Curriculum Framework

Bachelor of Education - Special Education

B.Ed.Spl.Ed.

Norms, Regulations & Course Content

May, 2015

Effective from Academic Session 2015-16
Two Years Duration

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PREFACE

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

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

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

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

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

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

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

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

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

Prof. Sudesh Mukhopadhyay

Chairperson

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Bachelor of Education - Special Education (B.Ed. Spl.Ed.) Programme[1]

I. PREAMBLE

Both, Indian society (and hence) the Indian school system are full of strengths and challenges the essence of which is diversity. Coming together with diverse background is part of our growing up and functioning in the society as adults. But how are the classrooms which are known to be miniature societies and future societies handling this coming together currently? This is one of the key questions waiting to be addressed at macro as well as micro level today. As we take the credit (and pride) of managing some of the obviously visible diversities quite well, it is high time that we move on to dealing with lesser visible diversities in classrooms. Various subtle diversities are waiting to be identified by classroom teachers if not by theorists and experts – dealing with these will come only after acknowledging them systematically. Diversities related to learning styles, multiple intelligences, personality profiles or study habits are a few of the factors yet to take their due places in classroom activities. Similarly diversity of abilities and hence of the related educational needs, too are waiting to be addressed properly in Indian classrooms.

With this backdrop the current B. Ed. Special Education curriculum is revisited. After a lot of brainstorming this curriculum has been developed to empower the special teachers/educators to ensure education of students with disabilities in an inclusive, right based and barrier free environment. It is in tune with the reforms in Indian education and teacher education system in general with specific reference to NCTE Notification of December 2014. It intends to place teacher education preparation in special education in the rights- perspective of the larger picture. ***The prime intention is to develop a task force of the special teachers/educators who can deliver the best in all settings: inclusive, special, open or home based and in all the roles: classroom teacher, resource teacher, itinerant teacher or cross disability teacher facilitators.***

This document proposes the program structure for the duration of two years so that a wide range of knowledge and skills can be inculcated in trainee teachers during the program. Difference in philosophies and theories between special and general education need to be bridged and special educators and teachers trained to collaborate to meet diverse needs in the classroom. The program structure readies them for embarking on a fulfilling professional journey spurred by refection and practices. Moving away from 'show and tell' to 'learning by doing', the course will be skill oriented, and offer various opportunities of interaction with self, students, schools and communities.

The curriculum attempts at striking a balance between core knowledge (theory and pedagogy) and skills; cross disability knowledge and skills, as well as disability specific knowledge and skills. The role of special educators has changed dramatically, with a shift from direct

[1] *This Degree is as per UGC Notification on Specifications of Degrees March 2014 as published in the Gazette of India, July 5, 2014.*

provider of instruction to facilitator and consultant. A teacher would need the first set of skills to develop a basic understanding of curriculum transaction and content pedagogical knowledge as well as change agent, collaboration, communication and time management skills. Provision of the second set would be required, since cross disability expertise is more relevant within the framework of inclusion; and a teacher would need the third set to specialise in one of the disabilities particularly for serving the needs of children with specific disability in inclusive as well as special setting.

Inclusion is at the educational centre stage today and hence the role of special and general teachers need to be operationalized systematically. To give the program more pragmatic relevance, issues related to projected needs, employability, career and higher education options and entry level eligibility are given serious consideration so the opportunities for a special educator are at par with teachers in general education. It is expected that so far separated general and special education would initiate more bilateral collaborations with each other to fulfil the global objective of EDUCATION FOR ALL.

II. OBJECTIVES

The B.Ed.Spl.Ed. programme aims to develop Special Education teachers/Educators for children with disabilities for various settings (including Inclusive, Special, Open School and Home Based Education). The B.Ed. (Special Education) programme will prepare human resources to enable them to acquire knowledge and develop competencies and skills to impart education and training effectively to children with disability as well as all other children and this being teachers for all children. After completing the B.Ed. (Special Education) programme the student-teachers will:

a. Acquire knowledge & skills about human development, contemporary Indian education, and pedagogy of various school subjects and assessment for learning.
b. Acquire knowledge & skills about nature and educational needs of children with disabilities as well as of few select specific disabilities.
c. Develop conceptual understanding of education provisions and skills for working with children with various disabilities in Special and inclusive settings.
d. Enhance knowledge and skills for professional development.

III. NOMENCLATURE

Nomenclature of B. Ed. Special Education courses should be as per UGC Notification of 2009 and 2014 and the new nomenclature will be B.Ed.Spl.Ed. such as for Visual Impairment the nomenclature will be B.Ed.Spl.Ed.(VI).

IV. GENERAL FRAMEWORK OF THE COURSE

The course is planned on the Choice Based Credit System (CBCS). *According to UGC guidelines one credit is equivalent to one hour of teaching (lecture or tutorial) or two hours of practical work/field work per week.* RCI also recommends practical work for each theory course besides these contact hours including self study, assignments, etc. That may involve same number of hours as are the contact hours specified for each course.

The Course structure has three sets of courses:

1. Core courses in every semester
2. Elective course which can be chosen from pool of papers in order to:
   a. Support the discipline of study
   b. Provide an expanded scope
   c. Exposure to some other discipline/domain (*this will depend on the options available with the implementing university and institution*)
   d. Nurturing student proficiency/skills
3. Elective Foundation courses are value-based

RCI will follow the 10-point grading system following letter grades recommended by the UGC[2] as given below:

Table 1: Grades and Grade Points

Letter Grade	**Grade Point**
O (Outstanding)	10
A+ (Excellent)	9
A (Very Good)	8
B+ (Good)	7
B (Above Average)	6
C (Average)	5
P (Pass)	4
F (Fail)	0
Ab (Absent)	0

a. A student obtaining Grade F shall be considered fail and will be required to reappear in the examination.
b. For non-credit courses 'Satisfactory' or 'Unsatisfactory' shall be indicated instead of the letter grade and this will not be counted for the computation of SGPA/CGPA.
c. The Universities can decide on the grade or percentage of marks required to pass in a course and also the CGPA required to qualify for a degree taking into consideration the recommendations of the statutory professional councils such as AICTE, MCI, BCI, NCTE, etc.
d. The statutory requirement for eligibility to enter as assistant professor in colleges and universities in the disciplines of arts, science, commerce, etc., is a minimum average mark of 50% and 55% in relevant postgraduate degree respectively for reserved and general category. Hence, it is recommended that the cut-off marks for grade B shall not be less than 50% and for grade B+, it should not be less than 55% under the absolute grading system. Similarly cut-

[2] *http://www.ugc.ac.in/pdfnews/9555132_Guidelines.pdf*

off marks shall be fixed for grade B and B+ based on the recommendation of the statutory bodies (AICTE, NCTE, etc.) of the relevant disciplines.

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

Duration

The Course/programme will be of two years with 2 semesters in each year. Each semester will be of 16-18 weeks; 2 weeks in summer and 2 weeks in inter semester break will also be utilized for covering the courses. In this way, the following operational weeks will be available for transacting the course:

Year 1- 16-18 weeks for two semesters + 2 weeks in summer
Year 2- 16-18 weeks for two semesters + 2 weeks in inter-semester breaks

This comes to 64-72 weeks + 6 weeks for field activities/skill development with 40 credits in each year.

V. PROGRAMME STRUCTURE

STRUCTURE FOR 2 YEARS

Code	Area	Courses	Credits
A	THEORY: Core courses	5	20
B	THEORY: Cross Disability & Inclusive Education courses (including optional courses)	6	12
C	THEORY: Disability Specialisation Courses	5	18
D	THEORY: Enhancing Professional Capacities (EPC) / Professional Development Courses	3	06
E	Practical related to disability	2	12
F	Field Engagement /School Internship	3	12
Total		**24**	**80**

Each theory course (A, B, C, D) will have up to 5 units. Each practical course (E1 and E2) will have 4 units. Each field Engagement/internship (F1, F2 and F3) will have 2 units. All courses as specified in the structure include lecture, tutorials as contact hours besides assignment, field work including observation, seminar, workshop and practicum relating to the concerned course.

Specialisation offered (with specific reference to Area C)

The B. Ed. Spl. Ed. programme is offered in following specializations:

I. *Autism Spectrum Disorders(ASD)*
II. *Hearing Impairment (HI)*

III. *Learning Disability(LD)*
IV. *Mental Retardation /Intellectual Disability (MR/ID)*
V. *Multiple Disabilities (MD)*
VI. *Visual Impairment (VI)*

AREA A: CORE COURSES

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

AREA B: CROSS DISABILITY AND INCLUSION

Note:

a. 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 C.***
b. Institutions/organizations offering B.Ed.Spl.Ed. are expected to decide ***other than specialization area*** out of VI / HI / MR / LD / MR (ID) / ASD / MD.
c. In case of student-teachers with disability; the choice of two optional courses from B-10 or B-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 B10 & B11).

B6	Inclusive Education
B7	Introduction to Sensory Disabilities (VI, HI, Deaf-Blind)
B8	Introduction to Neuro Developmental Disabilities (LD, MR(ID), ASD)
B9	Introduction to Locomotor & Multiple Disabilities (CP, MD)
B10	Skill Based Optional Course (Cross Disability and Inclusion)
B11	Skill Based Optional Course (Disability Specialization)

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

A	Guidance and Counselling
B	Early Childhood Care & Education
C	Applied Behavioural Analysis
D	Community Based Rehabilitation
E	Application of ICT in Classroom
F	Gender and Disability
G	Braille and Assistive Devices

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

A	Orientation & Mobility
B	Communication Options: Oralism
C	Communication Options: Manual (Indian Sign Language)
D	Augmentative and Alternative Communication
E	Management of Learning Disability
F	Vocational Rehabilitation & Transition to Job Placement

AREA C: 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) / MD / VI

C12	Assessment and Identification of Needs
C13	Curriculum Designing, Adaptation and Evaluation
C14	Intervention and Teaching Strategies
C15	Technology and Disability
C16	Psycho Social and Family Issues

AREA D: ENHANCEMENT OF PROFESSIONAL CAPACITIES (EPC)

(Wherever applicable specific reference to disability will be focused)

D17	Reading and Reflecting on Texts
D18	Drama and Art in Education
D 19	Basic Research & Basic Statistic

AREA E: PRACTICAL RELATED TO DISABILITY

E1. Cross disability and inclusion (Part of Area B)

E2. Disability specialization (Part of Area C)

AREA F: FIELD ENGAGEMENT/ SCHOOL ATTACHMENT/ INTERNSHIP

F1. Main disability special school (Related to Area C)

F2. Other disability special school (Related to Area B)

F3. Inclusive school (Related to Area B & C)

SEMESTER-WISE STRUCTURE

SEMESTER – I

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

Engagement with field as part of courses indicated below:

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

Area E1- Practical-Cross Disability and Inclusion

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

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

SEMESTER – II

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

Engagement with field as part of as indicated below:

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

Area E2- Practical Disability Specialization (Area C)

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

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

SEMESTER – III

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

Engagement with field as part of course as indicated below:

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

Area E2- Practical Disability Specialization (Part C)

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

Area F1- Disability Specialisation

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

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

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

SEMESTER – IV

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

Engagement with field as part of course as indicated below:

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

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

Note: *Practical timing shall be included in time table (minimum of four week)*
Observations as mentioned are essential. However, if schools for other disability are not available in the nearby area, the same may be interpreted as observation at Inclusive school/ education/services being provided in the resource room/ home based education or vice versa with other disability

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

Area F2- Other Disability Special School (Area B)

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

Area F3- Inclusive School (Area B & C)

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

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

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

It may be noted:

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

VI. ADEQUACY OF THE SPECIAL EDUCATION SYLLABI

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

VII. DURATION OF THE COURSE

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

VIII. WORKING DAYS & ATTENDANCE

The programme will be conducted for **at least 200 working** days each year exclusive of the period of examination and admission. The institution shall work for a minimum of thirty six hours in a week (five or six days), during which physical presence in the institution of all the teachers and student-teachers is necessary to ensure their availability for advice, guidance, dialogue and consultation as and when needed.

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

IX. ELIGIBILITY FOR ADMISSION

B.A. / B.Sc. / B.Com. or an equivalent degree at graduate level depending on the requirements of being the school subject for pedagogical courses and for the particular course with minimum 50% in the qualifying degree examination.

X. ADMISSION

Admission Procedure: as per University norms.

XI. PROGRAMME PATTERN

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

XII. PASSING MINIMUM

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

XIII. NATURE OF EVALUATION

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

XIV. TRANSITORY REGULATIONS

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

XV. FACULTY-STUDENT RATIO

The faculty-student ratio in the area of B.Ed.Spl.Ed. may be 1:10, as per the RCI norms. Considering the infrastructural facilities needed for Special Education and based on the tasks such as supervising practicum, **a minimum number of 20 and maximum of 30 students** may be admitted for the B.Ed.Spl.Ed. programme.

XVI. FACULTY NORMS

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

XVII. INFRASTRUCTURAL FACILITIES

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

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

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

XVIII. CERTIFICATION AS A REGISTERED PROFESSIONAL

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

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

XIX. AWARD OF DEGREE

The affiliating Universities will award degree in Bachelor of Education Special Education (Area of Specialisation). The areas of specialisation provided are Autism Spectrum Disorders (ASD), Hearing Impairment (HI) , Learning Disability (LD), Mental Retardation / Intellectual Disability (MR/ID), Multiple Disabilities (MD) and Visual Impairment (VI). For example in the area of Hearing Impairment the degree awarded will be B.Ed.Spl.Ed. (HI). While issuing

degree certificate, the Universities are advised to clearly spell out the area of specialization and mention as a statement that the passed out can teach in all settings and other disabilities (cross disabilities)

XX. PRACTICING SCHOOLS

Special & Inclusive School - Own Special School / MoU with Special & Inclusive Schools, preferably up to senior secondary school level recognised by State Government for the main disability area and permission to carry out practical in other disability. Special Schools for ASD and LD is not an essential condition. With a precaution that students with disability should not be overstressed. Institutions offering more than one programme in Special Education must have own Special School and MoU with other Special/Inclusive School for school engagement and field experience[3].

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

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

[3] *Not applicable for National Institutes and Universities.*

Engagement with the Field and School Experience[4]

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

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

a) Tasks and Assignments that run through all the courses

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

b) *School* Internship/Attachment

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

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

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

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

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

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

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

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

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

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

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

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

1. Preamble

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

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

2. Eligibility of Universities and territorial Jurisdiction

2.1 Eligibility of Universities

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

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

2.2 Territorial Jurisdiction

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

3. Duration

The duration of the programme shall be of 05 semesters (2 ½ years). However, students shall be permitted to complete the programme within a maximum period of five years. The commencement and completion of the programme shall be so regulated that two long spells of the programme (summer/winter/ staggered) are available to learners for guided/supervised instruction and face-to-face contact sessions. The programme can also be sandwiched between two summer vacations for face-to-face contact session.

4. Nomenclature

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

5. Intake, Eligibility, Admission Procedure and Fees

5.1 Intake

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

5.2 Eligibility

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

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

(c) However, weightage to be given to the candidates fulfilling any one of the following conditions:-

1. Parent of a child with disability
2. Person with disability possessing Disability Certificate issuedby the Competent Authority
3. Possession of any RCI approved diploma/degree

5.3 Registration as Professionals

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

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

5.4 Admission Procedure

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

5.5 Fee Structure

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

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

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

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

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

OR

ii. Institution having experience of successfully completion of three batches of D.Ed. Spl. Ed. Course approved by RCI and willing to appoint one additional faculty with prescribed qualification as Course Co-ordinator for B.Ed. Spl. Ed. (Disability Specialization)- ODL programme in the respective area of disability.

iii. The students allotted to a Study centres shall not exceed One Hundred Fifty (50 for the first year, 50 for the second year and 50 in the final semester of third year). The Study Centre shall provide the learners (allocated to it) access to its library, laboratories and other physical facilities.

iv. Special teacher educators/supervisors engaged for various activities of the Study Centre shall be fully qualified as per the RCI norms.

v. All the functionaries associated with the activities of the Study Centres must be orientated by the Open University in the practice of the ODL system from time to time, but at least once in a year.

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

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

7. Curriculum, Programme Implementation and Assessment

7.1 Curriculum

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

7.2 Programme Implementation

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

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

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

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

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

7.2. (II) Contact programme: Apart from the school based activities and practice teaching, in a programme of 05 semesters i.e. 2 ½ years duration, the personal contact programme shall cover counselling and workshops, seminar, presentations, report writing etc. and must be conducted at the headquarters and/or Study Centres convenient to the learners for a total period of six months. The personal contact programme shall be conducted as per details given below:

7.2.(2).I Academic counselling: Academic counselling session shall be spread over the entire duration of the programme and be conducted on a regular basis depending on the need and convenience of the learners. The academic and perusal problems related to the course shall be discussed in the counselling sessions. The counselling session shall be utilized for providing personalised guidance to the learners regarding content difficulty, fieldworks, teaching practice, projects assignments, dissertation, time management , study skills, etc. A minimum of 140 study hours spread over 05 semesters i.e. 2 ½ years shall be devoted to the Counselling sessions. The Counselling sessions shall be organized in the form of tutorials and not as teaching sessions as the learning materials provided to the learners shall perform the teaching function.

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

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

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

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

8. Internal & External Examination

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

9. Programme Organization

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

10. Website

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

11. Academic Calendar

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

12. Programme catalogue

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

13. Library at University

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

14. Library at Study Centre

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

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

15. Constitution of Advisory Committee

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

16. Provision of infrastructural Facilities

16.1 At University Headquarter

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

16.2 At Study Centre

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

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

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

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

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

19. Procedure to be followed by University for renewal of MoU

19.1 The University may approach to the RCI for continuation/renewal of MOU, which was initially signed, ordinarily six month prior to the date of expiry of earlier MOU.

19.2 The RCI may constitute an Expert Committee to review and assess the present status of infrastructural facilities, and the quality of the existing academic special education programmes in the University.

19.3 The Expert committee constituted by RCI shall visit the University to assess the facilities available with the University for the courses of study as per the norms and guidelines of the RCI and the committee shall submit its report to the RCI.

19.4 The RCI after considering the report of the committee may permit the University to continue with the special education programme under the Open and Distance Learning system.

20. Monitoring of Programme at University Department

20.1 University from time to time shall furnish the detail reports in r/o year-wise, disability-wise enrolment status of trainees, faculty details, status of total fee collected, remittance of fee share to Study Centre and RCI and any other information as may be required by the Council to enable it to assess the academic standards of special education programmes being offered, and the administrative and financial management.

20.2 The Member Secretary/Chairperson, RCI or nominate any experts to visit University to oversee the implementation of the training programme at least once in two years to ensure the required standards.

21. Assessment of Study Centre by the University /RCI

21.1 Every Study Centre shall provide information with regard to required infrastructure facilities for physical verification by the team of visiting experts deputed by Council/ University. Accordingly, they will submit their report to RCI/ University.

21.2 The Vice-Chancellor of the University and Member Secretary ,RCI shall cause every Study Centre to be inspected, at least once in every two years, by an team of visiting experts appointed by the RCI and University for the purpose.

21.3 Each Study Centre shall apply to the RCI in prescribed form for the continuation of the Study Centre with the fees as prescribed by the Council after the expiry of approval.

21.4 The Member Secretary shall communicate the decision of the Council to the Study Centre.

22. Closing of Study Centre by University/ RCI

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

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

22.2 The Study Centre may submit their written clarification against the notice within a period of 30 days.

22.3 If the University /RCI withdraw permission of running its programme from Study Centre then the closure of Study Centre shall be as per the procedure and time frame that may be laid down by RCI.

23. Norms for Regular Faculty at the University Head Quarter

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

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

SEMESTER WISE CURRICULUM FRAMEWORK FOR B.ED. SPL. ED . (ODL)

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

AREA - A

CORE COURSES

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

HUMAN GROWTH & DEVELOPMENT

Course Code: A 1 **Credit: 04**

Contact Hours: 60 **Marks: 100**

Introduction

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

Objectives

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

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

Unit 1: Approaches to Human Development

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

Unit 2: Theoretical Approaches to Development

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

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

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

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

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

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

Unit 5: Transitions into Adulthood

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

Engagement with the field as part of course as indicated below

Hands on Experience

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

Suggested Readings

- Berk, L. E. (2000). *Human Development.* Tata Mc.Graw Hill Company, New York.
- Brisbane, E. H. (2004). *The developing child*. Mc.Graw Hill, USA.
- Cobb, N. J. (2001). *The child infants, children and adolescents.* Mayfield Publishing Company, California.
- 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

Course Code: A2 **Credit: 04**

Contact Hours: 60 **Marks: 100**

Introduction

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

Objectives

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

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

Unit 1: Philosophical Foundations of Education

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

Unit 2: Understanding Diversity

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

Unit 3: Contemporary Issues and Concerns

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

3.4 Equal Educational Opportunity: (i) Meaning of equality and constitutional provisions (ii) Prevailing nature and forms of inequality, including dominant and minority groups and related issues

3.5 Inequality in Schooling: Public-private schools, rural-urban schools, single teacher schools and other forms of inequalities such as regular and distance education system

Unit 4: Education Commissions and Policy (School Education)

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

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

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

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

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

Unit 5: Issues and Trends in Education

5.1 Challenges of education from preschool to senior secondary

5.2 Inclusive education as a rights based model

5.3 Complementarity of inclusive and special schools

5.4 Language issues in education

5.5 Community participation and community based education

Some Suggested Activities on contemporary issues

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

Essential Readings

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

Course Code: A 3 **Credits: 04**

Contact Hours: 60 **Marks: 100**

Introduction

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

Objectives

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

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

Unit 1: Human Learning and Intelligence

1.1 Human learning: Meaning, definition and concept formation
1.2 Learning theories:
- Behaviourism: Pavlov, Thorndike, Skinner
- Cognitivism: Piaget, Bruner
- Social Constructism: Vygotsky, Bandura

1.3 Intelligence:
- Concept and definition
- Theories: Two-factor, Multifactor, Triarchic Theory (Robert Steinberg)

1.4 Creativity: Concept, Definition and Characteristics
1.5 Implications for Classroom Teaching and Learning

Unit 2: Learning Process and Motivation

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

Unit 3: Teaching Learning Process

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

Unit 4: Overview of Assessment and School System

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

Unit 5: Assessment: Strategies and Practices

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

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

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

Transaction and Evaluation

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

Essential Readings

- Amin, N. (2002). Assessment of Cognitive Development of Elementary School Children. A Psychometric Approach, Jain Book Agency, New Delhi.
- Chauhan, S.S. (2013). Advanced Educational Psychology. Jain Book Agency, Delhi.
- King-Sears, E. M. (1994). Curriculum Based Assessment in Special Education. Singular Publishing Group, San Diego, CA.
- Panch, R. (2013). Educational Psychology: Teaching and Learning Perspective, McGraw Hill Education (India) Private Limited, New Delhi.
- Paul, P. (2009). Language and Deafness. Singular publication.
- Salvia, John, Ysseldyke, James, E. And Bolt, Sara. (2007). Assessment in Special and Inclusive Education. Houghton Mifflin Company, Boston.
- Whitcomb, S., & Merrell, K.W. (2012). Behavioral, Social, and Emotional Assessment of Children and Adolescents, Routledge, New York.
- Woolfolk, A., Misra, G., & Jha, A.K.(2012). Fundamentals of Educational Psychology, 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.
- Salvia, J., & Ysseldyke. J.E.(1998). Assessment. (7th ed) Houghton Mifflin, Boston.

PEDAGOGY OF TEACHING SCIENCE

Course Code: A 4 (Part I) **Credits: 04**

Contact Hours: 60 **Marks: 100**

Introduction

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

Objectives

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

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

Unit 1: Nature and Significance of Science

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

Unit 2: Planning for Instruction

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

Unit 3: Approaches and Methods of Teaching Sciences

3.1 Process Approach, Direct Experience Approach, Inductive-Deductive Approach

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

3.3 Project Method and Heuristic Method

3.4 Creating Different Situations of Learning Engagement: Group Learning, Individual Learning, Small Group, Cooperative (Peer-Tutoring, Jigsaw, etc.), Situated/Contextual Learning with reference to Children with Disabilities

3.5 Constructivist Approach and its Use in Teaching Science

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

4.1 Teaching Learning Aids – Need, Importance, Selection, Use and Classification of Aids Based on Type of Experience, Audio Visual Aids, Multimedia, Charts, and Models (Tactile and Visual)

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

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

4.4 Aquarium, Vivarium – Role in Teaching with Setting & Maintaining

4.5 Museum, Botanical And Zoological Garden: Role In Teaching

Unit 5: Evaluation

5.1 Evaluation- Concept, Nature and Need

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

5.3 Tools and Techniques for Formative and Summative Assessments

5.4 Preparation of Diagnostic Test and Achievement Test

5.5 Adaptations of Evaluation Procedure With Reference To Children With Disabilities

Practical/ Field Engagement/Project Work

Any one of the following

I. Pedagogical analysis of a unit from Science content.

II. Preparation of a multimedia presentation on a topic from Science content keeping students with disabilities in view.

III. Developing an Action Research Plan on a problem related to teaching and learning of Sciences to students with disabilities to students with disabilities.

IV. Construction of a diagnostic test for unit along with a remedial plan.

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

Essential Readings

- Brown, R. (1978). Science instruction of visually Impaired Youth. New York: AFB.
- Buxton, A. C. (2010). Teaching Science in Elementary and Middle School**.** NewDelhi: 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 lLearning 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. Merril 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

Course Code: A 4 (Part II) **Credits: 04**

Contact Hours: 60 **Marks: 100**

Introduction

The course will help the student-teachers to generate their student's interest for learning maths and develop dispositions towards the subject. It is designed to equip the learners to teach maths using innovative methods, techniques and teaching learning material for children with & withought disabilities.

Objectives

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

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

Unit 1: Nature of Mathematics

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

Unit 2: Objectives and Instructional Planning in Mathematics

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

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

Unit 3: Strategies for Learning and Teaching Mathematics

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

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

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

Unit 5: Assessment and Evaluation for Mathematics Learning

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

Practical/ Field Engagement/ Project Work

Any one of the following

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

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

Transactions

Lecture cum demonstration, Workshops and Seminars

Essential Readings

- Carey, L.M. (1988). *Measuring and Evaluating School Learning*, Boston: Allyn and Bacon.
- Chambers, P. (2010).*Teaching Mathematics*, Sage Publication, New Delhi.
- Chapman, L.R. (1970). *The Process of Learning Mathematics*, New York: Pregamon 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 Assessmen*t, 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 SCIENCE

Course Code: A 4 (Part III) **Credits: 04**

Contact Hours: 60 **Marks: 100**

Introduction

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

Objectives

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

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

Unit I: Nature of Social Sciences

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

Unit II: Curriculum and Instructional Planning

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

Unit III: Approaches to teaching of Social Science

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

3.2.1. Devices and techniques of teaching social studies – Narration, description, illustration, questioning, assignment, field trip, story telling, Role play, Group and self study, programmed learning, inductive thinking, Concept mapping, expository teaching and problem solving

3.3 Accommodations required in approaches for teaching children with disabilities

3.4 Instructional material for teaching of social science: Time-lines & Genealogical charts, Maps & Globes, Use of different types of Boards(Smart boards, Chalk Board, Flannel Board), Tape-records, Radio, Television, Films & Filmstrips, Overhead Projector, Social science games and Power Point Presentation

3.5 Adaptations of material for teaching children with disabilities

Unit IV: Evaluation of Learning in Social Science

4.1 Purpose of evaluation in social science

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

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

4.4 Construction of teacher made test

4.5 Diagnostic testing and enrichment techniques for children with disabilities

Unit V: Social Science Teacher as a Reflective Practitioner

5.1 Being a reflective practitioner- use of action research

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

5.3 Case study- Need and Importance for a School Teacher

5.4 Development of a Professional Portfolio/ Teaching Journal

5.5 Competencies for teaching Social science to children with disabilities

Transaction

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

Course Work/ Practical/ Field Engagement

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

Essential Readings

- Aggarwal, J. C. (2008). Principles, methods & techniques of teaching. 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.

PEDAGOGY OF TEACHING HINDI

Course Code: A 5 (Part IV) **Credits: 04**

Contact Hours: 60 (६०घंटे) **Marks: 100**

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

- *व्यक्ति तथा समाज के जीवन और विकास में भाषा के योगदान से परिचित होंगे।*
- *मूलभत 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

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

१.१ भाषा का प्रत्यय और उपयोगिता।
१.२ बोली, विभाषा और मानक भाषा का प्रत्यय।
१.३ शिक्षा, समाज, व्यापार, राजनीति, शोध एवं विकास में भाषा का योगदान।
१.४ हिन्दी भाषा का नामकरण, संस्कृत से हिन्दी के उद्भव की प्रक्रिया।
१.५ विश्वभा ा और भवि य भा ा के रूप में हिन्दी का विकास का आकलन।
१.६ मूल–भूत भा ा कौशलों – श्रवण, वाचन, पठन और लेखन का परिचय।

इकाई २ – पाठ्यवस्तु संवर्धन

२.१ हिन्दी साहित्य का सामान्य परिचय।
२.२ हिन्दी गद्य साहित्य की परम्परागत विधाएँ – कहानी, नाटक और महाकाव्य।
२.३ हिन्दी गद्य साहित्य की आधुनिक विधाएँ – उपन्यास, यात्रा विवरण, जीवनी, आत्मकथा और संस्मरण।
२.४ हिन्दी व्याकरण में उर्दू, अंग्रेज़ी और संस्कृत से समाविश्ट प्रत्यय।
२.५ माध्यमिक स्तर पर हिन्दी पाठ्यक्रम में हुए परिवर्तनों का आकलन।

इकाई ३ – भाषा अधिगम की प्रकृति और पाठ नियोजन

३.१ माध्यमिक स्तर पर हिन्दी शिक्षण के लक्ष्य और उद्देश्य।

३.२ इकाई नियोजन का प्रत्यय, इसका महत्त्व और निर्माणविधि।
३.३ पाठयोजना का परिचय, उपयोग और महत्त्व।
३.४ पाठयोजना के चरण और उनका क्रियान्वयन।
३.५ हिन्दी शिक्षण के ज्ञानात्मक, बोधात्मक, कौशलात्मक और रूचिगत उद्देश्यों का निर्धारण।
३.६ विशिष्ट उद्देश्यों का व्यावहारिक शब्दावली में लेखन।
३.७ पाठ योजना के संरचनात्मक उपागम का परिचय और अभ्यास।

इकाई ४ – हिन्दी की विविध विधाओं के शिक्षण की विधियों का परिचय और उपयोग

४.१ माध्यमिक कक्षाओं में गद्य शिक्षण की उपयोगिता।
४.२ गद्य शिक्षण की अर्थबोध, व्याख्या, विश्लेषण और संयुक्त विधि का परिचय और इनकी समीक्षा।
४.३ माध्यमिक कक्षाओं के पाठ्यक्रम में पद्य के समावेश की उपयोगिता।
४.४ पद्य शिक्षण की शब्दार्थ कथन, खण्डान्वय, व्यास और समीक्षा विधि का परिचय और इनकी उपयुक्तता का आकलन।
४.५ माध्यमिक स्तर पर व्याकरण शिक्षण की आवश्यकता और उपयोगिता।
४.६ व्याकरण शिक्षण की निगमन, आगमन, भाषासंसर्ग और पाठ्य–पुस्तक विधियों का मूल्यांकन।

इकाई ५ – भाषा अधिगम–शिक्षण में सहायक सामग्रियों का प्रयोग

५.१ शिक्षण उपकरणों का सन्दर्भ, महत्त्व और लाभ।
५.२ अधिगम–शिक्षण के दृश्य उपकरणों के प्रकार।
५.३ दृश्य उपकरणों – श्यामपट्ट, चार्ट, नक्शा, मानचित्र, प्रतिरूप, कार्यशील प्रतिरूप और फ्लैश कार्ड की प्रयोग विधि।
५.४ श्रव्य उपकरणों – कॉम्पैक्ट डिस्क व कैसेट्स् के प्रयोग की विधि और अभ्यास।
५.५ मुद्रित श्रव्य उपकरणों –अखबार, पत्रिकाओं और पुस्तकों का सहायक उपकरणों के रूप में प्रयोग ।
५.६ वैद्युदण्विक उपकरणों – टेलीविजऩ, कम्प्यूटर और विश्वजाल के सहायक उपकरणों के रूप में प्रयागे की विधि और उपयोगिता।
५.७ भाषा अधिगम में भाषा प्रयोगशाला के प्रयोग की विधि और समीक्षा।

इकाई ६ – भाषा अधिगम के मूल्यांकन की प्रविधि

६.१ मूल्यांकन की संकल्पना, उद्देश्य और महत्त्व।
६.२ सतत एवं व्यापक मूल्यांकन का सन्दर्भ।
६.३ लेखन, पठन, श्रृतलेख, सुलेख, तीव्रलेखन, त्रुटिमुक्त लेखन, आशुभा ाण और काव्यपाठ का सतत एवं व्यापक मूल्यांकन प्रविधि द्वारा मूल्यांकन।
६.४ कक्षागत पाठ्यसहगामी गतिविधियों – गीत, अभिनय, संवाद, क्रियाकलाप और नेतृत्व के गुणों का सतत एवं व्यापक मूल्यांकन प्रविधि द्वारा मूल्यांकन।
६.५ विद्यार्थियों के भाषा अधिगम का संचयीवृत्त बनाना।

इकाई ७ – चिन्तनशील साधक के रूप में शिक्षक

७.१ अनुवर्ती चिन्तन की आवश्यकता और महत्त्व।
७.२ चिन्तन दैनन्दिनी और पोर्टफोलियो बनाना।

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

७.४ पाठ्यक्रम, सहायक सामग्री और पाठ्यविधियों का आलोचनात्मक विवेचन।

७.५ 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 अकं	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 ुक्ल, 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

Course Code: A5 (Part V) **Credits: 04**

Contact Hours: 60 **Marks: 100**

Introduction

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

Objectives

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

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

Unit I: Nature of English Language & Literature

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

Unit II: Instructional Planning

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

Unit III: Approaches and Methods of Teaching English

3.1 Difference between an approach and a method

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

Unit IV: Instructional Materials

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

Unit V: Evaluation

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

Transaction

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

Course Work/ Practical/ Field Engagement

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

Essentital 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.

Area- B

CROSS DISABILITY AND INCLUSION

B6	Inclusive Education
B7	Introduction to Sensory Disabilities (VI, HI, Deaf-Blind)
B8	Introduction to Neuro Developmental Disabilities (LD, MR(ID), ASD)
B9	Introduction to Locomotor & Multiple Disabilities (CP, MD)
B10	Skill-based Optional Course (Cross Disability and Inclusion)
B11	Skill-based Optional Course (Disability Specialization)

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

A	Guidance and Counselling
B	Early Childhood Care & Education
C	Applied Behavioural Analysis
D	Community Based Rehabilitation
E	Application of ICT in Classroom
F	Gender and Disability
G	Braille and Assistive Devices

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

A	Orientation & Mobility
B	Communication Options: Oralism
C	Communication Options: Manual Options (Indian Sign Language)
D	Augmentative and Alternative Communication
E	Management of Learning Disability
F	Vocational Rehabilitation & Transition to Job Placement

INCLUSIVE EDUCATION

Course Code: B 6 **Credits: 02**

Contact Hours: 30 **Marks: 50**

Introduction

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

Objectives

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

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

Unit 1: Introduction to Inclusive Education **5 Hours**

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

Unit 2: Polices & Frameworks Facilitating Inclusive Education **5 Hours**

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

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

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

Unit 3: Adaptations Accommodations and Modifications 7 Hours

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

Unit 4: Inclusive Academic Instructions 8 Hours

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

Unit 5: Supports and Collaborations for Inclusive Education 5 Hours

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

Practical & Field Engagement

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

Transactions

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

Suggested Readings

- Bartlett, L. D., & Weisentein, G. R. (2003). *Successful Inclusion for Educational Leaders*. New Jersey: Prentice Hall.
- Chaote, J. S. (1991). *Successful Mainstreaming.* Allyn and Bacon.
- Choate, J. S. (1997). *Successful Inclusive Teaching*. Allyn and Bacon.
- Daniels, H. (1999) . *Inclusive Education.*London: Kogan.
- Deiner, P. L. (1993). *Resource for Teaching Children with Diverse Abilities*, Florida: Harcourt Brace and Company.
- Dessent, T. (1987). *Making Ordinary School Special*. Jessica Kingsley Pub.
- Gargiulo, R.M. *Special Education in Contemporary Society: An Introduction to Exceptionality*. Belmont: Wadsworth.
- Gartner, A., & Lipsky, D.D. (1997). *Inclusion and School Reform Transferring America's Classrooms,*Baltimore: P. H. Brookes Publishers.
- Giuliani, G.A. & Pierangelo, R. (2007). *Understanding, Developing and Writing IEPs.* Corwin press:Sage Publishers.
- Gore, M.C. (2004) . *Successful Inclusion Strategies for Secondary and Middle School Teachers*, Crowin Press, Sage Publications.
- Hegarthy, S. & Alur, M. (2002). *Education of Children with Special Needs: from Segregation to Inclusion,* Corwin Press, Sage Publishers.
- Karant, P., & Rozario, J. ((2003*). Learning Disabilities in India.* Sage Publications.
- Karten, T. J. (2007). *More Inclusion Strategies that Work*. Corwin Press, Sage Publications.
- King-Sears, M. (1994). *Curriculum-Based Assessment in Special 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

Course Code: B 7 **Credits: 02**

Contact Hours: 30 **Marks: 50**

Introduction

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

Objectives

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

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

Unit 1: Hearing Impairment: Nature & Classification **5 Hours**

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

Unit 2: Impact of Hearing Loss **5 Hours**

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

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

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

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

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

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

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

Course Work/ Practical/ Field Engagement

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

Transactions

Visits, Observations, Videos and Interactions with Students with Disabilities

Essential Readings

- Bradford, L. J. & Hardy, W.G. (1979). Hearing and Hearing Impairment. New York: Grune and Stratton.
- Davis, H. & Silverman, S. R. (1970). Hearing and Deafness - Part I. Holt, London: Rinehart & Winston.
- Holbrook, C.M., & Koenig, A. J. (Eds.) (2000). Foundations of Education, Vol I: History and Theory of Teaching Children and Youths with Visual Impairments. (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%2Fat_download%2Ffile&ei=LkY6VdGlOIKymAW604CgDg&usg=AFQjCNHxJc9OazS1f-TSI_HgQqJKxWjs_A&sig2=LIBWuGnYE0OLPtpK5FCHEg&bvm=bv.91427555,d.dGY
- Kelley, P., & Gale, G. (1998). Towards Excellence: Effective education for students with vision impairments. Sydney: North Rocks Press.
- Lowenfeld, B. (1973). Visually Handicapped Child in School and Society; American Foundation for the Blind; NewYork.
- 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 Rehabilitatio*n. San Diego: Singular. p.381–413.

INTRODUCTION TO NEURO DEVELOPMENTAL DISABILITIES

Course Code: B 8 **Credits: 02**

Contact Hours: 30 **Marks: 50**

Introduction

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

Objectives

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

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

Unit 1: Learning Disability: Nature, Needs and Intervention

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

Unit 2: Intellectual Disability: Nature, Needs and Intervention

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

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

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

Transaction

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

Course Work/ Practical/ Field Engagement

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

Essential Readings

- Accardo, P.J., Magnusen, C., & Capute, A.J. (2000). Autism: Clinical and Research Issues. York Press, Baltimore,
- American Psychiatric Association.(2000). Diagnostic and Statistical Manual of Mental Disorders (4^{th} 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

Course Code: B 9 **Credits: 02**

Contact Hours: 30 **Marks: 50**

Introduction

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

Objectives

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

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

Unit 1: Cerebral Palsy (CP)

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

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

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

2.4. Implications of Functional Limitations for Education and Creating Prosthetic Environment in School and Home: Seating Arrangements, Positioning and Handling Techniques at Home and School

2.5. Facilitating Teaching-Learning: IEP, Developing TLM; Assistive technology

Unit 3: Multiple Disabilities and Other Disabling Conditions

3.1 Multiple Disabilities: Meaning and Classifications

3.2 Various Combinations of Multiple Disabilities and Associated Conditions Such as Epilepsy, Motor and Sensory Conditions

3.3 Other Disabling Conditions such as Leprosy Cured Students, Tuberous Sclerosis and Multiple Sclerosis

3.4 Implications of Functional Limitations for Education and Creating Prosthetic Environment in School and Home: Seating Arrangements, Positioning and Handling Techniques at Home and School

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

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

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

Essential Readings

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

Course Code: B 10(A) **Credits: 02**

Contact Hours: 30 **Marks: 50**

Objectives

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

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

Unit 1: Introduction to Guidance and Counselling

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

Unit 2: Enhancing Self Image and Self Esteem

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

Unit 3: Guidance and Counselling in Inclusive Education

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

Practicum/ Field engagement

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

Transaction

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

Essential Readings

- Naik, P.S. (2013). Counselling Skills for Educationists. Soujanya Books, New Delhi.
- Nayak, A.K. (1997). Guidance and Counselling. APH Publishing, Delhi.
- Rao, V. K., & Reddy, R.S. (2003). Academic Environment: Advice, Counsel and Activities. Soujanya Books, New Delhi.
- Shah, A. (2008). Basics in gGuidance 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

Course Code: B 10(B) **Credits: 02**

Contact Hours: 30 **Marks: 50**

Introduction

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

Objectives

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

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

Unit 1: The Early Years: An Overview

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

Unit2: Early Education of Children with Disabilities

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

Unit 3: Inclusive Early Childhood Educational (ECE) Practices

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

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

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

3.4 Collaborating with Parents, Family Education & Developing Individualised Family Service Plan (IFSP)

3.5 School Readiness and Transitions

Practical/ Field Engagements

I. Developing a journal on developmental milestones & learning timelines of children from 0 to 8 years

II. Participation in workshop & develop five creative teaching learning materials for children in inclusive early childhood education programs

Transactions

Visits, Observations & Workshops.

Essential Readings

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

Course Code: B 10(C) **Credits: 02**

Contact Hours: 30 **Marks: 50**

Objectives

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

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

Unit 1: Introduction to Applied Behaviour Analysis (ABA)

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

Unit 2: Strategies for Positive Behaviour Support

2.1 Selection of Behavioural Goals
2.2 Reinforcement
- Types: Positive and Negative, Primary and Secondary
- Schedules: Continuous, Fixed Ratio, Fixed Interval, Variable Ratio, Variable Interval

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

2.4 Application of ABA in Group Setting
- Negotiation and contract
- Token economy
- Response cost
- Pairing and fading

2.5 Leadership role of teacher in promoting positive behaviour

Unit 3: Management of Challenging Behaviour **10 hours**

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

Practicum

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

Transaction

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

Essential Readings

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

Suggested Readings

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

COMMUNITY BASED REHABILITATION

Course Code: B 10(D) **Credits: 02**

Contact Hours: 30 **Marks: 50**

Objectives

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

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

Unit 1: Introduction to Community Based Rehabilitation (CBR)

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

Unit 2: Preparing Community for CBR

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

Unit 3: Preparing Persons with Disability for CBR

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

Practicum/ Field Engagement

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

Transaction

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

Essential Readings

- Loveday, M. (2006). *The HELP Guide for Community Based Rehabilitation Workers*: A Training Manual. Global-HELP Publications, California.
- McConkey, R. and O'Tool, B (Eds). *Innovations in Developing Countries for People with Disabilities*, P.H. Brookes, Baltimore.
- Neufelt, A. and Albright, A (1998). *Disability and Self-Directed Employment: Business Development Model.* Campus Press Inc. York University.
- Peat, M. (1997). *Community Based Rehabilitation*, W.B. Saunders Company.
- *Scheme of Assistance to Disabled for Purposes of Fitting of Aids/Appliances*, — 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 AIl" in World Health Magazine, WHO, Geneva.

APPLICATION OF ICT IN CLASSROOM

Course Code: B 10(E) **Credits: 02**

Contact Hours: 30 **Marks: 50**

Course Description

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

Objectives

After completing the course the student teacher will be able to

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

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

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

Unit 2: Using Media and Computers

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

Unit 3: Visualising Technology-Supported Learning Situations

3.1 Preparation of Learning Schemes and Planning Interactive Use of Audio-Visual Programme

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

3.3 Generating Subject-Related Demonstrations Using Computer Software and Enabling Students to Plan and Execute Projects

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

3.5 Identifying and Applying Software for Managing Disability Specific Problems

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

I. Develop a script on any topic of your choice. Conduct an interview with an expert on the selected topic to prepare an audio or video program of 15 minutes duration

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

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

Essential Readings

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

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

Course Code: B 10(F) **Credits: 02**

Contact Hours: 30 **Marks: 50**

Objectives

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

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

Unit 1: Human Right-based Approach and Disability **6 Hours**

1.1 Human Rights-Based Approach: Concept and History
1.2 Principles of Human Rights-Based Approach
- Equality and Non-Discrimination
- Universality & Inalienability
- Participation and Inclusion
- Accountability and Rule of Law

1.3 Elements of Human Rights System
- Legal Framework
- Institutions
- Development Policies & Programs
- Public Awareness
- Civil Society

1.4 Advantage of Human Rights-Based Approach
1.5 Implications for Disability
- Empowerment
- Enforceability
- Indivisibility
- Participation

Unit 2: Gender and Disability **10 Hours**

2.1 Sex & Gender: Concept & Difference
2.2 Impairment & Disability: Concept & Difference
2.3 Gendered Experience of Disability
- Public Domain: School and Outside School
- Private and Familial Domain
- Normalization and Social Role Valorisation

2.4 Gender and Disability Analysis: Techniques and Strategies
2.5 Psyche and Gender: Implications for Teaching

Unit 3: Women and Girl Child with Disability **10 Hours**

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

3.2 Factors Contributing to Disability
- Gender-Based Violence in School and Within Family
- Traditional Practices

3.3 Sexual and Reproductive Health

3.4 Teacher's Role in Promoting Gender Equality

3.5 Gender Critique of Legislation, Government Policy and Schemes

Practicum/Field Engagement

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

Transaction

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

Essential Readings

- Habib, L. A. (1997). *Gender and Disability: Women's Experiences in the Middle East*. Oxfam, UK.
- Hans, A. (2015). *Disability, Gender and the Trajectories of Power*. Sage Publications Pvt. Ltd.
- 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, R*ace. NYU Press, USA.
- Smith, B. G., & Hutchison, B. (2013). *Gendering Disability*. Rutger 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

Course Code: B 10(G) **Credit: 02**

Contact Hours: 30 **Marks: 50**

Introduction

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

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

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

Objectives

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

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

Unit 1: Braille

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

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

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

Unit 3: Other Devices – Types, Description, Relevance

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

Course Work/ Practical/ Field Engagement (Any Two)

Each Student-Teacher will

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

Essential Readings

- A Restatement of the Layout, Definitions and the Rules of the Standard English Braille System (1971). 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

Course Code: B 11(A) **Credit: 02**

Contact Hours: 30 **Marks: 50**

Introduction

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

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

Objectives

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

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

Unit 1: Introduction to Orientation and Mobility

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

Unit 2: Human/ Sighted Guide Technique

2.1 Grip
2.2 Stance
2.3 Hand Position

2.4 Speed Control
2.5 Negotiating: Narrow Spaces, Seating Arrangements, Staircases, Muddy paths

Unit 3: Pre-Cane Skills

3.1 Upper and Lower Body protection
3.2 Room Familiarization
3.3 Using Oral Description for Orientation
3.4 Search Patterns
3.5 Building Map Reading Skills

Unit 4: Cane Travel Techniques and Devices

4.1 Canes -- Types, Parts, Six Considerations
4.2 Cane Travel Techniques: Touch Technique, Touch and Drag Technique, Diagonal Cane Technique
4.3 Use of Public Transport
4.4 Asking for Help: When and How
4.5 Electronic Devices, Tactile and Auditory Maps -- Description and Uses

Unit 5: Training In Independent Living Skills

5.1 Self Care, Gait and Posture
5.2 Personal Grooming
5.3 Eating Skills and Etiquette
5.4 Identification of Coins and Currency Notes
5.5 Basics of Signature Writing

Course Work/Practical/ Field Engagement

Undertake any two of the following

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

Essential Readings

- Blasch, B. B., Weiner, W. R., & Welsh, R. L. (1997). Foundations of Orientation and Mobility (2nd ed.). 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

Course Code: B 11(B) **Credits: 02**

Contact Hours: 30 **Marks: 50**

Introduction

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

Objectives

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

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

Unit 1: Understanding Hearing Loss in Real Life Context

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

Unit 2: Advance Understanding of Oral Options

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

Unit 3: Skill Development Required for Oralism

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

Unit 4: Skill Development Auditory Verbal (AV) Approach

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

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

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

Course Work/ Practical/ Field Engagement

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

Essential Readings

- Borden, Gloria J.,; Harris, Katherine S. & Raphael, Lawrence J. (2005). *Speech Science Primer (4th)* Lippincott Williams aAnd Wilkins: Philadelphia.

- *Dhvani* (English). Balvidyalaya Publication: Chennai.
- Estabrooks, W. (2006). *Auditory-Verbal Therapy And Practi*ce , Ag Bell
- Heller, R. (1999). *Managing Change*. Dk Publishing: New York.
- Ling, D. (1990). *Acoustics, Audition Aand 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)

Course Code: B 11(C) **Credits: 02**

Contact Hours: 30 **Marks: 50**

Introduction

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

Objectives

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

- *Discuss the two manual options with reference to Indian special schools.*
- *Discuss the relevant issues like literacy, inclusion and training with reference to manual options.*
- *Describe manual options in the light of issues like language, culture and 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.*

Unit 1: Understanding Deafness in Real Life Context

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

Unit 2: Advance Understanding of Manual Options and Indian Scenario

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

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

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

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

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

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

Unit 5: ISS/ ISL Skill Development and Course Conclusions

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

Course Work/ Practical/ Field Engagement

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

Essential Readings

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

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

Suggested Readings

- Akamatsu, C. T., & Armour, V. A. (1987). Developing written literacy in deaf children through analyzing sign language, American Annals of the Deaf, 132(1), 46-51.
- Andrews, J.F., Winograd, P., & DeVille, G. (1994). Deaf children reading fables: Using ASL summaries to improve reading comprehension. *American Annals of the Deaf, 139*(3), 378-386.
- Devych, G. N., Bhattacharya, T., Grover, N., & Randhawa, S.P.K. (2014). *Indian Sign Language(S).* Orient BlackSwan, Hyderabad.
- *Directory of Rehabilitation Resources for Persons with Hearing Impairment in India*. (2000), AYJNIHH Publication.
- 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 Vidyalaya, Coimbatore.
- Johnson, R., Liddell, S., & Erting, C. (1989). Unlocking the Curriculum: Principles for Achieving Access in Deaf Language. *American Annals of the Deaf, 132,* 46-51.
- Lewis, Rena B. & Doorlag, Donald H. (1999). (5^{th} Ed) *Teaching Students with Special Needs in General Education Classrooms*. Prentice Hall Inc. New Jersy.
- Woodward, J., Vasishta, M., & de Santis, S. (1985). An introduction to the Bangalore variety of Indian Sign Language. Gallaudet Research Institute Monograph No. 4, Gallaudet Research Institute. Washington, D.C

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

AUGMENTATIVE AND ALTERNATIVE COMMUNICATION

Course Code: B 11(D) Credits: 02

Contact Hours: 30 Marks: 50

Objectives

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

Unit 1: Organizational frame work for Communication:

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

Unit 2: Basic principles of AAC interventions:

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

Unit 3: Areas of AAC Assessment:

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

Unit 4: Context of Communication:

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

Unit 5: Introduction to communication tools and Access Mode:

5.1 Types of AAC devices and systems

5.1.1 No Technology
5.1.2 Low Technology
5.1.3 High Technology

5.2 Access to communication charts - hand, finger, eye point

5.3 Access to devices:

5.3.1 Switches - hand switch , blow switch, infrared devices etc
5.3.2 Software -scan mode combined with a switch

5.4 Selection of AAC

5.4.1 Child competency and environment
5.4.2 Design, Access, Motor, Devices

5.5 Challenges in the development of AAC and Literacy

5.5.1 Grammar ; spelling
5.5.2 Building V**ocabulary**: and richness of language
5.5.3 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

Course Code: B 11(E) **Credits: 02**

Contact Hours: 30 **Marks: 50**

Introduction

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

Objectives

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

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

Unit 1: Learning Disabilities: Types

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

Unit 2: Assessment of Basic Curricular Skills

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

Unit 3: Intervention Strategies in Basic Skills of Learning

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

Transaction

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

Course Work/ Practical/ Field Engagement

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

Essential Readings

- Bauer, A. M., & Shea, T. M. (2003). Parents and schools: creating a successfu 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, Baston.

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 stratrgies. . 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

Course Code: B 11(F) **Credits: 02**

Contact Hours: 30 **Marks: 50**

Objectives

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

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

Unit 1: Fundamentals & Assessment of Vocational Rehabilitation

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

Unit 2: Vocational Transition & Curriculum Planning

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

Unit 3: Process of Vocational Rehabilitation & Placement

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

Hands on Experience

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

Suggested Readings

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

AREA - C

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) / MD / VI

C12	Assessment and Identification of Needs
C13	Curriculum Designing, Adaptation and Evaluation
C14	Intervention and Teaching Strategies
C15	Technology and Disability
C16	Psycho Social and Family Issues

Disability Specialization

AUTISM SPECTRUM DISORDERS

IDENTIFICATION AND ASSESSMENT OF NEEDS

Course Code: C 12 **Credits: 04**

Contact Hours: 60 **Marks: 100**

Introduction

Screening and assessment of Children with Autism Spectrum Disorders are done to enable diagnosis and understanding of their needs and capacity. This course provides an introduction to the conditions on the autism spectrum and related disorders, focussing on their nature and needs. It also familiarizes the student with tools and tests for identification and differential assessment used for screening and diagnosing children for Autism.

Objectives

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

- *Develop an understanding about concept, history and theoretical perspectives of autism spectrum disorders (ASD).*
- *Explain the types and characteristics of ASD.*
- *Describe the disorders related with ASD.*
- *Explain the use of various assessment and diagnostic procedures.*
- *Explain the need and process of differential assessment.*

Unit 1: Introduction to Autism Spectrum Disorders (ASD)

1.1 Concept and definition of Autism Spectrum Disorders
1.2 The ASD Triad
1.3 Historical perspective to ASD
1.4 Prevalence and incidence of ASD
1.5 Theoretical perspective: Empathising-Systemising Theory, Central Coherence Theory, Executive Dysfunction Theory

Unit 2: Types and Characteristics

2.1 Autism
2.2 Asperger's Syndrome
2.3 Rett Syndrome
2.4 Childhood Disintegrative Disorders
2.5 Pervasive Developmental Disorders-not Otherwise Specified

Unit 3: Related Disorders

3.1 Hyperlexia
3.2 Semantic pragmatic and sensory integration disorders
3.3 Non-Verbal Learning Disability
3.4 Prader Willis Syndrome

3.5 Fragile X Syndrome

Unit 4: Identification and Assessment

4.1 Screening, diagnosis and assessment
- Concept and definition
- Tools: checklist, standardized test & criteria, observation

4.2 Screening Tools: CHAT; MCHAT; Infant-Toddler Checklist; QCHAT; Autism Spectrum
Screening Questionnaire

4.3 Diagnostic Criteria and Tools: DSM-V; ICD-10; ADOS, ADI-R, CARS, GARS, ISAA

4.4 Areas of Assessment of
- Psychological: WISC, Malins, Binet-Kamath
- Developmental: Infant-Toddler Checklist, Child Developmental Screening
- Educational: Psycho-Educational Profile; Adolescents and Adults Psycho Educational Profile, Curricular based assessment, FACP, EACCID
- Functional: Functional Analysis
- Behavioral: Vineland Social Maturity Scale, ABS, Assessment of Basic Language and Learning Skills (ABBLS), Behavior Problem Inventory, BASIC-MR, and BASAL-MR

4.5 Teacher competencies in assessment

Unit 5: ASD- Differential Assessment

5.1 Need for differential assessment
5.2 Assessment of Language and Communication
5.3 Assessment of Perceptual motor skills
5.4 Assessment of sensory processes
5.5 Critical aspects of assessment: training and procedure

Transaction

- Lectures
- Presentations
- Project
- Workshops / seminar

Practicum/ Field Engagement

1. Development of observation schedules for different settings
2. Administration of screening and assessment tools on given children
3. Development of a teacher made tool for assessing language and communication
4. Development of an educational profile for any child with related disorders with ASD

Note: Practicum no. 1 is essential

Essential Readings

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

Suggested Readings

- Bettelheim, B. (1967). The empty fortress: Infantile autism and the birth of self. New York: Free Press.
- Donald J. Cohen and Fred R.Volkmar (1997). Handbook of Autism and Pervasive Developmental Disorders, 2nd Edition. New York, NY. John Wiley and Sons, Inc.
- Frith, U. (1989). Autism. Explaining the Eenigma. Oxford UK & Cambridge USA: Blackwell.
- National Resource Council, (2002). *Educating Children with Autism.* National Academic Press, Washington.

CURRICULUM DESIGNING, ADAPTATION AND EVALUATION

Course Code: C 13 **Credits: 04**

Contact Hours: 60 **Marks: 100**

Introduction

This course is meant to enable student-teacherss to understand the approaches to curriculum development, its types and process. The course is designed to help the learners acquire knowledge and skills to adapt curriculum and select evaluative methods to suit the needs of children with ASD in different educational settings.

Objectives

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

- *Discuss the principles, approaches and types of curriculum.*
- *Explain the process of developing a curriculum and educational program.*
- *Develop suitable content for curricular areas in special education.*
- *Apply the process for modification and accommodation for adapting general school curriculum.*
- *Describe the methods used for evaluation of learning.*

Unit 1: Development of Curriculum

1.1 Curriculum: concept, aims and principles
1.2 Orientations to Curriculum Development
   a. Child centred
   b. Society-centred
   c. Knowledge-centred
   d. Eclectic
1.3 Approaches: child-centred, activity-centred, Ecological approach
1.4 Types of curriculum: core, support, collateral , hidden and co-curriculum
1.5 Person Centred Program and Individualized Educational Program

Unit 2: Curriculum Development and Teaching

2.1 Community and learner needs assessment
2.2 Aims, Goals and Objectives
2.3 Selection of teaching methods and material
   - Microteaching
   - Scaffolding
   - T-L aids
2.4 Implementation and recording
2.5 Evaluation

Unit 3: Curricular Focus for Children with ASD

3.1 Language and social communication
3.2 Self-care
3.3 Social behaviour
3.4 Academic skills
3.5 Pre-vocational and leisure

Unit 4: Curricular Adaptation for Inclusive Education of Children with ASD

4.1 Adaptation of curriculum for children with ASD
4.2 Types of adaptation needed for children with ASD
   a. Content
   b. Instructional
   c. Ecological
4.3 Stages of adaptation
   a. General adaptation
   b. Specific adaptation
4.4 Accommodation & modification
   a. Perceptual style
   b. Cognitive style
   c. Social style
4.5 Accommodation of co-curricular activities and learning material

Unit 5: Methods of Evaluating Children with ASD

5.1 Evaluation: definition and purpose
5.2 Observation
5.3 Record Review
5.4 Teacher made test tests
5.5 Standardized rating scales

Practicum/ Field Engagement

1. Development of curriculum for given pre-school child with autism using suitable approach
2. Adaptation of curriculum for a child with high functioning autism
3. Development of a teacher made test in a selected area
4. Adaptation of teaching aid for a given content area

Transaction

- Lectures
- Presentations
- Self-study and use of Online Education Resources
- Project
- Workshops/ Seminars

Essential Readings

- Hewitt, T.W. (2006). Understanding and Shaping Curriculum, What We Teach and Why. Sage Publications., USA.
- Jacobs, H.H. (2010). Curriculum 21: Essential Education for a Changing World. ASCD.
- Marsh, C.J. (2004). Key Concepts for Understanding Curriculum. Rouledge Falmer.
- Myles, B.S. and Simpson, R.L. (2003). Asperger's syndrome: A guide for educators and parents (2nd ed.), Autin, TX: PRO-ED Publications, USA.
- Simpson, R.L. & Myles, B.S. (2008). Educating Children and Youth with Autism: Strategies for effective practice, 2nd ed. Pro.Ed. Texas.
- Tyler, R. (2013). Basic Principles of Curriculum and Instruction. University of Chicago Press, USA.
- Wiles, J. (1998). Curriculum Development-A Guide to Practice. Merrill Publications.
- Woodward, J. & Larry, C. (2001). Technology, Curriculum, and Professional Development: Adapting Schools to Meet the Needs of Students with Disabilities.

Suggested Readings

- National Resource Council, (2002). *Educating Children with Autism.* National Academic Press, Washington.
- Print, M. (1993). Curriculum Development and Design. Allen and Unwin,. USA.

TEACHING APPROACHES AND STRATEGIES

Course Code: C 14 **Credits: 04**

Contact Hours: 60 **Marks: 100**

Introduction

This course provides a multidimensional perspective to teaching approaches currently being used for children with ASD. It prepares the learners to select a teaching approach and use it with methods and strategies relevant for learning needs of children with ASD.

Objectives

After completing the course the student teachers will be able to

- *Describe the developmental methods for intervention of autism at preschool level.*
- *Apply the behavioural approaches in teaching children with autism.*
- *Develop academic skills in children using the cognitive approach.*
- *Explain the methods for developing appropriate social and self-management skills in children with autism.*
- *Apply various strategies for enhancement of learning in children with autism.*

Unit 1: Developmental Approach

1.1 Early intervention
1.2 Floor time
1.3 LEAP (Learning Experience Alternative Program)
1.4 Early Start Denver Model
1.5 JASPER (Joint Attention Symbolic Play Engagement Regulation)

Unit 2: Behavioural Approach

2.1 Applied behavioural analysis
2.2 Discrete trial training
2.3 TEACCH
2.4 Analysis of Verbal Behaviour
2.5 Pivotal Response Training

Unit 3: Cognitive Approach

3.1 Mind reading
3.2 Meta-cognitive strategies
3.3 Cognitive behaviour modification
3.4 Teaching of reading and writing
3.5 Teaching arithmetic and related areas (money and time)

Unit 4: Social Approach

4.1 Social story
4.2 Comic strips
4.3 Peer-mediated programs

4.4 Sex education and Social behaviour
4.5 Self-regulation

Unit 5: Teaching Methods and Strategies

5.1 Physical environment and classroom organization
5.2 Task analysis & reinforcement
5.3 Joint Action Routines
5.4 Visual Strategies
5.5 Visual Activity Schedules

Practicum/ Field engagement

1. Development of a program for skill learning using any behavioural approach
2. Presentation of seminar on cognitive approach suitable for a given child with autism
3. Development of comic strips and social stories for teaching appropriate classroom behaviour

Transaction

- Lectures
- Presentations
- Project
- Workshops/ Seminars

Essential Readings

- Delaney, T. (2009). 101 Games and Activities for Children With Autism, Asperger's and Sensory Processing Disorders. McGraw-Hill Contemporary.
- Grandin, T. (1995). *Thinking in Pictures and Other Reports from My Life with Autism* Vintage Books.
- Greenspan, S.I. and Wieder, S. (2008). Engaging Autism: Using the Floortime Approach to Help Children Relate, Communicate, and Think . Da Capo Press Inc.
- Kasari, C. (2013). Targeted Treatment of Joint Attention, Symbolic Play, and Engagement Regulation for Children with Autism. Routledge.
- McClannahan, L.E. and Krantz, P.J. (2010). Activity Schedules for Children with Autism: Teaching Independent Behavior. Woodbine House Inc.,U.S.
- R.L. Simpson & B.S. Myles (2008). Educating Children and Youth with Autism: Strategies for effective practice, 2nd ed. Pro.Ed. Texas.
- Savner, J.L. & Myles, B.S. (2000). Making visual supports work in home and community: Strategies for individuals with autism and Asperger's Syndrome. Shawnee Mission, KS. Autism Asperger Publishing.
- T. Williams. (2011). Autism Spectrum Disorders - From Genes to Environment. In Tech, Croatia.
- W. Sailor, G. Dunlap, G. Sugai, & R.H. Horner (2009)). Handbook of positive behavior support (pp. 107–123). New York: Springer.

- Wheeler, M. (2007). *Toilet Training for Individuals with Autism or other Developmental Issues* (2nd edition) Future Horizons, Texas.

Suggested Readings

- Maag, J.W. (2004). Behavior management: From theoretical implications to practical
- applications (2nd ed.) Belmont, CA. Wadsworth/Thomson Learning
- Baron-Cohen, S. (2003a). The essential difference: The truth about the male and female brain. New York: Basic Books.
- Cooper, J.O., Heron, T.E., & Heward, W.L. (1987). Applied Behavior Analysis. Upper Saddle River, NJ, Prentice Hall.
- Frost, Lori A. & Andrew S. Bondy (1996). The Picture Exchange Communication SystemTraining Manual. Cherry Hill, NJ: Pyramid Educational Consultants, Inc.. .....
- Gray, C. (2000). The New Social Story Book. Arlington, TX: Future Horizons.
- Kathleen Ann Quill (1995). Teaching Children with Autism: Strategies to Enhance Communication and Socialization. Albany, NY. Delmar Publishers, Inc.
- Maag, J.W. (2004). Behavior management: From theoretical implications to practical applications (2nd ed.) Belmont, CA. Wadsworth/Thomson Learning.
- Martin, N. (2009). Art as an early intervention tool for children with autism. Jessica Kinsley Publishers, PA.USA.
- Myles, B.S. and Simpson, R.L. (2003). Asperger's syndrome: A guide for educators andparents (2nd ed.), Autin, TX: PRO-ED.
- National Resource Council, (2002). *Educating Children with Autism.* National Academic Press, Washington.
- Peterson, S. (2000). Picture Exchange Communication System.
- Prior, M. (2003). Learning and behavior problems in Asperger syndrome. New York: Guilford Press.
- Schopler, E, Mesobov, G.B. ,& Kunce, L. J. (Eds.). (1998). *Asperger's Syndrome or High Functioning Autism?* Plenum Press, New York.
- Siegel, B. (1996).: The World of Autistic Child. Oxford University Press,. New York.

ASSISTIVE INTERVENTION AND TECHNOLOGY

Course Code: C 15 **Credits: 04**

Contact Hours: 60 **Marks: 100**

Introduction

For children with ASD, teaching and learning must be supported by related intervention and use of assistive technical devices. This course provides an orientation to various assistive intervention and technology in order to enable the student-teachers to integrate these essential interventions into classroom settings.

Objectives

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

- *Develop an understanding of etiological aspects of autism spectrum disorder*
- *Comprehend and develop suitable interventions of language and communication for children with autism spectrum disorder*
- *Describe the sensory processes and comprehend the role of sensory integration therapy for children with autism spectrum disorder*
- *Explain the need and types of assistive technology suitable for children with autism spectrum disorder*
- *Assess children's need for assistive technology and integrate technology in teaching and learning*

Unit 1: Etiological Aspects

1.1 Genetic factors
1.2 Prenatal factors
1.3 Perinatal factors
1.4 Postnatal factors
1.5 Early Signs and Screening for ASD

Unit 2: Communication Aspects

2.1 Language, Communication, Speech: concept and definition
2.2 Language
  2.2.1 Components: Semantics, Syntax, Pragmatics
  2.2.2 Disorders: Echolalia, Perseverance, Neologism
2.3 Communication: Process and Types
2.4 Speech Disorders: Articulation, Fluency and Voice Disorders
2.5 Interventions: AAC, PECS, Makaton, and Visual Strategies

Unit 3: Sensory Motor Aspects

3.1 Sensory processes: underlying concepts
3.2 Sensory processes in ASD

3.3 Executive function deficits
3.4 Sensory integration therapy
3.5 Sensory integration: aids and devices

Unit 4: Assistive Technology (AT) and Assistive Devices (AD)

4.1 AT and AD: Concept and definition
4.2 AD Categories: Low-Tech devices, Mid-Tech devices, High-Tech Devices
4.3 AT for communication: Dynavox, Avaz, Kathamala
4.4 AT for positive behaviour support and recreation: visual schedules, social stories; use of social media, electronic musical instruments
4.5 AT for academic learning: i-pad applications, computer assisted instructions

Unit 5: Need Assessment and Planning for Assistive Technology

5.1 Assessment areas: Communication, Academic, Motor, Behaviour, Organization, Social Interactions, Transitions, Other concerns
5.2 Assessment of environmental support: Visual clutter, Lighting, Computer Operating System, Staff placement, Other concerns
5.3 Preparation for AT: Selection of devices, Training for device usage
5.4 Selection of goals: Verbal communication, written communication, Academic participation, Social interaction, Transition
5.5 Integration of AT and AD in teaching-learning environment

Practicum/ Field engagement

1. Seminar on environmental factors for ASD in India
2. Assessment for selection of suitable Assistive Technology for a given child with ASD
3. Develop a low-tech assistive device for communication
4. Plan an educational unit that integrates usage of AT

Transaction

- Lectures
- Presentations
- Project
- Workshops/ Seminars

Essential Readings

- Beukelman, D., & Mirenda, P. (2004). *Augmentative and Alternative* Communication: Management of Severe Communication Disorders in Children and Adults.Baltimore, MD: Paul H. Brookes Publishing Co.

- Boser, K.I., Goodwin, M.S., & Wayland, S.C. (2013). Technology Tools for Students with Autism: Innovations that Enhance Independence and Learning. Brookes Publishing.
- Cormier, C., & Natale, N. (2014). Assistive Technology Guide to Maximize Learning for Children with Autism. Create Space Independent Publishing Platform. UK.
- Culp, S. (2011). A Buffet of Sensory Interventions: Solutions for Middle and High School Students With Autism Spectrum Disorders. AAPC Publishing, Kansas.
- Frost, L. A., & Andrew S. B. (1996). The Picture Exchange Communication SystemTraining Manual. Cherry Hill, NJ: Pyramid Educational Consultants, Inc.
- Koomer, J., & Kranowitz, C. (2007). Answers to questions teachers ask about sensory integration. Future Horizons, Texas.
- Moyes, R.A. (2010). Building Sensory Friendly Classrooms to Support Children with Challenging Behaviors: Implementing Data Driven Strategies! Sensory World.
- Shattock, P., & Whiteley, P. (2002). "Biochemical aspects in autism spectrum disorders: updating the opioid-excess theory and presenting new opportunities for biomedical intervention" "Autism Research Unit, University of Sunderland, UK.

Suggested Readings

- Accardo, P.J., Magnusen, C., & Capute, A.J. (2000). Autism: Clinical and Research Issues. York Press, Baltimore.
- Howlin, P., & Rutter, M. (1991). Treatment of autistic children. Chichester: John Wiley & Sons.
- Kathleen, A. Q.(1995). Teaching Children with Autism: Strategies to Enhance Communication and Socialization. Albany, NY. Delmar Publishers, Inc.
- Kendel, E., Schwartz, J., & Jessell, T. (2000). Principles of neural science. New York: McGraw-Hill.
- Twachtman-Cullen, D. (2000). How to be a para pro: A comprehensive training manual for paraprofessionals. Higganum, CT. Starfish Speciality Press.

ADULTHOOD AND FAMILY ISSUES

Course Code: C 16 **Credits: 02**

Contact Hours: 30 **Marks: 50**

Introduction

The proof of successful learning is found in positive life outcome post education. For those who would teach students with ASD it is essential to be oriented with the challenges and issues adolescence and adulthood. This course enables student-teachers to the process of transition and preparation to adulthood, and the role of family and community in rehabilitation of persons with ASD.

Objectives

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

- *Prepare need-based transition program for students with autism.*
- *Comprehend the issues and challenges of faced by adults with autism.*
- *Appreciate the needs and role of parents, family and community.*

Unit 1: Transition from adolescence to adulthood for a person with ASD

1.1 Individual Transition Plan
1.2 Vocational training and higher education
1.3 Employment: Open, supported, sheltered
1.4 Mental health in transition
1.5 Self-disclosure and Advocacy

Unit 2: Preparedness for Adulthood

2.1 Critical thinking and problem solving
2.2 Supported decision making
2.3 Housing and living arrangements
2.4 Sexuality and Marriage
2.5 Financial management and Guardianship

Unit 3: Needs and role of Family and Community

3.1 Parents- needs and responsibilities
3.2 Siblings- challenges and expectations
3.3 Peers and Extended family- role and responsibilities
3.4 Guidance and Counselling
3.5 Community participation and rehabilitation

Practicum/ Field Engagement

1. Develop an individual transition plan for a student with autism

2. Develop a community based rehabilitation program for students with autism

Transaction

- Lectures
- Presentations
- Project
- Workshops / Seminars

Essential Readings

- Bliss, E.V., & Edmonds, G. (2008). A self-determined future with Asperger syndrome: solution focused approaches. London: Jessica Kingsley.
- Boushey, A. (2007). Talking teenagers: information and inspiration for parents of teenagers with autism or Asperger's syndrome. London: Jessica Kingsley.
- Breakey, C. (2006). The autism spectrum and further education: a guide to good practice. London: Jessica Kingsley.
- Bruey, C.T. and Urban, M.B. (2009). The autism transition guide: planning the journey from school to adult life. Bethesda, Maryland: Woodbine House.
- Hagland, C. (2009). Getting to grips with Asperger syndrome: understanding adults on the autism spectrum. London: Jessica Kingsley,.
- Hénault, I. (2006) . Asperger's syndrome and sexuality: from adolescence through adulthood. London: Jessica Kingsley.
- Howlin, P. (2004). Autism and Asperger syndrome: preparing for adulthood. 2nd ed. London: Routledge.
- Koegel, L.K. and LaZebnik, C. (2010). Growing up on the spectrum: a guide to life, love, and learning for teens and young adults with autism and Asperger's. New York: Penguin Group.
- Patrick, N. J. (2008). Social skills for teenagers and adults with Asperger syndrome: a practical guide to day-to-day life. London: Jessica Kingsley.
- Van Der Post, A. et al (2009). Children and teenagers with Aspergers: the journey of parenting from birth to teens. Brentwood: Chipmunka publishing.

Suggested Readings

- Attwood, S. (2008). Making sense of sex: a forthright guide to puberty, sex and relationships for people with Asperger's syndrome. London: Jessica Kingsley.
- Johnson, J. and Van Rensselaer, A. (2008). Families of adults with autism: stories and advice for the next generation. London: Jessica Kingsley.

PRACTICUM: ASD

Semester - I

E 1: Cross disability & inclusion **Hours: 10** **Credits: 02**

Marks: 50

Tasks for the Teacher Trainees	Disability Focus	Education Setting	Credit/ Hours/	Hrs (60)	Description
Classroom observation	Autism Spectrum Disorder	Special school	3 credits/ 90 hours	40	Minimum 30 school Periods
	Intellectual Disability / Deaf-blind Disorder	Minimum 3 Special schools for other disabilities		25	Minimum 30 school Periods
	Visual Impairment/ Hearing Impairment/ Learning Disability	Inclusive Schools		25	Minimum 10 school Periods

SEMESTER - II

E 2: Disability Specialization **Hours: 60** **Credits: 02**

Marks:50

Note: Schedule for practical for E-1 shall be included in the time table (minimum ten working days may be allocated). Skill for Micro teaching shall be selected with reference to Major Disability (minimum 5 skills)

Sl. No.	Tasks for the Teacher Trainees	Disability Focus	Education Setting	Hrs (120)/ Marks	Credits	Description
1.1	Classroom Observation	ASD	Inclusive school	30	4	Observation of all subjects at different levels, minimum 50 school Periods.
1.2	**a.** Micro teaching & simulated lessons on selected skills	General	Institute	20		5 lessons
	b. Simulated lessons with integration of Micro skills	General	Institute	20		5 lessons
1.3	**a.** Lesson planning with respect to micro skills for selected subjects	General	For Special school / Inclusive Set up	30		10 lessons
	b. Lesson planning focussing on adaptation and differentiation	ASD	Inclusive Set up	20		10 lessons

SEMESTER - III

E 2: Disability Specialization **Hours: 120** **Credits: 04**

Marks:100

Sl. No.	Tasks for the Teacher Trainees	Disability Focus	Education Setting	Hours	Credits	No. of Lessons
1.1	**a**.case study observation	ASD	Special School	15	4	Minimum 30 school Periods
	b. Visit to other special schools	ASD	Special School	10		Minimum 2 schools
1.2	a.practice teaching on different levels for all subjects	ASD	Special School/ Resource Room	30		10 lessons
	b.practice teaching on different levels for selected subjects	ASD	Special School/ Resource Room	30		10 lessons (5 language +5 subject)
1.3	Case study: planning and implementation of IEP	ASD	Special School/ Resource Room	30		20 lessons minimum
1.4	Observation of support services	ASD	Institute / Clinic	5		Depending on the specialization

F1: Disability Specialization **Hours: 120** **Credits: 04**

Marks:100

Sl. No.	Tasks for the Teacher Trainees	Disability Focus	Set up	Hours	Credits	No. of Lessons
1	A) Development of social story (minimum 5)	ASD	Special school/ inclusive school for disability specialisation	15	3	Minimum 10 lessons
	B) Teaching of social stories			5		
	C) Adapt a selected unit of a school Subject (lower level)			35		
	D) Adapt a selected unit of a school Subject (Higher level)			35		

SEMESTER – IV

E 2: Cross Disability & inclusion Hours: 20 Credits: 04 Marks:10

Note: *Practical timing shall be included in time table (minimum of four weeks) Observations as mentioned are essential. However, if schools for other disability are not available in the nearby area, the same may be interpreted as observation at Inclusive school/ education/services being provided in the resource room/ home based education or vice versa with other disability*

Sl. No.	Tasks for the Teacher Trainees	Disability Focus	Education Setting	Hours	Credit	No. of Lessons
1.1	Community work / Tour	Community perspective	Rural/ semi-urban	30	4	Visit report
1.2	Collaborative teaching	Any Disability	Resource Room/ Home based / Inclusive Schools	20		**10** lessons
1.3	**a.** Case study 2 (individualised)	Other than Major disability	Special Schools for other disabilities/ Resource Room/ Inclusive Schools/ Home based	60		20 lessons
	b.Group Teaching lessons (selected subject)	Any Disability	Inclusive Schools	10		10 lessons (5+5)

F2: Other Disability Special School Hours: 120 Credits: 04 Marks:100

Sl. No.	Tasks for the Teacher Trainees	Disability Focus	Set up	Hours	Credit	Specification
1	1) Development of adaptive devices / teaching learning material for any disability other than ASD	Other than Major disability	Special schools for other disabilities	70	3	Minimum of 4 devices / aids 10 lessons

	2) Lessons using adaptive devices			20		using

F3: Inclusive School Hours: 120 Credits: 04

Marks:100

Sl. No.	Tasks for the Teacher Trainees	Disability Focus	Set up	Hours	Credits	Specification
1	Internship 1	Any Disability	Inclusive School	40	3	
2	Internship 2	ASD	Special school/ resource room	50		

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

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

Disability Specialization

HEARING IMPAIRMENT

ASSESSMENT AND IDENTIFICATION OF NEEDS

Course Code: C 12 **Credits: 04**

Contact Hours: 60 **Marks: 100**

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.*

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

1.1 Need for early identification of hearing loss
1.2 Overview to behavioural and objective techniques in screening for hearing loss
1.3 Team members involved in hearing screening and their role
1.4 Use of checklists and behavioural observation in early identification of hearing loss by school teachers (congenital & acquired)
1.5 Referral of children based on signs and symptoms of hearing loss

Unit 2: Audiological Assessment

2.1 Orientation: Sound, Physical and psychological parameters/attributes, concept of dBHL *vs* dBSPL, Auditory milestones in typical children (0-2 years)
2.2 Assessment & methods of assessment: Subjective & Objective tests; Orientation to these tests and their importance
2.3 Audiometer: Block diagram, parts & use; Types of audiometry [sound field (BOA, VRA) & close field]; role of special educators in conditioning for pure tone audiometry
2.4 Audiogram: Understanding of audiogram and its implication in assessing the educational needs of children with different types and degrees of hearing loss.

2.5 Concept of unaided, aided audiograms, Speech spectrum and its applications

Unit 3: Assessment of Language & Communication

3.1 Communication: Concepts and types (Linguistic versus Non Linguistic)
3.2 Receptive and Expressive Language: Concept, Types (verbal and manual) and Structure
3.3 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
3.4 Assessing communication and language: Developmental checklists, Scales, Standardized tools and assessing language samples using parameters of measurement (productivity, complexity, correctness and communicativeness)
3.5 Identification of needs related to communication and language

Unit 4: Assessment of Speech

4.2 Respiration and Phonation: Pre-requisites, process, types and need for assessment
4.2 Basics of Articulation and phonology (active and passive articulators; classification of vowels and consonants; assessment of articulation)
4.3 Suprasegmental aspects of speech and its assessment
4.4 Milestones of speech development in typically developing children
4.5 Speech Intelligibility: Concept, Factors & Assessment

Unit 5: Educational Assessment and Identification of Needs

5.1 Educational assessment: Concept and Scope
5.2 Factors affecting educational performance: individual, family and environment
5.3 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
5.4 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)
5.5 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 Jersy
- Brigance, 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 Jersy
- 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 Jersy.
- 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

Course code: C 13 **Credits: 04**

Contact Hours: 60 **Marks: 100**

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-teaccers 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.*

Unit 1: Curriculum and Its' Designing

1.1. Curriculum-Concept, Types and Models
1.2. Approaches and Steps for Curriculum designing
1.3. Curricular needs of children with hearing impairment in scholastic areas
1.4. Curricular needs of children with hearing impairment in non-scholastic areas
1.5. Curricular framework for 21st Century.

Unit 2: Developing Literacy Skills: Reading

2.1. Pre-requisites for reading and emergent reading skills
2.2. Assessment of reading skills at different levels
2.3. Approaches and Strategies to develop reading skills and independent reading
2.4. Types and Models of developing reading skills
2.5. Challenges and Remedial strategies

Unit 3: Developing Literacy Skills: Writing

3.1. Pre-requisites for writing and emergent writing skills
3.2. Assessment of written language at different levels
3.3. Components and types of writing

3.4. Steps and Strategies in Developing Writing
3.5. Challenges and Remedial Strategies

Unit 4: Curricular Adaptation

4.1. Curricular Adaptation- Meaning and Principles
4.2. Need Assessment and decision making for Adaptation
4.3. Adapting Curriculum- Content, Teaching-learning Material, and Instruction
4.4. Types of Adaptation and Process
4.5. Adaptation and Accommodations in Student's Evaluation and Examinations

Unit 5: Curricular Evaluation

5.1. Concept, Need for Curricular Evaluation
5.2. Factors associated with Curricular Evaluation (Learner, Content, Instructor and Resources)
5.3. Areas of Curricular Evaluation: Context, Input, Process and Product
5.4. Methods and Tools for Curricular Evaluation
5.5. 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: Theoritical 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 Startegies 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

Course code: C 14 **Credits: 04**

Contact Hours: 60 **Marks: 100**

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-teaccers 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.*

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

1.1 Parent-infant programmes for children with HI: Overview, need, requirements and plan of action.
1.2 Pre-school training programmes: Overview, need, requirements and plan of action.
1.3 Individual Speech-Language Therapy Programmes: Overview, need, requirements and plan of action.
1.4 Impact of early intervention on school outcomes
1.5 Intervention of late identified children with hearing impairment: Challenges & Strategies

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

2.1 Concept of 'Auditory Listening': Unisensory & Multisensory approaches
2.2 Auditory training: Importance, types (Individual & Group) and Stages
2.3 Auditory Verbal Therapy: Principle, importance and role of teacher
2.4 Auditory Training and AVT: Pre-requisites, challenges, similarities & differences
2.5 Speech Reading: Concept, importance, Pre-requisites, challenges and Role of teacher

Unit 3: Speech Intervention Strategies

3.1 Approaches to teaching speech: Auditory Global Approach; Multi-sensory Syllable unit approach; Ling's Approach
3.2 Formulation of Lesson plan: Long term goals; Short term goals; Activities for teaching correct production of various vowels and consonants
3.3 Orientation to acoustics of speech
3.4 Strategies for production of speech: Modelling & Shaping through Auditory, Visual, Tactile modalities
3.5 Individual and Group speech teaching: Strengths and challenges

Unit 4: Communication and Language Teaching Strategies

4.1 Methods of teaching language: Natural, Structural and Combined
4.2 Principles and Techniques of developing language
4.3 Communication options: Compare and contrast
4.4 Communication options: justification and challenges
4.5 Tuning the environment (Home & School) for facilitating language & Communication

Unit 5: Educational Intervention Strategies

5.1 Educational Intervention: Concept, Need & Areas (curricular & co curricular) & Types of educational intervention (group, individual, developmental, remedial)
5.2 Principles and practices in early educational intervention: Family centred, contextualised (natural & inclusive environment) & integrated (collaborative) support and services
5.3 Maxims, Methods of teaching & Lesson planning (group, individual, developmental, and remedial)
5.4 Partnership of various professionals & agencies in educational intervention
5.5 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*. (2^{nd}, 3^{rd} & 4^{th} 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. 2^{nd} 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).* Spring field, 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.l., 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

Course code: C 15 **Credits: 04**

Contact Hours: 60 **Marks: 100**

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-teaccers 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.*

Unit 1: Listening Devices and Classroom Acoustics

1.1 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

1.2 Ear moulds: Types, Importance, Care & maintenance

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

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

1.5 Comparison between individual hearing aids, group hearing aids & cochlear implant and their care & maintenance

Unit 2: Technology for Management for Speech

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

2.2 Use of computer based speech equipment for management of voice in children with hearing impairment
2.3 Use of computer based speech equipment for management of suprasegmental features of speech in children with hearing impairment
2.4 Basic infrastructure required for using computer based speech training aids/equipment
2.5 Tele Speech Therapy

Unit 3: Technology Facilitating Language & Communication

3.1 Low cost technology and its application in development of teaching learning material
3.2 Electronic and web-based technology applications: TV, Digital recorders, Downloaded AV films, Search engines, Online learning material, Language apps
3.3 Web based technology for using and training of ISL
3.4 Sign to text and Text to sign technology
3.5 Augmentative and Alternative communication for children with Hearing Impairment with additional/associating concerns

Unit 4: Technology Facilitating Education

4.1 Technology and its impact on education: Changing Trends in teaching & learning
4.2 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)
4.3 Technology Based Educational Services: Online learning, Web based learning, Computer assisted Learning, Video remote interpreting, C-Print technology, Open, Close and Real time Captioning
4.4 ICT and education of children with Hearing Impairment: Planning, Implementation & Evaluation of teaching-learning
4.5 Future technologies: Universal Design: Meaning & Scope

Unit 5: Resource Mobilisation for Technology

5.1 Agencies for Aids & Appliances: Government and non-government
5.2 Eligibility criteria for availing funding under Government schemes
5.3 Procedure for availing funding from different agents
5.4 Challenges encountered with cost involved in maintenance of devices after availing funding and ways to overcome
5.5 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*. (2^{nd}, 3^{rd} & 4^{th} 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.NewDelhi: 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

Course code: C 16 **Credits: 02**

Contact Hours: 30 **Marks: 50**

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.*

Unit 1: Psychosocial Aspects and Disability

1.1 Overview of psychosocial development; wellbeing and quality of life
1.2 Implications of hearing impairment on domains of psychosocial development
1.3 Role of family in psychosocial development of children with hearing impairment
1.4 Role of peers and community in psychosocial development of children with hearing impairment
1.5 Challenges and issues in psychosocial development of children with hearing impairment

Unit 2: Family Needs

2.1 Identifying Family Needs for information, decision making, skill transfer and referral
2.2 Fostering family's acceptance of child's impairment and creating a positive environment
2.3 Building parents' confidence for making informed choices (communication options, options for listening devices, school placement) and Advocacy
2.4 Supporting family in raising children with hearing impairment: Facilitating availing of concessions, facilities and scholarship & other benefits
2.5 Encouraging family participation in self-help groups and family support networking

Unit 3: Family Empowerment

3.1 Encouraging family centred practices, parent self-efficacy belief and family involvement in child's learning and parenting
3.2 Encouraging family acceptance of listening devices and ensuring its regular use
3.3 Supporting family in fostering and developing communication and language
3.4 Involving family in fostering and developing play, recreation and values
3.5 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, laurance 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: HI

Semester - I

E 1: Cross disability & inclusion **Hours: 10** **Credits: 02**

Marks: 50

Sl. No.	Tasks	Educational settings	Specific activities	Hrs	Marks	Submissions
1	Visit to special school for children with hearing impairment	Special school for children with hearing impairment	Study the infrastructure available in a special school for children with hearing impairment	3	10	Report including reflections
2	Identification of hearing loss & its implications		Study the summary report of the evaluation carried out on any two children with hearing impairment & study its implications in terms of educational placement	2		
3	Classroom teaching observation		Observe the teaching of children with hearing impairment in any one special classroom and write the observation report	5		
TOTAL				**10**	**10**	

Semester - II

E 2: Disability Specialisation Hours: 60 Credits: 02

Marks: 50

Sl. No.	Tasks	Educational settings	Specific activities	Hrs	Marks	Submissions
1	Assessment of hearing	Institute / Clinic	*Observation of: BOA, conditioned Pure tone Audiometry, VRA , Speech Audiometry , Hearing aid trial & hearing aid testing *Studying 10 Audiograms and noting the diagnosis and recommendations *Practicing Ling's 6 sound test	15	10	Journal with reflections
2	Assessment of speech	Institute / Clinic	*Listening to speech of children with and without hearing loss and identifying parameters (Non segmental, segmental & supra segmental) 3 children each *Observing speech assessment (screening) – 2 children *Carrying out speech assessment (screening) -2 children *Observing speech assessment using standardized tool –2 children	15	10	Journal with reflections
3	Assessment of language	Institute / Clinic	*Studying & describing standardized language tests – 1 number *Observations of any one test administration – 1 child *Administering any 1 test in a group *Observation of developmental scale-3 children * Observing a reading comprehension test- 1 group of students of primary level	15	10	Journal with reflections
4	Assessment in developmental psychology	Institute / Clinic	*Studying & describing DST, GDS, CPM , SFB ,VSMS *Observing assessment of children using any two of the above *Studying 10 assessment reports and noting the diagnosis and recommendations	15	20	
			TOTAL	**60**	**50**	

Semester - III

E 2: Disability Specialisation Hours: 120 Credits: 04

Marks: 100

Sl. No.	Tasks	Educational settings	Specific activities	Hrs	Marks	Submiss-ions
1	Aural intervention	Institute / Clinic	- Carrying out daily listening checks on children with hearing impairment (5 children) - Use Aided Audiogram for (2 children each) **A.** Linking Ling's 6 Sound test **B.** Selecting modality of training (Auditory, Speech reading, combination) **C.** Selecting method of Communication (Oral *vs* Manual)	9	15	
2	Speech intervention	Clinic	- Observing individual speech teaching sessions (2 children) - Observing group teaching sessions (2 children) - Planning and executing lesson plan for teaching non-segmental, Segmental and Supra segmental aspects of speech (2 children)	9	15	
3	Learning and practicing ISL	Institute / school / ISL center	To learn and practice Basic vocabulary, Common phrases, Conversations, Sample subject Texts, Stories in signs. (Preferably involving a Deaf individual and taught by certified signer)	30	20	
4	Classroom observation of teaching	Special school for children with hearing impairment	**Preschool** - Observing and reporting classroom teaching for various subjects as per the time table of the school- Minimum 18 school periods - Language - School subjects - Co-curricular **Primary** - Observing and reporting classroom teaching for various	**Hrs.** 24 4 4 4	10	

			subjects as per the time table of the school- Minimum 18 school periods - Language - School subjects - Co-curricular	4 4 4			
5	Lesson planning	Institute	Supervised activity by college faculty with specific feedback	6		0	
6	Delivering Lessons	Special school	20 lessons (Science/Maths-5, Social Science- 5, Language – 8, Art – 2)	24		50	
7	Individualised lessons		5 lessons on 1 student	6		10	
8	Delivering lessons	Inclusive school	4 lessons of school periods indicating appropriate curricular adaptations	6			
9	Visit to other than practice teaching school	Special school	Observing infrastructure and curricular transaction	6			
TOTAL				**120**		**100**	

F1: Main Disability Special School Hours: 120 Credits: 04

Marks: 100

Sl. No.	Tasks	Educational settings	Specific activities	Hrs.	Marks	Submissions
1	Teacher assistant **	Special school for children with Hearing Impairment	Working as teacher assistant for prayers / assembly, checking hearing device, attendance, home work/class work, writing diaries, preparing TLM, teaching practice sessions recapitulation, and break times,	30	15	Journal of daily reflections and learning
2	Practicing functioning as a teacher **		Undertaking continuous whole day teaching using daily diary system for planning and recording.	18	20	Daily diary
3	Understanding school examination **		Assisting in exam related planning, setting question papers, assessing, entering outcome in records, writing progress reports, feedback to students and parents, drawing	12	10	Portfolio of assessment activities

			pedagogic decisions.			
4	Understanding beyond classrooms		Participating in School committees meetings, Sports, Picnics, trips, visits, Parent Teacher Association (PTA) meeting, competitions, Celebrations, annual gatherings, medical check ups – any 3	12	10	*
5	Development of (TLM), Worksheet		Developing 3 Teaching Learning Material (TLM) and 10 worksheet for the assigned class	18	10	TLM
6	Document study		Reading and reporting on academic calendars, time table, diaries, work books, progress reports, case files, parent meeting reports, certificates, forms to avail exemptions and concessions, assessment formats for pre-school	12	10	*
7	Use of internet and modern technology for improving the class processes	Special school for children with Hearing Impairment	Using technology for classroom teaching, art education, record keeping, communication, downloading power points, AVs for concept development involving students	12	10	*
8	Compilations of language teaching material news, conversation, stories and unseen pictures		Compiling language material news, conversations, stories and unseen pictures, Directed activities	6	5	Journal of compilations
9	Program end presentation		Power point presentation on consolidations, reflections and take away points from field engagement to be able to become a teacher	6	10	
			TOTAL	**120**	**100**	

***** Certificate from school head grading the performance 0n 5 point scale. Candidates below the score 3 repeat the placement

****** For items each student will be assigned a class and the class teacher is expected to support as the long term mentor for the student placed in her / his class

Semester - IV

E 1: Cross disability & inclusion Hours: 20 Credits: 04

Marks: 10

Sl. No.	Tasks	Educational settings	Specific activities	Hrs.	Marks	Submission
1	Infrastructure of an Inclusive school	Inclusive school	Studying the extent of barrier free environment (Infrastructure including Assistive devices, Human resource & Inclusive teaching practices) available in an Inclusive school	04	3	Report with reflect-ions
2	Classroom teaching observations		Observing 10 lessons (5 language + 5 subjects) and writing report	08	3	
3	Assisting Teacher		Working as teacher assistant for Prayers/ Assembly, Checking hearing device, Attendance, Home work/Class work, Writing diaries, Preparing TLM, Teaching practice sessions recapitulation, and Break times	08	4	
TOTAL				**20**	**10**	

F 2: Other Disability Special School Hours: 18 Credits: 04

Marks: 100

Sl. No.	Tasks	Educational settings	Specific activities	Hrs.	Marks	Submissions
1	Teacher assistant	Special school of other disability	Studying the background of the children in the allotted class & working as teacher assistant for Prayers/assembly, Attendance, Home work/class work, Writing diaries & Assisting in school celebrations	12	4	Journal of daily reflections and learning
2	Document study		Reading and reporting on Academic calendars, Time table, Diaries, Work books, Progress reports, Case files, 3 Parent meeting reports, Certificates, Forms to avail exemptions and concessions, Assessment formats	3	3	Journal

			for pre–school			
3	Use of internet and modern technology for improving the class processes		Using technology for classroom teaching, Art education, Record keeping, Communication, Downloading power points, AVs for concept development involving students	3	3	Journal
			TOTAL	**18**	**10**	

F 3: Inclusive School Hours: 120 Credits: 04

Marks: 100

Sl. No.	Tasks	Educational settings	Specific activities	Hrs.	Marks	Submissions
1	Understanding the children in the classroom	Inclusive School	Studying the background of children in the allotted class	06	5	Report with reflections
2	Understanding the plans		Studying the half yearly, Monthly & Unit plans and Calendar of activities and Progress report	12	5	
3	Teaching support		Assisting the teachers in Adaptation of content, Lesson planning, Scheduling, Resource mobilisation, Preparing TLM &Planning celebrations	60	50	
4	Remedial support		Teaching special children for specialised support for achieving the content mastery - 2 students	30	30	
5	Student evaluation		Assist the teachers in developing Teacher made tests, Marking scheme, Scoring key, Exam supervision, Evaluation of answer scripts & Reporting	12	10	
			TOTAL	**120**	**100**	

Disability Specialization

LEARNING DISABILITY

ASSESSMENT AND IDENTIFICATION OF NEEDS

Course Code: C 12 **Credits: 04**

Contact Hours: 60 **Marks: 100**

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.*

Unit 1: Introduction to Learning Disability (LD)

1.1 LD: Definition and concept
1.2 History of LD
1.3 Etiology of LD- medical and social
1.4 Co-morbidity with LD – ADHD
1.5 LD across the life span

Unit 2: Types of LD

2.1 Specific LD in Reading
2.2 Specific LD in Writing
2.3 Specific LD in Mathematics
2.4 Dyspraxia
2.5 Non-verbal LD

Unit 3: Assessment of LD

3.1 Concept of screening and identification
3.2 Identification criteria – DSM 5
3.3 Differential diagnosis
3.4 Assessment tools – standardized (WISC, SPM, CPM, DTLD, DTRD, BCSLD, GLAD, Aston Index), CRTs and NRTs, TMTs
3.5 Portfolios, checklists, rating scales, anecdotal records, observation schedules

Unit 4: Domains of Assessment

4.1 Motor
4.2 Perceptual
4.3 Cognitive
4.4 Social-Emotional
4.5 Language

Unit 5: Assessment of Curricular Areas

5.1 Readiness skills
5.2 Reading
5.3 Spelling
5.4 Writing
5.5 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 Unit 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, the Guilford Press, Ist 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

Course Code: C 13 **Credit: 04**

Contact Hours: 60 **Marks: 100**

Introduction

This course covers all about curriculum. The first unit is about different designs of curriculum wherein the UDL needs to be looked at from the inclusive education perspective. The second unit needs to be studied as the emphasis is on inclusion, hence curriculum hierarchies are essential to be understood. Unit three and four are about instructional planning and adaptations that will benefit students with learning disability. Unit 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.*

Unit 1: Curriculum Design

1.1 Curriculum design– Concept, Definition and Principles
1.2 Principles of Inclusive Curriculum
1.2 Types of curriculum– Core, Collateral, Support, Hidden
1.3 Universal design of learning for curriculum development
1.4 NCF
1.5 Curriculum Design and Development: Subject centred, learner centred (CWLD), Learning centred

Unit 2: Curriculum Hierarchies

2.1 Reading (English and any Regional language)
2.2 Writing
2.3 Mathematics
2.4 Science
2.5 Social studies

Unit 3: Instructional Planning

3.1 Models of instructional planning – ADDIE
3.2 Taxonomies of learning – Cognitive (Bloom's and Anderson),

Psychomotor & Affective

3.3 Elements of lesson plan - 5 E plan

3.4 Models of teaching - CAM,

3.5 Pyramid plan

Unit 4: Adaptation, Modification, Accommodation

4.1 Definition and concept of adaptation, modification, accommodation

4.2 Principlesand steps of adaptation

4.3 Differentiated instruction

4.4 IEP

4.5 Classroom management – cooperative, collaborative, arrangement

Unit 5: Assessment & Evaluation

5.1 Assessment& Evaluation- Concept, definition, scope

5.2 Types of Assessment- Alternative, Authentic, Performance based, Subject based portfolio

5.3 Evaluation – Formative, Summative, CCE

5.4 Development of question paper (table of specifications)

5.5 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 unit two will be helpful to understand it in relation to the unit three and four.

CourseWork/ Practical/ Field Engagement

- Adapt a lessonaccording to the needs of the identified student/class
- Plan a differentiated lesson for a given class
- Evaluate a textbook to develop a rubricas 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, Philip2009: Key issues in special educational needs and inclusion. Los Angeles. SAGE,
- Karten, Toby J.: Inclusion strategies that work! [research-based meathods 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 Esser1994.: 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: 1987Commonsense methods for children with special needs. [strategies for the regular classroom] London. Croom Helm,
- William N. Bender: 2007Differentiating Instruction for Students With Learning Disabilities: Best Teaching Practices for General and Special Educators

INTERVENTION AND TEACHING STRATEGIES

Course Code: C 14 **Credit: 04**

Contact Hours: 60 **Marks: 100**

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.*

Unit 1: Conceptual Framework of Educational Interventions

1.1 Definition, purpose, scope and principles of educational intervention
1.2 Curriculum intervention: gap analysis and linkages with demands of school curriculum (Diagnostic Prescriptive Teaching)
1.3 Steps of intervention
1.4 Cascade of services and Response to Intervention
1.5 Issues and ethics in educational intervention

Unit 2: Educational Interventions for Processing Deficit

2.1 Attention
2.2 Perception
2.3 Memory
2.4 Thinking
2.5 Meta-cognition

Unit 3: Reading and Writing Interventions

3.1 Principles of intervention in reading and writing
3.2 Strategies for developing word recognition skills, fluency and comprehension
3.3 Strategies for developing handwriting, spelling and written expression

3.4 Strategies for Reading and writing across the curriculum
3.5 Strategies for differentiation and inclusion in the classroom

Unit 4: Interventions for Mathematics

4.1 Principles for interventions in mathematics
4.2 Strategies for developing mathematical concepts
4.3 Strategies for developing computation, automaticity [timed tasks] and application
4.4 Strategies for problem solving
4.5 Accommodations [Calculators, Computers] in the mainstream classroom

Unit 5: Intervention in Life Skills

5.1 Strategies for developing of Social skills
5.2 Strategies for developing Study skills
5.3 Strategies for self-assessment and advocacy
5.4 Strategies for soft skills [presenting self, time management, decision making]
5.5 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, RThe dyscalculia toolkit supporting learning difficulties in maths. (2nd ed) Los Angeles. Sage,

- Cummings, C, B [2000] Winning Strategies for Classroom Management Teaching, I*nc*
- 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, I st 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 & DISABILTY

Course Code: C 15 **Credit: 04**

Contact Hours: 60 **Marks: 100**

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 units progress from understanding the meaning scope, to the use of technology for teaching and learningand 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.*

Unit 1: Concept of Technology

1.1 Meaning, Nature, Scope and Significance of Technology
1.2 Types /tools of technology – Projector, Smart board, Software and ipad, ipod, Tablets, Mobiles
1.3 Technology integration vs technology use in the curriculum
1.4 Assistive technology: Meaning and scope
1.5 Role & Use of AT for children with LD

Unit 2: Learning Needs of CWLD

2.1 Communication
2.2 Reading
2.3 Writing
2.4 Mathematics
2.5 Self management

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

3.1 Classroom Presentation & Expression: Concept & scope
3.2 Visual presentation - Large print displays, alternative colours to the screen, colour coding, smart boards, Multimedia Presentations, screen magnifiers
3.3 Auditory - text to voice, screen readers, FM Listening Systems, podcast

3.4 Cognitive – graphic organisers

3.5 Consideration for selection of tools – no tech, low tech, high tech, low cost, high cost

Unit 4: Technology for Classroom Engagement

4.1 Classroom engagement – Meaning and components

4.2 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

4.3 Organising - sticky notes, highlighter pens, or highlighter tape, graphic organisers, digital organisers

4.4 Types programme- drill & practice, Simulations, Games, Tutorial

4.5 Consideration for selection of programmes and tools in an inclusive class

Unit 5: Trends & Issues in Using Technology

5.1 Digital natives & Immigrants

5.2 From isolation to inclusion

5.3 Parent/family involvement

5.4 Cyber Safety

5.5 Evaluation of impact of technology– Social, ethical and human

Transaction

This unit 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 units must be through experiential learning, discussion, debate, research & review, design and problem solve (Unit 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

Course Code: C 16 **Credits: 02**

Contact Hours: 30 **Marks: 50**

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 dimensionsof 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 liaisoningwith the parents, community, family, school and NGO's.*

Unit 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

Unit 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

Unit 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. Givedetailed 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

PRACTICUM – LD

Semester - I

E 1: Cross disability & inclusion **Hours: 10** **Credits: 02**

Marks: 50

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

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

Semester - II

E 2: Disability Specialisation Hours: 60 Credits: 02

Marks: 50

Note: Schedule for practical for E-1 shall be included in the time table (minimum ten working days may be allocated). ***Skill for Micro teaching shall be selected with reference to Major Disability (minimum 5 skills)***

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

Semester - III

E 2: Disability Specialisation Hours: 120 Credits: 04

Marks: 100

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

F1: Main Disability Special School Hours: 120 Credits: 04

Marks: 100

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

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

Semester - IV

E 1: Cross disability & inclusion Hours: 20 Credits: 04

Marks: 10

Sl. No.	Tasks for the Student-teachers	Disability Focus	Educational Setting	No. of Lessons
1.1	Community work / Tour	Community perspective (anganwadi, gram panchayat)	Rural / Semi-urban	Visit report
1.2	Collaborative teaching	Any Disability	Resource Room/ Home based / Inclusive Schools	10 lessons
1.3	Case study 2 (individualised)		Special schools for other disabilities/ Resource Room/ Inclusive schools/ Home based	20 lessons
	Ggroup Teaching lessons	Any Disability	Inclusive Schools	20 lessons

F 2: Other Disability Special School Hours: 18 Credits: 04

Marks: 100

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

F 3: Inclusive School Hours: 120 Credits: 04

Marks: 100

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

Disability Specialization

MENTAL RETARDATION / INTELLECTUAL DISABILITY

ASSESSMENT AND IDENTIFICATION OF NEEDS

Course code: C 12 **Credits: 04**

Contact Hours: 60 **Marks: 100**

Objectives

After completing the course student-teachers will be able to

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

Unit 1: Intellectual Disability - Nature and Needs

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

Unit 2: Assessment

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

Unit 3: Assessment at Pre-School and School levels

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

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

Unit 4: Assessment at Adult and Vocational levels

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

Unit 5: Assessment of Family Needs

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

Course Work/ Practical/ Field Engagement (Any one)

Camp/ Community Mode

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

School Mode

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

Clinical Mode

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

Essential Readings

- Baine, D. (1988). Handicapped Children in Developing Countries, Assessment,
- Curriculum and Instruction. University of Alberta, Alberta,
- Evans, P .& Verma, V. (Eds.) (1990) .Special Education. Past Present and Future.
- Improving instruction. Allyn & Bacon, Boston.
- Longone, (1990). Teaching Retarded learners Curriculum and Methods for
- Mental retardation, NIMH, Secunderabad.
- Myreddi, V., & Narayan, J. (1998). Functional Academics for students with Mild
- 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 Jersy
- 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

Course code: C 13 **Credits: 04**

Contact Hours: 60 **Marks: 100**

Objectives

After completing the course student-teachers will be able to

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

Unit 1: Curriculum Designing

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

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

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

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

3.1 Curriculum domains at Secondary level
3.2 Curriculum domains at Pre- vocational level
3.3 Curriculum domains at Vocational level
3.4 Rehabilitation of PwIDs under National Skill development Scheme (NSDS by MSJ&E)
3.5 Implications of placement for inclusion in Community, Documentation, Record Maintenance and Reporting

Unit 4: Curriculum Adaptations

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

Unit5: Curriculum Evaluation

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

Course Work/ Practical/ Field Engagement (Any One)

Special/ Inclusive schools

To prepare need based curriculum for training in

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

Essential Readings

- Baine, D. (1988) Handicapped Children in Developing Countries, Assessment, Curriculum and Instruction. University of Alberta, Alberta,
- Bos, C.S. & Vaughu, S. (1994) Strategies for teaching students with learning and behaivour problems. Boston: Allyn and Bacon.
- Jeyachandaran, P.,& Vimala, V. (2000). Madras Developmental Programming System.
- Luftig, R.L. (1949).Teaching the Mentally Retarded Student: Curriculam, 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

Course code: C 14 **Credits: 04**

Contact Hours: 60 **Marks: 100**

Objectives

After completing the course student-teachers will be able to

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

Unit 1: Intervention

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

Unit 2: Individualised Education Programme

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

Unit 3: Teaching Strategies and TLM

3.1 Stages of Learning
3.2 Principles of Teaching
3.3 Multi-sensory Approaches – Montessori Methods, VAKT Method, Orton - Gillingham Method, Augmentative and Alternative Communication
3.4 Teaching Strategies – Task Analysis, Chaining, Shaping, Modelling, Prompting, Fading and Reinforcement, Role Play, Play Way method

3.5 Development and Use of TLM for ID

Unit 4: Intervention for Mal-adaptive Behaviour

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

Unit 5: Therapeutic Intervention

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

Course Work/ Practical/ Field Engagement (Any One)

Special/ Inclusive Schools/ Institute

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

Essential Readings

- Alberto, P.A. & Trontman, A:C. (1995). Applied Behaviour Analysis for Teachers (4th edition). 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. Calfornia: 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. 5. (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 Philodelphia: Jessica Kingsley Publisers.
- 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

Course code: C 15 **Credits: 04**

Contact Hours: 60 **Marks: 100**

Objectives

After completing the course student-teachers will be able to

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

Unit 1: Technology in Education and Instruction

1.1 Educational and Instructional Technology – Meaning, Nature, Scope, Definition, Objectives and Significance

1.2 Educational Technology and Instructional Technology – Role and Recent Trends.

1.3 Approaches of Educational Technology – Hardware, Software, System approach, Individual & Mass media approach.

1.4 Differential Instruction, Universal Design of learning and Individualised Instruction.

1.5 Implication of the above for inclusion.

Unit 2: ICT

2.1 ICT – Meaning, Definition, Scope and Significance

2.2 Psychological bases for ICT among teachers and learners

2.3 Development of ICT – Stages, Requirement and Process

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

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

Unit 3: Use of Multimedia in Education

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

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

3.3 Advantages, Limitations and Challenges of Using Multi media in Education

3.4 Recent Trends in Multimedia

3.5 Implication of Multimedia in teaching learning.

Unit 4: Technology Based Instructions

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

Unit 5: Application of Technology

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

Course Work/ Practical/ Field Engagement (Any One)

Special/ Inclusive School/ Institute

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

Essential Readings

- Kulkarni, S.S. (1986). Introduction to Education Technology, New Delhi: Oxford & IBH Publishing Co.
- Kumar, K.L. (1996). Educational Technology and Communication Media, Cuttack: Nalanda.
- McMillan, J.H. & Schumarcher, 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

Course code: C 16 **Credits: 02**

Contact Hours: 30 **Marks: 50**

Objectives

After completing the course student-teachers will be able to

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

Unit 1: Family

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

Unit 2: Psycho-Social Issues

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

Unit 3: Involving Families

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

Unit 4: Adolescent Issues

4.1 Physiological Changes; Implication in Emotional and Social Development

4.2 Interpersonal relationship – Parents, Siblings, Extended family, Single child, Peer group
4.3 Employment, Sexuality, Marriage, Alternative options, Pre- marital counselling
4.4 Ethical Issues
4.5 Challenges and Implications

Unit 5: CBR and CPP (Community People Participation)

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

Course Work/ Practical/ Field Engagement (Any One)

Special/ Inclusive School/ Institute

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

Essential Readings

- Basu, S., Das, P., Chakravarty, I. (2007) Family Life of the Disabled Aged, Ageing and Society: Indian Journal of Gerontology, 17 (3 & 4), 75 – 81.
- Blacher, J. (Ed.) (1984) Severely Handicapped Young Children and Other Families: Research in Review Ovlandio: 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-Miffin.
- 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. Brooklint 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.

PRACTICUM: MR

Semester - I

E 1: Cross disability & inclusion **Hours: 10** **Credits: 02**

Marks: 50

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

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

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

Semester - II

E 2: Disability Specialisation Hours: 60 Credits: 02

Marks: 50

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

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

Semester - III

E 2: Disability Specialisation Hours: 120 Credits: 04

Marks: 100

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

A suggestive framework is given below:

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

F1: Main Disability Special School Hours: 120 Credits: 04

Marks: 100

Sl. No.	Tasks for the Student-teachers	Disability Focus	Set up	No. of Lessons

1	Classroom Teaching Across all class levels and Curricular Domains ***Class Levels*** *a. ECSE,* *b. Pre-Primary* *c. Primary* *d. Secondary* *e. Prevocational*	ID	Special schools for ID	Minimum 60 lessons (15 Personal/ Social, 25 – Functional Academics, 10-Occupational, 10- Recreational)

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

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

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

Semester - IV

E 1: Cross disability & inclusion Hours: 20 Credits: 04

Marks: 10

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

F 2: Other Disability Special School Hours: 18 Credits: 04

Marks: 100

Sl. No.	Tasks for the Student-teachers	Disability Focus	Set up	No. of Lessons
1	Classroom Teaching	Any Disability	Special schools for	Minimum 30

		Other than ID	other disabilities	Lessons

F 3: Inclusive School Hours: 120 Credits: 04

Marks: 100

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

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

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

Disability Specialization

MULTIPLE DISABILITIES

ASSESSMENT AND IDENTIFICATION OF NEEDS OF PERSONS WITH MULTIPLE DISABILITIES

Course code: C 12 **Credits: 04**

Contact Hours: 60 **Marks: 100**

Objectives

After completing the course student-teachers will be able to

- *Acquire basic knowledge in the area of Multiple Disabilities.*
- *Explain the identification and assessment procedures applied to Multiple Disabilities.*
- *Comprehend the physical and functional aspects of multiple disabilities.*
- *Comprehend the behavioral management of children with Multiple Disabilities.*
- *Understand the Hearing, Speech and Communication aspects of persons with Multiple Disabilities.*

Unit 1: Introduction to Multiple Disabilities

1.1 Basic Anatomy- Skeletal, Muscular, Nervous System
1.2 Concept of Impairment, Disability and Handicap, ICF
1.3 Locomotor Impairment- Hansens' disease, arthritis, kyphosis, scolosis and rickets
1.4 Neurological impairment- encephalitis, meningitis, head injury, Motor Neuron Disease, Mucopoly sacchridosis, Inborn Errors of Metabolism (IEM)
1.5 Deafbliness and additional conditions with special reference to syndromes like Congenital Rubella Syndrome, Usher Syndrome and CHARGE syndrome
1.5.1 Chromosomal abnormality

Unit 2: Identification and Assessment of Persons with Multiple Disabilities

2.1. Introduction to Psychological, educational, behavioral and functional assessments
2.2. Functional assessment for programming and teaching. Norm Referenced Tests (NRT), Criterion Referenced Tests (CRT), Curriculum based assessment and Developmental Checklists for assessment and programming of children with Mulitple Disabilities (Portage Guide, Upanayan, Carolina curriculum for special needs, Callier Azuza, MDPS, FACP, Basic MR, DST, VSMS, Bhatia, BKT, CPM, SFB)
2.3. Interpretation of assessment results with reference to school, home and community settings
2.4. Multi-disciplinary approach to assessment. Involvement of various disciplines nature of coordination of multi-disciplinary team referral agencies and linkages, networking for identification of Persons with Multiple disabilities
2.5. Role of multi-purpose rehabilitation workers, professionals and special educators in identification of persons with multiple disabilities

Unit: 3: Physical and functional Assessment

3.1. Sensory assessment of vision, tactile, vestibular and techniques of sensory Stimulation & integration

3.2. Motor assessment of fine and gross motor skills. Physiotherapy, Occupational Therapy- their implication and adaptation for classroom management

3.3. Assessment of orientation and mobility skills, Positioning, Lifting, Carrying, Transfer of persons. Developmental Assessment- Gross, Motor and Functional Measurement Scale (GMFM)

3.4. Assessment and management of daily living skills in feeding, dressing & undressing, toileting, bathing & grooming and meal time activities

3.5. Role of ICT in assessment and use of Assistive devices in assessment

Unit: 4: Developmental and Behavioural Aspects in Relation to Multiple Disabilities

4.1. Developmental stages- Physical, social, cognitive, language and emotional

4.2. Developmental delays and their implications in the life cycle

4.3. Adaptive deficits- self-help areas, emotional, social, cognate and language areas

4.4. Maladaptive behaviours- functional analysis

4.5. Ethical issues in management strategies of maladaptive behaviour in-home and Classroom settings

Unit 5: Hearing, Speech, Language and Communication Aspects.

5.1 Speech, Language and Communication definition and assessment

5.2 Structure and functions of speech mechanism

5.3 Receptive and expressive language for persons with Multiple disabilities

5.4 Hearing and Speech disorders- Classroom management. Home training and role of Parents

5.4. An introduction to augmentative and alternate communication (Pragmatic / functional communication in classroom and home activities to enhance communicative skills of children with Multiple Disabilities)

Transaction

Suggested Readings

- Aggarwal, K. (2002). Handbook for parents of children with Disabilities. Planning Commission. Govt. of India.
- ASD manual by RCI.
- Asmita.H. (2006).Language and Communication.
- Baine, D. (1988). Handicapped Children in Developing Countries, Assessment, Curriculum and Instruction. Alberta: University of Albrta.

- Bloom,B., Hastings, J., and Madaus, G.G.(1971). Handbook on Formative and Summative Evaluation of Student Learning. New York: McGraw- Hill
- Carol, S.L. (2003). Early Childhood Assessment
- Cerebral palsy with Associated conditions NTA publication
- Creating an Exploring Environment Reena Bandalietal
- Deaf blindness Perkin's Guide I & II
- DSM - IV
- Evans, P and Verma, V. (Eds.) (1990) Special Education. Past Present and Future. The Faimer Press.
- Functional classification of cerebral palsy
- ICD - 10
- Karthik.M., (2011). Introduction to Occupational therapy and occupational therapy marketing
- King-Sears, H.E. (1994) Curriculum Based Assessment in Special Education. San Diego Singular Publishing Group.
- Levitt, S., (2004). Treatment of Cerebral Palsy and Motor Delay, blackwell
- Longone, (1990). Teaching Retarded learners Curriculum and Methods for improving instruction. Boston: Allyn and Bacon.
- Low vision - Assessment - Publication by SENSE INTERNATIONAL
- MEDICENE text book for Nurses.
- Michel.H. (2004). Comprehensive handbook of psychological assessment :behavioural
- Miller,M., (2007). Physical therapy of cerebral palsy, Spinger
- Narayan, J. and Myreddi, V.Rao, S. (2002). Functional Assessment Checklist for Programming. Secunderabad: NIMH.
- Overton, T. (1992). Assessment in Special Education- An Applied Approach. New York: McMillan International Edition.
- Panda, K.C. (1997) Education of Exceptional Children New Delhi: Vikas Publications.
- Porter,S., (2013). Tidy's Physiotherapy, Elsevierr
- Sadhana.R. (2006). Fundamentals of speech & Speech teaching
- SENSORY INTEGRATION DYSFUNCTION check list
- Sharma, P. (1995). Basics on Development and Growth of a Child. New Delhi: Reliance Publishers.
- Subba Rao, T.A. (1992). Manual on Developing Communication Skills in Mentally Retarded Persons. Secunderabad: NIMH.
- Syndromes - Publication by SENSE INTERNATIONAL

- Taylor, R.L. (1993). Assessment of Exceptional students Educational and Psychological Procedures Boston: Allyn Bacon.
- Text book of Medicare DAVIDSON
- UPANAYAN
- Van Riper, C.A. and Emerick.L.(1990), Speech Correction- An Introduction to Speech Pathology and Audiology. Eight Editions. New York: Prentice Hall.
- VISUAL IMPAIRMENT guide by SANKARA NETHARALAYA.
- Wough,A., and Grant,A., 92006). Ross & Wilson- Anatomy and Physiology in health and Illness, Elsevier.

CURRICULUM DESIGNING, ADAPTATION AND EVALUATION

Course code: C 13 **Credits: 04**

Contact Hours: 60 **Marks: 100**

Objectives

After completing the course student-teachers will be able to

- *Understand the aims, principles, types and approaches of curriculum development.*
- *Develop IEP and group teaching.*
- *Demonstrate skills in curricular and co-curricular content across the ages.*
- *Develop curricular adaptation and material adaption with reference to the individual needs.*
- *Apply the alternate methods of evaluation of learning among the children with multiple disabilities.*

Unit 1: Introduction to Curriculum Development

1.1 Aims, concepts, principles of curriculum development with reference to persons with disabilities
1.2 Types and approaches of curriculum development
1.3 Specific approaches of curriculum development for persons with disabilities (Unit, Ecological and Social learning)
1.4 Individualized Educational Programme (IEP), Individualized Family Support Plan (IFSP), Individualized Transition Plan (ITP), Individualized vocational Education Plan (IVEP)
1.5 Lesson plan. Group teaching and Peer tutoring

Unit 2: Curriculum Development at Various Stages

2.1 Curriculum content for Early intervention group and Pre-school level
2.2 Curriculum content for Primary level
2.3 Curriculum content for Secondary level
2.4 Curriculum content for Pre-vocational level
2.5 Curriculum content for Transition, Vocational skills and Life skills training

Unit 3: Curricular and Co-curricular Material Adaptation

3.1 Curriculum content material adaptations for persons with severe and profound disability
3.2 Curriculum content and materials adaptations for sensory impaired
3.3 Curriculum content and materials adaptations for cerebral palsy and other locomotor disabilities
3.4 Curriculum content material adaptation for children with ASD
3.5 Curriculum content and material adaptation for children identified as developmentally delayed.

Unit 4: Classroom Management

4.1 Drawing time table of daily plan, weekly plan, monthly plan quarterly half yearly and annual plan
4.2 Methods of teaching
4.3 Teaching strategies and techniques
4.4 Approaches of teaching (specific approaches of teaching children with ASD, CP& Multiple disabilities)
4.5 Class room arrangements with reference to barrier free and access
4.5.1 Class room behaviour management

Unit 5: Evaluation

5.1 Definition and purpose of evaluation
5.2 Types of evaluation (qualitative and quantitative evaluation, formative and summative evaluation)
5.3 Process of evaluation (content, method, material and the outcome)
5.4 Strategies for evaluating the children with multiple disabilities
5.5 Monitoring, preparing, and recording student's progress

Course work/ Practical/ Field engagement

- To assess and develop IEP for children with multiple disabilities using appropriate checklist 3 clients with different combinations
- To develop 20 lesson plan (15 curricular and 05 co-curricular) and practice at special school established for Multiple disabilities
- To develop appropriate TLM with relate to the content chosen for teaching through IEP and Group teaching
- To practice and implement the plus curricular and or extended curricular materials

Essential Readings

- Singh, A. (2006).Class Room Management: A reflective perspective.....
- Hogg.J. (1994) Making leisure provision for people with profound learning and multiple disabilities. London,Lahpman ,California
- Baine, D. (1988) Handicapped Children in Developing Countries, Assessment, Curriculum and Instruction. University of Alberta, Alberta.
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- Myreddi, V. & Narayan, J. FACP – PMR, NIMH, Secunderabad. Myreddi, V. & Narayan, J. (2000). Functional Academics for Students with Mental Retardation, NIMH, Secunderabad.
- Myreddi V. & Narayan J. (1998). Functional Academics for students with mild mental retardation, NIMH, Secunderabad.
- Michales, C.A (1994). Transition strategies for persons with learning disabilities. California, Singular Pub. Group.
- Repp. A.C. (1983) Teaching the Mentally Retarded, New Jersey, Prentice Hall.
- Venkataiah, N. (2008). Curriculum innovations for 2000A.D. New Delhi: APH Publishing Corporation.
- Narayan, J. (1999). Skill Training Series 1-9. NIMH, Secunderabad.
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- Narayan, J. & Kutty, A,T., (1989) Handbook for Trainers of the Mentally Retarded persons. Pre-primary level. 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.
- Payne, ID.A. (1973). Curriculum Evaluation: Commentaries on Purpose Process and Product Boston: D.C. Health.
- Shell, M.E.(1993). Instruction of students with severe disabilities (4th edition). Toronto: Maxwell Macmillan Canada.

Suggested Readings

- Alberty, B. Harold, Alberty, J. Elsie.,(1962) Reorganizing the High School Curriculum, Light and Life Publishers.

- Evans, P and Verma, V. (Eds.) (1990) Special Education. Past Present and Future. The Faimer Pres.
- Farmer, R. (1994) changing services for people with learning disabilities. California Singular Pub. Group Allied, Hyderabad.
- Hoover, J.J. (1995). Teaching students with learning problems to use study skills – A teachers guide.
- Hulme, C. (1992). Working memory and severe learning difficulties. Hove, Lawrence. Erlbawn.
- Lokananda Reddy, G. et. al. (2000). Learning disabilities: A practical guide to Practitioners. Discovery Pub House, New Delh.
- Meenakshisundaram, A. (2007). Curriculum: Development, Transaction, Management, Dindigul: Kavyamala Publishers.
- Mrunalini Talla (2012), Curriculum Development: perspectives, principals and issues, New Delhi : Dorling Kindersley (India) Pvt. Ltd., Licenses of Pearson in South Asia - Paper III (Page 34
- Sharma, P. (1995). Basics on Development and Growth of a child, New Delhi Reliance.
- Schaffarzek, J., & Harupson, D.H. (1975). Strategies for curriculum development. Berkeley: McCutchar
- Smith, C.R. (1994). Learning Disabilities : The interaction of learner task & setting (3rd edition). Boston : Allyn & Bacon.
- Taba, H. (1962). Curriculum development : Theory and practice. New York: Harcourt.
- Taylor, P.H., & Richards, C.M.(1979).An introduction to curriculum studies New York: Humanities Press
- Tanner, D. end Tanner, L. (1980). Curriculum Development: Theory into Practice. Chicago University of Chicago Press.
- Tyler, R.W. (1969). Basic principles of curriculum and instruction. Chicago: University of Press.
- Video Films. (2002). Help them learn make it easy. NIMH, Secunderabd.

INTERVENTION AND TEACHING STRATEGIES

Course code: C 14 **Credits: 04**

Contact Hours: 60 **Marks: 100**

Objectives

After completing the course student-teachers will be able to

- *Understand the principles and apply early intervention strategies.*
- *Understand the principles and apply therapeutic methods.*
- *Describe appropriate teaching methods, techniques and strategies for persons with multiple disabilities.*
- *Understand Universal Design of Learning and specific strategies used for sensory impairment.*
- *Demonstration of teaching strategies.*

Unit 1: Early Intervention

1.1 Concepts, principles of early intervention and importance of brain plasticity
1.2 Teaching self help skills, feeding and oro-motor skills
1.3 Multimodal approaches to facilitate development of Language, communication and speech, Cognition, social emotional skills, learning to play.
1.4 Teaching Pre-requisite skills for reading, writing, arithmatics and other related skills.
1.5 Individualized Family Support Plan (IFSP), Individualized Family Support Plan (IFSP)

Unit 2: Therapeutic Intervention Strategies

2.1 Behaviour modification
2.2 NDT, SIT, Hydrotherapy
2.3 AAC - Total Communication
2.4 Sports and Games (Special Olympics, paralympics& abhylimpics)
2.5 Visual and Performance arts (dance, music, drama and yoga theatre art)

Unit 3: Teaching Methods, Techniques and Strategies

3.1 Stages of learning: Acquisition, Maintenance, Fluency and Generalization
3.2 Principles of teaching: Concrete-abstract, Known to unknown, Simple to complex and Whole to part
3.3 Teaching Strategies, Task analysis, Prompting, Fading, Chaining, Shaping and Modelling
3.4 Teaching approaches: Multisensory, Montessori, Project method, Play-Way
3.5 Reinforcement: Types, Schedule and Principles, Differential Reinforcements Token Economy System

Unit 4: Universal Design in Learning

4.1 PECS
4.2 Discrete Trail Training
4.3 Themes, Mind mapping, Calendar system, Probing Teaching Strategies and Techniques
4.4 TEACCH, VBA & AT
4.5 Floor time and Miller method.
4.5 Class room behaviour management

Unit 5: Teaching Methods, Approaches and Strategies for Sensory Impairment

5.1 Hand under hand, Hand over hand
5.2 Teaching Sign Language
5.3 Teaching Braille
5.4 Teaching Computers
5.5 O&M

Course work/ Practical/ Field engagement

- To assess and develop IEP for children with multiple disabilities using appropriate checklist 3 clients with different combinations
- To develop 20 lesson plan (15 curricular and 05 co-curricular) and practice at special school established for Multiple disabilities
- To develop appropriate TLM with relate to the content chosen for teaching through IEP and Group teaching
- To practice and implement the plus curricular and or extended curricular materials

Essential Readings

- Hogg.J. (1994) Making leisure provision for people with profound learning and multiple disabilities. London, Lahpman, California.
- Narayan, J. Myreddi, V. Rao, S. (2002). Functional Assessment Checklist for Programming, NIMH, Secunderabad.
- Narayan, J. Grade Level Assessment Device for Children with Learning Problems in Regular Schools, NIMH, Secunderabd.
- Overton .T.(1992).Assessment in Special Education -An applied approach Newyark: Mc Millan
- Poornima. J (2006) Curriculum and Teaching
- Singh, A. (2006).Class Room Management: A reflective perspective.....

Suggested Readings

- Anuradha .B. (2006). Fundamentals of hearing, hearing impairment & Audiolgical manual.

- Hegarty, S. & ALur.M. (2002). Education and Children with special needs: From Segregation to Inclusion. New Delhi, Sate.
- Karthik, M. (2011). Introduction to Occupational therapy and occupational therapy marketing
- Kutty.T (2001). Vocational Assessment Checklist programme, NIMH, Secunderabd.
- Levitt, S., (2004). Treatment of Cerebral Palsy and Motor Delay, Blackwell
- Miller,F., (2007). Physical therapy of Cerebral Palsy, Spinger
- Wehman P., Ranzanglia, A., and Bates, P. (1985). Functional living skills for moderately and severely handicapped individuals. Austin, TX

TECHNOLOGY AND DISABILITIES

Course code: C 15 **Credits: 04**

Contact Hours: 60 **Marks: 100**

Objectives

After completing the course student-teachers will be able to

- *Explain the concept of Assistive technology.*
- *State the use of technology for persons with disabilities on communication and learning.*
- *Explain the principles and goals of Universal Design for Learning.*
- *Demonstrate the assistive technology required for social skills, livelihood skills and assistive /independent living.*
- *Demonstrate teaching skills through use of appropriate technology/ computers.*

Unit 1: Introduction to Assistive Technology (AT)

1.1 Concept, Definition and the Importance of AT
1.2 History of Assistive Technology
1.3 Lifecycle approaches of using Assistive Technology
1.4 Levels of Assistive Technology and the difference between Assistive Technology and Adaptive Technology
1.5 Universal design for learning

Unit 2: Assistive Technology for Communication, Academic Learning and Assistive Living

2.1 Problems exhibited by the students with disabilities in communication, learningand in independent living
2.2 Technology that supports language and communication
2.3 Technology tools that strengthens academic learning
2.4 Technology that supports assistive /independent living and livelihood skills
2.5 Technology that supports home management, Issues of procuring & using assistive technology in rural / urban settings

Unit 3: Assistive Technology to Support Universal Design for Learning (UDL)

3.1 UDL: Concept, Meaning Definitions and Aim
3.2 UDL: principles
3.3 UDL: goals
3.4 UDL: applications in the class room
3.5 UDL: application on curriculum and material preparations

Unit 4: Assistive Technology to Enhance Social Skills, Orientation and Mobility

4.1 Concept, Meaning and Definitions of Social Communication, Orientation and Mobility
4.2 Prerequisites, Importance, Functions, Types and/or Modes of Communications
4.3 Assistive Listening Devices, Assistive Mobility Devises
4.4 Technology in Sports, Dance, Drama and Music
4.5 AAC, O&M (maintenance of Listening aids, Visual aids, Mobility cane, use of Wheel chair, Motorized wheel chair, Crutches, Calipers, Artificial limbs, Tri-cycles, Cars and Other mobility equipments)

Unit 5: Access to Computer

5.1 Orientation to Computers, parts of computers, Programmes in computer
5.2 Development and dissemination of Audio materials and resources
5.3 Application of computer in teaching (digital instructions, CAI)
5.3 Application of technology in the class room (smart board, Portable reading devices, Magnifiers, CCTV voice output devices)
5.4 Alternate input devises (Sensors, Joy sticks, Switches, Mouse, Key board, Head pointers, Touch screen, Eye gazer, Optical recognition software, Tactile diagrams, Digital Accessible Information Systems (DAISY)
5.5 Alternate out put options (Screen magnification, Screen reader, Refreshable Braille display, Braille embosser, Mobile screen reader tools)

Course work/ Practical/ Field engagement:

- To develop an appropriate assistive devices and teach the clients assigned for IEP
- To develop computer programme with suitable input and output mechanism which suits for the IEP client
- To develop AAC and teach the client assigned for IEP

Essential Readings

- Angelo .J. (1997). Assistive Technology for Rehabilitation Therapist. New York. Buffalo (Essential)
- Cook, M.A., Hussey. M.S. (1995). Assistive Technology Principles and Practice. Mosby Inc (Essential)
- Das, R.C. (1992). Educational Technology: A Basic Text New Delhi Sterling(Essential)
- Dececco, J.P. (1964) Educational Technology, New York: HRW (Essential)
- Fisk .J.R.,(2008) AAOS Atlas of Orthoses and Assistive Devices. Elsevier Inc(Essential)
- Joyce, B. & Others (1992) Models of Teaching New York : Holt, Rinehart & Winston (Essential)

- Jonge.D., Scherer.M.J.,Rodger.S.,(2007) Assistive technology in the Work Place. Elsevier.Inc (Essential)
- Juice, B. & Weil, M. (2003). Models of Teaching, 5th Ed. Prentice Hall India Pvt. Ltd (Essential)
- Sampath, K., Panneer, A. Seivam, & Santhanam, S. Introduction to Educational Technology. 3rd Ed. Sterling Publishers Pvt. Ltd (Essential)

Suggested Readings

- Aggarwal, J.C. (2006). Essentials of educational technology: Teaching and learning. New Delhi: Vikas Publishing House Pvt Ltd
- Rao, U. (2001). Educational technology, 4th Revised Ed. Himalaya Publishing House (Desirable)
- Sharma, R.A. (1983) Technology of Teaching Meerut, International (Desirable)
- Thomas.W.King(1999). Assistive Technology essential human factors .Allyn & Baccon (Desirable)

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PSYCHOSOCIAL AND FAMILY ISSUES

Course code: C 16 **Credits: 02**

Contact Hours: 30 **Marks: 50**

Objectives

After completing the course student-teachers will be able to

- *Understand the concept of attitude, stress and the coping strategies of PWD and their families.*
- *Comprehend the role of family.*
- *Explore the various support systems to implement family empowerment programme*
- *Acquire knowledge on community resources.*
- *Acquire knowledge on accessibility.*

Unit 1: Attitudes and Stress

1.1 Attitudes of self (PWD), family & Community
1.2 Attitude change and basic theories (cognitive dissonance theory)
1.3 Stress, definition & theories
1.4 Coping with stress - Psycho social methods
1.5 Assessment of emotional reactions (scale name)

Unit 2: Role of family

2.1 Family definitions, types, dynamics
2.2 Roles and responsibilities, communication systems
2.3 Family empowerment strategies
2.4 Family pathology-disability
2.5 Family as support system

Unit 3: Working with Family having Children with Disability

3.1 Disability -- Poverty & Poverty alleviation programme
3.2 Home-based training programme and Parent training programme
3.3 Local Level Committee/ Group Homes/ Respite Care
3.4 Parent guidance and counseling service
3.5 Parents association/ Support group- Objectives and Mission

Unit 4: Community Resource Mobilization

4.1 Assessment of Community needs & CBR Matrix
4.2 Formation of DPO/ Leadership training, Self Help Group/ Political participation
4.3 Resource Mobilization-Family resource and community resource
4.4 Networking Multi sectorial linkage - National and International
4.5 CSR/ Public Private Partnership

Unit 5: Access

5.1 Barrier free Environment & Universal design
5.2 Ergonomics -Work station, public places
5.3 Educational and architectural adaptation
5.4 Independent/ Assistive Living
5.5 Information and Communication - Website/ Open source

Suggested Readings

- Kebel, D., (1997). The management of Anxiety, B 1 Churchill Livingstone, New Delhi.
- World health organization. (1992). International Classification of Diseases, 10th Edition (ICD-10). W.H.O., Geneva.
- Hurlock, A.B. (1990). Developmental Psychology- A life span approach, Tata Mcgraw hill, New Delhi
- Narayan, J and Menon, D.K, (1989). Organization of special class in a regular school, Secunderabd: NIMH.
- Turnbull, A.P. and Schulz, J.B.(1979). Mainstreaming handicapped students: A guide for the classroom teacher. Boston: Allyn and Bacon, Inc.
- Turnbull, A.P. and Turnbull, H.R. (1986). Families, professionals and exceptionality: A special Partnership. Columbus, Ohio: Mrerill.
- Mohapatra C.S.9Ed.) (2004). Disability Management in India: Challenges and Commitments, NIMH, Secunderabd, IIPA, New Delhi.
- Baine,D. (1988). Handicapped Children in Developing Countries: Assessment Curriculum and instruction, Canada: University of Alberta printing services.
- Peshawaria et all (1995). Understanding Indian Families having Persons with Mental Retardation, Secunderabd: NIMH
- Dever, R.B. (1988). Community Living Skills: A taxonomy. In Begab, M.J.(Eb). AAMR Monographs. Washington DC American Association on Mental Retardation.
- Kerlinger, F.N.(2004), Foundation of Behavioral Research, New Delhi: Surjeet Publications.
- Browder, M.D. (2000). Assessment of Individual with Severe Handicap, Baltimore: Panl H. Brookes Publishing Co.
- Narayan, J. Myreddi, V, Reddy, S and Rajgopal, P. (1995)., (1995).,FACP, Secunderabd, NIMH
- Jeychandran, P. and Vimala, V. (1992). MDPS, Chennai, Vijay Human Services.
- Bharava, Mahesh (2004), Exceptional Children Agra: H.P. Bhargava Book House.
- Panda. K.C. (1988), Exceptional Children, New Delhi: Vikas Publications

- Baroff, G.S. (1986). Mental Retardation: nature, causes and management. Washington: Hemisphere Publishing Corporation.
- Tomilson, S. (1982). A sociology of Special Education, London: Routleadge and Kegan Paul.
- Rioux, M.H, and Mohit, A (2005) Human Rights Disability and Law: New Delhi: National Human Rights Commission.
- Pahl, J. and Quire, L (1987) Families and Mental Retardation, Baltimore.
- Jha, M.M. (2002)., School without walls: Inclusive Education for All. Oxford: Heinemann.
- Corker, M. and S. French, Eds. (1999)., Disability Discourse, Buckingham: Open University press.
- Balram, S. (2003). Universal Design: A new Paradigm. National Consultation on Biwako Millennium Framework for Action Towards an Inclusive barrier free and Rights based society for Persons with Disabilities in Asia and the Pacific.
- Government of India, Ministry of social justice & Empowerment, Persons with Disabilities (Equal Opportunities, Protection of Rights and Full Participation) Act, 1995.
- Helander E., Mendis P., Nelson G. & Goerdt A. (1989). Training in the community for people with Disability, WHO, Geneva.

PRACTICUM: MD

SEMESTER – I

Minimum ten days observation in Inclusive school. Necessary records of observations and related activities to be completed.

SEMESTER – II

Minimum ten days observation in Special School and readiness for preparing IEP and lesson plans.

Micro teaching, simulated teaching and lesson plan preparation, etc., to be done at the institution/organization/university.

SEMESTER – III

Minimum forty working days of teaching practice in Inclusive School. Data need to be collected for preparing necessary records like tests and measurement, case study, project report, etc., as per the course requirement.

SEMESTER – IV

Minimum sixty working days in Special school and completing all the necessary practical activities as per the course requirement.

Group A: Teaching/ Programme Planning Competence in Special School Setting

1. Individual Educational Assessment and programme Planning (IEP) for at least 4 Children with Multiple Disabilities. Preferably each child of a different age/ severity level.
2. **a)** 30 observations in Special School in different classes / inclusive set up.

   b) Classroom teaching of children with Multiple Disabilities at various levels from Pre-primary, Primary, Secondary, Prevocational levels. 30 lessons should be taught including 12 curricular and 8 co-curricular lessons, using suitable methods and materials.
3. Organization of Resource Room and Teaching of children with learning problems in regular schools. A minimum of 45 lessons (15 Math's, 15 English, and 15 Tamil) must be taught, following educational assessment and suitable programming – Methods and Materials.

Group B: Co-curricular and Other Activities

4. Skill training in Multiple Disabilities and additional disability areas such as Autism, Cerebral Palsy, Deaf-blindness and Sensory Impairments.

5. Preparation of Instruction/ Learning materials.

6. Practical training in co-curricular activities (Participatory Learning) Yoga, Visual Arts or performing Arts (Music, Dance, Drama), Sports and Games, Art and Craft recreation and Leisure activities.

Group C: Teaching Competence and Practice Teaching in Regular School Setting

1. Observation and teaching in regular school setting related to school subject-oriented Methodology courses.

a) Macro Teaching (20 lessons) in each optional under the Guidance and Supervision of Student-teachers and Teacher Educators.

b) Micro Teaching (5 skills) and Macro Teaching observation (5 Peer Group teaching) in each Optional under the Guidance and Supervision of Teacher Educator.

Group D: Practical Records and Other Materials

1. Preparation and use of Instructional / learning Materials for each Optional.

2. Test and Measure Records – One for each Optional.

3. Psychology Practical Record (any Five Practical out of 14 listed).

4. Case Study Record (Case Study of the Practice Teaching School).

5. Camp Activity and Community Service Record (A Five day camp shall be organized).

Psychology Practical (Any Five out of the following)

1. Intelligence
2. Learning
3. Transfer of Training
4. Aptitude
5. Adjustment
6. Concept Formation
7. Level of Aspiration
8. Interest
9. Personality Types
10. Attention
11. Perception
12. Motor Skills
13. Creativity
14. Achievement Motivation

Disability Specialization

VISUAL IMPAIRMENT

IDENTIFICATION OF CHILDREN WITH VISUAL IMPAIRMENT AND ASSESSMENT OF NEEDS

Course Code: C 12 **Credits: 04**

Contact Hours: 60 **Marks: 100**

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).*

Unit 1: Anatomy and Physiology of Human Eye

1.1 Structure and Function of human eye
1.2 Normal vision development and process of seeing
1.3 Principles of refraction and refractive errors
1.4 Concept and definitions of blindness and low vision
1.5 Concept of visual acuity, visual field, depth perception and contrast sensitivity

Unit 2: Types of Visual Impairment and Common Eye Disorders

2.1 Loss of Visual acuity
2.2 Loss of Visual field
2.3 Colour vision defect and loss of contrast sensitivity
2.4 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

2.5 Educational implications of different Eye disorders

Unit 3: Implications of Visual Impairment and Needs of Visually Impaired

3.1 Psychosocial implications of visual impairment
3.2 Factors affecting implications of visual impairment: Age of onset, degree of vision, type of vision loss, prognosis, and socio economic status of the family
3.3 Effect of visual impairment on growth and development: Physical, Motor, Language, Socio-emotional, and Cognitive development
3.4 Educational needs of the visually impaired and need for expanded core curriculum
3.5 Implications of low vision and needs of children with low vision

Unit 4: Identification and Assessment of Visual Impairment

4.1 Interpretation of clinical assessment of vision
4.2 Functional assessment of vision: Concept, need and methods
4.3 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
4.4 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
4.5 Report writing

Unit 5: Assessment of Learning Needs of Children with VIMD

5.1 Concept and definition of VIMD
5.2 Etiology of VIMD
5.3 Impact of VIMD on learning and development
5.4 Screening, identification, and assessment of Visually Impaired children with associated disabilities
5.5 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

Course Code: C 13 **Credits: 04**

Contact Hours: 60 **Marks: 100**

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.*

Unit 1: Concept and Types of Curriculum

1.1 Concept, Meaning and Need for Curriculum
1.2 Curricular Approaches in Special Education – Developmental, Functional, Eclectic and Universal design for learning Approach
1.3 Types of Curriculum – need based, knowledge based, activity based, skill based and hidden curriculum
1.4 Curriculum Planning, Implementation and Evaluation; Role of Special teachers of the Visually Impaired
1.5 Core Curriculum and Expanded Core Curriculum- Meaning, Need and Components

Unit 2: Teaching Functional Academics Skills

2.1 Learning media assessment
2.2 Braille reading readiness
2.3 Techniques of teaching Braille
2.4 Techniques of Teaching print to children with low vision
2.5 Braille aids and devices, optical devices for print reading and writing

Unit 3: Teaching of Independent Living Skills

3.1 Independent living skills – Meaning, Importance, Components

3.2 Orientation and Mobility – need and importance, techniques of teaching mobility, sighted guide and pre-cane, cane techniques and mobility aids

3.3 Daily living skills – assessment of needs and techniques of teaching age appropriate daily living skills

3.4 Sensory efficiency – importance and procedures for training auditory, tactile, olfactory, gustatory, kinaesthetic senses and residual vision

3.5 Techniques of teaching social interaction skills, leisure and recreation skills and self - determination

Unit 4: Curricular Adaptation

4.1 Curricular adaptation – Need, Importance and Process

4.2 Reasonable accommodation – Need and Planning

4.3 Planning of lessons for teaching Expanded Core Curriculum – Individualized Education Program writing

4.4 Pedagogical Strategic – Cooperative learning, Peer tutoring, reflective teaching, multisensory teaching

4.5 Preparation of Teaching Learning Material for ECC – Reading Readiness kit, Flash Cards, Sensory Kits, and Mobility Maps

Unit 5: Curricular Activities

5.1 Curricular activities – Meaning and Need for Adaptation.

5.2 Adaptation of Physical education activities and Yoga

5.3 Adaptation of Games and Sports – both Indoor and Outdoor

5.4 Creative Arts for the children with visual impairment

5.5 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). Mobolity 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
- Wright, L. (2013). The Skills of Blindness: What should students know and when students know. Retrieved from http:// www.lofob.org

INTERVENTION AND TEACHING STRATEGIES

Course Code: C 14 **Credits: 04**

Contact Hours: 60 **Marks: 100**

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.*

Unit 1: Theoretical Perspectives

1.1 Difference among Methods, Approaches and Strategies
1.2 Intervention – Concept, Scope and Importance
1.3 Intervention for lately blinded students – Role of Special teachers/educators
1.4 Mediated teaching-learning – Concept, Need and Procedure
1.5 Enriched teaching for Concept development: Converting visual concepts into accessible experiences

Unit 2: Mathematics

2.1 Coping with Mathematics phobias
2.2 Conceptualization of Mathematical ideas – Processes and Challenges for Children with Visual Impairment
2.3 Preparation and Use of tactile materials
2.4 Mental arithmetic abilities – Concept, Importance and Application
2.5 Evaluation procedures with special reference to the Needs of Children with Visual Impairment

Unit 3: Science

3.1 Providing first-hand experience in the class and the school environment
3.2 Inclusive/collaborative learning for laboratory work
3.3 Science Teaching Learning Materials and Equipment: i) Preparation and use of TLM, ii) Locating and procuring Science equipment
3.4 Problem solving and Learning by doing approach for Visually Impaired students
3.5 Evaluation procedure with particular reference to Practicals and Adaptations in Examination questions

Unit 4: Social Science

4.1 Techniques of preparation and presentation of adapted Tactile maps, Diagrams, and Globe
4.2 Procuring, adapting and use of different types of models
4.3 Organizing field trips
4.4 Teaching Skills: Dramatization, Narration, Explanation, Story-telling, and Role play
4.5 Evaluation of concepts and skills in social science with particular reference to Geography

Unit 5: Teaching of Children with Low Vision

5.1 Visual Stimulation: Concept and Procedure
5.2 Selection of an appropriate medium of reading and writing
5.3 Techniques and procedures for developing reading and writing skills
5.4 Orientation and Mobility for low vision children
5.5 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., Koening. 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 Publiication, New Delhi.
- Status of Disability in India. (2012). Rehabilitation Council of India, New Delhi.

TECHNOLOGY AND EDUCATION OF THE VISUALLY IMPAIRED

Course Code: C 15 **Credits: 04**

Contact Hours: 60 **Marks: 100**

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.*

Unit 1: Introducing Educational and Information Communication Technology

1.1 Educational Technology-Concept, Importance, and Scope

1.2 Difference between Educational Technology and Technology in Education

1.3 Special Significance and Goals of Technology for the Education of children with Visual Impairment

1.4 Information and Communication Technology (ICT) - Concept and Special Significance for teaching-learning of the visually impaired

1.5 ICT and the UN Convention on the Rights of Persons with Disabilities.

Unit 2: Adaptive Technologies

2.1 Concept and Purposes
2.2 Basic Considerations--Access, Affordability, and Availability
2.3 Addressing User's Perspectives in Developing Adaptive Technologies
2.4 Roles of IIT's and the Scientific Community;
2.5 Universal/Inclusive Design - Concept, Advantages, and Limitations.

Unit 3: Access to Print for the Visually Impaired

3.1 Screen Readers with Special Reference to Indian Languages; Magnifying Software, and Open Source Software.
3.2 Braille Notetakers and Stand-alone Reading Machines
3.3 Braille Translation Software with Particular reference to Indian Languages and Braille Embossers
3.4 On-Line Libraries and Bookshare
3.5 Daisy Books, Recordings, and Smart Phones.

Unit 4: Assistive Technologies for the Visually Impaired with Reference to School Subjects and Low Vision

4.1 Mathematics: Taylor Frame, Abacus, Geo Board, Algebra and Maths Types, Measuring Tapes, Scales, and Soft-wares for teaching Maths.
4.2 Science: Thermometers, Colour Probes, Scientific and Maths Talking Calculators, Light Probes, and Weighing scales and Soft-wares for teaching Science.
4.3 Social Science: Tactile/Embossed Maps, Charts, Diagrams, Models of Different Types, Auditory Maps, Talking compass, and GPS
4.4 Low vision devices: Optical, Non-Optical and Projective
4.5 Thermoform and Swell Paper technology and Softwares for developing tactile diagrams

Unit 5: Computer-Aided Learning

5.1 Social Media
5.2 Creation of Blogs
5.3 Tele-Conferencing
5.4 Distance Learning and ICT
5.5 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. Thorefore Slack Incorp, New Jersy.
- 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

Course Code: C 16 **Credits: 02**

Contact Hours: 30 **Marks: 50**

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.*

Unit 1: Family of a Child with Visual Impairment

1.1 Birth of a child with visual impairment and its effect on parents and family dynamics
1.2 Parenting styles: Overprotective, Authoritative, Authoritarian and Neglecting
1.3 Stereotypic attitudes related to visual impairment and attitude modification
1.4 Role of family in Early stimulation, Concept development and Early intervention
1.5 Role of siblings and extended family

Unit 2: Parental Issues and Concerns

2.1 Choosing an educational setting
2.2 Gender and disability
2.3 Transition to adulthood: sexuality, marriage, and employment
2.4 Parent support groups
2.5 Attitude of professionals in involving parents in IEP and IFSP

Unit 3: Rehabilitation of Children with Visual Impairment **5 Hours**

3.1 Concept of habilitation and rehabilitation
3.2 Community Based Rehabilitation (CBR) and Community Participatory Rehabilitation (CPR)
3.3 Legal provisions, concessions and advocacy

3.4 Vocational rehabilitation: need and challenges
3.5 Issues and challenges in rural settings

Unit 4: Meeting the Challenges of Children with Visual Impairment

4.1 Enhancing prosocial behaviour
4.2 Stress and coping strategies
4.3 Recreation and leisure time management
4.4 Challenges of adventitious visual impairment
4.5 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.

PRACTICUM : VI

Semester - I

E 1: Cross disability & inclusion **Hours: 10** **Credits: 02**

Marks: 50

Sl. No.	Tasks for the Student-teachers	Disability Focus	Educational Settings	Specific Activities	Hrs. (60)	Marks	Submissions
1	1.Classroom observation	1.VI 2.Other than VI 3.Any disability	1.Special School 2.Minimum three special schools 3. Inclusive schools	1.Learners will observe students in different educational settings, curriculum transaction, classroom interaction in curricular and co-curricular areas and submit a report	10 10 10	25	
	2. Learning of Braille	VI and Deaf-blind	College	2.Introduction to Bharati/ Hindi or Regional Braille	30	25	

Semester - II

E 2: Disability Specialisation **Hours: 60** **Credits: 02**

Marks: 50

Sl. No.	Tasks for the Student-teachers	Educational Settings	Disability Focus	Specific Activities	Hrs.	Marks	Subm-issions
1.1	Learning of Braille	College	VI	1. Bharati Hindi or Regional Braille 2. Braille Mathematical sign for: Numeric indicator, basic operations, simple fraction and brackets	30 Hours 15 Hours	25 25	
1.2	Learning the use of Assistive Devices	College	VI	Taylor Frame: Basic Operation using arithmetic and algebric types	15 Hours		

Semester - III

E 2: Disability Specialisation Hours: 120 Credits: 04

Marks: 100

Sl. No.	Tasks for the Student-teachers	Educational Settings	Disability Focus	Specific Activities	Hrs.	Marks	Subm-issions
1.1	Reading and writing of standard English braille	College	VI	1. Reading and writing English Braille text. Transcription from print to Braille and vice versa(Grade II) 2. Braille Mathematics Code: Radicals, fraction (Mixed, complex and hyper complex), sign and symbols of comparison, Shape signs, Greek letters, indices, set, symbols, trigonometric functions 3. Abacus and Geometric kit	60 Hours 30 Hours 30 Hours	50 25 25	

F1: Main Disability Special School Hours: 120 Credits: 04

Marks: 100

Sl. No.	Tasks for the Student-teachers	Disability Focus	Educational Setup	No. of Lessons
1	Classroom teaching	VI	Special Schools for VI	Min. 90 school periods

Semester - IV

E 1: Cross disability & inclusion Hours: 20 Credits: 04

Marks: 10

Sl. No.	Tasks for the Student-teachers	Educational Settings	Disability Focus	Specific Activities	Hrs.	Marks	Submiss-ions
1.1	Classroom Observation For school subjects at different levels	1. Special schools other than VI 2. Inclusive schools	1. Other than VI 2. Any Disability	Observation For school subjects at different levels Observation For school subjects at different levels	15 Hrs 15 Hrs	25	
1.2	Orientation and Mobility Training	College Campus and outside campus	VI	a) Sighted Guide Technique b) Pre Cane skills c) Cane technique d) Direction finding technique	60 Hrs	50	
1.3	Teaching lessons on O&M and ADL	Special and inclusive school	VI and VIMD	Individualized Teaching lessons on orientation and mobility and activities of daily living	30 Hrs	25	

F 2: Other Disability Special School Hours: 18 Credits: 04

Marks: 100

Sl. No.	Tasks for the Student-teachers	Disability Focus	Educational Setup	Hrs.	Marks
1	1. Classroom teaching, development of TLM, document study, maintenance of record	Other than Visual Impairment	Special Schools for other disabilities	60 Hrs	50
	2. Classroom teaching, development of TLM, document study, maintenance of record	VIMD	Special schools or programmes for Multiple disabilities	60 Hrs	50

F 3: Inclusive School Hours: 120 Credits: 04

Marks: 100

Sl. No.	Tasks for the Student-teachers	Disability Focus	Educational Setup	Hrs.	Marks
1	Classroom teaching with special focus on functional academic skills e.g., Braille, special equipments, preparation of TLM to facilitate inclusion and creating awareness about the needs of children with disabilities	Visually Impaired, seeing children and teachers	Inclusive schools	120 Hrs	100

AREA D

ENHANCEMENT OF PROFESSIONAL CAPACITIES (EPC)

(Wherever applicable specific reference to disability will be focused)

D17	Reading and Reflecting on Texts
D18	Drama and Art in Education
D19	Basic Research & Basic Statistic

READING AND REFLECTING ON TEXTS

Course code: D 17 **Credits: 02**

Contact Hours: 30 **Marks: 50**

Introduction

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

Objectives

After completing the course student-teachers will be able to

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

Unit 1: Reflections on Literacy

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

Unit 2: Reflections on Reading Comprehension

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

Unit 3: Skill Development in Responding to Text

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

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

Unit 4: Reflecting Upon Writing as a Process and Product

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

Unit 5: Practicing Independent Writing

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

Course Work/ Practical/ Field Engagement

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

Essential Readings

- Anderson, R., Hiebert, E., Scott, J., & Wilkinson, I. (1985). Becoming a Nation of Readers: The report of the commission on reading. 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 Jersy
- 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.
- Gallangher.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 Jersy
- Miller. D. (2002). *Reading With Meaning: Teaching Comprehension in the Primary Grades.*Stenhouse Publishers, New York.
- Pandit, B., Suryawanshi, D. K., & Prakash, M. (2007). Communicative language teaching in English.Nityanutan Prakashan, Pune.
- Paul, P. V. (2009). Language and Deafness. Jones and Bartlett: Boston

PERFORMING AND VISUAL ARTS

Course code: D 18 **Credits: 02**

Contact Hours: 30 **Marks: 50**

Introduction

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

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

Objectives

After completing the course student-teachers will be able to

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

Unit 1: Introduction to art Education

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

Unit 2: Performing Arts: Dance and Music

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

Unit 3: Performing Arts: Drama

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

Unit 4: Visual Arts

5.6 Range of art activities in visual arts
5.7 Experiencing, responding and appreciating visual art
5.8 Exposure to selective basic skills in visual art
5.9 Art education: Facilitating interest among students: planning and implementing activities
5.10 Enhancing learning through visual art for children with and without special needs: strategies and adaptations

Unit 5: Media and Electronic Arts

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

Course Work/ Practical/ Field Engagement

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

Essential Readings

- Finlay, 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

Course code: D 19 **Credits: 02**

Contact Hours: 30 **Marks: 50**

Objectives

After completing the course student-teachers will be able to

- *Describe the concept and relevance of research in education and special education.*
- *Develop an understanding of the research process and acquire competencies for conducting a research.*
- *Apply suitable measures for data organization and analysis.*

Unit 1: Introduction to Research

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

Unit 2: Types and Process of Research

2.1 Types of Research
- Basic/Fundamental
- Applied
- Action

2.2 Process of Research
- Selection of Problem
- Formulation of Hypothesis
- Collection of Data
- Analysis of Data & Conclusion

2.3 Tools of Research: Tests, Questionnaire, Checklist and Rating Scale
2.4 Action Research in Teaching Learning Environment
2.5 Professional Competencies for Research

Unit 3: Measurement and Analysis of Data

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

Practicum/ Field Engagement

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

Essential Readings

- Best, J. W., & Kahn, J. V. (1996). *Research in Education* Prentice-Hall of India New Delhi.
- Dooley, D. (1997). *Social Research Methods*. Prentice-Hall of India, New Delhi.
- Grewal, P.S. (1990). *Methods of Statistical Analysis*. Sterling Publishers, New Delhi.
- Guptha, 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, Thiruvananathapuram.

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..

MINIMUM QUALIFICATIONS FOR THE APPOINTMENT OF FACULTY IN SPECIAL EDUCATION

MINIMUM QUALIFICATIONS FOR THE APPOINTMENT OF FACULTY IN SPECIAL EDUCATION

S.N.	Designation	Essential Qualification	Desirable Qualification
1.	**Professor (Disability papers)**	1) Masters Degree in any discipline with not less than 50% of marks* 2) M.Ed. Degree in specific disability area with not less than 55% of marks Or an equivalent grade of B+ in 10- point scale of UGC OR An equivalent degree from a foreign university recognized by RCI. 3) Ph.D in Special Education or Education with research emphasis on Special Education. 4) Should have completed at least 10 years of teaching experience as faculty out of which minimum 5 years should be in specific disability area. 5) Should have completed at least one general orientation course and two refresher courses in education / special education of UGC Valid registration with RCI u/s 19 of RCI Act 1992 is essential **RCI as Statutory Regulatory Body prescribes 50% as per the UGC Regulations Gazette dt. September 18, 2010 section 1.1.1*	**Desirable:** Minimum 5 publications pertaining to Special Education in indexed journals and research experience
2.	**Associate Professor/ Reader (Disability papers)**	1) Masters Degree in any discipline with not less than 50% of marks* 2) M.Ed. Degree in specific disability area with not less than 55% of marks Or an equivalent grade of B+ in 10- point scale of UGC OR An equivalent degree from a foreign university recognized by RCI. 3) Ph.D in Special Education or Education with research emphasis on Special Education. 6) Should have completed at least 08 years of teaching experience as faculty out of which	**Desirable:** Minimum 3 publications pertaining to Special Education in indexed journals and research experience

		minimum 05 years should be in specific disability area. 4) Should have completed at least one general orientation course and two refresher courses in education / special education of UGC 5) Valid registration with RCI u/s 19 of RCI Act, 1992 is essential **RCI as Statutory Regulatory Body prescribes 50% as per the UGC Regulations Gazette dt. September 18, 2010 section 1.1.1*	
3.	**Assistant Professor/ Lecturer (Disability papers)**	1) Masters Degree in any discipline with not less than 50% of marks* 2) M.Ed. Degree in specific disability area with not less than 55% of marks Or an equivalent grade of B+ in 10- point scale of UGC OR An equivalent degree from a foreign university recognized by RCI. Valid registration with RCI u/s 19 of RCI Act, 1992 is essential ***RCI as Statutory Regulatory Body prescribes 50% as per the UGC Regulations Gazette dt. September 18, 2010 section 1.1.1*	**Desirable:** M.Phil / Ph.D in Special Education or Education with research emphasis on Special Education; Experience for a period of at least 2 years as teacher or researcher in the area of specific disability
4.	**Course Coordinator/ HoD For M.Ed. Programme**	No separate designations such as Coordinator, Director, Administrator, etc., prescribed by the RCI. The qualifications of the head of the B.Ed.Spl.Ed. / M.Ed.Spl.Ed programme should be as that of the Professor / Reader as laid down by the RCI with a Valid registration with RCI u/s 19 of RCI Act 1992.	**Not applicable**
	Course Coordinator/ HoD For B.Ed. Spl.Ed. Programme	No separate designations such as Coordinator, Director, Administrator, etc., prescribed by the RCI. B.Ed.Spl.Ed. programme, the Senior most faculty will be treated as Head of the Department/ Course Coordinator Valid registration with RCI u/s 19 of RCI Act 1992 is essential	**Not applicable**

Note:

1. *The qualifications prescribed above are valid for five years only i.e., up to May 2020.*
2. *The teacher – student ratio is 1:10.*
3. *The specific disability area mentioned in this document refers to Visual Impairment, Hearing Impairment, Mental Retardation, Learning Disability, Multiple Disability, Locomotor Disability, etc. The specific disability areas are not interchangeable as a measure of maintenance of standards in Special Education. For example, a person who has specialized in B.Ed. Special Education in visual impairment cannot get admission in M.Ed. mental retardation, etc. The above condition applies to the Lecturers also who are recruited in these programmes.*
4. *For specialization in VI area, Masters degree in school subject will be required. Similarly for specialization areas in Mental Retardation and Hearing Impairment, Masters Degree in Psychology, Child Development/ Human Development, Sociology, Linguistics and Education will be preferred.*
5. *Part-time faculty is one who is on the rolls of the institute for taking a fixed number of classes per week/per month basis whereas a visiting faculty is invited as and when required or as per the availability of the faculty on hourly basis.*
6. *There is no separate designations such as Coordinator, Director, Administrator, etc., prescribed by the RCI for running teacher preparation courses. The qualifications of the head/ co-ordinator of the B.Ed.Spl.Ed. and M.Ed.Spl.Ed. programme should be as that of the Professor/ Reader as laid down by the RCI.*
7. *For Institutes offering only B.Ed. (Special Education) programme, the senior faculty will be treated as Head of the Department/Coordinator.*
8. *For M.Ed. Special Education course, appointment of faculty on contract basis should be for minimum of 24 months. Appointment of faculty on contract basis will be allowed for running M.Ed.Spl.Ed. course only if regular fulltime faculty for B.Ed.Spl.Ed. course already exists as per the RCI norms.*
9. *In case of non-availability of a candidate with M.Ed. (Special Education) in particular disability specialization for faculty position at B.Ed. (Special Education) level, M.Ed. (Special Education) in some other disability specialization may be considered for three years i.e., up to 2017-18.*
10. *The Board of Studies of affiliating/ concerned university to have a member nominated by RCI.*

Faculty* {Assistant Professor/ Lecturer (Disability papers)} *for B.Ed.Spl.Ed. (Autism Spectrum Disorders) and B.Ed.Spl.Ed. (Multiple Disabilities)

I. Essential qualifications for faculty: - B.Ed.Spl.Ed. (Autism Spectrum Disorders)

a) Post Graduate degree
b) M.Ed (Special Education) with either a dissertation in the field of ASD or a Diploma in ASD
c) Two years experience of teaching in special schools for children with ASD
d) Having valid RCI registration

(This would be applicable for next <u>five years</u>, to be revised as per need)

II. Essential qualifications for faculty: B.Ed.Spl.Ed. (Multiple Disabilities) -

a) Post Graduate degree

b) M.Ed (Special Education) with either a dissertation in the field of MD or B.Ed. (Special Education) MD/ B.Ed. Special Education (Locomotor and Neurological Disorder)/ P.G. Diploma in Special Education (Mult.Dis.:Physical and Neuro.) / P.G. Dipl. in Developmental Therapy (Mult. Dis.:Physical and Neuro.)

c) Two years experience of teaching in special schools for children with MD

d) Having valid RCI registration

(This would be applicable for next <u>five years</u>, to be revised as per need)

Norms for Faculty Requirement for D.Ed., B.Ed. & M.Ed. Special Education Programmes

Norms for Faculty Requirement for D.Ed., B.Ed. & M.Ed. Special Education Programmes

S.N.	MINIMUM NUMBER OF FACULTY PER COURSE	No. Of students in 2015-16	No. Of students in 2016-17	Disability specialization faculty (A)	Common paper Faculty (B)	Total	Professor (from Specialisation) (C)	Asso.Professor (from specialisation) (D)	Asst. Prof. (E)	Number of faculty from per specialisation (F)	Number from other specialisation area. (G)
							(Break up of A & B)			(Break up of A)	
1	D.Ed. (One Disability Specialization)	**30**	**30+30**	**3**	**1**	**4**	--	--	**4**	--	--
2	D.Ed. (Two Disability Specialization)	**30+30**	**30+30+ 30+30**	**5**	**2**	**7**	--	--	**7**	--	--
3	D.Ed. (Three Disability Specialization)	**30+30+30**	**30+30+30+ 30+30+30**	**7**	**3**	**10**	--	--	**10**	--	--
4	B.Ed. (One Disability Specialization)	**30**	**30+30**	**4**	**1**	**5**	-	**1**	**4**	3	1
5	B.Ed. + B.Ed. (Two Disability Specialization)	**30+30**	**30+30+30+30**	**5**	**2**	**7**	--	**2**	**5**	**2+2**	**1**
6	B.Ed. + B.Ed. (Three Disability Specialization)	**30+30+30**	**30+30+30+30+30+30**	**7**	**3**	**10**	--	**3**	**7**	**2+2+2**	**1**
7	D.Ed. + B.Ed. (One Disability Specialization)	**30+30**	**30+30+30+30**	**5**	**2**	**7**	--	**1**	**6**	**2+2**	**1**
8	D.Ed. + B.Ed. (Two Disability Specialization)	**30+30+30+30**	**30+30+30+30+ 30+30+30+30**	**8**	**3**	**11**	--	**2**	**9**	**3+3**	**2**
9	D.Ed. + B.Ed. (Three Disability Specialization)	**30+30+30+ 30+30+30**	**30+30+30+30+30+30+ 30+30+30+30+30+30**	**12**	**3**	**15**	--	**3**	**12**	**3+3+3**	**3**
10	B.Ed. + M.Ed. (Same Disability Specialization)	**30+10**	**30+30+10+10**	**5**	**2**	**7**	**1**	**2**	**4**	**2+2**	**1**
11	B.Ed.(two disabilities) + M.Ed.	**30+30+10**	**30+30+30+30+10+10**	**6**	**2**	**8**	**1**	**2**	**5**	**2+2**	**2**

	(one of the two Disabilities Specialization)										
12	B.Ed.+ M.Ed. (First Disability Specialization)+B.Ed +M.Ed. (Second Disability Specialization)	**30+30+10+10**	**30+30+30+30+ 10+10+10+10**	**8**	**3**	**11**	**1**	**3**	**7**	**3+3**	**2**
13	B.Ed.+ M.Ed. (First Disability Specialization)+ B.Ed.+ M.Ed. (Second Disability Specialization)+ B.Ed. (Third Disability Specialization)	**30+30+30+10+10**	**30+30+30+30+30+30+ 10+10+10+10**	**12**	**3**	**15**	**3**	**3**	**9**	**3+3+3**	**3**
14	D.Ed.+ B.Ed.+ M.Ed. (One Disability Specialization	**30+30+10**	**30+30+30+30+10+10**	**6**	**3**	**9**	**1**	**2**	**6**	**4**	**2**

Note: For running Open and Distance Education programme, per disability per programme, one additional faculty will be required.

Expert Committees

Expert Committee for the development of training programs in the field of special education for persons with Hearing Impairment

• Dr. Varsha Gathoo HOD, Department of Special Education Ali Yavar Jung National Institute for the Hearing Handicapped K C Marg Bandra (W)-Mumbai-50
• Dr. Manisha Aggarwal House No.10, Sector-1, Ambala City, Haryana-134003
• Ms. Saraswathi Narayanaswamy The School for Young Deaf Children Old No. 14, New No. 18, 1st Cross Street, Shastri Nagar, Chennai-600 020
• Dr. Asmita Huddar Principal, Hashu Advani College of Special Education,64-65, Collector's Colony, Chembur, Mumbai – 400 074
• Dr. Asha Yathiraj All India Institute of Speech & Hearing Manasa Gangothri ,Mysore-570 006
• Mrs. Nisha Grover Akshar Trust, 11 th Floor Kirti Tower, Next to Kirti Mandir, Tilak Road, Vadodra – 01
• Dr. (Mrs.) Surinder P.K. Randhawa Room No.5, DEC Building, IGNOU, Maidan Garhi, New Delhi-110068
• Ms Monica Punjabi, Indian Sign Language Department Mook Badhir Sangathan, Scheme No.71-B, Behind Ranjeet Hauman Temple, Indore -452009
• Sr. Merley Tom Fernando Speech & Hearing Centre Krzhakayil, Bada Pani, Shillong, 793122
• The Head Department of Special Education All India Institute of Speech & Hearing, Manasagangothri, Mysore-570006
• Dr. T.G.Amuthavalli Department of Special Education Sri Padmavathi Mahila Visvavidyalam,Tirupati-517502
• Shri S S Mishra Composite Regional Centre for Persons with Disabilities North Gandhi Maidan, Patna -800 001
• Shri B Nageshwar Rao AYJNIHH,ERC B.T.Road, Bon Hooghly,Kolkata-700090

Expert Committee for the development of training programs in the field of special education for persons with Visual Impairment

• Prof. S.R. Mittal National Institute for the Visually Handicapped 116, Rajpur Road, Dehradun-248001
• Dr. M.N.G. Mani Secretary General, ICEVI 3, Professors' Colony, Palamalai Road, S R K Vidyalaya Post, Coimbatore 641 020
• The Director/Nominee National Institute for the Visually Handicapped 116, Rajpur Road, Dehradun-248001
• Dr. Bhushan Punani, Executive Secretary Blind People's Association Jagdish Patel Chowk, Surdas Marg, Ahmedabad-380 015
• Dr. R. Ranganathan Coordinator, Dept. of Special Education Andhra University, Visakhapatnam – 530 003
• Shri A.K. Mittal , President All India Confederation of the Blind Sector V, Rohini, New Delhi – 100 085
• Smt. Swati Sanyal Blind Relief Association, Near Oberoi Hotel Lal Bahadur Shastri Marg, New Delhi – 110 003
• Shri Raman Shankar, Director (Education) National Association for the Blind 11, Khan Abdul Gaffar Khan Road, Worli Seaface, Mumbai 400 030
• Prof. Anita Julka Head, Dept. of Education of Groups with Special Needs, NCERT, Sri AurobindoMarg, New Delhi-110016
• The Director/Nominee Sense International (India) 2nd Floor, Admin block, Andhajan Mandal Campus, Opposite IIM, Vastrapur. Ahmedabad – 380 015
• Dr. Premavathy Vijayan Avinashilingam University, Mettupalayam Road, Bharathi Park Rd, Forest College Campus, Saibaba Colony, Coimbatore- 641011
• Dr. Sushma Sharma Dept. of Education, Kurukshetra University, Thanesar, Haryana 136119
• Shri Manjeet Singh Saini Composite Regional Centre for Persons with Disabilities, Near Mahamaya Temple, Sunder Nagar, Dist. Mandi- 175018
• Dr. K Rayar 379, Jeya Illam, TPTC Nagar, Trichy Main Raod, Salamedu, Villupuram, 605401

Expert Committee for the development of training programs in the field of special education for persons with Mental Retardation/Intellectual Disability and Learning Disability

• Prof. P. Jeyachandran Vijay Human Services 4, Laxmipuram, 3rd Street, Royapeetah,Chennai-600 014
• Dr. (Mrs.) Shyama Chona, President Tamana,D-6, Street, Vasant Vihar, New Delhi-110057
• The Director/Nominee National Institute for the Mentally Handicapped, Manovikas Nagar, Bowenpally, Secunderabad-500 009
• The Director/Nominee National Institute for Empowerment of Persons with Multiple Disabilities East Coast Road, Muttukadu, Kovalam Post, Chennai – 603 112
• The Head of the Department Department of Special Education Sweekaar Rehabilitation Institute for the Handicapped,Upkaar Circle, Upkaar Junction, Secunderabad-500 003
• Prof. Revathi Department of Special Education Thakur Hari Prasad Institute of Research and Rehabilitation for the Mentally Handicapped,Vivekananda Nagar, Dilsukh Nagar, Hyderabad 500060
• Prof. Ravi Gunthe Incharge, TEPSE/HEPSN Scheme Jodhpur University,Jodhpur, Rajasthan -342001
• Dr.Anupam Ahuja Associate Professor Dept. of Education of Groups with Special Needs,NCERT, Sri Aurobindo Marg, New Delhi-110016
• Dr. D. Venkateswarlu School of Education, IGNOU , Maidan Garhi, New Delhi – 110068
• Prof. Smriti Swarup 5, Jeewan Akshay,Plot No. 188, Sector-6, Charkop, Kandivali (W),Mumbai-400 067
• Ms. Giselle Lobo Nirmala Institute of Education Altinho, Panjim, 403001, Goa
• Dr. Jayanthi Narayan, Consultant, Special Education (LD & ID) Former Dy.Director, NIMH 2- C, Anugraha Apartments, 157/7, Staff Road, Secunderabad 500 009
• Dr. N.C.Pati Chetana Institute for the Mentally Handicapped, A/3, Institutional Area, Bhubaneswar-751013

• Dr.C.Renuga Devi Assistant Professor in Special Education (Mental Retardation), Department of Education Mother Teresa Women's University Kodaikanal – 624101
• Shri Hemant Singh Keshwal Govt. Institute for the Welfare of the Mentally Retarded Children, Sectro-32-C,Chandigarh-160047
• Dr. Preeti Verma Dept. of Special Education, S.N.D.T. Women's University Sir Vithaldas Vidyavihar, Juhu Road, Santacruz (W) , Mumbai – 400 049
• Dr. (Mrs.) Usha Grover C-60, Malviya Nagar, New Delhi-110017
• Shri Sanjay Kumar Dr. Shakuntala Misra National Rehabilitation University Mohaan Road, Lucknow 226017
• Dr. H.R. Dhull ARPAN, Institute for the Mentally Handicapped,Gandhi Nagar, Rohtak – 124 001
• Dr. Saroj Thapa Educational Development Specialist, Universal Learn Today, India Today Group, No. 6, President Estate, Talkatora Road, New Delhi-110004
• Shri Ashok Chakravorty Secretary, Shelter, 3, Bholanath Bhaduri Sharani, Bhadreswar, Hooghly -712124, WB
• Smt. Usha Chaujer CW-27GF, Malibu Towne, Sohana Road Gurgaon-122001

Expert Committee for the development of training programs in the field of special education for persons with Cerebral Palsy, Autism Spectrum Disorders & Multiple Disabilities

• Prof. Rubina Lal 901 B-3 Whispering Palms, Lokhandwala Complex Kandivali (E), Mumbai 400101
• The Director/ Nominee Helen Keller Institute for Deaf & Deaf Blind Municipal Sec. School, Ground Floor, Near 'S' Bridge, N.M. Joshi Marg, Byculla (West) Mumbai-400 011
• Smt. Divya Jalan, Chairperson Action for Ability Development and Inclusion 2 Balbir Saxena Marg, Hauz Khas, New Delhi 110016
• The Director National Institute for Empowerment of Persons with Multiple Disabilities East Coast Road, Muttukadu, Kovalam Post, Chennai – 603 112
• Smt. Merry Barua, Action for Autism Sector 5, Jasola Vihar, Behind Sai Niketan, Opp. Gate 6. Sector 8, SFS Flats, New Delhi – 25
• Dr. Sudha Kaul Indian Institute of Cerebral Palsy P-35/1, Taratolla Road, Opp. M.E. College, Kolkata-700 088
• Dr. Mallika Banerjee Pradeep Centre for Autism Management P-864, Post-Lake Town, Block-A, Kolkata- 700089
• Shri Akhil Paul Sense International (India) 2nd Floor, Admin block, Andhajan Mandal Campus, Opposite IIM, Vastrapur, Ahmedabad – 380 015
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Krishna University

B.Ed.Spl.Ed. - Semester - I Course – A1

Model Question Paper

Human Growth & Development

Max. Marks: **100** Time: **3 Hours**

Note: 1. Answer Ten questions following internal choice. Each question carries Seven Marks
2. The candidates is expected to answer each question in about one and half page or 30 lines.

PART-A (10 X 7 = 70 Marks)

1. a.
   or
   b.
2. a.
   or
   b.
3. a.
   or
   b.
4. a.
   or
   b.
5. a.
   or
   b.
6. a.
   or
   b.
7. a.
   or
   b.
8. a.
   or
   b.
9. a.
   or
   b.
10. a.
    or
    b.

PART - B (2 X 15 = 30Marks)

Note: Answer the following questions which carries 15 Marks. The candidate is expected to answer the question in about 4 pages or 80 lines

11. a.
    or
    b.
12. a.
    or
    b.

Krishna University

B.Ed.Spl.Ed. - Semester - I Course – A2

Model Question Paper

Contemporary India and Education

Max. Marks: **100** Time: **3 Hours**

Note: 1. Answer Ten questions following internal choice. Each question carries Seven Marks
2. The candidates is expected to answer each question in about one and half page or 30 lines.

PART-A (10 X 7 = 70 Marks)

1. a.
   or
   b.
2. a.
   or
   b.
3. a.
   or
   b.
4. a.
   or
   b.
5. a.
   or
   b.
6. a.
   or
   b.
7. a.
   or
   b.
8. a.
   or
   b.
9. a.
   or
   b.
10. a.
    or
    b.

PART - B (2 X 15 = 30Marks)

Note: Answer the following questions which carries 15 Marks. The candidate is expected to answer the question in about 4 pages or 80 lines

11. a.
    or
    b.
12. a.
    or
    b.

Krishna University

B.Ed.Spl.Ed. - Semester - I Course – B7

Model Question Paper

Introduction to Sensory Disabilities (VI, HI, Deaf-Blind)

Max. Marks: **50** Time: **1½ Hours**

Note: 1. Answer Five questions following internal choice. Each question carries Seven Marks
2. The candidates is expected to answer each question in about one and half page or 30 lines.

PART-A (5 X 7 = 35 Marks)

1. a.
   or
   b.
2. a.
   or
   b.
3. a.
   or
   b.
4. a.
   or
   b.
5. a.
   or
   b.

PART - B (1 X 15 = 30Marks)

Note: Answer the following questions which carries 15 Marks. The candidate is expected to answer the question in about 4 pages or 80 lines

6. a.
   or
   b.

Krishna University

B.Ed.Spl.Ed. - Semester - I Course – B8

Model Question Paper

Introduction to Neuro Developmental Disabilities (LD, ID, MR, ASD)

Max. Marks: **50** Time: **1½ Hours**

Note: 1. Answer Five questions following internal choice. Each question carries Seven Marks
2. The candidates is expected to answer each question in about one and half page or 30 lines.

PART-A (5 X 7 = 35 Marks)

1. a.
   or
   b.
2. a.
   or
   b.
3. a.
   or
   b.
4. a.
   or
   b.
5. a.
   or
   b.

PART - B (1 X 15 = 30Marks)

Note: Answer the following questions which carries 15 Marks. The candidate is expected to answer the question in about 4 pages or 80 lines

6. a.
   or
   b.

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B.Ed.Spl.Ed. - Semester - I Course – B9

Model Question Paper

Introduction to Locomotor & Multiple Disabilities (Deaf-Blind, CP, MD)

Max. Marks: **50** Time: **1½ Hours**

Note: 1. Answer Five questions following internal choice. Each question carries Seven Marks
2. The candidates is expected to answer each question in about one and half page or 30 lines.

PART-A (5 X 7 = 35 Marks)

1. a.
   or
   b.
2. a.
   or
   b.
3. a.
   or
   b.
4. a.
   or
   b.
5. a.
   or
   b.

PART - B (1 X 15 = 30Marks)

Note: Answer the following questions which carries 15 Marks. The candidate is expected to answer the question in about 4 pages or 80 lines

6. a.
   or
   b.

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B.Ed.Spl.Ed. - Semester - I Course – C12

Model Question Paper

Assessment and Identification of Needs

Max. Marks: **100** Time: **3 Hours**

Note: 1. Answer Ten questions following internal choice. Each question carries Seven Marks
2. The candidates is expected to answer each question in about one and half page or 30 lines.

PART-A (10 X 7 = 70 Marks)

1. a.
   or
   b.
2. a.
   or
   b.
3. a.
   or
   b.
4. a.
   or
   b.
5. a.
   or
   b.
6. a.
   or
   b.
7. a.
   or
   b.
8. a.
   or
   b.
9. a.
   or
   b.
10. a.
    or
    b.

PART - B (2 X 15 = 30Marks)

Note: Answer the following questions which carries 15 Marks. The candidate is expected to answer the question in about 4 pages or 80 lines

11. a.
    or
    b.
12. a.
    or
    b.