrieved from [http:// www.lofob.org](http://www.lofob.org)

INTERVENTION AND TEACHING STRATEGIES (SES VI 03)

Course Code: D 14 (SES VI 03)

Contact Hours: 60

Marks: 100 (IA 20+TEE 80)

Introduction

This course builds on the pedagogy courses presented under A4 and A5 of the present B.Ed. curriculum. It prepares the student-teachers to transact lessons in various school-subjects for children with visual impairment. For this purpose, the required intervention and teaching techniques and skills are highlighted.

The student-teachers, it is hoped, will find the course highly stimulating, as it will enable them to help blind and low vision students to cope effectively with the challenges of curriculum transaction, at par with their sighted peers.

Objectives

After completing the course student-teachers will be able to

- *Explain various theoretical perspectives related to intervention & teaching strategies.*
- *Demonstrate techniques of teaching Mathematics to visually impaired children.*
- *Acquire necessary competencies and skills for teaching science and assessment of the learners with special reference to children with visual impairment.*
- *Acquire and apply necessary skills for adapting TLM in social science and assessment of the learners with special reference to children with visual impairment.*
- *Describe the process of assessment visual efficiency and classroom management for children with low vision.*

Block 1: Theoretical Perspectives

Unit 1: Difference among Methods, Approaches and Strategies

Unit 2: Intervention – Concept, Scope and Importance

Unit 3: Intervention for lately blinded students – Role of Special teachers/educators

Unit 4: Mediated teaching-learning – Concept, Need and Procedure

Unit 5: Enriched teaching for Concept development: Converting visual concepts into accessible experiences

Block 2: Mathematics

Unit 1: Coping with Mathematics phobias

Unit 2: Conceptualization of Mathematical ideas – Processes and Challenges for Children with Visual Impairment

Unit 3: Preparation and Use of tactile materials

Unit 4: Mental arithmetic abilities – Concept, Importance and Application

Unit 5: Evaluation procedures with special reference to the Needs of Children with Visual Impairment

Block 3: Science

Unit 1: Providing first-hand experience in the class and the school environment

Unit 2: Inclusive/collaborative learning for laboratory work

Unit 3: Science Teaching Learning Materials and Equipment: i) Preparation and use of TLM, ii) Locating and procuring Science equipment

Unit 4: Problem solving and Learning by doing approach for Visually Impaired students

Unit 5: Evaluation procedure with particular reference to Practicals and Adaptations in Examination questions

Block 4: Social Science

Unit 1: Techniques of preparation and presentation of adapted Tactile maps, Diagrams, and Globe

Unit 2: Procuring, adapting and use of different types of models

Unit 3: Organizing field trips

Unit 4: Teaching Skills: Dramatization, Narration, Explanation, Story-telling, and Role play

Unit 5: Evaluation of concepts and skills in social science with particular reference to Geography

Block 5: Teaching of Children with Low Vision

Unit 1: Visual Stimulation: Concept and Procedure

Unit 2: Selection of an appropriate medium of reading and writing

Unit 3: Techniques and procedures for developing reading and writing skills

Unit 4: Orientation and Mobility for low vision children

Unit 5: Classroom management – Seating arrangement, adjustable furniture, illumination, non-reflecting surfaces and colour contrast

Course Work / Practical / Field Engagement

- Prepare and use two teaching learning materials for teaching Maths/ Science/ Social Science.
- Prepare a short concept paper (about 500 words) on developing a science laboratory for the visually impaired students.
- Functionally assess the vision of a low vision child and plan a teaching programme.

Essential readings:

- Bourgeault, S. E. (1969). The Method of Teaching the Blind : The Language Arts. American Foundation for the Overseas Blind ,Kuala Lumpur.
- Chapman, E. K. (1978). Visually Handicapped Children and Young People. Routledge, London.
- Fernandez, G., Koenig. C., Mani. M.N.G., & Tensi. S. (1999). See with the Blind. Books for Change, Banglalore.
- Jackson, J. (2007). Low Vision Manual. Edingurgh: Butterworth Heinemann/

Elsevier, Edingurgh.

- Jose, R. (1983). *Understanding Low Vision*. American Foundation For The Blind. New York.
- Kauffman, J.M., & Hallahan, D.P. (1981). *Handbook of Special Education*. Prentice Hall, New Delhi.
- Lowenfeld, B. (1973). *The Visually Handicapped Child in School*. John Day Company, New York.
- Lydon, W. T., & McGraw, M. L. (1973). *Concept Development for Visually Handicapped Children*. AFB, New York.
- Mangal. S. K. (2007). *Educating exceptional children-an introduction to special education*. PHI learning Pvt. New Delhi.
- Mangal, S. K. (2011) *Educating Exceptional Children: An Introduction to Special Education*. PHI Learning Pvt. Ltd., New Delhi.
- Mani. M. N. G. (1997). *Amazing Abacus*. S.R.K. Vidyalaya Colony, Coimbatore.
- Mani, M. N. G. (1992). *Techniques of Teaching Blind Children*. Sterling Publishers Pvt. Ltd. New Delhi.
- Macnaughton, J. (2005). *Low Vision Assessment*. Butterworth Heinemann/ Elsevier, Edingurgh.
- Mason, H., & McCall, S. (2003). *Visual Impairment – Access to Education for Children and Young people*. London: David Fulton Publishers.
- Mukhopadhyay, S., Mani, M.N.G., Roy Choudary, M., & Jangira, N.K. (1988). *Source Book for Training Teachers of Visually Impaired*. New Delhi: NCERT.
- Macnaughton, J. (2005). *Low Vision Assessment*. Butterworth Heinemann /Elsevier, Edingurgh.
- Niemann, S., & Jacob, N. (2009). *Helping Children who are Blind*. The Hesperian Foundation, California.
- Punani, B., & Rawal, N.(2000). *Handbook for Visually Impaired*. Blind Peoples' Association, Ahmedabad.
- Scholl, G.T. (1986). *Foundations of the education for blind and visually handicapped children and youth: Theory and Practice*. AFB Press, New York.
- Vijayan, P., & Gnaumi, V. (2010). *Education of children with low vision*. Kanishka Publication, New Delhi.

Suggested Readings:

- Agrawal, S. (2004). *Teaching Mathematics to Blind Students through Programmed Learning Strategies*. Abhijeet Publication, Delhi.
- Hodapp, R. M. (1998). *Developmental Disabilities: Intellectual, Sensory and Motor Impairment*. Cambridge University Press, New York.
- Kelley, P., & Gale, G. (1998). *Towards Excellence: Effective Education for Students with Vision Impairments*. North Rocks Press, Sydney.

- Mangold, S. S. (1981). A teachers' Guide to the Special Education needs of Blind and Visually handicapped Children. New York: AFB
- Pandey, V. P. (2004). Teaching of mathematics. Sumit Publication, New Delhi.
- Status of Disability in India. (2012). Rehabilitation Council of India, New Delhi.

TECHNOLOGY AND EDUCATION OF THE VISUALLY IMPAIRED (SES VI 04)

Course Code: D 15 (SES VI 04)

Contact Hours: 60

Marks: 100 (IA 20+TEE 80)

Introduction

Technology in the form of adaptive and assistive devices, plays a crucial role in the education of the visually impaired. This course brings into sharp focus the need and importance of such technologies both for the practicing teachers and the visually impaired learners. While highlighting the significance of addressing the users point of view/feedback and involving mainstream professionals in developing required technologies, the course also dwells upon on how best students with visual impairment get access to the printed text/material.

The course also acquaints the student-teachers with various devices for making the teaching-learning process for important school subjects meaningful, exciting and rewarding for all concerned. The educational needs of children with low vision and related technological perspectives are addressed, too, along with critical contributions of computer-aided learning and interventions.

In short, the course focuses on making transaction of curriculum for blind and low vision students, a really enjoyable and worthwhile experience. It needs to be studied in conjunction with course Code C14 of the curriculum.

Objectives

After completing the course student-teachers will be able to

- *Relate the concept and nature of educational technology and ICT to the education of children with visual impairment.*
- *Acquire knowledge of the concept and nature of adaptive technology and explain underlying principles and techniques.*
- *Get familiar with technologies for print-access for children with visual impairment.*
- *Describe and use different technologies for teaching low vision children as also various school subjects.*
- *Demonstrate understanding of computer-based teaching-learning processes.*

Block 1: Introducing Educational and Information Communication Technology

Unit 1: Educational Technology-Concept, Importance, and Scope

Unit 2: Difference between Educational Technology and Technology in Education

Unit 3: Special Significance and Goals of Technology for the Education of children with Visual Impairment

Unit 4: Information and Communication Technology (ICT) - Concept and Special Significance for teaching-learning of the visually impaired

Unit 5: ICT and the UN Convention on the Rights of Persons with Disabilities.

Block 2: Adaptive Technologies

Unit 1: Concept and Purposes

Unit 2: Basic Considerations--Access, Affordability, and Availability

Unit 3: Addressing User's Perspectives in Developing Adaptive Technologies

Unit 4: Roles of IIT's and the Scientific Community;

Unit 5: Universal/Inclusive Design - Concept, Advantages, and Limitations.

Block 3: Access to Print for the Visually Impaired

Unit 1: Screen Readers with Special Reference to Indian Languages; Magnifying Software, and Open Source Software.

Unit 2: Braille Notetakers and Stand-alone Reading Machines

Unit 3: Braille Translation Software with Particular reference to Indian Languages and Braille Embossers

Unit 4: On-Line Libraries and Bookshare

Unit 5: Daisy Books, Recordings, and Smart Phones.

Block 4: Assistive Technologies for the Visually Impaired with Reference to School Subjects and Low Vision

Unit 1: Mathematics: Taylor Frame, Abacus, Geo Board, Algebra and Maths Types, Measuring Tapes, Scales, and Soft-wares for teaching Maths.

Unit 2: Science: Thermometers, Colour Probes, Scientific and Maths Talking Calculators, Light Probes, and Weighing scales and Soft-wares for teaching Science.

Unit 3: Social Science: Tactile/Embossed Maps, Charts, Diagrams, Models of Different Types, Auditory Maps, Talking compass, and GPS

Unit 4: Low vision devices: Optical, Non-Optical and Projective

Unit 5: Thermoform and Swell Paper technology and Softwares for developing tactile diagrams

Block 5: Computer-Aided Learning

Unit 1: Social Media

Unit 2: Creation of Blogs

Unit 3: Tele-Conferencing

Unit 4: Distance Learning and ICT

Unit 5: e-Classroom: Concept and Adaptations for Children with Visual Impairment

Course Work / Practical / Field Engagement

Any three of the following

- Prepare a list of devices for Mathematics and Science available for the visually impaired in one special school and one inclusive school
- Write a short list of hints and suggestions you will offer to the scientific community for motivating them to develop adaptive technologies for the visually impaired
- Make a short report (in about 500 words) on the advantages and limitations as well

as sources of availability in respect of any print-access technology indicated in Unit 3 above.

- Make a case study of a student with low vision at the secondary stage, indicating clearly his educational needs and how you can address them
- Prepare a report on the possibilities and prospects available for the visually impaired students through the use of computers
- Prepare a short note (in about 400 words) on various aspects of a classroom and how it could be made accessible to the visually impaired

Essential Readings

- Biwas, P. C. (2004). Education of children with Visual Impairment: in inclusive education. Abhijeet Publication, New Delhi.
- Bourgeault, S. E. (1969). The Method of Teaching the Blind: The Language Arts, Kuala Lumpur: American Foundation for the Overseas Blind.
- Chaudhary, M. (2006). Low Vision Aids. Japee Brothers, New Delhi.
- Lowenfeld, B. (1973). The Visually Handicapped Child in School. John Day Company, New York.
- Mani. M.N.G. (1997). Amazing Abacus. Coimbatore: S.R.K. Vidyalaya Colony.
- Mukhopadhyay, S., Mani, M.N.G., Roy Choudary, M., & Jangira, N.K. (1988). Source Book for Training Teachers of Visually Impaired. New Delhi: NCERT.
- Proceedings: Asian Conference on Adaptive technologies for the Visually Impaired (2009). New Delhi: Asian Blind Union
- Punani, B., & Rawal, N. (2000). Handbook for Visually Impaired. Blind Peoples' Association, Ahmedabad.
- Scheiman, M., Scheiman, M., & Whittaker, S. (2006). Low Vision Rehabilitation: a practical guide for occupational therapists. Therefore Slack Incorp, New Jersey.
- Scholl, G. T. (1986). Foundations of the education for blind and visually handicapped children and youth: Theory and Practice. AFB Press, New York.
- Singh, J. P. (2003). Technology for the Blind: Concept and Context. Kanishka Publication, New Delhi.
- Vijayan, P., & Gnaumi, V. (2010). Education of Children with low Vision. Kanishka Publication, New Delhi.

Suggested Readings

- Fatima, R. (2010). Teaching aids in mathematics; a handbook for elementary teachers. Kanishka Publication, New Delhi.
- Hersh, M.A., & Johnson, M. (2008). Assistive Technology for Visually Impaired and Blind People. Springer, London.
- Sadao, K. C., & Robinson, N. B. (2010). Assistive Technology for young children: creating inclusive learning environments. Paul H Brooks, Baltimore.

PSYCHO SOCIAL AND FAMILY ISSUES (SES VI 05)

Course Code: D 16 (SES VI 05)

Contact Hours: 60

Marks: 100 (IA 20+TEE 80)

Introduction

Children with Visual Impairment belong to families. It is important to explore family backgrounds and their influence on how visually impaired are perceived and how children perceive themselves, and how they behave in consequence. The learners need to develop an insight into the plethora of emotions the family goes through at the birth of a special child, the challenges they face throughout the life of the visually impaired, and the roles and responsibilities of the family and the community.

Objectives

After completing the course student-teachers will be able to

- *Describe the effect of birth of a child with visual impairment on the family.*
- *Analyze the role of family and parental concerns related to their child with visual impairment from birth to adulthood.*
- *Explain the role of parent community partnership in the rehabilitation of a person with visual impairment.*
- *Develop different skills to empower families in meeting the challenges of having a child with visual impairment.*

Block 1: Family of a Child with Visual Impairment

Unit 1: Birth of a child with visual impairment and its effect on parents and family dynamics

Unit 2: Parenting styles: Overprotective, Authoritative, Authoritarian and Neglecting

Unit 3: Stereotypic attitudes related to visual impairment and attitude modification

Unit 4: Role of family in Early stimulation, Concept development and Early intervention

Unit 5: Role of siblings and extended family

Block 2: Parental Issues and Concerns

Unit 1: Choosing an educational setting

Unit 2: Gender and disability

Unit 3: Transition to adulthood: sexuality, marriage, and employment

Unit 4: Parent support groups

Unit 5: Attitude of professionals in involving parents in IEP and IFSP

Block 3: Rehabilitation of Children with Visual Impairment

Unit 1: Concept of habilitation and rehabilitation

Unit 2: Community Based Rehabilitation (CBR) and Community Participatory Rehabilitation (CPR)

Unit 3: Legal provisions, concessions and advocacy

Unit 4: Vocational rehabilitation: need and challenges

Unit 5: Issues and challenges in rural settings

Block 4: Meeting the Challenges of Children with Visual Impairment

Unit 1: Enhancing prosocial behaviour

Unit 2: Stress and coping strategies

Unit 3: Recreation and leisure time management

Unit 4: Challenges of adventitious visual impairment

Unit 5: Soft skills and social skills training

Course Work/ Practical/ Field Engagement (Any Two)

- Interview family members of three children with visual impairment (congenital/ adventitious and blind, low vision and VIMD) and analyze their reactions and attitude towards the child
- Prepare and present a list of activities how parents, siblings, and grandparents can be engaged with the child with visual impairment
- Prepare charts/ conduct street plays/ make oral presentations to remove myths related to visual impairment
- Visit schools for the visually impaired and make presentations before the parents on Government concessions and auxiliary services available

Essential Readings

- Bhandari, R., & Narayan, J. (2009). Creating learning opportunities: a step by step guide to teaching students with vision impairment and additional disabilities, including deafblindness. India: Voice and vision.
- Hansen, J. C., Rossberg, R.H., & Cramer, S.H. (1994). Counselling Theory and Process. Allyn and Bacon: USA
- Lowenfeld, B. (1969). Blind children learn to read. Springfield: Charles C. Thomas.
- Lowenfeld, B. (1973). Visually Handicapped Child in School; New York: American Foundation for the Blind.
- Lowenfeld, B. (1975). The Changing Status of the Blind from Separation to Integration. Springfield: Charles C. Thomas.
- Mani, M. N. G. (1992). Techniques of Teaching Blind Children. New Delhi: Sterling publishers Pvt. Ltd.
- Narayan, J., & Riggio, M. (2005). Creating play environment for children. USA: Hilton/ Perkins.
- Shah, A. (2008). Basics in guidance and Counselling. New Delhi: Global Vision Publishing House.
- Smith, D. D., & Luckasson, R. (1995). Introduction to Special Education – Teaching in an age of Challenge. (2Ed). USA: Allyn & Bacon.

Suggested Readings

- Bhan, S. (2014). Understanding learners-A handbook for teachers. Prasad Psycho Corporation, New Delhi.
- Early Support for children, young people and families (2012). Information about Visual Impairment, Retrieved from <http://www.ncb.org.uk/media/875236/earlysupportvisimppart1final.pdf>
- Kundu, C. L. (2000). Status of Disability in India. New Delhi: RCI.
- Lowenfeld, B. (1971). Psychological problems of children with impaired vision, Prentice-Hall.

PRACTICAL Non Disability Area

Course Code: A 1 (SEPG 01-01) Human Growth & Development

Contact Hours: 64

Marks: 80 (IA 48 + TEE 32)

Block 1: Core Teaching Skills

Block 2: Block Planning and Lesson Planning

Block 3: Teaching Learning Material

Block 4: Demonstration lessons by the Instructors and use of Videos

Course Code: A 2 (SEPG 01-02) Contemporary India and Education

Contact Hours: 24

Marks: 30 (IA 18 + TEE 12)

Block 1: Core Teaching Skills

Block 2: Block Planning and Lesson Planning

Block 3: Teaching Learning Material

Block 4: Demonstration lessons by the Instructors and use of Videos

Course Code: A 3 (SEPG 01-03) Learning, Teaching and Assessment

Contact Hours: 24

Marks: 30 (IA 18 + TEE 12)

Block 1: Core Teaching Skills

Block 2: Block Planning and Lesson Planning

Block 3: Teaching Learning Material

Block 4: Demonstration lessons by the Instructors and use of Videos

Course Code: B 4 (1/2) (SEPG 01-04) Pedagogy of Teaching (Special Reference to Disability)

(Hindi / English)

Contact Hours: 24

Marks: 30 (IA 18 + TEE 12)

Block 1: Core Teaching Skills

Block 2: Block Planning and Lesson Planning

Block 3: Teaching Learning Material

Block 4: Demonstration lessons by the Instructors and use of Videos

Course Code: B 5 (4/5/6) (SEPG 01-05) Pedagogy of Teaching (Special Reference to Disability)

(Science / Math's / Social Studies)

Contact Hours: 24

Marks: 30 (IA 18 + TEE 12)

Block 1: Core Teaching Skills

Block 2: Block Planning and Lesson Planning

Block 3: Teaching Learning Material

Block 4: Demonstration lessons by the Instructors and use of Videos

PRACTICAL

Cross Disability & Inclusion

Course Code: C 6 (SECD 01-06) Inclusive Education

Contact Hours: 24

Marks: 30 (IA 18 + TEE 12)

Block 1: Teaching Skills

Block 2: Block Planning and Lesson Planning

Block 3: Teaching Learning Material

Block 4: Demonstration lessons by the Instructors and use of Videos

Course Code: C 7 (SECD 01-07) Introduction to Sensory Disabilities (VI, HI, Deaf-Blind)

Contact Hours: 24

Marks: 30 (IA 18 + TEE 12)

Block 1: Teaching Skills

Block 2: Block Planning and Lesson Planning

Block 3: Teaching Learning Material

Block 4: Demonstration lessons by the Instructors and use of Videos

Course Code: C 8 (SECD 01-08) Introduction to Neuro Developmental Disabilities (LD, MR (ID), ASD)

Contact Hours: 24

Marks: 30 (IA 18 + TEE 12)

Block 1: Teaching Skills

Block 2: Block Planning and Lesson Planning

Block 3: Teaching Learning Material

Block 4: Demonstration lessons by the Instructors and use of Videos

Course Code: C 9 (SECD 01-09) Introduction to Locomotor & Multiple Disabilities (CP, MD)

Contact Hours: 24

Marks: 30 (IA 18 + TEE 12)

Block 1: Teaching Skills

Block 2: Block Planning and Lesson Planning

Block 3: Teaching Learning Material

Block 4: Demonstration lessons by the Instructors and use of Videos

PROJECT

Cross Disability & Inclusion

Course Code: C 10 (SECD 01-10) Skill Based Optional Course (Cross Disability and Inclusion)

Contact Hours:160

Marks: 200 (IA 120 + TEE 80)

Course Code: C 11 (SEPG 01-11) Skill Based Optional Course (Disability Specialization)

Contact Hours: 160

Marks: 200 (IA 120 + TEE 80)

**PRACTICAL
Disability Area**

Course Code: D (SEPB 01) Adaptive Skills & Aids & Appliances

Contact Hours: 40

Marks: 50 (IA 30 + TEE 20)

Block 1: Core Teaching Skills

Block 2: Block Planning and Lesson Planning

Block 3: Teaching Learning Material

Block 4: Demonstration lessons by the Instructors and use of Videos

**PRACTICAL
Disability Area Specialization**

Course Code: D 12 (SEP VI/MR/HI/LD 01)

Assessment & Identification of Needs

Contact Hours: 80

Marks: 100 (IA 60 + TEE 40)

Course Code: D 13 (SEP VI/MR/HI/LD 02)

Curriculum Designing, Adaptation & Evaluation

Contact Hours: 80

Marks: 100 (IA 60 + TEE 40)

Course Code: D 14 (SEP VI/MR/HI/LD 03)

Intervention & Teaching Strategies

Contact Hours: 80

Marks: 100 (IA 60 + TEE 40)

Course Code: D 15 (SEP VI/MR/HI/LD 04)

Technology & Disability

Contact Hours: 80

Marks: 100 (IA 60 + TEE 40)

Course Code: D 16 (SEP VI/MR/HI/LD 05)

Psycho Social & Family Issues

Contact Hours: 80

Marks: 100 (IA 60 + TEE 40)

PRACTICAL

Teaching Practice Courses (Non Disability Area)

Course Code: B 1/2 (SETG-01-01) Pedagogy of Teaching (Hindi / English)

Teaching Practice NDA

Contact Hours: 40

Marks: 50 (IA 30 + TEE 20)

Course Code: B 4/5/6 (SETG-01-02) Pedagogy of Teaching (Science / Math's / Social Studies)

Teaching Practice NDA

Contact Hours: 40

Marks: 50 (IA 30 + TEE 20)

PRACTICAL

Teaching Practice in Special Education in Inclusive School

Course Code: D (SETB -01)

Teaching Practice in Inclusive School

Contact Hours: 40

Marks: 50 (IA 30 + TEE 20)

Teaching Practice in Special Area (Disability Area)

Course Code: D (SET VI/MR/HI/LD -01)

Teaching Practice in Disability Area

Contact Hours: 80

Marks: 100 (IA 60 + TEE 40)

AREA E

ENHANCEMENT OF PROFESSIONAL CAPACITIES (EPC)

(Wherever applicable specific reference to disability will be focused)

E 17 SEPC-RRT- VI/MR/HI/LD - 01	Reading and Reflecting on Texts
E 18 SEPC-DAE- VI/MR/HI/LD – 02	Drama and Art in Education
E 19 SEPC-BR & BS - VI/MR/HI/LD - 03	Basic Research & Basic Statistic

READING AND REFLECTING ON TEXTS (SEPC-RRT-VI/MR/HI/LD-01)

Course code: E 17 (SEPC-RRT-VI/MR/H/LD-01)

Contact Hours: 60

Marks: 100 (IA 20+TEE 80)

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.*

Block 1: Reflections on Literacy

Unit 1: Literacy and Current University Graduates: Status and Concerns

Unit 2: Role of Literacy in Education, Career and Social Life

Unit 3: Literacy, Thinking and Self Esteem

Unit 4: Literacy of Second Language/ English: Need and Strategies

Unit 5: Basic Braille Literacy

Block 2: Reflections on Reading Comprehension

Unit 1: Practicing Responses to Text: Personal, Creative and Critical

Unit 2: Meta Cognitive Awareness of Reading Processes and Strategies Applied for Meaning Making

Unit 3: Developing Good Reading Skills and Habits in Primary Level Students: Activities and Strategies

Unit 4: Basic Understanding of Reading Comprehension of Children with Disabilities

Block 3: Skill Development in Responding to Text

Unit 1: Indicators of Text Comprehension: Retelling, Summarizing, Answering, Predicting, Commenting and Discussing

Unit 2: Practicing Responding to Text (Using The Indicators) for Recreational Reading Material (Narrations) and School Textbooks (Description)

Unit 3: Practicing Responding to Text (Using The Indicators) for Reports, Policy Documents and News (Expositions) and Editorial, Academic Articles, Advertisement Copy, Resume (Argumentation)

Unit 4: Practicing Web Search, Rapid Reading and Comprehensive Reading

Block 4: Reflecting Upon Writing as a Process and Product

Unit 1: Understanding writing as a Process: Content (Intent, Audience and Organization)

Unit 2: Understanding writing as a Process: Language (Grammar, Vocabulary, Spelling)

Unit 3: Understanding writing as a Process: Surface Mechanics (Handwriting, Neatness, Alignment and Spacing)

Unit 4: Practicing Self Editing and Peer Editing of Sample Texts

Unit 5: Practicing Evaluating Students Writing Using Parameters: Productivity, Correctness, Complexity, Text Organization and Literary Richness

Block 5: Practicing Independent Writing

Unit 1: practicing Writing: Picture Description/ Expansion of Ideas/ Essays/ Stories

Unit 2: Practicing Daily Leaving Writing: Applications/ Agenda - Minutes/ Note Taking

Unit 3: Practicing Converting Written Information into Graphical Representation

Unit 4: Practicing Filling up Surveys, Forms, Feedback Responses, Checklists

Unit 5: 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*. Washington, DC: National Institute of Education and the Center for the Study of Reading.
- ASER report of 2015: Pratham Publication

- 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*. (3rd) 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 (ASHA)*.
- Frank, S. (1985). *Reading without Nonsense*. Teachers College Press, New York.
- Gallanher, 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 (SEPC-DAE-VI/MR/HI/LD – 02)

Course code: E 18 (SEPC-DAE-VI/MR/HI/LD – 02)

Contact Hours: 60

Marks: 100 (IA 20+TEE 80)

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.*

Block 1: Introduction to art Education

Unit 1: Art and art education: Meaning, scope and difference

Unit 2: Artistic expression: Meaning and strategies to facilitate

Unit 3: Art therapy: Concept and application to students with and without disabilities

Unit 4: Linking Art Education with Multiple Intelligences

Unit 5: Understanding emerging expression of art by students

Block 2: Performing Arts: Dance and Music

Unit 1: Range of art activities related to dance and music

Unit 2: Experiencing, responding and appreciating dance and music

Unit 3: Exposure to selective basic skills required for dance and music

Unit 4: Dance and Music: Facilitating interest among students: planning and implementing activities

Unit 5: Enhancing learning through dance and music for children with and without special needs: Strategies and Adaptations

Block 3: Performing Arts: Drama

Unit 1: Range of art activities in drama

Unit 2: Experiencing, responding and appreciating drama

Unit 3: Exposure to selective basic skills required for drama

Unit 4: Drama: Facilitating interest among students: planning and implementing activities

Unit 5: Enhancing learning through drama for children with and without special needs: strategies and adaptations

Block 4: Visual Arts

Unit 1: Range of art activities in visual arts

Unit 2: Experiencing, responding and appreciating visual art

Unit 3: Exposure to selective basic skills in visual art

Unit 4: Art education: Facilitating interest among students: planning and implementing activities

Unit 5: Enhancing learning through visual art for children with and without special needs: strategies and adaptations

Block 5: Media and Electronic Arts

Unit 1: Range of art activities in media and electronic art forms

Unit 2: Experiencing, responding and appreciating media and electronic arts

Unit 3: Exposure to selective basic skills in media and electronic arts

Unit 4: Media and electronic arts: Facilitating interest among students: planning and implementing activities

Unit 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, Victoria. *The brilliant History of Color in Art*. Getty Publications, China.
- Shirley, Greenway. (2000). *Art, an A to Z guide*. Franklin Watts: USA
- Vaze, Pundalik. (1999). *How to Draw and Paint Nature*. Jyosna Prakashan: Mumbai
- Ward, Alan. (1993) *Sound and Music*. Franklin Watts: New York.

Suggested Readings

- Baniel, Anat. (2012). *Kids beyond limits*. Perigee Trade: New York
- Beyer, E. London. (2000). *The arts, popular culture and social change*
- Efland, A. D. (1990). *A history of Art Education: Intellectual and social currents in teaching the visual arts*. New York, NY: Teachers College Press.
- 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. & B. J. Brueggemann (Eds.), *Disability and the teaching of writing: A critical sourcebook*. Boston, MA: Bedford/St. Martin's.
- Nyman, L.& A. M. Jenkins (Eds.), *Issues and approaches to art for students with special needs* (pp. 142–154). Reston, VA: National Art Education Association.

BASIC RESEARCH AND STATISTICS (SEPC-BR & BS -VI/MR/HI/LD – 03)

Course code: E 19 (SEPC-BR & BS -VI/MR/HI/LD – 03)

Contact Hours: 60

Marks: 100 (IA 20+TEE 80)

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.*

Block 1: Introduction to Research

Unit 1: Scientific Method

Unit 2: Research: Concept and Definition

Unit 3: Application of Scientific Method In Research

Unit 4: Purpose of Research

Unit 5: Research in Education and Special Education

Block 2: Types and Process of Research

Unit 1: Types of Research

- Basic/Fundamental

- Applied

- Action

Unit 2: Process of Research

- Selection of Problem

- Formulation of Hypothesis

- Collection of Data

- Analysis of Data & Conclusion

Unit 3: Tools of Research: Tests, Questionnaire, Checklist and Rating Scale

Unit 4: Action Research in Teaching Learning Environment

Unit 5: Professional Competencies for Research

Block 3: Measurement and Analysis of Data

Unit 1: Scale for measurement: Nominal, Ordinal, Interval and Ratio

Unit 2: Organization of data: Array, Grouped distribution

Unit 3: Measures of central tendency and Dispersion: Mean, Median and Mode,
Standard deviation and Quartile deviation

Unit 4: Correlation: Product Moment and Rank Order Correlation

Unit 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..