

UNIVERSITY OF MUMBAI

No. UG/57 of 2015-16

CIRCULAR:-

The Head, University Department of Education and the Principals of the affiliated Colleges in Education are hereby informed that the recommendation made by the Faculty of Arts at its meeting held on 5th March 2015 has been accepted by the Academic Council at its meeting held on 29th May, 2015 vide item No. 4.41 and subsequently approved by the Management Council at its meeting held on 27th June, 2015 vide item No.05 and that in accordance therewith, in exercise of the powers conferred upon the Management Council under Section 54 (1) and 55 (1) of the Maharashtra Universities Act, 1994 and the Ordinances 6193 and 6194 and Regulation 8902 relating to the Credit Based Semester and Grading System for the Bachelor of Education (B.Ed.) – Special Education (Learning Disability) has been introduced, which is available on the University's web site (www.mu.ac.in) and that the same has been brought into force with effect from the academic year 2015-16.

MUMBAI – 400 032

19th August, 2015

REGISTRAR

To,

The Head, University Department of Education and the Principals of the affiliated Colleges in Education.

A.C/4.41/29.05.2015

M.C/05/27.06.2015

No. UG/ 57 -A of 2015

MUMBAI-400 032

19th August, 2015

Copy forwarded with Compliments for information to:-

- 1) The Dean, faculty of Arts,
- 2) The Director, Board of College and University Development,
- 3) The Co-Ordinator, University Computerization Centre,
- 4) The Controller of Examinations.

Shal
19/8/15

REGISTRAR

....PTO

AC 29-5-15

Item No. 4.41

UNIVERSITY OF MUMBAI

**BACHELOR OF EDUCATION - SPECIAL EDUCATION (LEARNING
DISABILITY)**

B. Ed. Spl. Ed. (LD)

**(Credit Based Semester and Grading System with effect
from the academic year 2015-2016)**

University of Mumbai

Syllabus for the Bachelor of Education -Special Education (Learning Disability)

B.Ed. Spl. Ed. (LD)

As per the NCTE Regulations 2014 Notification 346 dated 1.12.2014 and subsequent letter No 8-A/ Recog./ Policy /2014-RCI dated 28th January 2015 and letter # 7-128 RCI/ 2015 from Rehabilitation Council of India (RCI), New Delhi, the B.Ed. - Special Education (Learning Disability) program of one academic year is revised to two year in the University of Mumbai. The said program is Credit Based Grading System. It has semester system comprising of four semesters and offers choice based optional courses in theory component. It is implemented from academic year 2015-2016. The syllabus of B.Ed. - Special Education (Learning Disability) is based on the syllabus prescribed by the Rehabilitation Council of India.

The Title and Eligibility of the programme are:

O. 6193 Title: Bachelor of Education - Special Education (Learning Disability)
[B. Ed. Spl.Ed.(LD)]

O. 6194 Eligibility:

Following candidates are eligible for admission to B. Ed. Spl.Ed.(LD): A candidate for the degree of B.Ed.Spl.Ed.(LD) must have passed a Bachelors' degree examination of this University in any discipline or a corresponding degree examination of any other UGC recognized University with minimum 50% in the qualifying degree examination.

R. 8902 Duration: The duration of the programme is two academic years (four semesters) with 40 credits in each year.

- **Aim and Objectives of the Programme:**

The B.Ed.Spl.Ed.(LD) programme aims to develop special education teachers/educators for children with disabilities and in particular to children with Learning Disability for various educational settings (Inclusive, Special, Open School , etc.). The B.Ed. Spl. Ed.(LD) programme will prepare human resources to enable them to acquire knowledge and competencies to impart effective education to children with Learning Disabilities and other disabilities with adequate emphasis on education of ALL children. The program further aims to develop special teachers/educators who are able to deliver the best in all the roles like classroom teacher, resource teacher, itinerant teacher, cross disability teacher facilitator.

The objectives of the programme are to facilitate learners to:

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

- ii. Acquire knowledge & skills about nature and educational needs of children with disabilities with emphasis on children with Learning Disability.
- iii. Develop conceptual understanding of education for working with children with and without disabilities in various settings.
- iv. Enhance knowledge and skills related to professional competencies.
- v. Facilitate proactive and desirable attitudes towards education of children with special needs.

I The programme of B. Ed. Spl.Ed.(LD) comprises of **Part-I** Theory courses (A,B,C & D), **Part-II** Practical courses (E) and **Part-III** Field engagement (F), which will be covered in four consecutive semesters. The programme structure has four sets of theory courses (A) core courses including two choice based pedagogy courses, (B) Courses in cross disability and inclusion including two optional courses which can be chosen from two pools of courses (C) Disability specialization courses and (D) Courses for enhancement of professional capacities.

II. ATTENDANCE: The programme will be conducted for minimum 180 days each year exclusive of the period of semester end examination and admission. The institution shall work for a minimum of thirty six hours in a week. The minimum attendance of learners will be as per Mumbai University guidelines. However, for the practical and field engagement of the programme, the learners must complete all course work within the stipulated period. A candidate for the examination in Part I, II & III courses must apply to the Registrar of University of Mumbai with certificates required, through the Principal/ Head of the College in which he/she has received education.

III The entire programme of B. Ed. Spl. Ed.(LD) is of 80 credits. Each credit will comprise of 30 learning hours.

LIST OF COURSES:

PART I:

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

a) Science

b) Mathematics

c) Social Studies

A5: Pedagogy of Teaching (Special Reference to Disability) ANY ONE

a) Hindi

b) English

c) Marathi

AREA B: CROSS DISABILITY AND INCLUSION

Note:

- a. All student- teachers will be learning about all disabilities in theory and practical.
- b. All student-teachers will be learning about one more disability over and above the main disability specialization in practical and field engagement.
- c. In case of student-teachers with disability; the choice of two optional courses from B-10 or B-11 can be chosen 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, ID, ASD, ADHD)

B9: Introduction to Locomotor & Multiple Disabilities (CP, MD)

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

- a. Guidance and Counselling
- b. Early Childhood Care & Education
- c. Applied Behavioural Analysis
- d. Community Based Rehabilitation
- e. Application of ICT in Classroom
- f. Gender and Disability
- g. Braille and Assistive Devices

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

- a. Orientation & Mobility
- b. Communication Options: Oralism
- c. Communication Options: Manual (Indian Sign Language)
- d. Augmentative and Alternative Communication
- e. Management of Learning Disability
- f. Vocational Rehabilitation & Transition to Job Placement

AREA C: DISABILITY SPECIALIZATION COURSES

C12 : Assessment and Identification of Learning Disability and 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)

(With specific reference to disability)

D17: Reading and Reflecting on Texts

D18: Drama and Art in Education

D 19: Basic Research & Basic Statistic

PART II:

AREA E: PRACTICAL RELATED TO DISABILITY

E1. Cross Disability and Inclusion (Linked with Area B)

E2. Disability Specialization (Linked with Area C)

PART III:

AREA F: FIELD ENGAGEMENT (Internship)

F1. Special School/Centre of Main Disability (Related to Area C)

F2. Special School/Centre of Other Disability (Related to Area B)

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

THE OVERALL PROGRAMME STRUCTURE (FOUR SEMESTERS):

Part	course code	Number of courses	Areas	Hours	credits	marks
I	A	5	THEORY: Core courses	450	15	375
I	B	6	THEORY: Cross Disability & Inclusive Education	540	18	450
I	C	5	THEORY: Disability Specialization	450	15	375
I	D	3	THEORY: Enhancement of Professional Capacities (EPC)	180	06	150
II	E	2	Practical courses related to disability	450	15	375
III	F	3	Field Engagement (Internship)	330	11	275
Total		24		2400	80	2000

The total hours allotted to each theory course will include both instructional and notional hours. The instructional hours for all theory courses as specified in the structure include lecture and tutorials as contact hours. The notional hours include hands on tasks/ experiences specified under each theory course.

IV. The assessment in Part I comprising of theory courses (A, B, C & D) shall be semester wise as per the scheme of courses given in item # VI by way of written papers and internal assessment. The Principal/Head of the College shall forward to the University, the marks obtained by each candidate for internal assessment of parts I, II, III.

V The assessment in Part II (E1 & E2) comprising of practical courses and Part III (F1, F2 and F3) comprising of field engagement courses shall be evaluated internally by each College at the end of semester as per the details given in item # VII. The Principal/Head of college shall forward to the University, the marks obtained by each candidate in part II and III in relevant semesters.

VI. Semester wise scheme of courses:

SEMESTER I

Part	course code	short title	credits (instructional +notional)	total hours	internal marks	external marks	total
I	A1	Human Growth & Development	3 (2+1)	90	15	60	75
	A2	Contemporary India and Education	3 (2+1)	90	15	60	75
	B7	Introduction to Sensory Disabilities	3 (2+1)	90	15	60	75
	B8	Introduction to Neuro - Developmental Disabilities	3 (2+1)	90	15	60	75
	B9	Introduction to Locomotor & Multiple Disabilities	3 (2+1)	90	15	60	75
	C12	Assessment and Identification of Learning Disability and Needs	3 (2+1)	90	15	60	75
II	E1	Practical: Cross disability and inclusion	2	60	50	Nil	50
	TOTAL		20	600	140	360	500

SEMESTER II

Part	Course code	Short title	Credits (instructional +notional)	Hours	Internal marks	External marks	Total
I	A3	Learning ,Teaching and Assessment	3 (2+1)	90	15	60	75
	A4	Pedagogy of teaching (optional courses)	3 (2+1)	90	15	60	75
	A5	Pedagogy of teaching (optional courses)	3 (2+1)	90	15	60	75
	B6	Inclusive Education	3 (2+1)	90	15	60	75
	C13	Curriculum	3 (2+1)	90	15	60	75
II	E2	Practical: Disability specialization	5	150	125	Nil	125
	TOTAL		20	600	200	300	500

SEM ESTER III

Part	Course code	Short title	Credits (instructional +notional)	Hours	Internal marks	External marks	Total
I	C14	Intervention and Teaching Strategies	3 (2+1)	90	15	60	75
	C15	Technology and Disability	3 (2+1)	90	15	60	75
	C16	Psycho Social and Family Issues	3 (2+1)	90	15	60	75
	D17	Reading and Reflecting on Texts	2 (1+1)	60	10	40	50
	B 11	Skill based optional course(specialization) ANY ONE	3(2+1)	90	15	60	75
II	E2	Practical: Disability Specialization	4	120	100	Nil	100
III	F1	Field Engagement: Disability specialization	3	90	75	Nil	75
	TOTAL		21	630	245	280	525

SEMESTER IV

Part	Course code	Title	Credits (instructional +notional)	Hours	Internal marks	External marks	Total
I	B10	Skill based Optional Course (Cross disability and inclusion) ANY ONE	3 (2+1)	90	15	60	75
	D 18	Drama & Art in Education	2 (1+1)	60	10	40	50
	D19	Basic Research & Basic Statistic	2 (1+1)	60	10	40	50
II	E1	Practical: Cross Disability and Inclusion	4	120	100	Nil	100
III	F2	Field Engagement: Other disability	4	120	100	Nil	100
III	F3	Field Engagement: Inclusive school	4	120	100	Nil	100
	TOTAL		19	570	335	140	475

VII Scheme and Details of Assessment of Theory (Part A) courses:

The performance of the candidates in each of the theory courses shall be evaluated through internal assessment and semester end assessment.

- 1. Internal Assessment** will be on the basis of continuous evaluation as indicated in item # VI. The weightage of Internal Assessment will be 20 % of the total marks of each course.

Internal Assessment for Areas A, B & C

(15 Marks)

- (i) Average of two class tests 05 Marks
- (ii) Performance on notional hour tasks / experiences 10 marks

Internal Assessment for Area D

(10 Marks)

- (i) Performance on notional hour tasks/ experiences 05 Marks
- (ii) Classroom participation 05 marks

2. Semester End Assessment

Semester End Assessment will be on the basis of performance in the semester end **written** examinations. The weightage of semester end assessment will be 80% of the total marks of each course.

• **Question Paper Pattern for Areas A, B & C: 2 hrs. 30 min. (60 Marks)**

5 Essay type questions: one per module (any three) (12 x 3 = 36 marks)

6 short questions: Minimum one per module (any four) (6 x 4 = 24 marks)

• **Question Paper Pattern for Areas D 2 hours 40 marks**

4 Essay type questions: Not more than one per module. (any two) (12 x 2 = 24 marks)

6 short questions: Minimum one per module (any four) (4 x 4 = 16 marks)

VIII Schemes and Details of Assessment of Part II & III Courses

There will be no Semester End examination for part II & III. There will be only internal assessment as indicated in item # VI.

R.....STANDARD OF PASSING

- The passing percentage of Part I, II, and III is 50% for each course (internal and external separately) in all the four semesters separately. However, the candidate must pass all internals of all parts separately for appearing in semester end theory examination (Part I/II/ III/IV). If the minimum passing mark is in decimal points, the same may be converted to a whole number (Eg. The course of 15 marks internal will require a minimum pass mark of 8).
- The passing percentage of Part II & III is 50% each in all the four semesters separately. If the minimum passing mark is in decimal points, the same may be converted to a whole number.
- The overall grade of the B. Ed.Spl. Ed. (LD) programme will be calculated on the basis of total marks obtained in all four semesters. The grade marks and grade points are as follows:

Grades and Grade Points

Letter Grade	Marks	Grade Point
O	1500 and above	7
A	1400 to 1499	6
B	1300 to 1399	5
C	1200 to 1299	4
D	1100 to 1199	3
E	1000 to 1099	2
F	999 and below	1

R:

(A) METHOD TO CARRY FORWARD THE MARKS

- (i) Candidates are required to pass in both internal and external assessments independently.
- (ii) A candidate who scores 50% or more in the Internal Assessment but FAILS in the Semester End Examination of the Course shall reappear for the Semester End Examination of that Course only. However, his/her marks of the internal assessment shall be carried forward.

(B) ATKT (ALLOWED TO KEEP TERM)

- (i) A student shall be allowed to keep term/s for consecutive semester/s irrespective of number of heads of failure in earlier semester/s.
- (ii) The result of semester IV shall be kept in abeyance until the student passes all semesters (semester I, II, and III).
- (iii) A maximum of three years from the date of admission to the programme is allowed for programme completion. Number of attempts is limited to maximum 3 per course - inclusive of the first attempt.
- (iv) A candidate failing in part I can reappear for the examination without putting in attendance for the instructional hours of that course/s. Candidate failing in part I semester end examination can reappear for the examination without putting in attendance for the instructional hours of that course/s.
- (v) If a candidate does not appear for the semester end examination fully or partially, he/she will be considered as a failure candidate. However, he/she is eligible for reappearing facility and his/her internal marks will be carried forward.

R..... STUDENT INTAKE

As per the RCI recognition given to the college, the college can admit minimum 20 and maximum 30 students per batch (additional seats for OBC candidates as per Govt of India directives wherever applicable).

R.....FACULTY NORMS

As per RCI norms

R.....FEE STRUCTURE

As per RCI/ University/ State Government/ Central Government- whichever applicable.

Note: It is mandatory for every teacher with BEd. Spl.Ed. (LD) to obtain a “Registered Professional Certificate” from the Rehabilitation Council of India to work in the field of education of children with disabilities in India. Hence, successful candidates of B.Ed.Spl. Ed. (LD) shall have to register their names with RCI. As continuous professional growth is necessary for the renewal of the certificate in every 5 years, the teachers in this field should involve self in professional development activities like undergoing in--service programmes periodically or publishing articles. Amendments, if any, to the regulations will be made periodically by the Rehabilitation Council of India.

COURSE OUTLINE:

PART I: AREA A, B, C, D THEORY COURSES

A 1 HUMAN GROWTH & DEVELOPMENT

Course Code: A1

Credit: 03

Contact Hours: 60

Notional Hours 30

Marks: 75

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 the trainees 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*

Module 1: Approaches to Human Development

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

Module 2: Theoretical approaches to development

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

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

- 3.1 Prenatal development: Conception, stages and influences on prenatal development,
- 3.2 Birth and Neonatal development: Screening the newborn - APGAR Score, Reflexes and responses, neuro-perceptual development
- 3.3. Milestones and variations in Development
- 3.4 Environmental factors influencing early childhood development
- 3.5 Role of play in enhancing development

Module 4: Middle Childhood to Adolescence (From nine years to eighteen years)

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

Module 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

Hands on Experience for notional hours: (ANY TWO)

30 Hrs 10 Marks

1. Observe children in various settings and identify milestones achieved. Submit reflections.
2. Attend a Seminar on human development. Submit report.
3. Journal for a case study

Suggested References:

- 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
- Mittal. S. (2006). Child development- Experimental Psychology, Isha books, Delhi
- Nisha, M. (2006). Introduction to child development, Isha books, Delhi
- Papalia, D. E. and 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
- Meece, J. S. & Eccles J. L (Eds) (2010). *Handbook of Research on Schools, Schooling and Human Development*, Routledge

A 2 CONTEMPORARY INDIA AND EDUCATION

Course Code: A2

Credit: 03

Contact Hours: 60

Notional Hours: 30

Marks: 75

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*

Module 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 Historical Perspective of Indian Education (Gandhi, Tagore, Krishna Murthy, Aurobindo)
- 1.5 Contemporary Indian Perspective

Module 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

Module 3: Contemporary Issues and Concerns

- 3.1 Universalisation of School Education, Right to Education and Universal Access
- 3.2 Issues of a) Universal enrolment b) Universal retention c) Universal learning
- 3.3 Issues of quality and equity: Physical, economic, social, cultural and linguistic, particularly w.r.t girl child, weaker sections and disabled
- 3.4 Equal Educational Opportunity: (i) Meaning of equality and constitutional provisions (ii) Prevailing nature and forms of inequality, including dominant and minority groups and related issues
- 3.5 Inequality in Schooling: Public-private schools, rural-urban schools, single teacher schools and other forms of inequalities in school systems

Module 4: Education Commissions and Policy

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

Module 5: Issues and Trends in Education

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

Hands on Experience for notional hours: (ANY TWO) 30 Hours 10 Marks

1. Comparative study of different settings and report writing
2. Conflicts and social movements in India: Women, Dalit, Tribal and Disabled and report writing
3. Educational debates and movements and submit a report
4. First generation learners : study and submit a report
5. Write a report on RTE act in the context of disadvantaged
6. Write a report on Linguistic and religious diversity
7. Write a report on Human rights, minority rights
8. Write a report on Educational status of various groups
9. Analyse Special and inclusive schools and submit a report
10. Analysis of contemporary debates

Essential Readings

- Government of India (GoI) (1966). National Education Commission (1964-66), Ministry of Education: New Delhi.
- Government of India (GoI) (1986/92). New Education Policy, MHRD: New Delhi.
- Guha, Ramchandra (2007). India after Gandhi: The History of the World's Largest Democracy. Macmillan: Delhi
- GoI (2010). Right to Education Act 2009, MHRD: New Delhi.

Suggested Readings

- Aggarwal. J. C. (1992). Development and Planning of Modern Education: New Delhi Vikas Publishing House Pvt. Ltd.
- Amartya Sen, and Jean Dreze (1997). India: Economic Development and Social Opportunity, Oxford India: 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, New Delhi: Arya Book Depot.
- Biswas. A. and Aggarwal, J.C. (1992). Education in India, New Delhi: Arya Book Depot.
- Chakravarty, Sukhamoy (1987). Development Planning: The Indian Experience, Oxford University press: New Delhi.
- Choudhary. K.C. and Sachdeva, L. (Eds) (1995): Total literacy by 2000: New Delhi: IAE Association.
- Dubey, S. C (2001). Indian Society, National Book Trust: New Delhi.
- Ain, L. C. (2010). Civil Disobedience, Book Review Literary Trust: New Delhi. Select chapters.
- Kashyap, S. C. (2009). The Constitution of India, National Book Trust: New Delhi.
- Mohanty, Jagannath. (1993). Indian Education in the Emerging Society, New Delhi Sterling publishers Pvt. Ltd.
- Sapra. C. L. and Ash Aggarwal, (Ed.,) (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.
- 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.

A 3 LEARNING, TEACHING AND ASSESSMENT

Course Code: A 3

Contact Hours: 60

Credits: 03

Notional Hours: 30

Marks: 75

Introduction

This Course will initiate teacher Trainees 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 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.*

Module 1: Human Learning and Intelligence

1.1 Human learning: Meaning, definition and concept formation

1.2 Learning theories:

- Behaviourism: Skinner, Thorndike
- Cognitivism: Piaget, Kohlberg
- Social Constructism: Vygotsky, Bandura

1.3 Intelligence:

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

1.4 Creativity: Concept, Definition and Characteristics

1.5 Implications for Classroom Teaching and Learning

Module 2: Learning Process and Motivation

2.1 Sensation: Definition and Sensory Process

2.2 Attention: Definition and Affecting Factors

2.3 Perception: Definition and Types

2.4 Memory, Thinking, and Problem Solving

2.5 Motivation: Nature, Definition and Maslow's Theory

Module 3: Teaching Learning Process

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

Module 4: Overview of Assessment and School System

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

Module 5: Assessment: Strategies and Practices

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

Hands on Experience for notional hours: (ANY TWO)

30 Hrs 10 Marks

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

TRANSACTIONS

Understanding most of the concepts introduced through this course is essential for any classroom teacher. Hence, curriculum transactions may involve lectures with adequate explanations and examples with reference to Indian context. Class discussions must follow theoretical introductions so that the student teachers are able to link this knowledge with whatever observations and reflections they are making in schools. Suggested library readings prior to the lecture will help student teachers to get familiarized with the notions and appropriate terms. Evaluations must focus on understanding the concepts and processes with reference to students with and without special needs.

Essential Readings

- Amin, A. Assessment of Cognitive Development of Elementary School Children A Psychometric Approach Jain Book Agency 2002
- Panch, R. (2013). Educational Psychology: Teaching and Learning Perspectives McGraw Hill Education (India) Private Limited
- Misra, G., Jha, A., & Woolfolk, A.(2012). Fundamentals of Educational Psychology 11th edn Pearson Publication
- Whitcomb, S. and Merrell, K.W.(2012). Behavioral, Social, and Emotional Assessment of Children and Adolescents Routledge 4th edn.
- Chauhan, S.S.(2013). Advanced Educational Psychology. Jain Book Agency, Delhi
- Salvia, John, Ysseldyke, James, E. And Bolt, Sara. (2007). Assessment in Special and Inclusive Education. Houghton Mifflin Company, Boston.
- King-Sears, E. Margaret. (1994). Curriculum Based Assessment in Special Education. Singular Publishing Group
- Paul, P.(2009). Language and deafness. Singular publication

Suggested Reading

- Geisinger, K.F. (2013) APA Handbook of Testing and Assessment in Psychology. Available at American Psychological Association, USA
- Howell, Kenneth W., (2000). Curriculum Based Evaluation. (3rd Ed). WordsworthThompson Learning.
- McMillan, James H. (2001). Classroom Assessment: Principles and Practice for Effective Instruction. Allyn and Bacon, London.
- Nevo, David. (1995). School based Evaluation. Pergamon Publishing
- Salvia, J. (1998). Assessment. (7th ed) Boston:Houghton Mifflin
- Guskey, T. R. & Bailey. J (2000). Grading and Reporting. Thousand Oaks, CA: Corwin King-

- Howell, Kenneth, W. & Nolet Victor (2000). Curriculum based Evaluation (3rd ed.). Wadsworth Thomson Learning.

A 4 (a) PEDAGOGY OF TEACHING SCIENCE

Course Code: A 4 (a)

Credits: 03

Contact Hours: 60

Notional Hours: 30

Marks: 75

Introduction

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

Objectives

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

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

Module 1: Nature and Significance of Science

- 1.1 Nature, Scope, Importance and Value of Science.
- 1.2 Science As An Integrated Area of Study
- 1.3 Science and Modern Indian Society: Relationship of Science and Society.
- 1.4 Impact Of Science With Special Reference To Issues Related With Environment, Industrialization and Disarmament.
- 1.5 Role Of Science For Sustainable Development

Module 2: Planning for Instruction

- 2.1 Aims and Objectives of Teaching Science in Elementary and Secondary School
- 2.2 Bloom's Taxonomy of Educational Objectives and Writing Objectives in Behavioural Terms

- 2.3 Lesson Planning – Importance and Basic Steps. Planning Lesson for an Explanation, Demonstration, and Numerical Problem in Teaching of Sciences.
- 2.4 Unit Planning – Format of A Unit Plan.
- 2.5 Pedagogical Analysis: Meaning and Need. Guidelines for Conducting Pedagogical Analysis

Module 3: Approaches and Methods of Teaching Sciences

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

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

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

Module 5: Evaluation

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

Hands on Experience for notional hours: (ANY TWO)

30 Hrs (10 Marks)

1. Pedagogical analysis of a unit from Science content. Summarize and submit.

2. Preparation of a multimedia presentation on a topic from Science content keeping students with disabilities in view.
3. Developing an Action Research Plan on a problem related to teaching and learning of Sciences to students with disabilities to students with disabilities and submitting.
4. Construction of a diagnostic test for unit along with a remedial plan and submit.
5. Comparative analysis of prescribed syllabus and textbooks of different Boards Curricular innovations in respective subject areas and write a report
6. Curricular adaptations for teaching Sciences to students with disabilities: submit a report

Essential Readings

- Brown, R. (1978). *Science instruction of visually Impaired Youth*. New York: AFB.
- Buxton, A C. (2010). *Teaching Science in Elementary and Middle School*. NewDelhi: Sage Publications.
- Bybee.w.Roger (2010) *The Teaching of Science 21st Century Perspective National Science Teachers*. Association, USA
- Fensham, P.J. (1994). *The content of Science: A constructive Approach to its Teaching and Learning*. Washington, D.C: The Falmer Press.
- Gupta, V. K. (1995). *Teaching and learning of Science and Technology*. New Delhi: Vikas Publishing House Pvt. Ltd.
- Henninen, K. A. (1975). *Teaching of Visually Handicapped*, Ohio: Charles E. Merrill Publishing Company
- Joshi, S. R (2005). *Teaching of Science*. New Delhi: A.P.H Publishing Corporation.
- Kelley, P. & Gale, G. (1998). *Towards Excellence: Effective education for students with vision impairments*, Sydney: North Rocks Press.
- Layton, D. (1989). *Innovations in Science and Technology Education*, New Delhi: Sterling Publishers
- Lawson, E. A. (2010). *Teaching Inquiry Science in Middle School*, New Delhi: Sage Publications.
- Mani, M. N. G. (1992). *Techniques of teaching blind children*, New Delhi: Sterling Publishers.
- Mukhopadhyay, S., Jangira, N. K., Mani, M.N. G., & Raychowdhary, N. (1987). *Sourcebook for training teachers of visually impaired*, Delhi: NCERT.
- Murray, L. J. (1988). *Basic Skills – Science*, Boston: John Murrey.
- NCERT (1982). *Teaching Science in secondary schools*, New Delhi: NCERT.
- NIVH (1992). *Handbook for the teachers for the visually handicapped*, Dehradun: NIVH.

- Scholl, G.T. (1986). Foundations of education for blind and visually handicapped children and youth, New York: American Foundation for the blind.
- Sharma, R. C. (2005). *Modern Science teaching*, Delhi: Dhanpat Rai & Sons.
- Siddiqui, H. M. (2007). *Teaching science*, New Delhi: Balaji offset.
- Siddiqui, N.N & Siddiqui, M. N. (1994). *Teaching of science today & tomorrow*, Delhi: Doaba House.
- Starin, A. & Sund, B. (1983). *Teaching science through discovery*. Ohio: Charles E. Merrill Publishing Company.
- Tripathi, S. (2004). *Teaching of Physical Science*, Delhi: Dominant Publications
- UNESCO (1966). *Source Book for Science Teaching*, Paris: UNESCO.
- Vaidya, N. (2003). *Science Teaching in Schools*, New Delhi: Deep & Deep Publishers.
- Vanaja, M. (2006). *Teaching of Physical Science*, Hyderabad: Neelkamal Publications.

Suggested Readings

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

A 4 (b) PEDAGOGY OF TEACHING MATHEMATICS

Course Code: A 4 (b)

Credits: 03

Contact Hours: 60

Notional Hours: 30

Marks: 75

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.*

Module 1: Nature of Mathematics

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

Module 2: Objectives and Instruction Planning in Mathematics

- 2.1 Aims and Objectives of Teaching Mathematics in Elementary and Secondary Schools
- 2.2 Bloom's Taxonomy of Educational Objectives and Writing Objectives in Behavioural Terms
- 2.3 Lesson Planning–Importance and Basic Steps. Planning Lesson of Arithmetic, Algebra and Geometry.
- 2.4 Unit Planning – Format of A Unit Plan.
- 2.5 Pedagogical Analysis: Meaning and Need and Procedure for Conducting Pedagogical Analysis. Classification of Content, Objective, Evaluation, Etc

Module 3: Strategies for Learning and Teaching Mathematics

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

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

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

Module 5: Assessment and Evaluation for Mathematics Learning

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

Hands on Experience for notional hours: (ANY TWO)

30 Hrs (10 Marks)

- 1. Pedagogical analysis of a unit of content from secondary school Mathematics Syllabus. Submit a report
- 2. Prepare a multimedia presentation on a topic with special reference to students with disabilities and submit.
- 3. Construct a question paper based on current CBSE format/concerned State Board of education, prepare its Scoring key, and marking scheme and submit
- 4. Analyzing errors committed by school children in Mathematics and preparing a remedial plan in the form of report
- 5. Developing an Action Research proposal for a problem related to teaching and learning of Mathematics with reference to students with disabilities and submitting a brief summary.

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*, New Delhi: Sage Publication South Asia.
- Chapman, L. R. (1970). *The Process of Learning Mathematics*, New York: Pregamon Press.
- David, H., Maggie, M. & 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.
- 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*, Delhi: NCERT.
- Nemeth, A. (1973). *Nemeth Code for Mathematics and Scientific Notation*, Loviseville K: American Printing House.
- Shankaran & Gupta, H. N. (1984). *Content-Cum-Methodology of Teaching Mathematics*, New Delhi: NCERT.
- 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.

A 4 (c) PEDAGOGY OF TEACHING SOCIAL SCIENCE

Course Code: A 4 (c)

Contact Hours: 60

Credits: 03

Notional Hours: 30

Marks: 75

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 learners will be able to:

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

Module 1: Nature of Social Sciences

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

Module 2: Curriculum and Instructional Planning

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

Module 3: Approaches to teaching of Social Science

- 3.1 Curricular approaches: a) Coordination b) Correlational c) Contentric d) Spiral e) Integrated f) Regressive
- 3.2 Methods of teaching social science: Lecture, discussion, socialized recitation, source and project method.
- 3.2.1. Devices and techniques of teaching social studies – Narration, description, illustration, questioning, assignment, field trip, story telling, Role play, Group and self study, programmed learning, inductive thinking, Concept mapping, expository teaching and

problem solving

3.3 Accommodations required in approaches for teaching children with disabilities

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

3.5 Adaptations of material for teaching children with disabilities

Module 4: Evaluation of learning in Social Science

4.1 Purpose of evaluation in social science

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

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

4.4 Construction of teacher made test

4.5 Diagnostic testing and enrichment techniques for children with disabilities

Module 5: Social Science Teacher as a Reflective Practitioner

5.1 Being a reflective practitioner- use of action research

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

5.3 Case study- need and importance for a school teacher

5.4 Development of a Professional Portfolio/ teaching Journal

5.5 Competencies for teaching social science to children with disabilities

Transaction

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

Hands on Experience for notional hours: (ANY TWO)

30 Hrs (10 Marks)

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

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, D.D (2000) Methods of Teaching Geography, Sarup & Sons, New Delhi
- George Alex M. & Manad Amman(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 Randi(2008) Best Practices for Teaching Social Studies: What Award-Winning Classroom Teachers Do, Corwin
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A 5 (a) PEDAGOGY OF TEACHING HINDI

- **Course Code: A 5 (a)**

Credits: 03

Contact Hours: 60

Notional Hours 30

Marks: 75

PEDAGOGY OF TEACHING HINDI

Course Code: A 5 (Part IV)

Credits: 04

Contact Hours: 60 (६० घंटे)

Marks: 100

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

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

पाठ्यवस्तु

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

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

इकाई २ — पाठ्यवस्तु संवर्धन

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

इकाई ३ — भाषा अधिगम की प्रकृति और पाठ नियोजन

- ३.१ माध्यमिक स्तर पर हिन्दी शिक्षण के लक्ष्य और उद्देश्य।

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

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

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

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

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

इकाई ६ — भाषा अधिगम के मूल्यांकन की प्रविधि

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

इकाई ७ — चिन्तनशील साधक के रूप में शिक्षक

- ७.१ अनुवर्ती चिन्तन की आवश्यकता और महत्व।
- ७.२ चिन्तन दैनन्दिनी और पोर्टफोलियो बनाना।

- ७.३ विद्यार्थियों की अधिगम समस्याओं के निदान और समाधान के लिए क्रियात्मक अनुसन्धान का प्रयोग।
- ७.४ पाठ्यक्रम, सहायक सामग्री और पाठ्यविधियों का आलोचनात्मक विवेचन।
- ७.५ पाठ्यक्रम, सहायक सामग्री और पाठ्यविधियों पर विद्यार्थियों और अभिभावकों की प्रतिक्रियाओं का संग्रह।

प्रायोगिक कार्य —

- आधुनिक भाषा के रूप में हिन्दी के गुणों और स्थिति का अनुसन्धान विवरण।
- हिन्दी शिक्षण की 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	१०	१०	०५	०५	७०

सन्दर्भ पुस्तकें —

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

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

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

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

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

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

A 5 (b) PEDAGOGY OF TEACHING ENGLISH

Course Code: A5 (b)

Credits: 03

Contact Hours: 60

Notional Hours : 30

Marks: 75

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 learners 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.*

Module 1: Nature of English Language & literature

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

Module 2: Instructional Planning

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

Module 3: Approaches and methods of teaching English

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

Module 4: Instructional Materials

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

Module 5: Evaluation

- 5.1 Evaluation - concept and need.
- 5.2 Testing language skills and language elements (vocabulary, grammar and phonology)
- 5.3 Adaptation of evaluation tools for children with disabilities
- 5.4 Individualized assessment for children with disabilities
- 5.5 Error analysis, diagnostic tests and enrichment measures.

Transaction

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

Hands on Experience for notional hours: (ANY TWO)

30 Hrs 10 Marks

- 1. Design teaching programme based on error analysis and submit
- 2. Develop an Action Research Plan for measuring the effectiveness of a given teaching approach in English and submit
- 3. Develop work sheet (interactive including language games) and submit
- 4. Prepare worksheets to enrich vocabulary among secondary students with disabilities and submit.
- 5. Develop lesson plans for the teaching of prose and poetry and submit

6. Critically analyze any one poem or essay of a well known poet or writer and submit the report.

Essential Readings

- Allen, H., & Cambell, R. (1972). Teaching English as second Language, McGraw Hill, New York.
- Bharghi, 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. and Khanna A.L. (Ed.) 1996, English Grammar in context, Ratnasagar, Delhi.
- Bhatia, K.K. (2006). Teaching and Learning English as a Foreign Language. New Delhi: Kalyani Publishers.
- Bhatia, K.K. and Kaur, Navneet (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 and Johnson (Ed.) 1979, The communicative Approach to Language Teaching, Oxford University Press, Oxford.
- Donn Bryne (1988), Teaching Writing Skills, Longman, England.
- Francoise Grellet (1980), Developing Reading Skills, Cambridge University Press.
- Hari Prasad, M. & Prakashan, V. (2004), Communicative English, Neelkamal Publications, Hyderabad.
- IGNOU EEG – 02 Elective Course in English (1989), The structure of modern English Blocks (1 to 7), IGNOU, New Delhi.
- 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

A 5 : PEDAGOGY OF TEACHING LANGUAGE

Regional Language- Marathi

मराठी अध्यापन पद्धती

Course Code: A5

Credit: 03

Contact Hours: 60

Notional Hours 30

Marks: 75

उद्दिष्टे :

प्रस्तुत पाठ्यक्रमाद्वारे विद्यार्थी खालील योग्यता प्राप्त करतील.

- व्यक्ती व समाज दोन्हीच्या जीवन व विकासात भाषेचे काय योगदान आहे ते जाणून घेतील.
- मूलभूत भाषा कौशल्य व भाषा अध्ययनात त्यांची काय भूमिका आहे हे त्यांना अनुभवता येईल.
- पाठ नियोजन व घटक नियोजनात ते पारंगत होतील.
- मराठी भाषा शिक्षणाच्या विशेष व्यवहारिक उद्दिष्टांचे निर्धारण करणे व ती उद्दिष्टे लिहिणे यात ते कुशल होतील .
- मराठी भाषेच्या अध्ययनाची उद्दिष्टे पूर्ण करण्याकरिता पूर्व नियोजित विविध अध्यापन पद्धतींचा ते उपयोग करू शकतील.
- मराठी अध्यापनाची उद्दिष्टे सहज साध्य करण्यासाठी अध्ययन -अध्यापन सहायक साधनांची निर्मिती व त्यांचा वापर करण्यात ते सक्षम होतील .
- सातत्यपूर्ण सर्वंकश मूल्यमापनाच्या पद्धतींचा भाषा अध्ययन -अध्यापनात कुशलतेने उपयोग करतील.
- कृती संशोधनाद्वारे भाषा अध्ययनात विद्यार्थ्यांना येणाऱ्या अडचणी जाणून घेतील आणि त्यावर उपचारात्मक उपाययोजना करण्यास शिकतील.
- दैनंदिनी / रोजनिशी व पोर्टफोलियो निर्माण करून त्याचा वापर करण्यास शिकतील.

पाठ्यक्रम

Module 1 : मराठी भाषेचे स्वरूप , महत्त्व आणि उपयोग

- १ भाषा - अर्थ , स्वरूप आणि कार्ये व मराठी भाषेची सद्यस्थिती
- २ मराठी भाषेचा उगम व विकास
- ३ विविध बोली भाषा व प्रमाणित भाषा
- ४ शिक्षण , समाज, व्यापार, राजकारण , संशोधन व विकास यात भाषेचे योगदान
- ५ मूलभूत भाषा कौशल्ये (श्रवण, भाषण , वाचन , लेखन)

Module 2 : अभ्यासक्रम विकास

- २.१ मराठी साहित्याचा/ वाङ्मयाचा परिचय.
- २.२ पारंपारिक -आधुनिक मराठी साहित्य प्रकार (गद्य प्रकार- कथा नाटक, कादंबरी, आत्मचरित्र, प्रवास वर्णन , चरित्र. पद्य प्रकार - काव्य, महाकाव्य, मुक्त छंद, नवकाव्य.
- २.३ मराठी भाषेवर संस्कृत, पाली, अर्धमागधी , कानडी , इंग्रजी व हिंदी भाषांचा प्रभाव
- २.४ माध्यमिक स्तरावर मातृभाषा मराठीच्या पाठ्यक्रमात झालेले बदल.

Module 3 : भाषा अध्ययनाचे स्वरूप व पाठ नियोजन

- ३.१ माध्यमिक स्तरावर भाषा शिक्षणाची ध्येये व उद्दिष्टे
- ३.२ घटक नियोजन संकल्पना ,महत्त्व व विकास प्रक्रिया .
- ३.३ पाठ नियोजन संकल्पना , पायऱ्या, उपयोग व महत्त्व
- ३.४ भाषा शिक्षणाच्या बोधात्मक, भावात्मक व क्रियात्मक उद्दिष्टांचे वर्गीकरण व निर्धारण व व्यावहारिक लेखन (ब्लूमच्या वर्गीकरणानुसार)
- ३.५ पाठ नियोजनाच्या संरचनात्मक प्रणाली / मार्ग

Module 4 : भाषा अध्यापन पद्धती, तंत्रे व प्रतिमाने आणि साधने

- ४.१ : भाषा अध्यापन तंत्र - नाट्यीकरण , कथाकथन, बुद्धिमंथन , प्रश्नोत्तरे , मुलाखत.
- ४.२ : भाषा अध्यापन पद्धती : कथन पद्धती, व्याख्यान पद्धती, प्रकल्प , परिसंवाद पद्धती. चर्चा पद्धती सर्वसमावेशक पद्धती,
- ४.३: मराठीची अध्यापन प्रतिमाने - व्यक्तिगत प्रतिमान , सामाजिक प्रतिमान , बोधात्मक प्रतिमान
- ४.४ : भाषा अध्यापनात विविध अध्यापन साधने , प्रकार, उपयोग आणि महत्त्व
- ४.५ : भाषा पाठ्यपुस्तक- अंतर्गत व बहिर्गत गुणधर्म

Module 5 : भाषा मूल्यमापन आणि भाषा शिक्षक

- ५.१ : मूल्यमापन संकल्पना , उद्देश आणि महत्त्व
- ५.२: भाषेचे सातत्यपूर्ण व सर्वकष मूल्यमापन
- ५.३ : कृती संशोधनाद्वारे भाषा अध्ययनातील समस्या जाणणे व त्यांचे निराकरण करणे.
- ५.४ : भाषा शिक्षकाचे गुण
- ५.५ : दैनंदिनी / रोजनिशी व पोर्टफोलिओ निर्मिती.

प्रायोगिक कार्य : (Hands on Experience for notional hours: (ANY TWO) 30 Hrs 10

Marks

- भाषा अध्ययनात कर्णबधिर मुलांना येणाऱ्या अडचणींची यादी करा . त्यातील कोणत्याही दोन अडचणी दूर करण्यासाठी उपचारात्मक उपाययोजना लिहा.
- कोणत्याही एका अध्यापन प्रतिमानावर आधारित पाठाचे नियोजन करा.
- कोणत्याही एका वर्गाच्या कवितेचे पाठ नियोजन करा. कविता व गद्य पाठ यांच्या नियोजनातील फरक लिहा.
- जवळच्या एका शाळेत जाऊन सातत्यपूर्ण मूल्यमापन कसे केले जाते याचे निरीक्षण करा व त्याचा सविस्तर वृत्तांत लिहा.
- कोणतीही एक कथा व एक चरित्र वाचा. त्यातील फरक लिहा.
- शाळेत भाषा अध्यापन विषयक अध्ययन -अध्यापन पद्धती, साधने याबाबत पालक आणि विद्यार्थी यांच्या लेखी प्रतिक्रिया कशा मिळवतात त्याचे निरीक्षण करा व त्यावर अहवाल लिहा.

संदर्भ पुस्तके :

- अकोलकर आणि पाटणकर (१९९६) मराठीचे अध्यापन , व्हिनस प्रकाशन पुणे.
- पवार, ना. ग. (२००८) मातृभाषा मराठीचे आशययुक्त अध्यापन, नित्य नूतन प्रकाशन पुणे.
- जोशी, शोभना वि. (२००७) मराठीचे अध्यापन , मृण्मयी प्रकाशन , औरंगाबाद
- भानगावकर, सुलभा आणि दाते , सुषमा (२००८) मातृभाषा मराठीचे अध्यापन , पिंपळापुरे अँड कं.पब्लिशर्स नागपूर
- कुंडले, म. बा. (१९९७) मराठीचे अध्यापन , श्री विद्या प्रकाशन पुणे.
- दुनाखे अ. र. (२०००) मराठीचे अध्यापन नूतन प्रकाशन पुणे.
- करंदीकर सुरेश आणि मंगरूळकर मिना (२००३) मराठी आशय अध्यापन पद्धती फडके प्रकाशन, कोल्हापूर
- आहेर, मिना (२००८) मातृभाषा मराठीचे आशययुक्त अध्यापन , नित्य नूतन प्रकाशन पुणे.
- घोरमोडे कला (२००८) मराठी अध्यापन पद्धती विद्या प्रकाशन नागपूर

B6 INCLUSIVE EDUCATION

Course Code: B 6

Credits: 03

Contact Hours: 60

Notional hours : 30

Marks: 75

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 recognizes ways in which different stakeholders can collaborate for the success of inclusive education.

Objectives

After completing the course the learners 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

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

Unit 2: Policies & Frameworks Facilitating Inclusive Education

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

- 2.2 International Conventions: Convention against Discrimination (1960), Convention on Rights of a Child (1989), United Nations Convention of Rights of Persons with Disabilities (UNCRPD) (2006)
- 2.3 International Frameworks: Salamanca Framework (1994), Biwako Millennium Framework of Action (2002)
- 2.4: National Commissions & Policies: Kothari Commission (1964) National Education Policy (1968), National Policy On Education (1986), Revised National Policy Of Education (1992), National Curricular Framework (2005), National Policy For Persons With Disabilities (2006)
- 2.5: National Acts & Programs: IEDC (1974), RCI Act (1992), PWD Act (1995), National Trust Act (1999), SSA (2000), RTE (2006), RMSA (2009), IEDSS (2013)

Unit 3: Adaptations Accommodations and Modifications

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

Unit 4: Inclusive Academic Instructions

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

Unit 5: Supports and Collaborations for Inclusive Education

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

Hands on experience for notional hours (any two).

30 hrs

10 marks

1. Visit Special Schools Of Any Two Disabilities & An Inclusive School & Write Observation Report Highlighting Pedagogy

2. Prepare A Checklist For Accessibility In Mainstream Schools For Children With Disabilities
3. Design A Poster On Inclusive Education
4. 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. and 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*, Corwin Press, Sage Publications.
- Hegarthy, S. & Alur, M. (2002) *Education of Children with Special Needs: from Segregation to Inclusion*, Corwin Press. Sage Publishers
- Karant, P. & Rozario, J. ((2003). *Learning Disabilities in India*. Sage Publications.
- Karten, T. J. (2007). *More Inclusion Strategies that Work*. Corwin Press, Sage Publications.
- King-Sears, M. (1994) *Curriculum-Based Assessment in Special Education*. California: Singular Publications.
- Lewis, R. B. & Doorlag, D. (1995) *Teaching Special Students in the Mainstream*. 4th Ed. New Jersey: Pearson

- McCormick, Sandra.(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 SevereDisabilities 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 study*. Philadelphia: Open University Press
- Westwood P. (2006) *Commonsense Methods for Children with Special Educational Needs-Strategies for the Regular Classroom*.4th Edition, London RoutledgeFalmer: Taylor & Francis Group.

B7 INTRODUCTION TO SENSORY DISABILITIES

Course Code: B 7

Credits: 03

Contact Hours: 60

Notional hours: 30

Marks: 75

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 &its prevalence& 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

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

Unit 2: Impact of hearing loss

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

Unit 3: Visual Impairment--Nature and Assessment

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

Unit 4: Educational Implications of Visual Impairment

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

Unit 5: Deaf-blindness

- 5.1 Definition, causes, classification, prevalence and characteristics of deaf-blindness
- 5.2 Effects and implications of deaf-blindness on activities of daily living & education
- 5.3 Screening, Assessment, Identification & interventional strategies of deaf-blindness
- 5.4 Fostering early communication development: Methods, assistive devices and practices

including AAC

5.5 Addressing orientation, mobility & educational needs of students with deaf-blindness

Hands on tasks for Notional Hours: (Any Two): 30 hours 10 marks

1. Interact with 3 Deaf adults and reflect upon their preferences about communication methods
2. Make a poster on positive attitude towards sensory impairments.
3. Make a check list for identifying low vision in primary classes
4. Do websearch on deafblindness and write an essay on strategies for developing daily living skills.

References:

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- Davis, H. & Silverman, S. R. (1970). *Hearing and Deafness - Part I*. Holt, London: Rinehart & Winston.
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- Handbook on Deafblindness (2005) Sense International India. Retrieved online on 24/4/2015
- Kelley, P. & Gale, G. (1998). *Towards Excellence: Effective education for students with vision impairments*. Sydney: North Rocks Press.
- Lowenfeld, B (1973). *Visually Handicapped Child in School and Society*; American Foundation for the Blind; NewYork.
- Lynas, W. (2000). *Communication options*. In J. Stokes (Ed), *Hearing Impaired Infants – Support in the first eighteen months*. London: Whurr Publishers Ltd
- Martin, F. N. Clark, J.G. (2009). *Introduction to Audiology*. 10th ed. Boston: Pearson Education. OR
- 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. OR
- 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 hand book 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, MA: 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., Haring, & 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. P381–413.

B 8 INTRODUCTION TO NEURO DEVELOPMENTAL DISABILITIES

Course Code: B 8

Credits: 03

Contact Hours: 60

Notional Hours : 30

Marks: 75

Introduction

The course integrates relevant subject matter in the areas of Learning Disability, intellectual Disability and Autism Spectrum Disorder. This course will prepare pre-service 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 learners 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*

Module 1: Overview of Neurodevelopmental disabilities

8 hours

- 1.1 Neurodevelopmental disabilities: concept
- 1.2 Types and characteristics
- 1.3 Prevalence and incidence
- 1.4 Causes
- 1.5 Educational implications

Module 2: Learning Disability: Nature, needs and intervention

15 hours

- 2.1 Definition, Types and Characteristics
- 2.2 Tools and Areas of assessment
- 2.3 Strategies for reading, writing and maths
- 2.4 Curricular adaptation, IEP, Further Education,
- 2.5 Transition Education, life long education

Module 3: Intellectual Disability: Nature, needs and intervention **15 hours**

- 3.1 Definition, Types and Characteristics
- 3.2 Tools and Areas of assessment
- 3.3 Strategies for functional academics and social skills
- 3.4 Assistive devices, Adaptations, Individualized Education Plan, Person centered plan, Life skill education
- 3.5 Vocational training and independent living

Module 4: Autism Spectrum Disorder: Nature, needs and intervention **15 hours**

- 4.1 Definition, Types and Characteristics
- 4.2 Tools and Areas of assessment
- 4.3 Instructional Approaches
- 4.4 Teaching Methods
- 4.5 Vocational training and career opportunities

Module 5: Attention Deficit Hyperactivity Disorder: Nature, needs and intervention **12 hours**

- 1.1 Definition, types and characteristics
- 1.2 Tools and areas of assessment
- 1.3 Environmental adaptations
- 1.4 Instructional methods
- 1.5 Behaviour management methods

Hands on experience for notional hours (any two). **30 hrs 10 marks**

Course Work/ Practical/ Field Engagement

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

Suggested Readings:

- Accardo, P.J., Magnusen, C., and Capute, A.J. Autism: Clinical and Research Issues. York Press, Baltimore, 2000

- American Psychiatric Association. Diagnostic and Statistical Manual of Mental Disorders (4th ed. TR). Washington DC. 2000
- Bala, M.J : Methods of Teaching Exceptional Children, 2004
- Browning , R, E: Teaching Students with Behaviour and Serve Emotional Problems, Jampala, M, B: Methods of Teaching Exceptional Children, 2004
- Higgins J : Practical Ideas that Really work for students with Dyslexia and other reading Disorders, 2003
- Moyes, R.A Building Sensory Friendly Classrooms to Support Children with Challenging Behaviors: Implementing Data Driven Strategies, 2010
- Pierangelo, R. & Giuliani G.A. Transition services in Special Education, Allyn& Bacon, 2003
- Reddy G.L. & Rama, R: Education of children with special needs, New Delhi - Discovery Pub. 2000
- Simpson, R. L, Myles, B, S: Educating children and youth with autism: strategies for effective practice. (2nd edition) Pro Ed. Texas, 2008
- Smith, D.D: Introduction to Special Education Teaching in an Age of opportunity, Allyn& Bacon, 2003
- Strichart, S., S :Teaching Study Strategies to Students with Learning Disabilities, Allyn & Bacon, Boston 1993
- Swady, E.R: Diagnosis & Correction of Reading, Difficulties, Allyn& Bacon Boston 1989
- Taylor, B: Reading Difficulties : Instruction and Assessment, Random House, New York, 1988
- Wong. B, Y, L: .The ABCs of Learning Disabilities, 1996.

B 9 INTRODUCTION TO LOCOMOTOR AND MULTIPLE DISABILITIES

Course Code: B 9

Credits: 03

Contact Hours: 60

Notional Hours: 30

Marks: 75

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 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.

Module 1: Cerebral Palsy (CP)

- 1.1. CP: Nature, Types and Its Associated Conditions
- 1.2. Assessment of Functional Difficulties of CP including Abnormalities of Joints and Movements (Gaits)
- 1.3 Understanding Educational difficulties (perceptual, reading, writing, and mathematics)
- 1.4. Provision of Therapeutic Intervention and Referral of Children with CP
- 1.5. 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

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

- 2.1. Definition, Meaning and Classification
- 2.2. Assessment of Functional Difficulties
- 2.3 Understanding Educational difficulties (perceptual, reading, writing, and mathematics)
- 2.4. Provision of Therapeutic Intervention and Referral
- 2.5. Implications of Functional Limitations for Education and Creating Prosthetic Environment in School and Home: Seating Arrangements, Positioning and Handling Techniques at Home and School

Module 3: Multiple Disabilities and Other Disabling Conditions

- 3.1 Multiple Disabilities: Meaning and Classifications
- 3.2 Various Combinations of Multiple Disabilities and Associated Conditions Such as Epilepsy, Motor and Sensory Conditions
- 3.3 Other Disabling Conditions such as Leprosy Cured Students, Tuberos Sclerosis and Multiple Sclerosis
- 3.4 Understanding Educational difficulties (perceptual, reading, writing, and mathematics)
- 3.5 Implications of Functional Limitations for Education and Creating Prosthetic Environment in School and Home: Seating Arrangements, Positioning and Handling Techniques at Home and School

Module 4: Facilitating Teaching-Learning in school and inclusion

- 4.1 Introduction to IEP and TLM for children with CP, Amputees, Polio, Spinal Cord Injuries, Spina-bifida and Muscular Dystrophy and Multiple Disabilities and Other Disabling Conditions
- 4.2 Assistive Technology to Facilitate Learning and Functional Activities For CP, Amputees, Polio, Spinal Cord Injuries, Spina-bifida and Muscular Dystrophy, Multiple Disabilities and Other Disabling Conditions
- 4.3 Government Concessions, schemes and facilities- educational, aids and appliances, transport
- 4.4 Universal Design for accessibility
- 4.5 Facilitating social and peer group relationships

Module 5: Introduction to Therapeutic Interventions to facilitate classroom environment

- 5.1 Physical and Functional Management of Lifting , carrying and transfer techniques
- 5.2 Safety procedures, Back care and Wheel chair skills
- 5.3 Problems & Management of hand function
- 5.4 Use of Orthotic aids for upper and lower limbs for accessibility
- 5.5 Alternative and Augmentative Communication in classroom

Hands on task for Notional Hours: (ANY TWO) 30 hrs 10 marks

1. Identify a child with cerebral palsy or a child with Multiple Disabilities. Study his / her file, interact and observe. Report the child's difficulties in activities of daily living and academic activities.
2. Carry out web search and list the tools, strategies and formats globally used to make life more and more barrier free for a an adult with multiple disability.
3. Make a poster for classmates and peers for better inclusion of a child with CP in their school including a few Dos and Donts

Transactions : Conventional lecturing, PPTs, Visits, Observations, class discussions, Videos, reflecting upon learnt knowledge.

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/inclusiveeducation/training-module-for-resource-teachers-for-disablechildren/Module%205%20Cerebral%20Palsy.pdf/at_download/file
- Sarva Siksha Abhiyan . Module on Multiple Disabilities. http://ssa.nic.in/inclusiveeducation/training-module-for-resource-teachers-for-disablechildren/Module%203%20Multiple%20Disability.pdf/at_download/file

B 10 (A) GUIDANCE & COUNSELLING

Course Code: B 10(A)
Contact Hours: 60

Credits: 03
Notional Hours: 30 hrs

Marks: 75

Objectives

After completing this course the student will be able to:

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

Module 1: Introduction to Guidance

- 1.1 Guidance : concept, aims and Functions
- 1.2 Need for Guidance
- 1.3 Principles of Guidance
- 1.4 Areas of Guidance : Educational Guidance Vocational Guidance and Personal Guidance
- 1.5 Role of teachers in guidance for students with disability

Module 2: Introduction to Counselling

- 2.1 Counseling: Meaning, nature and characteristics of counseling
- 2.2 Core conditions in counseling (special concerns incounseling)
- 2.3 Types of counseling: Directive, non directive and eclectic counseling
- 2.4 Skills and competencies of a counselor
- 2.5 Professional ethics of a counselor

Module 3: Enhancing Self Image and Self Esteem

- 3.1 Concept of Self as Human
- 3.2 Understanding of Feelings and Changes
- 3.3 Developing Mental Health and Coping Skills
- 3.4 Personality Development,
- 3.5 Role of Teacher in Developing Self-Esteem in Children

Module 4: Approaches and Services offered in guidance and counselling

- 4.1 Approaches: child centred, supportive and family
- 4. 2 Services offered in guidance and counseling: placement Services
- 4.3 remedial service
- 4.4 Student information service
- 4.5 Follow-up service

Module 5: Guidance and Counselling in Inclusive Education

- 5.1 Current Status With Reference to Indian schools
- 5.2 Role of a teacher in mainstreaming and providing support for students with special needs
- 5.3 Guidance in Formal and Informal Situations: Within and Outside Classroom,
- 5.4 Group Guidance: Group Leadership Styles and Group Processes
- 5.5 Challenges in Group Guidance

Hands on Experience for notional hours: (ANY TWO)**30 Hrs 10 Marks**

1. Counselling and report writing on a selected case
2. Simulation of a parent counselling session
3. Report of critical observation of a given counselling session

Essential reading

- Shah, A (2008) Basics in guidance and Counselling. Global Vision Publishing House
- 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
- Sharma, V.K. (2005) Education and Training of Educational and Vocational Guidance. Soujanya Books
- Naik, P.S (2013) Counselling Skills for Educationists. Soujanya Books

Desired Reading

- 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

B 10(B) Applied Behaviour Analysis**Course Code: B 10(B)****Credit: 03****Contact Hours: 60****Notional Hours 30****Marks: 75****Objectives:** at the completion of this course, the student will be able to

1. Develop and understanding of the underlying principles and assumptions of applied behavioural analysis
2. Use various measures of behavioural assessment
3. Apply methods of ABA in teaching and learning environments
4. Integrate techniques of ABA in teaching programs
5. Select suitable strategies for managing challenging behaviours

Module 1 *Introduction to Applied Behaviour Analysis*

12 hrs

- 1.1 Principles of Behavioural Approach
- 1.2 ABA - Concept and definition
- 1.3 Assumptions of ABA – Classical and Operant Conditioning
- 1.4 Behaviour- definition and feature
- 1.5 Reinforcement & Punishment

Module 2 *Methods of Behaviour Assessment*

6 hrs

- 2.1 Antecedent, Behaviour & Consequence
- 2.2 Behaviour frequency and rate
- 2.3 Behaviour duration.
- 2.4 Behaviour latency
- 2.5 Inter-response time & percent of occurrence

Module 3 *Methods of ABA*

16 hrs

- 3.1 Identification of behavioural goals
- 3.2 Functional analysis of behaviour
- 3.3 Discrete Trial Teaching
 - Discriminative stimulus -characteristics
 - Response
 - Consequence -characteristics
 - Inter-trial interval
- 3.4 STAR (Setting Triggers Action Result) Model
- 3.5 Pivotal Response Training

Module 4 *Techniques for Positive Behaviour Support*

13 hrs

- 4.1 Types of positive reinforcement
 - Primary
 - Secondary
 - Token economy
- 4.2 Schedules of reinforcement
 - Continuous
 - Fixed ratio
 - Fixed interval

- Variable ratio
- Variable interval
- Fading

4.3 Negative reinforcement

- Escape
- Avoidance

4.4 Shaping and Chaining

4.5 Types of Prompt

- Physical
- Gestural
- Pointing
- Visual
- Positional
- Verbal

Module 5 Management of Challenging Behaviour

13 hrs

- 5.1 Differential reinforcements of behaviour
- 5.2 Extinction and Time out
- 5.3 Response cost and overcorrection
- 5.4 Maintenance
- 5.5 Generalization and fading

Practicum (Any Two):

Notional Hours: 30 hrs

1. Conduct a functional analysis of behaviour of a given case and submit report
2. Develop and submit an ABA program for management of a challenging behaviour
3. Develop teaching material for Discrete Trial Teaching/Pivotal Response Training

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 Reading

- Cooper, J.O., Timothy, E.H. and Heward, W.L. (2007) *Applied Behaviour Analysis*. Pearson Publications
- Kearney, A.J. (2007) *Understanding Applied Behaviour Analysis: An Introduction to ABA for Parents, Teachers and Other Professionals*. Jessica Kingsley, Philadelphia

- Fisher, W.W., Piazza, C.C. and Roane, H.S. (2013) *Handbook of Applied Behaviour Analysis*. Guilford Press, New York
- Bailey, j and Burch, M (2011) *Ethics for Behaviour Analysts*. Routledge, New York
- Lewis, P. (2006) *Achieving Best Behaviour for Children with Developmental Disabilities*. Jessica Kingsley Publishers London

Desired Reading

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

B 10(C) Community Based Rehabilitation

Course Code: B 10 (C)
Contact Hours: 60

Credit: 03
Notional Hours 30
Marks: 75

Objectives: After completing this course the student will be able to

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

Module 1 Introduction to Community Based Rehabilitation (CBR)

12 hrs

- 1.1 Concept and definition of CBR
- 1.2 Principles of CBR
- 1.3 Difference between CBR and institutional living
- 1.4 Socio-cultural and economic contexts of CBR
- 1.5 Scope and inclusion of CBR in government policies and programs

Module 2 Preparing Community for CBR

12 hrs

- 2.1 Awareness program-Types and methods
- 2.2 Advocacy - citizen and self
- 2.3 Focus group discussion

- 2.4 Family counselling and family support groups
- 2.5 Corporate social responsibility

Module 3 *Preparing Persons with Disability for CBR*

12 hrs

- 3.1 Early identification and intervention
- 3.2 Development of Person Centred Plan for education
- 3.3 Individual Transition Plan
- 3.4 Community related vocational training
- 3.5 Skill training for living within community

Module 4 *CBR Strategies for Persons with Disabilities*

12 hrs

- 4.1 Visual impairment
 - Orientation and mobility training
 - Braille
- 4.2 Hearing impairment
 - Training in sign language and system
- 4.3 Physical impairment and Cerebral Palsy
 - Training in use of assistive devices
 - Training in use of augmentative and alternative communication systems
- 4.4 Autism and intellectual disability
 - Training in functional and survival skills
- 4.5 Access to school and higher education

Module 5 *Role of Government and International Agencies*

12 hrs

- 5.1 Poverty alleviation and development programs
- 5.2 Disability related legislations & judicial activism
- 5.3 Disability related policies and schemes
- 5.4 United Nation's Conventions and Declarations
- 5.5 Review of global legislations

Practicum (Any Two):

1. Visit an ongoing CBR program and write a report on its efficacy
2. Organize a community awareness program and submit a report
3. Prepare an outline of a CBR program for a given person with disability

B 10 (D) COMMUNITY BASED REHABILITATION

Course Code: B 10(D)

Credits: 03

Contact Hours: 60

Notional Hours: 30

Marks: 75

Objectives

After completing this course the student 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*

Module 1 Introduction to Community Based Rehabilitation (CBR)

- 1.6 Concept and definition of CBR
- 1.7 Principles of CBR
- 1.8 Difference between CBR and institutional living
- 1.9 Socio-cultural and economic contexts of CBR
- 1.10 Scope and inclusion of CBR in government policies and programs

Module 2 Preparing Community for CBR

- 2.1 Awareness program-Types and methods
- 2.2 Advocacy - citizen and self
- 2.3 Focus group discussion
- 2.4 Family counselling and family support groups
- 2.5 Corporate social responsibility

Module 3 Preparing Persons with Disability for CBR

- 3.1 Early identification and intervention
- 3.2 Development of Person Centred Plan for education
- 3.3 Individual Transition Plan
- 3.4 Community related vocational training
- 3.5 Skill training for living within community

Module 4 CBR Strategies for Persons with Disabilities

- 4.1 Visual impairment
 - Orientation and mobility training
 - Braille
- 4.2 Hearing impairment
 - Training in sign language and system
- 4.3 Physical impairment and Cerebral Palsy
 - Training in use of assistive devices
 - Training in use of augmentative and alternative communication systems

- 4.4 Autism and intellectual disability
 - Training in functional and survival skills
- 4.5 Access to school and higher education

Module 5 Role of Government and International Agencies

- 5.1 Poverty alleviation and development programs
- 5.2 Disability related legislations & judicial activism
- 5.3 Disability related policies and schemes
- 5.4 United Nation's Conventions and Declarations
- 5.5 Review of global legislations

Hands on Experience for notional hours: (ANY TWO)

30 Hrs 10 Marks

- 4. Visit an ongoing CBR program and write a report on its efficacy
- 5. Organize a community awareness program and submit a report
- 6. Prepare an outline of a CBR program for a given person with disability

Transactions

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

B 10 (E) APPLICATION OF ICT IN CLASSROOM

Course Code: A1

Credit: 03

Contact Hours: 60

Notional Hours 30

Marks: 75

Introduction

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*

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

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

Module 2: Using Media and Computers

- 2.1. Media: Radio and Audio Media- Script Writing, Storytelling, Songs, Etc.,
- 2.2 Television and Video in Education,
- 2.3 Importance of Newspaper in Education
- 2.4. Computers: Functional Knowledge of Operating Computers—On/Off, Word Processing, Use Of Power Point, Excel,
- 2.5 ICT Applications For Access To Print

Module 3. Computer as a Learning Tool

- 3.1 Effective Browsing of the Internet for Discerning and Selecting Relevant Information
- 3.2 Survey of Educational Sites and Downloading Relevant Material;
- 3.3 Cross Collating Knowledge from Varied Sources,
- 3.4. Computer-Aided Learning: Application Of Multimedia In Teaching And Learning, Programmed Instruction; Computer-Assisted Instruction; Interactive Learning
- 3.5. E-Classroom: Concept, Organizing E-Classroom and Required Adaptations for Students with Disabilities

Module 4: Visualising Technology-Supported Learning Situations

- 4.1 Preparation of Learning Schemes and Planning Interactive Use of Audio-Visual Programme;
- 4.2 Developing PPT Slide Show For Classroom Use
- 4.3 Using of Available Software or CDs
- 4.4 using LCD Projection for Subject Learning Interactions;
- 4.5. Generating Subject-Related Demonstrations Using Computer Software and Enabling Students to Plan and Execute Projects;

Module 5: Interactive use of ICT

- 5.1 Participation in Social Groups on Internet,
- 5.2 Creation of 'Blogs',
- 5.3 Organizing Teleconferencing and Video-Conferencing;
- 5.4 Identifying and Applying Software for Managing Disability Specific Problems.
- 5.5 Overview of WCAG (Web Content Access Guidelines)

Hands on Experience for notional hours: (ANY TWO)

30 Hrs 10 Marks

1. 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.
2. Prepare a PPT by inserting photos and videos on a topic of your choice.
3. 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

B 10 (F) Gender and Disability

Course Code: B 10(F)

Contact Hours: 60

Credit: 03

Notional Hours 30

Marks: 75

Objectives: After completion of this course the student will be able to

1. Develop an understanding of human rights based approach in context of disability
2. Explain the impact of gender on disability
3. Describe the personal and demographic perspectives of gender and disability
4. Analyse the issues related to disabled women and girl children
5. Describe the role of advocacy and legislation in creating gender equity

Module 1: Human Right-based Approach& Disability

12 hrs

- 1.1 Human Rights-based approach
 - Concept and history
- 1.2 Principles of HRbA
 - Equality and non-discrimination
 - Universality & Inalienability
 - Participation and inclusion
 - Accountability and rule of law
- 1.3 Elements of Human Rights System
 - Legal framework
 - Institutions
 - Development policies & programs
 - Public awareness
 - Civil society
- 1.4 Advantage of HRbA
- 1.5 HRbA and Disability
 - Empowerment
 - Enforceability
 - Indivisibility
 - Participation

Module 2: Gender and Disability

12 hrs

- 2.1 Sex & Gender
 - Concept & difference
- 2.2 Disability& impairment
 - Concept& difference
- 2.3 Gendered experience of disability

- Public domain
- Private and familial domain
- 2.4 Gender and disability mainstreaming
- 2.5 Gendered patterns in relation to disability
 - Developed countries
 - Developing countries

Module 3: Gender and Disability Analysis

- 3.1 Gender analysis
- 3.2 Disability analysis
- 3.3 Sex-disaggregated data
- 3.4 Psyche and gender
- 3.5 Normalization and social role valorisation

Module 4: Women and Girl Child with Disability

- 4.1 Inclusive equality
 - Equal access to family life
 - Equal access to education
 - Equal access to political participation
- 4.2 Factors contributing to disability
 - Gender-based violence
 - Traditional practices
- 4.3 Sexual and reproductive health
- 4.4 Standard of living and social protection
- 4.5 Work and employment

Module 5: Advocacy and Legal Framework

- 5.1 Women's movement
- 5.2 Disability rights movement
- 5.3 International initiatives
 - CEDAW
 - CRC
 - UNCRPD
- 5.4 Constitutional provisions & schemes for disability
- 5.5 Gender critique of government schemes

Practicum (Any Two)

Notional Hours: 30 hrs

1. Study the case of a given woman with disability and submit a report
2. Review selected paper/s authored by women with disability
3. Prepare community awareness material for gender equity and disability rights

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 Reading

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

Desirable Reading

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

B 10 (G) BRAILLE AND ASSISTIVE DEVICES

Course Code: B 10(G)
Contact Hours: 60

Credits: 03
Notional Hours: 30

Marks: 75

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 learners 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 learners will be able to:

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

Unit 1: Braille

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

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

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

Unit 3: Other Devices – Types, Description, Relevance

- 3.1 Mathematical Devices: Taylor Frame and Types, Abacus, Geometry Kit, Algebra Types
- 3.2 Geography: Maps--Relief, Embossed, Models
- 3.3 Science Material

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

3.5 Schemes and Sources of Availability

Hands on tasks for Notional Hours: (Any Two): 30 hours 10 marks

1. Observe at least five devices in use in at least five school periods.
2. Draw up an item-wise price list of at least ten devices from different sources.
3. prepare a presentation – Oral/ Powerpoint – on the relevance of Braille for children with visual impairment
4. Prepare a report on the availability and use of Mathematical devices (at least two) in one special school and on inclusive school
5. 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. and Henderson, F. (1963). Programmed Instruction in Braille. Pittsburgh : Stanwick House
- Lowenfeld, B. (1969). Blind Children Learn to Read. Springfield: Charles C. Thomas
- Mani, MNG (1997). Amazing Abacus. Coimbatore: SRVK Vidyalaya
- Manual on Bharti Braille (1980). Dehradun: NIVH
- Olson, Myrna 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, Barry (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, MNG (1992). Techniques of Teaching Blind Children. N.Delhi: Sterling Publishers
- Mellor Michael C. (2006). Louis Braille A touch of Genius. Boston: National Braille Press

B 11 (A) ORIENTATION AND MOBILITY

Course Code: B 11(A)

Credit: 03

Contact Hours: 60

Notional hours: 30

Marks: 75

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 learners 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 learners will be able to:

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

Unit 1: Introduction to Orientation and Mobility

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

Unit 2: Human/Sighted Guide Technique

- 2.1 Grip

- 2.2 Stance
- 2.3 Hand Position
- 2.4 Speed Control
- 2.5 Negotiating: Narrow Spaces, Seating Arrangements, Staircases, Muddy paths

Unit3: Pre-Cane Skills

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

Unit4: Cane Travel Techniques and Devices

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

Unit 5: Training In Independent Living Skills

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

Hands on Experience for notional hours: (ANY TWO)

30 Hrs 10 Marks

Course Work/Practical/ Field Engagement

1. Act as a sighted guide in different situations/settings.
2. Prepare a list of canes and other devices available with various sources along with prices.
3. Undergo an experience of moving under a blindfold for a few minutes and describe d. Make a short PowerPoint/ oral presentation were about 5 minutes were on the importance of O&M for the visually impaired.
4. 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. North Carolina: IAP
- Fazzi, D. L. & Petersmeyer, B. A. (2001). Imagining the Possibilities: Creative Approaches to Orientation and Mobility Instruction for Persons who are Visually Impaired. New York: AFB Press.
- Jaekle, Robert C.(1993). Mobility Skills for Blind People : A Guide for Use in Rural Areas. Christoffel BlindenMission.
- Knott, N. I. (2002). Teaching Orientation and Mobility in the Schools: An Instructor's Companion. New York: AFB Press.
- 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 .New York: AFB.

Suggested Readings:

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

B 11 (B) COMMUNICATION OPTIONS: ORALISM

Course Code: B 11(B)

Credits: 03

Contact Hours: 60

Notional hours: 30

Marks: 75

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 students will be able to:

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

Unit 1: Understanding Hearing Loss in Real Life Context

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

Unit 2: Advance Understanding of Oral Options

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

Unit 3: Skill Development Required for Oralism

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

- 3.3 Practicing Fluency Skills in Verbal Communication: Spontaneous Conversations, Narrations and Loud Reading
- 3.4 Practicing Skills in Story Telling /Narrations/Jokes/ Poems / Nursery Rhymes
- 3.5 Ongoing Monitoring and Assessing Auditory Functioning and Speech Development: Reading Model Formats Used For The Purpose (Checklists, Recordings, Developmental Scales)

Unit 4: Skill Development Auditory Verbal (AV) Approach

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

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

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

TRANSACTIONS:

Curricular transactions of this course must involve skill based approach. This course being placed in the 4th semester, the students are expected to have adequate exposure of special school system, aural activities therein and the school environment. Lecturers of this course are expected to use those experiences while teaching theory component of this course. The transaction strategies however, must focus on skill development of aural oral techniques through observations (live or recorded) and reflecting upon it. Mock parent child conversations, demonstrations and practicing tuning speech and language to suit needs of CWHI etc are expected to support the understanding of student teachers. Unconventional ASK strategy of working first on Attitude, then on Skills and lastly backing it up with Knowledge or theory is expected to work better. Application in diverse situation and professional conviction needed for aural option can be focussed at the time of evaluations.

Hands on tasks for Notional Hours: (Any Two): 30 hours 10 marks

- 1. Watching Video's Of Individual Sessions And Classroom Teaching
- 2. Role Play And Dramatization

3. Developing Learning Material For Facilitating Connectivity Among Listening, Language And Cognition
4. Recording Self Narrated Stories / Poems And Writing Reflections Upon It
5. Interacting With Non Disabled Children For Practicing Expansion Of Ideas

Essential Readings

- RCI (2010) *Communication Options And Students With Deafness*. Rehabilitation Council Of India , New Delhi
- *Dhvani* (English) Balvidyalaya Publication:Chennai
- Estabrooks. W. (2006) *Auditory-Verbal Therapy And Practice* , Ag Bell
- Paul, Peter V. (2009). *Language and Deafness*. Jones And Bartlett: Boston
- Borden, Gloria J.; Harris, Katherine S. & Raphael, Lawrence J. (2005). *Speech Science Primer (4th)* Lippincott Williams And Wilkins: Philadelphia
- Ling, Daniel.(1990) *Acoustics, Audition And Speech Reception*. (Cd)Alexandria, Auditory Verbal International
- Heller, Robert. (1999). *Managing Change*. Dk Publishing: New York

Suggested Reading

- Estabrooks , W. (2001) *50 Frequently Asked Questions (Faqs) About Auditory-Verbal Therapy*. Learning To Listen Foundation
- Estabrooks W. & Marlowe J, (2000) *The Baby is Listening*, A G Bell Association For The Deaf And Hard Of Hearing, Inc, Washington Dc
- Chaney, Ann L. & Burk, Tamara L. (1998). *Teaching Oral Communication In Grades K – 8*. Boston: Allyn And Bacon
- *Directory of Rehabilitation Resources for Persons With Hearing Impairment In India*. (2000) Ayjnihh Publication, Mumbai
- Ling, D. And Ling, A.H. (1985) *Aural Habilitation: The Foundations Of Verbal Learning In Hearing Impaired Children*. A.G. Bell Association For The Deaf And Hard Of Hearing. Washington D.C.
- Ling, D. (1989) *Foundations Of Spoken Language For Hearing Impaired Children*. A.G.Bell Association For The Deaf And Hard Of Hearing. Washington D.C.
- *Dhvani (Marathi)* Balvidyalaya – Ccym Publication
- *Play It By Ear*, John Tracy Clinic Publication: La

- Heller, Robert. (1999). *Effective Leadership*. Dk Publishing: New York.
- Heller, Robert. (1999). *Managing Change*. Dk Publishing: New York
- *Resource Book on Hearing Impairment*. Ayjniih Publication
- Cole, Elizabeth, B. And Flexer, Carol. (2007). *Children With Hearing Loss Developing Listening And Talking (Birth To Six)* Plural Publishing Inc: Uk.
- Unpublished Dissertations And Thesis On Profiling Communication Options In Special Schools In India

B 11 (C) COMMUNICATION OPTIONS: MANUAL OPTIONS

Course Code: B 11(C)

Credits: 03

Contact Hours: 30

Notional hours: 30

Marks: 75

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 students will be able to:

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

Unit 1: Understanding Deafness in Real Life Context

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

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

Unit 2: Advance Understanding of Manual Options and Indian Scenario

- 2.1 Use of Signcom and Educational Bilingualism in Indian Schools: Current Scenario
- 2.2 Challenges, Prerequisites and Fulfilling Prerequisites
- 2.3 Monitoring and Measuring Development of ISL/ISS in Students: Receptive And Expressive Mode
- 2.4 Training and Guidance for Families and Tuning Home Environment: Current Scenarioa Strategies
- 2.5 Tuning Mainstream Schools/Classrooms For Students Using Manual Communication: Do's And Don'ts

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

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

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

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

Unit 5: ISS Skill Development and Course Conclusions

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

TRANSACTIONS:

As the course title suggests, this course is expected to be completely an action / practice oriented experience. Lecturers are expected to touch upon basic theory in a rather summarised manner working basically towards skill development and professional conviction needed to apply manual option. Curricular transactions here must involve interactions with adults / adolescents with Deafness and their siblings. The optional course is an extension of the compulsory practical units learnt during the third semester. Brushing up earlier learnt skills and practicing them more in real life situations is therefore recommended. Extensive use of web based material on sign language is also suggested. Modern and communicative approach (as against close door structural approach) typically used for foreign language learning is to be used. Unconventional ASK strategy of working first on Attitude, then on Skills and lastly backing it up with Knowledge or theory is expected to work better. Application in diverse situation; importance to fluency and confidence rather than correctness and non purist approach to evaluation is recommended so that the student teachers become independent users of ISL.

Hands on tasks for notional hours 30 hours 10 marks

1. Watching Videos of Individual Sessions and Classroom Teaching of Signing
2. Role Play and Dramatization in ISL
3. Developing Learning Material for Facilitating Connectivity Among Signing, Language and Cognition
4. Recording Self Narrated Stories / Poems and Writing Reflections
5. Interacting with Deaf for Practicing Expansion of Ideas

Essential Readings

- *Communication Options and Students with Deafness*. (2010). Rehabilitation Council Of India Publication
- Heller, Robert. (1999). *Managing Change*. Dk Publishing: New York
- ISS Learning Material and Dictionaries
- Paul, Peter V. (2009). *Language and Deafness*. Jones And Bartlett: Boston
- *Teaching Learning Isl Material Developed at Ayjnihh, Mumbai, SRKV Coimbatore and d NISH, Trivandrum*
- Zeshan, Ulrike. (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*
- Andrews, J. F., Winograd, P., & Deville, G. (1994). *Deaf Children Reading Fables: Using Asl Summaries To*

- *Bhasha Plsi Vol 38 Indian Sign Language(S)*. Editors: Tanmoy Bhattacharya Nisha Grover, Surinder Pk Randhawa. Orient Blackswan
- Delhi. New Delhi: All India Federation Of The Deaf, 1981.
- *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 Dc: Gallaudet College Press.
- Ezell And Justice (2005). Programmatic Research On Early Literacy: Several Key Findings. *Ies 3rd Annual Research Conference: American Speech Language & Hearing Association (Asha)*.
- Frank, Smith (1985). Reading Without Nonsense. New York: Teachers College Press, 10027.
- Ghate, Prabha (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
- Heller, Robert. (1999). Effective Leadership. Dk Publishing: New York.
- Huddar, Asmita. (Ed) *Language and Communication*. (2008) Dse Manuals. Rehabilitation Council Of India Publication
- Indian Sign Language Dictionary. 2001. Coimbatore: Sri Ramakrishna Mission Vidyalaya
- Johnson, R., Liddell, S., and Erting, C. (1989). Unlocking The Curriculum: Principles For Achieving Access In Deaf
- Lewis, Rena B. & Doorlag, Donald H.(1999). (5th Ed) *Teaching Students with Special Needs in General Education Classrooms*. Prentice Hall Inc. New Jerse. Printing Press.
- Unpublished Dissertation And Thesis On Signing, Structure Of ISL And Its Impact On Education
- Unpublished Dissertations And Thesis On Profiling Communication Options In Special Schools In India
- Vasishta M., Woodward J, De Santis S. An Introduction To Indian Sign Language: Focus On
- Vasishta, M.M., Woodward, J. De Santis, S. 1980. *An Introduction To Indian Sign Language (Focus On Delhi)*. New Delhi: All Indian Federation of The Deaf.\\
- Websites For Signed Dictionaries

- Woodward, J (1993). "The Relationship Of Sign Language Varieties In India, Pakistan And Nepal". *Sign Language Studies* (78): 15–22.

B 11 (D) AUGMENTATIVE AND ALTERNATIVE COMMUNICATION

Course Code: B 11(D)

Contact Hours: 60

Credits: 03

Notional Hours: 30

Marks: 75

Objectives

After learning this course the student-teachers will be equipped with a basic knowledge of:

- AAC,
- AAC systems,
- AAC assessment,
- programme planning and strategies

Unit 1: Organizational frame work for Communication:

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

Unit 2: Basic principles of AAC interventions:

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

Unit 3: Areas of AAC Assessment:

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

Unit 4: Context of Communication:

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

4.2.4 Strategic competence

Unit 5: Introduction to communication tools and Access Mode:

1.1 Types of AAC devices and systems

5.1.1 No Technology

5.1.2 Low Technology

5.1.3 High Technology

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

5.3 Access to devices:

5.3.1 Switches - hand switch , blow switch, infrared devices etc

5.3.2 Software -scan mode combined with a switch

5.4 Selection of AAC

5.4.1 Child competency and environment

5.4.2 Design, Access, Motor, Devices

5.5 Challenges in the development of AAC and Literacy

5.5.1 Grammar ; spelling

5.5.2 Building **Vocabulary**: and richness of language

5.5.3 Motor expression

Hands on tasks for Notional Hours: (Any Two): 30 hours 10 marks

1. Learn an AAC system and exhibit performance

2. make a poster on AAC

3. Websearch AAC options and report

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 Mariboroug 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.

B 11 (E) MANAGEMENT OF LEARNING DISABILITY

Course Code: B 11(E)

Credits: 03

Contact Hours: 60

Notional hours: 30

Marks: 75

Objectives

After completing the course the learners will be able to:

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

Module 1: Learning Disabilities: Types

12 hours

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

Module 2: Assessment of basic curricular skills

15 hours

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

Module 3: Intervention strategies in Basic Skills of Learning

15 hours

- 3.1 Language skills
- 3.2 Reading
- 3.3 Writing
- 3.4 Maths Skills

3.5 Study skills

Module 4: Inclusion of children with LD

10 hours

- 4.1 Curriculum Adaptation
- 4.2 Differentiated Curriculum
- 4.3 Transition Planning
- 4.4 Vocational Education and Higher Education
- 4.5 Collaborative efforts: Teachers, Peers, family

Module 5: Trends, needs and issues

8 hours

- 5.1 Provisions for children with LD at school (across boards) and college level in India
- 5.2 Open schooling and home schooling
- 5.3 Community partnership
- 5.4 Advocacy
- 5.5 Use of technology

Hands on experience for notional hours (any two).

30 hrs 10 marks

Course Work/ Practical/ Field Engagement

- 1. Prepare of checklist for screening LD
- 2. Develop teacher made assessment test in any one curricular area for a given child.
- 3. Plan appropriate teaching strategies as per the specific needs of a given child with learning disability.
- 4. Conduct a seminar on trends and issues in the field of LD

Suggested Readings:

- Adamson & Adamson: Handbook of Specific Learning Disabilities, Gardner Press USA 1979
- Eddy G.L: Adaptive Language Disorders of Youth, Adults with Learning disabilities, ingular Pub., California 1992.
- Langone, J: Teaching Students with Mild & Moderate Learning problems, Allyn& Bacon, Boston 1990
- Myklebust, H:Progress in Learning Disabilities, Guene and Stratton – New York – 1983
- Pierangelo, R & Robert, J: Parent's complete Special Education Guide, 1996
- Reddy G.L. & Ramar R: Education of children with special needs, New Delhi – Discovery Pub. 2000

- Reid, K: Teaching the Learning Disabled, Allyn and Bacon, Boston, 1988
- Strichart, S., S :Teaching Study Strategies to Students with Learning Disabilities, Allyn & Bacon, Boston 1993
- Swady, E.R: Diagnosis & Correction of Reading, Difficulties, Allyn& Bacon Boston 1989
- Taylor, B: Reading Difficulties : Instruction and Assessment, Random House, New York, 1988
- Selikowitz M : Dyslexia and other Learning Disabilities, Oxford Univ, Press – 1998

B 11 (F) VOCATIONAL TRAINING, TRANSITION & JOB PLACEMENT

Course Code: B 11(F)

Credits: 03

Contact Hours: 60

Notional Hours: 30

Marks: 75

Objectives

After learning this content the trainees are expected to

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

Unit 1: Fundamentals & Assessment of Vocational rehabilitation

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

Unit 2: Vocational Transition & Curriculum Planning

- 2.1. Concept, meaning, importance of Transition
- 2.2. Vocational transition models.
- 2.3. Transitional Planning at Pre vocational & post vocational level.

- 2.4. Development of Individualized Vocational Transitional Plan.
- 2.5. Development of Vocational Curriculum.

Unit 3: Process of Vocational Rehabilitation & Placement

10 Hours

- 3.1. Types of Employment Settings.
- 3.2. Process of Job Placement & Creation of Need based employment settings.
- 3.3. Adaptations, accommodation, Safety skills and First Aid.
- 3.4. Self Advocacy & Self Determination skill training
- 3.5. Equal opportunities and attitudes towards persons with disabilities

Hands on Experience for notional hours (ANY TWO) 30 hours 10 marks

1. Developing curriculum on any vocational skill.
2. Administering any vocational assessment tool.
3. Visit to any vocation Institution.

References:

- Kutty A.T. & Rao L.G, (2001) Transition of Persons with Mental Retardation from School to Work – A Guide, NIMH Publications, Secunderabad.
- 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.
- John McDonnell & Michael L. Hardman, (2010), Successful transition Programs, Pathways for students with Intellectual & developmental disabilities, Sage Publications, Los Angeles.
- Mukhobadhyay, M. Editor Kutty A.T. (2006), Principles of Vocational Training Part-II, DVTE(MR) Manual , RCI & Kanishka Publisher, New Delhi.
- Rao, V.K. (2004), Vocational Education , A.P.H Publishing Corporation, New Delhi
- Whitehead, Tanya D & Hughey Joseph B, (2004) Exploring Self Advocacy From a Social Power Perspective, Nova Science publishers, New York
- Wehmeyer Michael.L. (2007), Promoting Self-Determination in students with Developmental Disabilities, Guilford Press, Washington.

C 12 ASSESSMENT AND IDENTIFICATION OF LEARNING DISABILITY AND NEEDS

Course Code: C 12

Credits: 03

Contact Hours: 60

Notional hours : 30

Introduction

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

Objectives

After Completing the course, the learners will be able to:

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

Module 1: Introduction to LD

8 hours

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

Module 2: Types of LD

15 hours

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

Module 3: Assessment of LD

10 hours

- 3.1 Concept of screening and identification
- 3.2 Identification criteria – DSM 5
- 3.3 Differential diagnosis
- 3.4 Assessment tools – standardized (WISC, SPM, CPM, DTLD, DTRD, BCSLD, GLAD, Aston Index), CRTs and NRTs, TMTs

3.5 Portfolios, checklists, rating scales, anecdotal records, observation schedules

Module 4: Domains of Assessment

12 hours

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

Module 5: Assessment of Curricular Areas

15 hours

- 5.1 Readiness skills
- 5.2 Reading
- 5.3 Spelling
- 5.4 Writing
- 5.5 Mathematics

Transaction:

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

Hands on experience for notional hours (any two).

30 hrs

10 marks

1. Watch a movie, to understand the condition of LD, write its review and submit it.
2. Diagnosing the case based on case profiles. Submit a report.
3. Develop TMTs to assess various domains and curricular areas. Submit the tests.

Essential Readings

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

Suggested Readings

- Raj F (2010) Breaking Through – A hand book for parents and teachers of children with specific learning disabilities, Secunderabad: Vifa Pub
- Reddy L. G., Ramaa R. and Kusuma A. (2000): Learning Disabilities: a practical Guide to Practitioners, New Delhi: Discovery Publishers
- Lee. S H., Harris Karen R., Graham Steve. (2003) Handbook of Learning Disabilities, the Guilford Press, 1st Edition
- Venkateshwarlu, D. 2005. Diagnosis and remediation of mathematical difficulties, New Delhi: Neel Kamal publications
- Kapur, M John A, Rozario J, Oommen A. NIMHANS index of specific learning disabilities, Bangalore:NIMHANS
- Jena SPK 2013. Specific Learning Disabilities: Theory to Practice New Delhi; Sage Publications
- Karanth, Prathibha & Rozario, Joe: Learning disabilities in India willing the mind to learn. New Delhi. Sage, 2003. 978 81 7829 142 0 Rs.595--(371.90954Kar/Roz)

C 13 CURRICULUM DESIGNING, ADAPTATION AND EVALUATION

Course Code: C 13

Credits: 03

Contact Hours: 60

Notional hours : 30

Marks: 75

Introduction

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

Objectives

After completing the course the learners will be able to:

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

Module 1: Curriculum Design**10hours**

- 1.1 Curriculum design- Concept, definition and principles
- 1.2 Principles of Inclusive Curriculum
- 1.2 Types of curriculum – Core, collateral, support, hidden
- 1.3 Universal design of learning for curriculum development
- 1.4 NCF
- 1.5 Curriculum Design and Development: Subject centred, learner centred (CWLD), Learning centred

Module 2: Curriculum Hierarchies**15 hours**

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

Module 3: Instructional Planning**12 hours**

- 3.1 Models of instructional planning –ADDIE
- 3.2 Taxonomies of learning – Cognitive (Bloom's and Anderson), psychomotor, affective
- 3.3 Elements of lesson plan- 5 E plan
- 3.4 Models of teaching- CAM,
- 3.5 Pyramid plan

Module 4: Adaptation, Modification, Accommodation**13 hours**

- 4.1 Definition and concept of adaptation, modification, accommodation
- 4.2 Principles and steps of adaptation
- 4.3 Differentiated instruction
- 4.4 IEP
- 4.5 Classroom management – cooperative, collaborative, arrangement

Module 5: Assessment & Evaluation**10 hours**

- 5.1 Assessment& Evaluation- Concept, definition, scope
- 5.2 Types of Assessment- Alternative, Authentic, performance based, subject based, portfolio
- 5.3 Evaluation – Formative, Summative, CCE
- 5.4 Development of question paper (table of specifications)
- 5.5 Tools of evaluation- Rubrics grading, marking schemes

Transaction

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

Hands on experience for notional hours (any two).

30 hrs 10 marks

- 1.Submit a lesson adapted according to the needs of the identified student/ class
- 2.Plan and submit a differentiated lesson for a given class
- 3.Develop and submit a rubric as an evaluation tool
- 4.Prepare a blueprint for lesson evaluation. Submit it.

Essential Reading

- Cook, R, E, Tessier, Annette & Armbruster, Virginia B: Adapting early childhood curricula for children with special needs. (2nd ed) Columbus. Merrill Publ, 1987
- Glazzard, Peggy: Learning activities and teaching ideas for the special child in the regular classroom. New Jersey. Prentice-Hall, 1982.
- Joyce S. Choate et al :Assessing and programming basic curriculum skills,1987
- Joyce S. Choate :Successful Inclusive Teaching: Proven Ways to Detect and Correct Special Needs,2003
- Margo A. Mastropieri & Thomas E. Scruggs : The Inclusive Classroom: Strategies for Effective Differentiated Instruction, 4th Edition, 2009
- McIntyre, Thomas: A resource book for remediating common behavior and learning problems. Boston. Allyn and bacon, 1989.
- Stephen S. Strichart & Charles T. Mangrum : Teaching Learning Strategies and Study Skills To Students with Learning Disabilities, Attention Deficit Disorders, or Special Needs, 3rd Edition
- Steve Graham & Karen Harris.: Writing Better: Effective Strategies for Teaching Students with Learning Difficulties ,2005
- Virginia W. Berninger & Beverly J. Wolf : Teaching Students with Dyslexia and Dysgraphia: Lessons from Teaching and Science, 2009

Desirable Reading

- Angela Losardo &Angela Syverson :Alternative Approaches to Assessing Young Children, Second Edition,2011

- Cohen, Sandra B & Plaskon, Stephen P: Language arts. Columbus. Charles E Merrill,
 - 1980. 0-675-08131-9
- Davis, William E : The Special Educator : strategies for succeeding in today's schools.
- D Kim Reid, Wayne P Hresko: A Cognitive approach to learning disabilities. Auckland.
 - McGraw-Hill, 1981
- Lewis, Rena B. & Doorlag, Donald H.: Teaching special students in general education classrooms. (5th ed) New Jersey. Prentice Hall, c1999.
- Nancy L Eisenberg, Pamela H Esser: Teach and reach : students with attention deficit disorders : the educator's handbook and resource guide. Texas. Multi Growth Resources, 1994. 0-9630847-0-4 Rs.1011--(371.92Eis/Ess)
- Schulz, Jane B & Carpenter, C Dale: Mainstreaming exceptional students. [a guide for classroom teachers] (4th ed) Boston. Allyn and Bacon, c1995. 0-205-15724
- Westwood, Peter: Commonsense methods for children with special needs. [strategies for the regular classroom] London. Croom Helm, 1987
- William N. Bender :Differentiating Instruction for Students With Learning Disabilities: Best Teaching Practices for General and Special Educators ,2007
- Hodkinson, Alan & Vickerman, Philip: Key issues in special educational needs and inclusion. Los Angeles. SAGE, 2009
- Karten, Toby J.: Inclusion strategies that work! [research-based methods for the classroom] (2nd ed) California. Corwin A Sage Company, 2010

C14 EDUCATIONAL INTERVENTION AND TEACHING STRATEGIES

Course Code: C 14

Credits: 03

Contact Hours: 60

Notional hours : 30

Marks: 75

Introduction

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

Objectives

After completing the course the learners will be able to

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

Module 1: Conceptual Framework of Educational Interventions

8 hours

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

Module2: Educational Interventions for Processing Deficit

12 hours

- 2.1 Attention
- 2.2 Perception
- 2.3 Memory

- 2.4 Thinking
- 2.5 Meta-cognition

Module 3: Reading and Writing Interventions **15 hours**

- 3.1 Principles of intervention in reading and writing
- 3.2 Strategies for developing word recognition skills, fluency and comprehension
- 3.3 Strategies for developing handwriting, spelling and written expression
- 3.4 Strategies for Reading and writing across the curriculum
- 3.5 Strategies for differentiation and inclusion in the classroom

Module 4: Interventions for Mathematics **15 hours**

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

Module 5: Intervention in Life Skills **10 hours**

- 5.1 Strategies for developing of Social Skills
- 5.2 Strategies for developing Study Skills
- 5.3 Strategies for self-assessment and advocacy
- 5.4 Strategies for soft skills [presenting self, time management, decision making]
- 5.5 Preparation for Independent Living; Career Planning, leisure and recreation

Transactions

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

Hands on experience for notional hours (any two). **30 hrs** **10 marks**

- 2. Prepare and submit an educational intervention plan/tool for a given process
- 3. Prepare and submit an educational intervention plan\tool for a given skill
- 4. Plan and conduct a parental meet to discuss the intervention goal.
- 5. Collaborate with a specific subject teacher to set an intervention goal. Write a report about the collaborative work.
- 6. Conduct a workshop for mainstream teachers on educational interventions/classroom Strategies .

Essential Readings

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

Desireable Readings

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

- Tomlinson, C, A. [1999]. The Differentiated Classroom: Responding to the Needs of All Learners. ASCD
- Venkateswanshu, D., (2005) Diagnosis and remediation of mathematical difficulties, New Delhi: Neel Kamal publications

C15 TECHNOLOGY & DISABILITY

Course Code: C 15

Credits: 03

Contact Hours: 60

Notional hours : 30

Marks: 75

Introduction

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

Objectives

After completing the course the learners will be able to

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

Module 1: Concept of Technology

12 hours

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

Module 2: Learning Needs of CWLD

12 hours

- 2.1 Communication
- 2.2 Reading
- 2.3 Writing
- 2.4 Mathematics
- 2.5 Self management

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

12 hours

- 3.1 Classroom Presentation & Expression: Concept & scope
- 3.2 Visual presentation - Large print displays, alternative colours to the screen, colour coding, smart boards, Multimedia Presentations, screen magnifiers
- 3.3 Auditory - text to voice, screen readers, FM Listening Systems, podcast
- 3.4 Cognitive – graphic organisers
- 3.5 Consideration for selection of tools – no tech, low tech, high tech, low cost, high cost

Module 4: Technology for Classroom Engagement

12 hours

- 4.1 Classroom engagement – Meaning and components
- 4.2 Reading ,Writing & Mathematics - Talking books, recorder,Optical character recognition , Speech recognition systems, Alternative writing surfaces , pencil grips , podcast, Proof reading software,Talking calculators, Electronic math worksheets, fluidity software
- 4.3 Organising - sticky notes, highlighter pens, or highlighter tape, graphic organisers, digital organisers
- 4.4 Types programme- drill & practice, Simulations, Games, Tutorial
- 4.5 Consideration for selection of programmes and tools in an inclusive class

Module 5: Trends & Issues in Using Technology

12 hours

- 5.1 Digital natives & Immigrants
- 5.2 From isolation to inclusion
- 5.3 Parent/family involvement
- 5.4 Cyber Safety
- 5.5 Evaluation of impact of technology –Social, ethical and human

Transaction

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

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

Hands on experience for notional hours (any two).

30 hrs 10 marks

1. Develop and submit a tool to assess the learning needs for planning compensatory and remedial instruction.
2. Develop low cost material for presentation (for teachers).
3. Develop low cost material for engagement.
4. Develop low cost material for expression.

5. Conduct a survey on the kind of assistive technology used in the schools for students with learning disability and present the findings.

Essential Reading

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

Desirable Reading

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

C 16 PSYCHO-SOCIAL AND FAMILY ISSUES

Course Code: C 16

Credits: 03

Contact Hours: 60

Notional hours : 30

Marks: 75

Introduction

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

Objectives

After completing the course the learners will be able to:

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

Module 1: Overview of Psycho social domains

12 hours

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

Module 2: Family Dynamics

12 hours

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

Module 3: Adolescence and Young Adulthood Issues

12 hours

- 3.1 Physiological Changes: Implication in Emotional and Social Development
- 3.2 Interpersonal relationship: Siblings, Extended family, Peers
- 3.3 Employment, Sexuality, Marriage
- 3.4 Ethical Issues
- 3.5 Challenges and Implications

Module 4: Nurturing Social Emotional wellbeing

12 hours

- 4.1 Strategies for developing positive self-concept
- 4.2 Social skill training
- 4.3 Stress management
- 4.4 Personal counselling
- 4.5 Family counselling

Module 5: Networking and Liaising for Psycho-social wellbeing

12 hours

- 5.1 With school mates, colleagues
- 5.2 With parents
- 5.3 With school , work authorities
- 5.4 With professionals
- 5.5 With community members

Transaction

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

Hands on experience for notional hours (any two).

30 hrs 10 marks

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

Essential Readings

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

Desirable Readings

- Goldstein,S; Naglieri, J, A.,. & DeVries, M. (2011): Learning and Attention Disorders in Adolescence and Adulthood: Assessment and Treatment

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

D 17 READING AND REFLECTING ON TEXT

Course code: D 17

Credits: 02

Contact Hours: 30

Notional 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 the learners will be able to:

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

Unit 1: Reflections on Literacy

- 1.1 Literacy and Current University Graduates: Status and Concerns
- 1.2 Role of Literacy in Education, Career and Social Life
- 1.3 Literacy, Thinking and Self Esteem

1.4 Literacy of Second Language / English: Need And Strategies

1.5 Basic Braille Literacy

Unit 2: Reflections on Reading Comprehension

1.1 Practicing Responses to Text: Personal, Creative and Critical

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

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

1.4 Basic Understanding Of Reading Comprehension Of Children With Hearing Impairment And Learning Disability

Unit 3: Skill Development in Responding To Text

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

3.2 Practicing Responding To Text (Using The Indicators) For Recreational Reading Material (Narrations) And School Textbooks (Description)

3.3 Practicing Responding To Text (Using The Indicators) For Reports, Policy Documents And News (Expositions) And Editorial, Academic Articles, Advertisement Copy, Resume (Argumentation)

3.4 Practicing Web Search, Rapid Reading And Comprehensive Reading

Unit 4: Reflecting Upon Writing as a Process and Product

4.1 Understanding Writing As A Process: Content (Intent, Audience And Organization)

4.2 Understanding Writing As A Process: Language (Grammar, Vocabulary, Spelling)

4.3 Understanding Writing As A Process: Surface Mechanics (Handwriting, Neatness, Alignment And Spacing)

4.4 Practicing Self Editing And Peer Editing Of Sample Texts

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

Unit 5: Practicing Independent Writing

5.3 practicing Writing: Picture Description/ Expansion Of Ideas / Essays / Stories

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

5.5 Practicing Converting Written Information Into Graphical Representation

5.6 Practicing Filling Up Surveys, Forms, Feedback Responses, Checklists

5.7 Reflections On The Course: From Theory To Practice To Initiating Process To Improve Self

Hands on tasks for notional hours (ANY ONE) 30 hours

5 marks

1. Have a peer editing of independently written essays and discuss your reflections upon this experience.
2. Prepare a feedback form for parents and for teachers focussing on differences in the two forms due to different intent and audience.
3. Develop a short journal of graphical representation of 3 newspaper articles on school education using the options given in 2.4.
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 Reading

- Soundarapandian, M. (2000). Literacy campaign in India. Discovery Publishing House: New Delhi.
- May, Frank B. (2001). Unravelling the seven myths of reading. Allyn and Bacon: Boston
- Tovani, C. & Keene, E. O. (2000). *I Read It, but I Don't Get It: Comprehension Strategies for Adolescent Readers*. Stenhouse Publishers
- McGregor, T. (2007). *Comprehension Connections: Bridges to Strategic Reading*. Heinemann Educational Books
- 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

Suggested Readings:

- McCormick, Sandra. (1999). *Instructing students who have literacy problems*. (3rd) Merrill: New Jersey
- Aulls, Mark W. (1982). *Developing readers in today's elementary school*. Allyn and Bacon: Boston
- Heller, Robert. (1998). *Communicate clearly*. DK Publishing: New York.
- May, Frank B. (1998). *Reading as communication*. Merrill: New Jersey
- Gallagher, K. (2004). *Deeper Reading: Comprehending Challenging Texts*. Stenhouse Publishers
- Miller, D. (2002). *Reading With Meaning: Teaching Comprehension in the Primary Grades*. New York: Stenhouse Publishers
- Baniel, Anat. (2012). *Kids beyond limits*. Perigee Trade: New York

- Pandit, Bansibihari, Suryawanshi, Dhyane Kute & Meena Prakash. (2007) Communicative language teaching in English: Nityanutan Prakashan: Pune
- Paul, Peter V. (2009). Language and Deafness. Jones and Bartlett: Boston
- Ezell and Justice (2005). Programmatic Research on Early Literacy: Several Key Findings. *IES 3rd Annual Research Conference: American Speech Language & Hearing Association (ASHA)*.
- Frank, Smith (1985). Reading without Nonsense. New York: Teachers College Press, 10027.
- Luetke-Stahlman and Nielsen (2003). Early Literacy of Kindergartners with Hearing Impairment. *High Beam*
- *Research The Gale Group, Inc. & GRIN Publishing Munich Germany.*

D 18 PERFORMING AND VISUAL ARTS

Course code: D 18

Credits: 02

Contact Hours: 30

Notional 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.

Important Note: 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 the learners 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 and art Education

- 1.1 Art and art education: Meaning, scope and difference
- 1.2 Artistic expression: Meaning and strategies to facilitate
- 1.3 Art therapy: concept and application to students with and without disabilities
- 1.4 Linking Art education with multiple intelligences
- 1.5 understanding emerging expression of art by students

Unit 2: Performing Arts: Dance and Music

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

Unit 3: Performing Arts: Drama

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

Unit 4: Visual Arts

- 1.1 Range of art activities in visual arts
- 1.2 Experiencing, responding and appreciating visual art
- 1.3 Exposure to selective basic skills in visual art
- 1.4 Art education: Facilitating interest among students: planning and implementing activities
- 1.5 Enhancing learning through visual art for children with and without special needs: strategies and adaptations

Unit 5: Media and Electronic Arts

- 5.1 Range of art activities in media and electronic art forms
- 5.2 Experiencing, responding and appreciating media and electronic arts
- 5.3 Exposure to selective basic skills in media and electronic arts

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

5.5 Enhancing learning through media and electronic art for children with and without special needs: strategies and adaptations

Hands on tasks for notional hours (ANY ONE) 30 hours 5 marks

1. '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)
2. Portfolio submission of the basic skills exposed in any one of the art forms of choice.
3. Write a self reflective essay on how this course on art will make you a better teacher.
4. 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.
5. Observe an art period in a special school and briefly write your reflections on it.

Essential Reading:

- 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:

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

D 19 - BASIC RESEARCH AND STATISTICS

Course Code: D 19
Contact Hours: 30

Credit: 02
Notional Hours 30
Marks: 50

Objectives: After completion of this course the student 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*
- *Explain the various types of tools used in conducting research*
- *Describe the methods of measurement and organization of data*
- *Apply suitable measures for data analysis*

Module 1: Introduction to Research

- 1.1 Scientific method
- 1.2 Research: concept and definition
- 1.3 Application of scientific method in research
- 1.4 Purpose of research
- 1.5 Research in education and special education

Module 2: Types and Process of Research

- 2.1 Types of research
 - Basic/Fundamental
 - Applied
 - Action
- 2.2 Methods of Research
- 2.3 Process of research
 - Selection of problem
 - Formulation of hypothesis
 - Collection of data
 - Analysis of data & conclusion
- 2.4 Action research in teaching learning environment
- 2.5 Professional competencies for research

Module 3. Tools of Research

- 3.1 Tests: Norm referenced, Criterion referenced, Teacher made
- 3.2 Observation schedule
- 3.3 Questionnaire
- 3.4 Rating Scale
- 3.5 Checklist

Module 4 Measurement Scale and Organization of Data

- 4.1 Data: Continuous and discrete
- 4.2 Scale for measurement: Nominal, Ordinal, Interval and Ratio
- 4.3 Array and Frequency distribution
- 4.4 Frequency polygon
- 4.5 Histogram

Module 5 Descriptive Statistics

- 5.1 Descriptive statistics: Concept and application
- 5.2 Measures of central tendency: Mean, Median and Mode,
- 5.3 Measures of Dispersion: Standard deviation and Quartile deviation
- 5.4 Correlation: Product Moment r and Rank Order
- 5.5 Graphic representation of data

TRANSACTIONS AND EVALUATIONS:

Curricular transactions for this course must involve more pragmatic approach than mere theoretical discussions. Best outcomes in terms of understanding, skills and pro active attitude towards role of environment and family can be obtained if this course is well linked with experiences. Focus has to be placed on understanding research carried out by others and their outcomes. Also minimum jargon to be used with more applicability to be emphasized. Evaluations too will involve application rather than theory.

Hands on Experience for notional hours: (ANY ONE)

30 Hrs (5 Marks)

1. Develop a schedule for observing classroom behaviour
2. Submit an outline for an action research

Essential reading

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

Suggested Reading

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

Area E1- Practical-Cross Disability and Inclusion

Imp: Practical activities in this section must be conducted on LD or HI or ASD or VI or MD

Semester - I

Credits: 02

Hours: 60

Marks: 50

Tasks for the Teacher Trainees	Disability Focus	Education Setting	Credit/marks	Hrs (60)	Description
Classroom observation	Other than major disability	Inclusive school/ Special school	2 credits / 50 marks	30	Minimum 30 school Periods
		Minimum 3 Special schools for other disabilities		15	Minimum 30 school Periods
		Inclusive Schools		15	Minimum 10 school Periods

SEMESTER – II

E 2: Disability Specialisation(LD)

Semester - II Credits: 05

Hours:150

Marks: 125

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

Sl. No.	Tasks for the Teacher Trainees	Disability Focus	Education Setting	Credits/ Marks	Hrs (150)	Description
1.1	Classroom Observation	LD	Inclusive school	5 credits/ 125 marks	30	Observation of all subjects at different levels, minimum 50 school Periods.
1.2	a. Micro teaching & simulated lessons on selected skills	General	Institute		20	5 lessons
	b. Simulated lessons with integration of Micro skills	General	Institute		20	5 lessons
1.3	a. Lesson planning with respect to micro skills for selected subjects	General	For Special school / Inclusive Set up		40	10 lessons
	b. Lesson planning focussing on adaptation and differentiation	LD	Inclusive Set up		40	10 lessons

Semester - III

Area E2- Practical Disability Specialization (Part C)

Semester - III Credits: 04

Hours: 120

Marks: 100

S.No.	Tasks for the Teacher Trainees	Disability Focus	Education Setting	Hours (120)	Credits (4)/ marks (100)	No. of Lessons
1.1	a.case study observation	LD	Special School/ Inclusive	10	2 credits/ 50 marks	Minimum 30 school Periods
	b. Case study: planning and implementation of IEP	LD	school/ resource room	50		Minimum 20 lessons
1.2	a.practice teaching on different levels for all subjects	LD	Special School / Resource Room	15	1 credit	5lessons
	b.practice teaching on different levels for selected subjects	LD	Special School / Resource Room	15		5 lessons
1.3	Visit to other special schools	LD	Special School / Resource Room/ inclusive school	15	1 credit	Depending on the specialization
1.4	Observation of support services	LD	Institute / Clinic	15		Depending on the specialization

Area F1- Disability Specialisation**Semester - III****Credits: 03****Hours: 90****Marks: 75**

S.No.	Tasks for the Teacher Trainees	Disability Focus	Set up	Hours	Credits/ marks	No. of Lessons
1	Classroom teaching	LD	Special school/ inclusive school for disability specialisation	90	3credits/ 75 marks	Minimum 10 lessons

Area E1- Practical: Cross Disability and Inclusion (Area B)**Semester - VI****Credits: 04****Hours: 120****Marks: 100**

Imp: Practical activities in this section must be conducted on LD or HI or ASD or VI or MD

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 Teacher Trainees	Disability Focus	Education Setting	Hours (120)	Credits / marks	No. of Lessons
1.1	Community work / Tour	community perspective	rural / semi-urban	30	4 credits/ 100 marks	Visit report
1.2	Collaborative teaching	Any Disability	Resource Room/ home based / Inclusive Schools	20		10 lessons
1.3	Case study 2 (individualised)	Any Disability	Special schools for other disabilities/ Resource Room/	50		20 lessons

			inclusive schools/ home based			
	b. Group Teaching lessons (selected subject)	Any Disability	Inclusive Schools	20		10 lessons (5+5)

Area F2- Other Disability Special School (Area B)

Semester - VI Credits: 04

Hours: 120

Marks: 100

Sl. No.	Tasks for the Teacher Trainees	Disability Focus	Set up	Hours (120)	Credit/ marks	No. of lessons
1	Classroom teaching	Other than Major disability	Special schools for other disabilities	120	4credits/ 100 marks	10 lessons

Area F3- Inclusive School (Area B & C)

Semester - VI Credits: 4

Hours: 120

Marks: 100

Sl. No.	Tasks for the Teacher Trainees	Disability Focus	Set up	Hours (120)	Credits/ marks
1	Internship 1	Any Disability	Inclusive School	60	4 credits/ 100 marks
2	Internship 2	LD	Special school/ resource room	60	

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.