

Curriculum Framework

Nehru Gram Bharati Vishwavidyalya



Bachelor of Education - Special Education

B.Ed.Spl.Ed.[H.I.]

Norms, Regulations & Course Content

[Approved by BoS on 13-07-2015]

May, 2015

Effective from Academic Session 2015-16

Two Years Duration



भारतीय पुनर्वास परिषद

**Rehabilitation Council of India
B-22, Qutab Institutional Area,
New Delhi - 110 016**

13.07.2015

Minutes of meeting of Board of study in special education

Name of the Course: Bachelor of Education, Special Education (Hearing Impairment)

- Preamble: As per given R.C.I curriculum
- Objective : As per given R.C.I curriculum
- General Frame work of the course : As per given R.C.I curriculum
- Duration : As per given R.C.I curriculum
- Program me structure : As per given R.C.I curriculum
 - I. Core paper As per given R.C.I curriculum
 - II. Specialization : Hearing Impairment
 - III. Elective Paper : Depends upon availability of expert
 - IV. Preparation of practical work : As per given R.C.I curriculum
 - V. Contents of paper which are given by R.C.I.
 - VI. Grades and Grades Point : As per given R.C.I curriculum
 - VII. Duration : As per given R.C.I curriculum
 - VIII. Working days : As per given R.C.I curriculum
 - IX. Eligibility for admission : As per given R.C.I curriculum
 - X. Admission : As per University Norms
 - XI. Programmes Pattern : As per given R.C.I curriculum
 - XII. Passing minimum : As per given R.C.I norms
 - XIII. Nature of evaluation : 60% external and 40% internal
 - XIV. Transitory regulation : AS per university norms
 - XV. Faculty student ratio : As per given R.C.I norms
 - XVI. Faculty norms : As per given R.C.I norms
 - XVII. Infrastructural facilities : As per R.C.I. norms
 - XVIII. Certification as a registered professional : As per given R.C.I norms
 - XIX. Award of degree : As per given R.C.I / university norms
 - XX. Practicing schools : As per given R.C.I norms
 - XXI. Engagement with the field and school experience : As per given R.C.I norms

13/07/15
(Prof. P.S. Karm)

13-7-15
(Prof. P.S. Karm)
Member

13/07/15
(Dr. N.G.K. Karm)
Member

13/07/15
(Mr. Sanjay Singh)
Member

13/07/15
(Mr. Sanjay Singh)
Member

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 SNTD 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

15 May 2015

Bachelor of Education - Special Education (B.Ed. Spl.Ed.) Programme¹

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 reflection 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:

Acquire knowledge & skills about human development, contemporary Indian education, and pedagogy of various school subjects and assessment for learning.

Acquire knowledge & skills about nature and educational needs of children with disabilities as well as of few select specific disabilities.

Develop conceptual understanding of education provisions and skills for working with children with various disabilities in Special and inclusive settings.

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:

Core courses in every semester

Elective course which can be chosen from pool of papers in order to:

Support the discipline of study

Provide an expanded scope

Exposure to some other discipline/domain (*this will depend on the options available with the implementing university and institution*)

Nurturing student proficiency/skills

Elective Foundation courses are value-based

RCI will follow the 10-point grading system following letter grades recommended by the UGC² 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 student obtaining Grade F shall be considered fail and will be required to reappear in the examination.

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.

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.

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:

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*.

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.

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

	Guidance and Counselling
	Early Childhood Care & Education
	Applied Behavioural Analysis
	Community Based Rehabilitation
E	Application of ICT in Classroom F
	Gender and Disability
	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
D19	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:

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.

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.

Practical in Other disability should be for other than disability specialisation.

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 experience³.

³

Not applicable for National Institutes and Universities.

Engagement with the Field and School Experience⁴

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,

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

Human development as a discipline from infancy to adulthood

Concepts and Principles of development

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

Nature vs Nurture

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

Unit 2: Theoretical Approaches to Development

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

Psychosocial Theory (Erikson)

Psychoanalytic Theory (Freud)

Ecological Theory (Bronfrenbrenner)

Holistic Theory of Development (Steiner)

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

Prenatal development: Conception, stages and influences on prenatal development

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

3.3. Milestones and variations in Development

Environmental factors influencing early childhood development

Role of play in enhancing development

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

Emerging capabilities across domains of physical and social emotional

Emerging capabilities across domains related to cognition - metacognition, creativity, ethics

Issues related to puberty

Gender and development

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

I. Observe children in various settings and identify milestones achieved.

J. Seminar on human development

K. 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

- 4.1 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
- 4.2 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)

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

Unit 5: Issues and Trends in Education

- II. Challenges of education from preschool to senior secondary
- JJ. Inclusive education as a rights based model
- KK. Complementarity of inclusive and special schools
- LL. Language issues in education
- MM. Community participation and community based education

Some Suggested Activities on contemporary issues

- III. Comparative study of different settings
- JJJ. Conflicts and social movements in India: Women, Dalit, Tribal and Disabled
- KKK. Educational debates and movements
- LLL. First generation learners
- MMM. Children with disabilities
- NNN. Inclusive education
- OOO. RTE act in the context of disadvantaged
- PPP. Linguistic and religious diversity
- QQQ. Human rights, minority rights
- RRR. Educational status of various groups
- SSS. Special and inclusive schools
- TTT. Analysis of contemporary debates

Essential Readings

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

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

Suggested Readings

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

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

LEARNING, TEACHING AND ASSESSMENT

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

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

Unit 2: Learning Process and Motivation

- 1.1 Sensation: Definition and Sensory Process
- 1.2 Attention: Definition and Affecting Factors
- 1.3 Perception: Definition and Types
- 1.4 Memory, Thinking, and Problem Solving
- 1.5 Motivation: Nature, Definition and Maslow's Theory

Unit 3: Teaching Learning Process

- 2.1 Maxims of Teaching
- 2.2 Stages of Teaching: Plan, Implement, Evaluate, Reflect
- 2.3 Stages of Learning: Acquisition, Maintenance, Generalization
- 2.4 Learning Environment: Psychological and Physical
- 2.5 Leadership Role of Teacher in Classroom, School and Community

Unit 4: Overview of Assessment and School System

- 3.1 Assessment: Conventional meaning and constructivist perspective
- 3.2 'Assessment of Learning' and 'Assessment for Learning': Meaning and difference
- 3.3 Comparing and contrasting assessment, evaluation, measurement, test and examination
- 3.4 Formative and summative evaluation, Curriculum Based Measurement
- 3.5 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

- 4.1 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
- 4.2 Typology and levels of assessment items: Multiple choice, open ended and close ended; direct, indirect, inferential level
- 4.3 Analysis, reporting, interpretation, documentation, feedback and pedagogic decisions
- 4.4 Assessment of diverse learners: Exemptions, concessions, adaptations and accommodations;
- 4.5 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:

- 5.1 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

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

Suggested Readings

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

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

Unit 1: Nature and Significance of Science

- V. Nature, Scope, Importance and Value of Science
- W. Science As An Integrated Area of Study
- X. Science and Modern Indian Society: Relationship of Science and Society
- Y. Impact of Science with Special Reference to Issues related with Environment, Industrialization and Disarmament
- Z. Role of Science for Sustainable Development

Unit 2: Planning for Instruction

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

Unit 3: Approaches and Methods of Teaching Sciences

- Process Approach, Direct Experience Approach, Inductive-Deductive Approach
- Lecture, Demonstration, Discussion, Problem-solving, Concept-mapping, Programmed Instruction, Team Teaching, Seminar, Computer Assisted Learning (CAL)
- Project Method and Heuristic Method
- 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
- Constructivist Approach and its Use in Teaching Science

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

- 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)
- Importance of Co-Curricular Activities-Science Club, Science Exhibition, Science Text Books-Characteristics and Significance with reference to Children with Disabilities
- The Science Laboratory-Planning Organization of Lab, Storage, Record Keeping and Safety of Scientific Equipments with reference to Children with Disabilities
- Aquarium, Vivarium – Role in Teaching with Setting & Maintaining
- Museum, Botanical And Zoological Garden: Role In Teaching

Unit 5: Evaluation

- 1.1 Evaluation- Concept, Nature and Need
- 1.2 Norm Referenced & Criterion Referenced Evaluation, Comprehensive and Continuous Evaluation: Concept and Significance, Scholastic and Co-Scholastic Assessment
- 1.3 Tools and Techniques for Formative and Summative Assessments
- 1.4 Preparation of Diagnostic Test and Achievement Test
- 1.5 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.
 - 2.1 Preparation of a multimedia presentation on a topic from Science content keeping students with disabilities in view.
 - 3.1 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.

3.3 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

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

- 5.1 Tripathi, S. (2004). Teaching of Physical Science, Delhi: Dominant Publications.
- 5.2 UNESCO (1966). Source Book for Science Teaching, Paris: UNESCO.
- 5.3 Vaidya, N. (2003). Science Teaching in Schools, New Delhi: Deep & Deep Publishers.
- 5.4 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 & without disabilities.

Objectives

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

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

Unit 1: Nature of Mathematics

- Meaning, Nature, Importance and Value of Mathematics
- Axioms, Postulates, Assumptions and Hypothesis in Mathematics
- Historical Development of Notations and Number Systems
- Contribution of Mathematicians (Ramanujam, Aryabhata, Bhaskaracharya, Euclid, Pythagoras)
- 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

- Aims and Objectives of Teaching Mathematics in Elementary and Secondary Schools
- Bloom's Taxonomy of Educational Objectives and Writing Objectives in Behavioural Terms
- Lesson Planning– Importance and Basic Steps. Planning Lesson of Arithmetic, Algebra and Geometry
- 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

- Concept Formation and Concept Attainment: Concept Attainment Model for Learning and Teaching of Concepts
- Learning By Exposition: Advanced Organizer Model
- Methods of Teaching- Lecture, Discussion, Demonstration, Inductive-Deductive, Analytic-Synthetic, Problem-Solving, And Project
- Techniques of Teaching Mathematics: Oral Work, Written Work, Drill-Work, Brain-Storming and Computer Assisted Instruction (CAI)
- 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

- 1.1 Mathematics Laboratory- Concept, Need, and Equipment for Setting Up a Mathematics Laboratory
- 1.2 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
- 1.3 Bulletin Boards and Mathematics Club
- 1.4 Abacus, Cussionaire Rods, Fractional Discs, Napier Strips
- 1.5 Calculators, Computers, Smart Boards, Multimedia Presentations, and Special Aids and Appliances For Children With Disabilities

Unit 5: Assessment and Evaluation for Mathematics Learning

- 2.1 Assessment and Evaluation- Concept, Importance and Purpose
- 2.2 Error Analysis, Diagnostic Tests, Identification of Hard Spots and Remedial Measures
- 2.3 Tools and Techniques for Formative and Summative Assessments of Learner Achievement in Mathematics, Comprehensive and Continuous Evaluation in Mathematics
- 2.4 Preparation of Diagnostic and Achievement Test
- 2.5 Adaptations in Evaluation Procedure for Students With Disabilities

Practical/ Field Engagement/ Project Work

Any one of the following

- 3.2 Pedagogical analysis of a unit of content from secondary school Mathematics Syllabus
- 4.1 Preparation of a multimedia presentation on a topic with special reference to students with disabilities
- 5.1 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

- Developing an Action Research proposal for a problem related to teaching and learning of Mathematics with reference to students with disabilities

Transactions

Lecture cum demonstration, Workshops and Seminars

Essential Readings

- Carey, L.M. (1988). *Measuring and Evaluating School Learning*, Boston: Allyn and Bacon.
- Chambers, P. (2010). *Teaching Mathematics*, Sage Publication, New Delhi.
- Chapman, L.R. (1970). *The Process of Learning Mathematics*, New York: Pergamon Press.
- David, A.H., Maggie, M.K., & Louann, H.L. (2007). *Teaching Mathematics Meaningfully: Solutions for Reaching Struggling Learners*, Canada: Amazon Books.
- David, W. (1988). *How Children Think and Learn*, New York: Blackwell Publishers Ltd.
- Gupta, H. N., & Shankaran, V. (Ed.), (1984). *Content-Cum-Methodology of Teaching Mathematics*. NCERT, New Delhi.
- James, A. (2005). *Teaching of Mathematics*, New Delhi: Neelkamal Publication.
- Kumar, S. (2009). *Teaching of Mathematics*, New Delhi: Anmol Publications.
- Mangal, S.K. (1993). *Teaching of Mathematics*, New Delhi: Arya Book Depot.
- Mani, M. N. G. (1992). *Techniques of Teaching Blind Children*, New Delhi: Sterling Publishers.
- Mukhopadhyaya, S., Jangira, N. K., Mani, M.N. G., & Raychaudhary, N. (1987). *Sourcebook for Training Teachers of Visually Handicapped*, New Delhi: NCERT.
- Nemeth, A. (1973). *Nemeth Code for Mathematics and Scientific Notation*, Loviseville K: American Printing House.
- Siddhu, K.S. (1990). *Teaching of Mathematics*, New Delhi: Sterling Publishers.

Suggested Readings

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

PEDAGOGY OF TEACHING SOCIAL 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

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

Unit I: Nature of Social Sciences

- G Concept, scope and nature of social science
- H Difference between social sciences and social studies
- I Aims and objectives of teaching social science at school level
- J Significance of social science as a core subject
- K Role of social science teacher for an egalitarian society

Unit II: Curriculum and Instructional Planning

- A Organization of social science curriculum at school level
- B Instructional Planning: Concept, need and importance
- C Unit plan and Lesson plan: need and importance
- D Procedure of Unit and Lesson Planning
- E Adaptation of unit and lesson plans for children with disabilities

Unit III: Approaches to teaching of Social Science

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

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

Accommodations required in approaches for teaching children with disabilities

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

Adaptations of material for teaching children with disabilities

Unit IV: Evaluation of Learning in Social Science

Purpose of evaluation in social science

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

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

Construction of teacher made test

Diagnostic testing and enrichment techniques for children with disabilities

Unit V: Social Science Teacher as a Reflective Practitioner

Being a reflective practitioner- use of action research

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

Case study- Need and Importance for a School Teacher

Development of a Professional Portfolio/ Teaching Journal

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 (60?kaVs)

Marks: 100

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

- व्यक्ति तथा समाज के जीवन और विकास में भाषा के योगदान से परिचित होंगे।
- मूलभूत भाषा कौशलों और भाषा अधिगम में उनकी भूमिका का अनुभव करेंगे।
- इकाई नियोजन और पाठ योजना की प्रक्रिया में कुशल होंगे।
- हिन्दी शिक्षण के विशिष्ट व्यावहारिक उद्देश्यों के निर्धारण और लेखन में सक्षम होंगे।
- हिन्दी शिक्षण के अधिगम लक्ष्यों की प्राप्ति के लिए प्रयोज्य शिक्षण विधियों का प्रयोग करेंगे।
- हिन्दी शिक्षण के उद्देश्यों की सहज प्राप्ति के लिए सहायक उपकरणों के निर्माण और उपयोग में दक्ष होंगे।

सतत एवं

- भाषा अधिगम में 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 पॉटफोलियो निर्माण की प्रविधि का उपयोग करेंगे।

पाठ्यवस्तु

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

1.1 भाषा का प्रत्यय और उपयोगिता।

1.2 बोली, विभाषा और मानक भाषा का प्रत्यय।

1.3 शिक्षा, समाज, व्यापार, राजनीति, शोध एवं विकास में भाषा का योगदान। 1.4 हिन्दी भाषा का नामकरण, संस्कृत से हिन्दी के उद्भव की प्रक्रिया।

1.5 विश्वभाषा और भविष्य भाषा के रूप में हिन्दी का विकास का आकलन। 1.6 मूल-भूत

भाषा कौशलों – श्रवण, वाचन, पठन और लेखन का परिचय।

इकाई 2 – पाठ्यवस्तु संवर्धन

2.1 हिन्दी साहित्य का सामान्य परिचय।

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

2.3 हिन्दी गद्य साहित्य की आधुनिक विधाएँ – उपन्यास, यात्रा विवरण, जीवनी, आत्मकथा और संस्मरण।

2.4 हिन्दी व्याकरण में उर्दू, अंग्रेजी और संस्कृत से समाविष्ट प्रत्यय। 2.5 माध्यमिक स्तर पर

हिन्दी पाठ्यक्रम में हुए परिवर्तनों का आकलन।

इकाई 3 – भाषा अधिगम की प्रकृति और पाठ नियोजन

3.1 माध्यमिक स्तर पर हिन्दी शिक्षण के लक्ष्य और उद्देश्य।

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

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

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

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

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

इकाई 6 – भाषा अधिगम के मूल्यांकन की प्रविधि

- 6.1 मूल्यांकन की संकल्पना, उद्देश्य और महत्त्व।
- 6.2 सतत एवं व्यापक मूल्यांकन का सन्दर्भ।
- 6.3 लेखन, पठन, श्रुतलेख, सुलेख, तीव्रलेखन, त्रुटिमुक्त लेखन, आशुभाषण और काव्यपाठ सतत एवं व्यापक मूल्यांकन प्रविधि द्वारा मूल्यांकन।
- 6.4 कक्षागत पाठ्यसहगामी गतिविधियाँ – गीत, अभिनय, संवाद, क्रियाकलाप और नेतृत्व के गुणों सतत एवं व्यापक मूल्यांकन प्रविधि द्वारा मूल्यांकन।
- 6.5 विद्यार्थियों के भाषा अधिगम का संचयीवृत्त बनाना।

इकाई 7 – चिन्तनशील साधक के रूप में शिक्षक

- 7.1 अनुवर्ती चिन्तन की आवश्यकता और महत्त्व।
- 7.2 चिन्तन दैनन्दिनी और पोर्टफोलियो बनाना।

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

7.4 पाठ्यक्रम, सहायक सामग्री और पाठ्यविधियों का आलोचनात्मक विवेचन।

7.5 पाठ्यक्रम, सहायक सामग्री और पाठ्यविधियों पर विद्यार्थियों और अभिभावकों की प्रतिक्रियाओं का संग्रह।

प्रायोगिक कार्य —

- आधुनिक भाषा के रूप में हिन्दी के गुणों और स्थिति का अनुसन्धान विवरण।
- हिन्दी शिक्षण की किन्हीं दो अधनूतन विधियों का परिचय एवं इनके उपयोग की तुलनात्मक समीक्षा।
- हिन्दी शिक्षण के श्रवण, वाचन और लेखन अधिगम के सटीक मूल्यांकन में सतत एवं व्यापक मूल्यांकन की प्रविधि के उपयोग का विवरण।
- चिन्तन दैनन्दिनी, पोर्टफोलियो और आलोचनात्मक विवरणी के उपयोग की समीक्षा और इनकी प्रतिकृति का प्रस्तुतिकरण।

मूल्यांकन योजना —

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

सन्दर्भ पुस्तकें —

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

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

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

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

हिन्दी शिक्षण, रमन बिहारी लाल, रस्तोगो प्रकाशन, मेरठ, 2002.

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

PEDAGOGY OF TEACHING ENGLISH

Course Code: A5 (Part V)

Credits: 04

Contact Hours: 60

Marks: 100

Introduction

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

Objectives

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

Explain the principles of language teaching, and evolution and trends in English literature.

Prepare an instructional plan in English.

Adapt various approaches and methods to teach English language.

Use various techniques to evaluate the achievement of the learner in English.

Unit I: Nature of English Language & Literature

Principles of Language Teaching

Language Proficiency: Basic Interpersonal Communication Skills (BICS) and Cognitive Academic Language Proficiency (CALP)

English Language in the school context: An Evolutionary Perspective

Current Trends in Modern English Literature in Indian context

Teaching as second language in Indian context.

Unit II: Instructional Planning

Aims and objectives of Teaching English at different stages of schooling

Instructional Planning: Need and Importance

Unit and lesson plan: Need and Importance

Procedure of Unit and Lesson Planning

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

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

Unit IV: Instructional Materials

Importance of instructional material and their effective use
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
Construction of a teacher made test for English proficiency
Teaching portfolio
Adaptations of teaching material for children with disabilities

Unit V: Evaluation

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

Transaction

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

Course Work/ Practical/ Field Engagement

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

Essential Readings

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

Suggested Readings

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

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

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

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

Orientation & Mobility
Communication Options: Oralism
Communication Options: Manual Options (Indian Sign Language)
Augmentative and Alternative Communication
Management of Learning Disability
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

Marginalisation vs. Inclusion: Meaning & Definitions

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

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

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

Barriers to Inclusive Education: Attitudinal, Physical & Instructional

Unit 2: Policies & Frameworks Facilitating Inclusive Education

5 Hours

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

International Conventions: Convention against Discrimination (1960), Convention on Rights of a Child (1989), United Nations Convention of Rights of Persons with Disabilities (UNCRPD) (2006)

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

National Commissions & Policies: Kothari Commission (1964), National Education Policy (1968), National Policy on Education (1986), Revised National Policy of

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

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

Unit 3: Adaptations Accommodations and Modifications

7 Hours

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

Unit 4: Inclusive Academic Instructions

8 Hours

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

Unit 5: Supports and Collaborations for Inclusive Education

5 Hours

Stakeholders of Inclusive Education & Their Responsibilities
Advocacy & Leadership for Inclusion in Education
Family Support & Involvement for Inclusion
Community Involvement for Inclusion
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.
- Hegarty, S. & Alur, M. (2002). *Education of Children with Special Needs: from Segregation to Inclusion*, Corwin Press, Sage Publishers.
- Karant, P., & Rozario, J. ((2003). *Learning Disabilities in India*. Sage Publications.
- Karten, T. J. (2007). *More Inclusion Strategies that Work*. Corwin Press, Sage Publications.
- King-Sears, M. (1994). *Curriculum-Based Assessment in Special Education*. California: Singular Publications.
- Lewis, R. B., & Doorlag, D. (1995). *Teaching Special Students in the Mainstream*. 4th Ed. New Jersey: Pearson.
- McCormick, S. (1999). *Instructing Students who Have Literacy Problems*. 3rd Ed. New Jersey, Pearson.
- Rayner, S. (2007). *Managing Special and Inclusive Education*, Sage Publications.
- Ryandak, D. L. & Alper, S. (1996). *Curriculum Content for Students with Moderate and Severe Disabilities in Inclusive Setting*. Boston, Allyn and Bacon.
- Sedlak, R. A., & Schloss, P. C. (1986). *Instructional Methods for Students with Learning and Behaviour Problems*. Allyn and Bacon.
- Stow L. & Selfe, L. (1989). *Understanding Children with Special Needs*. London: Unwin Hyman.
- Turnbull, A., Turnbull, R., Turnbull, M., & Shank, D.L. (1995). *Exceptional Lives: Special Education in Today's Schools*. 2nd Ed. New Jersey: Prentice-Hall.Inc.

Vlachou D. A. (1997). *Struggles for Inclusive Education: An Ethnographic Sstudy*. Philadelphia: Open University Press.

Westwood, P. (2006). *Commonsense Methods for Children with Special Educational Needs - Strategies for the Regular Classroom*. 4th Edition, London Routledge Falmer: Taylor & Francis Group.

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

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

Importance of hearing

Process of hearing & its impediment leading to different types of hearing loss

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

Challenges arising due to congenital and acquired hearing loss

Unit 2: Impact of Hearing Loss

5 Hours

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

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

Communication options, preferences & facilitators of individuals with hearing loss

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

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

Unit 3: Visual Impairment-- Nature and Assessment

5 Hours

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

Unit 4: Educational Implications of Visual Impairment

5 Hours

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

Unit 5: Deaf-blindness

10 Hours

Definition, causes, classification, prevalence and characteristics of deaf-blindness
Effects and implications of deaf-blindness on activities of daily living & education
Screening, assessment, identification & interventional strategies of deaf-blindness
Fostering early communication development: Methods, assistive devices and practices including AAC
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=LkY6VdGI0IKymAW604CgDg&usg=AFQjCNHxJc9OazS1f-TSI_HgQqJKxWjs_A&sig2=LIBWuGnYE0OLPtpK5FCHEg&bvm=bv.91427555,d.dGY
- Kelley, P., & Gale, G. (1998). *Towards Excellence: Effective education for students with vision impairments*. Sydney: North Rocks Press.
- Lowenfeld, B. (1973). *Visually Handicapped Child in School and Society*; American Foundation for the Blind; New York.
- Lynas, W. (2000). *Communication options*. In J. Stokes (Ed), *Hearing Impaired Infants – Support in the first eighteen months*. London: Whurr Publishers Ltd.
- Martin, F. N., & Clark, J.G. (2009). *Introduction to Audiology*. 10th ed. Boston: Pearson Education.
- Martin, F.N., & Clark, J.G. (2012). *Introduction to Audiology*. 11th ed. Boston: Pearson Education.
- National Institute for the Visually Handicapped (2015). *Information Booklet on Visual Impairment in India*, Dehradun: Government of India.
- Nerbonne, M. A., & Schow, R.L. (2002). *Introduction to Audiologic Rehabilitation*. Boston: Allyn and Bacon.
- Nerbonne, M. A., & Schow, R.L. (2013). *Introduction to Audiologic Rehabilitation*. 6th ed. Boston: Pearson Education.
- Northern, J. L., & Downs, M. P. (2002). *Hearing in Children (5th Ed.)*. Philadelphia: Williams & Wilkins
- Prescod, S. V. (1978). *Audiology Handbook of Hearing Disorders*. New York: Van Nostrand Reinhold Company.
- Sataloff, R. T., & Sataloff, J. (2005). *Hearing Loss. (4th Ed.)* London: Taylor & Francis.
- Sims, L.G., Walter, G.G., & Whitehead, R.L. (1981). *Deafness and Communication: Assessment and Training*. Baltimore: Williams and Wilkins.
- Warren, D.H. (1994). *Blindness and Children: An Individual Differences Approach*. New York: Cambridge University Press.

Suggested Readings

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

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

INTRODUCTION TO NEURO DEVELOPMENTAL DISABILITIES

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

Definition, Types and Characteristics

Tools and Areas of Assessment

Strategies for reading, Writing and Maths

Curricular Adaptation, IEP, Further Education,

Transition Education, Life Long Education

Unit 2: Intellectual Disability: Nature, Needs and Intervention

Definition, Types and Characteristics

Tools and Areas of Assessment

Strategies for Functional Academics and Social Skills

Assistive Devices, Adaptations, Individualized Education Plan, Person Centered Plan,
Life Skill Education

Vocational Training and Independent Living

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

Definition, Types and Characteristics
Tools and Areas of Assessment
Instructional Approaches
Teaching Methods
Vocational Training and Career Opportunities

Transaction

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

Course Work/ Practical/ Field Engagement

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

Essential Readings

Accardo, P.J., Magnusen, C., & Capute, A.J. (2000). Autism: Clinical and Research Issues. York Press, Baltimore,
American Psychiatric Association.(2000). Diagnostic and Statistical Manual of Mental Disorders (4th ed. TR). Washington DC.
Bala, M.J. (2004). Methods of Teaching Exceptional Children, Discovery, New Delhi.
Browning, R. E. (2004). Teaching Students with Behaviour and Serve Emotional Problems,

Suggested Readings

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

- Simpson, R. L., & Myles, B, S. (2008). Educating Children and Youth with Autism: Strategies for Effective Practice. (2nd edition) Pro Ed. Texas.
- Smith, D.D. (2003). Introduction to Special Education Teaching in an Age of opportunity, Allyn & Bacon.
- Strichart, S. S. (1993). Teaching Study Strategies to Students with Learning Disabilities, Allyn & Bacon, Boston.
- Swady, E.R. (1989). Diagnosis & Correction of Reading, Difficulties, Allyn & Bacon, Boston.
- Taylor, B. (1988). Reading Difficulties: Instruction and Assessment, Random House, New York.
- Wong, B. Y. L. (1996) .The ABCs of learning disabilities (1st ed.) Academic Press, San Diego, CA.

INTRODUCTION TO LOCOMOTOR AND MULTIPLE DISABILITIES

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)

CP: Nature, Types and Its Associated Conditions

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

Provision of Therapeutic Intervention and Referral of Children with CP

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

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

Definition, Meaning and Classification

Assessment of Functional Difficulties

Provision of Therapeutic Intervention and Referral

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

Unit 3: Multiple Disabilities and Other Disabling Conditions

Multiple Disabilities: Meaning and Classifications

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

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

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

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

Guidance and Counselling: Definition and Aims

Areas of Guidance and Counselling

Core Conditions in Counselling

Skills and Competencies of a Counsellor

Role of Teacher in Guiding and Counselling Students with Special Needs

Unit 2: Enhancing Self Image and Self Esteem

Concept of Self as Human

Understanding of Feelings and Changes

Growth to Autonomy

Personality Development

Role of Teacher in Developing Self-Esteem in Children

Unit 3: Guidance and Counselling in Inclusive Education

Current Status with reference to Indian School

Types of Counselling: Child-Centred, Supportive, Family

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

Group Guidance: Group Leadership Styles and Group Processes

Challenges in Group Guidance

Practicum/ Field engagement

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

Transaction

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

Essential Readings

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

Suggested Readings

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

EARLY CHILDHOOD CARE AND EDUCATION

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

Facts about Early Childhood Learning & Development

Neural Plasticity

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

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

Integrating Theories of Development & Learning for Early Childhood Education Curricula

Unit2: Early Education of Children with Disabilities

Young Children at Risk & Child Tracking

Interdisciplinary Assessments & Intervention Plans

Developmental Systems Model for Early Intervention (Ofguralnick, 2001)

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

Evidenced Based Practices for Early Intervention

Unit 3: Inclusive Early Childhood Educational (ECE) Practices

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

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

Practical/ Field Engagements

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

Transactions

Visits, Observations & Workshops.

Essential Readings

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

Suggested Readings

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

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

APPLIED BEHAVIOUR ANALYSIS

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)

Principles of Behavioural Approach

ABA - Concept and Definition

Assumptions of ABA – Classical and Operant Conditioning

Behaviour- Definition and Feature

Assessment of Behaviour – Functional Analysis of Behaviour, Behaviour Recording Systems

Unit 2: Strategies for Positive Behaviour Support

Selection of Behavioural Goals

Reinforcement

Types: Positive and Negative, Primary and Secondary

Schedules: Continuous, Fixed Ratio, Fixed Interval, Variable Ratio, Variable Interval

Discrete Trial Teaching

Discriminative Stimulus - Characteristics

Response

Prompts: Physical, Gestural, Pointing, Visual, Positional, Verbal

Consequence - Characteristics

Inter-Trial Interval

Application of ABA in Group Setting

Negotiation and contract

Token economy

Response cost

Pairing and fading

Leadership role of teacher in promoting positive behaviour

Unit 3: Management of Challenging Behaviour

10 hours

Differential Reinforcements of Behaviour
Extinction and Time Out
Response Cost and Overcorrection
Maintenance
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)

Concept and Definition of CBR

Principles of CBR

Difference between CBR and Institutional Living

Socio-cultural and Economic Contexts of CBR

Scope and Inclusion of CBR in Government Policies and Programs

Unit 2: Preparing Community for CBR

Awareness Program-Types and Methods

Advocacy - Citizen and Self

Focus Group Discussion

Family Counselling and Family Support Groups

CBR and Corporate Social Responsibility

Unit 3: Preparing Persons with Disability for CBR

School Education: Person Centred Planning, and Peer Group Support

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

Community Related Vocational Training

Skill Training for Living within Community

Community Based Employment and Higher Education

Practicum/ Field Engagement

I. Visit an ongoing CBR program and write a report on its efficacy

Organize a community awareness program

Conduct a focus group discussion on a selected disability issue with school/college students

Transaction

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

Essential Readings

Loveday, M. (2006). *The HELP Guide for Community Based Rehabilitation Workers: A Training Manual*. Global-HELP Publications, California.

McConkey, R. and O'Tool, B (Eds). *Innovations in Developing Countries for People with Disabilities*, P.H. Brookes, Baltimore.

Neufelt, A. and Albright, A (1998). *Disability and Self-Directed Employment: Business Development Model*. Campus Press Inc. York University.

Peat, M. (1997). *Community Based Rehabilitation*, W.B. Saunders Company.

Scheme of Assistance to Disabled for Purposes of Fitting of Aids/Appliances, — Ministry of Social Welfare, Govt. of India, New Delhi.

Scheme of Assistance to Organizations for Disabled Persons, Ministry of Social Welfare, Govt. of India, New Delhi.

WHO .(1982). *Community Based Rehabilitation — Report of a WHO International Consultation*, Colombo, Sri Lanka, 28 June- 3 July. WHO (RHB/IR/82.1)

WHO .(1984). "Rehabilitation For All" in World Health Magazine, WHO, Geneva.

APPLICATION OF ICT IN CLASSROOM

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

Meaning and Scope of ICT and Its Role in 'Construction of Knowledge'

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

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

Three as of ICT Application—Access, Availability, Affordability

Overview of WCAG (Web Content Access Guidelines)

Unit 2: Using Media and Computers

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

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

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

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

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

Unit 3: Visualising Technology-Supported Learning Situations

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

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

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

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

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

Human Rights-Based Approach: Concept and History

Principles of Human Rights-Based Approach

Equality and Non-Discrimination

Universality & Inalienability

Participation and Inclusion

Accountability and Rule of Law

Elements of Human Rights System

Legal Framework

Institutions

Development Policies & Programs

Public Awareness

Civil Society

Advantage of Human Rights-Based Approach

Implications for Disability

Empowerment

Enforceability

Indivisibility

Participation

Unit 2: Gender and Disability

10 Hours

Sex & Gender: Concept & Difference

Impairment & Disability: Concept & Difference

Gendered Experience of Disability

Public Domain: School and Outside School

Private and Familial Domain

Normalization and Social Role Valorisation

Gender and Disability Analysis: Techniques and Strategies

Psyche and Gender: Implications for Teaching

Unit 3: Women and Girl Child with Disability

10 Hours

Inclusive Equality

Access to Family Life

Access to Education, Vocational Training and Employment

Access to Political Participation

Factors Contributing to Disability

Gender-Based Violence in School and Within Family

Traditional Practices

Sexual and Reproductive Health

Teacher's Role in Promoting Gender Equality

Gender Critique of Legislation, Government Policy and Schemes

Practicum/Field Engagement

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

Transaction

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

Essential Readings

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

Desirable Readings

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

BRaille AND ASSISTIVE DEVICES

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

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

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

Slate and Stylus
Braille Writer
Electronic Devices— Note takers and Refreshable Braille Displays
Braille Embossers
Braille Translation Software

Unit 3: Other Devices – Types, Description, Relevance

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

Geography: Maps--Relief, Embossed, Models

Science Material

Low Vision Aids--Optical, Non-Optical, Vision Training Material

Schemes and Sources of Availability

Course Work/ Practical/ Field Engagement (Any Two)

Each Student-Teacher will

Observe at least five devices in use in at least five school periods.

Draw up an item-wise price list of at least ten devices from different sources.

Prepare a presentation – Oral/ Powerpoint – on the relevance of Braille for children with visual impairment.

Prepare a report on the availability and use of Mathematical devices (at least two) in one special school and on inclusive school.

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.

Ashcroft, 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

Orientation and Mobility -- Definition, Importance and Scope

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

Roles of Other Senses in O&M Training

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

Blindfold -- Rationale and Uses for the Teacher

Unit 2: Human/ Sighted Guide Technique

Grip

Stance

Hand Position

Speed Control

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

Unit 3: Pre-Cane Skills

Upper and Lower Body protection

Room Familiarization

Using Oral Description for Orientation

Search Patterns

Building Map Reading Skills

Unit 4: Cane Travel Techniques and Devices

Canes -- Types, Parts, Six Considerations

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

Use of Public Transport

Asking for Help: When and How

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

Unit 5: Training In Independent Living Skills

Self Care, Gait and Posture

Personal Grooming

Eating Skills and Etiquette

Identification of Coins and Currency Notes

Basics of Signature Writing

Course Work/Practical/ Field Engagement

Undertake any two of the following

Act as a sighted guide in different situations/settings.

Prepare a list of canes and other devices available with various sources along with prices.

Undergo an experience of moving under a blindfold for a few minutes and describe it (about 200 words).

Make a short PowerPoint/ oral presentation for about 5 minutes on the importance of O&M for the visually impaired.

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

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

Basic Awareness on Deafness and Communicative Access: Challenges and Concerns

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

Oral/ Aural Verbal Options and Realistic Expectations of Family and Teachers

Importance of Neural Plasticity and Early Listening Opportunities

Unit 2: Advance Understanding of Oral Options

Difference Between Uni Sensory and Multi Sensory Approach in Oralism

Oracy To Literacy: Why and How

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

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

Tuning Mainstream Schools/Classrooms for Aural Oral Communication: Do's and Don'ts

Unit 3: Skill Development Required for Oralism

Practicing Interpreting Audiograms and Exposure to Goal Setting in Listening Skills
Practicing Motherese (Addressing/Talking to Young Children) and Age Appropriate Discourse with Children Using Appropriate Language, Turn Taking and Eye Contact

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

Practicing Skills in Story Telling/ Narrations/ Jokes/ Poems/ Nursery Rhymes

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

AV Approach: Meaning, Misconcepts and Justification

Stages of Auditory Hierarchy

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

Reading Model Plans and Observing a Few Weekly Individual Sessions

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

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

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

Oralism / AV Approach: Prerequisites for Special Schools

Strategies of Implementation Oral Communication Policy and Fulfilling Prerequisites

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

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

Developing Learning Material for Facilitating Connectivity Among Listening, Language and Cognition

IV. Recording Self Narrated Stories / Poems and Writing Reflections Upon it

V. Interacting with Non Disabled Children for Practicing Expansion of Ideas

Essential Readings

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

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

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

Basic Awareness of Deafness and Communicative Challenges / Concerns

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

Basic Awareness of Difference between ISL and ISS; Myths and Facts

Importance of Neural Plasticity and Early Language Opportunities

Unit 2: Advance Understanding of Manual Options and Indian Scenario

Use of Simcom and Educational Bilingualism in Indian Schools: Current Scenario
Challenges, Prerequisites and Fulfilling Prerequisites

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

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

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

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

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

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

Unit 5: ISS/ ISL Skill Development and Course Conclusions

Practicing Markers (Local Language)
Practicing Syntax in Conversations and Discussions
Observing Using ISS/ISL in Classrooms for School Subjects
Resource Mobilization for Skill Development Training (Organized Charity Sources, CSR, Fund Raising Events, Web Based Fund Raising)
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). (5th Ed) *Teaching Students with Special Needs in General Education Classrooms*. Prentice Hall Inc. New Jersey.
- Woodward, J., Vasishta, M., & de Santis, S. (1985). *An introduction to the Bangalore variety of Indian Sign Language*. Gallaudet Research Institute Monograph No. 4, Gallaudet Research Institute. Washington, D.C

Vasishta, M.M., Woodward, J., & De Santis, S. (1981). *An Introduction to Indian Sign Language: Focus on Delhi*. All India Federation of the Deaf, New Delhi.

Websites for Signed Dictionaries.

Woodward, J. (1993). "The Relationship of Sign Language Varieties in India, Pakistan and Nepal". *Sign Language Studies* (78), 15–22.

AUGMENTATIVE AND ALTERNATIVE COMMUNICATION

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:

Normal development of speech, language and communication
Factors that influence communication, speech and language in relation to each other
Levels of communication in children
 i. Functional (Emergent)
 ii. Situational (Context Dependent)
 iii. Independent (Creative)

Unit 2: Basic principles of AAC interventions:

Child - Child capacity
Child capacity and context
Working towards symbolic expression
Communication skills and
Functions

Unit 3: Areas of AAC Assessment:

Sensory areas
Cognition , communication and language
Posture and positioning. Motor planning and control
Scanning
Environment, Interaction & Symbols

Unit 4: Context of Communication:

Partner /skills , user skills and environment
Competency development - types of competencies and its development
 i. Linguistic competence
 ii. Operational Competence
 iii. Social competence
 iv. Strategic competence

Unit 5: Introduction to communication tools and Access Mode:

5.1 Types of AAC devices and systems

No Technology
Low Technology
High Technology
Access to communication charts - hand, finger, eye point
Access to devices:
Switches - hand switch , blow switch, infrared devices etc
Software -scan mode combined with a switch
Selection of AAC
Child competency and environment
Design, Access, Motor, Devices
Challenges in the development of AAC and Literacy
Grammar ; spelling
Building **Vocabulary**: and richness of language
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

Verbal learning disabilities: Dyslexia, Dysgraphia, Dyscalculia.

Non-verbal learning disabilities

Language Disorders

Associated Conditions: ADHD & ADD

Emotional & Behavioral problems.

Unit 2: Assessment of Basic Curricular Skills

Assessment of Readiness Skills

Assessment of Reading, Writing and Math skills

Teacher made test

Standardized Tests: Need, Types & Purpose

Interpretation of Test report

Unit 3: Intervention Strategies in Basic Skills of Learning

Language skills

Reading

Writing

Maths skills

Study skills

Transaction

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

Course Work/ Practical/ Field Engagement

Prepare of checklist for screening LD

Develop teacher made assessment test in any one curricular area for a given child

Plan appropriate teaching strategies as per the specific needs of a given child with learning disability

Essential Readings

Bauer, A. M., & Shea, T. M. (2003). Parents and schools: creating a successful partnership for students with special needs. Merrill Prentice Hall, New Jersey

Myklebust, H.(1983). Progress in Learning Disabilities, Guene and Stratton – New York.

Reid, K. (1988). Teaching the Learning Disabled, Allyn and Bacon, Boston.

Suggested Readings

Baca, L. M., & Cervantes, H.T. (2004).The Bilingual special education interface. (4th ed) . Pearson. New Jersey

Browder, D. M. (2001). Curriculum and assessment for students with moderate and severe disabilities. . The Guilford Press. New York

Brunswick, N. (2012). Supporting dyslexic adults in higher education and the workplace. . Wiley-Blackwell. Malden.

Fitzgibbon, G., & O'Connor, B. (2002). Adult Dyslexia:a guide for the workplace. John Wiley & Sons,Ltd. London.

Gribben, M.(2012). The study skills toolkit for students with dyslexia. Sage Pub. London

Karant, P., & Rozario, J. (2003). Learning disabilities in India : willing the mind to learn. Sage Publication, New Delhi

Martin, L, C.(2009). Strategies for teaching students with learning disabilities. . Corwin Press,California

McCardle, P., Miller, B., Lee, J, R., & Tzeng, O, J.L. (2011). Dyslexia across languages. (orthography and the brain-gene-behavior link) Baltimore. Paul H. Brookes.

Shula, C. (2000). Understanding children with language problems. Cambridge,New York.

- Prakash, P. (2008). Education of exceptional children: challenges and strategies. . Kanishka publishers, New Delhi.
- Reddy, G.L., & Ramar, R.(2000). Education of children with special needs, New Delhi – Discovery Pub.
- Thapa, K. (2008). Perspectives on learning disabilities in India. (current practices and prospects). Sage Publication, Los Angeles.
- Trusdell M. L., & Horowitz, I. W. (2002). Understanding learning disabilities : a parent guide and workbook : for parents, teachers, professionals, advocates and others who work with, or come in contact with, individuals with learning disabilities. (3rd rev ed) Maryland. York Press.
- Wong, B., & Butler, D. L. (2012). Learning about learning disabilities. (4th ed.) Amsterdam. Elsevier Academic Press.

VOCATIONAL TRAINING, TRANSITION & JOB PLACEMENT

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

Definition, meaning and scope of Vocational Education

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

Approaches and models of Vocational training

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

Approaches & Principles of vocational assessment

Unit 2: Vocational Transition & Curriculum Planning

Concept, meaning, importance of transition

Vocational transition models

Transitional Planning at pre-vocational & post-vocational level

Development of Individualized Vocational Transitional Plan

Development of Vocational Curriculum

Unit 3: Process of Vocational Rehabilitation & Placement

Types of Employment Settings

Process of Job Placement & Creation of Need-based Employment Settings

Adaptations, Accommodation, Safety Skills and First Aid

Self Advocacy & Self Determination Skill Training

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

15 May 201

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

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

Need for early identification of hearing loss

Overview to behavioural and objective techniques in screening for hearing loss

Team members involved in hearing screening and their role

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

Referral of children based on signs and symptoms of hearing loss

Unit 2: Audiological Assessment

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

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

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

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

Communication: Concepts and types (Linguistic versus Non Linguistic)

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

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

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

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

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

Suprasegmental aspects of speech and its assessment

Milestones of speech development in typically developing children

Speech Intelligibility: Concept, Factors & Assessment

Unit 5: Educational Assessment and Identification of Needs

Educational assessment: Concept and Scope

Factors affecting educational performance: individual, family and environment

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

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)

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

Course work/ Practical/ Field Engagement

Compiling checklists (at least two) to identify hearing impairment in children

Using the audiograms of children (at least two), identify the audiological needs of each

Profiling the speech of children (at least two) by using a speech assessment kit

Record the interaction with the three year old typically developing child and write your brief reflections in terms of use of vocabulary and syntax

Compile various tools used for educational assessment of children

Transaction and Evaluation

Lecture cum Demonstration, Tutorials, Assignments, Tests

Essential Readings

- Bel, R.L. and Frisbie, D.A.(1991) 5th ed, Essentials of Educational Measurement, Prentice hall publication, New Jersey
- 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 Jersey
- Martin, F. N. Clark, J.G. (2012). Introduction to Audiology. 11th ed. Boston: Pearson Education.
- Martin, FN & Clark, J.G. (2009). Introduction to Audiology. 10th ed. Boston: Pearson Education.
- Mathew, S. and Misra, A. (2010) Knowledge based evaluation of students with hearing impairment, Journal of NCED, Vol 2, Issue 1, page 26-33
- Newby, H. A., & Popelka, G. R. (1992). Audiology (6th ed.). New York: Appleton-Century-crofts.
- Nitko, A. J. (1983) Educational Tests and Measurement, An Introduction, Harcourt Brace Publication, New York
- Northern, J.L. Downs, M.P. (2002). Hearing in Children. 5th Edition. Philadelphia: Lippincott Williams and Wilkins
- Patel, R.N. (1985), Educational Evaluation, Himalaya publication, Bombay
- Quigley & Paul, (1984) Language and deafness, College – Hill Press Inc. California
- Rehabilitation Council of India (2007). Status of Disability in India - 2007: Hearing Impairment and Deaf-blindness. New Delhi: Rehabilitation Council of India.
- UNICEF (2006), new trends in development evaluation. Retrieved from http://www.unicef.org/ceecis/new_trends_dev_evaluation.pdf

Suggested Readings

- Boyle, J. and Fisher, S. (2007) educational testing (A competence based approach), BPS Blackwell publication, Singapore
- Evens, P. and Varma. V (1990). Special Education Past, Present and Future, The Falmer Press

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

CURRICULUM DESIGNING, ADAPTATION AND EVALUATION

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-teachers will be able to

Familiar with concept of curriculum and explain the importance of designing it for children with hearing impairment in the context of 21st Century learning skills.

Develop capacity of developing literacy skills of reading and writing in children with hearing impairment.

Describe the need for curricular adaptation and decide suitable adaptation and undertake it.

Appreciate the need for curricular evaluation and describe the tools and methods for evaluating it.

Unit 1: Curriculum and Its' Designing

Curriculum-Concept, Types and Models

Approaches and Steps for Curriculum designing

Curricular needs of children with hearing impairment in scholastic areas

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

Curricular framework for 21st Century.

Unit 2: Developing Literacy Skills: Reading

Pre-requisites for reading and emergent reading skills

Assessment of reading skills at different levels

Approaches and Strategies to develop reading skills and independent reading

Types and Models of developing reading skills

Challenges and Remedial strategies

Unit 3: Developing Literacy Skills: Writing

Pre-requisites for writing and emergent writing skills

Assessment of written language at different levels

Components and types of writing

Steps and Strategies in Developing Writing
Challenges and Remedial Strategies

Unit 4: Curricular Adaptation

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

Unit 5: Curricular Evaluation

Concept, Need for Curricular Evaluation
Factors associated with Curricular Evaluation (Learner, Content, Instructor and Resources)
Areas of Curricular Evaluation: Context, Input, Process and Product
Methods and Tools for Curricular Evaluation
Challenges in Curricular Evaluation

Course Work/ Practical/ Field Engagement

Study the syllabus, annual calendar and time table of any class in a school and write your brief reflections on how syllabus is converted into action plan

Go through any pre-school curriculum and write your reflections on how this differs from school curriculum in terms of structure, activities and evaluation

Take any two pages from either history or science text book from secondary section and adapt the content and presentations of the same for a child with hearing impairment.

Transaction & Evaluation

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

Essential Readings

Bunch, G.O. (1987). *The Curriculum and the Hearing Impaired student: Theoretical and practical considerations*. Boston, MA: College-Hills Press.

Fontas, I. (2001). *Guiding reader and Writers (Grades 3-6): Teaching comprehension, Genre and Context Literacy*. Portsmouth, NH: Heinemann.

Gathoo, V. (2006). *Curricular Strategies and Adaptations for children with Hearing Impairment* New Delhi: Kanishka Publishers

Marsh, C.J. (2004). *Key concepts for understanding curriculum*. Routledge Falmer.

Moore, 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-teachers will be able to

To understand about programmes for early intervention of infants and children with Hearing Impairment.

Describe the need, stages and importance of auditory listening & Speech reading for facilitating development of spoken language of children with hearing impairment.

Explain various approaches to teaching, strategies for speech intervention.

Describe methods, techniques and options to facilitate language and communication.

Explain the concept, principles and practices, linkages and outcomes of educational intervention.

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

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

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

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

Impact of early intervention on school outcomes

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

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

Concept of 'Auditory Listening': Unisensory & Multisensory approaches

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

Auditory Verbal Therapy: Principle, importance and role of teacher

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

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

Unit 3: Speech Intervention Strategies

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

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

Orientation to acoustics of speech

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

Individual and Group speech teaching: Strengths and challenges

Unit 4: Communication and Language Teaching Strategies

Methods of teaching language: Natural, Structural and Combined

Principles and Techniques of developing language

Communication options: Compare and contrast

Communication options: justification and challenges

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

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

Partnership of various professionals & agencies in educational intervention

Child & Family Outcomes of Early Educational Intervention

Course Work/ Practical/ / Field Engagement

Observe any two activities in a Parent-infant programme / pre-school programme and write a report.

Classify the vowels and consonants of your language into low, mid & high frequency and make word list for auditory training

Read and reflect upon five lesson plans for teaching speech to children with hearing impairment

Select a story and write for three levels (pre-school, third and seventh standard) using appropriate complexity of language (vocabulary & syntax)

Read and reflect upon five lesson plans for teaching curricular subjects to children with hearing impairment

Transaction & Evaluation

Lecture cum Demonstration, Role playing, Assignments, Tests

Essential Readings

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

- Nerbonne, M. A. & Schow, R.L. (2002). Introduction to Audiologic Rehabilitation. Boston: Allyn and Bacon.
- Nerbonne, M. A. & Schow, R.L. (2013). Introduction to Audiologic Rehabilitation. 6th ed. Boston: Pearson Education.
- Owens, R.E. (2012). Language development: An introduction (8th ed.) Boston: Pearson
- Paul, Peter V. Whitelaw, Gail M. (2011). Hearing and Deafness: An Introduction for Health and Education Professionals. Boston: Jones and Bartlett Learning.
- Powell, F., Finitzo-Hieber, T., Friel-Patti, S., & Henderson, D. (1985). (Ed.) Education of the Hearing Impaired Child. London: Taylor and Francis Ltd. / San Diego: College-Hill Press.
- Rhoades, E., & Duncan, J. (2010). Auditory-verbal practice: Toward a family centered approach. Springfield: Illinois: Charles C. Thomas
- Schirmer, Barbara R (2001). Psychological, Social and Educational Dimensions of Deafness. Boston: Allyn and Bacon

Suggested Readings

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

TECHNOLOGY AND DISABILITY

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-teachers will be able to

Enumerate various listening devices and describe ways of effective usage and maintenance.

Create awareness and basic exposure to state-of-the-art technology for management of various aspects of speech.

Narrate the range of technological applications that can be used for facilitating communication and language.

Explain the present and future technologies facilitating the education of children with hearing impairment.

Identify different resources (financial & human) to obtain technology.

Unit 1: Listening Devices and Classroom Acoustics

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

Ear moulds: Types, Importance, Care & maintenance

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

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

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)

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

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

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

Tele Speech Therapy

Unit 3: Technology Facilitating Language & Communication

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

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

Web based technology for using and training of ISL

Sign to text and Text to sign technology

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

Unit 4: Technology Facilitating Education

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

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)

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

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

Future technologies: Universal Design: Meaning & Scope

Unit 5: Resource Mobilisation for Technology

Agencies for Aids & Appliances: Government and non-government

Eligibility criteria for availing funding under Government schemes

Procedure for availing funding from different agents

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

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

Course work/ Practical/ / Field Engagement

Draw a neat labelled block diagram of hearing aid. Prepare a list of tips for minor trouble shooting

Prepare a list of agencies for procuring equipment and software for teaching speech

Make a story using web based content, pictures, images and video clips

Compile different educational apps

Compile a list of government and non-government funding agencies for aids & appliances.

Transaction & Evaluation

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

Essential Readings

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

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

Suggested Readings

Dillon, Harvey (2001). *Hearing aids*. New York: Thieme Medical Publications.

Krumenacker, S. (2014). *Hearing Aid Dispensing Training Manual*. San Diego: Plural Publishing.

Sanders, D. A. (1993). *Management of hearing handicap: Infants to elderly* (3rd ed.). Englewood Cliffs, NJ: Prentice-Hall.

PSYCHOSOCIAL AND FAMILY ISSUES

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

Overview of psychosocial development; wellbeing and quality of life

Implications of hearing impairment on domains of psychosocial development

Role of family in psychosocial development of children with hearing impairment

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

Challenges and issues in psychosocial development of children with hearing impairment

Unit 2: Family Needs

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

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

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

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

Encouraging family participation in self-help groups and family support networking

Unit 3: Family Empowerment

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

Encouraging family acceptance of listening devices and ensuring its regular use

Supporting family in fostering and developing communication and language

Involving family in fostering and developing play, recreation and values

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

Marschark 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 developmen Tal 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	Submissions
1	Aural intervention	Institute / Clinic	<ul style="list-style-type: none"> - 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	<ul style="list-style-type: none"> - 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 <ul style="list-style-type: none"> - Language - School subjects - Co-curricular 	Hrs.	24	10
			Primary - Observing and reporting classroom teaching for various <ul style="list-style-type: none"> - Language - School subjects - Co-curricular 	4 4 4		

			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 on 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	

REA 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

Literacy and Current University Graduates: Status and Concerns

Role of Literacy in Education, Career and Social Life

Literacy, Thinking and Self Esteem

Literacy of Second Language/ English: Need and Strategies

Basic Braille Literacy

Unit 2: Reflections on Reading Comprehension

Practicing Responses to Text: Personal, Creative and Critical

Meta Cognitive Awareness of Reading Processes and Strategies Applied for Meaning Making

Developing Good Reading Skills and Habits in Primary Level Students: Activities and Strategies

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

Practicing Responding to Text (Using The Indicators) for Recreational Reading Material (Narrations) and School Textbooks (Description)

Practicing Responding to Text (Using The Indicators) for Reports, Policy Documents and News (Expositions) and Editorial, Academic Articles, Advertisement Copy, Resume (Argumentation)

Practicing Web Search, Rapid Reading and Comprehensive Reading

Unit 4: Reflecting Upon Writing as a Process and Product

Understanding writing as a Process: Content (Intent, Audience and Organization)

Understanding writing as a Process: Language (Grammar, Vocabulary, Spelling)

Understanding writing as a Process: Surface Mechanics (Handwriting, Neatness, Alignment and Spacing)

Practicing Self Editing and Peer Editing of Sample Texts

Practicing Evaluating Students Writing Using Parameters: Productivity, Correctness, Complexity, Text Organization and Literary Richness

Unit 5: Practicing Independent Writing

practicing Writing: Picture Description/ Expansion of Ideas/ Essays/ Stories

Practicing Daily Leaving Writing: Applications/ Agenda - Minutes/ Note Taking

Practicing Converting Written Information into Graphical Representation

Practicing Filling up Surveys, Forms, Feedback Responses, Checklists

Reflections on the Course: From Theory to Practice to Initiating Process to Improve Self

Course Work/ Practical/ Field Engagement

Have a peer editing of independently written essays and discuss your reflections upon this experience

Prepare a feedback form for parents and for teachers focussing on differences in the two forms due to different intent and audience

Develop a short journal of graphical representation of 3 newspaper articles on school education using the options given in 2.4

Visit a book store for young children, go through the available reading material including exercise books, puzzles. etc. and make a list of useful material for developing early literacy skills

Essential Readings

Anderson, R., Hiebert, E., Scott, J., & Wilkinson, I. (1985). *Becoming a Nation of Readers: The report of the commission on reading*. Washington, DC: National Institute of Education and the Center for the Study of Reading.

ASER report of 2015: Pratham Publication

May, F. B. (2001). *Unravelling the seven myths of reading*. Allyn and Bacon: Boston

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

Suggested Readings

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

PERFORMING AND VISUAL ARTS

Course code: D 18

Credits: 02

Contact Hours: 30

Marks: 50

Introduction

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

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

Objectives

After completing the course student-teachers will be able to

Exhibit Basic understanding in art appreciation, art expression and art education.

Plan and implement facilitating strategies for students with and without special needs.

Discuss the adaptive strategies of artistic expression.

Discuss how art can enhance learning.

Unit 1: Introduction to art Education

Art and art education: Meaning, scope and difference

Artistic expression: Meaning and strategies to facilitate

Art therapy: Concept and application to students with and without disabilities

Linking Art Education with Multiple Intelligences

Understanding emerging expression of art by students

Unit 2: Performing Arts: Dance and Music

Range of art activities related to dance and music

Experiencing, responding and appreciating dance and music

Exposure to selective basic skills required for dance and music

Dance and Music: Facilitating interest among students: planning and implementing activities

Enhancing learning through dance and music for children with and without special needs: Strategies and Adaptations

Unit 3: Performing Arts: Drama

Range of art activities in drama

Experiencing, responding and appreciating drama

Exposure to selective basic skills required for drama

Drama: Facilitating interest among students: planning and implementing activities

Enhancing learning through drama for children with and without special needs: strategies and adaptations

Unit 4: Visual Arts

Range of art activities in visual arts

Experiencing, responding and appreciating visual art

Exposure to selective basic skills in visual art

Art education: Facilitating interest among students: planning and implementing activities

Enhancing learning through visual art for children with and without special needs: strategies and adaptations

Unit 5: Media and Electronic Arts

Range of art activities in media and electronic art forms

Experiencing, responding and appreciating media and electronic arts

Exposure to selective basic skills in media and electronic arts

Media and electronic arts: Facilitating interest among students: planning and implementing activities

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

Scientific Method
Research: Concept and Definition
Application of Scientific Method In Research
Purpose of Research
Research in Education and Special Education

Unit 2: Types and Process of Research

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

Unit 3: Measurement and Analysis of Data

Scale for measurement: Nominal, Ordinal, Interval and Ratio
Organization of data: Array, Grouped distribution
Measures of central tendency and Dispersion: Mean, Median and Mode, Standard deviation and Quartile deviation
Correlation: Product Moment and Rank Order Correlation
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, Thiruvananthapuram.

Suggested Readings

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