

AC dated:

Item No.

UNIVERSITY OF MUMBAI
BACHELOR OF EDUCATION -SPECIAL EDUCATION
(LEARNING DISABILITY)

B.Ed. Spl. Ed. (LD)

FROM 2016-17

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 No8-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 years in the University of Mumbai. The said program is now Choice Based Credit System as per the UGC guidelines. It has semester system comprising of four semesters and offers choice based optional courses in theory component. Being a teacher education program it is extensively skill based. It is implemented from academic year 2016-2017. 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.....Title: Bachelor of Education- Special Education (Learning Disability)

[B. Ed. Spl.Ed.(LD)]

O.....Eligibility:

Following candidates are eligible for admission to B. Ed. Spl. Ed: A candidate for the degree of B.Ed.Spl.Ed. 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.....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. programme aims to develop special education teachers/educators for children with disabilities and in particular for children with hearing impairment for various educational settings (Inclusive, Special, Open School , Home Based services etc.). The B.Ed. Spl. Ed. programme will prepare human resources to enable them to acquire knowledge and competencies to impart effective education to children with (Learning Disability) 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. 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 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. 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 (Ability Enhancement Compulsory Course AECC)

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 courses
- c. *In case of student-teachers with disability; the choice of both optional courses either from B-10 or from B-11 can be chosen on case to case basis (e.g. Student-teachers with VI and HI may opt for both courses that are appropriate for him/her from either B10 & B11).*

B6: Inclusive Education

B7: Introduction to Sensory Disabilities (VI, HI, Deaf-Blind)

B8: Introduction to Neuro - Developmental Disabilities (LD, ID, ASD)

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

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

- a. Guidance and Counselling
- b. Early Childhood Care & Education

- c. Orientation & Mobility
- d. Community Based Rehabilitation
- e. Application of ICT in Classroom
- f. Management of Learning Disability
- g. Gender and Disability

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

- a. Applied Behavioural Analysis
- b. Communication Options: Oralism
- c. Communication Options: Manual options
- d. Augmentative and Alternative Communication
- e. Braille and Assistive Devices
- 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: Educational Intervention and Teaching Strategies

C15: Technology and Disability

C16: Psycho Social and Family Issues

AREA D: ENHANCEMENT OF PROFESSIONAL CAPACITIES (EPC) (3 PROJECTS)

(These 3 courses are PROJECT BASED wherein each candidate is expected to work upon, submit and present project with reference to disabilities)

D17: Reading and Reflecting on Texts

D18: Drama and Art in Education

D 19: Basic Research & Basic Statistic

PART II: AREA E: SKILL DEVELOPMENT PRACTICAL RELATED TO DISABILITY

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

E2. Disability Specialization (Linked with Area C)

PART III: AREA F: SKILL BASED 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 (AECC)	540	18	450
I	C	5	THEORY: Disability Specialization	450	15	375
I	D	3	PROJECT BASED : Enhancement of Professional Capacities EPC)	180	06	150
II	E	2	SKILL BASED Practical related to disability	450	15	375
III	F	3	SKILL BASED 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/experience specified under each theory course.

IV. The assessment in Part I comprising of theory courses (A, B, C) 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 I D, Part II (E1 & E2) comprising of project / 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

course code	short title	credits (instructional +notional)	total hours	internal marks	external marks	Total
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
E1	Practical: Cross disability and inclusion	2	60	50	Nil	50
TOT		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 course)	3 (2+1)	90	15	60	75
	A5	Pedagogy of Teaching (optional course)	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	Educational 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	50	Nil	50
	B 11	optional (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	285	240	525
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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	50	Nil	50
	D19	Basic Research & Basic Statistic	2 (1+1)	60	50	Nil	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: i)Inclusive school ii) Assessment and remediation	4	120	100	Nil	100
	TOTAL		19	570	415	60	475

VII Scheme and Details of Assessment of 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 for theory courses will be on the basis of continuous evaluation as indicated in item # VI.

2. Internal Assessment for Areas A, B & C of PART I (15 Marks)

(i) Average of two class tests 05 Marks

(ii) Performance on notional hour tasks/experience 10 marks

The list of tasks given in the syllabus is a sample list. College may add appropriate tasks to make learning more relevant for students.

3. Internal Assessment for Area D

(50 Marks)

- i) Class participation and interaction during activities / tasks (Students can be divided into groups wherein each group is assigned to a faculty / supervisor who breaks down the project into smaller tasks, give ongoing input and feedback during the project work **15 marks**
- ii) Submitted project journal of activities / tasks (student groups and supervisors are exchanged for assessing the submitted projects) **25 marks**
- iii) Post submission class presentation on learning and reflections (Not less than two supervisors attend and assess **all** presentations. The average of the marks assigned by each is taken to be the final score. All students are given opportunity to attend the session for learning and transparency.) **10 marks**

4. Semester End Assessment for theory courses

Semester End Assessment will be on the basis of performance in the semester end **written** examinations. The weightage of semester end assessment (theory examination) is 80% (rounded about) of the total marks of each theory 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)

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

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

R..... STANDARD OF PASSING

- The passing percentage of Part I, Part II & Part III is 50% for each course (Internal and external **together**) in all the four semesters separately.
If the minimum passing mark is in decimal points, the same is to be converted to the next whole number (Eg. a course of 75 marks (including internal marks) will require a minimum pass marks of 38).

- The overall grade of the B. Ed.Spl. Ed. 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 for 4 semester together

Letter Grade	Marks	Grade Point

R:

(A) METHOD TO CARRY FORWARD THE MARKS

- Candidates are required to pass in both internal and external assessments.
- 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.
- Improvement opportunities for the candidates who have passed the course are as per the Mumbai University norms.

(B) ATKT (ALLOWED TO KEEP TERM)

- A student shall be allowed to keep term/s for consecutive semester/s irrespective of number of heads of failure in earlier semester/s.
- The result of semester IV shall be kept in abeyance until the student passes all semesters (semester I, II, III and IV) with all necessary tasks.
- 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.
 - whichever earlier (from a and b), is applicable.

- (iv) A candidate failing in course of part I semester-end examination can reappear for the examination without putting in attendance for the instructional hours of that course/s.
- (v) Colleges are expected to provide opportunities to complete and pass the tasks of non theory components if the candidate fails to complete or pass the tasks in the first attempt.
- (vi) 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 as per failure candidates 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. 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. 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

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 (Infancy, Childhood, Adolescence)
- 1.4 Basic understanding of Nature versus Nurture
- 1.5 Basic understanding of Domains (Physical, Sensory- perceptual, Cognitive, socio-emotional, language and communication, Social relationship)

Module 2: Theoretical approaches to development

- 2.1 Cognitive & Social- cognitive theories: Basic understanding of key concepts: Piaget, Vygotsky
- 2.2 Cognitive & Social- cognitive theories: Basic understanding of key concepts: Bruner, Bandura
- 2.3 Psychosocial theory: Basic understanding of key concepts: Erikson
- 2.4 Psychoanalytic Theory Basic understanding of key concepts: Freud
- 2.5 Holistic Theory: Basic understanding of key concepts: Steiner

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

- 3.1 Influences on prenatal development,
- 3.2 Screening the newborn -APGAR Score, Reflexes and responses, neuro-perceptual development
- 3.3. Basic 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: Social and Emotional
- 4.2 Emerging capabilities across domains: cognition (metacognition and creativity)
- 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 a setting (like preschool or primary class) and report identified milestones achieved by the children therein. Submit reflections.
2. Attend a Seminar/parent meeting on human development. Submit report with reflections.
3. Submit Journal of a case study of a child with disability focussing developmental issues.

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 needs and learning
- 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 PWDs
- 3.4 Equal Educational Opportunity: constitutional provisions and preventing inequality
- 3.5 Nature of Inequality in Schooling: Public-private schools, rural-urban schools, Dominant-minority, single teacher schools and other forms of inequalities in school systems

Module 4: Education Commissions and Policy

- 4.1 Concepts of National ideals (Equality, liberty, secularism, and social justice)
- 4.2 National Commissions and Policies: 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: 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 Hrs 10 Marks

1. Education as a tool to deal with current inequalities. Write an essay with reference to any one: Women, Dalit, Tribal people or PWDs
2. First generation learners : interview a parent and submit a report
3. Make a poster on RTE act in the context of disadvantaged
4. Linguistic and religious diversity: Present data graphically

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. Macmillon: 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

Credits: 03

Contact Hours: 60

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 with implications on classroom Teaching and Learning

1.1 Human learning: Meaning, definition and concept formation

1.2 Learning theories:

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

1.3 Intelligence: Concept and definition

1.4 Theories: Two-factor, Multifactor, Triarchic Theory (Robert Steinberg)

1.5 Creativity: Concept, Definition and Characteristics

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 Curriculum Based Measurement
- 4.4 Formative and summative evaluation,
- 4.5 Understanding 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 Assessment of diverse learners: Exemptions, concessions, adaptations and accommodations
- 5.4 School examinations: Critical review of current examination practices and their assumptions about learning and development
- 5.5 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. Preparation of Self study report on individual differences among learners
- 2. Prepare a leaflet for parents on better emotional management of children
- 3. Compilation of 3 CBM tools from web search in any one school subject

4. Study recent ASAR report to understand school independent assessment. Submit reflections.

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). Wordsworth Thompson 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 Use of net based Resources: Open Educational Resources (OER), Virtual laboratories
- 4.5 Use of net based Resources: Learning Management Systems (LMS)

Module 5: Evaluation

- 5.1 Comprehensive and Continuous Evaluation: Concept and Significance
- 5.2 Tools and Techniques for Formative and Summative Assessments
- 5.3 Curriculum Based Assessment
- 5.4 Adaptations of Evaluation Procedure With Reference To Children With Disabilities
- 5.5 Reflections on how this paper facilitates the teacher within you

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. Select a science based concept. Review 3 to 4 boards in terms of how and when it is introduced in science curriculum. Submit comparative statement.
4. Curricular adaptations for teaching Sciences to students with disabilities: Write a letter to a school head suggesting Dos and Dots

Essential Readings

- Brown, R. (1978). *Science instruction of visually Impaired Youth*. New York: AFB.
- Buxton, A C. (2010). *Teaching Science in Elementary and Middle School*. New Delhi: Sage Publications.
- Bybee, 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: A4 (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 math 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 of Mathematics
- 1.2 Values of Mathematics.
- 1.3 Maxims of teaching Mathematics
- 1.4 Contribution of Mathematicians (Ramanujam, Aryabhatta, Bhaskaracharya, Euclid, Pythagoras)
- 1.5 Perspectives on Psychology of Teaching and Learning of Mathematics-Constructivism, Vygotskyian Perspectives

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 Understanding mathematical concepts
- 3.2 Concept Formation and Concept Attainment: Concept Attainment Model for Learning and Teaching of Concepts.
- 3.3 Methods of Teaching- Discussion, Lecture cum 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 Equipments

- 4.2 Utilization of Learning Resources in Mathematics: Charts and Pictures, Weighing and Measuring Instruments, Drawing Instruments, Models, Concrete Materials, Abacus (With Reference To Children With Disabilities)
- 4.3 Use of net based Resources: Open Educational Resources (OER), Virtual laboratories
- 4.4 Use of net based Resources: Learning Management Systems (LMS)
- 4.3 Calculators, Smart Boards, 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 Adaptations in Evaluation Procedure for Students With Disabilities
- 5.5 Reflections on how this paper facilitates the teacher within you

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 / 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

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)

Credits: 03

Contact Hours: 60

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.
- 3.3 Devices and techniques of teaching social studies – Narration, description, illustration, questioning, assignment, field trip, story telling, Role play, Group and self study, programmed learning, inductive thinking, Concept mapping, expository teaching and problem solving
- 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 Techniques of evaluating learner achievement in social Science: Written and Oral tests, Observation Tools

- 4.2 Techniques of evaluating learner achievement in social Science: Work Samples, Portfolio
- 4.3 Assessment: tools and techniques of Continuous and Comprehensive Evaluation (CCE) for curricular and co-curricular subjects
- 4.4 Understanding teacher made test
- 4.5 Adaptations and accommodations for children with disabilities

Module 5: Social Science Teacher as a Reflective Practitioner

- 5.1 Reviewing text books of any three boards at primary level
- 5.2 Use of net based Resources: Open Educational Resources (OER), Virtual laboratories
- 5.3 Use of net based Resources: Learning Management Systems (LMS)
- 5.4 Development of a Professional Portfolio/ teaching Journal
- 5.5 Reflections on how this paper facilitates the teacher within you

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. Create a sample LMS for a class and submit reflections
3. Prepare and submit an adapted teaching learning aid for a child with disabilities.
4. Construct a question paper based on current CBSE / State Board of education, prepare its Scoring key, and marking scheme 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.

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

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 पॉर्टफोलियो 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, अंग्रेजी 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।

- ३.२ इकाई नियोजन का प्रत्यय, इसका महत्त्व और निर्माणविधि।
- ३.३ पाठयोजना का परिचय, उपयोग और महत्त्व।
- ३.४ पाठयोजना के चरण और उनका क्रियान्वयन।
- ३.५ हिन्दी शिक्षण के ज्ञानात्मक, बोधात्मक, कौशलात्मक और 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, महत्त्व और लाभ।
- ५.२ अधिगम—शिक्षण के दृश्य उपकरणों के प्रकार।
- ५.३ दृश्य उपकरणों — स्लाइड, 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 महत्त्व।
- ६.२ सतत एवं व्यापक मूल्यांकन का सन्दर्भ।
- ६.३ लेखन, पठन, श्रुतलेख, सुलेख, तीव्रलेखन, त्रुटिमुक्त लेखन, आशुभाषण और काव्यपाठ का सतत एवं व्यापक मूल्यांकन प्रविधि द्वारा मूल्यांकन।
- ६.४ कक्षागत पाठ्यसहगामी गतिविधियों — गीत, अभिनय, संवाद, क्रियाकलाप और नेतृत्व के गुणों का सतत एवं व्यापक मूल्यांकन प्रविधि द्वारा मूल्यांकन।
- ६.५ विद्यार्थियों के भाषा अधिगम का संचयीवृत्त बनाना।

इकाई ७ — चिन्तनशील साधक के रूप में शिक्षक

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

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

प्रायोगिक कार्य —

- आधुनिक भाषा के रूप में हिन्दी के गुणों और स्थिति का अनुसन्धान विवरण।
- हिन्दी शिक्षण की 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
प्रत्येक 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 विहारी 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 English as second language and challenges faced by Indian teachers

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 Methods Teaching English (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, Language games, reading cards, Worksheets, Handouts, and Audio Visual Aids (Tape-recorders, Radio, Television, Films and Filmstrips, Overhead Projector, Language Laboratory, and Powerpoint etc)
- 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 a strategy to rectify any common error in the use of English.
- 3. Develop a language game to teach any language element.
- 4. Prepare worksheets to enrich vocabulary among secondary students with disabilities and submit.
- 5. 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 सर्वकश 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

B GROUP: ABILITY ENHANCEMENT COMPULSORY COURSES

B 6 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*

Module 1: Introduction to Inclusive Education

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

Module 2: Policies & Frameworks Facilitating Inclusive Education

- 2.1 Need and scope of policies and legislations

- 2.2 International Conventions: Convention on Rights of a Child (1989), United Nations Convention of Rights of Persons with Disabilities (UNCRPD) (2006)
- 2.3 International Framework: Biwako Millenium Framework of Action (2002), MDG, 2015
- 2.4: National Programs: SSA (2000), RTE (2006), RMSA (2009), IEDSS (2013)
- 2.5: Future Constitutional Provisions: RPD Bill (Proposed), NPE (Draft 2016)

Module 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

Module 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

Module 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 and submit
3. Design A Poster On Inclusive Education and submit for evaluation
4. Prepare A Lesson Plan On Any One School Subject Of Your Choice Using Any One Inclusive Academic Instructional Strategy and submit

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*, Crowin Press, Sage Publications.
- Hegarthy, S. & Alur, M. (2002) *Education of Children with Special Needs: from Segregation to Inclusion*, Corwin Press. Sage Publishers
- Karant, P. & Rozario, J. ((2003). *Learning Disabilities in India*. Sage Publications.
- Karten, T. J. (2007). *More Inclusion Strategies that Work*. Corwin Press, Sage Publications.
- King-Sears, M. (1994) *Curriculum-Based Assessment in Special Edcuation*. California: Singular Publications.
- Lewis, R. B. & Doorlag, D. (1995) *Teaching Special Students in the Mainstream*. 4th Ed. New Jersey: Pearson
- McCormick, 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 Severe Disabilities in Inclusive Setting*. Boston, Allyn and Bacon

- Sedlak, R. A. & Schloss, P. C. (1986). *Instructional Methods for Students with Learning and Behaviour Problems*. Allyn and Bacon
- Stow L. & Selfe, L. (1989) *Understanding Children with Special Needs*. London :Unwin Hyman.
- Turnbull, A., Turnbull, R. Turnbull, M. Shank, D. L. (1995). *Exceptional Lives: Special Education in Today's Schools*. 2nd Ed. New Jersey: Prentice-Hall. Inc.
- Vlachou D. A. (1997) *Struggles for Inclusive Education: An ethnographic 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.

B 7 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*

Module 1: Hearing Impairment: Nature & Classification

- 1.1 Types of sensory impairments: Single (Hearing Impairment/ Hard of Hearing & Visual Impairment / low vision) & 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/ impairment/disability/handicapped
- 1.5 Developmental challenges arising due to congenital and acquired hearing loss

Module 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)

Module 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.

Module 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.

Module 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

Transactions

Conventional lecturing, PPTs, Visits, Observations, class discussions Videos and Interactions with Students/adults with Disabilities, reflecting upon learnt knowledge.

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

1. Interact with 2-3 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 web search on deafblindness and write an essay on strategies for developing daily living skills.

Essential readings:

- Bradford, L. J. & Hardy, W.G. (1979). *Hearing and Hearing Impairment*. New York: Grune and Stratton
- Davis, H. & Silverman, S. R. (1970). *Hearing and Deafness - Part I*. Holt, London: Rinehart & Winston.
- Holbrook Cay M. & Koenig Alan. J (Eds.) (2000) *Foundations of Education, Vol I: History and Theory of Teaching Children and Youths with Visual Impairments*. (2nd ed):New York : AFB Press
- *Handbook on Deafblindness* (2005) Sense International India. Retrieved online on 24/4/2015
- Kauffman James M. & Hallahan Daniel P. (Ed) (2011) *Handbook of Special Education*. Routledge NY
- 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 NEURODEVELOPMENTAL DISABILITIES

CourseCode: 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 Neuro-developmental disabilities

- 1.1 Neuro-developmental disabilities: concept
- 1.2 Types and characteristics
- 1.3 Prevalence and incidence
- 1.4 Educational implications: Needs
- 1.5 Educational implications: Classroom Strategies

Module 2: Learning Disability: Nature, needs and intervention

- 2.1 Definition, Types
- 2.2 Characteristics (Typewise)
- 2.3 Areas of assessment
- 2.4 Strategies for reading, writing and maths
- 2.5 Curricular adaptation, IEP

Module 3: Intellectual Disability: Nature, needs and intervention

- 3.1 Definition, Types and Characteristics
- 3.2 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

- 4.1 Definition, Types and Characteristics
- 4.2 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

- 1.1 Definition, types and characteristics
- 1.2 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

1. Review an assessment tool for a child with learning disability in the given area and report Your reflections
2. Read a life skill curriculum and reflect upon it
3. Study a screening tool for children with Autism Spectrum Disorder. Use it with three children and submit report.
4. Plan an educational program on the basis of an assessment report of a child with ID/Autism
5. Prepare a small checklist to suspect ADHD among children

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

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
- Kauffman James M. & Hallahan Daniel P. (Ed) (2011) Handbook of Special Education. Routledge NY
- 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

CourseCode: 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 and programme and also refer for medical intervention whenever if necessary.

Objectives

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

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

Unit 1: Cerebral Palsy (CP)

- 1.1. CP: Nature, Types and its Associated Conditions
- 1.2. Assessment of Functional Difficulties of CP including Abnormalities of Joints and Movements (Gaits)
- 1.3. Provision of Therapeutic Intervention and Referral of Children with CP
- 1.4. Implications of Functional Limitations of Children with CP in Education
- 1.5. Creating Prosthetic Environment in School and Home: Seating Arrangements, Positioning and Handling Techniques at Home and School

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

- 2.1. Meaning and Classification
- 2.2. Basic understanding of Assessment of Functional Difficulties
- 2.3. Provision of Therapeutic Intervention and Referral
- 2.4. Implications of Functional Limitations for Education
- 2.5. Creating Prosthetic Environment in School and Home: Seating Arrangements, Positioning and Handling Techniques at Home and School

Unit 3: Multiple Disabilities and Other Disabling Conditions

- 3.1 Multiple Disabilities: Meaning and Classifications
- 3.2 Various Combinations of Multiple Disabilities and Associated Conditions (Epilepsy, Motor and Sensory Conditions)
- 3.3 Basic understanding of other Disabling Conditions such as Leprosy Cured Students, Tuberous Sclerosis and Multiple Sclerosis
- 3.4 Implications of Functional Limitations for Education
- 3.5 Creating Prosthetic Environment in School and Home: Seating Arrangements, Positioning and Handling Techniques at Home and School

Module 4: Facilitating Teaching-Learning in school

- 4.1 Introduction to early intervention and multidisciplinary team
- 4.2 Introduction to functional and vocational education
- 4.3 Government Concessions, schemes and facilities- educational, aids and appliances, transport
- 4.4 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
- 4.5 Facilitating social and peer group relationships

Module 5: Introduction to Therapeutic Intervention

5.1 Problems & Management of hand function

5.2 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

5.3 Universal Design for accessibility

5.4 Partnership with individuals and families

5.5 Alternative and Augmentative Communication in classroom

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

1. Make a list of child's difficulties in activities of daily living and academic activities.
2. Make a poster on providing barrier free environment to be put up in mainstream schools.
3. Learn any one option available for AAC and write your reflections on it.
4. Make a power point presentation on multidisciplinary approach.
5. Observe two sessions of therapeutic intervention provided to CWCP and submit reflections

Essential Readings

- Banerjee, Arundhati. Infant assessment (0-2 years) Calcutta: Indian Institute of Cerebral Palsy
- Cerebral palsy grast bachchon ke liye aao ek sath padhe Majumdar, Manjulika Sen Reena . Calcutta : Indian Institute of Cerebral Palsy
- Audiovisual training kit on cerebral palsy part 1-14 Calcutta: Indian Institute of Cerebral Palsy
- Cerebral palsy : a complete guide for care giving / Miller, F ; Bachrach, S J .-2nd Ed. . Baltimore : Johns Hopkins Press Health Book , 2006
- Manual (series-Curriculum guidelines for students with multiple disabilities) : physical and neurological / Choudhary, Sipra Roy ; Banerjee, Ranu and Dutt, Vijaya Calcutta : Indian Institute of Cerebral Palsy , 1999
- Vocational rehabilitation for persons with Locomotors disabilities / Goel, Sushil Kumar; Parameshwar, Kannekanti. Agra: Harprasad Institute of Behavioral Studies, 2012
- Training module on multiple disabilities / Sarv Shiksha Abhiyaan . New Delhi : Sarv Shiksha Abhiyaan
- Training module on cerebral palsy and locomotors impairment / Sarv Shiksha Abhiyaan . New Delhi : Sarv Shiksha Abhiyaan
- Physical assessment of child with cerebral palsy part 3-4/ IICP, Calcutta: Indian Institute of Cerebral Palsy

- Bridge Course manual locomotors impairment and associated disabilities /Goyal, H C.; Ramachandran, B . New Delhi : RCI
- Miller, F. and Bachrach, S.J. (2012). *Cerebral Palsy: A Complete Guide for Caregiving*. A Johns Hopkins Press Health Book.
- SarvaSikshaAbhiyan. Module on Cerebral Palsy. http://ssa.nic.in/inclusiveeducation/training-module-for-resource-teachers-for-disablechildren/Module%20%20Cerebral%20Palsy.pdf/at_download/file
- SarvaSikshaAbhiyan .Module on Multiple Disabilities. http://ssa.nic.in/inclusiveeducation/training-module-for-resource-teachers-for-disablechildren/Module%20%20Multiple%20Disability.pdf/at_download/file

B 10 (A) GUIDANCE & COUNSELLING

Course Code: B 10 (A)

Credits: 03

Contact Hours: 60

Notional Hours: 30 hrs

Marks: 75

Introduction

Guidance and counseling have been vital aspects of education. One of the purposes of education is to help an individual becoming useful member of society. This course has been designed with the fullest understanding of the important role you are going to play in schools and community as a whole. The course modules have been written to enable you to assist the young students with hearing impairment in schools to develop values and life orientations, to assist students in making appropriate and satisfying personal, vocational and educational choices; and to assist students acquire a positive image of self through self understanding the needs and problems

Objectives

After completing this course the student will be able to:

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

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 / Vocational / Personal Guidance
- 1.5 Role of teachers in guidance for students with disability

Module 2: Introduction to Counseling

- 2.1 Counseling: Meaning, nature and characteristics of counseling
- 2.2 Core conditions in counseling (special concerns in counseling)

- 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 counseling

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

Module 5: Guidance and Counseling in Inclusive Education

- 5.1 Current status with Reference to Indian schools
- 5.2 Role of a counsellor in mainstreaming and providing support to students with special needs
- 5.3 Guidance/ counselling needs of families of children with special needs
- 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. Report your reflections on 2 sessions of professional guidance that you observed
2. Hold simulation of a parent guidance session and submit your reflections
3. Interview a professionally active school counsellor and make a report on counselling needs of children with special needs
4. Make a poster on encouraging school students to seek counsellors help for academic as well as interpersonal concerns
5. Make a list of points to be covered with parent guidance of a specific disability

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

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

Suggested 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) EARLY CHILDHOOD CARE, INTERVENTION AND EDUCATION

Course Code: B 10(B)

Credits:03

Contact Hours: 60

Notional Hours: 30

Marks: 75

Introduction

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

Objectives

After undertaking the course the students will be able to:

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

Module 1: The Early Years: An Overview

1.1 Facts about Early Childhood Learning & Development

1.2 Basic understanding of Neural Plasticity

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

- 1.4 Understanding basic concept of Sensitive Periods of Learning: Maria Montessori's Framework, Windows of Opportunity & Learning Timelines of Development in Young Children
- 1.5 Integrating Theories of Development & Learning for designing Early Childhood Education activities

Module 2: Early Education of Children with Disabilities

- 2.1 Young Children at Risk & Child Tracking
- 2.2 Interdisciplinary Assessments & Intervention Plans: Need and challenges
- 2.3 Developmental Systems Model for Early Intervention (Of Guralnick, 2001)
- 2.4 Curricular Activities for Development of Skills of: Imagination, Joy, Creativity, Symbolic Play, Musical, Aesthetic, Linguistic, Emergent Literacy, Scientific & Cultural Skills
- 2.5 Involving Families in early education / intervention: why and How

Module 3: Inclusive Early Childhood Educational (ECE) Practices

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

Module 4: Early screening, identification and intervention

- 4.1 Early identification and intervention: defining the terms and setting criteria
- 4.2 Early Intervention: Need and Justification
- 4.3 Parameters of effective early intervention programs
- 4.4 Early screening, identification and early intervention: managing the link
- 4.5 Managing early intervention-Multi disciplinary involvement

Module 5: Early Intervention: National and International scene

- 5.1 Outcomes of early intervention: Areas and Preconditions of success)
- 5.2 Global benchmarks/global trends including JCIH Reference
- 5.3 Early intervention services: Indian scenario and challenges
- 5.4 Early intervention and inclusive education

5.5 Reflections on learnt content and drawing pro active conclusions

Hands on Experience for notional hours: (ANY TWO)

30 Hrs (10 Marks)

1. Prepare and submit a poster on developmental milestones & learning timelines of children of any age group
2. Participation in Family empowerment program and writing reflections
3. Develop a creative teaching learning materials for children for overall stimulation
4. Make a checklist for early identification of preschoolers for teachers.
5. Visit early intervention center / preschool unit and make a list of learning points

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

Essential Readings

- Costello.P.M (2000).*Thinking Skills & Early Childhood Education*. London: David Fulton Publishers.
- Dunn.S.G. & Dunn.K (1992).*Teaching Elementary students through their individual learning styles:Practical approaches for grades 3-6*. Massachusetts: Allyn & Bacon.
- Klausmeir H.J. & Sipple. T.S. (1980). *Learning & Teaching Concepts. A strategy for testing applications of theory*. New York: Academic Press
- Kauffman James M. & Hallahan Daniel P. (Ed) (2011) *Handbook of Special Education*. Routledge NY
- Mohanty J & Mohanty. B (1999).*Early Chilhood Care and Education*. Delhi: Offset Printers

Suggested Readings

- Barbour.N & Seefeldt.C (1998).*Early Childhood Education. An Introduction* (4th Eds). U.K: Prentice Hall.
- Broman.B.C (1978).*The Early Years in Childhood Education*. Chicago: RandMcNally College Publishing Company.
- Catron.C.E. & Allen.J (1993).*Early Childhood Curriculum*. New York: MacMillan Publishing Company.
- Dahlberg.G , Moss.P & Pence. A (2007). *Beyond Quality in Early Childhood Care and Education*.(2nd Ed.). New York: Routledge Publication.
- Dopyera.M.L & Dopyera. J (1977). *Becoming a Teacher of Young Children*. New York:Random House Publications.
- Gordon.I.J (1972).*Early Childhood Education*. Chicago: Chicago University Press.

Hamilton.D.S & Flemming (1990).*Resources for Creative Teaching in Early Childhood Education* (2nd Edition). Tokyo: Harcourt Brace Jovanovich.

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

B 10 (C) ORIENTATION AND MOBILITY

Course Code: B 10 (C)

Credits: 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.*

Module 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

Module 2: Understanding and practicing 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

Module 3: Pre-Cane Skills

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

Module 4: Cane Travel Techniques and Devices

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

Module 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**

1. Act as a sighted guide in different situations/settings and submit reflections.
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 the experience in 200 words.
4. Make a short PowerPoint presentation on the importance of O&M for the visually impaired.
5. Draw up a list of important clues /cues/landmarks which the visually impaired student can use in the school.

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

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 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)

- 1.1 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

- 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

1. Visit an ongoing CBR program and write a report on its efficacy
2. Participate in a community awareness program and submit a report
3. Prepare an outline of a CBR program for a given type of disability
4. Prepare a feedback form to be given to beneficiaries after CBR program
5. Make a list of parameters to measure the success of a CBR program

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: B 10 (E)

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; Web based learning, Interactive Learning & i-learning; virtual classrooms
- 3.5. E-Classroom: Concept, Organizing E-Classroom and Required Adaptations for Students with Disabilities;& mobile learning and mobile learning apps.

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 for Classroom Use; skype and ISL, using software for 'captioning'
- 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 plan for making audio or video program on a given topic.
2. Prepare a PPT by inserting photos and videos on a topic of your choice.
3. Compile Youtube films on disability and education .
4. Learn about Open Education Resources and explain the same to your classmates
5. Learn about web based Discussion Boards and explain the same to your classmates
6. Learn about Learner Management System and explain the same to your classmates

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

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) MANAGEMENT OF LEARNING DISABILITY

Course Code: B 10 (F)

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

- 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

- 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

- 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

- 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

- 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

1. Study a checklist for screening LD. Administer it for 2 cases and report reflections.
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
5. Make a poster for mainstream teachers on dealing with students with LD

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

Essential readings

- Adamson & Adamson: Handbook of Specific Learning Disabilities, Gardner Press USA 1979
- Eddy G.L: Adaptive Language Disorders of Youth, Adults with Learning disabilities, Singular Pub., California 1992.
- Kauffman James M. & Hallahan Daniel P. (Ed) (2011) Handbook of Special Education. Routledge NY
- 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

Suggested Readings:

- 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 10 (G) GENDER AND DISABILITY

Course Code: B 10(G)

Credits: 03

Contact Hours: 60

Notional Hours: 30

Marks: 75

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

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

Module 1: Human Right-based Approach& Disability

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

- 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

Hands on Experience for notional hours: (ANY TWO)

30 Hrs 10 Marks

1. Study the case of a given woman with disability in terms of challenges and solutions. Submit your reflections.
2. Review selected paper/s authored by women with disability
3. Prepare community awareness material for gender equity and disability rights
4. Submit a power point presentation on gender – disability – poverty links.
5. Prepare a checklist for measuring awareness on gender discrimination issues for a chosen set of people (for example: college students, house maids, police constable etc)

Transactions

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

Essential Readings

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

Suggested Readings

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

B 11 (A) APPLIED BEHAVIOUR ANALYSIS

Course Code: B 11(A)

Credits: 03

Contact Hours: 60

Notional Hours: 30

Marks: 75

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

- *Develop and understanding of the underlying principles and assumptions of applied behavioural analysis*

- *Use various measures of behavioural assessment*
- *Apply methods of ABA in teaching and learning environments*
- *Integrate techniques of ABA in teaching programs*
- *Select suitable strategies for managing challenging behaviours*

Module 1 Introduction to Applied Behaviour Analysis

- 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

- 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

- 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

- 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

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

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

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
4. Make a poster inviting college graduates to join certificate course on ABA
5. Make a list of pro active learning points drawn from this course

Transactions

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

Essential Readings

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

- Lewis, P. (2006). *Achieving Best Behaviour for Children with Developmental Disabilities*. Jessica Kingsley Publishers London

Suggested Readings

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

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.*

Module 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 and Inclusion with Reference to Oral Options
- 1.4 Basic Awareness on Identity Issues with Reference to Oral Options
- 1.5 Oral / Aural Options: myths and facts

Module 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
- 2.5 Tuning Mainstream Schools/Classrooms For Aural Oral Communication: Do's And Don'ts

Module 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 (with special attention to suprasegmental aspects)
- 3.5 Ongoing Monitoring and Assessing Auditory Functioning and Speech Development: Reflecting upon Model Formats Used For the Purpose (Checklists, Recordings, Developmental Scales)

Module 4: Understanding Skills related to 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
- 4.5 Observing a Few Weekly Individual Sessions

Module 5: Implementing Oralism and AV Approach in Indian Special Schools & Course conclusions

- 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

Hands on Experience for notional hours: (ANY TWO)

30 Hrs 10 Marks

1. Watching videos of individual session / classroom teaching using genuine oralism and submitting reflections.
2. Developing learning material / worksheet for facilitating connectivity among listening, language and cognition
3. Recording self narrated stories / poems and writing reflections upon it.
4. Interacting with orally raised adults to understand them in terms of autonomy and identity. Submit learning points.
5. Interacting with non disabled children for practicing expansion of ideas

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.

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

Module 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;
- 1.5 ISL / ISS: Myths and Facts

Module 2: Advance Understanding of Manual Options and Indian Scenario

- 2.1 Use of Simcom and Educational Bilingualism an Indian Schools: Current Scenario
- 2.2 Challenges, Prerequisites and Fulfilling Prerequisites
- 2.3 Monitoring and Measuring Development of ISL/ISS in Students: Why and How
- 2.4 Training and Guidance for Families on use of manual options: current options
- 2.5 Tuning Mainstream Schools/Classrooms For Students Using Manual Communication: Do's And Don'ts

Module 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** identifying linguistic structures of ISL and 5 parameters of signs

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

- 4.1 Insights into grammatical components: Learning to Express Gender, Number, Person, Tense, Aspect

- 4.2 Insights into grammatical components: **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 / Science / Mathematics
- 4.5 Basic understanding of native and not native ISL processing

Module 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 in manual options: (Organized Charity Sources, CSR, Fund Raising Events, Web Based Fund Raising)
- 5.5 Reflections on the Course: From Theory to Practice to Initiating Change

Hands on Experience for notional hours: (ANY TWO)

30 Hrs 10 Marks

1. Watching videos of individual sessions and classroom teaching of signing. submit reflections on communication process and learning.
2. Role play and dramatization in isl. marks assigned to performance.
3. Developing learning material for facilitating connectivity among signing, language and cognition
4. Recording and submitting self narrated stories / poems.
5. Interacting with deaf for practicing expansion of ideas

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.

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
- 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 Jersey. 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)

Credits: 03

Contact Hours: 60

Notional Hours: 30

Marks: 75

Objectives

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

- *Concept of AAC,*
- *AAC systems,*
- *AAC assessment,*
- *programme planning and strategies*

Module 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: Functional (Emergent)
- 1.4 Situational (Context Dependent)
- 1.5 Independent (Creative)

Module 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

Module 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

Module 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

Module 5: Introduction to communication tools and Access Mode:

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

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

1. Learn basic skills involved in an AAC system and exhibit performance
2. Make a poster on AAC for family members
3. Websearch AAC options and report your reflections on learning

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

Essential readings:

- Kauffman James M. & Hallahan Daniel P. (Ed) (2011) Handbook of Special Education. Routledge NY

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 forChildren and Adults*, David Fulton Publishers, London.
- McCurtin, A., & Geraldine, M.(2000). *The Manual of AAC Assessment*. Speechmark Publishing Ltd., London.

B 11 (E) BRAILLE AND ASSISTIVE DEVICES

Course Code: B 11(E)

Contact Hours: 60

Notional Hours: 30

Credits: 03

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.*

Module 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.

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

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

Module 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.

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

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 (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. Review 2-3 curriculums on any vocational skill/s and write reflections.
2. Observing Administering any vocational assessment tool on 2 individuals and submitting report with reflections.
3. Visit to any vocation Institution and submit report with learning points.

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

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

Marks: 75

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

- 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

- 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

- 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, DTLT, DTRD, BCSLT, GLAD, Aston Index), CRTs and NRTs, TMTs
- 3.5 Portfolios, checklists, rating scales, anecdotal records, observation schedules

Module 4: Domains of Assessment

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

Module 5: Assessment of Curricular Areas

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

Transaction:

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

Hands on experience for notional hours (any two).

30 hrs

10 marks

1. Watch a relevant movie to understand issues related to LD. Submit review & reflections.
2. Review 2 IEPs of student with LD. Submit report in a format given by the college.
3. Develop a TMT to assess various domains and curricular areas. Submit the test.
4. Make a leaflet for mainstream school teachers help them suspect LD in their primary class.

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

- 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

- 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

- 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

- 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

- 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.
- 5.Make a poster for minstream teachers on universal design of learning

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

- 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

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

Module 3: Reading and Writing Interventions

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

Module 4: Interventions for Mathematics

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

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. Assist in planning and conducting a parental meet to discuss the intervention goal. Submit a reflective report.
- 5. Collaborate with a specific subject teacher to set an intervention goal. Write a report about the collaborative work.
- 6. Attend a workshop for mainstream teachers on educational interventions/classroom Strategies . Submit learning points.

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, RThe 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

- 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

- 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)

- 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

- 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

- 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 small survey on the kind of assistive technology used in the schools for

students and present the findings.

6. Prepare a power point for the teachers on how to use cyber space for teaching learning.

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

- 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

- 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

- 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

- 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

- 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 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.
4. Make a poster for siblings and peers on socialization with Students with LD
5. Make a leaflet on Psycho-social characteristics of children with LD

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

CODE: D 17

CREDIT: 2

Hours: 60

MARKS: 50 (10 class participation, 25 journal submission, 15 presentation with reflections)

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.*

MODULE 1: UNDERSTANDING LITERACY SKILLS

UNIT 1 a. Literacy and Current University Graduates: Status and Concerns b. Role of Literacy in Education, Career and Social Life

UNIT 2 Meta cognitive awareness of reading

UNIT 3 Understanding basic Braille skills and reflections on literacy concerns of children with specific disability

UNIT 4 Developing Good Reading Skills and Habits in Primary Level Students: Activities And Strategies

UNIT 5 Understanding writing as a process: i) Content (Intent, Audience and Organization) ii) Language (Grammar, Vocabulary, Spelling) iii) Surface Mechanics (Handwriting, Neatness, Alignment And Spacing etc)

MODULE 2: Project of Activities / tasks (preparation, submission and presentation of the journal) Students have to do ANY SIX practice tasks as a project out of the options given here (preferably 3 from A and 3 from B) Students are expected to submit journal and make presentation:

A. PRACTICING READING SKILLS

1. Responding to recreational Reading Material (Narrations) by Retelling, Summarizing / concluding, Answering, Predicting, Commenting and Discussing (Any three)

2. Responding to School Textbooks (Description) by Retelling, Summarizing, Answering, Predicting, Commenting and Discussing (Any three)
3. Responding to Reports, Policy Documents And News (Expositions) by Retelling, Summarizing, Answering, Predicting, Commenting and Discussing (Any three)
4. Responding to Editorial, Academic Articles, Advertisement Copy, Resume (Argumentation) by Retelling, Summarizing, Answering, Predicting, Commenting and Discussing (Any three)
5. Practicing web search on a given topic
6. Practicing reading graphically presented information

B. PRACTICING INDEPENDENT WRITING SKILLS

7. Practicing Self Editing And Peer Editing Of Sample Texts
8. Practicing Evaluating Students Writing Using Parameters: Productivity, Correctness, Complexity, Text Organization And Literary Richness
9. Practicing Writing: Picture Description/ Expansion Of Ideas / Essays / Stories
10. Practicing Daily Leaving Writing: Applications / Agenda - Minutes/ Note Taking
11. Practicing Converting Written Information Into Graphical Representation and writing book/movie review
12. Practicing Filling Up Surveys, Forms, Feedback Responses, Checklists

MODULE 3: Mid project interaction and feedback: Students are exposed to basic skills through workshops or subject seminars. They are grouped under the supervisors who review the progress of the practice and journal preparation by showing them role model responses. Students discuss and learn from each others. They improve the strategies and output on the basis of the feedback from supervisor and peers.

MODULE 4: Submission and presentation with reflections: Each student submits the journal and makes a presentation on reflections and learning. This presentation is to be attended by all supervisors and students – preferably also of first year and students from other disability.

Transactions

It is highly recommended that this course reaches meta-level understanding of own reading process by the student teachers. Hence lecturers are suggested to float the theory bare minimum focussing more on ‘insights through practice sessions’. To keep the motivation high and complexity low the transactions must involve hands on activities based on the units of the course. The terminology used in units is more for the understanding of the lecturers than the student teachers since this is a newly introduced course in this revised syllabus. Experiential discussions, team tasks and internalising learning by doing are expected to obtain best outcomes. Evaluation must target process of reflecting upon own personalised insights into reading and responding to

texts. Hence, entire internal assessment must focus on progressions through activities rather than written tests.

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
- Collection of reading material locally collected by the college including articles, newspapers, surveys, files, portfolios etc

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
- Gallangher.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 DRAMA AND ART IN EDUCATION

CODE: D 18

CREDIT: 2 Hours: 60

MARKS: 50 (10 class participation, 25 journal submission, 15 presentation with reflections)

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*

MODULE 1: UNDERSTANDING ART AND ART EDUCATION

UNIT 1: Art education: Meaning and scope, Strategies to enhance learning through art,

UNIT 2: Performing Arts (drama, dance and Music): Range of activities, Appreciating and performing, Identifying skills used in performing arts, Facilitating interest and learning

UNIT 3: Visual Arts: Range of activities, Appreciating and performing, Identifying skills used in visual arts, Facilitating interest and learning

UNIT 4: Media and electronic art: Range of activities, Appreciating and performing, Identifying skills used in visual arts, Facilitating interest and learning

UNIT 5: Art therapy, linking art with multiple intelligences, Adaptations for special needs

MODULE 2: Project of Activities / tasks (preparation, submission and presentation of the journal) Students have to do ANY SIX practice tasks as a project out of the options given here (preferably 3 from A and 3 from B) Students are expected to submit journal and make presentation:

A. PERFORMING ART

1. Learn Mudras / postures / Todas (or any basic skills) of classical dance. Submit summary / portfolio of it with reflections.
2. Learn voice modulation needed in dramatics. Submit summary / portfolio of it with reflections
3. Learn comprehending notations of music. Submit summary / portfolio of it with reflections
4. Prepare a short skit / street play / folk item for awareness on any social issue (This may be a group activity)
5. Select one art creation like music album / play / dance show etc and write critical appreciation with reflections
6. Review the adaptations required for children with various types of special needs while learning performing arts

B. VISUAL / ELECTRONIC ART

7. Learn basic skills of still photography. Submit summary / portfolio of it with reflections.
8. Learn basic line drawings / stick figures to be used for developing teaching aids. Submit summary / portfolio of it with reflections.
9. Learn basic puppet making. Submit summary / portfolio of it with reflections.
10. Learn copy writing for advertisement. Submit summary / portfolio of it with reflections.
11. Carry out web search on Indian sculpture and submit a brief compilation.

12. Select one art creation like movie / painting / Advertisement / sculpture etc and write critical appreciation with reflections

MODULE 3: Mid project interaction and feedback: Students are exposed to basic skills through workshops or subject seminars. They are grouped under the supervisors who review the progress of the practice and journal preparation by showing them role model responses. Students discuss and learn from each others. They improve the strategies and output on the basis of the feedback from supervisors and peers.

MODULE 4: Submission and presentation with reflections: Each student submits the journal and makes a presentation on reflections and learning. This presentation is to be attended by all supervisors and students – preferably also of first year and students from other disability.

Transactions

Curriculum transactions of this course are recommended to involve holistic teaching learning rather than the conventional ‘unit by unit’ steps. More number of local visiting faculties may be invited to talk about the ideas and its applicability in art education. Collaborative sessions and workshops with local B Ed colleges (in general as well as special education) will help students see the diverse perspective of art appreciation. Transactions of this course may involve student demonstrations, role plays, hands on experiences with basic skill development and outdoor visits for exploring best practices of art education for students with and without special needs. Evaluation strategies may focus reflections and innovative ideas rather than theoretical data based information.

Essential Reading:

- Finlay, Victoria. The brilliant History of Color in Art. Getty Publications. China
- Khoda, Ritu & Pai Vanita. Eye Spy. (2016) Takshila publication
- 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 (PROJECT)

Course Code: D 19

Credit: 02

Hours: 60

MARKS: 50 (10 class participation, 25 journal submission, 15 presentation with reflections)

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*

PLEASE NOTE: Students are expected to work on a project of the 4 tasks given in the module content. Journal Submission and presentation with reflections are part of this project. Each student submits the journal and makes a presentation on reflections and learning. This presentation is to be attended by all supervisors and students – preferably also of first year and students from other disability

Module 1: Introduction to Research (Basic theory with lot of examples)

- 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, methods and process of research (To be taught by the faculty)

2.2 Student to select a topic for research. The topic needs to be relevant in special education and could be from the following areas.

- inclusive education of children with disability
- rehabilitation and other services
- parental involvement and training
- early intervention services / special schools
- needs and issues of children and families with disability
- attitudes and perceptions about disability

TASK 1. Each student will submit a brief research proposal on selected topic. (Colleges make the template available for the students)

Module 3: Tools of Research

3.1 Introduction to types of research tools (To be taught by the faculty)

TASK 2: Student to develop a tool relevant for the selected topic of research (under supervision of faculty member)

Module 4: Measurement Scale and Organization of Data

4.1 Introduction to various scales and methods for organization of data ((To be taught by the faculty)

TASK 3: Student will select and review any 2 published articles / unpublished dissertations in terms of data organization. Brief reflections to be submitted.

Module 5: Descriptive Statistic

5.1 Introduction to measures of central tendency

TASK 4: Student will apply the measures to the organized data (3-4 Data samples to be provided by the college)

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 research 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.

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
- Guptha, S. (2003) *Research Methodology and Statistical Techniques*. New Delhi: Deep & Deep Publishing.

- Kauffman James M. & Hallahan Daniel P. (Ed) (2011) Handbook of Special Education. Routledge NY
- 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 or HI or ASD or VI or MD or ID

Semester - I

Credits: 02

Hours: 60

Marks: 50

Sl. NO	Tasks	Disability Focus	Education Setting	Marks	Hrs	Description	Submission
1	Visit to special school	Other than major disability	Minimum 3 Special schools	10	18	Infrastructure study	Infrastructure form
2	Classroom observation	“	Special school	30	30	Observation of all the activities in a class	Reflection and observation form for each day
3	Classroom observation		Inclusive set up	10	12	Observation of all the activities in a class	Reflection and observation form for each day

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).

SI. NO	Tasks	Disability Focus	Education Setting	Marks	Hrs	Description	Submission
1	Classroom observation	LD	Inclusive school	30	30	Observation of all subjects at different levels	Reflection and observation form of each day
1.2	Assessment in developmental psychology	Institute /Clinic	*Studying & describing DST, GDS, CPM , SFB ,VSMS *Observing assessment of children using any two of the above *Studying 10 assessment reports and noting the diagnosis and recommendations	30	50		Journal with reflections
1.3	a. Lesson planning with respect to micro skills for selected subjects	General	For special school/Inclusive set up	25	25	5 lessons	Lesson plan and the TLM
	b. Lesson planning focusing on adaptation and differentiation	LD	Inclusive set up	40	45	2 lessons	2 lessons with the adapted version and the TLM

Semester - III

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

Semester - III Credits: 04

Hours: 120

Marks: 100

Sl. NO	Tasks	Education Setting	Marks	Hours	Description	Submission
1.1	a. Case study observation & assessment	Special School/ Inclusive school/ resource room	20	24	Minimum 30 school Periods	File with the report and IEP
	b. Case study: planning and implementation of IEP		20	48	Minimum 20 lessons	File with report, lessons and IEP
1.2	a. Practice teaching on different levels for all subjects	Special School / Resource Room	20	15	5lessons	
	b. Practice teaching on different levels for selected (pedagogy)subjects	Special School / Resource Room	20	15	5 lessons	
1.3	Observation of support services	Institute / Clinic	20	18	Depending on the specialization	Report

Area F1- Disability Specialisation (Learning Disability)**Semester - III Credits: 03****Hours: 90****Marks: 75****Setting: Special school for children with LD**

#	Tasks	Specific activities	Hrs	Marks	Submissions
1	Classroom observation	Observing teaching learning process	24	10	Report with reflection
2	Teacher assistant **	Working as teacher assistant for prayers / assembly, attendance, home work/class work, writing diaries, preparing TLM, teaching practice sessions recapitulation, and break times	18	10	Journal of daily reflections and learning
3	Understanding school examination **	Assisting in exam related planning, setting question papers, assessing, entering outcome in records, writing progress reports, feedback to students and parents, drawing pedagogic decisions. Any 3	6	10	Portfolio of assessment activities
4	Understanding beyond classrooms	Participating in School committees meetings, Sports, Picnics, trips, visits, Parent Teacher Association (PTA) meeting, competitions, Celebrations, annual gatherings, medical check ups – any 3	12	10	
5	Development of teaching learning material (TLM), worksheet,	Developing 2 TLM and 5 worksheet for the assigned class	18	10	TLM
6	Document study	Reading and reporting on academic calendars, time table, diaries, work books, progress reports, case files, parent meeting reports, certificates, forms to avail exemptions and concessions	6	10	
7	Program end presentation	Power point presentation on consolidations, reflections and take away points from field engagement to be able	6	15	

		to become a teacher			
	TOTAL		90	75	

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

Semester - IV

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

Semester - IV Credits: 04

Hours: 120

Marks: 100

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

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)	Marks (100)	No. of Lessons
1.1	Community work / Tour	Community perspective	rural / semi-urban	30	30	Visit report
1.2	Collaborative teaching	Any Disability (including LD)	Resource Room/ home based / Inclusive Schools	20	20	5 lessons
1.3	Case study 2 (individualised)	Inclusive	Special schools for other disabilities/ Resource Room/ inclusive schools/ home based	50	30	Profile, assessment report & 10 lessons
	b. Group Teaching lessons (selected subject)	Inclusive	Inclusive Schools	20	20	5 lessons

Area F2- Cross Disability Special School**Semester - IV Credits: 04****Hours: 120****Marks: 100****Setting: special school of other disability than LD**

#	Task	Specific activities	Hrs	Marks	Submissions
1	Teacher assistant	Studying the background of the children in the allotted class & working as teacher assistant for prayers / assembly, attendance , home work/class work, writing diaries & assisting in school celebrations	42	40	Journal of daily reflections and learning
2	Document study	Reading and reporting on academic calendars, time table, diaries, work books, progress reports, case files, certificates, forms to avail exemptions and concessions	12	10	Journal on reflections
3	Use of internet and modern technology for improving the class processes	Using technology for classroom teaching, art education, record keeping, communication, downloading power points, AVs for concept development involving students	18	00	School head's certificate
4	Understanding beyond classrooms	Participating in School committees meetings, Sports, Picnics, trips, visits, Parent Teacher Association (PTA) meeting, competitions, Celebrations, annual gatherings, medical check ups – any 3	36	25	School head sends marks to college as per performance
5	Program end presentation	Power point presentation on consolidations, reflections and take away points from field engagement to be able to become a teacher	12	25	

Area F3 - Inclusive school & Support Services in LD

Semester - IV Credits: 4**Hours: 120****Marks: 100**

#	Tasks	Specific Activities	Set up	Hours	Marks	Submission
i	Internship	activities same as F2	Inclusive School	54	30	Report on daily activities & learning points
	Program end presentation and viva		college	6	20	Report with reflections
ii	Internship	a. Observing assessing, remediation, and parent counselling, b. development of TLM and worksheet c. Reviewing and assisting in IEPs	Clinic / hospital / remedial set up etc	54	20	Report on daily activities & learning points
	Program end presentation and viva		college	6	20	Report with reflections