Syllabi (Suggestive) Middle Stage

Integrated Special and Inclusive Teacher Education Programme (ISITEP)

Rehabilitation Council of India

New Delhi

Integrated Special and Inclusive Teacher Education Programme (ISITEP)

Curricular Structure

SL NO	Curricular Components	Courses			Credits per Semester								Credits per Course	Total Credits
					S1	S2	S3	S4	S5	S6	S7	S8		
1.	Student Induction Programme	1.0 Two weeks: Equitable Practice & Inclusive Education												
2.	Foundations of General, Special & Inclusive Education	2.1	Evolution of Indian Education & Disability Discourse		4	-	-	-	-	-	-	-	4	
		2.2	Human Development, Deviations & Educational Psychology		-	-	4	-	-	-	-	-	4	
		2.3	Introduction to Disabilities		-	-	-	4	-	-	-	-	4	
		2.4	Learning, Teaching, Assessment & Evaluation		-	-	-	-	-	2	-	-	2	
		2.5	Equitable and Inclusive Education		-	-	-	-	-	2	-	-	2	30
		2.6	Philosophical & Sociological Perspectives of Special & Inclusive Education		-	-	-	-	-	-	2	-	2	
		2.7	Curriculum Development, Adaptation and Evaluation (Stage Specific)		-	-	-	-	-	-	2	-	2	
		2.8	Perspectives on School Leadership & Management		-	-	-	-	-	-	-	4	4	
		2.9	Acts, Policies and Provisions for Persons with Disabilities		-	-	-	-	-	-	-	2	2	
	Elective Courses	2.10	Elective Courses (Choose any one from first two i.e. a and b and any one from the remaining as per the disability specialisation)										4	
		A	Reading and Reflective Practices		-	-	-	-	-	-	-		2	
		B	Disability, SEDGs, and Gender		-	-	-	-	-	-	-			
		C	Visual Supports for Learners with Autism (ASD)		-	-	-	-	-	-	-		2	
		D	Historical and Contemporary Issues in Education of Deaf in India (HI)		-	-	-	-	-	-	-			
		E	Listening and Spoken Language Therapy (HI)		-	-	-	-	-	-	-			
		F	Working with Learners with Intellectual Disability having High Support Needs (ID)		-	-	-	-	-	-	-			
		G	Management and Supporting Learners with Severe and Multiple Disabilities (MD)		-	-	-	-	-	-	-			
		H	Integrating Skills and Activity Participation (MD)		-	-	-	-	-	-	-			
		I	Research Based Practices and Therapeutic Interventions for Supporting Learners with Specific Learning Disabilities (SLD)		-	-	-	-	-	-	-			
		j	Education of Learners with Visual Impairment from Past to Present (VI)		-	-	-	-	-	-	-			
3.	Disciplinary / Inter-	One/two discipline(s) from any of the school curricular areas.			8	12	12	12	12	8	-	-	64	

Rehabilitation Council of India ISITEP Middle Stage

#	Category		Course	S1	S2	S3	S4	S5	S6	S7	S8	Total	Total
	disciplinary courses	3.1	Language										64
		3.2	Physical Sciences (Physics, Chemistry, etc.)										
		3.3	Biological Sciences (Zoology, Botany, etc.)										
		3.4	Mathematics										
		3.5	Social Sciences & Humanities (Economics, History, Geography, Psychology, Political Science etc.)										
		3.6	Business Studies, Accountancy, etc.										
		3.7	Arts (Visual and Performing)										
		3.8	Physical Education and Yoga										
		3.9	Vocational Education										
		3.10	Computer Sciences										
		3.11	Any other school subjects										
4.	Stage & Disability Specific Content-cum Pedagogy*		Stage & Disability Specific Content cum-Pedagogy Courses (One stage & one disability specialisation to be opted) (ASD/HI/ID/MD/SLD/VI)	-	-	4	4	4	4	-	-	16	16
5.	Ability Enhancement & Value-added courses		**Ability Enhancement & Value-added courses**										
		5.1	Language-I (Schedule 8 Language)	4	-	-	-	-	-	-	-	4	28
		5.2a&b	Language-II (a-ISL or b-English-Any Other languages other than opted Language I)		4							4	
		5.3	Inclusive Art Education	2	-	-	-	-	-		-	2	
		5.4	Exploring Disability Intercepts in Indian Knowledge Systems and Ethos	2	-	-	-	-	-	-	-	2	
		5.5	Teacher and Society	-	2	-	-	-	-	-	-	2	
		5.6	ICT and Assistive Technology in Special & Inclusive Education	-	-	-	-	2	-	-	-	2	
		5.7	Educational Research and Statistics	-	-	-	-	-	2	-	-	2	
		5.8	Adapted Sports, Nutrition, Yoga, and Understanding Self	-	-	-	-	-	-	2	-	2	
		5.9 a	Positive Behaviour Supports	-	2	-	-	-	-	-	-	2	
		5.9 b	Guidance & Counselling	-	-	-	-	-	-	2	-	2	
		5.9 c	Life Skills Across Life Span	-	-	-	-	-	-	-	2	2	
		5.10	Citizenship, Sustainability and Environmental Education	-	-	-	-	-	-	-	2	2	
6.	School Experience & Internship*		**Stage Specific Special/Inclusive (ASD/HI/ID/MD/SLD/VI)**										
		6.1	Disability Specific Including Internship	-	-	-	-	2	-	-	-	2	20
		6.2		-	-	-	-	-	2	-	-	2	
		6.3		-	-	-	-	-	-	2	-	2	
		6.4		-	-	-	-	-	-	10	-	10	
		6.5		-	-	-	-	-	-	-	2	2	
		6.6		-	-	-	-	-	-	-	2	2	
7.	Community Engagement & Services		7.0 Inclusive Community Engagement and CBR	-	-	-	-	-	--	-	2	2	2
				20	20	20	20	20	20	20	20	160	160

Rehabilitation Council of India ISITEP Middle Stage

Table of Content

Middle Stage

S.No.	Components	Page No.
1.0	**Two-Weeks Student Induction Programme**	
2.0	**Foundations of Education & Special Education**	
2.1	Evolution of Indian Education & Disability Discourse	
2.2	Human Development, Deviations & Educational Psychology	
2.3	Introduction to Disabilities	
2.4	Learning, Teaching, Assessment & Evaluation	
2.5	Equitable and Inclusive Education	
2.6	Philosophical & Sociological Perspectives of Special & Inclusive Education	
2.7	Curriculum Development, Adaptation and Evaluation (Middle Stage)	
2.8	Perspective on School Leadership & Management	
2.9	Acts, Policies and Provisions for Persons with Disabilities	
2.10	Elective Courses (Choose any one from first two i.e. a and b and any one from the remaining as per the disability specialisation)	
a	Reading and Reflective Practices	
b	Disability, SEDGs, and Gender	
c	Visual Supports for Learners with Autism (ASD)	
d	Historical and Contemporary Issues in Education of Deaf in India (HI)	
e	Listening and Spoken Language Therapy (HI)	
f	Working with Learners with Intellectual Disability having High Support Needs (ID)	
g	Management and Supporting Learners with Severe and Multiple Disabilities (MD)	
h	Integrating Skills and Activity Participation (MD)	
i	Research Based Practices and Therapeutic Interventions for Supporting Learners with Specific Learning Disabilities (SLD)	
j	Education of Learners with Visual Impairment from Past to Present (VI)	
3.0	**Disciplinary/ Inter-disciplinary Courses** (to be developed by the University concerned in line with regular 4-year Undergraduate Programme - FYUP)	
4.0	**Middle Stage Inclusive / Special (ASD/HI/ID/MD/SLD/VI)**	
4.3.1	Specialization Course – I	
4.3.2	Specialization Course – II	
4.3.3	Content cum Pedagogy of Language – Hindi	
4.3.4	Content cum Pedagogy of Language – English	
4.3.5	Content cum Pedagogy of Mathematics	
4.3.6	Content cum Pedagogy of Science	
4.3.7	Content cum Pedagogy of Social Science	
4.3.8	Content cum Pedagogy of Vocational Education	
5.0	**Ability Enhancement & Value-Added Courses**	

Rehabilitation Council of India ISITEP Middle Stage

5.1	Language-I (Schedule 8 Language)	
5.2a&b	Language-II (a-ISL or b-English-Any Other languages other than opted Language I)	
5.3	Inclusive Art Education	
5.4	Exploring Disability Intercepts in Indian Knowledge Systems and Ethos	
5.5	Teacher and Society	
5.6	ICT and Assistive Technology in Special & Inclusive Education	
5.7	Educational Research and Statistics	
5.8	Adapted Sports, Nutrition, Yoga, and Understanding Self	
5.9 a	Positive Behaviour Supports	
5.9 b	Guidance & Counselling	
5.9 c	Life Skills Across Life Span	
5.10	Citizenship, Sustainability and Environmental Education	
6.0	**School Experience & Field Engagement**	
6.3.1	Disability Specific & Internship	
6.3.2		
6.3.3		
6.3.4		
6.3.5		
6.3.6		
7.0	**Inclusive Community Engagement and CBR**	
7.1	Inclusive Community Engagement and CBR	

Rehabilitation Council of India ISITEP Middle Stage

Full forms of Abbreviations/Acronym

AAC	Augmentative and Alternative Communication
ABA	Applied Behaviour Analysis
ADHD	Attention Deficit Hyperactivity Disorder
ADL	Activities for Daily Living
ASD	Autism Spectrum Disorder
ASHA	Accredited Social Health Activist.
AR	Augmented Reality
AT	Assistive Technology
AVT	Auditory Verbal Therapy
CAI	Computer-Assisted Instructions
CBR	Community-Based Rehabilitation
CBM	Cognitive Behaviour Management
CBSE	Central Board of Secondary Education
CCE	Continuous and Comprehensive Evaluation
CDEIC	Cross Disability Early Intervention Centre
CDEI & SR	Cross Disability Early Intervention & School Readiness.
CPD	Continual Professional Development
CRE	Continuing Rehabilitation Education
CRT	Criterion Referenced Tests
CwD	Children with Disabilities
CwSN	Children with Special Needs
D & HH	Deaf and Hard of Hearing
DPSP	Directive Principles of State Policy
DSM	Diagnostic and Statistical Manual
ECC	Expanded Core Curriculum
ECSE	Early Childhood Special Education
FLN	Foundational Literacy and Numeracy
FYUP	Four-Year Undergraduate Programme
HI	Hearing Impairment
ICF	International Classification of Functioning
ICSE	Indian Certificate of Secondary Education
ICT	Information and Communication Technology
ID	Intellectual Disability
IEDC	Integrated Education of Disabled Children
IEDSS	Integrated Education of the Disabled (children) at Secondary Stage
IEP	Individualised Educational Programme
IFSP	Individualised Family Support Plan
ISAA	Indian Scale for Assessment of Autism
ISL	Indian Sign Language
JJ	Juvenile Justice

MD	Multiple Disabilities
MDG	Millenium Development Goal
MOOC	Massive Online Open Courses
NCF	National Curricular Framework
NCTE	National Council for Teacher Education
NEP	National Education Policy
NGO	Non-Governmental Organisation
NIOS	National Institute of Open Schooling
NPE	National Policy on Education
NRT	Norm-Referenced Testing
NT Act	National Trust Act
O&M	Orientation and Mobility
PBIS	Positive Behavioural Intervention and Support
PHC	Primary Health Centre
POA	Programme of Action
POCSO	Protection of Children from Sexual Offences
PRA	Participatory Rural Appraisal
PTA	Pure Tone Audiometry
PwD	Person with Disability
PWDV	Protection of Women from Domestic Violence
RBSK	Rashtriya Bal Swasthya Karyakram
RCI	Rehabilitation Council of India
RMSA	Rashtriya Madhyamika Siksha Abhiyan
RPwD	Rights of Persons with Disabilities
RTE	Right to Education
SDG	Sustainable Development Goal
SEDG	Socio-Economically Disadvantaged Groups
SEL	Socio-Emotional Learning
SIPDA	Scheme for Implementing of Rights of Persons with Disabilities Act, 2016
SLD	Specific Learning Disabilities
SSA	Sarva Shiksha Abhiyan
TLM	Teaching Learning Material
UDHR	Universal Declaration of Human Rights
UDID	Unique Disability ID
UDL	Universal Design for Learning
UEE	Universalization of Elementary Education
UGC	University Grants Commission
UNCRPD	United Nations Convention on Rights pf Persons with Disabilities
VI	Visual Impairment
VR	Virtual Reality

Rehabilitation Council of India ISITEP Middle Stage

Middle Stage
(ASD/HI/ID/MD/SLD/VI)

Middle stage is often considered as a critical stage of school education since there are higher benefits of neuroplasticity of the brain during this age which allow for not only physical development but also more adaptability, reasoning and cognitive flexibility. As a result, schools become an important component of middle and late childhood, expanding their world beyond the confines of their immediate family. As envisaged in the NEP 2020, "The Middle Stage will comprise three years of education, building on pedagogical and curricular style of Preparatory Stage, but with an introduction of subject teachers for learning and discussion of more abstract concepts in each subject that students will be ready at this stage across the sciences, mathematics, arts, social sciences, and humanities. Experiential learning within each subject, and explorations of relations among different subjects, will be encouraged and emphasised, despite introduction of more specialised subjects and subject teachers." [NEP 2020, 4.2]. This programme under ISITEP has specific focus on students in Middle stage including grades 6 to 8 with a focus on six disability areas namely, Autism Spectrum Disorder (ASD), Hearing Impairment (HI), Multiple Disabilities (MD), Intellectual Disability (ID), Visual Impairment (VI), and Specific Learning Disabilities (SLD).

In terms of content-specific pedagogy, several courses are designed to integrate subject matter expertise with effective teaching methodologies, with the focus on students with different disabilities in middle stage. The Content cum Pedagogy of Language and English course focuses on vocabulary building, and comprehension strategies, emphasizing communicative language teaching, immersive learning environments, and multimedia resource utilisation. The Content cum Pedagogy of Mathematics course explores mathematical concepts and their pedagogical approaches, including problem-solving strategies, the use of manipulatives, and application of mathematical reasoning in real-world contexts. Adaptations suitable for students with disabilities in terms of content, process, teaching learning material (TLM) and evaluation are incorporated in each of the respective disability specialisations. For teaching children in special schools that may require functional literacy and numeracy skills as in the case of Intellectual disability, multiple disabilities and Autism Spectrum disorders, the required skills and competencies are incorporated to be taught in the teacher preparation programmes.

The Content cum Pedagogy of courses in science integrate application of scientific knowledge by systematic, comprehensive, investigation-based exploration of natural cause and effect. This may best be fostered by inquiry-based learning, hands on experiences, developing reasoning skills and later integrating with cross disciplinary approaches. The course content, teaching method, material to be used and the evaluation methods provide flexibility to meet the unique needs of the students with different disabilities.

The Content cum Pedagogy of Social Science course emphasises an interdisciplinary nature of social sciences, along with incorporating strategies for teaching history, geography, economics, and civics to foster critical thinking and civic engagement in terms of behaviours and interactions with technological and natural environments. Finally, the Content cum Pedagogy of Vocational Education course focuses on skill-based education, covering pedagogy of

vocational subjects, curriculum design, competency-based assessment, and an integration of practical skills with academic learning. In all the courses, use of Universal Design for Learning (UDL) and differentiated instructions (DI) are given importance for optimal learning in inclusive classes, thus not compromising on the quality of education that the student with disability receives in the class.

Teacher trainees in the middle group will be exposed to a comprehensive module designed to foster inclusive classroom practices. Through school visits and observations, trainees will gain first hand insights into classroom dynamics, teaching methodologies and understanding diversities within classrooms. In addition, carrying out practicals in special schools and home-based education too are incorporated as per the NEP 2020 mandates. This experience will be complemented by supportive skill training to equip them with essential interpersonal abilities. To enhance learning outcomes, trainees will develop teaching-learning materials (TLMs) and explore the potential of assistive technology. Practical teaching experience with students with disabilities will be refined during an internship and teaching phase. Finally, trainees will practice the skills by conducting demonstration lessons and school-based research projects. In addition, students in middle stage would be in early adolescence requiring support to understand the changes happening in their physical, social, emotional aspects, more so, in the case of students with disabilities. This programme has included competencies that a teacher must have to help the students with such specific needs in addition to teaching the curricular areas, and prepare them for the secondary stage.

1.0 STUDENT INDUCTION PROGRAMME

Student Induction Programme

Code: 1.1   **Credits: Nil**   **Semester: 1**

About the Induction Programme

Disability has always been a part of human existence. We have seen rapid development in the field of disability rehabilitation in the past three decades, with a major paradigm shift from charity to a rights-based society. The Acts and policies provide entitlements and equal opportunities to persons with disabilities, thus enabling them to be contributing members of society. People with disabilities have been through a very difficult journey from sure death and abandonment in the Greek and Roman times, to a guarantee of all human rights and fundamental freedoms in modern times (Article 10 of the UNCRPD). Though India has always been an inclusive society, there are instances of marginalization of persons with disabilities. Independent India has come a long way in terms of inclusion of persons with disabilities in all areas such as rights, education, employment, and inclusion in society like any other citizen of the country.

The recent NEP 2020 *is committed to providing equity in education* and states that education is fundamental for achieving full human potential, developing an equitable and just society, and promoting national development. It highlights the fact that providing universal access to quality education is the key to India's continued ascent, and leadership on the global stage in terms of economic growth, social justice and equality, scientific advancement, national integration, and cultural preservation. This aligns with the global education development agenda reflected in Goal 4 (SDG4) of the 2030 Agenda for Sustainable Development, adopted by India in 2015 that seeks to "ensure inclusive and equitable quality education and promote lifelong learning opportunities for all" by 2030.

To achieve these, the RPwD Act (2016) has many provisions some of which direct the appropriate Government and the local authorities to undertake the following measures:

a) *Conduct a survey of school-going children every five years to identify children with disabilities, ascertaining their special needs and the extent to which these are being met;*
b) *Establish adequate number of teacher training institutions;*
c) *Train and employ teachers, including teachers with a disability who are qualified in sign language and Braille, and also teachers who are trained in teaching children with intellectual disability;*
d) *Train professionals and staff to support inclusive education at all levels of school education;*

This is also highlighted in the recent Disability and Development Report (2024) of the UN Department of Economic and Social Affairs as it suggests improved accessibility in schools and learning environments for which to develop teacher capacities.

All these mandates and policies point to quality teacher education as the key to the successful empowerment of persons with disability to function as members of society with dignity. The said courses in ISITEP are designed to fulfill these aspirations. The two-week induction program through a series of experiential activities will take you through a short introduction to disabilities as a human diversity and draw your attention to their specific needs so that their learning can be enhanced.

Congratulations to you for having chosen to become a special educator!

Suggested Schedule of the Induction Prgramme

Day	Topic	Activities	Learning outcomes
1	Recognizing & appreciating diversity.	Simulated exercises on disabilities.	Learners will be able to identify human differences & appreciate the richness they bring to the fabric of life.
2	Types of Disabilities & use of assistive devices for intervention.	Film watching & reflections Simulated activities.	Learners will be able to know the differences between the 21 disabilities & how different assistive devices can increase their independence.
3	Barriers & facilitators in participation of PwDs in society (family, school, & community) & use of ICT.	Watching & making short videos, role-play, debates, street play, etc.	Learners will understand the challenges that people with disabilities face daily, in multiple settings.
4	Human Rights approach to disability & inclusion, UDHR, and the UN's role. Accessibility & other issues of participation on an equal basis.	Puppet shows, chart making, poster making, cartoon strips, etc.	Learners will appreciate that people with disabilities have the same rights & fundamental freedoms as all other human beings, plus a right to accessibility.
5	Communication systems/ modes of persons with disabilities (Braille, Sign language, AAC, etc.).	Debate, seminars.	Learners will gain expertise in the biggest challenge facing persons with different disabilities, communication.
6	Practice Braille, sign language & other modes of communication.	Demonstrations & practice. Create opportunities for discussions using sign language and AAC.	Learners will gain expertise, increasingly, on how to communicate directly with people with disabilities.
7	Practice braille, sign language & other modes of communication.	Demonstrations & practice Give individual assignments for writing in Braille.	Learners will gain expertise in the biggest challenge facing persons with disabilities, communication.
8	Visits to early intervention centers, special schools, Integrated & Inclusive schools, therapy centers.	Interaction with PwDs, special teachers, classroom teachers, discussions with peers & different stakeholders.	Learners will get first-hand experience of the real barriers on the ground that persons with disabilities face in multiple settings like home, school, and community life. Equally, they will learn the challenges faced by teachers, and peer groups in social, educational & everyday settings.
9	Visits to skill training centers, NGOs, Families of the disabled, and other facilities for persons with disabilities.	Observations, report writing, journal making, Reflection notebook, etc.	Same as above.
10	Presentations on the field visits.	Presentations & Seminars, Small group assignments on roles of stakeholders in Inclusive Education.	Learners will be able to present their understanding of the situation on the ground, & the gaps thereof.

Suggested Readings
https://disability.trinayani.org
https://drive.google.com/drive/folders/1WD0-SsH9JjXeDmNmiFz4ocjJzWisEml7?usp=sharing

Rehabilitation Council of India ISITEP Middle Stage

2.0 FOUNDATION OF GENERAL, SPECIAL & INCLUSIVE EDUCATION

Evolution of Indian Education & Disability Discourse

Course code: 2.1   **Credits: 4**   **Semester**: 1

About the Course

This course will enable learners to understand the evolution of Indian education starting from the Vedic period till today's contemporary world of modern Indian education. The course allows the students to move on to the journey of Indian education wherein they witness the specific changes in the concept and contexts of education with the changing times. The course also traces developments and shifts in the disability discourse. The course aims to orient students regarding constitutional values and provisions for children with special needs including specific commissions, policies, programs, acts, and curriculum Frameworks at national and international levels. It will also help students to understand the role of major Judicial landmarks in Education and Special Education. Swadeshi and Nationalist attempts of Educational Reforms will be discussed in the context of the need fulfillment of CWSNs. An insight regarding challenges in the education of CWSNs from the foundational stage to secondary education will be sought with possible solutions.

Learning outcomes

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

- Explain the historical account of the evolution of Indian Education with disability discourse.
- Trace the changes in the educational system with changing times in the context of CwSNs.
- Discuss the concept of "Education" in Independent India in light of constitutional values and provisions.
- Develop an understanding of the different acts, policies, programs, curriculum frameworks for School Education and major judgements in the context of special education
- Critically analyze the Indigenous and contemporary interventions in education and future roads ahead.

Course content

Unit 1: Ancient Indian Education (An Overview)

1.1   Vedic Education System- Evolution, Aims, Teaching and Learning
1.2   Post-Vedic Period of Education – a period of change in terms of Power and Authority
1.3   Origin of Buddhist and Jain System of Education
1.4   Educational Institutions: Nalanda, Taxila, Vikramshila, Vallabhi, Nadia and their Management
1.5   Discourse on Disability in Terms of Evolution, Transition and Change

Unit 2: Gupta Period to Colonial Period

2.1   Education in the Gupta and post-Gupta periods with reference to socio-political aspects

2.2   Invasion of Islam and Educational Values

2.3   Destruction of Indigenous System of Education and Origin of Missionary Education Adam's Reports, Anglicist- Classicist controversy, Disability in Charter Act 1833, Macaulay Minute (1835), Missionary Institutions for Disability Education,

2.4   Westernization of Indian Education: Woods Dispatch (1854), Hunter Commission (1882)

2.5   Education of Children with Disabilities: Central Advisory Board of Education (CABE 1923) on children with hearing impairment (sign language), Sargent Report (1944),

Unit 3: Education in Independent India

3.1   Constitutional Values: Reflecting on ideas of Equality, Liberty, Fraternity, Social Justice and Diversity

3.2   Understanding Diversity: Concept and Types of Diversity (Gender, Social-cultural, Geographical, socio-economic and disability), Diversity in disabilities- Types (21), Girl child with a disability, twice exceptionality; Disability as a concept (WHO-2001,1980) & Social and Political Construct

3.3   Constitutional Provisions in Education and Children with Special Needs: Fundamental Rights, DPSP & Duties, Legislative powers (Citizenship, Right to Education, Education for the Socio-Economically Disadvantaged Groups (SEDGs))

3.4   Overview of National Commissions on Education: University Education Commission (1948-49), Secondary Education Commission (1952-53), Education Commission (1964-66)

3.5   Brief Description of Policies in Education: National Policy on Education (NPE 1968), National Policy on Education (NPE 1986 and POA 1992), Acharya Rama murti Committee (1990) National Education Policy (NEP, 2020)

Unit 4: Education of Children with Disabilities

4.1   National Acts: RCI Act (1992), NT Act (1999), RTE Act (2009&2012), Rights of Persons with Disabilities (2016)

4.2   Programmes and Schemes: Grant-in-aid Scheme, UEE, SSA (2000,2011), Samagra Shiksha Abhiyan, RMSA (2009), IEDC (1974,1983), IEDSS, 2009 (Inclusive Education of the Disabled at the Secondary Stage)

4.3   Role of National Curriculum Frameworks on School Education in Disability Education: (NCF, 2005), National Curriculum Framework for School Education (NCFSE, 2023), National Curriculum Framework for Foundational stage (2022), CDEI & SR (2022)

4.4   Role of International Conventions and Policies in relation to disability Education

4.5   Major Judicial Judgements on Education and Special Education

Unit 5: Indigenous And Contemporary Interventions in Education (BHARTIYA SHIKSHA)

5.1   Swadeshi and Nationalist Attempts of Educational Reforms (Sri Aurobindo, Swami Vivekananda, Rabindranath Tagore, Mahatma Gandhi, Savitribai and Jyotiba Phule, Pt. Madan Mohan Malviya, Dr. B. R. Ambedkar, J. Krishan murti, Gijubai Badeka)

5.2   Exploring the Swadeshi Attempts in the Education of Children with Special Needs (Aims of Education (Education of Life & Living Skills), infrastructural Setting, Characteristics of Guru & Shishya & their Relationship, Ratio, Peer Learning,

Curricular classification, Transactional Methodology- Oral, Discussion, Debate, Experiential etc., Evaluation of Learning- Performance-based etc.)

5.3 Philosophy &Trends in Delivery of Educational Service to Children with Special Needs: Welfare to Human Rights Approach

5.4 Inclusive education as a right-based model, complementarily of inclusive and special schools

5.5 Challenges of education across different levels from foundational to secondary and higher Education

Suggested Coursework/Practicum

- Facilitate Group Discussions on Indian Constitutional Values and other aspects through activities.
- Analysis and interpretation of educational statistics.
- Visit Places of Educational Significance and Develop a Project Report.
- In-depth study and critical analysis through Books, Journals, and original documents.
- Submission of assignments on any of the above areas with a research point of view.
- Getting involved with marginalized communities or CWSNs in community and family through surveys, group talks, and short projects.
- Getting practical experience by working with different communities, CWSNs, and schools.
- Studying real-life examples and doing the case study.

Suggestive modes of transaction

- Learners will engage through interactive and planned lectures.
- Use of Multimedia Approach and ICT in Education. E.g., smart Boards, PowerPoint presentations, Documentaries, etc.
- Group discussions, small group talks, panel discussions, and themed seminars may be conducted.
- Field engagements, such as visits to educational settings can also be undertaken which provides real-world application and experiential learning opportunities to the students.
- Co-operative and team teaching may be adopted additionally.

Suggestive modes of assessment

- The Assessment will be based on the tests and assignments.
- Group discussions, presentations, research projects, peer evaluations, simulations, and role plays can also be done for the same.

Suggested Readings

Dash, B.N. (2009). Thought and theories of Indian educational thinkers. Dominant publishers and distributors.

Desai, S. & Amaresh, D. (2011). Caste in the 21st century India: competing narratives. Economic and Political Weekly, Vol. 46, No. 11.

E-Paathsala. (2015). Ministry of Human Resource Department, CIET, NCERT.

Integrated Education for Disabled Children (IEDC). (1974, 1983). Ministry of Human Resource Development.

Krishnamurthy, J. (n.d.). Education and the Significance of Life. Krishnamurti Foundation India.

National Curriculum Framework, (2005). National Council of Educational Research and Training. New Delhi: NCERT.

National Education Policy 2020.Ministry of Education, Government of India. Ministry of Education. Retrieved from accessed on dated 09/06/2024

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https://lddashboard.legislative.gov.in/sites/default/files/COI...pdf

Human Development, Deviations & Educational Psychology

Course code: 2.2   **Credits: 4**   **Semester: 3**

About the Course

This course is designed to enable learners to become familiar with the dynamic aspects of human growth and development over the life span. Learners will gain a deeper understanding of transitions between major life phases and a broad knowledge of development within each life stage. Human development is a complex process that involves biological, psychological, and social changes across the lifespan. *Deviations* from typical development can occur at any stage and can manifest in various forms, including developmental disorders, behavioural issues, and social challenges. Through close observation of children in their natural environments, the learners would be able to situate their theoretical knowledge within realistic frames. Educational psychology will provide an overview of the fundamental concepts and principles of educational psychology in Indian as well as Global context. It explores the cognitive, emotional, and social processes involved in learning across diverse educational settings. Accordingly, the five units of this course will examine theories of learning, development, motivation, and assessment, as well as their applications in the classroom.

Learning outcomes

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

- Explain the process of development with a special focus on infancy, childhood, and adolescence.
- Describe the significance of various aspects of development including social-emotional, cognitive, moral, etc. from birth to adulthood.
- Summarize the theoretical approaches to human development in the context of Theories of Learning and the development of self
- Critically analyse developmental variations among children with special needs.
- Comprehend adolescence as a period of transition and threshold of adulthood.

Course content

Unit1: Understanding Human Development with different perspectives

1.1   Child development: Meaning, Biological, Philosophical, concept of Jiva, mana (Antahkaran), Atman in Indian Psychology, Significance of study

1.2   Approaches: Biological, Human Development Approach in Modern Concept, Psychological

1.3   Developing Human: Stages of development (Prenatal development, Peri-natal, Postnatal Infancy, Childhood, Adolescence, Adulthood)

1.4   Concept of Nature, Nurture, and Epigenesis on various domains of development (physical, sensory-perceptual, cognitive, socio-emotional, language & communication, social relationship)

1.5   Developmental deviations in growth and development: Genetic, pre-natal, birth complications, environmental and psychosocial factors

Unit 2: Theoretical Perspective on Human Development and its application in the classroom

2.1   Psychodynamic Theories: Sigmund Freud's Psychoanalytic Theory and Erikson's Psychosocial Theory
2.2   Behaviorist Theories (S-R): Ivan Pavlov's Classical Conditioning and B. Frederick Skinner's Operant Conditioning theories, Human Behavior in the Indian context
2.3   Humanistic and Social Theory, Theories of Motivation – (Maslow, Deci & Ryan), Human Psychological needs-*Purusharth Vivechan*, Lev Vygotsky's Sociocultural Theory
2.4   Jean Piaget's Cognitive Theory, Process of Knowing in Indian Context
2.5   Ecological theory: Bronfenbrenner's Ecological Systems Theory

Unit 3: Prenatal and Early Years of life (Zero -Eight years) and Educational Implications

3.1   Prenatal development: Conception, stages, and influences on prenatal development
3.2   Birth and Neonatal development: Screening the newborn - APGAR Score, Reflexes and responses, neuro-perceptual development
3.3   Milestones and variations in development
3.4   Environmental factors influencing early childhood development (e.g., the role of family, play, etc.)
3.5   Concept and Theory of Pancha-Koshiya Vikas in Human Development

Unit 4:   Knowing Early Adolescence to Adolescence stage (9 years - 16 years) and educational intervention

4.1   Emerging Identity across the physical body and disabilities, Issues related to puberty, Developing habits, Diseases, and disabilities
4.2   Social-emotional Domains of Development and Disability Narratives
4.3   Emerging capabilities across domains related to cognition and metacognition, Cognitive Dissonance, and denial, Antargyan as a cognitive activity,
4.4   Developing Gender (Basic Identity, Stability, Conformity, Gender Role, and Stereotype) and education
4.5   Influence of the environment (social, cultural, political, technology and education) on the growing child

Unit 5: Transition into Adulthood and Psychological well being

5.1   Psychological well-being: Patanjali Yog sutra, Yogic Meditation, Buddhistic Meditation, Western methods
5.2   Formation of self-concept and personality, Theories of Self (Carl Rogers), Concept of Trigunatit Vayaktitva
5.3   Adulthood in Indian and Western Concepts and Disability Issues
5.4   Emerging roles and responsibilities: Life Skills and career choices
5.5   Challenges of CWDs in their transition to adulthood

Suggested Coursework/Practicum
Engagement with the field as part of the course as indicated below

Rehabilitation Council of India ISITEP Middle Stage

- Observe children in early childhood education programmes. Assess a child's strengths and needs across all developmental and behavioural dimensions in the early childhood years and record them.
- Critically evaluate the intervention programme related to health, nutrition, and education of young children.
- Discuss the theoretical approaches to human development in a seminar/workshop in the classroom.
- Explore primary sources of knowledge such as Taittairya Upanishad, Manduk Upnishad, Garbho-upnishad, etc.
- Practice of Patanjali's Ashtangyog through Breathing Practice, body postures, and meditation techniques.
- Write a Journal for reflection and case studies on CWSNs.

Suggested modes of transaction

Discussions, Reflections, Case Studies, Seminars, Projects etc.

Suggested modes of assessment

Continuous formative assessment, open book exam, report writing, journal writing

Suggested Readings

Banavathy, V., & Choudry, A. (2015). Indian psychology: Understanding the basics. International Journal of Yoga - Philosophy, Psychology and Parapsychology, 3(1), 9. https://doi.org/10.4103/2347-5633.161028

Berk, L. E. (2000). Human Development. Tata McGraw Hill Company, New York.

Berk, L.C. (2008). Child Development, New Delhi: Prentice Hall of India (Pvt.) Ltd.

Bhan S. (2014) Understanding Learners. A Handbook for Teachers. Prasad Publications, New Delhi, ISBN 978-93-84764-01-2

Brisbane, E. H. (2004). The developing child. McGraw Hill, USA.

Cobb, N. J. (2001). The Child: infants, children, and adolescents. Mayfield Publishing Company, California.

Hurlock, E. B. (1980). Developmental Psychology: A Life-Span Approach. Prentice Hall, New Delhi.

Hattie, J. (2013). Visible Learning for Teachers. Corwin.

Hurlock, E. B. (2005). Child growth and development. Tata McGraw Hill Publishing Company, New York.

Hurlock, E. B. (2006). Developmental Psychology- A life span approach. Tata McGraw Hill Publishing Company, New Delhi.

Malik, P. (n.d.). garbh-geeta. Scribd. https://www.scribd.com/document/670451556/garbh-geeta

Mangal, S.K. (2012). Educational Psychology. Phi Learning, New Delhi.

Meece, J. S., & Eccles J. L (Eds) (2010). Handbook of Research on Schools, Schooling and Human Development. New York: Routledge.

Mittal, S. (2006). Child development- Experimental Psychology. Isha Books, Delhi.

Nisha, M. (2006). Introduction to child development, Isha Books, Delhi.

Papalia, D. E., & Olds, S. W. (2005). Human development. Tata McGraw Hill Publishing Company, New York.

Rao, K. R., & Paranjpe, A. C. (2016). Psychology in the Indian tradition. In Springer eBooks. https://doi.org/10.1007/978-81-322-2440-2

Santrock, J. W. (2006). Child Development., Tata McGraw Hill Publishing Company, New York.

Santrock, J. W. (2007). Adolescence. Tata McGraw Hill Publishing Company, New Delhi.

Satapathy, Biswajit. (2018). Pancha Kosha Theory of Personality. The International Journal of Indian Psychology. 6. 10.25215/0602.105.

Slavin, R. E. (2018). Educational Psychology. 12th Ed, Pearson Education, United Kingdom.

Introduction to Disabilities

Course code: 2.3 **Credits: 4** **Semester: 4**

About the Course

This course is designed to provide an understanding of disabilities to the student teachers. The course covers foundational concepts and explores the various models of disability. It introduces key frameworks like the ICF, and DSM-5, and specifically provides an understanding of the RPwD Act (2016), which outlines the various legally recognized disabilities and the provisions for persons with those disabilities. The course also examines the characteristics and needs of various disabilities. Emphasizing inclusion, it addresses government responsibilities, certification processes, and legal protections, aiming to foster a supportive environment for individuals with disabilities. The course also intends to develop sensitivity towards persons with disabilities which is essential while working and teaching children with disabilities.

Learning outcomes

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

- Explain the various terms associated with disabilities.
- Classify various disabilities according to different frameworks.
- Describe the vital provisions for empowering persons with disabilities.
- Give details of the prevalence, characteristics, and needs of various disabilities.
- Discuss the sensitivity to be kept in mind while working with persons with disabilities.

Course content

Unit 1: Basics of Disability

1.1 Diversity: Concept and Types; Difficulty, Delay & Disability in Learners
1.2 Models of Disability: Medical, Social, and Rights-based
1.3 Disabilities specified in the Rights of Persons with Disabilities (RPwD) Act, 2016
1.4 International Classification of Functioning (ICF) framework of WHO, DSM-5
1.5 Developing Sensitivity towards Persons with Disabilities

Unit 2: Significant provisions for empowerment of learners with disabilities in RPwD Act (2016)

2.1 Rights and entitlements of persons with various disabilities
2.2 Provisions for benchmark disabilities & high support needs
2.3 Concept of equality and equity, social justice, and reasonable accommodation
2.4 Accessibility & barrier-free environment for different disabilities
2.5 Effective participation and inclusion of various disabilities

Unit 3: Characteristics, incidence, prevalence, types, and needs of persons with physical disabilities

3.1 Locomotor Disabilities: Muscular Dystrophy & Cerebral Palsy.
3.2 Locomotor Disabilities: Leprosy-cured person, acid attack victims, and dwarfism.

Rehabilitation Council of India ISITEP Middle Stage

3.3   Sensory disabilities: Blindness and Low vision
3.4   Sensory disabilities: Deaf, hard of hearing
3.5   Speech and language disabilities

Unit 4: Characteristics, incidence, prevalence, types, and needs of persons with disabilities

4.1   Intellectual Disability
4.2   Autism Spectrum Disorder
4.3   Specific Learning Disability
4.4   Multiple disabilities including deafblindness
4.5   Other disabilities included in the RPwD (2016) Act

Unit 5: Considerations for promoting inclusion

5.1   Duties and Responsibilities of Central and State Governments
5.2   Certification of specified disabilities
5.3   Offences against persons with disabilities and provision of penalties
5.4   Understand the intersectionality of disability
5.5   Addressing myths about disabilities

Suggested Coursework/Practicum
- Making awareness posters about myths and the reality of disability.
- Awareness programs on celebrating days allocated for specific disabilities.
- Gathering state-wise data about the incidence of disability.
- Visit at least 3 special schools for children with various disabilities and submit a report thereof.

Suggested modes of Transaction
Lectures, readings, group discussions and debates

Suggested modes of assessment
Individual and group projects, Class tests, Written assignments, Group discussions

Suggested Readings
Books
Batshaw, M. L., Roizen, N. J., & Lotrecchiano, G. R. (2012). Children with disabilities. Paul H Brooks Publishing.
Chavan, B. S, Ahmed, W., Gupta, R.K. (2022). Comprehensive textbook on disability. New Delhi: Jaypee Brothers Medical Publishers (P) Ltd.
Chauhan, N. K. (2023). Introduction to disabilities. Book Enclave.
Dogbe, D. S. Q., Yeboah, K. A. (2020). Introduction to special education and disability studies. Lambert Academic Publishing.
Farrell, A. F. (2015). Educating special students: An introduction to provision for learners with disabilities and disorders. Sage Publications.
Hodkinson, A. (2019). Key issues in special educational needs, disability, and inclusion. SAGE Publication Ltd.
Khatri, N. (2023). Introduction to disability. Walnut Publication.

Rehabilitation Council of India ISITEP Middle Stage

Martin, J. E., & Martin, R. (2016). An introduction to special education: Making a difference. Pearson.

Mishra, P., Reddy, K. S., & Sridevi, K. (2021). Introduction to disabilities. Neelkamal Publications (P) Ltd (Hyderabad).

Ramaswamy, B. (2012). Introduction to disability basic concepts and issues. Kanishka Publication.

Raj, F. (2024), Unbreakable Spirit: Navigating Life with MS (Multiple Sclerosis). Bengaluru: The Write Order Publications

Shakespeare, T. (2018). Disability the basis. Routledge.

Smith, J., & Sewell, A. (2020). Introduction to special educational needs, disability, and inclusion: a student's guide. SAGE Publication Ltd.

Wearmouth, J. (2023). Special educational needs and disability. Routledge.

Westwood, P. (2013). What teachers need to know about students with disabilities. Acer Press.

Singh, D. (2020). Handbook of Rights of Persons with Disabilities Act 2016: A Brief Description of 21 Disabilities. Kanishka Publications, Delhi

Web links

https://depwd.gov.in/acts

http://www.ccdisabilities.nic.in/resources/disability-india

https://niua.in/intranet/sites/default/files/2458.pdf

https://cdnbbsr.s3waas.gov.in/s3e58aea67b01fa747687f038dfde066f6/uploads/2023/11/202311292033291428.pdf

https://www.nhfdc.nic.in/upload/nhfdc/Persons_Disabilities_31mar21.pdf

https://rehabcouncil.nic.in/sites/default/files/In-service-training-Module/1_English_Introductory_Training_Module.pdf

https://www.nationaldisabilityinstitute.org/wp-content/uploads/2018/11/supplemental-guide-sensitivity.pdf

https://rehabcouncil.nic.in/sites/default/files/In-service-training-Module/2_English_Education_Module.pdf

https://rehabcouncil.nic.in/sites/default/files/In-service-training-Module/3_English_Grassroots_Level_Functionaries.pdf

https://rehabcouncil.nic.in/sites/default/files/In-service-training-Module/4_English_Health_and_Allied_Training_Module.pdf

https://rehabcouncil.nic.in/sites/default/files/In-service-training-Module/5_English_Senior_and_Mid_Level_Functionaries.pdf

Learning, Teaching, Assessment and Evaluation

Course Code: 2.4   **Credits: 2**   **Semester: 6**

About the Course

This course will help learners understand learning theories and how these theories translate into teaching and learning actions. Assessment and evaluation as a continuous process is focused on identifying and monitoring the student's progress or difficulties. The course addresses the learning needs of students with disabilities and the support that the teacher needs to address them in diverse educational settings including special and inclusive environments**.**

Learning Outcomes

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

- Discuss 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 the teacher.
- Demonstrate understanding of the teaching-learning process including a focus on students with diverse learning needs/ disabilities.
- Analyse the scope and role of assessment and evaluation in the teaching-learning process with a special focus on students with diverse learning needs/disabilities.

Course content

Unit 1: Human Learning and Intelligence

1.1   Sensation: Definition and Sensory Process
1.2   Attention: Definition and affecting factors; Perception: Definition and types
1.3   Memory: Definition, types, and affecting Factors; Thinking: Definition and types; and Problem-Solving: Definition and process
1.4   Motivation: Nature, Definition, and Maslow's Theory
1.5   Educational Implications for Classroom Teaching and learning in special and inclusive classroom settings

Unit 2: Learning Process and Motivation

2.1   Human learning: meaning, definition, and concept formation
2.2   Learning theories: Behaviorism (e.g., Pavlov, Thorndike, Skinner); Cognitivism: (e.g., Piaget, Bruner); Social Constructivism: (e.g., Vygotsky, Bandura)
2.3   Intelligence: Concept and definition. Theories of Intelligence: (Two-factor, Multifactor, Triarchic Theory, Multiple Intelligence)
2.4   Creativity: Concept, Definition and Characteristics
2.5   Implications for classroom teaching and learning in special and inclusive classroom settings

Unit 3: Teaching Learning Process

3.1   Maxims of teaching
3.2   Stages of teaching: Plan, Implement, Evaluate, Reflect

3.3   Stages of learning: Acquisition, Maintenance, Generalization

3.4   Learning Environment: Concept and types (Psychological, Social, Emotional, and Physical); Creating a positive learning environment

3.5   Leadership Role of the Teacher in Special and Inclusive Classrooms, Schools, and Community

Unit 4: Overview of Assessment and Evaluation

4.1   Assessment Conventional meaning and constructivist perspective

4.2   'Assessment of Learning' and 'Assessment for Learning': Meaning and Difference

4.3   Comparing and contrasting assessment, evaluation, measurement, test, and examination

4.4   Formative and summative evaluation, Curriculum Based Measurement, with references to students with disabilities/diverse learning needs

4.5   Key concepts in evaluation: e.g. Marks, credit, grading, transparency, internal-external proportion, improvement examination options

Unit 5: Assessment and Evaluation Practices

5.1   Strategies: e.g., 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: e.g., Multiple choice, open-ended and close-ended; direct, indirect, inferential level

5.3   Analysis, reporting, interpretation, documentation, feedback, and pedagogic decisions

5.4   School examinations: Critical review of current examination practices and their assumptions about learning and development; Efforts for exam reforms: Comprehensive and Continuous Evaluation (CCE), National Curriculum Framework (NCF), Right to Education Act (RTE, 2009), National Policy on Education (NEP, 2020), Rights of Persons with Disabilities Act (RPwD Act, 2016)

5.5   Assessment of learners with diverse learning needs: Adaptations and accommodations; Examination provisions (CBSE, ICSE, NIOS, State Boards)

Suggested Coursework/Practicum
- Observe children in a class in special, regular, and inclusive schools respectively, and describe similarities and differences in teaching-learning contexts and submit a report.
- Prepare a Self-study report on individual differences among learners.
- Compile three curriculum-based assessment tools in any one subject area by doing a web search, write a report.

Suggested modes of transaction
The concepts and theoretical precepts included in this course should be explained with reference to children with and without disabilities. The effort of transaction should be to enhance the understanding of how learning occurs in different settings and what can be the suitable means of its assessment. Evaluation may be done by asking the learners to interact with children with and without disabilities in any learning environment and present a report of the same.

Suggested modes of assessment

- Individual and group projects, class tests, discussion on given topics with credits given to the students for their efforts and participation.
- Periodic tests and assignments.

Suggested Readings

Books

Amin, N. (2002). Assessment of Cognitive Development of Elementary School Children: A Psychometric Approach. New Delhi: Jain Book Agency.

Chauhan, S.S. (2013). Advanced Educational Psychology. New Delhi: Jain Book Agency,

King-Sears, E.M. (1994). Curriculum Based Assessment in Special Education. San Diego: Singular Publishing Group.

Panch, R. (2013). Educational Psychology: Teaching and Learning Perspective. New Delhi: McGraw Hill Education (India) Private Limited.

Salvia, J., Ysseldyke, J, E. and Bolt, S. (2007). Assessment in Special and Inclusive Education. Boston: Houghton Mifflin Company.

Whitcomb, S., & Merrell, K.W. (2012). Behavioral, Social, and Emotional Assessment of Children and Adolescents, New York: Routledge.

Woolfolk, A., Misra, G., & Jha, A.K. (2012). Fundamentals of Educational Psychology, (11th ed). New Delhi: Pearson Publication.

Journals

- The International Journal on Assessment and Evaluation
- The International Journal of Special Education
- Educational Assessment, Evaluation and Accountability
- Assessment in Special Education Series

Online links

- https://sites.google.com/site/webresourcesforlearning/home
- https://www.cambridgeenglish.org/teaching-english/professional-development/cambridge-english-teaching-framework/teaching-learning-and-assessment/
- http://teachinglearningresources.pbworks.com/w/page/19919565/Learning%20Theories
- https://www.ncbi.nlm.nih.gov/books/NBK562189/

Equitable and Inclusive Education

Course Code: 2.5   **Credits: 2**   **Semester: 6**

About the Course

The course is designed to develop an understanding of equitable and 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 recognise ways in which different stakeholders can collaborate for the success of inclusive education.

Learning Outcomes

After completing the course, the student teacher will be able to:

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

Course content

Unit 1: Introduction to Inclusive Education & Policy Perspectives

1.1   Disability & Diversity, Diversity in classrooms (Learning Styles, Linguistic & Socio-Cultural Multiplicity, Socially and Economically Disadvantaged Groups (SEDGs)
1.2   Philosophy of Inclusion: Meaning & definition of inclusion and inclusive education, Understanding barriers to inclusive education: Physical, Educational and Attitudinal
1.3   Changing/ Evolving Practices in the education of children with disabilities: Segregation, Integration & Inclusion
1.4   National Commissions & Policies Promoting Inclusive Education
1.5   International declarations & conventions promoting inclusive education

Unit 2: Adaptations, Reasonable Accommodations & Planning

2.1   Curriculum accommodation and modification: Concept, need, and principles
2.2   Disability-specific adaptation: requirements & approaches
2.3   Importance of communication & language for Inclusive Classroom
2.4   Participation in non-academic curricular activities: Need, planning, and adaptations
2.5   Assessments strategies for facilitating learning in an inclusive classroom and alternative evaluations

Unit 3: Inclusive Academic Instructions

3.1   Universal Design & addressing diversity: Meaning, key principles
3.2   Universal Design for Learning (UDL): Understanding principles and application to classrooms

Rehabilitation Council of India ISITEP Middle Stage

3.3 Inclusive classroom environment
3.4 Differential instructions, response to intervention, and peer-mediated instructions (Peer Tutoring, Peer Assisted Learning)
3.5 Engaging Gifted Children: Cooperative Teaching Models

Unit 4: Supports and Collaborations for Inclusive Education

4.1 Planning for classroom engagement for all (Lesson planning for different subjects)
4.2 Advocacy & leadership for inclusion in education (Stakeholders of inclusive education & their responsibilities)
4.3 Resource rooms and the role of special educators (collaboration between classroom teacher and special educator)
4.4 Integration of ICT for Inclusion
4.5 Family Support & Community Involvement for Inclusion

Unit 5: Positive Behaviour Supports

5.1 Understanding behaviours: Topography, communicative and non-communicative functions, internal and external factors
5.2 Neuro-divergent affirming strategies to promote positive behaviour support (e.g. using interest, structure, visual strategies, self-stimulatory behaviours, providing choices and control)
5.3 Understanding the role of using motivation and teaching emotional regulation (ABA and CBM)
5.4 Creating safe and encouraging learning spaces, and predictable environments
5.5 Differentiating and managing shutdowns, meltdowns, and tantrums

Suggested Coursework/Practicum
- Visit Special Schools catering to at least two different disabilities and at least two inclusive schools and write observation reports highlighting pedagogy.
- Prepare a checklist for accessibility in mainstream schools for children with disabilities.
- Design a poster on inclusive education considering policy concerns.
- Prepare a lesson plan on any one school subject of your choice using any one inclusive academic instructional strategy.

Suggested modes of transaction
Group discussions following videos on UDL. A debate on Inclusion vs. Segregation. Hands on experience on adaptations. Plan for an advocacy program

Suggested modes of assessment
Peer assessment. Reflective practices.

Suggested Readings
Bartlett, L. D., & Weinstein, G. R. (2003). Successful Inclusion for Educational Leaders. New Jersey: Prentice Hall.
Choate, J. S. (1991). Successful Mainstreaming. Allyn and Bacon.
Choate, J. S. (1997). Successful Inclusive Teaching. Allyn and Bacon.

Rehabilitation Council of India ISITEP Middle Stage

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 Education. California: Singular Publications.

Lewis, R. B., & Doorlag, D. (1995). Teaching Special Students in the Mainstream. 4th Ed. New Jersey: Pearson.

McCormick, S. (1999). Instructing Students who Have Literacy Problems. 3rd Ed. New Jersey, Pearson.

Mishra, M., & Pettala, R. (Eds.). (2023). Education of Socio-Economic Disadvantaged Groups: From Marginalisation to Inclusion (1st ed.). Routledge India. https://doi.org/10.4324/9781003370222

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.

Sharma A., & Singh, N. (2021). Trends in Inclusive Education.ISBN:978-93-93873-00-2, Renova International Publication

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 Routledge Falmer: Taylor & Francis Group.

Philosophical and Sociological Perspectives of Special and Inclusive Education

Course code: 2.6   **Credits: 2**   **Semester: 7**

About the Course

This course will enable student-teachers to explore education from philosophical and sociological perspectives and provide hands-on experience in engaging with diverse communities, children, and schools. It also describes the various educational agencies that propagate education in our society. It throws light on the contributions of philosophers in education and inclusive education and tries to connect the sociological and philosophical foundation in the field of special and inclusive education.

Learning outcomes

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

- Explain the philosophical and sociological foundation of special and inclusive education.
- Describe the role of various agencies in the educational system in the context of special and inclusive education.
- Understand the concept of diversity.
- Develop an understanding of the trends, issues, and challenges faced by contemporary Indian Education in the global context.
- Appreciate the values and social changes regarding the education of persons with disabilities.

Course content

Unit 1: **Philosophical Foundations of Education**

1.1. Concept and Nature of Education: Concept of Education (Meaning and definition), Aims of Education (Individual, Social, and Democratic), Scope of education, Conceptual distinction between Education and Schooling, Learning, Training, Teaching, Instruction

1.2. Agencies of Education: School, family, community, and media as agencies of education

1.3. Schools of Philosophy: Western Philosophy (Naturalism, Idealism, Pragmatism, Existentialism) and Constructivism as Schools of Philosophy

1.4. Classical Indian Philosophies: Vedanta Darshan, Sankhya Darshan, Buddhism and Jainism

1.5. Contribution of Indian Philosophers: e.g., Sri Aurobindo, Mahatma Gandhi, Rabindranath Tagore, J. Krishna Murthy, Sonam Wangchuk

Unit 2: Philosophical Foundations of Special and Inclusive Education

2.1. Concept and nature of special and inclusive education- right to access education and receive appropriate support to achieve their full potential, regardless of their background or abilities

2.2.   Concept of individual differences, individualization, and special education
2.3.   Development of inclusive education- segregation, mainstreaming, integration, and inclusion
2.4.   Equal opportunities and participation: accessibility and universal design
2.5.   Contribution of pioneers in the field e.g., Itard, Seguin, Louis Braille, Valentin Hauy, Hellen Keller, A.G. Bell, Maria Montessori

Unit 3: Sociological Foundations of Education

3.1.   Education in the social context: Relationship of Sociology with Education
3.2.   Education and social change: meaning and nature
3.3.   Education as social sub-system: education and the home, community with special reference to Indian Society
3.4.   Education and social stratification, social equity, equality, and educational opportunities
3.5.   Education of socially and economically disadvantaged sections of society

Unit 4: Social Context of Special and Inclusive Education

4.1.   Understanding diversity, marginalization, and deprivation- meaning and nature
4.2.   Approaches to diversity: developmental, social, economic, linguistic, cultural, geo-political and ecological
4.3.   Diversity in the classroom
4.4.   Concept of social exclusion and inclusion: types of exclusions, factors contributing to exclusion
4.5.   Strategies to promote inclusion

Unit 5: Values and Social Change Towards Education of Persons with Disabilities

5.1.   Vedic and ancient practices in India for the education of persons with disabilities, Continuum of Special education
5.2.   Growth of educational opportunities for persons with a disability during the 20th and 21st centuries - tracing values and social change
5.3.   Shifting from medical and charity models to a rights-based approach - nothing for us without us
5.4.   Influence of philosophical and Sociological perspectives on Pedagogical Aims of Special and Inclusive Education
5.5.   Influence of philosophical and sociological perspectives on organizational systems and practices of special and inclusive education

Suggested Coursework/Practicum
- Comparative discussions on philosophical and sociological foundations related to special and inclusive education.
- Analysis and interpretation of special and inclusive education.
- Attitude change towards special and inclusive education in the context of philosophical and sociological foundations.
- In-depth study and critical analysis through books, journals, and original documents.

Rehabilitation Council of India ISITEP Middle Stage

- Submission of assignments on Vedic and ancient practices in India for the education of persons with disabilities, continuum of special education
- Enumerate the approaches to diversity: developmental, social, economic, linguistic, cultural, geo-political and ecological
- Getting involved with marginalized communities or CWSNs in community and family through surveys, group talks, and short projects.
- Getting practical experience by working with different communities, CWSNs, and schools.
- Compare among Agencies: School, family, community, and media as agencies of Special and Inclusive education

Suggested modes of transaction

Lectures, Discussions, PowerPoint Presentation & Field visits.

Suggested modes of assessment
- **Test:** Average of two class tests.
- **Assignment:** Any of the following topics:
- Philosophical foundations of special education, Conflicts, and social movements in India: Women, Dalit, Tribal and Disabled, Sociological foundations of inclusive education, Children with diversities, Inclusive education, Agencies of education, Contributions of various persons such as Hellen Keller, Valentine Hauy, Itard, etc., educational status of various groups, Special and inclusive schools

Suggested readings

Books

Aggarwal. J. C. (1992). Development and Planning of Modern Education: New Delhi Vikas Publishing House Pvt. Ltd.

Ain, L. C. (2010). Civil Disobedience, Book Review Literary Trust: New Delhi. Select chapters.

Anand, S. P. (1993). The Teacher & Education in Emerging Indian Society, New Delhi: NCERT.

Bhat. B. D. (1996). Educational Documents in India, New Delhi: Arya Book Depot.

Bhatia, K. & Bhatia, B. (1997). The Philosophical and Sociological Foundations, New Delhi Doaba House.

Biswas. A. (1992). Education in India, Arya Book Depot. New Delhi

Biswas. A., & Aggarwal, J.C. (1992). Education in India, Arya Book Depot New Delhi.

Chakravarty, S. (1987). Development Planning: The Indian Experience, Oxford University press: New Delhi.

Chandra, B. (1997). Nationalism and Colonialism, Orient Longman: Hyderabad.

Choudhary. K.C., & Sachdeva, L. (1995). Total literacy by 2000: New Delhi: IAE Association.

Deaton A., & Dreze, J. (2008-2009). Poverty and Inequality in India in Raj Kapila and Uma Kapila (Ed.) in Indian Economy since Independence. Oxford University Press: New Delhi.

Deshpande, S. (2004). Contemporary India: A Sociological View. Penguin: New Delhi.

Dubey, S. C (2001). Indian Society, National Book Trust: New Delhi.

Famous Speeches of Gandhi ji: Speech on the Eve of The Last Fast, January 12, 1948.

Jain, L.C. (2010). Civil Disobedience, Book Review Literary Trust, New Delhi.

Jagannath. M. (1993). Indian Education in the Emerging Society, New Delhi Sterling publishers Pvt. Ltd.

Jangira, N.K. (2012). NCERT Mother of Inclusive Education. Address on Golden Jubilee of NCERT at RIE, Ajmer on 01 Sept. 2012.

Kashyap, S. C. (2009). The Constitution of India, National Book Trust: New Delhi.

Sapra. C. L., & Aggarwal, A. (1987): Education in India some critical Issues. New Delhi: National Book Organization.

Saraswathi, T. S. (1999). Culture, Socialization and Human Development, New Delhi: Sage Publications.

Sen, A., & Dreze, J. (1997). India: Economic Development and Social Opportunity, Oxford India: Delhi.

Speeches of Gandhi ji: Speech on the Eve of The Last Fast, January 12, 1948. Government of India.

Steven, B. (1998). School and Society, New Delhi: Sage Publications.

Suresh, D. (1998). Curriculum and Child Development, Agra: Bhargava.

Taneja. V.R. (1998). Educational Thoughts and Practice, Delhi University Publications.

Vaidyanathan, A. (1995). The Indian Economy: Crisis, Response and Prospects.

Tracts of the Times. Orient Longman Publications: New Delhi.

Weber. O.C. (1990). Basic Philosophies of Education, New York Holt, Rinehart and Winston.

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कुमार ,के ,.१९९८ .शैक्षिक ज्ञान और वर्चस्व .ग्रन्थ शिल्पी :नई दिल्ली .

कुमार ,के .2007 ,.मेरा देश तुम्हारा देश– भारत और पाकिस्तान के स्कूली इतिहास में स्वतंत्रता संघर्ष .राजकमल प्रकाशन :नई दिल्ली .

तेत्सुको ,के ,.२०११ .तोत्तो चान) .अनु (.पू .या .कुशवाहा .नेशनल बुक ट्रस्ट ,नई दिल्ली .

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वार्नर ,अ .सी ,.१९९६ .अध्यापक) .अनु (.पू .या .कुशवाहा .ग्रन्थ शिल्पी :नई दिल्ली.

होल्ट ,जे ,.२००२ .बच्चे असफल कैसे होते हैं) ?अनु (.पू .या .कुशवाहा .एकलव्य प्रकाशन : भोपाल

Online links

a) http://unesdoc.unesco.org/images/0023/002322/232205e.pdf

b) http://www.gandhi-manibhavan.org/gandhicomesalive/speech8.htm

c) http://www.mkgandhi.org/speeches/speechMain.htm

Curriculum Development, Adaptation and Evaluation: Foundational Stage

Course code: 2.7(M)   **Credits: 2**   **Semester: 7**

About the course

The curriculum is the heart of any educational system. As is the curriculum, so is the educative process. This course will provide a basic understanding of the concepts and approaches to curriculum development. The course intends to develop the capacities of learners to design a curriculum keeping in view the special needs of children with disabilities. Learners are expected to go beyond the 3Rs with a broad understanding of 21st-century learning. The learner would also develop requisite skills of developing literacy skills and suitable adaptation to be undertaken for curricular transactions. The course will also equip them with the knowledge and tools necessary to create inclusive and effective educational plans for individuals with disabilities.

Learning outcomes

After completing the course, the learner will be able to:

- Familiarize with the concepts and principles of curriculum and explain the importance of designing it for children with disabilities in the context of 21st-century learning skills/ NEP 2020 along with NCF 2023.
- Develop the capacity of developing pre-learning skills and literacy skills in children with disabilities.
- Adapt curricular content to meet the unique needs of the student.
- Describe the need for curricular adaptation and select appropriate adaptation and undertake it.
- Develop IEP and Group Teaching plan and use appropriate evaluation methods for students with disabilities.

Course content

Unit 1: Introduction to Curriculum Development

1.1   Curriculum: Definition, Concept, Types and Models
1.2   Points to consider for developing curriculum for students with diverse learning needs
1.3   Approaches and steps for curriculum development
1.4   Introduction to Expanded Core Curriculum (ECC): Meaning, Need and Components
1.5   Curricular Framework for the 21st Century: Individualized Educational Programme (IEP), Individualized Family Support Plan (IFSP)

Unit 2: Developing pre-learning skills

2.1   Sensory efficiency – importance and procedures for training auditory, tactile, olfactory, gustatory, kinesthetic senses and residual senses, Sensory Processing input
2.2   Early learning of self, object, and environment and readiness skills for exploration through motor, sensory, and perceptual channels. Concept development, listening, spatial awareness, and organizational skills: strategies in enhancing language
2.3   Pre-requisites for reading and writing

2.4 Pre-requisite skills for Braille reading; Braille reading readiness; Methods of teaching Braille reading; Abacus, Taylor Frame and Basic Orientation and Mobility skills

2.5 Child protection and safety across all settings

Unit 3: Curricular areas for the foundational stage

3.1 Daily living skills: Eating, toileting, bathing, brushing, dressing, grooming, bedtime routine, motor, sensory, social-emotional. language and communication, recreational and life skills

3.2 Perspective Taking and Executive Functioning, social, communication skills, interactions and emotional regulation, Functional skills: Language and communication (verbal, non-verbal, and AAC Independent skills)

3.3 Pre-academics: Foundational Literacy and Numeracy: Reading, writing, maths, spelling, building school readiness and environmental awareness, and areas of functional academic skills

3.4 Curriculum development for students with high support needs: planning curriculum based on the student's profile and assessment. Functional Curriculum: Need for children to have meaningful age-appropriate functional activities to benefit them throughout life and implement opportunities for daily living skills, social relationships, and leisure activities

3.5 Engagement of stakeholders for curriculum designing and sensitization of family, involvement in preparatory stages. Role of special educator in curriculum development for students with diverse learning needs

Unit 4: Curricular Adaptation

4.1 Curricular adaptation: Meaning, principles, and need for curriculum adaptation at the Foundational stage, Study of existing curricula at pre-school level (e.g. Montessori and Kindergarten)

4.2 Need Assessment and Making Decision: Curricular adaptation to meet the educational needs in different settings – special schools, home-based settings, inclusive schools, and home learning contexts such as during pandemics and other disasters

4.3 Types of Adaptation and Process, Adapting Curriculum: Content, Teaching-learning Material, and Instruction, play way methods and joyful learning

4.4 Adaptation, Accommodation, and Modification for language and maths, Foundational Literacy and Numeracy (FLN) skills. Evaluation based on knowledge and language

4.5 Adaptation of physical education activities and Yoga, Adaptation of games and sports – both indoor and outdoor, Creative recreational and leisure activities (e.g. orientation to accessible video games, adaptation of traditional games), Co-curricular activities: Planning and execution of sense training, physical education, arts, crafts, dance and music

Unit 5: Curricular Evaluation

5.1 Definition and purpose of Evaluation; scope of evaluation

5.2 Evaluation based on knowledge and language and modes of communication

5.3 Factors associated with Curricular Evaluation (Learner, Content, Instructor and Resources)

5.4 Methods and Tools for Curricular Evaluation

5.5 Challenges in Curricular Evaluation: emerging trends in monitoring, preparing, and recording student progress

Suggested coursework/practicum

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

Suggested modes of transaction

Lecture-cum-Demonstration, Group assignments, Discussion, Assignments and Tests, Experiential training.

Suggested modes of assessment

Individual and group projects, Periodic class tests and assignments, Group discussions, Submission of reflective essays.

Suggested readings

Aggarwal, J. S. (2005). Curriculum Development: Towards learning without burden and Quality of Education and Evaluation. New Delhi: Shipra Publications.

American Foundation for the Blind: The Expanded Core Curriculum for Blind and Visually Impaired Children and Youths afb.org

Aitken, S., Buultjens, M, & Clark. C., et al., (1990). Teaching children who are deafblind – Contact communication and learning, Letts.

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

Carol B. A. & Sandra L. (2017) ECC Essentials: Teaching the Expanded Core Curriculum to Students with Visual Impairments. American Foundation for the Blind, USA.

Craven, R.G., Alexandra J.S., Tracey, M.D. (2015): Inclusive Education for Students with Intellectual Disabilities.

Developing the Best Education for Your Child. Perkins School for the Blind. https://www.perkins.org/school/ecc

Eredics, N, (2018) Inclusion in Action: Practical Strategies to modify Curriculum. New York: Paul H. Brookes Publishing Company.

Expanded Core Curriculum and students with visual impairment: Paths to literacy.

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

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

Punani, B., and Rawal, N. (1993). Handbook: Visual Impairment. New Delhi: Ashish PublishingHouse.

Martin, N., Hacker., B.J., Attermeier, S.M., (2004). The Carolina Curriculum for Preschoolers with Special Needs, Baltimore: Paul H. Brookes

NCERT (2020). Guidelines for Development of E Content for Children with Disabilities; Developed by subcommittee of experts constituted by the Ministry of Education; Government of India: New Delhi, India.

Sense International India. (2018). A Comprehensive Handbook on curriculum adaptation for Inclusive Education of Students with Deafblindness and Multi-Sensory Impairments. Ahmedabad: Sense International India

Smith D.D. (2002) Introduction to Special Education: Teaching in an age of challenge, Boston, Allyn & Bacon

Tomlinson., (2014): The Differentiated classroom: Responding to the needs of all learners. Alexandria, VA: ASCD

Towards Inclusive communities. (2000). The Spastics Society of Tamil Nadu.

Perspectives on School Leadership and Management

Course Code: 2.8   **Credits: 4**   **Semester: 8**

About the Course

With evolving educational policies, particularly in the context of NEP 2020, school leadership and management are crucial for enhancing outcomes for students of diverse abilities. Effective leadership influences teacher capacity, and school climate, and fosters positive change through digital transformation and strategic initiatives. This course promotes a comprehensive understanding of educational contexts, future growth opportunities, and collaboration with school leaders. It emphasizes creating safe, inclusive spaces where all learners can thrive, engaging with parents, listening to learners and teachers, and ensuring accessibility (Indian Sign Language, Braille, and other supportive systems).

Learning outcomes

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

- Describe the role and importance of school leadership in inclusive education.
- Understand diversity in education and the challenges in school leadership.
- Develop frameworks for managing change among students, teachers, support staff, families, and the community.
- Implement school-level changes in curriculum, supportive skills, professional development, and resource allocation.
- Explain different school leadership dimensions.

Course content

Unit 1: Education Management - Nature, Scope, and Objectives

1.1   Systematic planning, organizing, directing, and regulating educational resources
1.2   Scope of administrative, academic, human resource, facility, and financial management
1.3   Community and stakeholder engagement to promote equity and inclusion
1.4   Role and Inclusion of PwDs in leadership and decision-making positions
1.5   Intersectionality: social, economic, gender, disability, special needs, migrant population, geographical location, and accessibility issues

Unit 2: School Leadership in Diverse Learning Contexts

2.1   Facilitative Leadership to create a more inclusive learning environment
2.2   Promoting school belonging among diverse learners through student leadership roles and community engagement
2.3   Developing a collaborative culture among staff
2.4   Promoting lifelong learning through professional development and mentoring
2.5   School leaders as change-makers: Using data and feedback to drive school-wide change and transformation

Rehabilitation Council of India ISITEP Middle Stage

Unit 3: Educational Leadership and Management

3.1   Using data for decision-making to enhance learning and development
3.2   Overview of leadership theories: transformational, distributed, servant, and instructional leadership
3.3   Leadership styles and their influence on school culture
3.4   Equity-centred leadership practices
3.5   Case studies of best practices in school leadership with diverse learners

Unit 4: Role Modelling and Wellbeing in Leadership

4.1   Role of school leaders as role models
4.2   Promoting wellbeing among staff and students
4.3   Strategies for self-care and resilience in leadership
4.4   Fostering a positive school culture through role modelling
4.5   Supporting mental health and wellness initiatives

Unit 5: Social-Emotional Skills for School Leaders

5.1   Importance of social-emotional skills in leadership
5.2   Building Emotional Intelligence
5.3   Strategies for emotional regulation and stress management
5.4   Developing empathy and active listening skills
5.5   Conflict resolution and negotiation skills

Suggested Coursework/Practicum
- Visit educational setups to interview school leaders.
- Analyse examples of transformative changes promoting inclusive school culture.
- Develop a school improvement plan essay or debate.

Suggested modes of transaction
Experiential workshops, Activities, Case study analysis, Interactions with PwD leaders working as school leaders, symposiums, focus group discussions.

Suggested modes of assessment
- Individual and group projects, class tests, and discussion on given topics with credits given to the students for their efforts and participation.
- Periodic tests and assignments.
- Evaluate a pamphlet/poster/booklet prepared by the student-teacher to promote collaborative culture among staff.
- Rate one case study submitted by the student-teacher on PwD leader in the field.

Suggested readings
Books
Bateman, D. F., & Bateman, C. F. (2014). *A Principal's Guide to Special Education* (3rd Edition). Council For Exceptional Children.

Causton, J., & Theoharis, G. (2014). The Principal's Handbook for Leading Inclusive Schools. Brookes Publishing Company.

Fullan, M. (2014). The Principal: Three Keys to Maximizing Impact. Jossey-Bass.

Leithwood, K., & Jantzi, D. (2006). Transformational School Leadership for Large-Scale Reform: Effects on Students, Teachers, and their Classroom Practices. Springer.

Mythili, N. (2024). School Leadership in India. Routledge India.

Journals

Bailey, J., & Weiner, R. (2022). Interpreting social-emotional learning: How school leaders make sense of SEL skills for themselves and others. *School Leadership Review, 16*(2), 4.

Bakshi, S. (2022). Pathways to School Leadership: A study on school leadership practices in special schools of Kerala.

Gómez-Leal, R., Holzer, A. A., Bradley, C., Fernández-Berrocal, P., & Patti, J. (2022). The relationship between emotional intelligence and leadership in school leaders: A systematic review. *Cambridge Journal of Education, 52*(1), 1-21.

Gopal, S. (2024). Educational Leadership and Professional Learning in Teacher Education: An Indian Perspective. *Educational Administration: Theory and Practice, 30*(4), 1871–1877. https://doi.org/10.53555/kuey.v30i4.1774

Gupta, M. Does A Dynamic School Leader Develop Dynamic Teachers? Management Functions in Covid-19 Era, 57.

Sharma, D. (2022). National leadership mentor program for school teachers: Scaffolding beginner teacher towards leading school.

Sibi, K. K., & Miranda, J. J. (2022). 21st Century Principal Leadership in Higher Education: Challenges and Preparedness. International Journal of Education and Management Studies, 12(1), 52-57.

Online Links

Understanding Singaporean Educational Leadership

Shaala Siddhi: National Programme on School Standards and Evaluation (https://shaalasiddhi.niepa.ac.in/ppt/AllDomain_PPT_English/Domain-5.pdf)

School Leadership for Special Education (https://www.tn.gov/content/dam/tn/education/special-education/School_Leadership_for_SpEd_2022.pdf)

Life Skills Curriculum (https://dreamadream.org/life-skills-curriculum/)

UNESCO

Acts, Policies and Provisions for Persons with Disabilities

Course code: 2.9 **Credits: 2** **Semester: 8**

About the Course

The course aims to develop a comprehensive knowledge of various acts and policies related to education in general and the education of persons with disabilities in particular. The course will discuss the acts and policies with reference to both national and international contexts. The learners are expected to develop critical and reflective thinking on the acts and policies and establish the linkage with existing provisions and schemes towards protecting the rights of persons with disabilities as well as empowering them with equitable and quality education.

Learning outcomes

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

- Explain the acts and policies that shaped Indian education during the 20th and 21st centuries.
- Describe various international mandates and conventions that have significant implications in strengthening special and inclusive education.
- Discuss the National Acts, Policies, and relevant schemes in favour of persons with disabilities.
- Critically analyse the existing acts and policies that promote the education of persons with disabilities.
- Reflect on the existing provisions and schemes that promote equitable and quality education.

Course content

Unit 1: Constitutional Provisions, National Commissions & Policies on Education in India

1.1. Ideas of Equality, Liberty, Secularism, and Social Justice
1.2. Constitutional provisions on the right to education, women's education, education for the weaker sections and minorities
1.3. University Education Commission (1948-49), Secondary Education Commission (1952-53), Education Commission (1964-66)
1.4. National Policy on Education (NPE 1968), National Policy of Education (NPE 1986 and POA 1992), National Education Policy (NEP, 2020)
1.5. National Curriculum Framework (NCF, 2005), National Curriculum Framework for Teacher Education (NCFTE, 2009), National Curriculum Framework for School Education (NCFSE, 2023)

Unit 2: International Conventions and Policies for Persons with Disabilities

2.1. Salamanca Statement (1994) and Dakar Framework for Action (2000)
2.2. UNCRPD, 2006 (United Nations Convention on Rights of Persons with Disabilities)
2.3. MDG, 2015 (The Millennium Development Goals Report); Sustainable Development Goals
2.4. INCHEON strategies (United Nations effort, Incheon 2030)
2.5. Biwako Millennium Framework

Unit 3: National Acts & Policies for Persons with Disabilities

3.1.   Landmarks in development of education of children with disabilities: Concept of disability in Sergent Report, Disability in Charter Act 1823, Central Advisory Board of Education (CABE 1923) on children with hearing impairment (sign language)
3.2.   RCI Act, 1992, PwD (Persons with Disability) Act, 1995
3.3.   NT (National Trust) Act, 1999
3.4.   RTE Act (2009 and amended 2012)
3.5.   The Right of Persons with Disability Act 2016

Unit 4: Provisions, Programmes and Schemes

4.1.   Protection of Rights and Redressal of Grievenances through office of Chief Commissioner of Disability and State Commissioner of Disability under RPD Act 2016
4.2.   National and State Commission for Protection of Child's Right w.r.t. RTE Act
4.3.   Promotion of Inclusive Education- IEDC (1974, 1983) (Integrated Education for the Disabled Children), Samagra Shiksha Abhiyan [SSA (2000, 2011) (Sarva Shiksha Abhiyan), RMSA, 2009 (Rashtriya Madhyamik Shiksha Abhiyan)], IEDSS, 2009 (Inclusive Education of the Disabled at the Secondary Stage)
4.4.   UGC Guidelines on Accessibility, Equal Opportunity Cell in Universities and Colleges
4.5.   Provisions under SIPDA

Unit 5: Analysis of Acts, Policies and Provisions promoting Right to Education and Universal Access

5.1.   Indian perspective on Disability (Divyang Jan)
5.2.   Issues of Universal enrolment, Universal retention, and Universal learning; Equalizing educational opportunities, Physical, economic, social, cultural, language issues in education (addressing multilingual practices of the children)
5.3.   Inequality in schooling: public-private schools, rural-urban schools, single teacher schools
5.4.   Other forms of inequalities such as regular and distance education systems
5.5.   Challenges in implementation and gaps in acts, policies and provisions

Suggested Coursework/Practicum
- Group activity: presentation of important acts and policies followed by discussion in the classroom.
- As a groupwork ask students to prepare a wall magazine highlighting acts, policies and provisions separately.
- Undertake a survey on any stakeholder (parents, teachers or school managers) regarding their opinion on various available schemes and facilities.

Suggested modes of transaction
Group work, Lecture cum presentation, Self-reading, assignments and field works.

Suggested modes of assessment

Assessment of students' engagement in group work, assignments, quizzes, class tests and term end examinations.

Suggested readings

Convention on the Rights of the Child Adopted and opened for signature, ratification and accession by General Assembly resolution 44/25 of 20 November 1989 entry into force 2 September 1990, in accordance with article 49.
https://www.ohchr.org/sites/default/files/Documents/ProfessionalInterest/crc.pdf

DEPwD (2016). The Rights of Persons with Disabilities Act, Ministry of Social Justice and Empowerment, Govt. of India, New Delhi.
https://www.iitg.ac.in/eo/sites/default/files/RPwDAct2016.pdf

DoSEL (2020). National Education Policy-2020, Department of School Education and Literacy, Ministry of Human Resource Development (Ministry of Education), New Delhi.

DoSEL (2023). National Curriculum Framework for School Education 2023. Department of School Education and Literacy, Ministry of Education), New Delhi. https://www.education.gov.in/sites/upload_files/mhrd/files/ncf_2023.pdf

DoSEL (2023). National Guidelines and Implementation Framework on Equitable and Inclusive Education, Department of School Education and Literacy, Ministry of Education, New Delhi.

DoSEL (2009). The Right of Children to Free and Compulsory Education Act, 2009. Ministry of Human Resource Development (now Ministry of Education), New Delhi. https://www.indiacode.nic.in/bitstream/123456789/13682/1/rte_act_2009.pdf

Hegarthy, S. & Alur, M. (2002). Education of Children with Special Needs: From Segregation to Inclusion, Corwin Press, Sage Publishers.

MHRD (1968). National Policy on Education, 1968. Ministry of Human Resource Development (now Ministry of Education), New Delhi. https://www.education.gov.in/sites/upload_files/mhrd/files/document-reports/NPE-1968.pdf

MHRD (1986). National Policy on Education 1986. Ministry of Human Resource Development (Ministry of Education), New Delhi. https://ncert.nic.in/pdf/nep/npe86.pdf

MSJE (2006). National Policy for Persons with Disabilities 2006. Ministry of Social Justice and Empowerment, Government of India, New Delhi.

NCERT (2006). Position Paper- National Focus Group on Education of Children with Special Needs. NCERT, New Delhi.
http://14.139.60.153/bitstream/123456789/232/1/NCERT-national%20focus%20group-special_ed_final1.pdf

National Policy and Education. (1986). MHRD. New Delhi: Govt. of India.

UGC (2022). Accessibility Guidelines and Standards for Higher Education Institutions and Universities.
https://www.ugc.gov.in/KeyInitiative?ID=MNJdt2jZ+aRpA/DRRKQwyg==

UNESCO (2004). Education for All: The Quality Imperative. EFA Global Monitoring Report. Paris SEL for School (https://mgiep.unesco.org/course-sel-for-schools

Reading and Reflective Practices

Course code: 2.10(a)   **Credits: 4**   **Semester: 8**

About the Course
One of the core areas that schools focus on is age-appropriate and fluent literacy skills among the students. Hence, aspirant graduates who intend to make a career in special education must also be good readers and writers. This course is skill-based and activity-oriented and is designed to allow the learners to enhance their reading and writing skills from a professional perspective and apply them suitably for students with disabilities.

Learning outcomes
After completing the course, the learners will be able to:
- Discuss the role and importance of literacy in education.
- Describe the difference between reading and reading comprehension and the skills required.
- Narrate the different types of texts.
- Discuss writing as a process and a product.
- Detail out the procedure for independent writing.

Course content
Unit 1: Reflections on Literacy

1.1   Role of literacy in education, career, and social life
1.2   Literacy and Self-esteem
1.3   Literacy and First Language
1.4   Learning a second language and educational bilingualism
1.5   Braille Literacy

Unit 2: Reflections on Reading and Comprehension

2.1   Reading – reading aloud, silent reading
2.2   Reading comprehension- learning to read and reading to learn (Chall's stages of reading)
2.3   Developing reading and reading comprehension from foundational to higher level; activities and strategies
2.4   Self-regulation and Meta-cognitive awareness for reading
2.5   Reading and reading comprehension amongst children with disabilities

Unit 3: Responding to Texts

3.1   Indicators of text comprehension: retelling, paraphrasing, summarizing, answering, predicting, commenting, and discussing
3.2   Type of texts narrative, descriptive, directive, and argumentative
3.3   Responding to text - reports, policy documents, news, editorials, academic articles, advertisements, resumes, storybooks, and novels
3.4   Web search, digital and e-books

3.5   Reading preferences, reading for pleasure

Unit 4: Writing as a Process and Product

4.1   Writing as a process: language, grammar, vocabulary, spelling
4.2   Content, intent, audience, and organization
4.3   Process of writing - handwriting, neatness, alignment, and spacing
4.4   Self-editing and peer editing using COPS (capitalisation, organisation, punctuation and spellings)
4.5   Evaluating Students' Writing: Conceptualisation, appropriateness, complexity, organization and literary richness and originality and creativity

Unit 5: Independent Writing

5.1   Writing: Picture description, expansion of ideas, essays, stories, poems, original writing
5.2   Professional writing: e.g. applications, agenda, minutes, note taking and others
5.3   Converting written information into graphical representation
5.4   Filling up Surveys, Forms, Feedback Responses, Checklists
5.5   Professional writing in special education and ethics

Suggested Coursework/Practicum
- Have a peer editing of independently written essays and discuss your reflections upon this experience.
- Prepare a feedback form for parents and for teachers focussing on differences in the two forms due to different intent and audience.
- Develop a short journal of graphical representation of 3 newspaper articles on school education using the options given in 2.4.
- Visit a book store for young children; go through the available reading material including exercise books, puzzles. etc. and make a list of useful material for developing early literacy skills.

Suggested modes of transaction
Lectures, journal clubs, seminars, debates and discussions for enhancing reading and writing skills.

Suggested modes of assessment
Evaluation of assignments on reading and writing, reading groups and writing groups and their presentations.

Suggested Readings
Books
Baniel, A. (2012). Kids beyond limits. Perigee Trade, New York.
Ezell, H., & Justice, L. (2005). Programmatic Research on Early Literacy: Several Key Findings. IES 3rd Annual Research Conference: American Speech Language & Hearing Association.

Rehabilitation Council of India ISITEP Middle Stage

Gallangher. K. (2004). Deeper Reading: Comprehending Challenging Texts. Stenhouse Publishers.

Heller, R. (1998). Communicate clearly. DK Publishing, New York.

Luetke-Stahlman, B., & Nielsen, D. (2003). Early Literacy of Kindergartners High Beam.

McCormick, S. (1999). Instructing students who have literacy problems. Merrill, New Jersey.

May, F. B. (1998). Reading as communication. Merrill, New Jersey.

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

McGregor, T. (2007). Comprehension Connections: Bridges to Strategic Reading. Heinemann Educational Books.

Miller. D. (2002). Reading with Meaning: Teaching Comprehension in the Primary Grades. Stenhouse Publishers, New York.

Pandit, B., Suryawanshi, D. K., & Prakash, M. (2007). Communicative language teaching in English. Nityanutan Prakashan, Pune.

Paul, P. V. (2009). Language and Deafness. Jones and Bartlett, Boston.

Soundarapandian, M. (2000). Literacy campaign in India. Discovery Publishing House, New Delhi.

Tovani, C., & Keene. E. O. (2000). I Read It, but I Don't Get It: Comprehension Strategies for Adolescent Readers. Stenhouse Publishers.

Online links

http://www.asercentre.org

https://www.landmarkoutreach.org/wp-content/uploads/Challs-Stages-of-Reading-Development.pdf

https://www.learner.org/wp-content/uploads/2019/06/RWD.DLU1_.ChallsStages.pdf

Disability, SEDGs, and Gender

Course Code: 2.10(b)　　　　**Credits: 2**　　　　**Semester: 8**

About the course

This course will prepare learners to develop an understanding of the intersectionality of disability with Gender and other Socio-Economically disadvantaged Groups (SEDGs). The purpose is to inculcate human oneness and value and respect persons with disabilities regardless of their socio-cultural identities, gender, geographical conditions, and socio-economic backgrounds. This course is also aimed at creating awareness among the learners about the legal provisions for the empowerment of persons with disabilities belonging to different socio-economically disadvantaged groups (SEDGs). The expected long-term benefit is to develop knowledge, skills, and attitudes among learners about the sensitivity and vital points of consideration while planning and executing learning activities for students with disabilities belonging to diverse SEDGs.

Learning outcomes

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

- Develop an understanding of a human rights-based approach in the context of disability, human values, and co-existence of disability among socio-economically disadvantaged groups.
- Explain the socio-demographic perspectives of gender and disabilities, the compounding impact of gender and disability, legal safeguards for girls and transgender, and gendered experiences of students with disabilities.
- Describe the socio-cultural and educational issues and concerns of students with disabilities belonging to Socio-cultural groups (ST, SC, OBC, and Minorities), educational programmes, and the role of a teacher.
- Illustrate the challenges in the education of students residing in difficult and aversive geographical terrains, educational initiative, and the role of a teacher.
- Enlist the challenges faced by children with disabilities in difficult circumstances, analyse the disadvantageous impact on the CwDs, and plan out the educational intervention programmes for them.

Course content

Unit 1: Human Rights, Human Values and Disability

1.1.　Human Rights-based approach: Concept, history, and advantages
1.2.　Principles of human rights-based approach- Equality and non-discrimination, universality & inalienability, participation and inclusion, interdependence and interrelatedness, accountability, and rule of law
1.3.　Instruments of human rights system: Legal frameworks, policies & programs, resources and supports, public awareness-information, education, and communication (IEC), establishments, networking, and collaborations with different societal spheres
1.4.　Human values and disability: Social existence of disability, human diversity and rights, empowerment, enforceability, indivisibility, participation, legal and social protection, safety and security, and advocacy
1.5.　Socio-Economically Disadvantaged Groups (SEDGs) and human empowerment: SEDGs - social and legal identities, their socio-economic conditions, empowerment

provisions for their health care, education, employment, legal protection, and justice, accessible public spaces and services, social, inclusion and community participation.

Unit 2: Gender Identity and Disability

2.1.   Gender and socialization practices: Difference between gender and sex, stigma and discrimination, gender roles and responsibilities, socialization of boys, girls, and transgender in family and society.
2.2.   Disability and socialization practices: gendered disability, stigma and discrimination, violence, individuals with a disability and their roles and responsibilities, socialization of boys, girls, and transgender with disability in family and society.
2.3.   Legal safeguards for girls and transgender with and without disability- Constitutional provisions, Protection of Women from Domestic Violence (PWDV) Act 2005, POCSO-2012, Juvenile Justice (JJ) Act 2015, RTE (Amendment) Act 2012   and, RPwD Act 2016, Transgender Persons (Protection of Rights) Act, 2019, The Criminal Law (Amendment) Act, 2013 & 2018
2.4.   Gendered experience of students with disability- Residential and non-residential schools, classrooms and beyond, curriculum, learning activities, textbooks, assessment, equity and social role valorisation, implications for teaching and learning in different learning centers.
2.5.   Educational initiatives and teachers' role: Policy, schemes and programs, gender inclusion fund, measures for empowerment of girls, women, and transgender with a disability on enhancing the quality of their socio-economic conditions, education, health (including sexual, reproductive, and mental health), employment, lifestyle.

Unit 3: Disability and Socio-cultural Groups

3.1.   Socio-Cultural Groups-Constitutional and social identities, educational and social rights, policy and programs for scheduled tribes, scheduled castes, other backward classes, and linguistic and religious minority groups.
3.2.   Socio-educational issues and concerns- marginalization, discrimination and social exclusion, harassment, poverty, social mores & customs, language, inaccessibility to quality schools.
3.3.   Gendered disability among socio-cultural groups- multiple and compound impacts of disability and disadvantage, lack of resources and supports, and underrepresentation in schools.
3.4.   Educational initiatives: Identification of untapped talents among SEDGs, inclusion fund, upgradation and strengthening of schooling system, academic activities under tribal sub-plan and scheduled caste sub plan, relaxations and reservation schemes, scholarships, and other incentive schemes.
3.5.   Teachers' role in promoting equality and inclusion- respect and acceptance of socio-cultural conditions, contextualization of curriculum, multilingual pedagogical approach, skills of multi-grade teaching, identification of socio-cultural milieu and other resources, use of socio-cultural capital of learners in teaching and learning.

Unit 4: Disability and Geographical Conditions

4.1.   Geography and disparity in education - inter and intra states disparity, poverty, specific issues of coastal areas, hilly areas, desert, natural disasters prone areas, developmental projects area, international boundaries area.

Rehabilitation Council of India ISITEP Middle Stage

4.2. Geographical conditions and disability- issues related to different geographical terrains, access to education, access to rehabilitation services, infrastructural conditions, language and culture, availability and accessibility of resources, services, information, communication, and transport.

4.3. Educational initiatives in difficult terrains: Government schemes and programs, intervention in aspirational districts, PM- New15 point programs, Special Education Zones, Special Education Zones, residential schooling, alternative forms of schooling, scholarships, and other incentive schemes.

4.4. Local governance and collaboration: understanding the local governance, resource identification and resource mobilization, and collaboration with local organizations and community.

4.5. Teachers' role in promoting equality and inclusion- understanding the geographical conditions and learning needs of children, adjustment of learning spaces, adaptation, and accommodation in the scheduling of learning activities and timings, adaptation in curriculum, teaching-learning, assessment, and harnessing technology.

Unit 5: Disability, Socio-economic and Other Disadvantaged Conditions

5.1. Disability and poverty: Occurrence of disability, discrimination, and vulnerability, other interacting factors like family interaction, child rearing, nutrition, social and physical well-being, and employment.

5.2. Disability in migrant communities, refugees, construction workers- CwDs in migrating families, ambiguous sense of belongingness, lack of housing and inaccessible living arrangements, experiences of simultaneous discrimination, health, and social relations, and sense of helplessness.

5.3. Children with disability in chronic distress and at-risk conditions- CwDs of chronically ill parent(s), sex workers, single parents, prisoners, CwDs in juvenile/observation homes, CwDs engaged in substance abuse, CwDs living in vulnerable situations, orphans with disabilities, child beggars, destitute CwDs, victims with disabilities of or CwDs of victims of trafficking, victims with disabilities of disasters, social conflicts, war, and other human actions.

5.4. Educational initiatives: Policy, schemes and programs, short-term mitigating interventions and long-term sustainable interventions, educational opportunities in mobile schools, schools on wheels/tents, porta-cabin schools, learning in shelter homes, services of counsellors, social workers, and volunteers as in NEP 2020.

5.5. Teachers' role in promoting equality and inclusion: learning opportunities in difficult situations, curricula alignment, designing of portable learning aids, package programming and digital education, developing information and community support mechanisms, working with families in distress, identifying and use of strengths within at-risk community, resourcefulness, and service provision in crisis, inter and intra linkages in community and bridging the gap between the school and community.

Suggested Coursework/Practicum
- Design activity-log to establish a Gender Justice Club or Disability Support Circle in the school.
- Study the case of a woman with a disability and submit a detailed report.
- Explore the internet and document case studies of transgender with disability.
- Review selected paper/s authored by women with disability or read an autobiography of women with disability.

- Conduct a gender analysis of a selected Disability Act/Policy.
- Interact with children and families of socio-cultural groups, identify the challenges of education, and prepare a plan of action.
- Visit observation homes/shelter homes/homes of construction workers, and migrant families in your locality, interact with CwDs and families at risk, and prepare a package programme for her/his holistic development.

Suggested modes of transaction

This course has been designed to provide the student-teachers with a sociocultural perspective on 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. Field visits, cross-sectional surveys, case studies, assignments, and projects should be added to strengthen the transactional process and learning.

Suggested modes of assessment

Student-teachers will be observed on the field trips, evaluation of students-teachers, report of surveys, and analysis of the policy report. It has to be through formative and summative evaluation as per the university norms.

Suggested Readings

Books

DGS (2021). Inclusion of Transgender Children in School Education: Concerns and Roadmap. Department of Gender Studies, National Council of Educational Research and Training, New Delhi.

DoSEL (2020). National Education Policy-2020. Department of School Education and Literacy. Ministry of Human Resource Development (Now Ministry of Education), New Delhi.

Gobinda C. Pal (2010). Dalits with Disabilities: The Neglected Dimension of Social Exclusion. Working Paper Series Indian Institute of Dalit Studies New Delhi

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. New Delhi.

Keshwal, H. S. (2019). Independent Living and Sustainable Development of PWIDS. NIEPID (Divyangjan): Regional Centre Kolkata, Kanishka Publishers, New Delhi.

Meekosha, H. (2004). Gender and Disability. Sage Encyclopedia of Disability. New Delhi

Mittal, A.K. (2008) ED. Handbook for women with visual impairment. AICB, New Delhi.

NCERT (2006). Position Paper-National Focus Group on Gender Issues in Education. National Council of Educational Research and Training, New Delhi.

NCERT (2013). Training Material for Teacher Educators on Gender Equality and Empowerment. National Council of Educational Research and Training, New Delhi.

NCERT (2017). Minority Education - Policies, Programmes and Schemes-Frequently Asked Questions. National Council of Educational Research and Training, New Delhi.

NCERT (2017). Modules for Enhancement of Quality Education-Issues, Challenges and Concerns of Scheduled Castes (A Training Package). National Council of Educational Research and Training, New Delhi.

NCERT (2020). Inclusion in Education - A Manual for School Management Committee.

National Council of Educational Research and Training, New Delhi.

NCERT (2021). Educational Rights of Children with Special Needs-Frequently Asked Questions. National Council of Educational Research and Training, New Delhi.

NCTE (2004). Discrimination Based on Sex, Caste, Religion and Disability: Addressing through Educational Interventions. NCTE, New Delhi

O'Brien, J., & Forde, C. (2008). Tackling Gender Inequality, Raising Pupil Achievement. Dunedin Academic Press, Edinburgh.

Pal, G.C. (2010). Dalits with Disabilities: The Neglected Dimension of Social Exclusion. Working Paper Series, Indian Institute of Dalit Studies, New Delhi.

Ridgeway, C. L. (2011). Framed by Gender: How Gender Inequality Persists in the Modern World. Oxford University Press, New York.

Samuels, E. (2014). Fantasies of Identification: Disability, Gender, Race. NYU Press, New York.

SCSTRTI. Study on Cost Disability in TSP Areas of Chhattisgarh, Jharkhand and Odisha, Scheduled Caste and Scheduled Tribe Research and Training Institution, Govt. of Odisha.

Smith, B. G., & Hutchison, B. (2013). Gendering Disability. Rutger University Press, New Jersey.

Treas, J., & Drobnic, S. (2010). Dividing the Domestic: Men, Women, and Household Work in Cross-National Perspective. Stanford University Press, Stanford.

Journals

Ghosh, M. (2015). Disability and women: A Note on the Tribal Aboriginals in Darjeeling Hills. International Journal of Scientific Research, 4(4), doi:10.36106/ijsr

Purkayastha, D. (2010). Economic Growth, Intra-Household Resource Allocation and Gender Inequality. Atlantic Economic Journal, 38(4), 465-466.

Online links

Alber, B.& Hurst, R. (2004). Disability and a human rights approach to development. Disability Knowledge and Research. (available at www.disabilitykar.net)

The Criminal Law (Amendment) ACT, 2018 Available at https://www.mha.gov.in/sites/default/files/CSdivTheCriminalLawAct_14082018_0.pdf

The Criminal Law Amendment Act 2013, available at The_Criminal_Law_Amendment_Act_2013_0.pdf

The Juvenile Justice (Care and Protection of Children) Act, 2015, available at https://www.indiacode.nic.in/bitstream/123456789/8864/1/201602.juvenile2015pdf.pdf

The Protection of Children from Sexual Offences Act, 2012, available at https://lddashboard.legislative.gov.in/sites/default/files/The_Protection_of_Children_from_Sexual_Offences_Act_2012.pdf

The Protection of Women from Domestic Violence Act, 2005, available at https://lddashboard.legislative.gov.in/sites/default/files/A2005-43.pdf

The Right of Children to Free and Compulsory Education Amendment Act 2012, available at https://www.ldexplained.org/wp-content/uploads/2022/01/Right-of-Children-to-Free-and-Compulsory-Education-Amendment-Act-2012-English-Copiable_Searchable.pdf

The Rights of Persons with Disabilities Act, 2016, available at https://www.iitg.ac.in/eo/sites/default/files/RPwDAct2016.pdf

The Transgender Persons (Protection of Rights) Act 2019

https://thc.nic.in/Central_Governmental_Acts/Transgender_Persons_(Protection_of_Rights)_Act,_2019.pdf

52

Visual Supports for Learners with Autism

Course Code: 2.10.c (ASD)   Credits: 2   Semester: 8

About the Course

Autistic individuals – both speaking and non-speaking - benefit from support to access and fully participate in daily life. Based in research, use of structure and visual supports is an evidence-based and neurodiversity affirming practice that facilitates learning, builds autonomy and promotes independence across the lifespan. Easy to individualise, appropriate use of visual supports benefit autistic and non-autistic students alike and empowers educators to facilitate teaching in 1:1, small groups and in classrooms. Instrumental in creating predictability, providing information, facilitating choice making etc., appropriate use of visual supports has a lifelong impact on learning and the mental health of autistic individuals. Providing visual supports helps autistic individuals learn, enjoy and join in academics, curricular activities and everyday life at home, in educational, work settings and public spaces. It also facilitates access and active engagement of autistic individuals and their families in social and community events and activities.

Learning Outcomes
After completion of this course, the student teacher will be able to:
- Understand human development from a neurodiversity affirming lens
- Recognise the need and importance of visual supports
- Understand the principles of visual support and its integration with other approaches
- Implement strategies in skill building to foster independence
- Apply and use in different settings and across developmental ages

Course Content
Unit1: Diversity in Human Development

1.1   Neurodiversity: introduction and principles
1.2   Stages and domains of development (neuro-developmental, motor, sensory, play, social, emotional, communication, language, cognitive and learning)
1.3   Neurodiversity paradigm to understand variations in milestones, delays and disabilities
1.4   Impact of invisible disabilities on identification and access for autistic individuals and their families
1.5   Need and role of environmental modifications with respect to inclusion

Unit 2: Introduction to visual supports

2.1   Structured Teaching: introduction, principles needs and importance across the lifespan
2.2   Understanding and implementing social strategies and approaches (e.g., social stories, comic strips etc.)
2.3   Understanding visual structure, materials and strategies
2.4   Implementing physical structure, visual schedules and work systems
2.5   Developing TLMs for group and individualised teaching

Unit 3: Implementing Visual Supports Across Different Setting

3.1   Implementation in home-based settings (e.g., daily schedules, household chores)

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3.2   Implementation in inclusive and special needs schools (e.g., classroom, playground, cultural events, lunch and free periods etc.)

3.3   Adaptations for vocational and work spaces and independent living

3.4   Enabling participation in public spaces and community events (e.g., going to restaurants, movies, shopping, using public transport, vacations or family events, access to dental care, blood tests etc.)

3.5   Incorporating flexibility in daily schedules and facilitating transitions (e.g., within activities, across settings, change of seasons, educational/work settings, residence etc., and over developmental ages such as adolescence, after school)

Unit 4: Integrating visual supports to foster independence

4.1   Teaching to promote communication, interactive learning and engagement across ages and settings using visual supports, AACs and ICT

4.2   Visual supports, social approaches and AACs to teach context based, unspoken rules and expectations (the hidden curriculum)

4.3   Teaching essential skills (e.g., self-care, academic, curricular activities, play, leisure and recreation, vocational and work skills etc.)

4.4   Building higher order skills (e.g., choice-making, decision-making, critical thinking, problem-solving)

4.5   Understanding and implementing developmentally appropriate reasonable accommodations

Unit 5: Using visuals to teach self-awareness

5.1   Understanding diagnosis

5.2   Generating body awareness

5.3   Understanding physical and mental health

5.4   Self-awareness about needs and strengths (e.g., sensory, communication, sexuality, emotional and sensory regulation etc.)

5.5   Self-determination, agency and advocacy (e.g., sharing the diagnosis, making choices, understanding rights etc.)

Suggested Coursework/Practicum
-     Attend talks and webinars conducted by autistic self-advocates and their family members to understand their perspectives about autism.
-     Develop presentations about autism, differences and neurodiversity to create positive awareness and appreciation amongst educators, other professionals and in general community.
-     Develop presentations to identify the challenges that autistic students are likely to face in pursuing higher education. Devise a plan to make relevant modifications to make your teaching institute an autism-friendly environment for students with autism.
-     Develop TLMs to teach 5 different concepts of self-awareness to students with autism.

Suggestive modes of transaction
Learners are encouraged to critically review all materials
-     Observations
-     Demonstrations
-     Hands-on experiences
-     Field visits

- Audio-video and multimedia resources
- Lectures and discussions
- Presentations and projects
- Workshops and seminars
- Online resources
- Self-study

Suggestive modes of assessment
- Coursework practicum
- Written assignments and essays
- Individual and group projects
- Classroom presentations
- Sessional and Terminal semester examinations (as per UGC norms)

Suggestive Reading

Books

Anderson, S. R., Jablonski, A. L., Thomeer, M. L., & Knapp, V. M. (2007). Self-help Skills for People with Autism: A Systematic Teaching Approach. United States: Woodbine House.

Barua M. & Daley T. (2008). Autism Spectrum Disorders. New Delhi: Aahan Publications. http://www.autism-india.org/docs/Advocacy_Attachments_Autistic%20Spectrum%20Disorder%20A%20Guide%20for%20Paediatricians.pdf

Bondy, A., Frost, L. (2012). A Picture's Worth: PECS and Other Visual Communication Strategies in Autism. Bethesda, MD: Woodbine House.

Dutta, S. K., & De, M (Eds) (2019). Understanding Autism: Through the Lens of Parents and Professionals. The Asiatic Society.

Fields-Meyer, T. (2011). Following Ezra: What One Father Learned About Gumby, Otters, Autism, and Love From His Extraordinary Son. United States: Penguin Publishing Group.

Grandin, T., & Panek, R. (2013). The autistic brain: thinking across the spectrum. Boston: Houghton Mifflin Harcourt.

Gray, C. (2016). The New Social Story Book, Revised and Expanded 15th Anniversary Edition. United States: Future Horizons.

Jordon, R. Roberts, J.M., & Hume, K. (Eds) (2019). The SAGE Handbook of Autism and Education. United Kingdom: SAGE Publications.

Kranowitz, C. S. (2016). The Out-Of-Sync Child Grows Up. Coping with Sensory Processing Disorder in the Adolescent and Young Adult Years. Tarcher Perige

Mesibov, G. Thomas, J.B., Chapman, S. M. , Schopler, E. (2007). TEACCH Transition Assessment Profile-Second Edition (TTAP-2). Austin, TX: Pro-Ed.

Mesibov, G. B., Shea, V., Schopler, E. (2010). The TEACCH Approach To Autism Spectrum Disorders. N.Y. Springer.

Myles, B.S., Trautman, M.L., Schelvan, R.L. (2004). The Hidden Curriculum: Practical Solutions for Understanding Unstated Rules in Social Situations. USA:AAPI,

Ozonoff, S. (2018). Assessment of Autism Spectrum Disorder, Second Edition. United Kingdom: Guilford Publications.

Paul, C & Jyothi, P. Eds (2022). Talking Fingers. New Delhi: Orange Books Publications (Available in Hindi and English languages)

Sarva Shiksha Abhiyan (2013). Module on Training of Resource Teachers for Autism Spectrum Disorders. SSA. http://14.139.60.153/bitstream/123456789/1585/1/Training%20Module%20on%20Autism%20Spectrum%20Disorders.pdf

Shore, S. M. (2006). Understanding autism for dummies. Hoboken (NJ): Wiley.

Zager, D., & Wehmeyer, M. L. (2019). Teaching Adolescents and Young Adults with Autism Spectrum Disorder: Curriculum Planning and Strategies. London: Routledge

Journals
- Autism Community Network: https://www.autismnetworks.org/autism.html
- Autism Spectrum Disorders: https://www.opastpublishers.com/journal/autism-spectrum-disorders-open-access
- Journal of Autism and Developmental Disorders https://link.springer.com/journal/10803
- Research in Autism Spectrum Disorders: https://www.sciencedirect.com/journal/research-in-autism-spectrum-disorders
- Autism in Adulthood: https://home.liebertpub.com/publications/autism-in-adulthood/646

Online links
- https://www.ignouhelp.in/ignou-bed-study-material/
- http://autism-india.org
- https://www.donnawilliams.net/
- http://www.buildsomethingpositive.com/wenn/
- http://www.aspie.com/
- https://thegirlwiththecurlyhair.co.uk
- https://autisticnotweird.com
- https://Feelslikeautism.com
- https://kbrudraakshkb.wixsite.com/autism-advocacy
- https://barryprizant.com/
- https://out-of-sync-child.com/
- https://neuroclastic.com
- https://wrongplanet.net/
- https://thinkingautismguide.com/
- https://teacch.com/resources/
- http://www.autism-india.org/docs/Advocacy_Attachments_Autistic%20Spectrum%20Disorder%20A%20Guide%20for%20Paediatricians.pdf
- https://blog.stageslearning.com/blog/10-tips-for-teaching-young-children-with-autism-spectrum-disorder
- https://files.eric.ed.gov/fulltext/ED358637.pdf
- https://files.eric.ed.gov/fulltext/ED491496.pdf
- https://wac.colostate.edu/resources/teaching/guides/ld/
- https://www.researchgate.net/publication/315515592_Curriculum_Approaches_and_Theories
- https://www.researchgate.net/publication/325088451_Curriculum_Design_and_Development
- https://www.unom.ac.in/asc/Pdf/CURRICULUM%20DESIGN%20AND%20DEVELOPMENT-1.pdf

- https://open.umn.edu/opentextbooks/textbooks/comprehensive-individualized-curriculum-and-instructional-design-curriculum-and-instruction-for-students-with-developmental-disabilities-autism-spectrum-disorders

Historical and Contemporary Issues in Deaf Education in India

Course Code: 2.10 d (HI)   **Credits: 2**   **Semester: 8**

About the Course

This course delves into the historical and contemporary issues in deaf education in India, examining the significant impact of global events like the Milan Conference (1880) and their ongoing effects. It highlights the history of deaf education in India, explores what inclusion means from the deaf perspective, and proposes strategies for a more inclusive educational framework.

Learning Outcomes
After completion of this course, the student teacher will be able to:

- Analyse the historical context and development of deaf education in India.
- Evaluate current issues and challenges faced by the deaf community in Indian educational settings.
- Propose inclusive educational strategies that respect and integrate sign language and cultural diversity.
- Design accessible curriculum and instructional methods for deaf learners.
- Advocate for policy changes and societal attitudes that promote equity and inclusion in deaf education.
- Demonstrate professional ethics and cultural competency when working with deaf students.

Course Content
Unit 1: Historical Perspectives on Deaf Education in India

1.1   Early history of deaf education in India. First Deaf School, Teacher Training Institutes in India, Deaf Schools by Deaf Educators.
1.2   Impact and implications of the Milan Conference, 1880 on Indian deaf education
1.3   Development of schools and institutions for the deaf in India
1.4   Socio-cultural attitudes towards deafness in India
1.5   Case studies on the evolution of educational practices in Indian deaf education

Unit 2: Current Issues in Deaf Education in India

2.1   Language acquisition and bilingual education approaches in India
2.2   Accessibility to educational resources and technologies in Indian contexts
2.3   Challenges in teacher preparation and professional development in India
2.4   Legal frameworks and policy implications in India
2.5   Intersectionality: Gender, ethnicity, and disability in Indian deaf education

Unit 3: Inclusion from the Deaf Perspective

3.1   Definition and importance of inclusion from the deaf perspective
3.2   Incorporating Indian Sign Language and visual learning methods
3.3   Developing culturally responsive curriculum in India
3.4   Enhancing communication accessibility in mainstream Indian schools

Rehabilitation Council of India ISITEP Middle Stage

3.5   Addressing social and emotional well-being in deaf learners in India

Unit 4: Advocacy and Policy Reform in India

4.1   Advocacy initiatives by deaf community for Indian Sign Language
4.2   Accessibility provisions in educational systems in India
4.3   Role of State, National and International Deaf organizations
4.4   Case studies of successful advocacy initiatives in India by the deaf community: ISLRTC, RPwD Act 2016
4.5   Future directions in Indian deaf education reform

Unit 5: Professional Ethics

5.1   Core Ethical Principal: Respect for all learners, Non-discrimination and Equity, Confidentiality, and Professional Competence
5.2   Ensuring Accessibility for the DHH learners as per RPwD Act, 2016
5.3   Deconstructing Ableism and Audism
5.4   Reflective practice: Evaluating personal biases and assumptions, Ethical Dilemmas
5.5   Allyship and Collaboration: Building partnerships with the deaf community to foster inclusion

Suggested Coursework/Practicum
- Conduct a case study on a local deaf education program
- Develop inclusive teaching materials for deaf learners
- Engage in community service with a deaf advocacy group

Suggestive modes of transaction
- Interactive lectures
- Panel discussions with guest speakers from the deaf community
- Hands-on workshops on sign language and assistive technologies

Suggestive modes of assessment
- Research papers on historical and contemporary issues
- Presentations
- Group Discussions
- Field Visits and Interviews with Deaf Leaders
- Reflective journals
- Final project proposal and presentation

Suggested Readings
Ladd, P. (2003). Understanding Deaf Culture in Education.
Lane, H. (1984). When the mind hears: A history of the deaf. Random House.
Rehabilitation Council of India. (2000). Status of Disability in India, Volumes.
Vashishtha, M. M. (2022). History of Deaf Education in India

Online Links:

Milan Conference : https://deafhistory.eu/index.php/component/zoo/item/1880
Reality of Deaf Education in India : https://www.youtube.com/watch?v=Q4_GxsbKVHs

Listening and Spoken Language Therapy (LSLT)

Course code: 2.10 e (HI)   **Credits: 2**   **Semester: 8**

About the course

This course will enable student-teachers to understand the principles and practices of listening and spoken language therapy and develop skills and competencies for practicing listening and spoken language therapy as a part of intervention services for young DHH children. The course also describes how student-teachers can promote development of listening, spoken language, speech, literacy and education in young DHH children, and develop skills to guide and coach parents of DHH children to help them support their child's listening and communication development. Student-teachers will also learn how to be competent in supporting listening and communication development of DHH children in mainstream and other school settings.

Learning outcomes

After completion of this course, the student teacher will be able to:
- Describe the rationale and principles of LSLT
- Understand the need for assessment in listening and spoken language therapy
- Understand the strategies, techniques and procedures in LSLT
- Learn how to plan and execute LSLT sessions
- Explain the importance of role of parents and home training

Course content
Unit 1: The philosophy of listening and spoken language therapy

1.1.   Rationale for development of listening and spoken language in DHH children, Definitions of LSLT, History of auditory verbal practice in intervention of DHH children
1.2.   Principles and main features of LSLT, Procedures used in LSLT
1.3.   Pre-requisites of LSLT, Factors affecting outcomes of LSLT
1.4.   Evidence based practice in LSLT, importance of documentation and system for documentation of sessions and reports
1.5.   Professional development requirements for listening and spoken language therapists, Scope of practice of a LSL therapist, professional ethics in practice of LSLT

Unit 2: Planning in listening and spoken language therapy

2.1   Planning long-term and short-term goals
2.2   Planning of weekly sessions, execution of weekly plans, recording of diagnostic information during sessions
2.3   Planning of activities for LSLT sessions, age-appropriate activities and materials, developing materials for specific goals
2.4   Strategies used for developing listening, thinking and spoken language, use of appropriate strategies for meeting the goals, Techniques used in LSLT
2.5   Tele-practice in LSLT: Considerations in setting up a tele-practice - system requirements, team, lesson planning, digital resources

Unit 3: Role of parents and family in Listening and Spoken Language Therapy

3.1   Parents as an integral part of the team, Rationale for importance of parents and family

3.2 Understanding the impact of child's hearing impairment on the family, the grieving process and coping strategies used by parents, Supporting and ensuring parent participation in the child's LSLT

3.3 Guiding and coaching parents to support listening/spoken language through the child's daily routine activities and to integrate listening and spoken language in the child's life, developing skills in behaviour management of the child, developing skills in using LSLT techniques, strategies for effective coaching of parents

3.4 Role of parents in the LSLT planning, Sharing goals and diagnostic evaluation with parents every session, transfer of goals from therapy session to home and outside

3.5 Managing parental expectations, helping parents to develop realistic expectations based on the child's profile and other non-clinical factors

Unit 4: Assessment in listening and spoken language therapy

4.1 Purposes of assessment and importance of ongoing assessments in LSLT

4.2 Types of assessment – Informal and formal assessment procedures, standardized assessments, Dynamic assessment, Curriculum-based assessments

4.3 Tools, developmental checklists, standard tests available for assessment

4.4 Procedures for baseline assessment in LSLT, Importance of baseline assessment prior to planning

4.5 Assessments for monitoring of progress and assessing outcomes in various areas such as listening, speech perception, communication, language, speech, cognition, social communication, pragmatics, literacy, play, music perception

Unit 5: Practice of listening and spoken language therapy

5.1 Normal aspects of development of listening, speech, language, and cognition – developmental milestones, Theories of learning and factors affecting learning, Influence of associated factors on child development—culture, community, family and associated impairments

5.2 Auditory learning approaches in children, Neuroplasticity and Auditory brain development, Development of listening skills, Stages of auditory hierarchy, Learning to listen sounds, Functional listening skills,

5.3 Techniques for spoken language development, Modelling, prompting techniques, Responsive teaching, Teaching meaningful and interactive conversations,

5.4 Understanding behaviour and behaviour management in children, Relationship between learning and behaviour, Techniques of behaviour management, Role of play in developing listening and spoken language, Identifying red flags in children with associated problems, Team approach in managing children with behaviour issues and other impairments

5.5 LSLT for school readiness and literacy development – Readiness of parent and child for school, Role of LSLT in facilitating reading development, Reading to babies and young children, Coaching parents to read to their child, Importance of books

Suggested Coursework/Practicum
- Observe and document developmental milestones of normal hearing and DHH children across domains.
- Observe and demonstrate baseline assessment using different checklists and scales on 10 DHH children.

- Prepare lesson plan with short term and long-term goals.
- Practice various LSLT strategies in role-play.
- Practice strategies and activities to develop literacy skills (reading, writing, and math) in children with HI
- Observe outcome assessment using appropriate scales and checklists.
- Prepare home training program for 5 children.
- Counsel parents on various aspects such as importance of auditory stimulation, importance of home training, maintenance of dairy, preparation and use of relevant materials for home therapy, realistic expectations, reinforcement strategies
- Guide and coach the parents in strategies, techniques and procedures in LSLT.
- Demonstrate listening strategies using role play.
- Observe listening spoken and language therapy in children with HI across age groups.
- Develop LSLT materials for different goals.
- Observe role play of parent guidance.
- Observe tele-LSLT sessions.

Suggested modes of transaction
Lectures, Discussion, Role-play, Observations, Group activities, Power point presentation & Field visits.

Suggested modes of assessment
Tests, individual and group assignments, continuous formative assessment, open book exam, report writing, journal writing, submission of lesson plans and activity reports.

Suggested readings
Books
Caraway, T. H. (2011). Auditory Verbal Practice: Teaching spoken language through listening. Plural publishing Inc.
Cole, E., & Flexer, C. (2014). Children with Hearing Loss: Developing Listening and Talking, Birth to Six. (3rd edition). Plural Publishing
Estabrooks, W. (2006). Auditory Verbal Therapy and Practice. A G Bell Association.
Estabrooks, W. (2012). 101 FAQs about Auditory Verbal Practice. A G Bell Foundation.
Estabrooks, S. R. (2021). Language learning in children who are deaf and hard of hearing: Theory to classroom practice. (2nd edition). OUP USA.
Estabrooks, W., Maclver-Lux. & Rhoades E A. (2016). Auditory verbal therapy: For young children with Hearing loss and their families and the practitioners who guide them (1st edition). Plural publishing Inc.
Estabrooks, W., Morrison, H. M., & Maclver-Lux K (2020). Auditory Verbal Therapy – Science, Research and Practice, Plural publication Inc.
Flexer, C. (1999). Facilitating Hearing and Listening in Young Children. Singular Publishing Group, Inc. San Diego
Hulit L. M. (2018). Born to talk: An Introduction to Speech and Language Development (7th edition). Allyn and Bacon.
Ling, D. & Bell, A.G. (1989). Foundations of Spoken Language for Hearing-Impaired Children.
Ling, D. Ling, A. & Bell, A.G. (1978). Aural Habilitation: The Verbal Foundations of Learning in Hearing-Impaired Children.
Luterman, D. (2002). When your Child is Deaf. A Guide for Parents, New York

Rehabilitation Council of India ISITEP Middle Stage

Madell, J. R. (1998). Behavioral Evaluation of Hearing in Infants and Young Children

Moeller, P. M., Ertmer, J. D., Gammon, S. C. (2016). Promoting language and literacy in children who are deaf or hard of hearing. Vol 20. (1st edition.). Brookes Publishing

Robertson l. (2013). Literacy and deafness. Listening and Spoken language (2nd edition). Plural Publishing.

Robertson, L. (2000). Literacy Learning for Children Who Are Deaf or Hard of Hearing. The Alexander Graham Bell Association, Washington, DC. Thieme Medical Publishers, Inc. New York, N.Y.

Working with Learners with Intellectual Disability having High Support Needs

Course Code: 2.10 f (ID)   **Credits: 02**   **Semester: 8**

About the course
A considerable number of Individuals with intellectual disabilities will require support all through their lives in all domains of life including basic essential skills such as mobility, communication and self-help areas. Their needs have to be addressed by the special educators so that they may acquire the skills as much as possible and maintain so as to reduce dependence on others and maintain the learnt skills. Many of them due to their limitations in mobility may not be able to visit the schools/service centers and the support is to be provided in their homes. This course addresses the aspects related to working with persons with high support needs.

Learning Outcomes
After completing of this course student teachers will be able to:
- Describe the characteristics and needs of persons with high support needs.
- Narrate the process of identifying and assessing persons with high support needs
- Explain the teaching strategies and curriculum designing for parsons with high support needs
- Discuss methods and steps in home-based management of persons who need high support
- Narrate the therapeutic supports and assistive devices needed for persons with ID who require high support.

Course Content
Unit 1: Introduction to High Support Needs

1.1.   Incidences and Prevalence and current trends in working with Persons with High Support Needs.
1.2.   Definition, Nature, Needs of Persons with High Support Needs.
1.3.   Provision of High Support Needs as per RPWD Act 2016.
1.4.   ICF Classification and implication of it for meeting the High Support Needs.
1.5.   Issues and Challenges in management of Persons with High Support Needs.

Unit 2: Screening, Identification and Assessment

2.1.   Screening and Identification of Persons with High Support Needs.
2.2.   Types of Assessment and Evaluation: NRT, CRT, Therapeutic, Medical, Behavioural, and other relevant assessments.
2.3.   Assessment tools: e.g. FACP-PMR and other national and international tools.
2.4.   Functional assessment and identification of needs and strength, Assessment of Transition Planning, and services.
2.5.   Role of multidisciplinary team in assessment and management of Persons with High Support Needs.

Unit 3 Curriculum and Teaching Strategies for Persons with High Support Needs

3.1.   Interpretation of assessment information for curriculum planning.

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3.2. Curricular domains: Personal, Social, Communication, Behavioural, and Recreational.
3.3. Teaching strategies, TLM and Assistive devices for Persons with High Support Needs.
3.4. Complementary Augmentative Therapeutic Intervention for Persons with High Support Needs.
3.5. Health, Hygiene, safety and medical care, Addressing common medical issues (prevention of bed sores, contracture, epilepsy, dental care)

Unit 4: Home based management for Persons with High Support Needs

4.1. Identification of family resources, their role, need and concerns.
4.2. Development of IFSP, Behavioural Management Plan.
4.3. Training and support for caregivers of Persons with High Support Needs.
4.4. Record maintenance and documentation.
4.5. Working with professional team and follow up for effective management of persons with high support needs.

Unit 5: Assistive devices and therapeutic supports for Persons with High Support Needs

5.1. Role and importance of therapeutic intervention: Medical and para-medical professionals.
5.2. Role of teacher as a coordinator of the multidisciplinary team in management of Persons with High Support Needs.
5.3. Selection and development of TLM, assistive, supportive and communication devices, availing assistive devices under ADIP scheme.
5.4. Progress monitoring and future management planning.
5.5. Technological support for Therapeutic and assistive devices for Persons with High Support Needs.

Suggested Coursework/Practicum Any one of the following
- Identify literature on management of high support needs by internet search and other literature with references, compile, write your own review on the collected literature and submit.
- Identify a person with high support need, develop case history record that includes background information, intervention given and all other relevant details and submit.
- Develop a catalogue of the assistive devices for meeting the high support needs with the sources and write your review and submit.

Suggestive modes of transaction
Lecture discussion, demonstration, visit to homes/centres that support persons who need high support, group discussions. Classroom presentations, observation, engaging in debate and dialogue.

Suggestive modes of assessment
Submission of the course work /practicum, class tests, other assignments
Suggested Readings
Books
Abbit, L. (2017). *The conscious caregiver: a mindful approach to caring for your loved one without losing yourself.* Adams Media.
Blacher, J. (Ed.) (1984) *Severely Handicapped Young Children and Other Families*: Research in Review Orlando: Academic Press Inc.

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Lyle, D (2021). Understanding profound intellectual and multiple disabilities in Adults.

Myreddi, V, Narayan,J (2004) FACP PMR, Secunderabad: NIMH

Nind, M., Strnadova,I (2020). Belonging for People with Profound Intellectual and Multiple
    Disabilities. Routledge Publishers

Orlove, F. P., and Sobsey,D (2016). Educating Students with Severe and Multiple
    Disabilities: A Collaborative Approach, Fifth Edition, New York: Brookes Publishing
     Rutledge publishers.

Srinivasa Murthy,R. et al (2022) Caregivers Manual of Self Care for emotional Health
    ENRICH Project. Bangalore: AMC

Weblinks
- https://www.researchgate.net/publication/343569842_Resilience_characteristics_of_families_with_children_with_severe_or_profound_intellectual_disability
- https://www.coursera.org/learn/intellectual-disability-care-education
- https://onlinelibrary.wiley.com/doi/full/10.1046/j.1365-2788.2003.00447.x
- https://onlinelibrary.wiley.com/doi/abs/10.1111/j.1468-3148.1999.tb00076.x
- https://link.springer.com/article/10.1007/s10803-012-1601-1
- https://www.cbm.org/fileadmin/user_upload/TEDI_manual.pdf

Management and Supporting students with Severe and Multiple Disabilities

Course code: 2.10 g (MD)   **Credits: 2**   **Semester- 8**

About the course

Students with multiple disabilities often require additional support to access and participate in education, socialize with peers, and develop their skills and abilities. Support needs may vary from extensive to pervasive support required by students with significant physical/cognitive and/sensory disabilities. The physical disabilities affect body function and structures that limit physical activities such as sitting, walking, reaching and activities of daily living that may restrict participation in classroom and school related activities. There are gaps in regard to current situations and preferred future and this course work is one step towards generating worthy outcomes for students with severe and multiple disabilities. There may be some children who have profound cognitive impairment with motor/sensory impairment and they will be identified as students with high support needs. The impact of sensory loss often stretches across key areas of development – social emotional development, communication, approaches to problem solving and concept development. Parental concerns about the future and the lifelong nature of caregiving responsibilities can contribute to anxiety and fatigue. Parents experience emotional, physical, financial exhaustion and stress, difficulty in navigating the systems to access schemes and benefits. Parents often have to deal with healthcare systems, educational institutions, and social/disability welfare services to access necessary support services can be overwhelming and time-consuming. The student teacher needs to recognise the various signs and enable advocacy skills and coping strategies that can help parents better manage their responsibilities while maintaining their own well-being.

Learning Outcomes

On completion of this course, the student teacher will be able to:

- Nature and needs of students with severe and multiple disabilities to enhance activity participation.
- Explain the assessment procedures for students with motor and sensory impairment with severe and multiple disabilities.
- Describe various methods, techniques and approaches for planning and management of individuals with intense support needs
- Demonstrate understanding of working with families who have students with severe and multiple disabilities who may need intense support across home and school/organisations
- Select and use appropriate technology and assistive devices in extending support

Course Content
Unit 1: Understanding groups with severe support needs with multiple disability

1.1. Definition, description and the nature of high support needs for students with severe or profound ID with multiple disabilities & its implications with focus on body functions, activity limitation and participation considering mediating factors of environment and person.
1.2. Working with individuals with severe and multiple disabilities - identify strength, issues and challenges with attention to shared framework of assumptions, beliefs and values of the key stakeholders-distribution and parity of functions and resources of the collaborative team.

Rehabilitation Council of India ISITEP Middle Stage

1.3.   Strategies to promote functional skills, social, peer interaction and self-determination skills applicable across age span -to promote effective learning for students with physical, cognitive and/ sensory impairments and its various combinations.

1.4.   Understanding the nature of levels of support (AAIDD) – limited, intermittent, extensive, pervasive across all or some domains. Varying nature of extensive or pervasive support for most with severe and multiple disabilities across all domains and for a few requiring limited or intermittent support for key life/career/financial decisions by means of supported decision making.

1.5.   Nature of multi-modal Program/s and Service avenues for students with high or intense support needs.

Unit 2: Assessment for educational planning for students with intense support needs

2.1.   Comprehensive strategy for alignment of curriculum, instruction, assessment (including evaluation) in regard to content, product and process decisions.

2.2.   Assessment of family resources and family support systems to enable transformational adjustments.

2.3.   Nature of assessment for transitional planning and services – community based vocational training, employment, post school adult services including pursuing college.

2.4.   Assessment of need for plus curriculum, expanded core curriculum and its alignment with assistive devices across various ages.

2.5.   Interpreting alternate assessment results to plan for the support for education and/ rehabilitation.

Unit 3: Management of students with severe and multiple disabilities

3.1.   Steps involved in program planning, coordination and evaluation by collaborative team members in management of students with high support needs with multiple disabilities (IQ severe to profound) across age-groups & settings.

3.2.   Management strategies for students with intense support needs promoting active participation -Teaching Techniques and approaches, AAC, regulating Sensory Process Disorder, Sensory Motor disorder, enabling Total Communication, Behaviour Management, Orientation & Mobility.

3.3.   Specialised support towards pain identification and management based on observing non-verbal cues such as changes in behaviour, facial expressions, body language, or physiological signs like increased heart rate or breathing patterns.

3.4.   Nature and methods of Emergency Care Plans and Individualised Health Care Plans – seizure, choking/foreign body airway obstruction, bleeding, falls.

3.5.   Multipronged approaches to enable abuse prevention and intervention for children with severe support needs across home and community settings.

Unit 4: Enabling Competencies of the Caregiver

4.1.   Knowledge, insight about the condition, acceptance, ability to identify types and kinds of supports needed to enable supported decision making, skills/ability to seek/search for information, advocate for access to benefits, schemes and ability to network/advocate through and with parent groups including advocating for their own child and for the sector too.

4.2. Understanding the family dynamics and enabling programme planning for individuals with intense support needs across various transitional stages.

4.3. Addressing common medical issues (back-care, prolapsed uterus) of the primary caregiver and health related issues promoting physical, cognitive and emotional well-being of self and family.

4.4. Identify and enable suitable referrals based on the nature of parental fatigue – psychological and mental health well-being and ways to enable self-care of caregivers of students with multiple disabilities.

4.5. Understanding Rights, mobilizing community resources, enabling Parents as Advocates on behalf of their children and engaging with parent networks.

Unit 5: Use of technology in Management of Severe Support Needs

5.1. Concept & Need of Assistive Devices for Persons with intense and/high support needs.

5.2. Define needs and access optimum support for management through integration of technology.

5.3. Assistive technology for communication- use of AAC and other devices; Assistive technology understanding emotions including low-tech emotion and improvement of social and cognitive skills.

5.4. Application of Technology-digital portfolio for learning with use of speech-generating devices, eye-gaze communication systems, and augmentative and alternative communication (AAC) devices.

5.5. Advantages/disadvantages/limitations of Assistive technology; advancements in assistive technology for students with multiple disabilities with high support needs (severe/profound intellectual impairment).

Suggested Coursework/Practicum
- Develop presentations about needs of persons with severe support needs to create positive awareness and appreciation amongst educators, other professionals and in general community.
- Develop a detailed learning profile for two different students with severe and multiple disabilities while ensuring different genders, ages and settings (special school, inclusive school, home) are represented.
- Develop a detailed report on meaningful intervention and communication with student with multiple disabilities
- Develop personal futures planning for a student with intense support needs or high support needs in consultation with the student and family.
- Develop a Personal Communication Passport for as non-verbal student.
- Develop a plan of action to facilitate mobility, barrier free access -across environments and supports in their everyday settings (e.g., inclusive school classroom, special school classroom, tuition or hobby class, home etc.)
- Develop a non-academic curriculum – ways to develop relationship skills to maintain healthy and rewarding relationships with diverse students and groups within the class
- Develop teaching aids for specific lesson plans or for ADL or writing tool.
- Develop a plan for a student or the caregiver for starting the process of advocating for their needs

Suggestive modes of transaction

Field-based experience, focus group discussion, Stories of life, sharing lived experience by person with disability or family members - siblings, Classroom discussions, Self-study, Field observations, and preparation of study reports. Reading of Vlogs or TED talks viewing where persons with disability share their experiences, Classroom presentations, discussion forums, observation, engaging in dialogue.

Suggestive modes of Assessment
Written test, classroom presentation, workshop, assignments, practicum, sessional and terminal semester examination.

Suggested Readings

Abbit, L. (2017). *The conscious caregiver: a mindful approach to caring for your loved one without losing yourself.* Adams Media.

Blacher, J. (Ed.) (1984) *Severely Handicapped Young Children and Other Families*: Research in Review Orlando: Academic Press Inc.

Brent, C. A. (2015). *The Caregiver's Companion.* Harlequin.

Carol Stock Kranowitz. (2011). The out-of-sync child: recognizing and coping with sensory processing disorder. Paw Prints.

Moon, M.S. et.al (1990) *Helping persons with severe mental retardation get and keep employment,* Baltimore, Brookes Publishing Co

Myreddi et al (2007) FACP PMR, Secunderabad: NIMH

Myreddi, V., et al. (2007). *Teaching Students with Profound Mental Retardation - A Guide for Teachers and Parents*, Secunderabad, NIMH.

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Orlove, F.P, Sobsey, D., Gilles, D.L.(2017). Educating Students with Severe and Multiple Disabilities A Collaborative Approach. New York: Paul H Brookes Publishing Co.

Ostlund, D (2015). Students with profound and multiple disabilities in education in Sweden: teaching organisation and modes of student participation. Research and Practice in Intellectual and Developmental Disabilities 2 (2):148-164.

Prizant, B. M. Uniquely Human: Updated and Expanded : A Different Way of Seeing Autism.; Simon & Schuster, Incorporated, 2022.

Perkins Activity and Resource Guide: A Handbook for Teachers and Parents of Students with Visual and Multiple Disabilities. Vol I and Vol II.

Rosenbaum, P. L., & Rosenbloom, L. (2012). Cerebral Palsy. Mac Keith Press.

Sense International India. (2014). Handbook on Deafblindness. Ahmedabad: Sense International India.

Sundari. S,. Bumblebee in the Balcony-Celebrating Life with Cerebral Palsy, Notion Press.

Suggested web readings

Family and community services (2014).
https://engage.dss.gov.au/wpcontent/uploads/2015/05/ATT-1-Leading-Clinical-Practice-and-Supporting-Individuals- withComp.pdf
https://www.thearc.org/
https://www.yourcpf.org/
Lombardi,P,. Multiple disabilities. (2015). https://granite.pressbooks.pub/understanding-andsupporting-learners-with-disabilities/chapter/multiple-disabilities/

http://www.parentcenterhub.org/multiple/

https://www.aclu.org/sites/default/files/field_document/faq_about_supported_decision_making.pdf

https://www.aclu.org/sites/default/files/field_document/faq_about_supported_decision_making.pdf

https://web.archive.org/web/20110614214114

/http://www.angelswithspecialneeds.org/monthly/severe-and-multiple-disabilities/

http://www.nsnet.org/start/severe.pdf

Rehabilitation Council of India ISITEP Middle Stage

Integrated Skills and Activity Participation

Course code: 2.10 h (MD)　　　　**Credits: 2**　　　　**Semester: 8**

About the course

Integrated Skills and Activity Participation (ISAP) is a collaborative and therapeutic approach that focuses on developing the skills and abilities of students with multiple disabilities, including intellectual, physical, sensory, and communication disabilities. The goal of ISAP is to promote independence, social and educational participation, and personal growth by integrating various skills and activities in a fun, functional and engaging way. The focus for student teachers to look at are ways to promote adaptive skills, social, cognitive and motor skills with appropriate supports for tasks and activities. The students with appropriate adaptive equipment and assistive technology - orthoses, prostheses, mobility and communication equipment will enable the student to participate in all activities both within and outside the classroom including the larger community around him/her. Expanding and integrating skills and activities for students pursuing vocational education will need both hard and soft skills with appropriate training that includes mobility and technology integrated activity participation tools to carry out tasks.

Learning Outcomes

On completion of this course, the student teacher will be able to:

- Recognise ways to support posture, positioning and wheeled mobility to promote functional abilities across all settings including mobility.
- Understand the importance of posture control for body awareness, muscle joint function and ergonomics of school environment furniture and work surfaces.
- Examine efficacy of gathering information from various sensory channels including the literacy media the student will use for reading and writing.
- Apply use of AAC to supplement or compensate for impairments in speech-language production and/or comprehension, including spoken and written modes of communication to support students with multiple disabilities.
- Practice strategies to promote sensory efficiency and maintain residual sensory abilities to promote optimal use of senses of the student to access the environment.

Course Content

Unit 1: Posture, Positioning, Mobility to promote activity participation

1.1　Essential elements and benefits of posture and posture control in students with multiple disabilities with focus on Student, Environment, Task and Tools (SETT).

1.2　State the goals and basic principles of good positioning to promote activity participation and expansion both at home and school activities.

1.3　List out the various equipment used for positioning across ages – Bolsters, Wedges, Pummels, bean bags, chairs with changeable seat and foot rest height.

1.4　Key considerations for use of standing frames- Prone standers, supine standers to promote activity participation, walking aids – Canes, Walkers and crutches.

1.5　State the types wheelchairs and key considerations for safe navigation of users of assisted wheelchair mobility across the environment and transfers from wheelchair. Varying levels of assistance including techniques of transfer from one surface to another including wheelchair ensure safety for all.

Unit: 2. Orthoses, Prostheses and school environmental considerations for students with physical impairment

2.1   State the benefits of orthoses and Types of orthoses – static, dynamic, postural support and for assisted ADL.

2.2   List the various lower limb orthoses and its benefits to support, align, prevent or correct deformities and improve function of lower limbs.

2.3   State the various types of upper limb orthoses to promote fine motor skills- wrist hand orthoses, thumb spica splint, dynamic finger extension splint, universal cuff, and customised orthoses.

2.4   School function assessment for readiness, for participation, task support and activity performance including focus on transitions within and across stages.

2.5   Appraise modes and strategies of collaboration and communication across and between educational team supporting students with physical, cognitive and sensory disabilities.

Unit 3: Methods and strategies of Learning Media Assessment

3.1   Overview of learning media assessment and essential goals of learning media assessment keeping in mind the nature and extent of sensory impairment.

3.2   Assess the types of media currently used by the student and its effectiveness and accessibility to meet the needs of the student (e.g., braille, large print, audio materials, sign language, captioned videos).

3.3   Identify the most effective media for the student (e.g., braille, large print, audio) and determine the preferred mode of communication (e.g., sign language, oral communication, or a combination).

3.4   Using the Learning Media Assessment to guide educational planning and use of conventional reading and writing instructional program.

3.5   Strategies to evaluate the effectiveness of various print media for students with low vision – regular print, regular print with low vision devices, large print, Braille, or audio materials to supplement one of the other methods for educational instructions.

Unit 4: Implementing Augmentative and Alternative Communication (AAC) for learners to promote communication

4.1   State an overview of the nature and scope of AAC- graphic mode communication (2 D or 3D to symbolise concepts or objects), sign language/sign systems and electronic communication.

4.2   State the key considerations involved in designing AAC (aided or unaided) through a collaborative approach – motor (scanning strategies), sensory and cognitive factors to enhance activity and participation.

4.3   List the various strategies to develop and promote communicative exchanges in early years by using AAC to meet basic functions of communication.

4.4   Organise educational integration of AAC users to promote interactive learning and engagement in the classrooms across ages and subject areas.

4.5   Role of responsive communication partners and intervenors to promote competency, opportunities, driving communication forward, and skill acquisition.

Unit 5: Sensory Efficiency - Training and stimulation of residual Auditory, Visual abilities and enhance optimising Tactile, Olfactory, Gustatory, Kinaesthetic Sense

5.1   Environmental factors that affect the effective usage of residual vision and hearing, ways to adapt the environment at home and school
5.2   Approach, Strategies and ways to facilitate functional usage of Olfactory, Gustatory, Kinaesthetic, vision and hearing
5.3   Setting up of sensory friendly classroom for children with dual sensory loss.
5.4   Aids, technology and accommodations to assist children with dual sensory loss across ages
5.5   Identification, Planning and Management of loss of residual vision and hearing (as an adult) and training caregivers in identifying needs, acceptance and ways to manage progressive conditions of the eye or hearing.

Suggested Coursework/Practicum
- Develop presentations about needs of persons most important list of aids and equipment a student with low vision needs for learning engagement.
- Develop a detailed learning profile for two different students with MD while ensuring different genders, ages and settings (special school, inclusive school, home) are represented and state the way they are utilising the residual vision to learn and navigate the environment.
- Develop a detailed report on meaningful intervention and communication with children with multiple disabilities using low tech or high tech for storytelling, using experience box.
- Develop personal futures planning for a student with multiple disabilities in consultation with the student and family.
- Develop a Personal Communication Passport for non-verbal student.
- Develop a plan of action in regard to mobility, barrier free access -across environments and supports in their everyday settings (e.g., inclusive school classroom, special school classroom, tuition or hobby class, home etc.)
- Develop an essay based on Communication Pyramid – and ways to engage students who are using AAC or using basic sign communication.
- Develop teaching aids for specific lesson plans or for ADL or writing tool.
- Develop a parent hand out or brochure with **FAQ** for parents who are hesitant to take the AAC option.

Suggestive modes of transaction
Field-based experience, focus group discussion, Stories of life, sharing lived experience by person with disability or family members - siblings, Classroom discussions, Self-study, Field observations, and preparation of study reports. Reading of Vlogs or TED talks viewing where persons with disability share their experiences, Classroom presentations, discussion forums, observation, engaging in dialogue.

Suggestive modes of assessment
Written test, classroom presentation, workshop, assignments, practicum, sessional and terminal semester examination.

Suggested Readings

Alant, E. (2017). *Augmentative and Alternative Communication*. Emerald Group Publishing Limited.

Best, S. J., Heller, K. W., & Bigge, J. L. (2005). *Teaching Individuals with Physical Or Multiple Disabilities*. Prentice Hall.

Chinnathurai, R. (2009). *Short Textbook of Prosthetics and Orthotics*. Jaypee Brothers Medical Publishers Pvt. Limited.

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Jacobs, J. (2018). *Core Words for Classroom & Home*. Blue Lake Publishing.

Jules, S. (2020). *What Will Happen to My Special Needs Child when I Am Gone.*

Koenig, A. J., & Holbrook, M. C. (1995). *Learning Media Assessment of Students with Visual Impairments*. Texas School for the Blind &.

Knott, Natalie Isaak. *Teaching Orientation and Mobility in the Schools: An Instructor's Companion*. (2002). American Foundation for the Blind,.

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Floyd, J. (2017, July 25).

Listening skills. Paths to Literacy. Retrieved from http://www.pathstoliteracy.org/blog/listening-skills

https://www.worksheetfun.com/category/mazes/

https://nwcommons.nwciowa.edu/cgi/viewcontent.cgi?article=1063&context=education_masters

https://inclusive.tki.org.nz/guides/speech-language-and-communication/support-augmentative-and-alternative-communication-aac-users/

https://tewhariki.tahurangi.education.govt.nz/te-k-rerorero---talking-together/5637169352.p

https://www.neurogen.in/assets/frontend/pdf/books/3-Disability-Book-English.pdf

Research Based Practices and Therapeutic Interventions for Supporting Learners with Specific Learning Disabilities

Course code: 2.10 i (SLD)   Credits: 2   Semester: 8

About the Course

This course will equip the student teachers with essential knowledge and skills to support students with specific learning disabilities (SLD) through research-based practices and interventions. The student teachers will gain an understanding of research and evidence-based educational strategies, and some illustrative programmes that have been found to be effective for addressing reading, writing, and mathematical challenges. Along with this, some input on specialized approaches for non-verbal learning disabilities is included. The present course also emphasizes the integration of occupational, speech and language, and art-based therapies within classroom settings, highlighting their importance and practical application. Additionally, the course provides strategies for creating a supportive school environment, including leadership roles, academic interventions, and collaborative support models. This course is tailored to address the understanding of student teachers and future professionals dedicated to enhancing the educational experiences of students with SLD.

Learning Outcomes

After completion of this course, student teachers will be able to:

- Differentiate between research-based, evidence-based, and non-evidence-based practices, and apply guidelines for selecting effective educational interventions for students with SLD
- Implement evidence-based reading, writing, and mathematics interventions tailored to the needs of students with verbal learning disabilities
- Design and apply strategies to develop visuospatial skills, executive functioning, and social skills in students with non-verbal learning disabilities
- Integrate occupational, speech and language, and art-based therapies into classroom settings effectively to support the holistic development of students with SLD
- Create and implement a comprehensive support system within schools

Course Content

Unit 1: Foundations of Research Based Practices and Interventions

1.1   Research-based practice: Definition, importance, and benefits
1.2   Difference between Research Based Practices, Evidence Based Practices, Non-evidence Based Practices
1.3   Science of Learning: cognitive processes involved in reading, writing and math
1.4   Neuroplasticity and learning: Impact of early intervention and educational interventions
1.5   Guidelines for selecting research-based practices and interventions

Unit 2: Interventions for Verbal Learning Disabilities

2.1   Verbal Learning Disabilities: Meaning
2.2   Science of Reading, Science of Writing, Science of Mathematics

2.3   Reading intervention and Programmes: Orton Gillingham, Wilson Reading system, Sonday System, Jolly Phonics, Sounds in Syllables, Alpha to Omega

2.4   Writing Intervention and Programmes: Orton Gillingham, Jolly Phonics, Word study, Handwriting without Tears

2.5   Mathematics Intervention and Programmes: ST Math, Do the Math, Touch Math, Math U See

Unit 3: Interventions for Non-Verbal Learning Disability

3.1   Non-Verbal Learning Disability: Meaning
3.2   Difference between NVLD, Autism Spectrum Disorder, Sensory Processing Disorders
3.3   Developing visuo-spatial skills and abstract thinking
3.4   Developing Executive Functioning skills, working memory, and cognitive flexibility
3.5   Developing Social skill: Using CASEL framework, PEERS programme

Unit 4: Therapies to Support Students with SLD in a Classroom

4.1   Need, importance, and scope of therapies for students with SLD
4.2   Occupational Therapy: Meaning, Therapeutic Modalities and activities
4.3   Speech and Language Therapy: Meaning, Interventions, and activities
4.4   Art Based Therapies: Meaning, Scope, Modalities, Activities
4.5   Integration of above therapies in classroom

Unit 5: School and Classroom Supports for SLD

5.1   School Leadership as support: Guidelines to enhance support
5.2   School teachers: Use of academic interventions – Explicit Teaching, Gradual Release of Responsibility Model, Self-Regulated Strategy Development Model, Scaffolding
5.3   School staff as a community support
5.4   School Infrastructure and Technology Support; SETT Framework for appropriate need determination of Assistive Technology Needs
5.5   Stakeholder Collaboration: Nature, Purpose, and Models

Suggestive Practicum

- Conduct literature review on research and evidence-based practices, and submit a detailed reflection for evaluation
- Analyse case studies, recommend interventions, and submit written analyses evaluated on appropriateness and effectiveness
- Develop, teach, and evaluate lessons on any 3 areas of interventions
- Conduct a survey to understand the status and nature of collaboration in school
- Conduct a mock meeting and role-playing various stakeholders to experience collaborative practices for supporting a student with SLD, and submit a meeting summary
- Create charts for science of learning, science of reading, science of writing, science of maths frameworks
- Develop lesson plans to demonstrate the integration of various therapies in classroom teaching

Suggested modes of transactions

Rehabilitation Council of India ISITEP Middle Stage

Lecture, discussions, demonstrations, hands on training, classroom presentation, workshops, assignments

Suggestive modes of assessment
Written test, classroom presentation, workshop, assignments, practicum, sessional and terminal semester examination.

Suggested Readings

Alnahdi, G. H. (2015). Assistive technology in special education and the universal design for learning. Turkish Online Journal of Educational Technology, 14(3), 18-23.

American Psychological Association. (2020). Publication manual of the American Psychological Association (7th ed.). Washington, DC: Author.

Arya, N. (2019). Understanding Dyslexia in India: Policy and Practice. Journal of Indian Education, 45(1), 1-18.

Berninger, V. W., & Richards, T. L. (2020). Inter-relationships among behavioral markers, genes, brain, and treatment in dyslexia and dysgraphia. In R. E. Tremblay, M. Boivin, & R. DeV. Peters (Eds.), Encyclopedia on Early Childhood Development. Centre of Excellence for Early Childhood Development.

Brady, S. A. (2011). Efficacy of phonics teaching for reading outcomes Indications from post-NRP research. In S. A. Brady, D. Braze, & C. A. Fowler (Eds.), Explaining individual differences in reading: Theory and evidence (pp. 69-96). Psychology Press.

Chacko, I., & Kapur, M. (2018). Understanding learning disabilities: Issues, trends and challenges in the Indian context. Disabilities and Impairments, 32(2), 121-135.

Council for Exceptional Children. (2020). High-leverage practices in special education. Council for Exceptional Children.

Graham, S., & Harris, K. R. (2018). Evidence-based practices in writing. In K. R. Harris, S. Graham, T. Urdan (Eds.), APA educational psychology handbook, Vol. 3: Application to learning and teaching (pp. 457-476). American Psychological Association.

Hallahan, D. P., Kauffman, J. M., & Pullen, P. C. (2020). Exceptional learners: An introduction to special education (14th ed.). Pearson.

Karanth, P. (2018). Learning Disabilities in India: Will the Government's Initiatives Lead to a Change? Indian Journal of Clinical Psychology, 45(1), 1-8.

Lerner, J. W., & Johns, B. H. (2015). Learning disabilities and related disabilities: Strategies for success (13th ed.). Cengage Learning.

Mather, N., & Wendling, B. J. (2011). Essentials of dyslexia assessment and intervention. Wiley.

Ministry of Human Resource Development. (2019). Inclusive education of children with disabilities. Government of India. Retrieved from https://mhrd.gov.in/sites/upload_files/mhrd/files/inclusive-education.pdf

National Center for Learning Disabilities. (2019). The state of learning disabilities: Understanding the 1 in 5. National Center for Learning Disabilities.

Poonam, R., & Agarwal, R. (2017). Assistive technology for children with learning disabilities: Indian perspective. Indian Journal of Educational Technology, 39(2), 100-115.

Reddy, L. A., & Newman, E. (2009). School-based mental health interventions for children with ADHD. Clinical Child and Family Psychology Review, 12(3), 219-235.

Sharma, U., & Das, A. K. (2015). Inclusive education in India: Past, present and future. Support for Learning, 30(1), 55-68.

Torgesen, J. K. (2004). Preventing early reading failure and its devastating downward spiral: The evidence for early intervention. American Educator, 28(3), 6-19.

Online Resources

https://files.eric.ed.gov/fulltext/ED498501.pdf
https://my.vanderbilt.edu/spedteacherresources/what-are-evidence-based-practices/
https://scholarworks.uni.edu/cgi/viewcontent.cgi?article=3251&context=grp
https://www.deansforimpact.org/files/assets/thescienceoflearning.pdf
https://www.education.ne.gov/wp-content/uploads/2024/02/INFOGRAPHIC-Evidence-Based-Practices-in-Special-Education-NDE-2024.pdf
https://www.ldatschool.ca/assistive-technology/
https://www.mheducation.com/prek-12/explore/science-of-literacy/science-of-writing.html
https://www.researchgate.net/publication/355201178_Evidence-Based_Practices_for_Special_Education_Teachers_A_Review_of_Current_Literature
https://www.sciencedirect.com/science/article/abs/pii/S0742051X06001053
https://www.thescienceofmath.com/#:~:text=policy%20and%20practice.-,What%20is%20the%20Science%20of%20Math%3F,about%20how%20students%20learn%20math.

Rehabilitation Council of India ISITEP Middle Stage

Education of Learners with Visual Impairment from Past to Present

Course Code: 2.10 j* (VI)   Credits: 2   Semester: 8

* This Course is aimed for developing competencies in cross-disability. It is to be opted by students pursuing ISITEP with disability specialization other than visual impairment.

About the Course
The road map of education of learners with visual impairment from the past to present has undergone a lot of challenges and changes. The historical perspectives of education of children with impairment will give insight to the student trainees to acquire knowledge on the evolving various service delivery options of children with visual impairment. This course provides student trainees the understanding of the structure and functions of the eye, types of refractive errors, common eye disorders, the implications of visual impairment, and the identification and assessment of needs of children with visual impairment. This course will give insight on the importance of Expanded Core Curriculum and various teaching strategies relevant for the children with visual impairment.

Learning Outcomes
After completing the course, student-teachers will be able to
- Describe the process of seeing and analyse the implications of visual impairment.
- Explain historical perspectives of education of children with visual impairment
- Demonstrate skills of identification and assessment of children with visual impairments.
- Describe the specific interventions and teaching strategies for students with visual impairment.
- Explain the relevance and components of Expanded Core Curriculum for children with visual impairment

Course Content
Unit 1: Visual Impairment and Implications of Visual Impairment

1.1   Process of seeing, visual acuity, visual field; contrast sensitivity
1.2   Concept and Definitions of Blindness and Low Vision (WHO & RPwD Act, 2016)
1.3   Development of vision in a child (from birth); Common Eye Disorders
1.4   Implications of Visual Impairment: Psycho-social & Educational
1.5   Effect of visual impairment on growth and development: Physical, Motor, Language, Socio-emotional, and Cognitive development

Unit 2: History of Education for Visually Impaired and Development of Tactile Systems of Reading

2.1   History of education of visually impaired: Global Perspectives
2.2   History of education of visually impaired in India: Pre-independence and post-independence period
2.3   History of tactile modes for education for children with visual impairment (Pre-Braille period)
2.4   Development of Braille; Standardization of Bharti Braille
2.5   Evolution of Braille writing devices

Unit 3: Identification and Assessment of Visual Impairment

Rehabilitation Council of India ISITEP Middle Stage

3.1   Identification of Visual Impairment: Concept & tools
3.2   Clinical assessment of vision
3.3   Functional assessment of vision
3.4   Understanding needs of students with visual impairment
3.5   Understanding Need for Adapted Teaching Methods, Approaches, Strategies & Techniques

Unit 4: Expanded Core Curriculum for Students with Visual Impairment

4.1   Concept of Expanded Core Curriculum (ECC)
4.2   Components of ECC
4.3   Compensatory academic skills: Techniques for Braille Reading and Writing
4.4   Standard English Braille and Bharti Braille (Hindi/Regional Languages)
4.5   Orientation and mobility; Independent living skills

Unit 5: Introduction to Interventions and Adapted Teaching Strategies

5.1   Enriched teaching for concept development: Converting visual concepts into accessible experiences; Mediated teaching-learning
5.2   Functional Academic Skills: Reading, Writing, Arithmetic, Listening, Spatial Awareness and Organizational Skills
5.3   Reasonable accommodation and curricular adaptations with specific concerns of students with visual impairments.
5.4   Assistive technologies for children with visual impairment
5.5   Intervention strategies for Children with low vision and multiple disabilities with visual impairment (MDVI)

Suggested Coursework/Practicum

- Present a seminar on the implications of visual impairment on the personality of the visually impaired.
- Use checklists prepared by national-level organizations (NCERT, NIEPVD or others) for the identification of vision-related problems.
- Prepare material on awareness about causes and prevention of visual impairment.
- Prepare teaching learning material relevant for children with visual impairment.

Suggested modes of transaction

Presentation, discussion, workshop, Assignment(s), Group/Individual work, Project(s) , Field Experience, Lecture-cum-Demonstration

Suggested modes of assessment

Individual and group projects, Periodic class tests and assignments, Group discussions, Submission of reflective essays, class tests, credit to be given to the students for their efforts and participation.

Suggested Readings

Rehabilitation Council of India ISITEP Middle Stage

Barraga, N. C. (1980). Sequences of Visual Development. University of Texas, Austin.

Bhan, S., & Swarup, S. (2010). Functional Skills Inventory for the Blind. National Association for the Blind. Mumbai.

Bhandari, R., & Narayan J. (2009).Creating learning opportunities: a step-by-step guide to teaching students with vision impairment and additional disabilities, including deafblindness. India: Voice and vision.

Holbrook, M. C., & Koenig, A. J. (2000). Foundations of Education, Vol I: History and Theory of Teaching Children and Youths with Visual Impairments. AFB Press, New York.

Hyvarinen, L., & Jacob N. (2011).What and how does this child see: assessment of visual functioning for development and learning. Vistest Ltd., Finland.

Kumar, P. (2018). Alp Drishti Bachhe (Hindi). Delhi: S R Publishing House

Kundu, C.L. (2000). Status of Disability in India. RCI, New Delhi.

Leat, S.J., Shute R.H., & Westall, C.A. (1999). Assessing children's vision: A handbook. Butterworth-Heinemann, Oxford.

Mani, M.N.G. (1992). Concept development of blind children. SRK Vidyalaya, Coimbatore.

Mani, M.N.G. (2001). Reading Preference Test (REPT) for Children with Low Vision. Coimbatore: International Human Resource Development Centre for the Disabled.

Mukhopadhyay, S., Mani, M.N.G., RoyChoudary, M., & Jangira, N.K. (1988). Source Book for Training Teachers of Visually Impaired. NCERT, New Delhi.

National Institute for the Visually Handicapped (1990). Handbook for Teachers of the Blind. NIVH, Dehradun.

NIEPVD (2020). *Effective Schools for Students with Visual Disabilities (Quality Indicators and Parameters)*. NIVH Dehradun. Retrieved online on 22/11/2023 from https://nivh.gov.in/pdfdoc/qualityindicators.pdf

NIEPVD (2022). Expanded Core Curriculum (Hindi) Vistarit Mool Pathchariya. National Institute for the Empowerment of Persons with Visual Disabilities. Available at https://nivh.gov.in/?page_id=7391

NIEPVD (2023). Screening Checklist for Vision Difficulties in Students . National Institute for the Empowerment of Persons with Visual Disabilities. Available at https://nivh.gov.in/?page_id=7391

NIEPVD (2016). Visual Disability: A Resource Book for Teachers. Vo. 1. National Institute for the Empowerment of Persons with Visual Disabilities, Dehradun

NIEPVD (2016). Visual Disability: A Resource Book for Teachers. Vo. 2. National Institute for the Empowerment of Persons with Visual Disabilities, Dehradun

Warren, D.H. (1983). Blindness and Early Childhood Development. AFB Press. New York.

Punani, B., & Rawal, N. (1993). Handbook: Visual Impairment. Ashish Publishing House, New Delhi.

3.0 DISCIPLINARY /INTERDISCIPLINARY COURSES

This consists of 64 credit courses. Courses to be adopted/offered by the University/ Institution concerned in line with regular Year Undergraduate Programme - FYUP within prescribed credits as outlined in the Curriculum Framework

Rehabilitation Council of India ISITEP Middle Stage

3.0 DISCIPLINARY /INTERDISCIPLINARY COURSES

This consists of 64 credit courses. Courses to be adopted/offered by the University/ Institution concerned in line with regular Year Undergraduate Programme - FYUP within prescribed credits as outlined in the Curriculum Framework

4.0 Stage & Disability Specific Content cum-Pedagogy Courses
(16 Credits)

A student needs to complete 16 credits courses in this domain. This domain will lead to have disability specialization area and pedagogy specialization area of the student. Total of 04 Credits courses will be offered in disability-specific area and 12 credits in Pedagogy area as per the followings:

Code	Course Titles	Credits	Semester
4.3.1	Disability Specific Course I	2	3
4.3.2	Disability Specific Course II	2	3
4.3.3	Content Cum Pedagogy of Language- Hindi	2	4
4.3.4	Content Cum Pedagogy of Language- English	2	4
4.3.5	Content Cum Pedagogy of Mathematics	2	5
4.4.6	Content Cum Pedagogy of Science	2	5
4.4.7	Content Cum Pedagogy of Social Science	2	6
4.4.8	Content Cum Pedagogy of Vocational Education	2	6
	Total	**16**	

Please Note :

Component 4 consists of specialization papers, with two papers for each of the six disability areas (ASD, HI, ID, MD, SLD, and VI) labeled as 4.3.1 and 4.3.2.

The pedagogical papers, numbered 4.3.3 to 4.3.8, serve as the core pedagogical papers. For the common pedagogical papers, educators should use the introduction provided for each disability as a foundational scaffolding tool. This approach involves teaching the pedagogical papers by integrating the introductory content of each disability. The introduction serves as a contextual framework to support the adaptation and delivery of the common pedagogical papers. This ensures that the instructional strategies are tailored to address the specific needs and characteristics of each disability, thereby enhancing the effectiveness of teaching practices.

Rehabilitation Council of India ISITEP Middle Stage

Needs of Persons with Disability at the Middle Stage

Course Code: 4.3.1 ASD   **Credits: 02**   **Semester: 3**

About the Course:
This course provides a multidimensional perspective on understanding autism spectrum disorders. Autism is an invisible disability i.e., without any physical markers that can let others around them become aware of their disability, the difficulties they face and things that can be helpful. In the absence of a physical reminder, it is often hard to remember that autistic people have their unique challenges, needs and learning styles. The course is designed to help the learners acquire knowledge and skills to understand autistic individuals, their learning styles, and the infrastructural, systemic and attitudinal barriers that come with having an invisible disability and its impact on their learning. The course will also talk about the different assessments that facilitate understanding the unique characteristics of each person across the spectrum of autism. Finally, this course will introduce the learners to pivotal strategies, that facilitate learning in autistic individuals and also others as well. Since autism is a lifelong condition, understanding needs across the lifespan will help the learners be aware of the long-term needs of autistic people while deciding goals, adaptations, and teaching in the present.

Learning Outcomes:
After completing the course learners shall
- Demonstrate an understanding and appreciation of the culture and spectrum of autism
- Identify and use the right tools to assess the different needs of the child
- Understand the application of various assessment procedures
- Recognise and implement environmental, attitudinal and teaching facilitators based on the learning styles of early learners.
- Learn essential skills required to support autistic people and their families.

Course Content
Unit 1: Introduction to Autism Spectrum Disorders

1.1   Autism Spectrum Disorder: Historical perspectives, shift to neurodiversity, and the impact of invisible disabilities on identification and interventions
1.2   Understanding ASD from DSM, ICD, ICF and the neurodiversity paradigm
1.3   Understanding theoretical perspectives: Theory of Mind, Central Coherence Theory, Executive Function Theory, Double Empathy Problem, Polyvagal Theory, Monotropism, Sensory Perception Theory
1.4   Understanding learning styles and principles of teaching: spectrum condition, uneven skill profile, context-based, concept-based teaching vs rote learning, concrete learning, literal learning and need for generalisation training
1.5   Role of therapies (e.g., speech-language therapy, use of AACs, sensory and occupational therapy, behavioural and developmental approaches (e.g., TEACCH, social stories, ABA, VBA, etc.), medication and alternative therapies)

Unit 2: Assessments and Evaluations

2.1 Assessments and evaluations: Concept, types, benefits and limitations, and role of intersectionality (e.g., cultural context, age gender, socio-economics, abilities, related conditions)

2.2 Tools for screening and diagnosis: Application and types of tests and measures (observation-based/parent report, self-report measures, e.g., (e.g., MCHAT-R/F, ISAA, AIIMS Modified INDT-ASD, CARS-2, ADOS-2, ADI-R, RAADS-R, SRS-2)

2.3 Tools for Assessments:
- Developmental (e.g., Child Developmental Screening),
- Speech, language and communication (e.g., ABLLS, identify appropriate AACs with speaking and non-speaking autistic individuals, use of textured symbols, manual signs, lexigrams/logos, line drawings, photographs, miniatures, part/whole objects);
- Adaptive, Functional and Cognitive Skills (Portage Guide, Upanayan, VABS 3; VB-MAPP, TTAP, AFLS, WISC, MISIC, Binet-Kamath, Raven's Progressive Matrices, Seguin Form Board, Bhatia Battery of Tests)
- Educational and program planning (e.g., PEP-R; A-PEP; FACP; EACCID, ABLLS, BASIC-MR, and BASAL-MR)

2.4 Related conditions:
- Motor and sensory conditions,
- Developmental conditions (ID, LD, hyperlexia, semantic pragmatic disorder, non-verbal learning disability),
- Neurological conditions (Seizures, ADHD, Tourette's Syndrome),
- Physical and mental health (e.g., Autoimmune, gut-related conditions, depression, anxiety, OCD, Masking and camouflaging, bullying and abuse)

2.5 Certification, legal support and schemes for persons with ASD

Unit 3: Assessment of Family and Community Support

3.1 Understanding the child and family context and resources that impact the needs and intervention (e.g., geographical and socio-cultural setting, socioeconomic status, literacy and language levels, access to resources and services, cultural practices, attitudes and values, role of immediate and extended family members, presence of disabilities within the family; professional and community support available

3.2 Collaborations with multidisciplinary teams and support groups and access to continuous and periodic assessment and programme planning

3.3 Additional resources required (e.g., tuition, choice of academic subjects, plan for higher education, vocational, work and employment, access to legal provisions)

3.4 Key components of Individualised Family Support Plan (IFSP) and steps to develop IFSP

3.5 Observations, record keeping and documentation

Unit 4: Assessment for Educational Planning and Teaching

4.1 Concept, purpose, scope and significance of assessments

4.2 Assessment for educational planning and intervention: Formal and informal assessments, clinical assessment, entry-level, formative and summative assessments, use of Norm-referenced (NRT) and Criterion-referenced tests (CRT), Curriculum-based assessment and Developmental Checklists for assessment and programming

4.3 Considerations during assessments (e.g., cultural and contextual adaptations, infrastructure and environment, the role of family members, observations across multiple settings such as school, home, and community etc)

4.4 Considerations for educational planning and interventions (differences in autistic learning styles, interests, strengths, skills and needs profile, context-based, need for

generalisation training, child profile, sensory profile, socio-cultural background, infrastructure, TLMs and environment etc.)

4.5 Consolidating information, documentation, report writing, referrals, and collaborations for continued support in the future: (e.g., further education, access to certification, legal support and provisions etc.)

Unit 5: Building Personal Competency to Support Autistic Students and their Families

5.1 Understanding and appreciating neurodiversity and intersectionality
5.2 Learning from autistic advocates and their families about their emotions, goals, positive experiences, challenges, needs and helpful supports (e.g., include perspectives from parents, extended family members, siblings, and also from autistic self-advocates about living with people without autism)
5.3 Skills necessary in educating families (e.g., updated knowledge, neurodiversity-affirming approach, access to local resources and multidisciplinary team, awareness of inherent personal attitudinal barriers, ableism, deficit-based approach etc.)
5.4 Skills necessary in counselling (e.g., non-judgemental, unconditional acceptance, active listening, being non-directive, empathy, paraphrasing and reflecting etc.
5.5 Awareness of autism and/or co-occurring disabilities in parents or other family members and building support accordingly

Suggested Coursework/Practicum:
• Attend talks and webinars conducted by autistic self-advocates and their family members to understand their perspectives about autism.
• Develop presentations about autism, differences and neurodiversity to create positive awareness and appreciation amongst educators, other professionals and in general community.
• Develop a detailed learning profile for three different persons with ASD while ensuring different genders, ages and settings (special school, inclusive school, home) are represented.
• Develop a plan to make autism-friendly environments and supports in their everyday settings (e.g., inclusive school classroom, special school classroom, tuition or hobby class, home etc.)

Suggestive Mode of Transaction:
Learners are encouraged to critically review all materials
• Observations
• Demonstrations
• Hands-on experiences
• Field visits
• Audio-video and multimedia resources
• Lectures and discussions
• Presentations and projects
• Workshops and seminars
• Online resources
• Self-study

Suggestive Assessment:
• Coursework practicum

- Written assignments and essays
- Individual and group projects
- Classroom presentations
- Sessional and Terminal semester examinations (as per UGC norms)

Suggestive Reading Materials:

Books

Achenbach, T. M., Rescorla, L.A. (2001). Child Behaviour Checklist (CBCL). https://aseba.org/wp-content/uploads/2019/02/schoolagecbcl.pdf

American Psychiatric Association. (2022). Diagnostic and statistical manual of mental disorders (5th ed., text rev.). https://doi.org/10.1176/appi.books.9780890425787

Anderson, S. R., Jablonski, A. L., Thomeer, M. L., & Knapp, V. M. (2007). Self-help Skills for People with Autism: A Systematic Teaching Approach. United States: Woodbine House.

Arya, S., Rao, L.G., Jayaram, M. & Deshpande, S.N. (2009). Indian Scale for Assessment of Autism (ISAA). National Institute for the Mentally Handicapped, Secunderabad.

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- Autism Community Network: https://www.autismnetworks.org/autism.html
- Autism Spectrum Disorders: https://www.opastpublishers.com/journal/autism-spectrum-disorders-open-access
- Journal of Autism and Developmental Disorders https://link.springer.com/journal/10803
- Research in Autism Spectrum Disorders: https://www.sciencedirect.com/journal/research-in-autism-spectrum-disorders
- Autism in Adulthood: https://home.liebertpub.com/publications/autism-in-adulthood/646

Online links

- https://www.ignouhelp.in/ignou-bed-study-material/
- http://autism-india.org
- https://www.donnawilliams.net/
- http://www.buildsomethingpositive.com/wenn/
- http://www.aspie.com/
- https://thegirlwiththecurlyhair.co.uk
- https://autisticnotweird.com
- https://Feelslikeautism.com
- https://kbrudraakshkb.wixsite.com/autism-advocacy
- https://barryprizant.com/
- https://out-of-sync-child.com/
- https://neuroclastic.com
- https://wrongplanet.net/
- https://thinkingautismguide.com/
- https://teacch.com/resources/
- http://www.autism-india.org/docs/Advocacy_Attachments_Autistic%20Spectrum%20Disorder%20A%20Guide%20for%20Paediatricians.pdf
- https://blog.stageslearning.com/blog/10-tips-for-teaching-young-children-with-autism-spectrum-disorder
- https://files.eric.ed.gov/fulltext/ED358637.pdf
- https://files.eric.ed.gov/fulltext/ED491496.pdf
- https://wac.colostate.edu/resources/teaching/guides/ld/
- - https://www.researchgate.net/publication/315515592_Curriculum_Approaches_and_Theories
- https://www.researchgate.net/publication/325088451_Curriculum_Design_and_Development

Rehabilitation Council of India ISITEP Middle Stage

- https://www.unom.ac.in/asc/Pdf/CURRICULUM%20DESIGN%20AND%20DEVEL OPMENT-1.pdf
- https://open.umn.edu/opentextbooks/textbooks/comprehensive-individualized-curriculum-and-instructional-design-curriculum-and-instruction-for-students-with-developmental-disabilities-autism-spectrum-disorders

Needs of Persons with Disability at the Middle Stage

Course Code: 4.3.2 ASD　　　　　**Credits: 02**　　　　　**Semester: 3**

About the Course:
This course equips the learner with an understanding of the approaches to curriculum development, its types and processes, acquiring knowledge and skills to adapt curriculum and learn strategies to teach students with autism. It prepares the learners to select and adapt teaching strategies as suited to the strengths and needs of children with ASD in different learning environments. Using appropriate teaching strategies can significantly impact the acquisition and development of skills in the long term. By the end of this course, learners will be familiar with the pivotal strategies, that promote skills necessary for overall development. This has the potential to enhance a child's ability to integrate and participate in educational and social settings leading to a more positive experience and well-rounded development. Since autism is a lifelong condition, understanding needs across the lifespan will help the learners be aware of the long-term needs of autistic people while deciding goals, adaptations, and teaching in the present.

Learning Outcomes:
After completing the course learners shall
* Understand and apply the concepts of curriculum designing, adaptation and evaluation, and the principles of universal design to meet the needs of autistic individuals.
* Apply the information collected from assessments done in planning, documenting and implementing an educational and life skills program.
* Design a holistic curriculum that focuses on developing pivotal skills, using positive strategies.
* Critically review strategies that facilitate the enhancement of learning in individuals with ASD and implement environmental, attitudinal and teaching facilitators based on the learning styles of autistic learners.
* Understand and facilitate the development of positive learning environments in school, at home and in the community.

Unit 1: Curriculum Development and Adaptation for Autistic Learners
1.1　Curriculum development: Types (e.g., core, support, collateral, co-curriculum, hidden); approaches and principles (e.g., developmental, functional, ecological, eclectic, school-based)
1.2　Curriculum designing (e.g., functioning level, age appropriateness, active vs. passive learning, holistic development, learning in natural and routine-based environments); adaptations for different settings (e.g., home-based settings, pre-schools, special and inclusive schools, in-person, online, blended, group, 1:1 settings) and curriculum transaction (e.g., person-centred, activity-centred)
1.3　UDL principles for content decisions (what student learns), process decisions (engaging students in); product decisions (student demonstration of learning); instructional and environmental design decisions (e.g., Infrastructure and physical environment, transport, information and communication, access to facilities, services etc.)
1.4　Components of IEP and IFSP (e.g., Family background, current level of functioning of the child, goals, task analysis, short-term objectives, teaching strategies, methods, materials and evaluation)

1.5   Integration of ICT in disability-inclusive services (e.g., assessments, curriculum development and adaptations, planning, preparation and implementation of IEP, lesson plans, TLMs, use of AACs and digital resources, report writing etc.) to promote independence across the lifespan

Unit 2: Teaching Methods, Techniques and Strategies
2.1   Principles of teaching (e.g., concrete, iconic, representational, symbolic) and stages of learning (e.g., acquisition, maintenance, fluency and generalization)
2.2   Addressing differing learning needs (visual learners, auditory learners, tactile, kinaesthetic learners, perspective-taking and executive functioning)
2.3   Identification and implementation of appropriate teaching strategies (e.g., concept-building, context-based learning, strength focus, sensory-friendly environmental adaptations; task analysis, prompting, fading, chaining, shaping, modelling etc.)
2.4   Addressing the hidden curriculum (e.g., awareness of expected but implicit rules, processes and procedures, social hierarchies and protocols)
2.5   Classroom management (team teaching, shadow teaching, peer engagement and cooperative learning) and adaptations to meet needs in different settings – individual, small group and large groups, home-based settings, special schools, inclusive schools; vocational and work settings, in-person, online, and blended learning

Unit 3: Academic and Non-Academic Skills
3.1   Need and use of AT for academic learning and evaluation (e.g., reading, writing - talking books, recorder, optical character recognition, speech recognition systems, alternative writing surfaces, pencil grips, podcasts, proofreading software, talking calculators, electronic worksheets, virtual manipulatives, fluidity software etc.)
3.2   Importance and use of AACs with speaking and non-speaking autistic students for communication and evaluation.
3.3   Teaching and application of academic concepts, perspective-taking skills and executive functioning skills (e.g., sticky notes, highlighter pens, or tapes, graphic/ digital organisers, calendars, labelling, to-do lists, timers)
3.4   Focus on emotional regulation self-advocacy skills and positive mental health (e.g., expressing needs and thoughts, asking for help, stress management etc.)
3.5   Focus on non-academic skills such as participation in co-curricular activities (e.g., adapted sports and games, interpersonal skills, conflict resolution, body awareness, privacy and sexuality, facilitating transitions across age, activities and environments, self-advocacy and asking for help, and emotional regulation)

Unit 4: Neurodiversity-Affirming Teaching Strategies
4.1   Using neurodiversity-affirming strategies (e.g., making it sensory-friendly, based on strengths, interests and motivation; creating predictability and facilitating expected and unexpected transitions using structure, visual supports, social stories, comic strips, task analysis etc.)
4.2   Development of person-focussed, environment, TLMs and teaching aids and evaluations (e.g., adaptive books, manipulatives, use of ICT and hands-on activities)
4.3   Addressing the hidden curriculum (e.g., awareness of expected but implicit rules, processes and procedures, social hierarchies and protocols)
4.4   Building agency, confidence and self-esteem (e.g., providing and respecting choices; incorporating interests, avoiding aversive techniques and punishment procedures)

4.5 Promoting a positive understanding of differences and neurodiversity to facilitate peer relationships inside and outside the classroom and creating an environment that promotes respect for all and minimises opportunities for bullying and abuse

Unit 5: Promoting Positive Behaviours
5.1 Teaching strategies that promote positive behaviour (e.g., using structure and visual supports, providing choices and control, predictable environments, using differentiated instructions)
5.2 Understanding the importance and benefits of self-stimulatory behaviours, sensory processing, focused interests and motivations
5.3 Understanding behaviours (Topography, communicative and non-communicative functions, differences in shutdowns, meltdowns and tantrums)
5.4 Role of internal (e.g., pain, hormones, sleep, health, and medication) and external factors (e.g., unpredictability, lack of clarity, sudden changes)
5.5 Limitations and negative impact of the use of aversive and punishment procedures

Suggested Coursework/Practicum:
- Develop a plan to make autism-friendly environments and supports in their everyday settings (e.g., inclusive school classroom, special school classroom, tuition or hobby class, home etc.)
- Develop a non-academic curriculum
- Develop teaching aids for specific lesson plans
- Develop a plan for an autistic person to begin the process of advocating for their needs

Suggested Mode of Transaction:
Learners are encouraged to critically review all materials
- Observations
- Demonstrations
- Hands-on experiences
- Field visits
- Audio-video and multimedia resources
- Lectures and discussions
- Presentations and projects
- Workshops and seminars
- Online resources
- Self-study

Suggested Assessment:
- Coursework practicum
- Written assignments and tests
- Individual and group projects
- Classroom presentations
- Sessional and Terminal semester examinations (as per UGC norms)

Suggested Readings:

Books:
Achenbach, T. M., Rescorla, L.A. (2001). Child Behaviour Checklist (CBCL). https://aseba.org/wp-content/uploads/2019/02/schoolagecbcl.pdf

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Zager, D., & Wehmeyer, M. L. (2019). Teaching Adolescents and Young Adults with Autism Spectrum Disorder: Curriculum Planning and Strategies. London: Routledge

Journals

- Autism Community Network: https://www.autismnetworks.org/autism.html
- Autism Spectrum Disorders: https://www.opastpublishers.com/journal/autism-spectrum-disorders-open-access
- Journal of Autism and Developmental Disorders https://link.springer.com/journal/10803
- Research in Autism Spec*trum Disorders: https://www.sciencedirect.com/journal/research-in-autism-spectrum-disorders
- Autism in Adulthood: https://home.liebertpub.com/publications/autism-in-adulthood/646

Online links

- https://www.ignouhelp.in/ignou-bed-study-material/
- http://autism-india.org
- https://www.donnawilliams.net/
- http://www.buildsomethingpositive.com/wenn/
- http://www.aspie.com/
- https://thegirlwiththecurlyhair.co.uk
- https://autisticnotweird.com
- https://Feelslikeautism.com
- https://kbrudraakshkb.wixsite.com/autism-advocacy
- https://barryprizant.com/
- https://out-of-sync-child.com/
- https://neuroclastic.com
- https://wrongplanet.net/
- https://thinkingautismguide.com/
- https://teacch.com/resources/
- http://www.autism-india.org/docs/Advocacy_Attachments_Autistic%20Spectrum%20Disorder%20A%20Guide%20for%20Paediatricians.pdf
- https://blog.stageslearning.com/blog/10-tips-for-teaching-young-children-with-autism-spectrum-disorder
- https://files.eric.ed.gov/fulltext/ED358637.pdf
- https://files.eric.ed.gov/fulltext/ED491496.pdf
- https://wac.colostate.edu/resources/teaching/guides/ld/

- https://www.researchgate.net/publication/315515592_Curriculum_Approaches_and_Theories
- https://www.researchgate.net/publication/325088451_Curriculum_Design_and_Development
- https://www.unom.ac.in/asc/Pdf/CURRICULUM%20DESIGN%20AND%20DEVELOPMENT-1.pdf

Hearing impairment: Assessment & Intervention Strategies at Middle level

Course Code: 4.3.1 (HI)   **Credits: 2**

Semester: 3

About the Course

The RPwD 2016 has listed 21 disabilities out of which hearing impairment is one of the disabilities which is hidden, meaning outwardly one cannot realise that a person is deaf or hard of hearing. However, when one communicates or starts teaching, one would realise that they have difficulty in language and communication which creates difficulty in literacy, academics, and socialization. By the time DHH students would have reached middle school level, they would have developed a fair level of academic achievement and would have established modes and methods of communication. These would have to be respected and supported so that the students could effectively acquire subject knowledge and get prepared for secondary educational stages. While undertaking subject-related content and pedagogy it will be beneficial to know the barriers that DHH students face so that suitable strategies could be devised. DHH students are heterogeneous. Some who have been early identified and intervened may prefer oral/aural mode and may use hearing devices. However, some others may prefer the manual mode using Indian Sign Language i.e. ISL. Hence information about all these has been provided in this course.

Learning Outcomes

After completing the course, student-teachers will
* Describe the various types of hearing loss and their impact
* Explain the interpretations of audiological evaluations and plan lessons taking into consideration the limitations of different types of hearing loss.
* Justify the issues of communication and language in DHH students.
* Explain the various aspects of speech intelligibility.
* Encourage peers and other school staff to learn and use ISL to communicate with DHH students.

Course content

Unit 1: Hearing, Hearing Loss, and Devices for Listening

1.1   Hearing loss and its impact. Classification of hearing loss. Deaf vs. Hard of hearing (D vs. HH).

1.2   Audiological assessments and its benefits. Behavioural and physiological tests; interpretation of audiological information for education.

1.3   Aided and unaided audiograms, speech spectrum, and its applications. Orientation to auditory processing of speech and impact of its disorders.

1.4   Hearing vs. listening. Optimising the use of hearing devices for listening and communication. Dos and don'ts. Care and maintenance, current advanced hearing aids, cochlear implants, and its maintenance.

1.5   Optimising good acoustics in classrooms and other spaces such as laboratories and libraries. Strategies for enhancing listening of students at the middle school stage.

Rehabilitation Council of India ISITEP Middle Stage

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Unit 2: Impact of hearing impairment on communication & language

2.1 Communication; meaning and requisites. Language as a means of communication. Modes and methods of communication. Oral-aural/spoken, Manual using ISL, Bilingualism, and Total communication.

2.2 Language and communication and its complementarities. Receptive and expressive forms of language. Key components of language: semantics, phonetics, morphology, syntax, discourse, pragmatics, and orthography.

2.3 Language deprivation; meaning, causes. The impact of language deprivation during early years leads to difficulties in learning at the middle stage. Developing functional language and communication skills and ways for developing abstract thinking at the middle stage.

2.4 Intrinsic (such as ease and preference, availability, and acceptance of hearing devices) and extrinsic factors (such as families with and without hearing loss, and early intervention) lead to diversity and heterogeneity in the middle stage.

2.5 Bridging the gaps of communication and language. Strategies for supporting preferred and established mode and method of communication of D&HH and their peer interaction with other students with and without hearing impairment at the middle school level.

Unit 3: Speech and its facilitation

3.1 Speech and Spoken Language. Pre-requisites for developing intelligible speech, processes of acquisition, and factors enhancing speech acquisition (such as speech perceptual abilities, use of devices, family support, and engagement).

3.2 Basics of articulation and phonology (active and passive articulators; classification of vowels and consonants). Strategies for providing opportunities for improving the speech of students at the middle school stage.

3.3 Segmental, non-segmental, and supra-segmental aspects of speech and its importance for speech and spoken language. Speech intelligibility and strategies for improvement of students at middle school stage.

3.4 Speech Reading vs. Speech Teaching. Barriers and facilitators for speech reading in D &HH. Approaches (Uni sensory and multisensory) to speech teaching.

3.5 Speech correction – Principles, strategies, and role of teachers at the middle stage in speech correction.

Unit 4: Educational bilingualism and use of ISL

4.1 Importance of sign language for DHH students. Facilitating the use of ISL as a first language (L1) in classrooms at the middle stage.

4.2 Developing a welcoming school environment for ISL. Dos and don'ts with respect to students using ISL. Facilitating the use of ISL for teaching school subjects to DHH students

4.3 Facilitating the learning of ISL amongst students without hearing impairment and other stakeholders in the school.

Rehabilitation Council of India ISITEP Middle Stage

4.4   Bilingual educational approach using ISL and written language for the education of DHH students; strategies, collaborative practices, and team-based strategies.

4.5   Components of ISL (hand shape, palm orientation, position of the hands, movement of the hands, and non-hand components such as the use of the face, facial expressions, or body posture). Facilitating assessments of students using ISL.

Unit 5: Educational Intervention and Assessment

5.1   Educational challenges of DHH students at the middle stage level. Handling language, literacy, and content knowledge of school subjects.

5.2   Factors affecting curricular and cross-curricular activities at middle stage level. Individualised and group teaching for language and literacy using natural, structural, and mixed approaches at the middle level.

5.3   Learning outcomes and competencies–based assessment at the middle school stage. Scaffolding and Gradual Release of Responsibility.

5.4   Types, tools, and techniques of assessment at the middle stage. Adaptations for students with hearing impairment at middle school stage.

5.5   Use of technology for assessment. Tracking student's progress and special interest inclinations towards specific curricular areas.

Suggested Coursework/Practicum

- Observe Audiological tests and their evaluation and develop a plan for optimum listening environment.
- Prepare a journal for speech assessment and activities for correcting speech errors and enhancing speech intelligibility
- Writing live observations and videos of teaching through ISL and oral-aural methods
- Lesson planning for teaching using ISL and oral methods for various school subjects
- Developing teacher-made tests and scaffolds for assessments.

Suggested Mode of Transaction

Activity-based, lecture cum discussion method, project approach, demonstration, language laboratory-based, experiential learning, group discussion.

Suggested Mode of Assessment

Assignments, Tests. Group discussions, Presentations, Videos in ISL, debates, and symposiums

Suggested Readings

Aggarwal, J. C. (2010). Principles, Methods, and Techniques of Teaching. Vikas Publishing House, New Delhi.

Beattie, R. G. (2001). Ethics in Deaf Education: The First Six Years. Academic Press Inc., New York.

Rehabilitation Council of India ISITEP Middle Stage

Bel, R. L., & Frisbie, D. A. (1991). Essentials of Educational Measurement (5th Ed). Prentice Hall Publication, New Jersey.

Boyle, J., & Fisher, S. (2007). Educational testing (A competence-based approach). BPS Blackwell Publication, Singapore.

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Easterbrooks, S. (2007). Helping Deaf and Hard of Hearing Students to Use Spoken Language: A Guide for Educators and Families. Corwin,

Estabrooks, W., (2006). Auditory-Verbal therapy and practice. Alexander Graham Bell Association for Deaf, Washington DC.

Finitzo-Hieber, T. (1981). Classroom Acoustics. In R. J. Roeser & M. P. Downs (Eds.) Auditory disorders in school children. Thieme-Stratton, New York.

Guralnick, M, J, (2005). The Developmental Systems Approach to Early Intervention. Brooks, London.

Jalvi, R, Nandurkar, A., & Bantwal, A. (2006). Introduction to Hearing Impairment. Kanishka Publication, New Delhi.

Jurs, S. G., & Wiersma, W. (1990). Educational Measurement and Testing (2nd ed). Allyn and Bacon, Boston.

Ling, D. (2002). Speech and the hearing-impaired child: Theory and practice. (2ndEd). Alexander Graham Bell Association for the Deaf. Washington, DC.

Linn, R. L., & Gronlund, N. E. (1995). Measurement and Assessment in Teaching. (7th ed). Prentice Hall Publication, New Jersey.

Livingston, S. (1997). Rethinking the Education of Deaf Students: Theory and Practice from a Teacher's Perspective. Heinemann, London.

Lynas, W. (1994). Communication Options in the Education of Deaf Children. Whurr Publishers Ltd, London.

Martin, F. N., & Clark, J. G. (2012). Introduction to Audiology (11th ed.). Pearson Education, Boston.

Mathew, S., & Misra, A. (2010). Knowledge based evaluation of students with hearing impairment. Journal of NCED, Vol 2(1), 26-33.

McMillan, J. H. (2001). Classroom assessment: Principles & practices for effective instruction (2nd Ed). Allyn & Bacon, Boston.

Mahendru, M. (2005). Activity Book for Language Development in Children with Hearing Impairment. Educare Publication, New Delhi.

Mahshie. S. N. (1995). Educating deaf children bilingually, Gallaudet University, Washington

Marschark, M. S., & Patricia, E. (2003). Oxford Handbook of Deaf Studies Language and Education. Oxford University Press, London.

Maxon, A., & Brackett, D. (1992). The Hearing-Impaired Child: Infancy through High School Years. Andover Medical Publishers. Boston.

McAnally, P. I., Rose, S., & Quigley, S. P. (1987). Language Learning practices with Deaf Children. A College-Hill Publication, San Diego.

Moores, D. F. (1997). Educating the deaf. Houghton Mifflin Company, Boston.

Nerbonne, M.A., & Schow, R. L. (2013). Introduction to Audiologic Rehabilitation. 6th ed. Pearson Education, Boston.

Northern, J. L., & Downs, M. P. (2002). Hearing in Children. (5th ed.). Lippincott Williams and Wilkins, Philadelphia.

Owens, R. E. (2012). Language development: An introduction. Pearson Education, Boston.

Paul, P. V., & Whitelaw, G. M. (2011). Hearing and Deafness: An Introduction for Health and Education Professionals. Jones and Bartlett Learning, Boston.

Patel, R. N. (1985). Educational Evaluation. Himalaya Publication, Bombay.

Poham, J. W. (1993). Educational Evaluation. Prentice Hall, New Jersey.

Powell, F., Finitzo-Hieber, T., Friel-Patti, S., & Henderson, D. (1985). Education of the Hearing-Impaired Child. Taylor and Francis Ltd., San Diego.

Quigley, S., & Paul, P. (1984). Language and Deafness. College–Hill Press Inc., California.

Research Briefs by VL2 https://vl2.gallaudet.edu/research-briefs Resources by LEAD -K

Rhoades, E., & Duncan, J. (2010). Auditory-verbal practice: Toward a family centered approach. Charles C. Thomas, Springfield: Illinois.

Singh, B. (2004). Modern educational Measurement and Evaluation System, Anmol Publication, New Delhi.

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

Status of Disability in India. (2007). Hearing Impairment and Deaf-blindness. Rehabilitation Council of India, New Delhi.

Schirmer, B. R. (2001). Psychological, Social and Educational Dimensions of Deafness. Allyn and Bacon, Boston.

UNICEF. (2006). New Trends in Development Evaluation. Retrieved from http://www.unicef.org/ceecis/new_trends_dev_evaluation.pdf

VanRiper, C., & von Emerick, L. (1984). Speech correction – An introduction to speech pathology and audiology. 7th Ed. Englewood Cliffs Prentice Hall Inc. NJ.

Vasishta, M., & Ahuja, G. (2023). Introduction to education of deaf & hard of hearing children. New Delhi: Kanishka Publisher.

VCSL Checklist: https://vl2.gallaudet.edu/visual-communication-and-sign-language

Pedagogical Supports for Education of Students with Hearing Impairment at Middle stage

Course Code: 4.3.2 (HI)   Credits: 02   Semester: 3

About the Course

The purpose of schools as formal educational institutions is the achievement of valuable knowledge, capacities, values, and dispositions by their students. Towards this, the students especially those with disabilities must be aptly supported. Hence this course on pedagogical supports for education is designed to facilitate the education of students who are hearing impaired also referred to as Deaf & Hard of Hearing (D&HH) students. The course will help the student teachers to understand the various barriers in education at the middle stage so that they can be mitigated to create a conducive environment. Supports by way of bilingual education, curricular adaptations, and family support for D&HH students are covered along with technology for education. The course has a unit specifically covering literacy skills its development and remediation at middle school. Family as support forms an essential requirement for further independent learning and for pursuing secondary and further education of students with hearing impairment, hence a unit on it has been included.

Learning Outcomes

After completion of this course, student teachers will be able to

- Explain the various barriers experienced by DHH students and the means to create a supportive conducive school environment
- Describe the details of the bilingual approach in learning, assessment, and developing self-identity
- Describe the importance of family support for education as well as ways to enhance literacy skills for supporting academic skills
- Demonstrate knowledge and use of technology for facilitating learning of DHH students
- Undertake various steps of curricular adaptations and UDL

Course Content
Unit 1: Barrier-free environment for education at the middle school level

1.1   Educational challenges of students with hearing impairment. Attitudinal barriers and stereotypes, self-concept, and self-efficacy for overcoming barriers
1.2   Noise-free instructional environment. Means to reduce reverberations, infrastructure, fixtures, and furniture causing the noise. Ways to handle noise reduction and classroom arrangements of semicircular, round, L, or U shaped
1.3   Installing signages, symbolic representations, directions, descriptors, and labels in classrooms, assembly halls, laboratories, libraries, and other spaces

Rehabilitation Council of India ISITEP Middle Stage

1.4   Creating an ISL-rich and fluent environment with ISL training for the peers, teachers, and school staff for communication and teaching-learning

1.5   Amplification devices, individual and group amplification. Advanced hearing aids, cochlear implants, and their maintenance

Unit 2: Supports for bilingual approach at the middle stage

2.1   Principles of bilingual and bimodal education
2.2   Supporting social and emotional development. Supporting buddy systems.
2.3   Holistic assessment strategies using bilingual approach
2.4   Integration of positive Deaf identity and Deaf culture
2.5   Teaching strategies using a bilingual approach. Accessible e-content and resources. ISL in social media.

Unit 3: Enhancing literacy skills at the middle stage

3.1   Understanding reading, its requisites and components. Reading challenges and remedial reading strategies in D&HH students at middle school level.
3.2   Reading as a cognitive process. Type of texts at middle level textbooks. Struggles and ways to overcome issues of students with hearing impairment
3.3   Strategies for enhancing reading comprehension; use of background information, reading between lines, inferring, questioning, searching-selecting, summarizing, visualizing-organizing, making connections, Inferencing, synthesizing
3.4   Adaptations of texts to facilitate reading and understanding the content
3.5   Writing process and struggles in planning, drafting, evaluating, revisiting, and editing. Creative writing strategies; mind-mapping, outlining, and researching.

Unit 4: Use of technology for facilitating learning at the middle stage

4.1   Technology products for educational purposes: Listening (Induction loop/FM/IR), Visual (speech-to-text, text-to-speech) Audio-Visual (computer-based learning & self-learning packages, Multimedia).
4.2   Technology-Based Educational Services: Online learning, Web-based learning, Computer-assisted Learning, Video remote interpreting, C-Print technology, Open, Closed, and real-time Captioning.
4.3   ICT and education of children with Hearing Impairment: Planning, Implementation & Evaluation of teaching-learning.
4.4   Web-based technology for ISL, sign-to-text, and text-to-sign technology, and closed captioning.
4.5   UDL for education at the middle level

Unit 5: Family involvement, support, and partnership

5.1   Building parents' confidence and trust for the education of DHH students
5.2   Encouraging family participation and partnerships in the education of DHH students

Rehabilitation Council of India ISITEP Middle Stage

5.3   Educating the family for accountability, advocacy, and entitlements of services, aids, and appliances.

5.4   Sensitising the families in their role in enhancing language and literacy and for optional subjects

5.5   Family's role in facilitating and supporting inclusive education and inclusive community development

Suggested Coursework/Practicum

- Conducting orientation programs for a barrier-free environment for D&HH students
- Planning lessons based on UDL and ICT
- Workshops on remedial teaching and reading techniques for D&HH students
- Activities for family engagement, partnerships for facilitating education of DHH students

Suggested modes of transaction

Activity-based, lecture cum discussion method, project approach, demonstration, language laboratory-based, experiential learning, group discussion.

Suggested modes of assessment

Classroom presentation, assignments, workshop, practicum, written test, participation, and term-end exams.

Suggested Readings:

Beazley, S., & Moore, M. (2005). Deaf children their families and professionals dismantling barriers. David Fulton Publishers, London.

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

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

Corter, M. (1966). Deaf transactions: Deaf families, deaf communities, and deaf identities. Jessica Kingsley Publishers, London.

Culliman, B. E. (2000). Read to Me: Raising Kids Who Love to Read. Scholastic, New York.

Dunst, C., Trivette. C., & Deal. A. (1996). Enabling & empowering families. Principles & guidelines for practice. Brookline Books, Cambridge.

Evans, L., (2002). Total Communication: Structure and Strategy, (1st ed.)., Washington. Gallaudet Colleges Press.

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

Hartman MC, Smolen ER, Powell B. (2023), Curriculum and Instruction for Deaf and Hard of Hearing Students: Evidence from the Past—Considerations for the Future. *Education Sciences*.; 13(6):533. https://doi.org/10.3390/educsci13060533

Johnson, C.D., &Seaton, J.B. (2020). Educational Audiology Handbook. San Diego: Plural Publishing

Katz, J. (2014). Handbook of Clinical Audiology. Philadelphia: Lippincott Williams & Wilkins.

Kusuma, A., G., Reddy, G. L., & Ramar, R. (2010). Hearing Impairment: An Educational Consideration. New Delhi: Discovery Publishing House Pvt. Ltd.

Lane, H. L., & Hoffmeister, R. (Eds.). (1998). *A world of language: Deafness and sign language*. Black Swan.

Ling, D. (2002). Speech and the Hearing-impaired Child: Theory and Practice. Washington D. C.: Alexander Graham Bell Association for the Deaf.

Lucas, C., & Valli, C. (2008). *Deaf children and their families: Communication development in the home and school*. Gallaudet University Press.

McAnally, P. L., Rose S. and Quigley S. P. (1987), Language Learning Practices with Deaf Children, Boston: College Hill Press.

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

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Meyer, A., Rose, D., Gordon, D. (2014) Universal Design for Learning: Theory and Practice. CAST Professional Publishing, Wakefield

Moodie, A. S. (2014). *Bilingual education for deaf and hard of hearing students*. Routledge.

Moores, D. F., & Martin, D. S. (2006). Deaf Learner: Developments in curriculum and instruction. Gallaudet University Press.

Narayanswami, S., (2011), Communication Options and Students with Deafness, Rehabilitation Council of India, New Delhi.

Pisha, B., & Coyne, P. (2001). Smart from the start: The promise of universal design for learning. Remedial and Special Education, 22(4), 197-203.

Pollack, D. (1974). Education Audiology for the Infant with Limited Hearing. USA: Thomas Publisher.

Pollack, D., Goldberg, D.M., & Caleffe-Schenck, N. (1997). Educational Audiology for the Limited-Hearing Infant and Preschooler: An Auditory-Verbal Programme. Springfield: Charles C Thomas Pub Ltd.

Posner, G. J., & Rudnitsky, A. N. (2005). Course Design: A Guide to curriculum Development for Teachers. Pearson, London.

Randhawa, S., (2011), Communication Options and Students with Deafness, Rehabilitation Council of India, New Delhi.

Riper, C.V., & Erickson, R.L. (1995). Speech Correction: An Introduction to Speech Pathology and Audiology. London: Pearson.

Rout, N., & Kamraj, P. (2014). Developing Communication - An Activity Book. Chennai: National Institute for Empowerment of Persons with Multiple Disabilities.

Shipley, K.G., McAfee, J.G. (2009). Assessment in Speech-Language Pathology: A Resource Manual. New York: Delmar Cengage Learning

Spencer, P. E., Erting, C. J., & Marschark, M. (2000). The deaf child in the family and school. Lawrence Erlbaum, New York.

Online Links

NIOS - ISL curriculum

https://www.nios.ac.in/online-course-material/secondary-courses/indian-sign-language-(230).aspx

ISLRTC YouTube Channel: Vocabulary and Content

https://www.youtube.com/channel/UC3AcGIlqVI4nJWCwHgHFXtg

SIGN LIBRARY by HWSPSHI

https://www.youtube.com/@signlibrarydsl

CSIR ISL Enabled Virtual Lab

https://www.islevl.org/

HEAR A MILLION - YouTube (Role Models, and other topics related to ISL and Deaf Culture)

https://www.youtube.com/@HearAMillion

DEAF ROLE MODELS - Blog

http://deafrolemodels.blogspot.com/

Understanding Needs of Students with Intellectual Disability at Middle Stage

Course Code: 4.3.1 ID   **Credits: 02   Semester: 3**

About the course:

Intellectual disability is a condition that is relatively difficult to understand due to its invisible nature, particularly in those who have mild level of the condition. Unless well understood, it is difficult to educate them to achieve their full potentials. This course aims to equip the learner understand the condition, its classification from the medical, psychological, functioning related and educational points of view, their characteristics in general and learning characteristics in particular, causes and prevention. Further, screening and identification, assessment of persons with intellectual disability and evaluation of the impact of teaching and training are described in this course. Planning individualised educational programmes (IEP) based on the assessment information, and implementing the planned programme in different educational settings is an essential part of the education of these students and it is discussed in this course. The role of special educators in designing the curriculum and adaptation of curriculum at middle stage and implementing the planned programme in different educational settings is elaborated in this course.

Learning Outcomes:

After completing of this course student teachers will be able to:

- Explain the historical perspectives, definitions, classification and characteristics of Intellectual Disability
- Narrate the process of Screening, Assessment and Evaluation of students having Intellectual Disability using appropriate formal, standardised, and informal, teacher made tools.
- Describe the importance and historical perspective of Individualised Educational Programme (IEP), steps and components involved in developing, implementing and evaluating IEP for education of children with Intellectual disabilities in different educational settings.
- Explain the various associated conditions and additional disabilities that may be present along with intellectual disability and the importance of working with multidisciplinary team members.
- Discuss the concepts of curriculum development, activities, domains and curriculum adaptation to meet the needs of students with intellectual disabilities at middle stage.

Course Content
Unit 1: Introduction to Intellectual Disability

1.1   Historical Perspective of Intellectual Disability (ID), evolution of varied nomenclatures to refer to intellectual disability, issues and trends.
1.2   Definitions of Intellectual Disability, National and international – e.g. AAIDD (2021), WHO, ICD-10, Rights of Persons with disabilities Act (RPwD, 2016), ancient Indian Literature.
1.3   Causes and Prevention of Intellectual disability
1.4   Characteristics of persons with Intellectual Disability across lifecycle, learning characteristics.

1.5   Classification –Medical, Psychological, Educational and International classification of Functioning (ICF) classification

Unit 2: Screening, Assessment and Evaluation
2.1   Definition and meaning of screening, assessment, evaluation, testing and measurement.
2.2   Types of Assessment and Evaluation: Standardised tests, Curriculum based assessment (CBA) , Teacher Made Test, NRT, CRT, Formative, Summative, CCE and 360° of evaluation.
2.3   Areas and of Assessment - Medical, Psychological, Educational, Behavioural & Ecological
2.4   Assessment tools at School ages: (e.g., Madras developmental Programming system-MDPS, Behavioural Assessment Scale for Indian Children (BASIC-MR), NIEPID Indian Test of Intelligence, Grade Level Assessment Device for Children with Learning Problems in Schools (GLAD), and Functional Assessment checklist for Programming (FACP), FACP - PMR), Support Intensity Scale , Language Assessment Tool (LAT), Sexuality Education Needs Assessment Checklist (SENAC) and other latest tools
2.5   Documentation of assessment, Result interpretation and Report writing– Implications of evaluation for vertical and horizontal transition, and inclusion of Students with Intellectual Disabilities (SwID), Role of special educator in screening, assessment and evaluation at middle stage.

Unit 3 Individualized Education Programme (IEP)

3.1   Need, Importance and Historical Perspective of IEP, Justification for developing an IEP.
3.2   Steps and Components of IEP
3.3   Development, Implementation and Evaluation of IEP for SwID and those with associated conditions in special school, inclusive schools and home based educational settings.
3.4   IFSP working with parents– Planning and report writing for young children below six years.
3.5   Application of IEP and IFSP for Inclusion at middle stage for students with intellectual disabilities in varied educational settings including, special schools, inclusive schools and home based education

Unit 4: Intellectual Disability and Associated Conditions

4.1   Associated conditions and additional disabilities along with intellectual disabilities – detailed descriptions.
4.2   Intellectual Disability and associated conditions: e.g. epilepsy, hyperactivity
4.3   Intellectual Disability with additional disabilities e.g.: Intellectual Disability with Autism Spectrum Disorder/ Cerebral Palsy/Sensory Impairments.
4.4   Role of parents, community, and other stakeholders in inclusion of persons with intellectual disabilities.; Guidance and Counselling on Issues concerning early identification, diagnosis and assessment
4.5.   Role of National Institutes in Disability Rehabilitation Services; Organising Early Intervention services

Unit 5: Curriculum Middle Stage

5.1. Challenges the children with intellectual disabilities face in middle stage – e.g. transition from preparatory to middle, changes in overall development due to adolescence,

5.2. Meaning, Definition, Concept and Principles of Curriculum, Types and Approaches of Curriculum Designing at middle stage

5.3. Curriculum Domains Middle Stage- Personal, Social, Academics, Recreational, Community living, Pre-vocational, Steps in developing curriculum, challenges of developing curriculum for inclusion. Age appropriateness in developing the functional curriculum.

5.4. Functional academics Functional Literacy and Numeracy at middle stage, functional skills related to time, money, measurements, travel and other generic skills. Issues related to adolescence and skills on safety and security.

5.5. Curricular adaptation in content, process, material (TLM) and evaluation-accommodation, modification for inclusive settings Collaborating with regular educators in planning, implementing and evaluating. Role of Special Educators in Inclusive Setup.

Suggested Coursework/Practicum:
- Compile information on relevant educational assessment tools at middle stage of school education developed in India
- Develop an informal assessment tool for assessment of person with intellectual disability
- Conduct an assessment of a person at middle stage to identify the needs and make a transition plan from middle to secondary/prevocational level.
- Assess a student with intellectual disability in an inclusive school and highlight his/her learning needs.
- Prepare a need based curriculum for a group of your choice in Activities for daily living, social, communication, motor and cognitive skills, Foundational literacy and numeracy
- Develop a plan for Vertical transition from one stage to another stage of schooling (Options may be given to select stages of school transition)
- Develop a plan for Horizontal transition: special/alternative learning centres to regular schooling and vice versa (options may be given to select learning settings).

Suggestive Mode of Transaction:
The concepts may be explained through real-life examples and selected case studies. Learners may be encouraged to conduct hands-on observations and critically review the materials.
- Field visits
- Hands-on experiential demonstrations
- Lectures and discussions
- Presentations and projects
- Self-study and use of online resources
- Workshops and seminars
- Presentations and projects

Suggestive Assessment:

- Evaluate the presentations created in practicum
- Curricular adaptation in content, process, material (TLM) and evaluation-accommodation, modification for inclusive settings
- Internal Tests

Suggested Readings:

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https://ncert.nic.in/pdf/announcement/PRAGYATA_Guidelines_English.pdf
https://ncert.nic.in/pdf/notice/toy_based_pedagogy.pdf

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https://www.niepid.nic.in/
https://www.researchgate.net/publication/325088451_Curriculum_Design_and_Development

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Rehabilitation Council of India ISITEP Middle Stage

Intervention and Teaching Strategies for Students with Intellectual Disability at Middle Stage

Course Code: 4.3.2 ID   Credits: 02   Semester: 3

About the course:

Early detection and intervention for infants and children at risk for developmental delay/disability results in minimising the impact of the disability on the child. The special teacher plays the primary role of teaching the selected content to the students using appropriate teaching strategies. Students with intellectual disabilities pose additional challenge of variation in their current level of functioning that demand planning the IEP and implementing it in the given educational setting such as special school, inclusive school or home based settings. Those students with associated conditions and/or additional disabilities may require the interventions such as physio therapy, occupational therapy speech therapy and so on which has to be coordinated by the special teacher. Management of challenging behaviour is an area that the teacher has to be competent in carrying out. This course is designed to equip the student teacher with these skills and competencies.

Learning Outcomes:

After completing of this course student teachers will be able to:

- Explain the importance of early intervention and types and techniques of early intervention
- Discuss various teaching strategies, methods and approaches, and describe the principles
- in developing and using Teaching Learning Material (TLM) for teaching different concepts for students with intellectual disabilities in different learning environments.
- Explain, behaviour management techniques and procedures with particular focus on positive behavioural approaches, analyse challenging behaviour, and develop management plan for challenging behaviour of students with intellectual disabilities at middle stage.
- Discuss the need and importance of various therapeutic interventions and their implications in the lives of students with intellectual disabilities.
- Understand different strategies for curriculum adaptation, accommodation, modification and their significance.

Course Content

Unit 1: Early Intervention

1.1   Concept and importance of early intervention, critical period and its implications, Models of early intervention- (home-based, centre-based, hospital-based, combination) with reference to children with intellectual disabilities/developmental delays;

1.2   Early Intervention – working with multidisciplinary team for holistic delivery of early intervention services

1.3   Intervention Techniques, Cross Disability Early Intervention

1.4   Record Maintenance and Documentation

1.5   Development of plan for transition from home to school, working with families.

Unit 2: Teaching Strategies and TLM

2.1   Importance of specific teaching strategies, selection of appropriate strategy to teach based on the profile of the student with intellectual disability,

2.2   Principles of Teaching. (Simple to complex, known to unknown, Concrete to abstract, Whole to part). Stages of Learning. (Acquisition, Fluency, Maintenance, Generalization), teaching in one to one, small grp and large group situations in different learning environments. Application of the principles of universal design for learning (UDL)

2.3   Multi-sensory Approaches –e.g. Montessori Method, Fernald's VAKT Method, Orton - Gillingham Method

2.4. Teaching Strategies & methods– Task Analysis, Chaining, Shaping, Modelling, Prompting, Fading and Reinforcement, Role Play, Play Way method

2.5. Learning and Functional aids to facilitate learning - Difference between Functional & Learning Aids, Development & Use of TLM for SwID

Unit 3: Intervention for Challenging Behaviour

3.1   Understanding challenging behaviours - Meaning and definition Causes and prevention of challenging behaviours

3.2   Identification of challenging behaviour, use of formal and informal tools, Functional analysis

3.3   Behaviour management Techniques, effective use of reinforcements, selection and delivery of reinforcers

3.4   Cognitive Behaviour Techniques (CBT), Positive Behaviour Intervention and support (PBIS) Prevention and Management of challenging behaviour at Home and School, Parental Counselling - Individual, Group and Community

3.5   Ethical Issues in behaviour management and implications for Inclusion

Unit 4: Therapeutic Intervention

4.1   Occupational Therapy –   Importance, Definition, Objective, Scope, Modalities and Intervention, class room activities promoting occupational therapy for students

4.2   Physiotherapy – Importance, Definition, Objective, Scope, Modalities and Intervention and class room activities

4.3   Speech Therapy – Importance, Definition, Objective, Scope and Types of Speech, Language and Hearing Disorders and Intervention, class room activities to enhance communication in students woth intellectual disabilities

4.4   Yoga and Play, sports and games – Definition, Objective, Scope and Intervention, Special Olympics, Paralympics and othr efforts promoting adapted physical education, yoga and physical activities

4.5   Visual and Performing Arts (e.g., Art and Craft, Music, Drama, Dance and movement, .) promotion of these skills in special school and inclusive schools, Organisations and efforts to promote activities that highlight the abilities of persons with disabilities.

Unit 5: Curriculum Adaptations at Middle Stage

5.1 Curricular Adaptation, Accommodation and Modification, Universal Design for Learning and Differentiated Instructions for SwID.

5.2 Development of content for teaching functional literacy and numeracy, time, money, measurements and travels skills and prevocational skills at Middle Stage in special school environemnt

5.3 Curriculum Adaptation, Accommodation and Modification for language and social science subjects at middle Stage

5.4 Adaptation, Accommodation and Modification for mathematics and science subjects middle Stage

5.5 Adaptation, Accommodation and Modification in yoga, sports, music, art and craft, pre-vocational skills at middle Stage, Ministry of Social Justice and Empowerment (MSJ&E) (DEPwD) schemes and Provisions made in curriculum, examinations and evaluation systems by CBSE and other Boards of education in state and central levels. Educational system through National Institute of Open Schooling (NIOS)

Suggested Coursework/Practicum:
- Prepare an adapted lesson on any school subject for a student with special needs attending class VI-VIII in a regular school/special school with NIOS curriculum.
- Assess and develop a behaviour management plan to be used by parents at home for reducing any one problem behaviour of a student with ID.
- Prepare three teaching learning materials for teaching language (receptive and /or expressive) to a student with ID at middle level.
- Make a plan for organizing a visual art exhibition/competition for students in a special school.

Suggestive Mode of Transaction:
The concepts may be explained through real-life examples and selected case studies. Learners may be encouraged to conduct hands-on observations and critically review the materials.
- Field visits
- Hands-on experiential demonstrations
- Lectures and discussions
- Presentations and projects
- Self-study and use of online resources
- Workshops and seminars
- Presentations and projects

Suggestive Assessment:
- Evaluate the presentations created in practicum
- Curricular adaptation in content, process, material (TLM) and evaluation-accommodation, modification for inclusive settings
- Internal Tests

Suggested Readings:

Alberto, P.A. & Trontman, A. C. (1995). Applied Behaviour Analysis for Teachers (4th edition). London: Merrill Publishing Company.

David W. (1998). Teaching and Learning in the Early Years. London and New York: Routledge.

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Subba Rao, T.A. (1992). Manual on Developing Communication Skills in Mentally

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Online links

- https://childhood-developmental-disorders.imedpub.com/teaching-communicationskills-
- to-preschool-children-with-mild-intellectual-disabilities-an-evidence-basedstudy.

Pdf

- https://niepid.nic.in/87%20Teaching%20&%20Trg%20Material%20on%20Physiotherapy%201%20of%202.PDF
- Training in communication skills for persons with Intellectual Disability: https://niepid.nic.in/Training%20in%20communication%20Skills.pdf
- https://www.verywellfamily.com/essential-parts-of-an-individual-education-program-

2162702

- https://www.goodreads.com/book/show/42747086-management-of-behaviourproblems- of-children-with-mental-retardation
- https://www.niepid.nic.in/Early%20Intervention.pdf
- https://www.rasmussen.edu/degrees/education/blog/early-childhood-intervention/
- https://rehabcouncil.nic.in/sites/default/files/pratham_book.pdf
- https://ncert.nic.in/pdf/notice/toy_based_pedagogy.pdf

Portals
Web References:

https://depwd.gov.in/
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Identification and Needs Assessment
(Multiple Disabilities) (I)

Course code: 4.3.1 MD   **Credits: 02**   **Semester- 3**

About the Course:
This coursework provides a multidimensional perspective on understanding persons with Multiple Disabilities who may have a combination of physical disabilities (like cerebral palsy) and sensory impairments (such as vision or hearing loss), Intellectual disabilities along with other developmental delays or co-occurring conditions like Autism and with chronic medical conditions like Epilepsy or Genetic disorder. Given the nature of needs these learners may have an impact on their motor development affecting mobility, daily activities of self-care, speech, language and communication necessitating alternative communication methods, family/caregiver involvement to support these students. The course intends to develop capacities of student teachers with the knowledge and skills to carry out assessment for educational planning for students with Multiple Disabilities, understand the nature of diversity within the persons with Multiple Disabilities, discuss assessment tools or diagnostic methods used in identifying these disabilities. The course aims to stress the significance of a collaborative team approach involving professionals from various fields such as psychology, medicine, education, and therapy to ensure accurate identification, assessment of needs given the nature of learning characteristics of the students to make decisions related to intervention and holistic support for individuals and their families. The learners should acquire comprehensive knowledge of working with collaborative teams and families.

Learning outcomes:
After completion of the course, student teachers will be able to:
- Acquire basic knowledge about the nature and characteristics of Multiple Disabilities
- Relate the nature and needs of student based on physical, sensory and functional assessment that impacts learning.
- Assess and apply various assessment of students with Multiple Disabilities.
- Identify and state the correlating conditions that impact student and family outcomes
- Design a holistic curriculum that focuses on developing pivotal skills, using enabling positive strategies and enhance parent/caregiver efficacy/empowerment.

Unit 1: Define and understand the characteristics the nature of Multiple Disabilities

1.1.   Basic Anatomy- Skeletal, Muscular, Nervous System
1.2   Definition and manifestations of Multiple Disabilities - cognitive motor, neuro-behavioural, neuro-anatomical and neuro-physiological, global developmental delays-meaning and concept.
    o   Locomotor Impairment- Hansens' disease, arthritis, kyphosis, scoliosis and rickets.
    o   Neurological impairment- encephalitis, meningitis, head injury, Motor Neuron Disease, Mucopolysaccharidosis, Inborn Errors of Metabolism (IEM), Chromosomal abnormality

o Deafblindness and additional conditions with special reference to syndromes like Congenital Rubella Syndrome, Usher Syndrome and CHARGE syndrome, dwarfism, and combinations of conditions like ASD associated with physical disabilities and highlighting the primary characteristics, challenges associated with each type.

1.3 Understanding Multiple Disabilities through the lenses of Diagnostic and Statistical Manual of Mental Disorders (DSM), ICD (International Classification of Diseases), and ICF (International Classification of Functioning, Disability, and Health.

1.4. Understanding characteristics of Multiple Disabilities – delayed motor milestones, physical impairments, cognitive impairment, communication, sensory sensitiveness, medical, educational, family supports, and behavioural issues.

1.5. Educational placement avenues for children with Multiple Disabilities in the context of levels of support across domains and focus on integrating health care and allied health care within the educational systems

Unit: 2: Physical, Sensory, communication and functional Assessment

2.1. Functional vision/hearing screening assessment, assessment of vision, tactile, Sensory Profile assessment assessment to evaluates a student's ability to process sensory information from the environment and coping responses to the same.

2.2. Nature, scope and role of assessment Physiotherapy, Occupational Therapy, Speech and Language functional assessment to support students with multiple disabilities to enable student centred seating, mobility and fine motor skills.

2.3. Speech and language aassessment and AAC assessment to evaluate the student's ability to community effectively using alternative modes such as sign language, communication boards, picture communication symbols and electronic devices

2.4. Assessment of independent living skills and ecological assessment (home, school and community) to identify supports and barriers.

2.5. Functional behaviour assessment- assistive technology assessment, environmental based assessment, curriculum-based assessment.

Unit 3 : Assessment for Educational planning for students with Multiple Disabilities

3.1. Comprehensive Assessments to identify each student's strengths, needs, learning styles, and preferences including psychological, educational, behavioral and activities of daily living.
   o Alternate assessment for students with high support multiple disabilities through coordinated collaborative team – nutrition, mealtime needs, communicative competence (pre-symbolic, emerging symbolic and symbolic) mobility and cognitive.
   o Portfolio approach (systematic evidence), checklist approach and performance event approach alignment of curriculum, instruction and assessment.

3.2. Functional assessment for programming and teaching. Norm Referenced Tests (NRT), Criterion Referenced Tests (CRT), Curriculum based assessment and Developmental Checklists for assessment and programming of children with Multiple Disabilities (Portage

Guide, Upanayan, Carolina curriculum for special needs, Callier Azuza, INSITE Model for Young Children with Vision Impairment, Vineland Adaptive Behavior Scales (VABS), Bhatia Battery of Tests, GLAD, Functional behaviour assessments (FBA), Learning Media Assessment, Assessment of basic language and learning skills)

3.3. Considerations during assessments through direct observations (e.g., cultural and contextual adaptations, infrastructure and environment, the role of family members, observations across multiple settings such as school, home, and community etc)

3.4 Multi-disciplinary team to carry out a comprehensive, collaborative approach to ensure students receive an inclusive, equitable education that meets their unique needs determined to develop Individualized Educational Plan, student centered accommodations, scaffolded support, nature of flexible grouping, assistive devices, mobility aids, modified equipment (large key boards, head operated stylus or button switches), determine nature of co-teaching needs where special education and general education teachers collaborate to plan and deliver instruction.

3.5. Role of multi-purpose rehabilitation workers such as Orthotists, audiologist, low vision interventionist, physical therapist, occupational therapists, special educators, student and his family in identification and needs assessment.

Unit 4: Assessment of Family and Community Support

4.1 Understanding the child and family context and resources that impact the needs and intervention (e.g., geographical and socio-cultural setting, socioeconomic status, literacy and language levels, access to resources and services, cultural practices, attitudes and values, role of immediate and extended family members, presence of disabilities within the family; professional and community support available

4.2 Collaborations with multidisciplinary teams and support groups and access to continuous and periodic assessment and programme planning

4.3 Additional resources required (e.g., tuition, choice of academic subjects, plan for higher education, vocational, work and employment, access to legal provisions)

4.4 Key components of Individualised Family Support Plan (IFSP) and steps to develop IFSP

4.5 Access to certification, legal support and schemes for students with multiple disabilities

Unit 5: Skills to Support students with Multiple Disabilities and their Families

5.1 Understanding and appreciating concomitant nature and intersectionality factors that impact student participation and families.

5.2 Learning from advocates with multiple disabilities and their families about their emotions, goals, positive experiences, challenges needs and helpful supports (e.g., perspectives from parents, extended family members, siblings, and self-advocates about living with people with multiple disabilities)

5.3 Skills necessary in supporting and educating families (e.g., updated knowledge, neurodiversity-affirming approach, access to local resources and multidisciplinary team, awareness of inherent

personal attitudinal barriers, ableism, deficit-based approach, awareness of multiple disabilities and/or co-occurring disabilities in parents or other family members etc.)

5.4   Skills necessary in counselling (e.g., non-judgemental, unconditional acceptance, active listening, being non-directive, empathy, paraphrasing and reflecting etc.

5.5   Development of self-determination and self-advocacy skills for students and their families

Suggested Coursework/Practicum:

- Develop presentations about multiple disabilities, differences and neurodiversity to create positive awareness and appreciation amongst educators, other professionals and in general community.
- Develop a detailed learning profile for three different students with MD while ensuring different genders, ages and settings (special school, inclusive school, home) are represented.
- Develop a detailed report on meaningful intervention and early communication with children with multiple disabilities
- Develop a plan to enable accessibility -across environments and supports in their everyday settings (e.g., inclusive school classroom, special school classroom, tuition or hobby class, home etc.)
- Develop a non-academic curriculum – fine art, adapted physical education, SEL
- Develop teaching aids for specific lesson plans
- Develop a plan for a student with multiple disabilities for becoming a self-advocate

Suggestive Mode of Transaction:

Learners are encouraged to critically review all materials

- Observations
- Demonstrations
- Hands-on experiences
- Field visits
- Audio-video resources
- Lectures and discussions
- Presentations and projects
- Workshops and seminars
- Online resources
- Self-study

Suggestive Assessment:

- Coursework practicum
- Written assignments and essays
- Individual and group projects

Recommended readings

Achenbach, T. M., Rescorla, L.A. (2001). Child Behaviour Checklist (CBCL). https://aseba.org/wp-content/uploads/2019/02/schoolagecbcl.pdf

Aggarwal, K. (2002). *Handbook for parents of children with Disabilities*. Planning Commission. Govt. of India.

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Web based readings

- https://ncert.nic.in/pdf/DSCS_booklet.pdf
- www.niepmd.tn.nic.in /publication.php)
- https://ncse.ie/wp-content/uploads/2014/10/5_NCSE_Diag_Ass.pdf
- https://www.unicef.org/eca/media/31131/file/Assessing%20disability%20of%20children%20report.pdf
- https://www.giz.de/en/downloads/06_Identification%20of%20Children%20with%20Disabilities.pdf
- https://www.apa.org/pi/disability/resources/assessment-disabilities
- https://www.thoughtco.com/assessing-students-with-special-needs-3110248

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Intervention and Teaching Strategies

Course code: 4.3.2 MD   **Credits: 02   Semester- 3**

About the Course:

The course intends to develop capacities of learners in understanding, planning and designing tailored student centric intervention and teaching strategies for persons with MD. The stidemt teacher should acquire comprehensive knowledge about planning intervention strategies that cover all aspects of learning, along with effective tools and strategies to create inclusive and empowering learning environments for individuals with multiple disabilities.

Students with multiple disabilities have concomitants. The course aims to stress the significance of a collaborative team approach involving professionals from various fields such as psychology, medicine, education, and therapy to ensure accurate identification, assessment of needs given the nature of learning characteristics of the students to make decisions related to intervention and holistic support for individuals and their families. The teams can facilitate delivery of instructions, assessments, interventions and related services. The learners should acquire comprehensive require the skills and expertise of all team members to support the student within and across the school Effective program is built on the importance of partnerships between the educational and families. The focus includes a range of instructional and assistive technologies that foster in student self-determination, participation and choice that are guiding values of equity and inclusion.

Objectives: After completing the course the learner will be able to:

- Understand the strategies, techniques and methods to work with students with multiple disabilities.
- State the curricular and pedagogical approaches to promote student engagement and learning.
- Applying student centred curricular adaptations and pedagogical approaches.
- Development of instructional aids/tools to promote classroom learning, reinforce learning and motivate students.
- State role and importance of families to support academic, social emotional well-being of the student and family and promote autonomy in students with multiple disabilities.

Unit 1: Teaching Methods, Techniques and Strategies

1.1   Principles of teaching (e.g., concrete, iconic, representational, symbolic) and stages of learning (e.g., acquisition, maintenance, fluency and generalization)

1.2   Addressing differing learning needs (visual learners, auditory learners, tactile, kinaesthetic learners, perspective-taking and executive functioning)

1.3   Identification and implementation of appropriate teaching strategies (e.g., concept-building, context-based learning, strength focus, sensory-friendly environmental adaptations; task analysis, prompting, fading, chaining, shaping, modelling etc.)

1.4   Develop and implement Expanded Core Curriculum (Career awareness, Assistive technology, compensatory skills for accessing curriculum, sensory efficiency, leisure and recreation, social skills, orientation and mobility)

Rehabilitation Council of India ISITEP Middle Stage

1.5   Classroom management (team teaching, shadow teaching, peer engagement and cooperative learning) and adaptations to meet needs in different settings – individual, small group and large groups, home-based settings, special schools, inclusive schools; vocational and work settings, in-person, online, and blended learning

Unit 2: Curricular and Pedagogical Approaches

2.1   Developmental, Ecological, Functional, Task Analytical and Systems approach to teaching students with multiple disabilities.

2.2   Develop differentiated individualised instructions based on Learning Media Assessment including enabling sensory friendly environment to enhance learning engagement and collaborative methods of teaching.

2.3   Curricular adaptations for subject based learning with student centred accommodations or modifications, flexible pacing of teaching learning activities, adapted materials, alternative assessment, assistive technology, and environmental modifications.

2.4   Approaches and implications of pedagogical approaches: Constructivist, Collaborative, Integrative, Reflective and Inquiry-Based approaches and a critical analysis of pedagogical adaptations for teaching learners with multiple disabilities.

2.5   Teaching models: Concrete, Representational and Abstract (CRA), Problem-Based Learning, (PBL), Inquiry Training Model (ITM), Concept attainment Model (CAM), Mastery Learning Model, 5E's Learning Model, and Activity-Based Learning (ABL) and a critical analysis of adaptations for student with multiple disabilities

Unit 3: Educational instruction, adaptations, accommodations, and modifications -

3.1   UDL principles for content decisions (what student learns) process decisions   (engaging students in learning) and product decisions (student demonstration of   learning)
       3.1.1 systematic and embedded methods of instructions- natural cues, prompts, fading assistance.

3.2   Key elements of adaptations, accommodations and modifications to support students   in their school settings.
       3.2.1. (a) The learner and environment, (b) discrepancy analysis (activities, skills and
        instructional goals), (c) interventional options (guided practice, instructional
       adaptation, use of assistive technology or omit the task) (d) Implement &
       Evaluate.

3.3   Creating educational adaptations, accommodations and modifications aligned to the needs of students with multiple disabilities including approaches to alternate   assessment – fundamental importance of alignment of curriculum, instruction and   assessment. UDL and assessment accessibility.

3.4   Discrete Trial training, Themes, Mind mapping, Calendar system, Probing Teaching strategies and Techniques,

3.5   Class room behaviour management and differentiated instruction strategies

Unit 4: Teaching Learning Materials.

4.1   Role and importance of teaching-learning material to implement effective instructional strategies such as the use of multi-sensorial, differentiated and individualized instruction techniques, simplified and supplemented lessons, scaffolded learning, and modified approaches and techniques suited to the strengths of student with multiple disabilities (e.g., presence of splinter skills, using interests and motivations, concrete and context-based learning etc.) to enhance engagement and maintain a motivating learning environment

4.2   Developing an accessible, adaptable sensory-friendly, and integrated learning environment: physical space and infrastructure (e.g., interactive smartboards, chalkboards, flannel boards, pictures/ picture-cut-outs, organised and labelled materials, adjustable height work/table surfaces, or floor space, safety tools and equipment; and TLMs and learning resources like textbooks, reference books, workbooks, multilingual dictionaries and glossaries and educational kits using principles of UDL.

4.3   Identification, design, management and integration of teaching-learning materials including the environment, print material (e.g., textbooks, reference books, workbooks, multilingual dictionaries, glossaries, educational kits, reflective journals, charts, 2D, 3D models, educational toys and games, pictorial presentations, flashcards and reading cards, worksheets, textbooks, charts and handouts, teachers' manual/ handbook, age-appropriate newspapers, magazines, art-based activities) and non-print material (e.g., multimedia, television, websites, animations, audios, voice notes, videos, images, simulations, e-books, e-documents, audio recordings, audio-video presentations, digital repository, AR, VR and AI-based digital resources, and OERs) highlight features that make these resources accessible, such as closed captioning, audio descriptions, and adjustable settings to meet the sensory needs of students with multiple disabilities.

4.4   Importance and benefits of integrating ICT: digital tools (e.g., interactive whiteboards, tablets, learning apps, digital storytelling; Google Classroom, Padlet, Edmodo, multimedia, video editing tools); online resources (e.g., educational websites, e-books, online libraries, MOOCs, OE); AI-based resources and blockchains); in learning and expression (e.g., AACs, text-to-speech, speech-to-text software) and providing alternative formats for effective, interactive and collaborative learning.

4.5   Promoting a collaborative and shared learning environment through a laboratory/resource room/activity room that is learner-centred, interactive, demonstrative and explorative, promotes scientific inquiry, hands-on access and participation in a clear, logical, systematic, real-world context (participating in clubs, fairs, exams, competitions and talent searches; developing educational kits, visiting educational parks, exhibitions, excursions, field trips and interactive simulations, utilizing community experts and cultural artefacts in teaching and pooling resources.)

Unit 5: Empowerment in Life Skills and Family Support

5.1   Addressing family as a unit: building family bonds, facilitating interactions, and enhancing communication

Rehabilitation Council of India ISITEP Middle Stage

2.2   Recognition and appreciation of the strengths and needs of students with multiple disabilities and the diversity withing the group

5.3   Access across school settings around neighbourhood communities to promote independence in essential life skills and community participation (e.g., preparing for transitions, creating predictability, personal grooming, time management, independent travelling, budgeting and prioritising, emotional regulation)

5.4   Building access within the community (e.g., public transport, after-school programs (e.g., studies, therapy centres, vocational, employment), formal and informal support groups, professionals and organisations, allied health services (e.g., blood tests, dentist etc.), leisure activities going to a movie, attending family events, vacations etc)

5.5   Facilitating knowledge of self-determination and self advocacy and knowledge of government scheme

Suggested Coursework/Practicum:
- Develop presentations about multiple disabilities, differences and neurodiversity to create positive awareness and appreciation amongst educators, other professionals and in general community.
- Applying teaching methods and strategies (e.g. task analysis, physical guidance) to deliver individual educational plan for 2 objectives in two different domains.
- Develop a participation and support plan for one student with MD.
- Develop a detailed learning profile for three different students with MD while ensuring different genders, ages and settings (special school, inclusive school, home) are represented.
- Develop a personal future planning with one student with Deafblindness or Cerebral Palsy by engaging the student and family where appropriate.
- Develop a plan to make Multiple Disability in regard to mobility, barrier free access -across environments and supports in their everyday settings (e.g., inclusive school classroom, special school classroom, tuition or hobby class, home etc.)
- Develop a non-academic curriculum
- Develop teaching aids for specific lesson plans
- Develop a plan for a student with multiple disabilities to begin the process of advocating for their needs

Suggestive Mode of Transaction:
Learners are encouraged to critically review all materials
- Observations
- Demonstrations
- Hands-on experiences
- Field visits
- Audio-video resources
- Lectures and discussions
- Presentations and projects
- Workshops and seminars

Rehabilitation Council of India ISITEP Middle Stage

- Online resources
- Self-study

Suggestive Assessment:
- Coursework practicum
- Written assignments and essays
- Individual and group projects

Suggested Readings:

Baine, D. (1988). *Handicapped Children in Developing Countries, Assessment, Curriculum Instruction.* Alberta: University of Alberta.

Bhandari R., Narayan J. (ed) 2009 *Creating Learning Opportunities-A step by step guide to teaching students with Vision Impairment and additional disabilities, including Deafblindness*

Bluma, S.M. Shearer, M.S. Frohman, A.M. & Hilliard, J.M. (1976) Portage guide to early education (revised edition), Wisconsin: Portage project.

Cooper, J., & Heron, T., & Heward, W. (2020). *Applied Behavior Analysis*. Pearson Publications.

David W. (1998). *Teaching and Learning in the Early Years*. London and New York: Routledge.

Huebner, K. M., Prickett, J. G., Welch, T. R., & Joffee, E. (Eds.). (1995). *Hand in hand: Essentials of communication and orientation and mobility for your students who are deaf-blind.* (Vol. 1). New York: AFB Press.

Kamen, D. S., Davies, S. J., Kahn, L. E., Nollman, D. S., & Perrault, S. (n.d.). I.C.A.N.: *A functional skills assessment of the deafblind.* Watertown, MA: Perkins School for the Blind.1995.

King-Sears, H.E. (1994). *Curriculum based Assessment in Special Education.* San Diego Singular Publishing Group.

Koenig, Alan J.; Holbrook, M. Cay. (1995) *Learning media assessment of Students With Visual Impairment.*Texas School for the Blind and Visually Impaired, Austin.

Learning through doing- A manual for parents and caregivers of children who are visually impaired with additional disabilities. BPA and NIVH, Dehradun, 2002.

Learning through doing- A manual for parents and caregivers of children who are visually impaired with additional disabilities. BPA and NIVH, Dehradun, 2002.

Longhorn, L. (2010). *A Sensory Approach for very special people: a practical approach to curriculum planning.* Souvenir Press Ltd.

Longone, J. (1990). *Teaching Retarded Learners Curriculum and Methods for Improving Instruction.* Boston: Allyn and Bacon.

Overton, T.(1992). *Assessment in Special Education – An Applied Approach*. New York: McMillan International Edition

Panteliadis, P.C. (2018*), Cerebral Palsy a multidisciplinary approach*. Springer Publications.

Rosenbaum, L. P., & Rosenbloom. L., (2012). *From Diagnosis to Adult Life,* Mac Keith Press, United Kingdom.

Rowland, C (ed). (2009).*Assessing Communication and Learning in Young Children Who are Deafblind or Who Have Multiple Disabilities*. Design to Learn Projects of Oregon Health & Science University.

Sense International India. (2016). Screening and Assessment Formats for Children with Deafblindness and Multi-Sensory Impairments. Ahmedabad: Sense International India

Stillman, R., & Battle, C. (1985). *Callier-Azusa Scale (H): Scales for the Assessment of Communicative Abilities*. Callier Center for Communication Disorders, University of Texas at Dallas.

The Oregon Project for preschool children who are blind or visually impaired, (2007) Publication Medford, Oregon : Southern Oregon Education Service District.

Van Dijk, J. (1986). *An educational curriculum for deafblind multi-handicapped persons.*

Assessment tools:

- Children's Hand Use Questionnaire, (3-8 years) or (6-18 year)- https://www.cheq.se/miniquestionnaire
- Goal Attainment Scale (GAS)
- Jayanthi, N (2003*)., Grade Level Assessment Device*, NIMH.
- J. Krishnaswamy. (1992). *The UPANAYAN Early intervention programme.* Madras: MNC.
- Jeyachandaran, P., & Vimala, V. (2000*). Madras Developmental Programming System.* Madras: Vijay Human services.,
- M-CHAT R/F: Robins, D., Fein, D., Barton, M. (2009) - Modified Checklist for Autism in Toddlers, revises with follow-u (M-CHAT R/F) https://mchatscreen.com/mchat-rf/
- Manual Abilities Classification System (MACS).
- Parents Evaluation of Development Status
- Short Sensory Profile (SSP)
- Quality of Upper Extremity Skills Test (QUEST)
- Communication Function Classification System (CFCS).
- Eating and Drinking Ability Classification System (EDACS)
- Supports Intensity Scale - Children's Version™ (SIS-C)™ (2016)

Suggested web readings:

- https://www.cheq.se/miniquestionnaire [APGAR SCORES]
- https://www.urmc.rochester.edu/childrens-hospital/developmental-disabilities/conditions/cp.aspx
- https://www.neurogenbsi.com/assets/frontend/pdf/books/7-Parent-Guide-for-Cerebral-Palsy.pdf
- https://dsel.education.gov.in/sites/default/files/publication/modulea5.pdf   Cerebral Palsy and Locomotor impairment.
- https://niepid.nic.in/disabled_village_children.pdf

Needs of Persons with Disability at the Middle Stage

Course Code: 4.3.1. (SLD)   **Credits: 02**   **Semester: 3**

About The Course:
This course is designed to equip student teachers with the knowledge and skills necessary to understand the needs of learners with specific learning disabilities (SLD) in the middle stage of schooling. The course provides a comprehensive overview of SLD, including understanding its various types, screening, and assessment methods. The student teachers will learn the ways for conducting assessment across various domains of learning as well as different curricular areas viz. Reading, writing, and mathematics. The skills in development and use of these tools will help them in conducting comprehensive assessment for programme planning.

Learning Outcomes:
After completion of this course, the student teacher will be able to:
•   Explain the concept, aetiology, and manifestations of SLD across the life span and cultures
•   Describe and differentiate amongst different types of SLDs and their manifestations
•   Discuss the characteristics, deficits and challenges faced by children with SLD
•   Demonstrate an understanding of assessment tools and evaluation process, curricular areas and domains

Course Content

Unit I: Introduction To Specific Learning Disability (SLD)

1.1   Specific Learning Disability: History, Definition and Concept
1.2   Prevalence and Aetiology of SLD
1.3   Specific Learning Difficulties and Neurodiversity
1.4   Co-Morbidity with SLD – ADHD and Psychiatric Disorders
1.5   SLD Across the Life Span and Cultures

Unit II: Types of SLD

2.1   Specific Learning Disorder with Impairment in Reading
2.2.   Specific Learning Disorder with Impairment in Written Expression
2.3   Specific Learning Disorder with Impairment in Mathematics
2.4   Dyspraxia
2.5   Non-Verbal LD

Unit III: Understanding Specific Learning Disability at Middle Stage

3.1   Characteristics of Specific Learning Disabilities
3.2   Information Processing and Deficits
3.3   Perception Types and Perceptual Deficits
3.4   Metacognition and Self-Regulation in Learning
3.5   Social, Emotional, and Behavioural Challenges

Unit IV: Assessment And Evaluation

Rehabilitation Council of India ISITEP Middle Stage

4.1   Concept of Screening and Identification, Assessment and Evaluation

4.2   Identification Criteria – Latest DSM Criteria

4.3   Standardised Tools And Interpretation of Reports – Norm Referenced Tests, WISC, CPM, Aston Index, WRAT, NIMHANS Index of SLD, Dyslexia Assessment in Languages Of India (DALI)

4.4   Informal Tools

4.4.1   Meaning and Use of Criterion Referenced Tests

4.4.2   Construction and Use of Curriculum Based Assessment, Curriculum Based Measurements, TMTs, Portfolios, Checklists, Rating Scales, Observation Schedules

4.5   Report Writing

Unit V: Assessment of Various Domains and Curricular Areas

5.1   Domains of SLD Assessment: Need and Importance

5.2   Assessment of Cognitive and Social -Emotional Domain

5.3   Assessment of Reading Skills

5.4   Assessment of Writing Skills

5.5   Assessment of Mathematics Skills

Suggestive Practicum:
- Analyze and diagnose cases based on case profiles
- Create TMTs (teacher made tests) to assess various domains and curricular areas.
- Movie review to understand the condition of SLD

Suggested mode of transactions:
Case studies, discussions, demonstrations, hands on training, classroom presentation, workshops, assignments

Suggested Readings:

Bender, W. (2008). Learning Disabilities: Characteristics, Identification, And Teaching Strategies, Ohio:Pearson/Allyn And Bacon

Hayes,A.M., Dombrowski, E., Shefcyk, A., And Bulat.,J (2018). Learning Disabilities Screening And Evaluation Guide For Low- And Middle-Income Countries. RTI Press Publication No. OP-0052-1804. Research Triangle Park, NC: RTI Press. Https://Doi.Org/10.3768/Rtipress.2018.Op.0052.1804

Jena, S.P.K. (2013). Specific Learning Disabilities: Theory To Practice. Sage Publications, New Delhi

Kapur, M., John, A., Rozario, J., & Oommen, A. (2002). NIMHANS Index Of Specific Learning Disabilities, NIMHANS, Bangalore.

Karanth, P., & Rozario, J. (2003). Learning Disabilities In India Willing The Mind To Learn. Sage, New Delhi.

Lee. S H., Harris Karen R., & Graham, S. (2003). Handbook Of Learning Disabilities. The Guilford Press, New York.

Lerner, J. W. , & Beverely, J. (2014). Learning Disabilities And Related Disabilities: Strategies For Success, New York: Cengage Learning

Nakra, O. (2023). Children And Learning Difficulties. Allied Publishers.

Raj, F. (2010). Breaking Through – A Hand Book For Parents And Teachers Of Children With Specific Learning Disabilities. Vifa Pub, Secunderabad.

Reddy L. G., Ramaa, R., & Kusuma, A. (2000).Learning Disabilities: A Practical Guide To Practitioners. Discovery Publishers, New Delhi.

Salvia, J., Ysseldyke, J, E. And Bolt, S. (2007). Assessment In Special And Inclusive Education. Boston: Houghton Mifflin Company

Venkateshwarlu, D. (2005). Diagnosis And Remediation Of Mathematical Difficulties. Neel Kamal Publications, New Delhi.

Interventions for Persons with Disability at the Middle Stage

Course Code: 4.3.2. (SLD)   **Credits: 02   Semester: 3**

Introduction:
This course will provide insight into the conceptual framework of the area of educational interventions. It will familiarize the student teachers with the strategies and techniques of intervention in the areas of processing deficits as well as the curricular areas. The course will prepare the student teachers to work with students with SLD in clinical as well as classroom set up, be it through a pull-out programme or inclusive education programme. The student teachers will also be informed of the provisions for students with SLD during the examinations. Apart from remedial intervention, students with SLD require supports in the class room and outside the classroom too. The student teachers will learn about the various supports that students with SLD require and ways to provide those supports.

Learning outcomes:
After completing the course, the student teachers will be able to
- Explain the purpose and define the principles of educational intervention
- Demonstrate the use of the intervention and teaching strategies in the process areas
- Demonstrate the use of the intervention and teaching strategies in the various curricular (reading, writing, mathematics) areas
- Demonstrate the use appropriate technology to support students with SLD

Course Content

Unit 1: Conceptual Framework of Educational Intervention

1.1   Definition, Purpose, and Scope of Educational Intervention
1.2   And Principles of Educational Intervention
1.3   Educational Intervention: Gap Analysis and Linkages with Demands of School Curriculum (Diagnostic Prescriptive Teaching)
1.4   Steps of Intervention
1.5   Issues And Ethics in Educational Intervention

Unit 2: Educational Interventions for Processing Deficit (Strategies and Techniques)

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

Unit 3: Reading And Writing Interventions

3.1   Principles of Intervention in Reading and Writing
3.2   Strategies For Developing Word Recognition Skills, Fluency and Comprehension
3.3   Strategies For Developing Spelling Skills and Written Expression
3.4   Strategies For Reading and Writing Across the Curriculum

3.5   Strategies For Differentiation and Inclusion in the Classroom

Unit 4: Interventions For Mathematics

4.1   Principles for Interventions in Mathematics
4.2   Strategies for Developing Mathematical Concepts
4.3   Strategies for Developing Computation, Automaticity [Timed Tasks] And Application
4.4   Strategies for Problem Solving
4.5   Accommodations [Calculators, Computers] in the Mainstream Classroom

Unit V: Supporting Students With SLD

5.1   Technology Supports: Meaning and Scope, Role and Use of ICT And Assistive Technology
5.2   Study Skill Training to Support Learning
5.3   Inclusive Teaching Approaches: Differentiated Instruction, Response To Intervention (RTI), Universal Design For Learning (UDL), Individualized Education Plans (IEPs), Adaptions & Modifications
5.4   Examination Provisions - CBSE, ICSE, IB, IGCSE, NIOS And Various State Boards
5.5   Parent Collaboration: Need and Strategies

Suggestive Practicum:
- Develop An Educational Intervention Plans For Process Deficits
- Develop Education Intervention Plans In Any Curricular Area
- Review The Available ICT And Assistive Technology Tools For Students With SLD And Submit A Report
- Conduct A Survey To Find Out About The Awareness Of Examination Provisions For Students With SLD In Parents And Mainstream School Teachers
- Create Appropriate TLM To Develop Deficit Skills In Students With SLD

Suggested Mode Of Transactions:
Case Studies, Discussions, Demonstrations, Hands On Training, Classroom Presentation, Workshops, Assignments

Suggested Readings:

Bender, W. (2008). Learning Disabilities: Characteristics, Identification, And Teaching Strategies, Ohio:Pearson/Allyn And Bacon

Hayes,A.M., Dombrowski, E., Shefcyk, A., And Bulat.,J (2018). Learning Disabilities Screening And Evaluation Guide For Low- And Middle-Income Countries. RTI Press Publication No. OP-0052-1804. Research Triangle Park, NC: RTI Press. Https://Doi.Org/10.3768/Rtipress.2018.Op.0052.1804

Jena, S.P.K. (2013). Specific Learning Disabilities: Theory To Practice. Sage Publications, New Delhi

Kapur, M., John, A., Rozario, J., & Oommen, A. (2002). NIMHANS Index Of Specific Learning Disabilities, NIMHANS, Bangalore.

Karanth, P., & Rozario, J. (2003). Learning Disabilities In India Willing The Mind To Learn. Sage, New Delhi.

Lee. S H., Harris Karen R., & Graham, S. (2003). Handbook Of Learning Disabilities. The Guilford Press, New York.

Lerner, J. W. , & Beverely, J. (2014). Learning Disabilities And Related Disabilities: Strategies For Success, New York: Cengage Learning

Nakra, O. (2023). Children And Learning Difficulties. Allied Publishers.

Raj, F. (2010). Breaking Through – A Hand Book For Parents And Teachers Of Children With Specific Learning Disabilities. Vifa Pub, Secunderabad.

Reddy L. G., Ramaa, R., & Kusuma, A. (2000).Learning Disabilities: A Practical Guide To Practitioners. Discovery Publishers, New Delhi.

Salvia, J., Ysseldyke, J, E. And Bolt, S. (2007). Assessment In Special And Inclusive Education. Boston: Houghton Mifflin Company

Venkateshwarlu, D. (2005). Diagnosis And Remediation Of Mathematical Difficulties. Neel Kamal Publications, New Delhi.

Identification of Children with Visual Impairment and Assessment of Needs (Middle Stage)

Course Code: 4.3.1(VI)   **Credits: 04**   **Semester: 3**

About the Course

The student trainees should be able to understand the process of identification of children with visual impairment and assessment of needs. This course equips student trainees with anatomy and physiology of the eye, various eye disorders and refractive errors. The student trainees get insight on assessment procedures in visual impairment and its implications on physical, social and psychological development of children with visual impairment. The course will also provide knowledge on understanding the needs of children with visual impairment and being able to design reasonable accommodations and Expanded Core Curriculum (ECC) skills needed for students with visual impairment.

Learning Outcomes

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

- Describe the anatomy and physiology of eye
- Explain various eye disorders and refractive errors
- Develop skills to identify and assess children with visual impairment.
- Describe the implications of visual impairment and identify their needs.
- Describe reasonable accommodations and ECC skills needed for students with visual impairment at middle stage.

Unit 1: Understanding Vision and Process of Seeing

1.1   Anatomy and Physiology of Eye; Process of seeing, Visual Perception
1.2   Visual acuity, visual field, colour vision, and contrast sensitivity; Concept and Definitions of Blindness and Low Vision (WHO &RPwD Act, 2016)
1.3   Development of vision in a child
1.4   Common Eye Disorders: Different Refractive Errors; Vitamin-A deficiency, Cataract, Glaucoma, Corneal ulcer, trachoma and other infectious diseases, Strabismus, Nystagmus & Amblyopia,
1.5   Eye Disorders related to receptive aspects: Albinism, Retinal detachment, Retinitis pigmentosa, Retinopathy of prematurity, Cortical Visual Impairment, Optic atrophy and macular degeneration, etc.

Unit 2: Identification and Assessment of Visual Impairment

2.1   Identification of Visual Impairment: Role of Teachers and Screening Checklists for Teachers
2.2   Clinical assessment of vision: Concept, need, procedure, and interpretation.
2.3   Functional assessment of vision: Concept, need, and methods; tools for functional assessment of vision
2.4   Psychological Assessment of the students with visual impairment;
2.5   Assessment of Visual Impairment with associated disabilities.

Unit 3: Implications of Visual Impairment

3.1   Implications of Visual Impairment: Psycho-social & Educational

Rehabilitation Council of India ISITEP Middle Stage

3.2 Factors affecting implications of visual impairment: Age of onset, degree of vision, type of vision loss, prognosis, and socio-economic status of the family

3.3 Effect of visual impairment on growth and development: Physical, Motor, Language, Socio-emotional, and Cognitive development

3.4 Coping strategies to overcome the implications of visual impairment

3.5 Implications of Visual Impairment with associated disabilities.

Unit 4: Understanding Needs of Students with Visual Impairment & Supporting ECC Skills

4.1 Personal, Educational, Social, Emotional, and Vocational needs of students with visual impairment.

4.2 Need for learning Expanded Core Curriculum (ECC) skills for Children with Visual Impairment

4.3 Components of ECC Skill - Compensatory Academic Skills

4.4 Components of ECC Skill - O&M and sensory training

4.5 Independent Living Skills - Vocational Skill Training, Career Skills

Unit 5: Accommodations and Adaptations for Children with Visual Impairment

5.1 Reasonable accommodation and curricular adaptations for students with visual impairment at middle stage

5.2 Concept development in students with visual impairment: Converting visual concepts into accessible experiences.

5.3 Importance and features of accessible laboratories and libraries for children with visual impairment

5.4 Effective adapted strategies for teaching students with visual impairment with associated conditions

5.5 Adaptation in evaluation procedures for children with visual impairment: Challenges and solutions.

Suggested Coursework/Practicum
- Present a seminar on the implications of visual impairment
- Use checklists prepared by national-level organizations (NCERT, NIEPVD or others) for the identification of vision-related problems
- Prepare material on subject specific requirements of students with visual impairment at middle stage.
- Refer quality indicators of special schools and assess one school on the specified indicators and parameters.

Suggested Mode of Transaction
Presentation, discussion, workshop, Assignment(s) (Group/Small Group/Individual), Project(s) (Group/Small Group/Individual), Field Experience, Small Group, Lecture-cum-Demonstration & Experiential training

Suggested Assessment
Individual and group projects, Periodic class tests and assignments, Group discussions, class tests, discussion, periodic tests, and assignments.

Suggested Readings:

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Barraga, N. C. (1980). Sequences of Visual Development. University of Texas, Austin.

Bhan, S., & Swarup, S. (2010). Functional Skills Inventory for the Blind. National Association for the Blind. Mumbai.

Bhandari, R., & Narayan J. (2009).Creating learning opportunities: a step-by-step guide to teaching students with vision impairment and additional disabilities, including deafblindness. India: Voice and vision.

Bright Hub Education. (2012). Identifying Students with Visual Impairment.

Holbrook, M. C., & Koenig, A. J. (2000). Foundations of Education, Vol I: History and Theory of Teaching Children and Youths with Visual Impairments. AFB Press, New York.

Hyvarinen, L., & Jacob N. (2011).What and how does this child see: assessment of visual functioning for development and learning. Vistest Ltd., Finland.

Kumar, P. (2018). Alp Drishti Bachhe (Hindi). Delhi: S R Publishing House

Kundu, C.L. (2000). Status of Disability in India. RCI, New Delhi.

Leat, S.J., Shute R.H., &Westall, C.A. (1999). Assessing children's vision: A handbook. Butterworth-Heinemann, Oxford.

Mani, M.N.G. (1992). Concept development of blind children. SRK Vidyalaya, Coimbatore.

Mani, M.N.G. (2001). Reading Preference Test (REPT) for Children with Low Vision. Coimbatore: International Human Resource Development Centre for the Disabled.

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Intervention and Teaching Strategies for children with visual impairment

(Middle Stage)

Course Code: 4.3.2 (VI) **Credits: 02** **Semester: 3**

About the Course

This course is aimed at helping a student-teacher to understand the intervention for visual impairment in the teaching learning process. The course outlines the intervention strategies for teaching school curricular areas such as teaching of science, social science and Mathematics. Further, they will have an opportunity to understand the theoretical perspectives, interventions, and teaching strategies. These students will also gain understanding of teaching different curricular areas to children with low vision and associated disabilities.

Learning Outcomes
After completing the course, student-teachers will be able to:
- Explain various theoretical perspectives related to intervention & teaching strategies
- Demonstrate techniques of teaching Mathematics to children with visual impairment
- Acquire necessary competencies and skills for teaching science
- Acquire and apply necessary skills for adapting TLM in teaching social science
- Describe the process of assessment and visual efficiency training for better management for children with low vision.

Unit 1: Theoretical Perspective

1.1 Understanding Teaching Methods, Approaches, and Strategies
1.2 Intervention – Concept, Scope and Importance
1.3 Factors affecting intervention: cause of vision loss, age of onset, degree of vision loss, type of vision loss, prognosis of vision loss
1.4 Learning media assessment: Meaning, importance, and techniques of teaching Braille /Print; Pre-requisite skills for learning Braille.
1.5 Enriched teaching for concept development: Converting visual concepts into accessible experiences; mediated teaching-learning

Unit 2: Teaching of Mathematics

2.1 Challenges in teaching-learning Mathematics by children with Visual Impairment
2.2 Conceptualization of Mathematical ideas for children with Visual Impairment
2.3 Preparation and Use of tactile materials for learning mathematics to children with Visual Impairment
2.4 Mental arithmetic abilities–Concept, Importance and Application
2.5 Evaluation procedures in Mathematics to children with Visual Impairment

Unit 3: Teaching of Science

3.1 Providing first-hand experience for teaching science concepts

3.2   Inclusive/collaborative learning for laboratory work
3.3   Teaching Learning Materials and Equipment for Science: Preparation and procurement
3.4   Methods of teaching Science to Children with Visual Impairment:learning by doing, concrete experiences
3.5   Evaluation procedures in Science to children with visual impairment

Unit 4: Teaching of Social Science

4.1   Techniques of preparation of tactile maps, diagrams, and globe
4.2   Procuring and preparation of 3-D, 2-D tactile models
4.3   Experiential teaching of social science: Organizing field trips, museums, etc.
4.4   Alternative methods of teaching Science: Dramatization, Narration, Story-telling, and Role play
4.5   Adaptations in evaluation of social science for students with visual impairment

Unit 5: Classroom Management

5.1   Creating Stimulating and safe Learning Environment
5.2   Classroom Management in special and inclusive educational settings – Seating arrangement, adapted furniture, illumination, color contrast, etc.
5.3   Management of behavioural challenges
5.4   Pedagogical Strategies – Cooperative learning, Peer tutoring, individual/group work
5.5   Classroom management for students with visual impairment with associated disabilities (e.g. use of tactile calendar system, object calendar, etc.)

Suggested Coursework / Practical / Field Engagement
● Prepare and use two teaching learning materials for teaching Maths / Science / Social Science.
● Prepare a list of adaptations to be made for making science laboratories accessible
● Develop strategies for better classroom management
● Prepare a local or outstation trip with students with visual impairment.
● Prepare Storytelling and Narration strategies for CwVI at Middle stage.

Suggested Mode of Transaction

Presentation, discussion, workshop, Assignment(s) (Group/Small Group/Individual), Project(s) (Group/Small Group/Individual), Field Experience, Small Group, Lecture-cum-Demonstration, Tests, & Experiential training

Suggested Assessment

Individual and group projects, Periodic class tests and assignments, Group discussions, Individual and group projects

Suggested Readings:

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Rehabilitation Council of India ISITEP Middle Stage

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Hodapp, R. M. (1998). Developmental Disabilities: Intellectual, Sensory and Motor Impairment. Cambridge University Press, New York.

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AUTISM SPECTRUM DISORDERS

Recent research shows that 1 in 34 persons have autism spectrum disorder a genetic, neurodevelopmental condition that impacts how people perceive, understand, communicate and experience the world. Autism does not impact the ability to learn, it impacts the style of learning and communication. A part of human diversity, autism begins before birth and is a lifelong condition that cannot be 'switched off' or 'cured'. Autism is considered as an invisible disability, because, autistic people often look and talk like neurotypical people. This makes it hard for autistic people and their families to access a diagnosis, services and accommodations.

Although there are things that all autistic people have in common, autism is a spectrum condition, and every autistic person experiences being autistic differently. For instance, some autistic people are nonspeaking or speak minimally, some use spoken language, some speaking autistic individuals prefer written communication; some may also have intellectual disability or other conditions. Many autistic people struggle to understand and follow social rules and hierarchies that non-autistic people make and express through actions considered symbolic of love, care, and respect. Some autistic people also have a hard time using gestures or their bodies (e.g., raising a hand to answer a question) or facial expressions (e.g., looking apologetic). Therefore, many are misunderstood, bullied and abused and their needs overlooked. Most autistic people are impacted by their environment. Their senses are so sensitive, that the world can sometimes feel overwhelming. To deal with it, sometimes they might 'stim' i.e., do the same movement repeatedly e.g., rock, flap their hands, or hum. At other times some avoid making eye contact, specific sports, or arts and crafts activities. An important part of self-regulation and paying attention, people benefit from being asked instead of being forced.

Autistic people may make connections and patterns where others see none. This can lead to unique out-of-the-box thinking and problem-solving, and attention to detail that can translate into a preference for consistency and predictability. This also means that autistic people process more information and this naturally takes them longer. Another implication of their attention to detail and deep interest is that it can be hard for them to suddenly move their focus to another thing. Knowing in advance to prepare for an upcoming activity or a change in plan helps.

Understanding and respecting these differences helps create a safer learning environment for all. Like everyone, autistic people learn best in a positive environment with adults and peers who appreciate their differences, their interests, strengths, learning and communication styles. With a combination of theory and hands-on practical experience, this curriculum supports the development of educators with the necessary attitude to appreciate human diversity, respect for different learning styles, skills to teach in home based and educational settings, hospitals and clinics, vocational and work places, assisted living facilities and within the community and a drive to advocate for the disability community and uphold the rights of autistic people and their families and enable full participation in the community.

Essential Supports

Accessible, Autism-Friendly Environment
- Make the physical environment sensory-friendly to control lighting, noise levels, minimize distractions etc.
- Have visually clear environment with clear signages, visually explicit contextual rules and expectations.
- Use a consistent routine and predictable structure to provide stability and predictability.

148

- Prepare for transitions and processing time to deal with sudden changes.
- Provide or allow audio recording of class for independent study and notes to accommodate for making notes or copy from board.
- Offer the option to use AACs for speaking and non-speaking autistic individuals.
- Incorporate assistive technology and devices (e.g., AACs, screen readers, speech recognition software, speech-to-text software, adaptive keyboards) to facilitate communication and access.
- Foster peer collaboration, and scaffolding by pairing students with different abilities, similar interests, strengths and needs and an environment of support rather than bullying
- Celebrate student successes and provide positive reinforcement to foster motivation.
- Involve the student in decision making.

Curriculum and Content Modifications
- Adapt for individual differences in language development: listening, speaking, reading, comprehension, spelling, writing, grammar, and vocabulary.
- Consider the presence of associated conditions such as hyperlexia, SLD, ADHD etc.
- Break down concepts and chapters into smaller, manageable units.
- Prioritise and focus on essential skills and concepts.
- Offer flexible learning options (choice of activities, pacing).
- Focus on concept development, generalisation and application.
- Aim for context-based learning and development of higher-order skills (such as reflection and critical thinking, creative thinking, questioning, decision-making) rather than rote learning.

Differentiated Instruction
- Based on student assessments and progress, provide tailor lessons, content and activities to meet individual student needs, and provide scaffolding and support where necessary.
- Keep instructions simple, clear, and precise appropriate to developmental level
- Use assistive technology to support access and participation.
- Provide frequent opportunities for repetition and practice to enhance retention.

Instructional Strategies
Make teaching concrete and understandable by use of:
- Learner interests and motivations
- Concrete and digital manipulatives
- Multi-sensory TLMs that engage various senses (e.g., auditory, visual, tactile
- Multiple representations of information (e.g., 2D, 3D objects, audio-video formats, written text, figures, diagrams, graphic organisers, charts, tables, flowcharts, decision boxes etc.)
- Planning and organising tools to provide visual clarity (e.g., sticky notes, highlighter pens, or tapes, graphic/ digital organisers, calendars, labelling, to-do lists, timers)
- Demonstrations, experiments and exploration
- Hands-on experiential learning and real-life experiences
- Real-world examples and relatable contexts to connect concepts
- Integration of interest-based sports, movement, arts, ICT etc
- Subject specific simulations, physical and virtual laboratories and clubs (such as math club, science lab, literary corner) and interactive learning experiences.
- Access to online resources and supplemental materials that support learning.
- Field visits and video tours of educational parks, exhibitions, excursions, field trips and interactive simulations

Evaluations

- Provision for assistance (e.g., scribe, help with writing), modify materials (e.g., large print, tactile), use of AACs and ATs (e.g., use calculator, speech recognition technology etc.)
- Provide options for a separate, sensory friendly, supervised exam room, use of noise cancellation headphones to avoid distraction etc.
- Have pre-decide supervised breaks
- Extended time for assignments and assessments.
- Offer with simplified instructions, with multiple-choice questions,
- Provide options for alternative testing via modified assignments or test formats such as viva, oral recitation, multiple choice questions, brief/bulleted answers, descriptive/reflective essays, use of AACs, typed, handwritten assignments or multimedia presentations, demonstrations, portfolios, projects, practical work and home assignments,

To be used as scaffolding for teaching pedagogy papers (4.3.3 to 4.3.8)

HEARING IMPAIRMENT

Pedagogical Strategies for Teaching Deaf and Hard of Hearing (DHH) Students

1. **Development of Pedagogy-Specific Vocabulary in Indian Sign Language (ISL)**
   - Focus on creating and consistently using a specialized vocabulary in ISL that corresponds with educational concepts.
   - Encourage collaboration between educators and ISL experts to develop signs for new or complex terms.
2. **Meaning-Making and Concept Translation of Pedagogical Topics**
   - Strategies to ensure that pedagogical topics are effectively translated into ISL, maintaining the integrity and nuance of the concepts.
   - Use visual aids, demonstrations, and interactive activities to reinforce understanding.
3. **Peer Learning Strategies for Concept Development**
   - Implement peer learning approaches where students can collaborate, share insights, and support each other's understanding.
   - Promote group activities and discussions that enable DHH students to learn from their peers in a structured environment.
4. **Learner-Centered Strategies for Concept Mapping**
   - Adapt teaching methods to meet the individual needs and language levels of DHH students.
   - Use concept mapping techniques that allow students to visually organize and relate educational content in a way that makes sense to them.
5. **Connecting Examples to the Real Lives of DHH Students**
   - Adapt examples and teaching materials to reflect the real-life experiences and contexts of DHH students.
   - Use relatable scenarios to make abstract concepts more tangible and understandable, enhancing the relevance and impact of the learning experience.

Intellectual Disability

Pedagogical Strategies for Teaching students with intellectual Disability

With advancement of progressive legislation and policies in Indian scenario the education of students with intellectual disability has been risen to a great extent .There is a significant increase in the number of students with Intellectual Disability in inclusive schools specially in middle and secondary stage .Though initially it was conceptualised that students who have intellectual disability will not be able to come upto higher educational level ,but due to the advancement in digitalisation ,implementation of alternate/flexible curriculum and evaluation and specific focus on skilling , there is evidence that some students are able to reach this level.The prime duty of the teacher is to teach them in the way they learn and apply different pedagogical teaching strategies to teach them in Inclusive classes, to help them develop optimally, cognitively and socially to bring out the best of their potential.

The Teacher trainee needs to get oriented on the following strategies while teaching different pedagogy papers in secondary stage.

- **USE OF PRINCIPES/LAWS /MAXIMS OF SPECIAL EDUCATION**
- **USE OF ADAPTATIONS** -Plan adaptation in areas of Curricular, Instructional and Ecological .Further Curricular aspect you can design your teaching depending upon the students need in terms of Supplemented contents ,Simplified contents and /or Alternative contents
- **DIFFERENTIATED INSTRUCTIONS** - Offer students options to choose content and process at their level .Provide multiple texts and types of learning materials, Utilize a variety of personalized learning methods and student assessments, Customize teaching to suit multiple forms of learning needs .
- **MODIFICATION IN QUANTITY**-Adapt the number of items that the learner is expected to learn or number of activities student will complete prior to assessment for mastery.
- **MODIFICATION IN TIME**-Adapt the time allotted and allowed for learning, task completion, or testing.
- **MODIFICATION IN LEVEL OF SUPPORT**-Increase the amount of personal assistance to keep the student on task .Reinforce or prompt use of specific skills based on the requirement . Enhance positive Teacher-student relationship, use physical space and environmental structure effectively.
- **MODIFICATION IN INPUT**-Adapt the way instruction is delivered to the learner to suit his needs.
- **MODIFICATION IN DIFFICULTY**-Adapt the skill level, problem type, or the rules on how the learner may approach the work.
- **MODIFICATION IN OUTPUT**- Adapt the way the students can student can respond to instruction by offering multiple means of expression.
- **MODIFICATION IN PARTICIPATION**-Adapt the students involvement to maximize the students participation .
- **MODIFICATION IN ALTERNATE GOALS**-Adapt the goals or outcome expectations while using the same materials.
- **MODIFICATION IN SUBSTITUTE CURRICULUM**-Provide different content ,instruction and materials to meet a learner's individual goals.

Multiple Disabilities

4.3 Content cum Pedagogy at Middle Stage

The National Education Policy (NEP) 2020 outlines several key provisions and recommendations to ensure inclusive education for students with special needs. Aligning with NEP is the Integrated Special and Inclusive Teacher Education Programme (ISITEP) a dual-major undergraduate program that will develop cohorts of passionate, competent, committed and skilled special education teachers capable of providing quality education and training for students with disabilities. The student teachers need to know about the nature and needs of students with Multiple Disabilities who may have a combination of physical disabilities (like cerebral palsy) and sensory impairments (such as vision or hearing loss), Intellectual disabilities along with other developmental delays or disorders like Autism and with chronic medical conditions like Epilepsy or Genetic disorder. The Middle Stage content and pedagogy can be transacted and delivered using a collaborative team approach involving professionals from various fields such as general, special education teachers, and allied health team to ensure carrying out discrepancy analysis of student needs and nature of curricular outcomes and ways to bridge the gap. The teams can facilitate delivery of instructions, interventions and related services.

Middle Stage is both significant and important stage in the students' educational journey which consists of a very important bridge between Preparatory and Secondary stage thereby laying the foundation for social, academic and personal sense of self and growth. In this stage the student gets to explore a broader curriculum that is primarily built on the curricular and pedagogical learning experiences of the preparatory stage. The students at this stage are at ages 11 to 14 years (grade level 6 to 8) and are coping with their own physical, emotional developments and educational setting demands. The students now learn from different teachers for each subject. The curriculum consists of languages, mathematics, art education, physical education, science, and social science, as well as exposure to vocational education. This is a stage where students notice patterns, see events and objects in a certain alignment towards a common outcome.

In middle school the content for students with multiple disabilities involves using special strategies that address individualised needs to access the curriculum. Differentiated instructions tailored to accommodate different learning styles and abilities use hands-on activities, experiential activities related to real-world settings that caters to their needs.

Collaborative learning, using Universal Instruction Design bridged with appropriate scaffolds aligned to the level of student, use of multiple modes of assessment and evaluation adapted to the student. Inquiry based learning, hands-on learning, mixed ability grouping, are ways to develop inductive reasoning skills. Given the differentiated needs of student with multiple disabilities requires integration of assistive technology tools and devices that supports the students in accessing educational materials.

Common Pedagogical Support (MD)

Modifying Curriculum Content	• Break down complex concepts into smaller, manageable units. • Use concrete examples, hands-on activities, and visual aids to enhance and support understanding. • Focus on essential skills and concepts, eliminating unnecessary or abstract material. • Provide multiple representations of information (e.g., written text, diagrams, charts). • Model scientific inquiry and problem-solving strategies explicitly.
Instructional strategies	• Multisensory Approach: Engage students through various senses (e.g., auditory, visual, tactile) to enhance retention. • Differentiated Instruction: Tailor lessons to meet individual student needs, providing scaffolding and support where necessary. • Small Group Work: Encourage collaboration and peer support among students with similar strengths and challenges. • Visual Supports: Utilize graphic organizers, charts, diagrams, and real-life objects to support understanding. • Assistive Technology: Incorporate assistive devices (e.g., speech-to-text software, adaptive keyboards) to facilitate communication and access. Leverage technology for simulations, virtual labs, and interactive learning experiences. Provide access to online resources and supplemental materials that support STEM learning.
Accommodations and modifications M.A.P.E.S	• Modified assignments • Alternative Testing (portfolios, projects, practical assignments) • Physical Support: Provide physical assistance (e.g., help with writing, using a calculator) or modify materials (e.g., large print, braille). • Extended Time: Additional time for assignments and assessments. • Sensory Accommodations: Control lighting, noise levels, and classroom environment to minimize sensory distractions.
Assessment	• Diagnostic Assessment: Regularly assess student understanding to identify areas for improvement. • Formative Assessment: Provide ongoing feedback through quizzes, discussions, and observations. • Summative Assessment: Use modified assessments to evaluate student progress and identify areas for future support.

	• Alternative Assessments: Explore alternative assessment methods (e.g., portfolios, exhibitions, self-assessments) to capture student learning.
Collaboration & Communication	• Student, Special, General educators, therapist to share progress, advocate for their own learning needs and involve student in decision making. Seek guidance on adaptations and assistive technology recommendations.
UDL	• Provide multiple representations (visual, auditory, tactile) of the content. • Offer flexible learning options (choice of activities, pacing). • Create an accessible learning environment (sensory-friendly, technology-supported
Differentiated Instruction	• Adapt content and activities to meet individual needs and abilities. • Use assistive technology to support access and participation. • Provide tailored support based on student assessments and progress.
Hands-on and experiential learning	• Engage students in hands-on activities to make concepts more tangible. • Design experiments that allow for adaptive modifications and accommodations. • Utilize real-world examples to connect STEM concepts to daily life.
Technology integration	• Use assistive technology tools (e.g., screen readers, speech recognition software) to enhance accessibility.
Flexible grouping	• Mixed ability grouping • Group students based on their strengths and needs to create appropriate learning environments. • Provide peer support and scaffolding by pairing students with different abilities.
Consistent Routine	• Use a consistent routine and predictable structure to provide stability and predictability. • Provide frequent opportunities for repetition and practice to enhance retention. • Incorporate games and puzzles into instruction to make learning more engaging. • Celebrate student successes and provide positive reinforcement to foster motivation

Specific Learning Disabilities

Suggestions for the Pedagogical Strategies for Teaching Students with Specific Learning Disability

Teaching students with specific learning disabilities (SLD) in this stage requires tailored pedagogical strategies to support their unique learning needs. We can include the following strategies:

1.   Developing Concepts:
- Concentrate on defining concepts accurately and concisely, to help students learn skills and concepts in a systematic and structured way.
- Identify the key characteristics, construct examples to demonstrate the concept.
- Discuss time lines wherever applicable.

2.   Teaching and Learning support
- Furnish summaries, graphic organizers, or outlines of instructional in accessible formats.
- Provide additional time and extra support to students and simplify instructional materials to empower them to take ownership of their learning.
- Offer multiple methods of information and manage learning systems to reduce course load

3.   Instructional and Pedagogical Enhancement
- Provide academic support by using active learning strategies.
- Offer highly structured instructions or demonstrations presented in more than one way.
- Provide scaffolding or step-by-step guidelines of each aspect/concept.
- Offer a variety of pedagogical choices in each discipline for diverse learning styles and functional needs
- Encourage students to question, explore, and discover. Present challenges that require application of the concept.
- Use diagrams, graphs, charts, and images to represent concepts visually, create connections between the new concept and known ones.
- Foster group work, collaboration, organization and study skills

4.   Inclusive Teaching Strategies
- Present concepts in various formats to cater to different learning styles.
- Encourage flexible grouping and provide options for students to demonstrate understanding at different levels.
- Utilize digital resources to enhance concept exploration.
- Facilitate knowledge sharing and peer feedback.
- Provide extra support and strategies to teach students to self-monitor.
- Encourage peer tutoring, cooperative learning and building self-esteem

5.   Bridging Curriculum with the Real Lives experiences of SLD Students
- Construct examples and teaching materials that reflect real-life experiences in the contexts of students with SLD.
- Create relatable scenarios to enhance learning by making abstract concepts more tangible and understandable.

6.   Evaluation and Feedback
- Create alternate modalities for examination and evaluation, prepare alternate /adapted question papers
- Monitor students' understanding by evaluating overall concept mastery throughout the learning process
- Offer constructive feedback to guide improvement.
- Develop clear rubrics and grading criteria.
- Ensure flexibility in good quality assessment and evaluation methods.

To be used as scaffolding for teaching pedagogy papers (4.3.3 to 4.3.8)

Visual Impairment

Suggestions for the Pedagogical Strategies for Teaching Students with Visual Impairment

1. **Development of Pedagogy-Braille skills**
   - Focus on developing Braille skills to ensure fluency in reading and writing.
   - Enhance skills in Arithmetic Braille codes and Science Braille notations.
2. **Concept formation through mediated learning**
   - Convert visual ideas into non-visual experiences.
   - Concrete and experiential learning through cooperative teaching-learning.
3. **Use of appropriate teaching-learning material**
   - Use of Indigenous tactile, large print, and good colour contrast teaching learning material.
   - Appropriate use of 3-D and 2-D models, and embossed diagrams and maps.
4. **Integrated use of assistive devices and ICT**
   - Effective use of assistive devices of screen reading softwares, text to speech, text reading machines/softwares.
   - Traditional devies (e.g Abacus, taylor frame, Tactile Geomerty kit etc.) and modern technological devices (Refreshable Braille display and note takers, GPS, smart phones, Braillers, Braille Embossers, Daisy players, Plextalk, accessible libraries etc.)
5. **Connecting Examples to the Real Lives of Students with Visual Impairment**
   - Adapt examples and teaching materials to reflect the real-life experiences and contexts of students with visual impairment.
   - Give context specific examples as per specific needs of students with visual impairment.

हिंदी भाषा का शिक्षण-मध्यम स्तर

(PEDAGOGY OF TEACHING HINDI)

पाठ्यक्रम कोड : 4.3.3   क्रेडिट : 02   सेमेस्टर: 04

परिचय

यह पाठ्यक्रम शिक्षार्थियों को हिंदी भाषा और साहित्य, निर्देशात्मक योजना और मूल्यांकन की प्रकृति को समझने में सक्षम बनाएगा। यह शिक्षार्थियों को समावेशी कक्षाओं में भाषा शिक्षण-अधिगम के सिद्धांतों पर आधारित पाठ की योजना तैयार करने एवं उससे संबंधित अधिगम-सामग्री के निर्माण करने में सहायक होगा। यह पाठ्यक्रम शिक्षार्थियों को हिंदी भाषा के गहन पहलुओं की विवेचना करने और हिंदी भाषा शिक्षण के दृष्टिकोण और वर्तमान प्रथाओं के बारे में जानने का अवसर प्रदान करेगा। भारतीय व अंतर्राष्ट्रीय संदर्भों के संबंध में यह पाठ्यक्रम शिक्षार्थियों में विश्लेषणात्मक और अनुसंधानात्मक कौशल-क्षमता का भी विकास करेगा| हिंदी भाषा शिक्षण, अन्य भाषा शिक्षाशास्त्र, भाषा अधिग्रहण, भाषा के बहु सांस्कृतिक पहलुओं और बहुभाषावाद से संबंधित मुद्दों के लिए भी एक आधार प्रदान करेगा |

अधिगम के परिणाम

प्रस्तुत पाठ्यक्रम द्वारा विद्यार्थी:

- व्यक्ति तथा समाज के जीवन और विकास में हिन्दी 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 के 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 उद्देश्य की सहज प्राप्ति के लिए सहायक उपकरणों के निर्माण और उपयोग में दक्ष होंगे।
- भाषा अधिगम में विद्यालय आधारित आंकलन प्रविधि के उपयोग कुशलतापूर्वक करेंगे।
- भाषा अधिगम में विद्यार्थियों की कठिनाइयों के निराकरण के लिए क्रियात्मक अनुसंधान का प्रयोग करेंगे।

पाठ्यवस्तु

इकाई 1: हिन्दी भाषा की प्रकृति, प्रयोज्यता और संवर्धन।

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

1.2   हिन्दी भाषा में उर्दू, अंग्रेजी और संस्कृत से समाविष्ट प्रत्यय।

1.3   विश्वभाषा और भविष्य भाषा के रूप में हिन्दी के विकास का आंकलन।

1.4   हिन्दी साहित्य का सामान्य परिचय।

1.5   हिन्दी गद्य साहित्य की विधाएँ - कहानी, नाटक और महाकाव्य, उपन्यास, यात्रा विवरण, आत्मकथा और संस्मरण।

Rehabilitation Council of India ISITEP Middle Stage

इकाई 2: भाषा अधिगम की प्रकृति और पाठ नियोजन

2.1 हिन्दी शिक्षण के लक्ष्य और उद्देश्य।
2.2 इकाई नियोजन का प्रत्यय, इसका महत्त्व और निर्माण.विधि।
2.3 पाठयोजना का परिचय, उपयोग और महत्त्व।
2.4 पाठयोजना के चरण, संरचनाए उपागम और उनका क्रियान्वयन।
2.5 हिन्दी शिक्षण के ज्ञानात्मक, बोधात्मक, कौशलात्मक और रूचिगत उद्देश्यों का निर्धारण।

इकाई 3: हिन्दी की विविध विधाओं के षिक्षण की विधियों का परिचय और उपयोग

3.1 गद्य एवं पद्य शिक्षण की आवश्यकता और उपयोगिता।
3.2 गद्य शिक्षण की अर्थबोध, व्याख्या, विश्लेषण और संयुक्त विधि का परिचय और इनकी समीक्षा।
3.3 पद्य शिक्षण की शब्दार्थ कथन, खण्डान्वय, व्यास तथा समीक्षा विधि का परिचय और इनकी उपयुक्तता का आंकलन।
3.4 व्याकरण शिक्षण की आवश्यकता और उपयोगिता।
3.5 व्याकरण शिक्षण की निगमन, आगमन, भाषा संसर्ग और पाठ्य-पुस्तक विधियों का मूल्यांकन।

इकाई 4: भाषा अधिगम-शिक्षण में सहायक सामग्रियों का प्रयोग

4.1 शिक्षण उपकरणों का संदर्भ, महत्त्व और लाभ।
4.2 अधिगम-शिक्षण के दृश्य, श्रव्य, स्पर्श उपकरणों के प्रकार।
    4.2.1 **दृश्य उपकरण**- श्यामपट्ट, चार्ट, नक्शा, मानचित्र, प्रतिरूप, कार्यशील प्रतिरूप और फ्लैश कार्ड, सांकेतिक भाषा की वीडियो तथा अनुशीर्षक, अखबार, पत्रिकाओं और पुस्तकों इत्यादि के प्रयोग की विधि और अभ्यास।
    4.2.2 **श्रव्य उपकरण** - कॉम्पैक्ट डिस्क, श्रव्य पुस्तक, डेजी पुस्तकों, आई-पॉड इत्यादि के प्रयोग की विधि और अभ्यास।
    4.2.3 **स्पर्श उपकरण** -वास्तविक वस्तुएं, व्यक्ति, वस्तुए आवागमन, पशु-पक्षी, पेड़-पौधे इत्यादि के स्पर्शात्मक, प्रतिरूप, स्पर्शात्मक नक्शा, स्पर्शात्मक मानचित्र, मानव-शरीर का स्पर्शात्मक प्रतिरूप,
4.3 ब्रेल-लिपी में पाठ्यपुस्तकें एवं अन्य स्पर्शात्मक शिक्षण, अधिगम सहायक सामग्री इत्यादि के रूप में प्रयोग की विधि और उपयोगिता।
4.4 वैद्युदण्विक उपकरणों - टेलीविजन, कम्प्यूटर, डीजीटल पुस्तक, ई-सामग्री, सॉफ्ट-वेयरस, मोबाइल एप्स और विश्वजाल के सहायक तकनीक व उपकरणों के रूप में प्रयोग की विधि और उपयोगिता।
4.5 भाषा अधिगम में भाषा प्रयोगशाला (भौतिक व आभासी) के प्रयोग की विधि और समीक्षा।

इकाई 5: भाषा अधिगम के आंकलन व मूल्यांकन की प्रविधि

5.1 आंकलन व मूल्यांकन की संकल्पना, उद्देश्य और महत्त्व, आँकलन प्रक्रिया में लचीलापन।
5.2 आँकलन के विभिन्न प्रकार तथा उपकरण, विद्यालय आधारित आंकलन का संदर्भ।

5.3 लेखन, पठन, श्रुतलेख, सुलेख, तीव्रलेखन, त्रुटिमुक्त लेखन, आशुभाषण, काव्यपाठ, गीत, अभिनय, संवाद, क्रियाकलाप और नेतृत्व के गुणों का प्रविधि द्वारा मूल्यांकन तथा उनके भाषा अधिगम का संचयीवृत्त बनाना

5.4 त्रुटियों की पहचान व विश्लेषण, नैदानिक परीक्षण और उपचारात्मक उपाय

5.5 दिव्यांग विद्यार्थियों के लिए आँकलन प्रक्रिया में अनुकूलन और उनके सर्वांगीण विकास का आंकलन कर रिपोर्ट तैयार करना।

पाठ्यक्रम के व्यवहारिक सुझाव

पाठ्यक्रम का संचालन

इस पाठ्यक्रम के संचालन में हिंदी शिक्षण-अधिगम की गतिविधियां, पारस्परिक चर्चा और व्याख्यान, साहित्य-समीक्षा, प्रदर्शन और अवलोकन, विभिन्न अधिगम केंद्र, जैसे- भाषा प्रयोगशालाओं, आभासी प्रयोगशालाओं, स्कूलों और कक्षाओं इत्यादि में शिक्षार्थियों की सक्रिय भागीदारी शामिल होगी| इसके अतिरिक्त हिंदी भाषा के बहु सांस्कृतिक पहलू और बहुलता को समझाने हेतु विभिन्न परिवेशों में अकादमिक-भ्रमण; परियोजनाएं और ई-सामग्री और डिजिटल शिक्षण सामग्री की तैयारी, क्विज़ कार्यशालाओं और संगोष्ठियों, प्रदर्शनियों और प्रतियोगिताओं में भागीदारी के अवसर प्रदान किए जाएंगे|

पाठ्यक्रम कार्य/प्रायोगिक कार्य/अधिगम केंद्रों पर कार्य

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

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Content cum Pedagogy of Language (English) at Middle Stage

Course Code: 4.3.4   Credits: 02   Semester: 04

About the Course:

This comprehensive course on language education is a vital component of the Integrated Teacher Education Program (ITEP) aimed at developing middle school teachers. It explores the profound impact of language as our inherited inheritance, shaping our identities and emphasizing its importance in educating middle school students. Designed to enhance pedagogical content knowledge, the course prepares prospective teachers to effectively handle the languages taught at the middle school level. Prospective teachers will learn to use and create eco-friendly teaching aids suited for multicultural and inclusive classrooms. The course also emphasizes incorporating Indian folk culture into language classrooms to promote multiculturalism and multilingualism within the Indian context. It covers various modalities of language teaching, learning, assessment, and evaluation, providing hands-on experience in planning, developing, and assessing testing tools. Additionally, the course integrates strategies for incorporating ICT in language classrooms, including basics of e-content development, Open Educational Resources (OER), and digital ethics. It addresses the skills of 'learning to learn,' innovative practices, professional development, and the application of action research for fostering self-directed professional growth.

Learning Outcomes

After completion of this course, pupil teachers will be able to:

- Demonstrate understanding of the profound impact of language on shaping individual and collective identities
- Apply language teaching methodology to classroom teaching
- Analyse and synthesize various teaching strategies to adapt language instruction for different learning environment and cultural context
- Enlist classify and select appropriate teaching material for language teaching
- Find and design the appropriate assessment techniques for developing language skills
- Using ICT based assessment tools for creating inclusive classroom learning environment
- Describe need and scope of innovations in teaching learning of languages
- Classify different modalities of professional development

Unit 1- Historical, policy perspective, need and scope of language education

1.1   Constitutional provisions, policy documents, and census reports for language education with special reference to inclusiveness
1.2   Language education: concept Nature and scope. Language as a tool of empowerment or marginalisation in different contexts
1.3   Language as a structured system. Challenges in defining and categorising languages, language Continuum and the blood linguistic boundaries in multilingual regions.
1.4   Pedagogical aspects of language teaching: listening speaking reading writing

1.5   Aims and objectives of language teaching in middle stage: language as a tool for social connectedness, language and interpersonal radiation ships, language in preserving cultural heritage and shaping self-perception.

Unit 2: Teaching Aids, Learning Resources, Textbook Analysis and Planning

2.1   Teaching Learning Aids: concept , definition, role, types, importance and historical perspective with special reference to language teaching

2.2   Identification of eco-friendly components for developing teaching learning material, improvisation in using teaching materials in divers contest, approaches of using teaching learning material in multilingual classrooms.

2.3   Identification of learning resources, non-print and digital resources, language laboratory. Language teaching learning kits, clubs, folk fairs, folk exhibitions, excursions, community resources and use of local dialect as learning resources.

2.4   Understanding the language textbook from the pedagogical content knowledge (PCK) perspective, analysing the strategies for distributing and selecting the content for teaching.

2.5   Unit plan and lesson plan: concept types need and importance. Developing unit plants and lesson plans based on language learning outcomes and experience learning. Developing ICT integrated language lesson plans for online teaching using digital resources and multimedia.

Unit 3: Assessment of learning outcome

3.1   Assessment and Evaluation: concept, nature, scope and importance, differentiating assessment and evaluation, qualitative and quantitative paradigm, aims of assessment and evaluation in language teaching.

3.2   Formative and Summative assessment, 360 degree assessment, continuous and comprehensive assessment (CCA), importance of group assessment and pear assessment in language teaching

3.3   Assessment of language skills/competencies: assessment of 4 language skills, constructive approach to assessment: rubrics, portfolio, journal writing and open ended test, language lab, group activities, soft skill presentation.

3.4   Construction of achievement test

3.5   Feedback as an essential component of assessment; types of teacher feedback (written and oral); feedback to students and feedback to parents; peers' feedback, scores, grades and qualitative descriptions, developing and maintaining a comprehensive learner profile; challenges of assessment .

Unit 4: ICT integration in language learning

4.1   Information and Communication Technology: meaning, characteristics and importance.

4.2   Aims and functions of the following national policy on ICT: NMEICT (National mission on education through Information and Communication technology), CIET, e-path Shala, National digital library of India

4.3   ICT in Classroom: audio visual materials, internet, animations, audio, TV , films , mobile applications, e resources and AI based resources.

4.4 Strategies for developing integration skills of using ICT in language teaching: recent trends in ICT for language teaching, artificial intelligence, smart board, blockchain

4.5 Exploration of assistive devices for inclusive classroom, Developing e content: MOOCs, OER. Cyber ethics, cyber-crime and ways to use internet safely.

Unit 5: Innovative practices and Professional development

5.1 Innovative practices meaning need and scope, challenges in bringing innovation.

5.2 Activity Oriented language classroom: concept and scope; strategies for designing activity based language learning classrooms, psychological and sociological thrust areas to be addressed in preparation and use of activities at middle stage.

5.3 Planning and administration of activities (discussion debate recitation story telling puppetry role playing memory games brainstorming reading and writing competitions spell bee).

5.4 Qualities of an innovative language teacher in the context of national professional standards for teacher (NPST) and national mentoring mission (NMM)

5.5 Professional development of language teachers through various activities. Action research in language teaching.

Suggestive Practicum

1. Design activities that connect grammar with reading, writing and speaking.

2. Demonstrate and ICT integrated lesson plan for online teaching.

3. Develop a reflective journal ,chart, 2D or 3D model ,flashcard or multimedia presentation for a specific concept from language textbook.

4. Analyse and reframe previous year language question papers.

5. Case study of inclusive language teaching classroom.

Suggestive Mode of Transaction:

Lecture, interactive discussions, case studies, group projects, role playing, peer teaching, micro-teaching, language labs observation, field visit and multimedia presentations.

Suggestive Mode of Assessment:

Through the written test, classroom presentation, workshops, assignments, sessional and terminal semester end examination.

Suggestive Reading Materials

Atwell, N. (1987). In the Middle: Writing, reading, and learning with the adolescents. Portsmouth:.Heineman.

https://ncte.gov.in/website/PDF/NPST/NPST-Book.pdf

Rehabilitation Council of India ISITEP Middle Stage

Kunwar, N. (2015). 'Right writing' in Indian clasroom: learning tobe artificial. Language and language teaching.Vol 4, No. 1, Issue 7.

NCERT(2007) National Focus Group Paper on Examination Reforms

Parrott, M. (1993). Tasks for Language Teachers. Cambridge : CUP.

Rai, M. (2015). Writing in Indian schools: the product priority.Language and language learning.Vol 4, No 1, Issue 7, 32-36

Sinha, S. (2012). Reading without meaning: The dilemma of Indian classrooms. Language and Language Teaching, 1:1. 22- 26.

Source Books on Assessment for Grades I-V for Hindi, English, Mathematics and EVS NCERT (2008)

Content cum Pedagogy of Mathematics Education at Middle stage

Course code: 4.3.5   **Credits: 02**   **Semester**: 5

About the course:

Mathematics holds a crucial role in school curriculum, serving as a foundational subject that equips students with essential human value and nurtures fundamental mathematical abilities such as computation and logical reasoning Beyond its practical applications, mathematics holds utilitarian, practical, and disciplinary value. It significantly contributes to the advancement of human civilization by fostering critical thinking and problem-solving skills. Middle stage mathematics teaching focuses on guiding students through the process of building a strong foundation in mathematics. At this stage wide range of mathematical topics are introduced and begin to explore more abstract concept that call for use of several resources at classroom and in the community. This course is designed to broaden the scope of Mathematics learning by planning the learning experience by using materials and resources for enhancing quality of teaching through different learning material and resources. This course focuses on introducing educators to various assessment tools and technique to gauge student progress and also emphasizes on ICT tools, software applications, and online platforms that can enhance teaching and learning mathematics. As the present age is one of skill development and innovations, an exposure into professional development and skill enhancement to continue in teaching with passion is provided with various innovative teaching practice for making mathematic teaching more student-centric.

Learning outcomes:
After completion of the course, student teachers

- Describe the nature, scope, and values of Mathematics and its place in the school curriculum
- Analyze the mathematics curriculum at middle school level and explore diverse backgrounds and interests' children bring to the classroom.
- Classify different approaches and methods of teaching and learning Mathematics.
- Design teaching learning material suitable for students of middle stage.
- Prepare unit plan and lesson plan for effective mathematics teaching.
- Design and develop tools for continuous and comprehensive assessment of learning in the school situation.
- Create activity-based classroom for effective mathematics teaching.
- Organize different hands-on activity for creating interest of the student in mathematics teaching.
- Develop Teaching-Learning e-content of the mathematics teaching.
- Evaluate the curriculum used in Mathematics at the middle stage according to NCF.

UNIT - 1: Nature and Scope of Mathematics Education

1.1   Nature of mathematics- abstractness, precision, brevity, language, and symbolism, and Structure of mathematics (axioms, postulates, undefined terms, defined terms, theorems, proofs)

1.2   How mathematical ideas grow- concrete to abstract, particular to general, hierarchical structures.

1.3   Place of the Mathematics in middle school curriculum & Values of mathematics: cultural, disciplinary, moral, social and utilitarian values & Scope of mathematics, correlation of Mathematics with other subjects.

1.4   Aims and objectives of teaching and learning mathematics at middle stage, General and specific learning objective according to Bloom's Taxonomy with Anderson revision, writing the objective in behavioristic terms. Meaning and characteristics of instructional Objective

1.5   Historical development of Mathematics: historical development of notations and number systems, contribution of Mathematicians (With emphasis on Indian Mathematicians - Aryabhata, Brahmagupta, Bhaskar I, Srinivasa Ramanujan), Vedic Mathematics and its application. Policies on creating inclusive classroom for Mathematics Education.

UNIT - 2: Pedagogical Concerns of Mathematics

2.1   Content categories in Mathematics: (Facts, Concepts, Illustrations, Generalization

2.2   Content analysis in Mathematics, concept mapping in Mathematics (taking sample contents from Arithmetic, Algebra, Geometry

2.3   Models: Inquiry Training Model (ITM), Concept attainment Model (CAM), Mastery Learning Model.

2.4   Methods of Teaching the Subject:(teacher centric- Lecture cum Demonstration, Discussion, Inductive-Deductive, learner centric- Activity Based, Hands on Activity, Play-Way Method Group-Centric: Problem-Solving, Project Based, Inquiry based, Collaborative and Cooperative Learning, Problem-Solving, STEM and STEAM, Blended Learning)

2.5   Innovative practices in mathematics classroom - Activity oriented classrooms for mathematical creativity, teaching of Mathematics in the socio-cultural context, recreation in Mathematics, Informal, or Exploratory Activities; Mathematical games, puzzles and stories involving number, Problem-Based Projects and Investigations, Integrating Multiple Approaches; Cooperative Group Learning; Mathematical Conversations,

UNIT - 3: Learning Resources in Mathematics

3.1   Role and importance of teaching learning material in mathematics classroom.

3.2   Types of teaching learning materials for mathematics Teaching: charts, models, overhead projector, films with their specific use and limitations, non-print and digital media for offline/ online classroom teaching learning, reflective journals, charts, 2-D and 3-D models, games, toys, flash cards, worksheets, multimedia etc.

3.3   Creation of visual aids-charts, models, graphs; usage of graphical tools- calculator, logo, GeoGebra, sketch pad, ready reckoners; selection and integration of tools in relation to content and learning environment.

3.4   Non-print and digital resources – radio, TV, websites, animations, audios, videos, images, simulations, digital repository, AR, VR and AI based digital resources and OERs utility in mathematics teaching and learning

3.5   Mathematics Laboratory - Design, Setting and Function, Need and importance of Virtual Laboratories., Mathematics kit, Mathematics-Club, Mathematics Fairs, Mathematics Exhibitions, Educational Parks, Excursions, Community Resources and Pooling of Resources, National mathematics talent search, Mathematics Olympiad.

UNIT - 4: Textbook Analysis and Planning for Teaching Mathematics

4.1   Mathematics textbooks: characteristics and functions of a good mathematics textbook,

4.2   Evaluation of mathematics text books: Physical aspects, concept load, Presentation styles-diagrams, graphs, boxes, anecdotes, interesting clarity and precision, activities, practice and enrichment problems.

4.3   Understanding the textbook, analyzing subject matter from the pedagogical content knowledge (PCK) perspective, selecting the content, identifying facts, concepts, analyzing, organizing and planning appropriate learning strategies and learning experiences.

4.4   Designing of learning experiences in mathematics: yearly plan, unit plan, lesson plan, elaborating specific steps of each type of plan

4.5   Different models of lesson plan appropriate for middle stage mathematics teaching., Mathematics teacher as a lifelong learner, importance of self-directed professional learning, continuous professional development (CPD)

UNIT - 5: Assessment and Evaluation in Mathematics

5.1   Assessment and Evaluation of learning mathematics: Difference between Assessment and Evaluation. Assessment Based on Learning Outcomes,

5.2   Strategies for Continuous Assessment School-Based Assessment, Qualitative Assessment; Formative and Summative Assessment, Formal, Informal and 360-degree Assessment, Self and Peer Assessment.

5.3   Assessment of learning, Assessment for learning and Assessment as learning

5.4   Performance Assessment (non-testing methods): Assessment of Group Activities, Field Observations, Recording and Reporting, Creating Platform and Portfolio Management, Assessment of Lab Skills, Assignments, Projects, and Presentations.

5.5   Standardized test, Achievement test and development of blue print, Feedback mechanism in teaching learning. Creation of rubric, portfolios, criterion reference test, norm referenced test based on set criteria; construction, administration, scoring, interpretation of a unit test and providing feedback to learners.

Suggested Coursework/Practicum:

1.   Conduct pedagogical analysis of the content for any two topics of from mathematics text book at middle stage and submit a report
2.   Critical evaluation of the book of mathematics contents and prepare a report.
3.   Write learning outcomes and competencies for two topics of mathematics at middle stage.
4.   Prepare a display chart on the benefits of learning mathematics.
5.   Prepare a display material on linking career options in mathematics
6.   Survey of local and traditional Indian mathematicians
7.   Review of NEP 2020; NCF for School Education, 2023; preparing a report on recommendations for mathematics education
8.   Planning a regime for exercises for morning assembly.
9.   Planning fun games, outdoor group activities for promoting mathematics learning.
10.   Organizing quiz and other competitions in mathematics at class/school level.
11.   Preparation and exhibition of innovative teaching-learning materials.
12.   Preparation of Art and TPCK integrated learning resources for the teaching of mathematics
13.   Construction of an Achievement test/ Table of Specialization.

Rehabilitation Council of India ISITEP Middle Stage

14.   Preparation of question banks covering all aspects of Bloom's Taxonomy

Suggestive mode of transaction:

Short Lecture cum discussion/demonstration, group work and presentation, observation, seminar, experiential learning, skill development, report writing, report writing, organizing demonstrations and activities in simulated situations. school visits, report writing and presentation.

Suggestive assessment:

Written test, classroom presentation, workshop, assignments, practicum, sessional and terminal semester examination.

References/ Suggested Readings:

Askew, M., Brown, M., Rhodes, V., Johnson, D., & Wiliam, D. (1997). Effective teachers of numeracy. London: School of Education, King's College.

Attard, C. (2010). Students' experiences of mathematics during the transition from primary to secondary school. In L. Sparrow, B. Kissane & C. Hurst (Eds.), Shaping the future of mathematics education (Proceedings of the 33rd annual conference of the Mathematics Education Research Group of Australasia, pp. 53-60). Fremantle, WA: MERGA.

Beatty, R. & Geiger, V. (2010). Technology, communication and collaboration: Rethinking communities of inquiry, learning and practice. In C. Hoyles, & J.B. Lagrange (Eds.), Mathematics education and technology – Rethinking the terrain (pp. 251-284). New York, NY: Springer.

Beswick, K., & Muir, T. (2011). Interactive whiteboards as potential catalysts of pedagogic change in secondary mathematics teaching. In J. Clark, B. Kissane, J.

Bobis, J. (2009). Count me in too: The learning framework in number and its impact on teacher knowledge and pedagogy. Sydney: NSW Department of Education and Training

Boiler, J. (2013 March). Ability and Mathematics: The mindset revolution that is reshaping education. In Forum (Vol. 55, No. 1, pp. 143-52).

Butler, D., & Wren, D. (1965). The Teaching of Secondary Mathematics (4th ed.). London: McGraw Hill Book Company

Chambers, P. (2010). Teaching Mathematics, Sage Publication, New Delhi.

David, A.H., Maggie, M.K., & Louann, H.L. (2007). Teaching Mathematics Meaningfully: Solutions for Reaching Struggling Learners, Canada: Amazon Books.

David, W. (1988). How Children Think and Learn, New York: Blackwell Publishers Ltd.

Davis, R. B. (1984). Learning Mathematics: The Cognitive Approach to Mathematics Education. Sydney: Croom Helm Australia Pty Ltd.

Ducharme, R. E. & Ducharme, M. K. (1999) Using Teacher Reflective Practice to   Evaluate Professional Development in Maths and Science. Journal of Teacher   Education. 50 (1). 42.

Gafoor, K. A. & Sarabi, M.K. (2015). Need for Equipping Student Teachers with Language of Mathematics. UGC Sponsored National Seminar on   Pedagogy of Teacher Education- Trends and Challenges, Farook Training College, Kozhikkode. 8th and 19th August 2015 (eric document ED560111).

Gupta, H. N., & Shankar, V. (Eds.). (1984). Content cum Methodology of Teaching Mathematics. New Delhi: NCERT.

International Journal of Scientific Research and Reviews, vol. 8, no. 2, 2019, pp 3882-3898. "What the research says about using ICT in Maths." Becta, 2003.

James, A. (2005). Teaching of Mathematics, New Delhi: Neelkamal Publication.

Kapambwe, William M. 2010. The Implementation of School Based Continuous Assessment (CA) in Zambia. Educational Research and Reviews 5 (3): 99–107.

Keeley, P. K., & Cheryl, T. R. (2011). Mathematics Formative Assessment, Canada: Sage Publications.

Kilpatrick J, Holes C and Skovsmose, O. (Eds.) (2005). Meaning in mathematics education.

Kosterelioglu, I. & Yapici, M. (2016). The effects of activity based learning process on prospective teachers' perceptions of constructivist learning environment. International Journal of Human Sciences, 13 (1), 1342-1354. 26.

Kumar, S. (2009). Teaching of Mathematics, New Delhi: Anmol Publications.

Kupcu, A. R. (2012). The effects of activity-based teaching approach on the proportion related problem solving success of middle school students. Journal of Kırşehir Education Faculty, 13 (3), 175-206. 27.

Mangal, S.K. (1993). Teaching of Mathematics, New Delhi: Arya Book Depot.

National Council of Educational Research and Training (2005). National curriculum framework. New Delhi: NCERT

NCERT (2006). Position Paper: National Focus Group On Teaching of Mathematics. New Delhi: National Council of Educational Research and Training.

NCERT (2012). Pedagogy of Mathematics: Textbook for Two-Year B. Ed Course. New Delhi: NCERT.

Polya, G. (1957). How to Solve It. Garden City, New York: Doubleday.

Rajkumar, R. & Hema, G. (2016). Modern mathematics classrooms: facilitating innovative teaching methods and learning strategies for 21st century learners. Edusearch, 7, 70-74.

Robert B Davis (1984), Learning Mathematics-The cognitive approach to Mathematics Education, Sydney, Croom Helm Australia Pty Ltd

Servas, W., & Varga, T. (UNESCO source book). Teaching School Mathematics.

Siddhu, K.S. (1990). Teaching of Mathematics, New Delhi: Sterling Publishers.

Somashekar, G., Viswanathappa, G., & James, A. (2014). Methods of Teaching Mathematics. Hyderabad: Neelkamal Publications Pvt Ltd.

Stillwell, J. (1989). Mathematics and its History (Undergraduate Texts in Mathematics). New York: Springer-Verlag New York Inc.

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.

Yagnamurthy, Sreekanth. 2017. Continuous and Comprehensive Evaluation (CCE): Policy and Practice at the National Level. The Curriculum Journal 28 (3): 421–41.

Content cum Pedagogy of Science Education at Middle Stage

Course Code : 4.3.6   Credit : 02   Semester : 5

About the course:

The major objectives of science learning are to cultivate scientific temper i.e. objectivity, critical thinking, acquisition of skills, and understanding of methods and processes, nurturance of natural curiosity, aesthetic sense, creativity among children. Science is a dynamic, expanding body of knowledge covering ever new domains of experience. It significantly contributes to the advancement of human civilization by fostering critical thinking and problem-solving skills. Middle stage Science teaching focuses on guiding students through the process of building a strong foundation in Science. This course is designed to broaden the scope of Science learning by planning the learning experience by using materials and resources for enhancing quality of teaching through different learning material and resources. This course focuses on introducing educators to various assessment tools and technique to gauge student progress and also emphasizes on ICT tools, software applications, and online platforms that can enhance teaching and learning Science. As the present age is one of skill development and innovations, an exposure into professional development and skill enhancement to continue in teaching with passion is provided with various innovative teaching practice for making Science teaching more student-centric.

Learning outcomes

After completion of this course, student teachers will be able to:

- State the nature, scope, and importance of Science as a subject in the middle stage of schooling,
- Identify the linkages of Science with other school subjects and narrate the value inculcation process through Science teaching,
- Classify different approaches and methods of teaching and learning Science,
- Develop and use different types of teaching aids for the classroom teaching-learning process,
- Use print, non-print and digital resources for effective teaching and learning,
- Analyze textbooks and subject matter for organizing and planning appropriate learning strategies and experiences,
- Plan and develop unit plans and lesson plans based on learning outcomes and experiential learning,
- Plan and develop ICT Integrated Lesson Plans for Classroom categorize approaches, activities, and resources for teaching-learning,
- Develop different assessment strategies and conduct different types of assessment during teaching and learning Science,
- Prepare questions papers of Science using different types of test items,
- Create activity-oriented classroom for effective Science teaching and analyze NEP 2020 with special reference to activity-oriented classrooms,
- Organize different hands-on activity for creating interest of the student in Science teaching,

Unit-1 Understanding Emergence of Science as a Subject, linkages of Science with other Subjects and Values Inculcation

1.1   Meaning, nature, and importance of Science as a subject at the middle stage.

1.2   Objectives of pedagogy of Science at the middle stage and the linkages and correlation of Science in other school subjects.

1.3   Value of Science education in human life: arousing and maintaining interest in children in Science such as practical values, cultural values, and recreational values.

1.4   Recommendations of the Education Commission (1964-66), NCFSE 2023, and NEP 2020 for teaching Science in schools.

1.5   Contribution of some great Indian personalities in the field of Science- Varaha Mihira, Charaka, Aryabhatta, Maharshi Patanjali, C.V. Raman, Homi Jahangir Bhabha, Sir Jagdish Chandra Bose, A. P. J. Abdul Kalam.

Unit-2 Pedagogical Concerns of Science

2.1   Pedagogy of Science: meaning, nature, scope and factors influencing pedagogy of Science.

2.2   The process of making Science interesting in the middle stage and development of children's Science concepts, process skills, and attitude.

2.3   Methods of Teaching the Subject:(teacher centric- Lecture cum Demonstration, Discussion, Inductive-Deductive, learner centric- Activity Based, Hands on Activity, Play-Way Method Group-Centric: Problem-Solving, Project Based, Inquiry based, Collaborative and Cooperative Learning, Problem-Solving, STEM and STEAM, Blended Learning)

2.5   Innovative practices in Science classroom - Meaning, need, scope and objective of activity-oriented classrooms in Science. Types of Activities (Online/ Offline): quizzes, buzz groups, snowballing, brainstorming, discussion and group learning, debates, recitations and storytelling, clay modeling and toy making, art forms of Indian tradition, presentations, role play, training games for learners, case study, asking and framing questions including higher order thinking questions.
Use of ICT in the Classroom: artificial intelligence, machine learning, block chains, smart boards, handheld computing devices, adaptive computer testing for student development.

Unit-3 Teaching Learning Aid/Material and Learning Resources in Science

3.1   Teaching Learning Aids/Materials: concept, definition, role, and importance in classroom teaching learning the Science.

3.2   Types of Teaching Learning Aids/Materials: non-print and digital media for offline/online classroom teaching learning (reflective journals, charts, 2-D and 3-D models, games, toys, flash cards, worksheets, multimedia etc.).

3.3   Identification and use of learning resources in subject from the environment, textbook, teachers' manual/ handbook, laboratory manual, and other print materials.

3.4   Non-Print and Digital Resources – radio, TV, websites, animations, audios, videos, images, simulations, digital repository, audio resources, video resources and artificial intelligence based digital resources and open education resources.

3.5   Laboratory – types, design, management, and practices; virtual laboratories. Safety of Scientific equipment with reference to Children with Disabilities. Teaching learning kits, Science clubs, fairs, exhibitions, educational parks, excursions, community resources and pooling of resources.

Unit-4 Textbook Analysis and Planning for Teaching Science

4.1   Understanding the textbook, Analyzing Subject Matter from the Pedagogical Content Knowledge (PCK) Perspective and Analyzing the Indian Knowledge System including tribal knowledge and indigenous and traditional ways of learning (Class VI, VII and VIII), selecting the content, identifying facts, concepts, Analyzing, organizing, and planning appropriate learning strategies and learning experiences.

4.2   Concept, types, importance and basic steps of teaching unit and lesson planning with special emphasis on the identification of concepts of Science.

4.3   Developing unit plans and lesson plans for developing critical thinking, inquiry- based, discovery-based, discussion- based, and analysis-based learning.

4.4   Developing unit plans and lesson plans based on learning outcomes, experiential learning including hands-on learning, arts-integrated, sports-integrated education, storytelling, and exploration of relations among different subjects.

4.5   Developing ICT integrated lesson plans for classrooms for online teaching using digital resources and multimedia; Use of Tools and Platforms along with DIKSHA, and SWAYAM.

Unit-5 Assessment and Evaluation in Science

5.1   Assessment and Evaluation: concept, need for and importance in teaching-learning the Science, difference between Assessment and Evaluation.

5.2   Assessment Based on learning outcomes, strategies for continuous assessment, school-based assessment, qualitative assessment; formative and summative assessment, formal, informal and 360-degree assessment, self and peer assessment, adjustment in evaluation for Children with Disabilities.

5.3   Performance Assessment: assessment of group activities, field observations, recording and reporting, creating platform and portfolio management, assessment of lab skills, assignments, projects, and presentations.

5.4   Unit Test Based on Table of Specification (ToS) and its importance; basic steps of question paper setting, types of test items and preparing answer key and feedback mechanism in teaching-learning.

5.6 Adaptations of Evaluation Procedure with Reference to Children with Disabilities.

Suggestive Practicum (Any Two)

- Differentiating scope and level of difficulty of Science-related concepts in the environmental studies textbook of Class V and Science concepts in the textbook of Class VI
- Find out the challenges involved in Science pedagogy at the middle stage.
- Textbook analysis (Class VI, VII & VIII) incorporating the Indian knowledge system.

- Develop Teaching Learning Aids/Materials for offline and online classroom teaching and learning.
- Develop a repository with AR, VR, AI-based digital resources and OER.
- Design laboratory for middle school.
- Preparation of a Lesson plan based on learning outcomes and experiential learning keeping in view a blended learning approach for the concepts of Science followed by seminar/presentation.
- Develop one achievement test of Science for each class (Class VI, VII and VIII).
- Exploration of AI-based assessment tools.
- Analysing NEP 2020 with special Reference to Activity Oriented Classrooms.
- Visit to a nearby village/mohalla/field/pond/ and prepare an observation note, sharing and discussion on the note.
- Hands-on activities, simple experiments in Science using locally available resources, simple Science project in group.
- Participation in Science fair, exhibition, quiz, debate, and essay competition.
- Curricular adaptations for teaching Sciences to students with disabilities.

Suggestive mode of transaction

Short Lecture cum discussion/demonstration, group work and presentation, observation, seminar, experiential learning, skill development, report writing, report writing, organizing demonstrations and activities in simulated situations. school visits, report writing and presentation.

Suggestive assessment

Written test, classroom presentation, workshop, assignments, practicum, sessional and terminal semester examination.

Suggestive Reading Material

National Council of Educational Research and Training. (April 2022). Mandate documents Guidelines for the development of National Curriculum Frameworks.
National Education Policy 2020, MoE, Government of India.
National Steering Committee for National Curriculum Frameworks, (2023). Draft National Curriculum Framework for School Education.
Ministry of Education. Government of India. New Delhi.
Report of the Education Commission (1964-66).
NCERT, Textbooks of Sciences at Middle Stage.

Other Reading Material

Buxton, A. C. (2010). *Teaching Science in Elementary and Middle School*. Sage Publications.
Bybee, R. (2010b). *The teaching of science: 21st-century perspectives*. NSTA Press.

Fensham, P.J. (1994). *The content of Science: A constructive Approach to its Teaching and Learning.* The Falmer Press.

Joshi, S. R. (2005). Teaching of Science. A.P.H. Publishing Corporation.

Lawson, E. A. (2010). *Teaching Inquiry Science in Middle School.* Sage Publications.

UNESCO (1966). *Source Book for Science Teaching.* UNESCO.

*Teachers may also suggest books/readings as per the need of the learners and learning content.

Rehabilitation Council of India ISITEP Middle Stage

Content cum Pedagogy of Social Science at Middle Stage

Course code: 4.3.7   **Credits: 02   Semester- 6**

About the Course

This comprehensive programme is designed to provide educators with the necessary knowledge and abilities to effectively teach social sciences to middle-school students. The course dives into various aspects of history, geography, civics, economics, and sociology with a focus on curriculum content and creative teaching approaches. The units deal with the nature and concept of social science as a subject. Then it delves into the historical relevance and policy perspectives and ends it with an introduction to policy perspectives. The unit prepares the pupil teachers to focus on adolescents and thus requires patience and care to instill building blocks. These units were introduced as the first footsteps into the domain of pedagogy to build the schema for the courses ahead. The students undergo a transitional phase as they move from the concrete operational to the formal operational stage of cognitive development.

Learning Outcomes
After completion of this course, pupil-teachers will be able to:
*   Define and discuss the concept and nature of Social Science,
*   Analyze critically the policies with reference to pedagogic, inclusive, and ethical issues,
*   Utilize innovative pedagogical skills to engage and foster critical thinking among students.
*   Utilize the local specific resources for effective teaching-learning of Social Science,
*   Analyze the Social Science textbooks and develop unit plan and lesson plan accordingly
*   Differentiate different modes of assessment in Social Science.

UNIT - I Understanding the Concept and Policy Perspective of Social Sciences

1.1   Concept, nature and scope of Social Science
1.2   Perspectives of Social Sciences in daily life and the construction of:
        1.2.1 Social facts and opinions,
        1.2.2 Explanations and arguments; and
        1.2.3   Spatial and temporal contexts
1.3   Linking Interdisciplinary and Multidisciplinary aspects of Social Sciences.
1.4   A reflection of Social Sciences in Education Commission (1964-66), NPE 1986 (revised 1992) and NEP 2020.
1.5   The present position of Social Science as a subject in the school curriculum regarding NCF 2005 and NCFSE 2023 at the middle stage.

UNIT - II
2   **Pedagogical Concerns of Social Science**
2.1 Meaning, nature, and scope of constructivist pedagogy with special reference to middle stage.
2.2   Approach: Constructivist approach of collaborative learning.
2.3   Method (Tool and Techniques): Narration (story-telling and recitation) cum discussion Elocution and Debates (soliloquy, monologue, and dialogue), Inductive- deductive (concept map and problem-solving method), Analytic-synthetic method.

2.4 Activities: Brainstorming and concept mapping, Observation, introspection, and reflection (making of anecdotal records, observation schedule and reflective diaries) project work (problem, aesthetic, constructive and drill), dramatization (role play, mime, skit, dance-drama, Bal-Panchayat, street-play, theatre), Field Trip (Exhibits, museums, heritage, and archaeological sites, social- communal places as markets and railway stations).

2.5 Interactive and critical pedagogy in Social Sciences

Unit-III
3 Teaching Learning Aids / Materials
3.2 Textual/reference: magazines, newspapers, journals, reports, documents, records and gazettes, dictionaries, and encyclopedias.

3.3 Visual References: atlas, map, globe, map book, timeline, historical map, table, diagram, graph, chart, picture, photograph, model, satellite imagery and aerial photograph, digital imagery.

3.4 Contrived Reference and Direct Experience: Documentaries and Films, Bal-Panchayat, Mock-Parliament, Plays (Musical and non-musical) and Theatre; Laboratory and simulated environments.

3.5 Use of ICT in the Classroom: Artificial intelligence, interactive presentations, and multimedia content creation, utilizing presentation software to design visually appealing and interactive lessons.

3.6 Resource Room, Podcasts, Documentaries and Films, Museums and Exhibits

Unit-IV
4 Textbook Analysis and Planning for Teaching the Subject
4.2 Analysis of Social Science textbooks, concept, organization, state and national perspectives and pedagogical concerns in Social Science textbooks.

4.3 Introduction to skills of teaching-learning: induction, illustration, explanation, stimulation (verbal- nonverbal) and closure.

4.4 Development of year plan, unit plan and lesson plan,5 E and ICON Model.

4.5 Incorporating Technology in Activity-Oriented Social Science Lessons: Digital Mapping and Data Visualization, Virtual Field Trips and Cultural Experiences

4.6 Facilitating Activity-Oriented Social Science Lessons: Discussion Techniques using peer teaching and team-teaching.

UNIT - V
5 Assessment and Evaluation
5.2 Evaluation: Concept, Types, Differences between Evaluation and Assessment

5.3 Importance of assessment in Social Sciences and assessment for, of and as.

5.4 Quantitative and qualitative tools and techniques in Social Sciences (checklist, questionnaire, scale, anecdotal records, observation schedule, sociometry, rating scale, rubrics, and portfolio).

5.5 Construction of tests: questions for testing cognitive and co-cognitive areas of learning: questions for testing cognitive and co-cognitive areas of learning.

5.6 Emerging Trends in Assessment and Evaluation

Suggestive Practicum
1. Analysis of Policy (NEP 2020- pedagogy based on the principles of NEP 2020)
2. Field Trip and documentation.
3. Make a collection of teaching-learning aids
4. Textbook analysis and reflection of concurrent and sequential concept arrangement.
5. Online forums and reflective journals on ICT integration in the Social Sciences.

Suggestive Mode of Transaction
Narration, Demonstration, Field-based experience, Discussions.

Suggestive Mode of Assessment:
Creating authentic assessment tasks that mirror real-world applications of Social Science concepts. Evaluating student performance based on real-world scenarios and problem-solving skills.

Suggestive Reading Materials

- IGNOU (2017) BES142 Pedagogy of Social Sciences. New Delhi

- MHRD. (2020). National Education Policy 2020. Ministry of Human Resource Development. Government of India. New Delhi.

- NCERT (2017). Learning Outcomes at the Elementary Stage. NCERT, New Delhi

- NCERT (2019). Continuous and Comprehensive Evaluation Guidelines. NCERT

- NCERT (2022). Toy- Based Pedagogy- A Handbook (Learning for Fun, Joy and Holistic Development) Part- I. MOE, Govt. of India

- NCERT (2023). National Curriculum Framework for School Education

Content cum Pedagogy of Vocational Education at Middle Stage

Course code: 4.3.8   **Credits: 02**   **Semester-** 6

About the course:

Vocational education plays a critical role in preparing students for the workforce. Middle-age students (Class 6-8), provided with vocational education at school can have exposure to various vocations and develop skills and aptitude for it and can think about a variety of practical aspects and applications of their education. This course equips prospective teachers with the mindset, skills, and knowledge necessary for teaching vocational education to specially-abled learners effectively. The primary goal is to provide practical skills and knowledge to enable students to become self-sufficient and productive members of society. The curriculum aims to introduce student-teachers to the world of work and prepare them for further vocational or technical education. Early exposure to vocational is necessary and the role of teachers in planning and implementing effective teaching strategies hence becomes significant. Given the evolving nature of assessment and evaluation in vocational education, it is required for teachers to understand the integral role of such tools in the teaching and learning process. The course aims to help educators improve their teaching skills, analyze content for pedagogical instructions, and effectively assess students' abilities. It also delves into effective tools for continuous professional/personal development and research in enhancing vocational education teaching practices.

Learning outcomes: After completion of this course, the student teacher will be able to:

- State the meaning, nature, importance and scope of vocational education
- Demonstrate best and innovative teaching practices in vocational education
- Identify, classify, prepare and effectively use various teaching learning materials and resources
- Analyze textbook concerning vocational education and integrate different subjects with specific vocational topics, make use of various technologies to be integrated in teaching to make blended learning possible
- Effectively plan their classroom sessions and draw best learning outcomes from students
- Successfully engage students in a healthy learning environment and execute plans for holistic development of all learners and design various tools for assessment and evaluation for learners
- Practice continuous self-improvement to thrive in their personal and professional lives
- Guide students proficiently to pursue a vocation/career of their choice in their upcoming academic years

Course content

Unit 1: **Meaning, Nature and Scope of vocational education**

1.1   Meaning, scope and importance of vocational education, its principles and trends
1.2   Policy perspectives (Like NEP & NCF, recommendation of various committees & commissions), historical overview, place of Vocational Education in schools and contemporary issues
1.3   Integration of vocational teaching with other subjects to develop holistic understanding of a given topic.
1.4   Aims, objectives and associated values for teaching at middle stage
1.5   Innovative practices and trends in vocational education and qualities of innovative teachers

Unit 2: **Pedagogical practices**

2.1   Time management, self awareness, leadership development, developing and maintaining a network

2.2   Required qualities and competencies of a VT, managing stakeholders and relationships with them

2.3   Accommodating more inclusivity in current education setup, dealing with difficult situation in and out of classroom

2.4   Ensure quality education, identify and use of effective teaching methodologies for children with learning difficulties, Setting goals, backward and annual planning, making lesson plans, analyzing and using textbooks effectively. Group formation and creating best learning environments.

2.5   Meaning, scope and use of ICT, special features and limitations of ICT in vocational education, integration of other subjects including arts and sports with vocational education

Unit 3: **Planning for teaching the subject**

3.1   Understanding different types of learners and their needs and making lesson/units plans for them accordingly.

3.2   Various learning approaches and neurobiology behind various learning difficulties

3.3   Providing effective feedback for holistic development of the learner, Assessment & evaluation: difference between them, various types and their importance, preparing questions papers- fundamentals and practice

3.4   Learning outside the classroom: How to integrate learning with the outer environment

3.5   Understanding learners at middle stage and their issues, working on their social and emotional well-being

Unit 4: **Learning resources & learning aids/materials in vocational education**

4.1   Identifying, creating and using various types of learning materials/aids- online & offline- for teachers and learners

4.2   Identification and use of learning resources from print materials like textbooks, teacher's handbook/manual, laboratory manual and digital and non-print materials like radio, tv, audio, videos, AR, VR etc.

4.3   Online resources like PDFs, presentations, multi-media, illustrations, animations, MOOCs, open education resources etc,

4.4   Teaching learning kits, subject clubs, fairs, exhibitions, education parks, excursions, community resources and pooling of resources

4.5   Identification and use of digital learning resources and non-print materials like radio, tv, audio, videos, AR, VR, simulations, digital repositories etc.

Unit 5: **Using assessments and evaluation for setting learning paths - future in vocational education**

5.1   Social inclusion and equity at workplaces, vocational literacy

Rehabilitation Council of India ISITEP Middle Stage

5.2   Developing entrepreneurship mindset and skills

5.3   Identifying and developing necessary skill sets required in various vocations like marketing, budgeting, green skills etc.

5.4   Mentoring and career guidance

5.5   Dignity of labor: Sensitize parents and the community to be more aware and compassionate

Suggested Coursework/Practicum:

- Prospective teachers will be attached for a week with vocational education institutions to learn about the core course content and make an analysis of it.
- Analyze NEP 2020, NCFSE 2023 for vocational education and prepare a report.
- Development of activity chart in the light of 10 bag-less days, presentation, and reflection in group.
- Conduct a short survey to know the use of learning materials and resources in actual classrooms and comprehend this as a report.
- Suggest methods and models to integrate art integrated and sports integrated classroom in Vocational Education.
- Make a report on the challenges faced by teachers in creating learning resources and using them
- Student teachers will be given prescribed learning outcomes and asked to design assessments to assess the outcomes and present their assessment plans before fellow learners for discussion.
- Student teachers will be asked to conduct a short survey to identify emerging trends in Vocational Education. They will be assigned to prepare and submit a report stating how they will incorporate this into their teaching.
- Identify a piece of research relevant to Vocational Education and read, reflect, and discuss the implications of the research in teaching Vocational Education.
- Field visits to places such as nursery, bakery, fabric making industry, jewellery industry, craft industry, government hospitals, fire brigade stations, bank, agricultural field, and domestic animal care center, etc. and prepare a report
- Conduct a short survey to know the expectations of students, parents, industries, and society about vocational education and comprehend this as a report.
- Conduct SWOT analysis of self as well as peers to help out understand themselves better. Survey of teachers to find out the availability and practicability of the in- service programmes and prepare a report.

Suggestive mode of transaction:

Interdisciplinary and multidisciplinary, Brainstorming, Large and small group discussion – presentation-reflection/feedback, Experiential learning, Field-visit, Community survey, Project work, Group discussion and debate, Hands-on activities, Activity/Experience-reflection-conceptualization-apply cycle, Flipped learning.

Suggestive assessment:

Assessment for learning/formative assessment, self-assessment, peer assessment, assignments, portfolio assessment, rubric assessment, project work report, performance-based assessment, assessment of learning/summative.

Rehabilitation Council of India ISITEP Middle Stage

Suggested Readings:

Books

Mehrotra, Santosh (2014). India's Skills Challenge: Reforming Vocational Education and Training to Harness the Demographic Dividend

Choudhary, Monisha (2017). Skill development and vocational training

Journals

Sanderson, M. (1993). Vocational and Liberal Education: A Historian's View. European Journal of Education, 28(2), 189. https://doi.org/10.2307/1503385

Indian journal of vocational education: https://www.psscive.ac.in/publications/ive-journal

Online links

UNDP (2022). Opinion survey 2022: The perspective of students on Vocational Education and Training.

NCERT - National curriculum framework 2023_Draft

NCERT (2015) International conference on emerging trends in TVET: vision 2025

Portals

1) The Pandit Sunderlal Sharma Central Institute of Vocational Education (PSSCIVE) :Vocational Textbooks and Digital Resources:

https://www.psscive.ac.in/

2) All India council for technical education, link for newsletters

https://www.aicte-india.org/bulletins/newsletter?lang=All

5.0 ABILITY ENHANCEMENT & VALUE-ADDED COURSES

5.1 has a sample paper on Hindi which is one of the 8th schedule languages. Universities and Institutions can retain this or prepare any other regional language based on the sample provided.

5.2 has two sample courses; English and Indian Sign Language (ISL). It is suggested that students opting specialisation in Hearing Impairment take ISL as a mandatory course and others may either choose ISL or any other non-schedule languages. A sample course of English has been provided. Universities and Institutions can retain this or prepare any other language course based on the sample provided.

Rehabilitation Council of India ISITEP Middle Stage

Language I (As per the VIII Schedule of the constitution of India)

Course Code: 5.1   **Credits: 4**   **Semester: 1**

About the Course

Language is a system of conventional, spoken, manual or written symbols by means of which human beings as members of social group express themselves. Language has undeniable links with all kinds of learning. This comprehensive course is designed to provide student-teachers with the essential skills and knowledge required to effectively preserve and promote linguistic diversity in India, focusing on the 8th Scheduled languages. The curriculum encompasses a wide range of topics, including understanding language acquisition, first language learning, and practical strategies for teaching first languages. It also covers the development of language skills, multilingualism, utilizing local resources, the socio-cultural contexts of languages, and the creation of high-quality language teaching materials and assessment techniques. Additionally, the course integrates the practical aspects of language teaching, including fieldwork, classroom observations, and community engagement to foster inclusive education practices in diverse settings.

Learning outcomes

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

- Differentiate between language, communication and cognition.
- Explain the importance of preserving linguistic diversity and promoting mother tongue-based education.
- Highlight guidelines of NEP 2020 in language teaching, focusing on mother tongue instruction and inclusive practices.
- Develop high-quality language teaching resources for inclusive classrooms.
- Demonstrate social tolerance and effective communication through bilingual and multilingual education practices.

Course Content
Unit 1: Understanding Language, Communication and Cognition

1.1   Introduction to Language, Communication and Cognition; Language as a means of communication and language as a medium of cognition
1.2   Types of Communication (linguistic and non-linguistic communication, formal and informal communication, verbal and nonverbal communication, gestures, Sign Language)
1.3   Language and Society: Functions of language, Multilingualism in India, Language variations and standardization
1.4   Language acquisition and language learning, Barriers to language and communication in the context of different disabilities
1.5   Teaching of Mother Tongue (L1) in the context of different disabilities

Unit 2: Language Skills and Instruction in Special Schools/ Inclusive Schools

2.1   Aims and objectives of teaching the First Language at different stages of schooling and language skills (listening, speaking, reading and writing)
2.2   Listening Skills (Comprehension) in the context of different disabilities
2.3   Speaking Skills (Communication) in the context of different disabilities
2.4   Reading Skills in the context of different disabilities
2.5   Writing Skills in the context of different disabilities

Unit 3: Approaches and Methods of Teaching the First Language in Special and Inclusive Schools

3.1   Principles of teaching language.
3.2   Approaches to teaching language (Task-Based Approach, Collaborative Learning, Experiential Learning, Reflective, Inquiry-Based Approach, Language Across Curriculum, Communicative Language Teaching, Bilingual, Multilingual, Eclectic, and Constructive Approach etc.)
3.3   Methods of teaching language (Natural, Structural and Combined Method)
3.4   Techniques of Teaching Language (Directed Activity, News, Stories, Poems, Total Physical Response etc.)
3.5   Reasonable Accommodations and Exemptions in Teaching Language to Children with Disabilities

Unit 4: Creating Language Teaching Materials

4.1   Principles of developing language teaching materials
4.2   Designing age-appropriate and inclusive learning resources
4.3   Utilizing digital & ICT tools for language teaching
4.4   Creating dictionaries and other reference materials for language teaching
4.5   Developing culturally relevant and inclusive teaching aids for diverse learners

Unit 5: Enhancing Language Teachers' Skills

5.1   Understanding the socio-cultural context of languages in education
5.2   Techniques for effective language instruction in classrooms
5.3   Professional development for language teachers
5.4   Strategies for inclusive education and effective communication in multilingual environments
5.5   Assessment and evaluation in language teaching

Suggested Coursework/Practicum
- Development of inclusive language teaching materials and hands-on training sessions for different educational settings: Inclusive and special schools.
- Classroom Observation and analysis of multilingual education settings.
- Participation in language teaching practicum.
- Research Project on language education for diverse learners.
- Fieldwork involving language preservation efforts in educational contexts.
- Interactive field visits to multilingual classrooms and community language centres.
- Developing collaborative projects with peers on language education practices.

- Community engagement activities to understand and document socio-cultural contexts.

Suggested modes of transaction
- Interactive Lectures, Discussions, and Workshops on Language Education.
- Hands-on training sessions for creating inclusive language teaching materials
- Field visits to multilingual classrooms and community engagement with diverse learners.
- Collaborative projects and peer learning on language education practices.
- Use of multimedia, digital resources, and assistive technologies for education.

Suggested modes of assessment
- Written assignments and reflective journals on language 1 teaching.
- Practical projects and teaching demonstrations for language instruction.
- Class participation, group discussions, and presentations on language education practices.
- Oral presentations, viva voce, and reflections on language teaching experiences.
- Fieldwork reports and evaluations on language education in diverse settings.
- Develop and present inclusive language teaching materials with manuals.
- Written reports and reflections on classroom observations and field visits.
- Group discussions and presentations on field research findings.
- Practical demonstrations of teaching strategies in diverse educational settings.

Suggested readings
Books

Agnihotri, R. K. (2015). Multilingual Education in India: A Case for English Language Teaching. Springer.

Baron,J. & Watkins, P. (2023). Pragmatics in Language Teaching: From Research to Practice. Routledge, Denver.

Clare, A. Gregrson, T., & Mercer, S. (2024). Positive language education: Teaching global life skills in the language classroom. Routledge, Denver.

Cummins, J., & Hornberger, N. H. (2008). Encyclopaedia of Language and Education. Springer.

Goh, C.C. & Liu, X. (2023). Confident speaking: Theory, Practice, and Teacher inquiry. Routledge.

Khanna, A. L., Agnihotri, R. K., and Gupta, S. A. (2017). Trends in Language Teaching, The Orient Blackswan Pvt. Ltd.

Kroth, R. L. & Edge, D. (1997). Strategies for communicating with parents and families of Exceptional Children. Denver: Love Publishing Company.

Mishan, F. & Kiss, T. (2024). Developing Intercultural language materials. Routledge.

Puar, S. S. (2017). Language across the Curriculum, Twenty first Century Publications, Patiala

Skutnabb-Kangas, T., & Phillipson, R. (1994). Linguistic Human Rights: Overcoming Linguistic Discrimination. Mouton de Gruyter.

Spiro, J. & Paran, A. (2023). Becoming a reading teacher: Connecting research and practice.

Trenholm, S. (2021). Thinking through communication: An introduction to the study of Human communication. Routledge

Journals

Agnihotri, R. K. (2007). Towards a Pedagogical Paradigm rooted in multiliguality. International Multilingual Research Journal, 1(2). 79-88.

Language, Culture, and Curriculum.

Journal of Multilingual and Multicultural Development.

Online Links

National Education Policy 2020: [NEP 2020]. http://www.education.gov.in/nep/about-nep and
http://education.gov.in/national-education-policy

UNESCO World Atlas of Languages: [UNESCO] (https://en.unesco.org/world-atlas-of-languages)
http://en.wal.unesco.org/world-atlas-languages

Portals:

Central Institute of Indian Languages: [CIIL] https://www.ciil.org/

Rehabilitation Council of India ISITEP Middle Stage

Language 2: Indian Sign Language (ISL)

Course Code: 5.2 (a)   **Credits: 4**   **Semester: 2**

About the course

This course will help students understand Indian Sign Language (ISL) and its importance for communicating with Deaf and hard-of-hearing individuals. The content covered includes the basics of ISL, grammar, vocabulary, and the application of ISL in educational settings. This course focuses on inclusion and equity principles to help teachers create a classroom that meets the needs of all students. The course also incorporates practical components, including fieldwork, classroom observations, and community engagement, to provide hands-on experience in using ISL effectively.

Learning outcomes

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

- Demonstrate proficiency in basic ISL vocabulary and grammar.
- Apply ISL in classroom interactions and instructional activities.
- Develop lesson plans that incorporate ISL to support inclusive education.
- Evaluate the communication needs of students with hearing impairments and adapt teaching strategies accordingly.
- Collaborate with parents, teachers, and specialists to support students using ISL.

Course Content

Unit 1: Introduction to Indian Sign Language

1.1   Overview of Indian Sign Language
1.2   History and development of ISL
1.3   Importance of ISL in inclusive education
1.4   Useful phrases and prerequisites for learning ISL
1.5   Everyday communication

Unit 2: ISL Grammar and Syntax

2.1   Sentence structure in ISL and Role of space
2.2   Use of Non-Manual Signals
2.3   Verb Modifications, Affixes, and Temporal Aspects in ISL
2.4   Question Formation in ISL
2.5   Complex Sentences and Narratives

Unit 3: Effective Communication in ISL in Educational Settings

3.1   Vocabulary for Educational Settings
3.2   Subject-Specific Vocabulary (e.g., Math, Science, Social Studies)
3.3   Everyday Conversation Phrases
3.4   Classroom Management Phrases
3.5   Signs for Topics in Inclusive Education

Unit 4: Teaching Strategies Using ISL

4.1   Multilingual-Multimodal Methods
4.2   Integrating ISL into Lessons - Classroom Activities to Enhance ISL Learning
4.3   Adapting Curriculum Materials for ISL Users
4.4   Visual Aids and Resources for Teaching ISL
4.5   Assessing Student Progress in ISL

Unit 5: Collaboration and Support

5.1   Working with Parents and Families
5.2   Collaborating with Other Educators and Specialists
5.3   Creating an Inclusive Classroom Environment and Working with ISL Interpreters
5.4   Working with the Deaf Community and Advocacy for ISL and Deaf Culture
5.5   Resources and Support Networks for ISL Users

Suggested Coursework/Practicum
- Practical sessions on ISL communication.
- Development of inclusive lesson plans incorporating ISL.
- Bilingual-bimodal practice.
- Role-playing and simulation exercises.
- Observations and reflections on ISL usage in classrooms.
- Collaboration projects with peers and specialists.

Suggested modes of transaction
- Interactive lectures and demonstrations.
- Group discussions and collaborative activities.
- Hands-on practice and role-playing.
- Use of multimedia resources for ISL learning.
- Guest lectures from ISL experts and Deaf educators.

Suggested modes of assessment
- Continuous assessment through practical demonstrations.
- Written assignments and reflections on ISL usage.
- Lesson plan development and presentation.
- Peer and self-assessment of ISL proficiency.
- Final practical examination on ISL communication skills.

Suggested readings
Books
Indian Sign Language (ISL) Textbooks by HWSPSHI for Foundation till Class VIII

RCI. (2023). Deaf Culture, History, Identity and Sign Language. New Delhi: RCI. Available online at https://rehabcouncil.nic.in/sites/default/files/2023-5/DISLI%20T2.pdf

Zeshan, U., & Webster, J. (Eds.). (2019). Sign multilingualism (Vol. 7). Walter de Gruyter GmbH & Co KG.

Journals

Zeshan, U., Vasishta, M. N., & Sethna, M. (2005). Implementation of Indian Sign Language in educational settings. Asia Pacific Disability Rehabilitation Journal, 16(1), 16-40.

Sign Language Studies. (Gallaudet University).

Journal of Deaf Studies and Deaf Education.

The Journal of Special Education.

Online Links

National Institute of Speech and Hearing: www.nish.ac.in

Sign Language Linguistics Society: www.slls.eu

Portals

ISLRTC (Indian Sign Language Research and Training Centre): www.islrtc.nic.in

Dictionaries and YouTube Channels

ISLRTC: https://www.youtube.com/@islrtcnewdelhi4069

ISLRTC Portal: https://divyangjan.depwd.gov.in/islrtc/

Haryana Welfare Society for Persons with Speech and Hearing Impairment - www.youtube.com/@signlibrarydsl and www.youtube.com/@EarlyInterventionProject

India Signing Hands: https://www.youtube.com/@ISHShiksha/shorts and www.youtube.com/@ishkids

Digital Database of Indian Sign Language and Educational Resources- [NERIE-NCERT| ISL] www.nesignlanguage.in

Apps

ISLRTC's Sign Learn App

Deaf Enabled Foundation's DEF-ISL App

Meghalaya Sign Bank app [Meghalaya SignBank - Apps on Google Play] https://play.google.com/store/apps/details?id=com.signbank

Language 2
English

Course Code: 5.2 (b)   Credit 4   Semester: 2

About the Course
The purpose of the course is to get students ready to teach language in a classroom. It focuses on teaching students about English language sounds systems, word formation procedures, sentence structure, semantics, and pragmatics. The goal of the course is to give the students the ability to use various genres to integrate all four language abilities. The primary goal of this course is to enable students to participate in discussions on a range of topics and themes. In addition, the course introduces students to the use of various digital media and technology for the development of their own communication abilities in English and those of the pupils they would eventually teach. The course helps improve basic communication skills such as listening, speaking, reading, and writing skills among English language learners. The course is designed to enhance knowledge of grammar of English language and enable the students to formulate grammatically correct and contextually appropriate sentences and words and empower the students with summarizing skills, oral presentations skills effectively.

Learning Outcomes
After completing the course, student teachers will be able to
- Discuss the importance of language in the context of society
- Demonstrate reading, writing, listening, speaking, and thinking abilities in English,
- Recognize the link between language and mental skills and demonstrate their knowledge and skills effectively for all purposes,
- Build inter-personal relationships and enhance social skills based on English language.
- Develop communication skills in English language

Unit 1: Language, Society, and learning

1.1   Multilingualism and scholastic achievements; need to promote multilingualism; Language variation and social variation;
1.2   English languages, dialects and varieties, cultural transmission of language; language and gender; language and identity; language and power;
1.3   Constitutional provisions, National Education Policy 2020 and other policies related with promotion of English Language.
1.4   Language acquisition and Language learning; l
1.5   Language learning from mother tongue to other languages; advantages of learning other languages; language and education; notion of first language, second language and others.

Unit 2: Speech and Writing

2.1   Writing System in English Speech and writing.
2.2   Arbitrariness in language; types of writing systems.

Rehabilitation Council of India ISITEP Middle Stage

2.3   Classification sessions of speech sounds.
2.4   Teaching segmental, non-segmental and suprasegmentals.
2.5   Use of stress, pitch, rhythm, tone, intonation, and juncture; Acoustic phonetics.

Unit 3: Understanding Grammar

3.1   Word and meaning; parts of speech, grammatical categories;
3.2   Word formation: affixation, compounding, reduplication,
3.3   Vocabulary building.
3.4   Sentence and its constituents: simple, complex, and compound sentences;
3.5   Semantics and pragmatics: lexical meaning- synonymy, antonymy, meronymy, grammatical meaning, speech acts.

Unit 4: Basic Communication Skills

4.1   Pronunciation and listening comprehension skills.
4.2   Reading and reading comprehension skills.
4.3   Effective writing skills;
4.4   Effective presentation and speaking skills;
4.5   Summarizing and paraphrasing skills.

Unit 5: Critical Reading and Thinking Skills

5.1   Components of critical thinking and reading;
5.2   High order cognitive development;
5.3   Critical thinking and problem solving; rational inquiry;
5.4   Writing papers/articles in English;
5.5   Soft Skills with English language

Suggested Coursework/Practicum
- Listen to a recorded speech and classify it based on sounds: vowels, consonants, and others; suprasegmental: stress, pitch, tone, intonation, and juncture; Acoustic phonetics.
- Analyze sentences and their constituents as simple, complex, and compound sentences from written work.

Suggested Mode of Transaction

Suggestive Mode of Transaction Teaching this course will involve a mix of interactive lectures, tutorials, and practical involves such as discussion, role plays, projects, simulations, workshops and language-awareness activities. The teaching intends deeper approaches to learning involving in- class room discussion, developing the critical thinking/ problem solving abilities among the students and will also focus on situations where in our daily lives the one would be performing tasks that involve a natural integration of language skills.

Suggested modes of assessment
The assessment of the learner will be primarily based on the assessment of both linguistic and communicative skills using a battery of tests and test types, group work and projects.

Rehabilitation Council of India ISITEP Middle Stage

Suggested Readings

Fluency in English - Part II, Oxford University Press, 2006.

Business English, Pearson, 2008. 3. Language, Literature and Creativity, Orient Blackswan, 2013.

Language through Literature (forthcoming) ed. Dr. Gauri Mishra, Dr Ranjana Kaul, Dr Brati Biswas

Adrian Doff, Teach English: A Training Course For Teachers (Teacher's Workbook) (Cambridge: CUP, 1988).

Business English (New Delhi: Pearson, 2008). 5. R.K. Bansal and J.B. Harrison, Spoken English: A Manual of Speech and Phonetics (New Delhi: Orient BlackSwan, 4th edn, 2013).

Lakshmi, H. Problems of Translation. Hyderabad: Booklings Corporation, 1993.

M. Frank. Writing as thinking: A guided process approach, Englewood Cliffs, Prentice Hall Reagents. 38 38

L. Hamp-Lyons and B. Heasely: Study Writing; A course in written English. For academic and professional purposes, Cambridge Univ. Press.

Inclusive Art Education

Course Code: 5.3   **Credits: 2**   **Semester: 1**

About the course

This course explores the rich field of Indian art and its integration into the education system, with a focus on inclusive and accessible art practices. It aims to give students exposure to various art forms, learning and appreciating them, and using them within teaching, advocacy, and sensitization. The course also emphasizes modifications and adaptations to facilitate the participation of individuals with disabilities, ensuring that all learners have appropriate learning opportunities and evaluative tasks.

Learning Outcomes

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

- After completion of this course, the student teacher will be able to:
- Demonstrate a foundational understanding of art appreciation, expression, and education, including diversity within artistic expression.
- Apply art as critical pedagogy to enhance learning and engagement in educational settings.
- Adapt and modify art activities to facilitate learning and cultural participation.
- Develop inclusive art projects and advocate for accessibility and representation in the art community.
- Collaborate effectively with diverse groups to promote inclusive art experiences and evaluate their impact.

Course Content

Unit 1: Introduction to Art Education and Inclusive Art

1.1 Art and art education: Meaning, scope, and perspectives
1.2 Breaking stereotypes: Understanding diversity and different perspectives within artistic expression
1.3 Artistic expression: Creative and emotional expression and regulation
1.4 The role of art in social change and disability justice movement
1.5 Adaptations, modifications, and strategies to facilitate learning and participation in cultural and community settings

Unit 2: Performing Arts: Dance, Music, and Drama

2.1 Range of activities related to dance and music
2.2 Experiencing, responding, and appreciating dance, music, and drama
2.3 Exposure to selective basic skills required for dance, music, and drama
2.4 Enhancing learning through movement, dance, music, role plays, and drama: Strategies and adaptations
2.5 Accessibility in art spaces and representation in artistic content

Unit 3: Visual Arts

3.1 Range of activities related to visual arts

Rehabilitation Council of India ISITEP Middle Stage

3.2   Experiencing, responding, and appreciating visual arts
3.3   Exposure to selective basic skills
3.4   Enhancing learning through visual arts: Strategies and adaptations
3.5   Designing accessible art spaces and policies for accessibility

Unit 4: Media and Electronic Arts

4.1   Range of art activities in media and electronic art forms
4.2   Experiencing, responding, and appreciating media and electronic arts
4.3   Role of ICT and exposure to selective basic skills
4.4   Enhancing learning through media and electronic art: Strategies and adaptations
4.5   Technological innovations in accessibility and inclusive programming

Unit 5: Art Integrated Learning and Creating Inclusive Art

5.1   Concept, meaning, and significance of Art Integrated Learning for children with disabilities
5.2   Competency development and planning of activities for Art Integrated Learning
5.3   Assessment through Art Integrated Learning
5.4   Developing inclusive art programs and advocacy campaigns
5.5   Evaluating the impact of inclusive art and future trends

Suggestive mode of transaction

Demonstration, Field-based experience, Storytelling/success stories, Classroom discussions, Self-study, Field observations, and preparation of study reports. Classroom presentations, discussion forums, observation, research report, engaging in dialogue.

Suggested Coursework/Practicum

- Debates or performances to advocate opinions and thought processes.
- Self-reflective essays on ways to include art to facilitate better teaching.
- Group teaching of academic or non-academic concepts using art.
- Development and implementation of community sensitization and awareness activities (e.g., Nukkad Natak, art show, awareness campaigns, or posters).
- Using different art forms to change the narrative of disability to diversity as an integral part of our cultural narrative.
- Practical workshops on creating inclusive art projects.
- Field visits to accessible museums and galleries.
- Collaborative art projects with community groups.
- Research and presentation on notable artists with disabilities.
- Development of a proposal for an inclusive art program.
- Suggested Mode of Transaction
- Lectures and discussions
- Field visits
- Hands-on experiential demonstrations
- Workshops and seminars
- Self-study and use of online resources
- Presentations and projects
- Guest lectures from practitioners and experts in inclusive art

- Group projects and collaborative learning
- Hands-on workshops and practical sessions
- Field trips and experiential learning opportunities

Suggested modes of assessment
- Organize class debates or performances to advocate opinions and thought processes about a particular topic.
- Self-reflective essays on ways to include art to facilitate better teaching.
- Create TLMs to teach individuals with disabilities in inclusive and special schools.
- Written assignments and reflective essays.
- Practical project reports and presentations.
- Participation in group discussions and workshops.
- Case study analysis and evaluation.
- Final project showcasing an inclusive art initiative.

Suggested Readings
Books

कलासमेकित अधिगम: दिशानिर्देश (2019) राष्ट्रीय शैक्षिक अनुसन्धान और प्रशिक्षण परिषद् नई दिल्ली। ISBN 978-93-5292-212-3

कलाशिक्षापर प्रशिक्षण पैकेज खंड 1: प्राथमिक शिक्षकों के लिए (2018) राष्ट्रीय शैक्षिक अनुसन्धान और प्रशिक्षण परिषद् नई दिल्ली। ISBN 978-93-5292-105-8

कलाशिक्षापर प्रशिक्षण पैकेज खंड 2: प्राथमिक शिक्षकों के लिए (2018) राष्ट्रीय शैक्षिक अनुसन्धान और प्रशिक्षण परिषद् नई दिल्ली। ISBN 978-93-5292-106-5

संगीत शिक्षक संदर्शिका उच्च प्राथमिक स्तर: छठीसे आठवीं तक (2018) राष्ट्रीय शैक्षिक अनुसन्धान और प्रशिक्षण परिषद् नई दिल्ली। ISBN 978-93-5292-020-4

Joy of Theatre: Teachers Handbook Upper Primary Stage Class 6 to 8 (2018) NCERT ISBN 978-93-5292-017-4

Baniel, A. (2012). Kids beyond limits. Perigee Trade, New York.

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Journals

Journal of Visual Art Practice
Disability Studies Quarterly

197

International Journal of Art and Design Education

Online Links

The Museum of Art & Photography https://map-india.org/
Museum of Possibilities https://tnmop.in/
Deaf Art https://deaf-art.org/
Access for All https://www.accessforall.co/
Artists with Disabilities https://atypicaladvantage.in/inclusive-hirings/visual-artists

Exploring Disability Intercepts in Indian Knowledge Systems and Ethos

Course code: 5.4   **Credits: 2**   **Semester: 1**

About the Course

Today's contemporary world and society share a common knowledge system and values but also identify with specific rooted knowledge traditions, culture, values, and ethics. To address the explosion of information and knowledge, identifying true knowledge necessary for human life and survival, and to face multiple challenges due to geopolitical, technological advancements, and environmental changes, we need to look back at our rich past to build the young minds of India.

This course will enable student-teachers to conduct critical analysis and exercise independent thought regarding the formulation and evolution of diverse Knowledge traditions in India. It helps in discerning the accomplishments and constraints inherent in India's varied traditions, exploring disability intercepts in the practical application of these knowledge traditions, and understanding and appreciating the status of persons with disabilities in the past. The course also critically traces the references of inclusivity prevailing in Indian society from a multidisciplinary perspective, yielding valuable insights for acquiring transferable and 21st-century skills for the rehabilitation and inclusion of persons with disabilities.

Learning Outcomes
After completing this course, the student teacher will be able to

- Critically analyse the conceptualization of Knowledge and Myths, misrepresentations , misconceptions associated with Indian Knowledge system and Ethos
- Acknowledge India's extensive body of knowledge traditions, Critical analysis and appreciation.
- Gain a comprehensive understanding of the interrelationship of education and philosophy (Darshan) in the Indian context.
- Trace the intercepts of disability and other SEDGs in the Indian Knowledge system and Education.
- Develop critical insights about disability narratives available within Indian literature.

Course Content
Unit 1: Understanding Knowledge (Gyaan)

1.1   Knowledge (Gyaan): Concept, definition, and etymological interpretation in vernacular languages. Philosophical (Darshan) understandings of Knowledge (Gyaan)
1.2   Ancient Indian Knowledge Traditions (Bhartiya Gyaan Parampara) to Modern Changing Perspectives of Knowledge, Difference in philosophical traditions and global impact
1.3   Relevance of Knowledge (Gyaan) specific to the human race, including disability
1.4   Understanding Myths, Misconceptions and Facts in the context of Indian Knowledge system
1.5   Technology in Revival, Storage, archives and easy access of knowledge for all

Unit 2: Understanding India through its Knowledge Systems (Gyaan Pranali)

2.1   Conceptualization of the terms "Knowledge of India" and "Knowledge in India"
2.2   Ethos (Lokachar) and Ethics: Concept, nature, characteristics

Rehabilitation Council of India ISITEP Middle Stage

2.3   Indian Ethos, Culture, Folklore: Distinguished features & values
2.4   Indian Knowledge System: Concept, chronicles, and narratives
2.5   Basic understanding of the Indian Knowledge System

Unit 3: Education and Philosophy (Darshan)

3.1   Education and Philosophy (Darshan): Concept and relationship
3.2   Education in the Indian Knowledge System (Bhartiya Gyaan Parampara)-Vedangas
3.3   Education as a pious obligation for all (Dharma - Duty not religion) (Bhartiya Gyaan Parampara)
3.4   Acquisition, dissemination, and transmission of knowledge (Gyaan) - Learner (Grahi) and Teacher (Professionally Competent & Committed)
3.5   Curriculum, Pedagogy & Evaluation - Immaterial & Material curriculum and content (Laukik & Alaukik), Pedagogy-Hetu-vidya (logic & reasoning), Interest-driven pedagogy, Discussions, Debates (Shastratrtha), Differentiated instructions, Experiential Learning, Storytelling, Performance-based learning assessment & evaluation

Unit 4: Intercepts of Modern Concepts (SEDGs) in Indian Knowledge Traditions

4.1   The Society: Nature, Demographic Perspectives
4.2   Evolution of Concepts through Time: Diversity, Inclusion & Disability
4.3   Inclusion of SEDGs in the Indian Knowledge Traditions (Concepts, Body of Knowledge, Authors, etc.)
4.4   Perception & Inclusion of PWDs & Other SEDGs (Women, transgender, Caste, Class) in Culture and Society
4.5   Inclusion of PwDs and SEDGs in the Education System (Formal & Informal)

Unit 5: Disability Narratives in Indian Literature

5.1   Literature (Sanskrit literature, Hindi literature, religious literature, Indian poetry, folk literature, Indian fiction, Sangam literature, Kannada, Malayalam, Bengali literature, etc.)
5.2   Ancient Epics & Early Narratives: Exploration of disability representation in ancient Indian society by the intersection of disability, morality, and social status.
5.3   Disability & Devotion in Bhakti Literature: Disability as a Metaphor of Spiritual Enlightenment (Surdas: The Blind Poet of Braj, Kabir: Mysticism and Social Commentary)
5.4   Modern Perspectives: Discussion on oppression and disability discrimination in colonial India
5.5   Contemporary Voices: Discussion on disability as both a source of strength and vulnerability, social transformation, and the intersection of Gender, Class, and Disability

Suggested Coursework/Practicum
- Exploration of relevant literature focusing on primary sources of information.
- Creating a student library to organize group studies.
- Volunteering as a literary secretary to organize and manage groups on IKS on social networking platforms.
- Critically analyzing, listing, and reporting the primary sources of information with changing times.
- Understanding and referring to secondary sources of information with context and concerns, not just as factual information.
- Providing Explanations regarding Figurine of *Ardhnarishvar*
- Interpretation of *Swayamvar* and a *Varmaala* only in Sitaji's Hand in Madhubani paintings

- The portrayal of Lord Krishna in *Madhuban* along with Birds and animals
- Philosophical Interpretations of *Khajuraho* carvings.
- Explanations regarding the traditional *Gotipua* dance of Orissa specially performed by boys only.
- Practicum components will involve organizing educational exertions for student teachers to observe visual and performing arts events, and activities aimed at identifying and documenting elements of ancient architecture present in the country.
- Organizing 'Knowledge of India' day within the institution to celebrate cultural aspects discussed in lectures and tutorials, including food and clothing.
- Interacting with family members, elders, neighbours, and other community members to enrich their understanding of local systems and the economy.

Suggested Modes of Transaction
- The curriculum will be delivered through various modes of instruction, including lectures, tutorials, and practicum experiences.
- Lecture sessions will incorporate participatory formats driven by learners, featuring guest speakers, experts, and practitioners in fields like fine arts, performing arts, poets, writers from Indian literature, etc.
- Tutorials will incorporate the screening of documentaries and films, followed by interactive discussions. These discussions will be learner-driven and may take the form of focus group discussions (FGDs) or dialogues.
- Debates, discussions, and seminars can be arranged to explore Indian Knowledge and disability education.

Suggested modes of assessment

- Fostering curiosity and engagement of student teachers with the chosen themes through diverse instructional methods, including regular assessments and constructive feedback.
- Group discussions, presentations, research projects, peer evaluations, simulations, and role plays can also be done for assessment.

Suggested Readings

शर्मा स., राव ब. एवं कथूरिया स. (2023) भारतीय ज्ञान परंपरा विविध आयाम। शिप्रा पब्लिकेशन्स। ISBN 978-9391978334।

शर्मा, स. कु. (2023) भारतीय प्रज्ञा परंपरा का पुण्य प्रवाह। नेशनल बुक ट्रस्ट भारत। ISBN 978-9354917967।

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Sharma, S. (2023). Significance of ancient Indian sciences in contemporary education. Subbarayapa, B. V. (1982). Glimpses of science and technology in ancient and mediaeval India. Endeavour, 6(4), 177-182. https://doi.org/10.1016/0160-9327(82)90073-4

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Tripathi, S. (2011). Ancient maritime trade of the eastern Indian littoral. Current Science, 100(7), 1076-1086

Online links

Rehabilitation Council of India ISITEP Middle Stage

- Indian Knowledge Systems, AICTE: https://www.iksindia.org/ accessed on dated 09/06/2024
- Ministry of Culture, Government of India: https://www.indiaculture.nic.in/
- Indian Council of Historical Research (ICHR): https://ichr.ac.in/
- Sahitya Akademi: https://sahitya-akademi.gov.in/
- National Archives of India: https://nationalarchives.nic.in/
- National Digital Library of India (NDLI): https://ndl.iitkgp.ac.in/
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- Project Madurai (Sangam Literature): https://www.projectmadurai.org/
- Indian Knowledge Systems (IKS) Division: https://iks.iitgn.ac.in/
- Indira Gandhi National Centre for the Arts (IGNCA): https://ignca.gov.in/

Teacher and Society

Course code: 5.5   **Credits: 2**   **Semester: 2**

About the course

Teacher in general and special as well as inclusive education teacher have the key role in nurturing young lives and shaping positive and inspired future generations. NEP 2020 says 'do everything to empower teachers and help them to do their job as effectively as possible' as teachers are second to mothers in having opportunity to work with children during the most impressionable years in their life and contributing so much to the development of both individual and society. The focus of the course is on developing an understanding among student teachers of the roles of teachers in the emerging Indian society in the context of globalization with efforts to promote national spirit and characteristics in our education system.

Learning outcomes

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

- Discuss the relationship between teacher beliefs, values, character, life history, social and cultural context.
- Explain the teacher role and characteristics- the personal and professional self.
- Demonstrate an ability to develop positive classrooms through engaging in the ethic of care and inclusion.
- Demonstrate an ability to critically reflect on personal and collective practice so as to improve learning and teaching.

Course content
Unit 1: Understanding the Personal and Professional Aspects of Teacher

1.1   Exploring the personal and general context of teacher: Teacher beliefs, values and aspirations, diverse identities and life history
1.2   Exploring the social context of teacher: Social contexts and commitment to learning and education
1.3   Exploring the professional context of teacher: Qualifications, attitude, aptitude, experience and exposure
1.4   The Charismatic Teacher, the Communicator Teacher, the Missionary Teacher, the Competent Teacher, the Learning Teacher and the Reflective Practitioner
1.5   The Reflexive Practitioner: Nurturing the professional capital through collaborative and/or collective engagement with self, others, social context.

Unit 2: Nurturing the Teacher: A Dialogue beyond the Curricular Goals

2.1   Teaching: One profession, many roles
2.2   Teaching Character: Nurturing Teachers for joy, life-fulfilment, peace of mind and personal growth of every individual
2.3   Holistic Teacher Development: Nurturing the Panchakoshas
2.4   Teacher Values and Belief in the context of current Philosophies of Education and Teaching
2.5   Developing an Ethic of Care in Teacher Education: Nurturing the teacher towards a pedagogy of care and inclusion

Unit 3: Understanding and Fostering Teacher Agency

3.1   Teacher Agency: The concept and role in shaping education system of tomorrow
3.2   Individual, Cultural and Structural Dimensions of Teacher Agency
3.3   Role of Teacher Discourses, Philosophy, Relationships, Networks and Professional Development in shaping Teacher Agency
3.4   Challenges and Issues in fostering Teacher Agency- non-performance, non-academic engagement, systemic apathy, policy and practice gaps
3.5   Role of Teacher in shaping the education policy, practice and reform

Unit 4: Teacher as an Architect of the new India

4.1   Engaging in Cortical Education: Dialogue on power relations associated with Gender, Ethnicity, Culture, Disability, Poverty, Social Class for realizing the true human potential
4.2   Being a Critical Teacher: Raising debates around rapid technological advancement and impact on individual, family and social life
4.3   Being a Critical Teacher: Preventing the growing isolation and impact on psycho- social health and well-being
4.4   Being a Critical Teacher: Protecting the interest of students in the changing relationship between the 'state' and the 'market' and minimising their impact on formal education
4.5   Being a Critical Teacher: Conceptualizing 'teacher' , teaching and teacher roles towards 'globalization' and reconstructing nationalism shaping the socio-political milieu

Unit 5: Special and Inclusive Education Teacher – The Power house for Social Justice and Student Empowerment

5.1   Special and Inclusive Education Teacher**:** The charismatic teacher with belief, values and aspiration to make education as right for students with disabilities and empower them along with their families
5.2   Special and Inclusive Education Teacher: The true professionalism with positive attitude, qualifications, experience with a mind and heart of learning teacher for continuous professional development and capacity building
5.3   Special and Inclusive Education Teacher: A nurturing teacher for human flourishing with emphasis on students' socio-emotional learning (SEL)
5.4   Special and Inclusive Education Teacher: As Fostering Teacher Agency in shaping education policy, practice and reform for social justice, inclusion and student empowerment
5.5   Special and Inclusive Education Teacher: Being a critical teacher as an architect of new India's inclusive and right based education.

Suggested Coursework/Practicum
- Undertake a case study of any teacher education institution on student teachers' response to needs of students, their beliefs, attitudes and values.
- Write a biography on any of your favourite special or inclusive educator.

Suggested modes of transaction

205

Being a reformatory course, the transaction should be carefully planned so that it invites student teachers to rethink teachers and teaching with group discussions for critical reflections. Group work, Lecture cum presentation, Self-reading, assignments and field works must be planned.

Suggested modes of assessment

Assessment of students' engagement in group work, debates, group discussions, assignment, quizzes, class tests and term end examination

Suggested readings

Aston K. (2021). Novice teacher agency in the multi-level language classrooms. Language, Culture and Curriculum, 34(3), 242-256

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ICT and Assistive Technology in Special & Inclusive Education

Course Code: 5.6   **Credits: 2**   **Semester: 5**

About the course

This course equips future educators with the knowledge and skills to leverage Information and Communication Technology (ICT) and Assistive Technology (AT) in creating inclusive learning environments for students with diverse needs. With a focus on the Indian context, the course explores various disabilities, including autism spectrum disorder (ASD), Hearing Impairment (HI), Intellectual Disability (ID), Multiple Disabilities (MD), Specific Learning Disabilities (SLD), and Visual Impairment (VI). Through hands-on activities and practical applications, educators will gain expertise in integrating these technologies to enhance learning outcomes for all students.

Learning outcomes

After completion of this course, the student teacher will be able to

- Identify and describe various assistive technologies for different disabilities.
- Implement ICT tools to create inclusive and supportive learning environments.
- Design individualized educational plans incorporating appropriate assistive technologies.
- Evaluate the effectiveness of different assistive technologies in enhancing learning outcomes for students with disabilities.
- Advocate for the use of ICT and assistive technology in inclusive educational settings.

Course content

Unit 1: Introduction to ICT and Assistive Technology

1.1.   Overview of ICT and Assistive Technology: Scope of ICT in Teaching Learning Process, Assessment, Administration and Research
1.2.   Introduction to Universal Design for Learning (UDL) principles and their application in creating accessible learning environments.
1.3.   Types of Assistive Technology and the difference between Assistive Devices and Adaptive Devices
1.4.   International, National Policy and schemes on use of ICT in education
1.5.   Emerging trends and issues in using ICT and Assistive Technology such as Artificial Intelligence, Virtual Reality, Augmentative Reality, Mixed Reality, MOOC's etc.

Unit 2: Assistive Technologies for Hearing Impairment (HI)

2.1   Understanding the Need for Assistive Technologies for Hearing Impairment
2.2   Sign Language-Based Technologies (e.g., Video Relay Services, ISL Interpretation Window for Videos), Live Captioning Services
2.3   Electronic and web-based technology applications- AAC, TV, Digital recorders, downloaded AV films, search engines, online learning material, Language Apps, Artificial Intelligence (AI) for language support, Safety and Alerting Devices (e.g., Flashing Alarms for Disasters)
2.4   Hearing Devices: Hearing Aids, Cochlear Implants, etc.
2.5   Case Studies and Best Practices/ Emerging trends and issues

Unit 3: Assistive Technologies for Visual Impairment (VI)

Rehabilitation Council of India ISITEP Middle Stage

3.1   Assistive Technologies for Facilitating Mathematics Learning (Manual e.g. Measuring tape, Taylor Frame, & ICT based e.g. Math Cat, Math Type, special software)

3.2   Assistive Technologies for Learning Science Concepts (e.g. Thermometers, Colour Probes, Scientific and Maths Talking Calculators, Light Probes, and Weighing scales and Software like Lab Quest)

3.3   Social Science (e.g. Tactile/Embossed Maps, Charts, Diagrams, Models of Different Types, Auditory Maps, Talking compass etc.)

3.4   Low vision devices: Optical, Non-Optical and Projective

3.5   Production of Accessible Learning Materials (eg. Braille, Large-Print Materials, Tactile Diagrams- Thermoform/Swell Paper, E-pub): Taking Books, Daisy Books, Screen Readers, OCR software, Concept, Methods and Schemes.

Unit 4: Assistive Technologies for Intellectual Disability and Autism Spectrum Disorder (ASD)

4.1   Communication Aids (e.g., Augmentative and Alternative Communication (AAC), Avaz etc.)

4.2   Behavioural and Social Skills Tools (e.g., visual schedules, social stories; use of social media, electronic musical instruments, Smart Tutoring System (STS)

4.3   Educational Software and Apps (e.g., CAI, Punarjjani, Visual Schedules, Learning Apps)

4.4   Application of Technology in Lesson Planning, Worksheet Preparation, Report writing, Evaluation and Instruction

4.5   Case Studies and Best Practices/ Emerging Trends and Issues

Unit 5: Assistive Technologies for Specific Learning Disabilities (SLD) and Multiple Disabilities (MD)

5.1   Understanding the Need for Assistive Technologies for Specific Learning Disabilities and Multiple Disabilities

5.2   Assistive Technologies for Reading, Writing & Mathematics - Talking books, recorder, optical character recognition, speech recognition software, alternative writing surfaces, pencil grips, podcast, proof reading, software, talking calculators, electronic math worksheets, fluidity software, Virtual Manipulatives etc.

5.3   AAC, O&M (maintenance of listening aids, visual aids, mobility cane, use of wheelchair, motorized wheelchair, crutches, callipers, artificial limbs, tri-cycles, cars and other mobility equipment)

5.4   Multi-sensory Learning Tools for MD

5.5   Case Studies and Best Practices/Emerging Trends and Issues

Suggested Coursework/Practicum

- Hands-on workshops on using various assistive technologies.
- Development of a mock IEP incorporating ICT and assistive technology.
- Case study analysis of successful implementation of assistive technologies.
- Field visits to schools utilizing ICT and assistive technology.
- Presentations on emerging trends and future directions in assistive technology.
- -Use mass media/multimedia for creating awareness on disability in rural areas and submit your observation

Suggested modes of transaction
- Interactive lectures and discussions (25%)
- Demonstrations and hands-on activities (75%)
- Group work and collaborative projects
- Case studies and real-world examples
- Guest lectures from experts in the field
- Use of multimedia resources

Suggested modes of assessment
- Written assignments and reports
- Practical demonstrations and project work
- Presentations and seminars
- Quizzes and examinations
- Participation in class activities and discussions

Suggested readings

Books

CBM-MSJE Directory of Assistive Devices by CBM.

Hersh, M., & Johnson, M. (2014). Assistive Technology for Visually Impaired and Blind People. Springer Publications.

Lancioni, G. E., Sigafoos, J., O'Reilly, M. F., & Singh, N. N. (2012). Assistive Technology: Interventions for Individuals with Severe/Profound and Multiple Disabilities. New York: Springer.

Lancioni, G. E., & Singh, N. N. (2014). Assistive Technologies for People with Diverse Abilities. New York: Springer.

Mishra, M. & Mahapatra, B. (2021). Trends in ICT Enabled Education. Kanpur, Aradhana Brothers.

Senjam, S. S. (Ed.) (2021). An Introduction to Assistive Technology. United Kingdom: Nova Science Publishers.

Sharma A., & Singh, N. (2021). Trends in Inclusive Education.ISBN:978-93-93873-00-2, Renova International Publication.

Journals

Journal of Special Education Technology & Assistive Technology: Journal of Special Education Technology: Sage Journals (sagepub.com)

British Journal of Educational Technology: British Journal of Educational Technology: List of Issues - Wiley Online Library

Online Links

CWSN E-Content Guidelines

Assistive Technology Industry Association (ATIA)

World Health Organization (WHO): Disability and Rehabilitation

Assistech Foundation, India

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Educational Research and Statistics

Course code: 5.7   Credits: 2   Semester: 6

About the Course

Developing holistic and capable learners in the ever-changing educational world requires incorporating basic research and statistics. As the foundation of academic study, basic research introduces students to explore theories and methods and helps them get a deep understanding of the subjects they have chosen. Their intellectual curiosity is stimulated by this core knowledge, which also develops critical thinking abilities in youths, allowing them to evaluate data and identify gaps in their understanding.

Learning Outcomes
After completing the course, the learner will be able to:
- Describe the concept, meaning and methods of research in education and special education.
- Develop an understanding of the research process and acquire competencies for conducting research.
- Apply suitable measures for data organization and analysis.
- Able to interpret the results and present research report
- Understanding the principles of structuring and organizing research reports, including the introduction, literature review, methodology, results, discussion, and conclusion.

Unit 1: Introduction to Research

1.1   Research: Concept, Meaning, and importance of research
1.2   Characteristics of Research
1.3   Purpose of research
1.4   Methods of Research
        Descriptive/Analytical, Applied/Fundamental, Quantitative/Qualitative, Conceptual/ Empirical
1.5   Research in Education and Special Education

Unit 2: Process of Research and Action Research

2.1   Process of Research
        - Selection of Problem
        - Formulation of Hypothesis
        - Review of Literature
        - Collection of Data
        - Analysis of Data & Conclusion
2.2   Research Proposal Writing. Theoretical and Conceptual Constructs.
2.3   Action Research in Teaching Learning process
2.4   Steps in Action Research
2.5   Professional Competencies for Action Research

Unit 3: Fundamentals of Research

3.1   Research Design – concept, types and its uses

Rehabilitation Council of India ISITEP Middle Stage

3.2   Tools of Research: Tests, Questionnaire, Checklist and Rating Scale
3.3   Standardization of Tool- Reliability and Validity
3.4   Sample and Sampling Techniques
3.5   Data Collection and Organization of data: Array, Grouped distribution, Normal Distribution Curve

Unit 4: Measurement and Analysis of Data

4.1   Scale for measurement: Nominal, Ordinal, Interval and Ratio
4.2   Measures of central tendency and Dispersion: Mean, Median and Mode, Standard deviation and Quartile deviation,
4.3   Correlation: Product Moment and Rank Order Correlation
4.4   Graphical representation of data – Bar Diagram, Pie Chart, Scatter diagram, line Diagram, Doughnut, Bubble, radar
4.5   Computer assisted statistical analysis software

Unit 5: Research Report Writing

5.1   Interpretation of Data
5.2   Report Writing
5.3   Publication of Research Articles
5.4   Ethics in Research
5.5   Recent trends in research in special education

Suggested Coursework/Practicum

- Assignment(s) (Group/Small Group/Individual)
- Project(s) (Group/Small Group/Individual)
- Review of Literature in the given disability on a special education related topic (last 10 years)
- Workshops and Training Sessions
- Professional Development Opportunities in Research
- Reflective Journals and Reports

Suggestive mode of transaction

- Lecture-based instruction, technology-based learning, group learning, individual learning, and inquiry-based learning
- Gap Analysis
- Develop a questionnaire/checklist
- Develop an outline for conducting action research
- Developing tools and questionaires

Suggestive assessment

Competence/Artifact	Method of Assessment	Assessed By
Involvement and active participation during visits	Observations	Teacher Educator
Comprehensive reports	Presentation & reflection	Teacher Educator

Suggested Readings

Books

Abahumna, A. (2017). *A handbook for beginners on basic research concepts*. Educreation Publishing.

DePoy, E., & Gitlin, L. N. (2019). *Introduction to research E-book: understanding and applying multiple strategies*. Elsevier Health Sciences.

Donald Ary, Lucy Cheser Jacobs, Chris Sorensen, and Asghar Razavieh. Introduction to Research in Education. Wadsworh, Cengage Learning, 8th edition, 2010.

Karaali, G. (2016). What is in a name? A critical review of definitions of quantitative literacy, numeracy, and quantitative reasoning.

Loseke, D. R. (2012). *Methodological thinking: Basic principles of social research design*. Sage.

Maclellan, E. (2012). Number sense: The underpinning understanding for early quantitative literacy. *Numeracy*, *5*(2), 3.

Nelson, W. B. (2005). *Applied life data analysis*. John Wiley & Sons.

Nelson, W. B. (2009). *Accelerated testing: statistical models, test plans, and data analysis*. John Wiley & Sons.

Wickham, H., & Wickham, H. (2016). *Data analysis* (pp. 189-201). Springer International Publishing.

Journals

Heuvel-Panhuizen, M. V. D., & Boogaard, S. V. D. (2008). Picture books as an impetus for kindergartners' mathematical thinking. *Mathematical Thinking and Learning*, *10*(4), 341-373.

Hogan, T. P., & Brezinski, K. L. (2003). Quantitative estimation: One, two, or three abilities? *Mathematical Thinking and Learning*, *5*(4), 259-280.

Huntsinger, C. S., Jose, P. E., & Luo, Z. (2016). Parental facilitation of early mathematics and reading skills and knowledge through encouragement of home-based activities. *Early Childhood Research Quarterly*, *37*, 1-15.

Reehm, S. P., & Long, S. A. (1996). Reading in the mathematics classroom. *Middle School Journal*, *27*(5), 35-41.

Scheffler, I. (1976). Basic mathematical skills: Some philosophical and practical remarks. *Teachers College Record*, *78*(2), 1-6.

Online links

- https://www.indeed.com/career-advice/career-development/basic-research-vs-applied-research
- https://in.indeed.com/career-advice/career-development/quantitative-skills
- https://ebooks.inflibnet.ac.in/hsp16/chapter/interpretation/
- https://www.london.ac.uk/study/courses/moocs/understanding-research-methods
- https://www.jite.org/documents/Vol17/JITEv17IIPp163-179Rodafinos4907.pdf

Adapted Sports, Nutrition, Yoga and Understanding Self

Course code: 5.8   **Credits: 2**   **Semester: 7**

About the Course

This course focuses on the benefits of Yoga for healthy living and the importance of the practice of yoga for promoting the optimal state of physical, emotional, intellectual, social, and spiritual wellbeing of a person including persons with different disabilities. Yoga as a way of life is characterized by peace and tranquility, harmony and health, love and happiness, precision, and efficiency. The course seeks to engage special and inclusive student teachers with these ideas. The focus of the course is on being mindful of self (body, mind, emotions, thoughts, and actions). Course components will include brief history of yoga, principles and different types and streams of yoga, practices (Kriyas, Āsana, Pranayama, Bandha & mudra, Dhāraṇa & Dhyāna, etc), meditation and reflective practices, and the importance of these aspects in becoming an effective teacher with equal weightage to the theory and practicum. The course is also having focus on understating various adaptation in sports and physical education as per the need of persons with various disabilities.

Learning outcomes

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

- Understand the basic principles and practices of Sports, Physical Education and Yoga.
- Instruct the Physical Activities, Sports and Yoga practices for Healthy Living.
- Develop professionalism among students to conduct, organize Adapted Physical Education, Sports and Yoga events at school and community.
- Explain the importance of Yoga and how it helps an individual in understanding self for persons with various disabilities.
- Describe the importance of practicing Yoga Asana for individuals including persons with disabilities.
- Practice basic Yoga Asanas/ Kriyas for persons with and without disabilities.

Course content
Unit 1: Introduction to Sports and Physical Education

1.1   Meaning, definition aims and objectives of Physical Education, Sports
1.2   History of Sports and Physical Education (Ancient Greece, Ancient and Modern Olympics, Asian & Commonwealth Games), Post-Independence Period – Various Policies, Institutions, SAI, Khelo India, Fit India Movement
1.3   Characteristics and Measurements of Standard Track and Field for various games
1.4   Principles of Officiating and duties of Officials: Athletics, Sports and Games
1.5   Brief concept of Education in relation to Sports and Physical Education: Applications in Education and their Pedagogy

Unit 2: Adapted Sports and Physical Education for Persons with Disabilities

2.1   Individualization and adaptations in Sports and Physical Education

Rehabilitation Council of India ISITEP Middle Stage

2.2 Planning sports and Physical education Programs, Inclusive Practices and Disability Specific Adaptations Therapeutic, Recreation related

2.3 Sports for Athletes with Sensory Disabilities: Types and Nature of Blind Sports and Deaf Sports; and related Organizations: International Blind Sports Federation and Indian Blind Sports Association; International Committee of Sports for the Deaf and All India Sports Council for the Deaf

2.4 Sports for Athletes with Intellectual and Disabilities: Types and Nature; and related Organizations: Special Olympics International and Special Olympics Bharat

2.5 Inclusive Sports Programs: Unified Sports and related adaptive and inclusive physical education activities

Unit 3: Nutrition and Physical Fitness

3.1 Introduction to human nutrition: definition; classification of nutrients

3.2 Concept and nature of carbohydrates, dietary fiber, protein and micro-nutrients- vitamins and minerals

3.3 Need of water and electrolytes for human body; energy (calorie) intake and energy expenditure (calorie burning)

3.4 Basic concept of physiology, metabolism and exercise/sports nutrition

3.5 Assessment of health and fitness of athlete without and with disabilities; plan for improving fitness of persons with disabilities

Unit 4: Yoga and Fitness

4.1 Concept of Yoga, Yoga and meditation, role of Yoga in well-being and positive health

4.2 Fundamentals and Principles of Yoga

4.3 Yoga Practices: Asanas, Pranayama, Meditation and Mudras

4.4 Concept of fitness; Endurance, Strength, Balance and Flexibility Exercises to improve fitness

4.5 Planning and implementing yoga practices for persons with various types of disabilities

Unit 5: Understanding Self

5.1 Concept of self and identity, development of self

5.2 Connecting with others: listening to others, expressing clearly and pleasantly, being attentive and refraining from judgement

5.3 Conflict and stress management; holistic living and building resilience

5.4 Social self: concept of social identity; social grouping, prejudices and stereotypes; impact of culture in identity

5.5 Revisiting the self: revisiting one's childhood, empathizing with other childhood, learning from childhood experience of the peers

Suggested Coursework/Practicum

- Assess the agility, balance, speed, co-ordination, power, reaction time of at least two students with disability.
- Plan yoga stretching, surya-namaskar, standing asanas, sitting asanas, prone position asanas, supine position asanas, meditative asanas, relaxation asanas for students with disabilities as per their abilities.

- Prepare a scrapbook showing various adapted sports events and achievements including Para Olympics, Special Olympics, sports event organized by various Federation and organization for persons with disabilities.

Suggested modes of transaction

Lectures, demonstrations, hands-on experience, projects, practicals, interactive sessions, assignments, seminars, intramural & extramural.

Suggested modes of assessment

Assessment based on practical activities as suggested above, organizing and participating any event of sports, nutrition or Yoga of persons with disabilities, assignments, group discussion, internal tests and term end evaluation.

Suggested readings

Bucher, C. A. (n.d.) Foundation of physical education. St. Louis: The C.V. Mosby Co.

Budhe, A.A. (2015) Career aspects and Management in Physical Education, Sports Publication, New Delhi.

Coalter, R. F. (2013). Sport for Development: What game we playing. Routledge.

Deshpande, S. H. (2014). Physical Education in Ancient India. Amravati: Degree college of Physical education.

Gharote, M. L. & Ganguly, H. (1988). Teaching methods for yogic practices. Lonawala: Kaivalyadhama.

IAAF (2008). IAAF Track and Field Facilities Manual. https://athleticssa.org.za/SportsInfo/IAAF-Track-and-Field-Facilities-Manual-2008-Edition-Chapters.pdf

Jagirdar, M.A. (2015). Officiating, Coaching, Training Methods and Recreation in Physical Education. New Delhi: Khel Sahitya Kendra

Kumar, Ajith. (1984) Yoga Pravesha. Bengaluru: Rashtrothanna Prakashana.

Mohan, V. M. (1969). Principles of physical education. Delhi: Metropolitan Book Dep. Nixon, E. E. & Cozen, F.W. (1969). An introduction to physical education. Philadelphia: W.B. Saunders Co

Muller, J. P. (2000). Health, Exercise and Fitness. Delhi: Sports.

Nagendra, H. R. & Nagarathna, R. (2002). Samagra Yoga Chikitse. Bengaluru: Swami Vivekananda Yoga Prakasana

Pinto, J. and Shetty, R.K. (2021). Introduction to Physical Education. Mangalore: Louis Publications

Russell, R.P. (1994). Health and Fitness Through Physical Education. USA: Human Kinetics.

Shekar, K. C. (2003). Yoga for health. Delhi: Khel Sahitya Kendra.

Singh, H. (1991), Science of Sports Training, DVS Publication, New Delhi.

Uppal, A.K. (1992). Physical Fitness. New Delhi: Friends Publication.

Vanik, A.K. (2017). Officiating and Coaching. 1st Edition, New Delhi: Friends Publications (India)

William, J. F. (1964). The principles of physical education. Philadelphia: W.B. Saunders Co.

Online links

https://egyankosh.ac.in/bitstream/123456789/46355/3/Block-1.pdf

http://egyankosh.ac.in//handle/123456789/46354

Positive Behavioural Interventions and Supports

Course Code: 5.9 a   **Credits: 2**   **Semester: 2**

About the Course

Positive Behaviour Interventions and Support (PBIS) is the current trend in helping students to learn and exhibit the appropriate behaviour contextually. The PBIS strategies are not just directed towards students with disabilities but planned in such a way that all students in the school benefit from it. If planned and implemented in the right manner, PBIS is one of the best ways to help students in special as well as inclusive educational settings. The techniques involve the students in planning the behavioural expectations and the consequences if not followed thus making the whole process a participatory technique. This unit will elaborate on the planning and implementation of PBIS in schools.

Learning outcomes

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

- Explain the concept and historical perspectives of behaviour.
- Narrate the need for implementing schoolwide positive behavioural strategies.
- Plan positive behavioural intervention and support (PBIS) for the class.
- Demonstrate competency in implementing the three-tier system of PBIS.
- Illustrate the role of teachers and other stakeholders in implementing schoolwide PBIS.

Course content

Unit 1. Understanding Behaviour

1.1   Behaviour – Historic perspective, classical conditioning, operant conditioning, and other methods used in promoting appropriate behaviour
1.2   Understanding behaviours – Definition, features, topography, and functions of behaviour
1.3   Understanding the communicative and non-communicative functions of behaviours
1.4   Role of internal factors (pain, hormones, sleep, physical and mental health, and medication)
1.5   Role of external factors (unpredictability, lack of clarity, sudden changes)

Unit 2: Positive Behavioural Intervention and Support

2.1   Concept and focus: Promoting academic success and facilitating positive behaviour
2.2   Basic elements of the practice of PBIS: expected outcome, evidence-based practices, collection of data
2.3   Basis of PBIS: Fostering safe and positive relationships, fair and predictable consequences, and review of environmental modifications
2.4   Extent of support based on the nature of the behaviour being addressed
2.5   Overall classroom environment and management

Unit 3: Implementing PBIS

3.1   The three-tier system of implementing PBIS – Tier 1 Primary Prevention, Tier 2 Secondary Prevention and Intervention, Tier 3 Tertiary Prevention,, and Intervention

Rehabilitation Council of India ISITEP Middle Stage

3.2   Involvement of students in planning and implementing
3.3   Developing PBIS matrix
3.4   Monitoring implementation
3.5   Points to consider for successful implementation of PBIS

Unit 4: Positive Strategies for Behaviour Support

4.1   Proactive, active, and reactive strategies
4.2   Using Interests, structure, and visual strategies to Promote positive behaviours
4.3   Providing choices, agency, and control
4.4   Focus on emotional regulation
4.5   Limitations and negative impact of the use of aversive techniques and punishment procedures

Unit 5: Promoting Positive Support

5.1   Functional Analysis of Behaviour and Intervention
5.2   Differentiating between shutdowns, meltdowns, and tantrums
5.3   Understanding focused interests and motivations
5.4   Importance of self-stimulatory behaviours
5.5   Understanding sensory processing

Suggested Coursework/Practicum
- Observe an individual, identify behaviours that interfere with learning and carry out a functional analysis.
- Critically review the behaviours that interfere with the learning of persons with disabilities and provide their perspective of why might that behaviour be important for them.
- Prepare a matrix for a class of your choice to exercise Tier 1.
- Develop an individualised plan for different settings: educational, home, public places

Suggested modes of transaction
- Lecture discussions, video of classrooms in context and discussion.
- Hands-on experiential demonstrations.
- School visits for observations in the classrooms, playground, extracurricular activities and other school events and activities.
- Observations in public outings (e.g., using public transport, going to a restaurant or movie etc.).
- Class activities for developing the PBIS matrix.

Suggested modes of assessment
- Group work on the topic and submission.
- Individual work on working with a class group implementation of PBIS with the class teacher.
- Other relevant class assignments.

Suggested readings

Bradshaw, C. P., Reinke, W. M., Brown, L. D., Bevans, K. B., & Leaf, P.J. (2008). Implementation of school-wide positive behavioural interventions and supports (PBIS) in elementary schools: Observations from a randomized trial. Education and Treatment Children, 31(1), 1– 26. http://www.educationandtreatmentofchildren.net/

Dunsmoor, J.E., Murphy, G.L. (2015). Categories, concepts, and conditioning: how humans generalize fear. Trends Cognitive Science; 19(2):73-7. doi: 10.1016/j.tics.2014.12.003

Polloway, E.A., Patton, R.P, and Serna, L., (2008). Strategies for teaching learners with special needs. Ohio: Pearson

Timothy and William, J (2019) Applied behavioural analysis. Boston: Pearson Publishers.

What is School-Wide Positive Behavioural Intervention and Supports? (2010). Positive Behavioural Intervention and Support. http://pbis.org/school/what_is_swpbs.aspx

Whitman, M.A. (1975) Behaviour Modification: Introduction and Implications, 24 DePaul L. Rev. 949. Available at: https://via.library.depaul.edu/law-review/vol24/iss4/6

Websites

https://www.pbis.org/resource/references-for-the-evidence-base-of-pbis

https://www.researchgate.net/deref/http%3A%2F%2Fpbi.sagepub.com%2F

https://doi.org/10.1002/pits.22209

Culturally responsive practices and PBIS. Annotated bibliography. https://files.eric.ed.gov/fulltext/ED601040.pdf

https://cdn.ymaws.com/member.tash.org/resource/resmgr/Webinars/2016/2016-PBIS-Webinar/1990_JASH_Toward_Nonaversive.pdf

https://mn.gov/mnddc/positive_behavior_supports/pdf/From-Behavior-Management-to-Positive-Behavioral-Supports.pdf

https://www.unicef.org/easterncaribbean/media/1191/file/7-Key-Steps-to-Implementing-Positive-Behavioural-Systems-at-You-School-2017.pdf

Guidance and Counselling

Course Code: 5.9 b   **Credits: 2**   **Semester: 7**

About the Course

Guidance and counselling are vital in supporting individuals with disabilities and their families to deal with stressful situations in their daily environment, explore opportunities and plan for education and the future. This course will empower the learners to understand guidance and counselling, the types and context of counselling and apply the counselling and guidance skills to help individuals with disabilities and their families as well as to create a supportive environment around them.

Learning outcomes

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

- Differentiate the concepts of counselling and guidance.
- Narrate the skills required for counselling and guidance.
- Critically evaluate the importance and scope of educational, vocational, personal, and family counselling.
- Apply the skills of guidance and counselling for persons with disability and their families in different settings.
- Analyze the concerns such as abuse and harassment faced by individuals with disabilities and their families in the contemporary world.

Course content

Unit 1: Introduction to Guidance and Counselling

1.1   Guidance and counselling: definition, aims and importance
1.2   Competency and scope of work
1.3   Role of an educator in working with families of individuals with disabilities
1.4   Role of an educator in working with individuals with disabilities
1.5   Ethical and legal considerations e.g. confidentiality, anonymity, respect, empathy

Unit 2: Techniques and Skills in Counselling

2.1   Creating a barrier-free, positive, safe space and relationship
2.2   Non-judgemental and unconditional acceptance
2.3   Active listening (Verbal and Nonverbal), non-directive counselling
2.4   Empathetic responding, paraphrasing, and reflecting skills
2.5   Building cultural and contextual sensitivity

Unit 3: Building Competency and Enhancing Skills

3.1   Promoting autonomy, choices, and advocacy skills
3.2   Building self-esteem and self-confidence
3.3   Promoting positive mental health and wellbeing

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3.4   Understanding intersectionality (e.g. gender and sexuality, region, religion and caste, socioeconomics, age)
3.5   Need and means for referrals, collaboration, and community engagement

Unit 4: Role of Guidance and Counselling in Formal and Informal Situations

4.1   Formal school and informal educational setups
4.2   Vocational and Employment Setups
4.3   Residential care in assisted living centres
4.4   Career Guidance and Legal Rights
4.5   Addressing family as a unit: Parent, siblings, and extended family members

Unit 5: Addressing Abuse and Harassment

5.1   Types of abuse (verbal, physical, psychological, sexual, emotional)
5.2   Abusive punishment procedures and their repercussions
5.3   Recognising signs of abuse and trauma
5.4   Counselling and guidance for peers and staff,
5.5   Accessibility to mental health, legal and allied services

Suggested Coursework/Practicum
- Observation of counselling sessions with persons with disabilities and their families.
- Role plays of parent counselling sessions.
- Counselling and report writing on an individual/family.
- Report of critical observation of a given counselling session.
- List the resources required and their optimum use in managing a school guidance programme
- Review documents on vocational guidance and write an essay.

Suggested modes of transaction
- Refer to the NEP 2020 Framework to understand the role of a counsellor
- The transaction for this course should be done with a perspective to enhance the sensitivity and skills of the educator. They should be able to appreciate the role of a guide and counsellor in the school setting.
- Lecture discussions, role-play and case discussions should be adopted to facilitate understanding among the learners.

Suggested modes of assessment
- Evaluation of a written report on a selected family.
- Evaluation of a simulated parent counselling session.

Suggested readings
Books
Kapunan, R.R. (2004). Fundamentals of Guidance and Counselling. Rex Printing Company, Philippines.

Mehrotra, N (2016). A resource book on disability studies in India. https://www.jnu.ac.in/Faculty/nilika/A%20READER%20ON%20DISABILITY%20STUDIES%20IN%20INDIA.pdf

Naik, P.S. (2013). Counselling Skills for Educationists. New Delhi: Soujanya Books.

Nayak, A.K. (1997). Guidance and Counselling. New Delhi: APH Publishing.

Pal, O.B. (2011). Educational and Vocational Guidance and Counselling. Soujanya Books, New Delhi.

Rao, V. K., & Reddy, R.S. (2003). Academic Environment: Advice, Counsel and Activities. New Delhi: Soujanya Books.

Shah, A. (2008). Basics in Guidance and Counselling. New Delhi: Global Vision Publishing House.

Sharma, V.K. (2022). Administration and Training of Educational and Vocational Guidance. New Delhi: Soujanya Books.

Online links

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https://www.niepid.nic.in/Protocol_Psy.pdf

https://www.mheducation.co.in/counselling-and-guidance-9781259005077-india

Portals

https://services.india.gov.in/service/listing?cat_id=50&ln=en

https://www.india.gov.in/content/national-tele-mental-health-program-india

https://nhm.gov.in/index1.php?lang=1&level=2&sublinkid=1043&lid=359

Life Skills Across Life Span

Course Code: 5.9 c **Credits: 2** **Semester: 8**

About the Course
Teaching life skills is essential for fostering independence, social integration, employability, and overall well-being throughout the lifespan of individuals with disabilities. The skills evolve over a period of time along with the individual with a disability and their environment. Keeping a life span perspective is crucial as it plays a significant role in the holistic development and independence of individuals with special needs throughout their lifespan. It empowers them to lead fulfilling lives and actively participate in their communities.

Learning outcomes
After completion of this course, the student teacher will be able to:
- Critically evaluate the necessity and relevance of appropriate life skills development.
- Make individualized adaptations to teach skills to diverse learners.
- Plan for transitions at various life stages.
- Understand and implement strategies to promote Socio- Emotional Learning (SEL) and other critical life skills in individuals with disabilities.
- Explain the collaborative approaches in life skill education

Course content
Unit 1. Foundations of Life Skills Education

1.1 Introduction to life skills
1.2 Theoretical frameworks supporting life skills development
1.3 Developmentally appropriate life skills across different life stages
1.4 Relevance of life skills for children with disabilities
1.5 Ethical, inclusive and experiential practices

Unit 2. Adapting Life Skills for Diverse Learners

2.1 Adaptive and differentiated instruction in life skills
2.2 Assistive technology, AACs in teaching life skills
2.3 Individualized Education Plans (IEPs) for life skills
2.4 Addressing challenges
2.5 Transition planning for life after school

Unit 3. Promoting Socio-Emotional Learning (SEL) and Personal Competencies

3.1 Understanding emotions and emotional regulation
3.2 Strategies for emotional regulation and self-management
3.3 Social awareness and empathy
3.4 Parent, caregiver and professional's role in supporting social and emotional learning
3.5 Methods for influencing the socio-emotional development of individuals with special needs: insights from current research

Unit 4. Teaching Critical Life Skills

4.1   Perspective taking, critical thinking and problem-solving, executive functioning
4.2   Social (interpersonal skills and conflict resolution), Communication skills (Verbal, non-verbal, AACs) and Emotional Regulation (identification, expression and stress management)
4.3   Self-care, personal hygiene, privacy and sexuality, and independent living
4.4   Financial literacy and functional life skills (home, educational, training and employment setup)
4.5   Leadership and self-advocacy, community participation, rights, leisure and recreation

Unit 5. Collaborative Approaches in Life Skills Education

5.1   Interdisciplinary collaboration
5.2   Family-professional partnerships
5.3   Community engagement for life skills
5.4   Peer-mediated instruction
5.5   Real-life education through life skills: innovations and best practices in special education

Suggested Coursework/Practicum
- Develop worksheets and TLMs to teach essential life skills.
- Develop and execute lesson plans to group teach selected life skills to individuals under 10 years of age essential in inclusive classrooms.
- Develop and execute lesson plans to group teach selected life skills to individuals over 10 years of age essential in educational settings.
- Develop and execute lesson plans to individually teach selected life skills essential in a workplace.

Suggested modes of transaction
The concepts may be explained through real-life examples and selected case studies. Learners may be encouraged to conduct hands-on observations and critically review the materials.
- Lectures and discussions
- Field visits
- Hands-on experiential demonstrations
- Workshops and seminars
- Self-study and use of online resources
- Presentations and projects

Suggested modes of assessment
- Evaluation of worksheets and TLMs to teach essential life skills.
- Evaluation of 3 lesson plans to teach life skills to individuals under 10 years of age.
- Evaluation of 3 lesson plans to teach life skills to individuals over 10 years of age.

Suggested readings
Books
Chung, C. K., Talreja, V., & a Dream, D. (2022). When We Thrive, Our World Thrives: Stories of

Rehabilitation Council of India ISITEP Middle Stage

Young People Growing Up with Adversity. Notion Press.

Ciarrochi, J., Forgas, J. P., & Mayer, J. D. (Eds.). (2013). Emotional intelligence in everyday life. Psychology press.

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Mannix, D. (2009). Life skills activities for secondary students with special needs. John Wiley & Sons.

Ramaswamy, B., Pushpa, R. S., & Gururaj, M. B. (2018). Skill Development In India (Prabhat Prakashan): Sone ka Nevla: A Treasure Trove of Stories by Sudha Murty. Prabhat Prakashan.

Zins, J. E. (Ed.). (2004). Building academic success on social and emotional learning: What does the research say?. Teachers College Press.

Journals

Espelage, D. L., Rose, C. A., & Polanin, J. R. (2016). Social-emotional learning program to promote prosocial and academic skills among middle school students with disabilities. Remedial and Special Education, 37(6), 323-332.

Keenan, S., King, G., Curran, C. J., & McPherson, A. (2014). Effectiveness of experiential life skills coaching for youth with a disability. Physical & occupational therapy in pediatrics, 34(2), 119-131.

Kennedy, F., Pearson, D., Brett-Taylor, L., & Talreja, V. (2014). The life skills assessment scale: measuring life skills of disadvantaged children in the developing world. Social Behavior and Personality: an international journal, 42(2), 197-209.

Pearson, D., Kennedy, F. C., Bhat, S., Talreja, V., & Newman-Taylor, K. (2021). Thriving in adversity: Do brief milieu interventions work for young adults in the developing world? A pragmatic randomized controlled trial. Social Behavior and Personality: an international journal, 49(9), 1-8.

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Pearson, D., Kennedy, F., Talreja, V., Bhat, S., & Newman-Taylor, K. (2020). The Life Skills Assessment Scale: Norms for young people aged 17–19 and 20–22 years. Social Behavior and Personality: an international journal, 48(4), 1-15.

Rani, K. N., Mohanraj, J., Indira, B., & Lakshmi, B. S. (2012). Step by Step: Learning Language and Life Skills. Pearson Education India.

Subasree, R., Nair, A. R., & Ranjan, R. (2014). The Life Skills Assessment Scale: the construction and validation of a new comprehensive scale for measuring Life Skills. IOSR Journal of Humanities and Social Science (IOSR-JHSS), 19(1), 50-58. https://dreamadream.org/life-skills-assessment-scale/

Online links

Life Skills Curriculum in India and research (https://dreamadream.org/life-skills-curriculum/ & https://dreamadream.org/financialstype/research-papers/)

Singhal N. (2022). Independence in Self-Care Routines: A Curriculum for Professionals and Parents of Children with Autism and Developmental Conditions. Developed with support from DST, GOI.

Portals

https://aif.org/wp-content/uploads/2018/10/Lifeskills-2018a_MAST.pdf

https://www.unicef.org/india/media/2571/file/Comprehensive-lifeskills-framework.pdf

https://www.autismspeaks.org/life-skills-and-autism

https://www.autismlevelup.com/

https://www.ugc.gov.in/pdfnews/4874522_Draft-Curriculum-for-Life-SKill-Jeevan-Kaushal.pdf

Citizenship, Sustainability and Environmental Education

Course code: 5.10   **Credits: 2**   **Semester**: **8**

About the Course
The paper on "Citizenship, Sustainability, and Environmental Education" is important in promoting inclusive and equitable views when addressing current global challenges This work places importance around the articulation of citizenship and sustainability principals and its focus on the lived experience and needs of people with disabilities. Essential topics include inclusive environmental policies and accessible sustainable practices, and the course highlights the role of individuals with disabilities in civic engagement and environmental stewardship. It raises awareness of the links between disability and environmental issues, and advocates for full and effective participation of all citizens in sustainable development.

Learning outcomes
After completion of this course, the student teacher will be able to
- Analyse the intersections between disability, citizenship, and environmental education to develop inclusive educational practices.
- Develop accessible educational tools and activities that are broad-based, catering for a wide range of learning requirements.
- Evaluate current environmental policies and practices from a disability perspective to identify areas for improvement.
- Advocate for inclusive environmental and sustainability initiatives within educational and community settings.
- Implement strategies for promoting active citizenship and environmental stewardship among students with disabilities.

Course content
Unit 1: Introduction to Citizenship Education and Disability

1.1   Overview of Citizenship Education, definitions, principles, and importance, discussion and presentation on citizenship education principles applied in real-life scenarios
1.2   Citizenship Education through rights-based lens: Understanding disability, social models vs. medical models and rights-based model with case studies
1.3   Disability Justice and Accessibility: Legal frameworks and policies supporting citizens with disabilities to fulfil their rights and responsibilities as citizens, practical political analysis activity
1.4   Historical Perspectives: The history of disability rights movements and their impact on citizenship education, group project on the impact of disability rights movement
1.5   Global and Local Best Practices: Examples of inclusive citizenship education programs, field visits and or virtual meetings with the organizations

Unit 2: Sustainable Development Goals (SDGs)

2.1   Introduction to Sustainability Development Goals (SDGs)
2.2   Intersection of Disability and SDGs: How disability intersects with each SDG, Group activity to analyze the intersection of disability with SDGs, presentations

Rehabilitation Council of India ISITEP Middle Stage

2.3   Sustainability Practices Contextualized to India: Focusing on the disability community
2.4   Global and Local Perspectives: Inclusive Sustainability practices around the world
2.5   Success stories and Case Studies: Successful sustainability initiatives involving individuals with disabilities

Unit 3: Inclusive Environmental Policies and Practices

3.1   Environmental Policies: Overview of major environmental policies and their implications
3.2   Intersections between Disability and Environmental Policies: Ensuring environmental policies are inclusive for individuals with disabilities
3.3   Climate Change and Disability: Exploring the specific impacts of climate change on people with disabilities and the importance of inclusive climate action plans, project work along with presentations.
3.4   Role of Accessible Technology: Assistive technologies in promoting sustainability and environmental education.
3.5   Case Studies: Inclusive environmental policies and practices in action

Unit 4: Active Citizenship and Advocacy

4.1   Active Citizenship: Definitions, importance, and how it relates to individuals with disabilities
4.2   Advocacy Skills: Strategies and tools for effective advocacy
4.3   Community Engagement: Encouraging participation and leadership of individuals with disabilities in community initiatives
4.4   Collaborative Efforts: Building partnerships between schools, communities, and organizations including Indian NGOs working at these intersections
4.5   Role Models and Ambassadors: Importance of role models and ambassadors (e.g., Purple Ambassadors during Purple Fest) in promoting disability inclusion

Unit 5: Practical Strategies for Educators

5.1   Curriculum Development: Designing inclusive and accessible curricula for citizenship and environmental education
5.2   Instructional Strategies: Effective teaching methods and techniques for diverse learners, considering the Indian educational context
5.3   Assessment and Evaluation: Inclusive assessment strategies to measure student learning and progress
5.4   Resource Development: Creating and utilizing accessible resources and materials
5.5   Implementation and Reflection: Practical application of course concepts and reflective practices for continuous improvement

Suggested Coursework/Practicum
- **Reflective Journals:** Students keep a weekly reflective journal about their learning experiences, insights and how they would use course concepts in actual world scenarios.
- **Case Study Analysis:** Case-Based Analysis of Inclusive Citizenship Education, Sustainability and Environmental policies. Students will identify strengths, weaknesses, and opportunities for improvement from a disability perspective.

- **Inclusive Curriculum Design Project:** The student will develop an inclusive curriculum or educational program that incorporates citizenship education, sustainability, and environmental education with respect to students with disabilities
- **Advocacy Campaign Plan:** The student trainee will be building an Advocacy Campaign to Promote Inclusive Environmental and Sustainability Practices in a Community or in an educational setting.
- **Field Experience:** The student trainee will participate in a field experience or service-learning project with an organisation that promotes sustainability and/or disability advocacy. This could include things like collaborating with local environmental groups, taking part in accessible green initiatives, or sponsoring inclusive educational programmes.
- Developing a mini advocacy campaign by the student trainees with the support of the faculty
- **Group Presentations:** The student trainee will work in small groups to study a specific course-related topic and present their results to the class. Accessible green technologies, inclusive policy analysis, and successful community projects are some of the possible topics.
- **Resource Development:** The student trainee will create accessible educational resources, such as lesson plans, multimedia presentations, or teaching aids, to encourage the integration of citizenship, sustainability, and environmental education via a disability perspective.

Suggested modes of transaction
- In-person lectures, online discussion forums, video tutorials, and virtual collaboration tools.
- Group work and peer learning through collaborative projects, group discussions, and peer review sessions.
- Visits to local environmental organizations, participation in community sustainability projects, and practical workshops on resource development.
- Case study analysis, group discussions on case scenarios, and presentation of case solutions.
- Reflective journals, e-portfolios, and reflective discussion forums.
- Integrate technology to support diverse learning styles and provide accessible resources.
- Invite experts in the fields of sustainability, environmental education, and disability advocacy to share their experiences and insights.
- Conduct workshops and training sessions on specific skills such as curriculum design, advocacy, and the use of assistive technologies.
- Role-playing, simulations, and hands-on workshops to cover theoretical concepts in an applied manner.
- Hands-on workshop with assistive technologies; demonstrations and applications.
- Development of inclusive assessment tools; case studies and feedback.

Suggested modes of assessment
Reflective Journals, Case Study Analysis, Inclusive Curriculum Design Project, Advocacy Campaign Plan, Group Presentations, Field Experience, Final Exam.

Suggested readings
Books
Adams, M., Bell, L. A., Goodman, D. J., Shlasko, D., Briggs, R. R., & Pacheco, R. (Eds.). (2023). Teaching for diversity and social justice (4th ed.). Routledge
Chalkley, B., Haigh, M., & Higgitt, D. (Eds.). (2009). Education for sustainable development: Principles, perspectives, and practices. Routledge.

Citizenship Education and Global Migration: Implications for Theory, Research, and Teaching. (2017). United States: American Educational Research Association.

Environmental Education and Advocacy: Changing Perspectives of Ecology and Education. (2005). Spain: Cambridge University Press.

Fien, J. (1993). Education for the Environment: Critical Curriculum Theorising and Environmental Education, Deakin University Press, Geelong, Australia

Gordon, D., Meyer, A., & Rose, D. H. (2016). Universal Design for Learning: Theory and Practice (Paperback). Cast. In

Gupta V. K. (1998). Environmental Education, Jallandhar: New Academic Publishing House

Howley, A., Faiella, C. M., & Kroeger, S. D. (2020). Inclusive education: A systematic perspective. Information Age Publishing.

Mitchell, D. (2018). The ecology of inclusive education: Strategies to tackle the crisis in educating diverse learners. Routledge.

Newman, J. (Ed.). (2011). Green education: An A-to-Z guide. SAGE Publications.

Ship, S A. B. (1996). Education for the Environmental Concerns, Implications and Predices. New Delhi: Radha Publication

Smith, T. E., Polloway, E. A., Patton, J. R., & Dowdy, C. A. (2000). Teaching students with special needs in inclusive settings. Pearson.

Online links

https://risingflame.org/wp-content/uploads/2023/07/DEJ-White-Paper_July-28_RisingFlame.pdf

https://pureadmin.qub.ac.uk/ws/portalfiles/portal/468092551/Citizenship_Education_for_a_Sustainable_Future_Jenny_Wren_River_Banks_2023.pdf

https://repository.library.northeastern.edu/files/neu:cj82pn769/fulltext.pdf

https://www.ugc.gov.in/e-book/GCED%20Book_WEB.pdf

Education _for_Environmental_Citizenship_and_Education.pdf

https://www.researchgate.net/publication/257921015_Foundation_of_Environmental_Education

https://earth.org/environmental-education-how-india-is-integrating-climate-consciousness-into schools/#:~:text=The%20policy%20enriches%20school%20curricula,environmentally%20conscious%20and%20sustainable%20future.

https://www.researchgate.net/publication/324748328_Environmental_Education_The_Indian_Context

https://www.researchgate.net/publication/378590048_ENVIRONMENTAL_POLICIES_IN_INDIA

https://idronline.org/article/perspectives/active-citizenship-what-it-means-and-what-it-takes/

Portals

https://www.worldwiseschools.ie/development-education/

https://www.diverseeducators.co.uk/global-citizenship-toolkit/

6.0 DISABILITY SPECIFIC INCLUDING INTERNSHIP
(20 Credits)

A student needs to complete 20 credits courses in this domain. This domain will lead to have disability specialization area and pedagogy specialization area of the student.

Total of 04 Credits courses will be offered in disability-specific area and 16 credits in Pedagogy area as per the followings:

Code	Course Titles	Credits	Semester
6.3.1	School Visit and Observation	2	5
6.3.2	Supportive skill training	2	6
6.3.3	Developing TLM and Assistive Technology	2	7
6.3.4	Internship and Practice Teaching	10	7
6.3.5	Demonstration	2	8
6.4.6	School Based Research Project	2	8
	Total	20	

ASD

PRACTICALS AND FIELD ENGAGEMENT - ASD

SCHOOL EXPERIENCE

Field engagement is a vital component of teacher education programmes in the field of general as well as special and inclusive education. This practical engagement allows pre-service teachers to participate in various activities and tasks related to the teaching profession under guided supervision. Through this immersion, student teachers gain a comprehensive understanding of school processes, actively engage in school activities, and internalize essential school-related ethics, values, and norms

This module is designed to ensure that student teachers specializing in autism spectrum disorder are well-prepared to enter the teaching profession with practical experience, a deep understanding of inclusive practices, and the necessary skills to foster an effective learning environment for all autistic learners. This module bridges the gap between theoretical knowledge and practical application, providing invaluable opportunities for student teachers to immerse themselves in the school environment and specialize in skills essential for quality education delivery to autistic learners.

Outline of the components:

S No	Course	Semester	Credits
1	**6.3.1 ASD: School Observation**	5	2
2	**6.3.2 ASD: Demonstration Lessons** (Teaching practice**)**	6	2
3	**6.3.3 ASD: Internship**	7	10
4	**6.3.4 ASD: School-based Research Projects**	7	2
5	**6.3.5 ASD: Creating TLM**	8	2
6	**6.3.6 ASD: Supportive Skill Training**	8	2
	TOTAL		**20**

Rehabilitation Council of India ISITEP Middle Stage

School Observation (ASD)

Course Code: 6.3.1.ASD   **Credits: 2**   **Semester: 5**

About the Course:

Visits to different organisations will help learners understand autism and its varied manifestations for children of different ages. This practical will equip the learners with the pivotal skills required for communicating and teaching. This practical is therefore designed to observe and learn the variations in the availability and use of resources, communication, and teaching-learning processes in group and individual settings and various setups.

Learning Outcomes: After completion of this course, the student teacher will be able to:
- Describe the setting and functioning of different organisations (preschools, inclusive, and special schools, therapy centres)
- Understand classrooms with autistic students with respect to organisation, student-teacher interactions, teaching methods used

Course Content

Settings: The practical will be done in ALL the following settings:

- ASD specific school
- Inclusive school

Suggested Mode of Transaction: At each of the above-mentioned settings, the learner is expected to do the following:

1. Prepare a participatory, observational (not a supervisory) report including:

   - Infrastructural facilities, resources available, services offered
   - Availability and role of different professionals incl the student: teach ratio
   - Daily routines, activities and interventions (type, duration, etc.)
   - Curricular and co-curricular content and transaction
   - Communication modalities of the students with ASD-
   - Nature of support provided including child-specific support in each activity
   - Documentation maintained for each person
   - Quality of education delivery along with justification
   - Any other relevant information, learning and impressions

   In each setting, identify two children (one autistic and one non-autistic) and document:

   - Information collected from initial intake in consultation with teachers and/or parents
   - Screening or diagnostic assessment conducted using appropriate tool

2. Write an **overall essay** based on the overall, consolidated learning from all three settings. The essay should reflect your understanding of -

- Neurotypical and neurodiverse development
- Commonalities and differences in strengths and needs of different autistic people
- Different ways needs may be addressed
- Ways these techniques may be adapted across different settings and individuals
- Summary observations or suggestions about priority areas to consider

Suggested Mode of Assessment: There will be 3 submissions, 1 from each setting and an overall essay. All submissions must include –

- A comprehensive portfolio with all relevant documents of observations, reports, proof of attendance, feedback received etc.
- A certification of completion that is evaluated and endorsed by the teaching institution

All demonstrations and submissions may be graded by the teaching institute using marking schemes/ rating scales/ rubrics.

Please Note:

- The learning and practice opportunities must be provided in all semesters. Evaluation of this practical will be made in the above-mentioned semester.
- Observations mentioned are essential for a minimum of 30 hours or 10 days in each setting. The schedule for respective visits shall be included in the timetable and days may be allocated.
- For a holistic learning experience, the learner will benefit from working with variability in the profiles of autistic individuals e.g., different ages, genders, grades, learning styles, sensory profiles and skill sets.
- The tasks mentioned are essential. The content/hours may be adapted as per feasibility and accessibility. For instance, if schools for a specific disability are not available in the nearby area, the same may be conducted at education or therapy centres or services being provided in the resource room.
- Access to information and observations and all interactions with autistic individuals must be with consent from and under the supervision of trained educators and/or parents.
- Care must be taken to respect the consent, confidentiality and dignity of the autistic person and their families

Demonstration Lessons (Teaching Practice) (ASD)

Course Code: 6.3.2. ASD   Credits: 2   Semester: 6

About the Course:
Teaching practice allows student teachers to practice the art and science of teaching, under the supervision and support of experienced teachers. This particular practical is an opportunity for aspiring teachers to understand and practice instructional strategies, and classroom management in school. This field experience provides a challenging nonetheless rewarding experience of working with students in actual classrooms and acquiring professional identity and competence.

Learning Outcomes: After completion of this course, the student teacher will be able to:
- Develop teaching skills through practical engagement in special schools and inclusive schools
- Demonstrate the use of the various skills with their peers
- Write lesson plans using the appropriate format
- Demonstrate the application of various teaching strategies in simulated settings

Course Content

Settings: The practical will be done in ALL the following settings:

- ASD specific school
- Inclusive school

Suggested Mode of Transaction: At each of the above-mentioned settings, the learner is expected to do the following:

1. Assist educators in the implementation of classroom activities and management

2. Identify one autistic child and document a comprehensive report including –
   - Observations from the initial intake, assessments, review of documents and services received and interactions with teachers and/or parents
   - In consultation with the educators, develop a total of 15 Lesson Plans in -
     - Academic concepts (from three different subjects/activities)
     - Non-academic activity (e. g. arts, sports, or other age-appropriate life skills)
     - ADL / self-care /vocational
     - Communication
     - Demonstration of counselling and guidance skills
     - Age-appropriate topics on Comprehensive Sexuality Education (CSE)

Suggested Mode of Assessment: There will be 2 submissions, one for each child. All submissions must include –

Rehabilitation Council of India ISITEP Middle Stage

- A comprehensive portfolio with all relevant documents of observations, reports, TLMs, proof of attendance, feedback received etc.
- A certification of completion that is evaluated and endorsed by the teaching institution

All demonstrations and submissions may be graded by the teaching institute using marking schemes/ rating scales/ rubrics.

Please Note:

- The learning and practice opportunities must be provided in all semesters. Evaluation of this practical will be made in the above-mentioned semester.
- Observations mentioned are essential for a minimum of 20 hours or 7 days in each setting. The schedule for respective visits shall be included in the timetable and days may be allocated.
- For a holistic learning experience, the learner will benefit from working with variability in the profiles of autistic individuals e.g., different ages, genders, grades, learning styles, sensory profiles and skill sets.
- The tasks mentioned are essential. The content/hours may be adapted as per feasibility and accessibility. For instance, if schools for a specific disability are not available in the nearby area, the same may be conducted at education or therapy centres or services being provided in the resource room.
- Access to information and observations and all interactions with autistic individuals must be with consent from and under the supervision of trained educators and/or parents.
- Care must be taken to respect the consent, confidentiality and dignity of the autistic person.

Rehabilitation Council of India ISITEP Middle Stage

School-Based Research Projects (ASD)

Course Code: 6.3.3.ASD   **Credits: 2**   **Semester: 7**

About the Course:

This module is designed to develop skills, knowledge, and attitudes necessary to meet the diverse needs of students in real-world educational settings, gain insights from the day-to-day dynamics of classrooms, critically reflect and review the application of theoretical concepts and hone creativity and problem-solving abilities essential for adapting to the diverse and dynamic needs of students with disabilities. This practical provides the opportunity to foster collaboration and work with other educators, administrators, and parents vital for creating a supportive educational environment.

Learning Outcomes:
After completion of this course, the student teacher will be able to:
- Identify issues relevant to autistic learners in a school environment that promotes effective and inclusive learning opportunities
- Understand and recognise indicators and parameters of good service providers

Settings: The practical will be done in ALL the following settings:

- Inclusive school

Suggested Mode of Transaction: At each of the above-mentioned settings, the learner is expected to do the following:

1. Discuss with supervisor and decide on a research project, for example:

   - Comparative study of the use of autism-specific strategies in special and inclusive schools
   - Experience of speaking and non-speaking autistic students in the school environment (what works and what does not)
   - Survey of reasons for inclusion and dropout of autistic students from inclusive school
   - Survey of parental perspectives on the use of AACs for autistic children

2. Depending on the focus area, design / select an accessible tool to conduct independent observations of settings or individuals, for instance -

   - Infrastructural facilities, family context, resources available, services offered, documentation maintained
   - Access to different professionals//services incl the student: teach ratio
   - Daily routines, activities and interventions (type, duration, etc.)
   - Participation in curricular and co-curricular activities (e.g., content, transaction)
   - Activities (design, execution and adaptations) and TLMs (creativity, and appropriateness)
   - Available support for communication, academic, and non-academic activities
   - Peer, parent and educator interactions
   - Implicit/unspoken rules and expectations in different settings and activities and their impact on

Rehabilitation Council of India ISITEP Middle Stage

the autistic learner
- Ethical considerations
- Any other relevant information, learning and impressions

3. Write a research thesis

Suggested Mode of Assessment: There will be 1 submission- the research thesis

Observations and submissions must include -

- A comprehensive portfolio with all relevant documents of observations, reports, proof of attendance, feedback received etc.
- A certification of completion that is evaluated and endorsed by the teaching institution

All demonstrations and submissions may be graded by the teaching institute using marking schemes/ rating scales/ rubrics.

Please Note:

- Observations mentioned are essential for a minimum of 30 hours or 10 days in each setting. The schedule for respective visits shall be included in the timetable and days may be allocated.
- For a holistic learning experience, the learner will benefit from working with variability in the profiles of autistic individuals e.g., different ages, genders, grades, learning styles, sensory profiles and skill sets.
- The tasks mentioned are essential. The content/hours may be adapted as per feasibility and accessibility. For instance, if schools for a specific disability are not available in the nearby area, the same may be conducted at education or therapy centres or services being provided in the resource room.
- Access to information and observations and all interactions with autistic individuals must be with consent from and under the supervision of trained educators and/or parents.
- Care must be taken to respect the consent, confidentiality and dignity of the autistic person.

Internship (ASD)

Course Code: 6.3.4.ASD   Credits: 10   Semester: 7

About the Course:

This is a comprehensive practicum focused on autism spectrum disorders within special school settings. This immersive program provides hands-on experience supporting special educators, honing teaching skills, and contributing to holistic development. Learners will gain exposure to diverse setups, including classrooms and extracurricular activities while collaborating closely with experienced teachers as well as autistic teachers/mentors to get an in-depth understanding of the challenges as well as insights into the domain of special education, and the direct perspective from the autistic community. The internship emphasizes individualized mentorship, cultural sensitivity, inclusivity, and the integration of technology into teaching strategies. Upon completion, participants will possess a strong foundation to apply theoretical knowledge in real-world teaching scenarios and develop professional competencies in adaptation, collaboration, problem-solving, and participative decision-making.

Learning Outcomes: After completion of this course, the student teacher will be able to:
- Demonstrate teaching skills and collaboration skills in the classroom/school
- Conduct assessment of students with ASD
- Develop IEPs
- Implement IEPs
- Adapt curriculum and lessons for students with ASD
- Identify the ICT and AT needs of students with ASD

Course Content
Settings: The internship will be done in ALL the following settings:

- ASD special school

Suggested Mode of Transaction:

At each of the above-mentioned settings, the learner is expected to do the following:

1. Identify two autistic children and document the following for each student:
   - A formal assessment conducted by the learner to identify the specific learning concerns and profile of strengths of the student in consultation with the respective educators and/or parents
   - Appropriate IEP with accommodations and modifications developed by the learner in consultation with the class teachers
   - The necessary TLMs and the assistive technology identified
   - Planning and implementation (in collaboration with the teachers) of a total of 15 group teaching lessons and a total of 15 individual (1:1) teaching lessons on the following:
     - Academic concepts from three different subjects
     - Non-academic activity (e. g. arts, sports, or other age-appropriate life skills)
     - ADL / self-care

- Communication

2. In consultation with the management and/or teachers, do the following –
   - Assist special educators as per the timetable in everyday group and 1:1 activities and management e.g., preparing TLMs, adapted books, checking schedules, taking classes, implementing lesson plans etc.
   - Organise a parent training/sensitisation program conducted by speaking and non-speaking autistic advocates and mentors
   - Facilitate participation of autistic persons in cultural programs (e.g., sports day, festival celebration, picnics, melas, field trips, camps etc.) designed and executed to
   - Liaison with the necessary government authorities to facilitate access to necessary certificates, exemptions and concessions for the families
   - Prepare a list of neurodiversity-affirming and non-ableist vocabulary

Suggested Mode of Assessment: There will be a total of 3 submissions, one for each child and one for participation in other school activities. All submissions must include:

- A comprehensive portfolio with all relevant documents of observations, reports, TLMs, proof of attendance, feedback received etc.
- A certification of completion that is evaluated and endorsed by the teaching institution

All demonstrations and submissions may be graded by the teaching institute using marking schemes/ rating scales/ rubrics.

Please Note:

- Observations mentioned are essential for a minimum of 300 hours.
- The schedule for respective visits shall be included in the timetable and days may be allocated.
- For a holistic learning experience, the learner will benefit from working with variability in the profiles of autistic individuals e.g., different ages, genders, grades, learning styles, sensory profiles and skill sets.
- The tasks mentioned are essential. The content/hours may be adapted as per feasibility and accessibility. For instance, if schools for a specific disability are not available in the nearby area, the same may be conducted at education or therapy centres or services being provided in the resource room.
- Access to information and observations and all interactions with autistic individuals must be with consent from and under the supervision of trained educators and/or parents.
- Care must be taken to respect the consent, confidentiality and dignity of the autistic person.

Development of TLM (ASD)

Course Code: 6.3.5.ASD   **Credits: 2**   **Semester: 8**

About the Course:

Lesson plans are essential tools for educators, that aid in imparting knowledge, skills, and competencies. It assists in guiding content delivery, organization, communication, and assessment. Through careful planning, educators engage students with accessible content, align activities with objectives, and ensure relevance. This practical component is focused on training learners in making effective lesson planning and preparing Teaching Learning Materials (TLMs) under the guidance of supervisors.

Learning Outcomes: After completion of this course, the student teacher will be able to:
- Develop teaching-learning materials tailored for special schools and inclusive schools.
- Use TLMs creatively, appropriately and effectively in teaching autistic learners.

Settings: The internship will be done in ALL the following settings:

- ASD specific school
- Inclusive school

Course Content
Suggested Mode of Transaction:

At each of the above-mentioned settings, the learner is expected to identify one autistic learner and document the following:

1. Information from initial intake, assessment, IEPs and Lesson Plans

2. In consultation with the teacher and/or parents, develop individualised TLMs. The TLMs may incorporate principles of Universal Design of Learning (UDL) and are appropriate for various learning styles (Visual / Auditory / Kinaesthetic / Reading / Tactile / combination of all). Appropriate TLMs must be developed for the following:
   - Academic concepts being learnt in three different subjects
   - Non-academic activity (e.g., arts, sports, or other co-curricular activity)
   - ADL / self-care
   - Communication

Suggested Mode of Assessment:

There will be 2 submissions, one for each child. All submissions must include –

- A comprehensive portfolio with all relevant documents of observations, reports, TLMs, proof of attendance, feedback received etc.
- A certification of completion that is evaluated and endorsed by the teaching institution

All demonstrations and submissions may be graded by the teaching institute using marking schemes/ rating scales/ rubrics.

Please Note:

- The learning and practice opportunities must be provided in all semesters. Evaluation of this practical will be made in the above-mentioned semester.
- Observations mentioned are essential for a minimum of 30 hours or 10 days in each setting. The schedule for respective visits shall be included in the timetable and days may be allocated.
- For a holistic learning experience, the learner will benefit from working with variability in the profiles of autistic individuals e.g., different ages, genders, grades, learning styles, sensory profiles and skill sets.
- The tasks mentioned are essential. The content/hours may be adapted as per feasibility and accessibility. For instance, if schools for a specific disability are not available in the nearby area, the same may be conducted at education or therapy centres or services being provided in the resource room.
- Access to information and observations and all interactions with autistic individuals must be with consent from and under the supervision of trained educators and/or parents.
- Care must be taken to respect the consent, confidentiality and dignity of the autistic person.

Rehabilitation Council of India ISITEP Middle Stage

Supportive Skill Training (ASD)

Course Code: 6.3.6.ASD   **Credits: 2**   **Semester: 8**

About the Course:

This practical allows the learners to acquire essential skills that are crucial to support autistic learners. The aim is to empower educators with the fluency and skill development necessary for fostering conducive inclusive learning environments and enhancing the overall educational experience for autistic individuals.

Learning Outcomes: After completion of this course, the student teacher will be able to:
- Acquire supportive skills to effectively communicate and teach learners with ASD using Assistive Technologies, Functional Academic Skills, learner-centred personalised communication systems and AACs (low-tech, mid-tech and high-tech) etc.
- Acquire skills necessary to effectively communicate with and teach autistic individuals.

Course Content
Settings: The practical will be done in ALL these settings:

- ASD specific school
- Inclusive school

Suggested Mode of Transaction:

At each of the above-mentioned settings, the learner is expected to identify one autistic learner and document the following:

1. Information from initial intake
2. Observation and understanding sensory needs of the student in consultation with the OT and/or parents
3. A plan developed in consultation with the teacher and/or parents, to facilitate –
   - Development of a leisure skill
   - Participation in a community activity (e.g., tuition centre, hobby class, going to a restaurant or for a movie, an upcoming wedding or vacation)
4. Relevant communication strategies including AACs and visual supports
5. Prepare the necessary TLMs and the assistive technology identified

Suggested Mode of Assessment:

There will be 2 submissions, one from each setting. All submissions must include –

- A comprehensive portfolio with all relevant documents of observations, reports, TLMs, proof of attendance, feedback received etc.
- A certification of completion that is evaluated and endorsed by the teaching institution

All demonstrations and submissions may be graded by the teaching institute using marking schemes/ rating scales/ rubrics.

Please Note:

- The learning and practice opportunities must be provided in all semesters. Evaluation of this practical will be made in the above-mentioned semester.
- Observations mentioned are essential for a minimum of 30 hours or 10 days in each setting. The schedule for respective visits shall be included in the timetable and days may be allocated.
- For a holistic learning experience, the learner will benefit from working with variability in the profiles of autistic individuals e.g., different ages, genders, grades, learning styles, sensory profiles and skill sets.
- The tasks mentioned are essential. The content/hours may be adapted as per feasibility and accessibility. For instance, if schools for a specific disability are not available in the nearby area, the same may be conducted at education or therapy centres or services being provided in the resource room.
- Access to information and observations and all interactions with autistic individuals must be with consent from and under the supervision of trained educators and/or parents.
- Care must be taken to respect the consent, confidentiality and dignity of the autistic person.

MIDDLE STAGE - HI

6.0 SCHOOL EXPERIENCE

(In summary)

Field engagement is a vital component of teacher education programs in both general and special and inclusive education. This practical involvement allows pre-service teachers, including those training to work with learners who are Deaf or Hard of Hearing (LwDHH), to participate in various activities and tasks related to the teaching profession under guided supervision. Through this immersion, student teachers gain a comprehensive understanding of school processes, actively engage in school activities, and internalize essential school-related ethics, values, and norms. The School Experience module, a cornerstone of the Integrated Special and Inclusive Teacher Education Programme (ISITEP), bridges the gap between theoretical knowledge and practical application. It offers invaluable opportunities for student teachers to immerse themselves in the school environment and specialize in pedagogical strategies essential for delivering quality education to learners who are deaf and hard of hearing. This experiential learning fosters the development of reflective teaching practices, empathy, and adaptability, crucial for effective inclusive education.

Objectives

The School Experience aims to help student teachers:

Course : School Visit and Observation

- Observe and analyze the functioning of various types of special schools, organizations for the deaf, inclusive setups, and clinical setups where students who are Deaf and Hard of Hearing are diagnosed and receive interventions.

- Observe classroom lessons across different settings, including special education, inclusive education, and clinical settings, to assess learning outcomes effectively.

Course: Supportive Skill Training

Acquire essential pedagogical skills to effectively communicate with and instruct deaf learners. This includes understanding the components of hearing aids and cochlear implants, as well as troubleshooting aids and appliances. Gain proficiency in all communication modes for learners with deafness and hard of hearing (LwDHH), including ISL, signing systems and cued speech. The training also covers the basics of troubleshooting assistive devices.

Course : Developing TLM (Teaching-Learning Materials) and Assistive Technology

- Develop lesson plans and teaching-learning materials tailored for special schools and inclusive schools, specifically for students in grades 6th to 8th, incorporating adaptive strategies and Universal Design for Learning (UDL) principles.

- Foster creativity and innovation in designing effective educational resources catered to students with hearing impairment.

- Understanding the types of assistive devices

Course : Internship and Practice Teaching

- Gain extensive, hands-on experience through a 12-week immersion in school settings, actively integrating into the school system as participants.

- Apply pedagogical knowledge in authentic teaching contexts to develop professional competencies in adaptation, collaboration, problem-solving, and participatory decision-making.

Course : Demonstration

- Develop teaching skills through practical engagement in special schools and inclusive schools.

- Learn about various strategies of guidance and counselling as well as about types of advocacy

Course : School-based Research Projects

- Identify and investigate salient issues within the specialized educational context for deaf learners, employing methodologies to formulate and implement targeted interventions. Subsequently, compile a comprehensive research report outlining empirical findings, insights, and evidence-based recommendations

[In Detail]

SCHOOL EXPERIENCE AND FIELD ENGAGEMENT (PRACTICALS)

School Experience imparts knowledge on professional competencies imperative for educators to effectively instruct learners with deaf and hard of hearing (LwDHH) in Grades 6th to 8th and at the middle stage. The components of school observation, lesson demonstration, school-based research projects, internships in educational institutions, preparation of teaching-learning materials (TLM), utilization of assistive technologies, and the development of teaching supportive skills are indispensable elements within the school experience framework. These components are designed to enhance the professional skills required by teachers of the DHH at the Middle stage comprehensively.

Field Engagement constitutes a crucial element of teacher education programs within the realm of special and inclusive education. This hands-on engagement enables pre-service teachers to engage in a myriad of activities and responsibilities pertinent to the teaching profession under guided supervision. Through this immersive experience, student teachers acquire a holistic understanding of school operations, actively participate in school activities, and internalize fundamental school-related ethics, values, and norms.

This module is designed to ensure that student teachers specializing in hearing impairment are thoroughly prepared to embark on their teaching careers with substantial practical experience, a profound understanding of inclusive practices, and the requisite skills. To cultivate an effective learning environment for all learners with hearing impairments and other disabilities, this module bridges the chasm between theoretical knowledge and practical application. It provides invaluable opportunities for student teachers to immerse themselves in the school environment and refine the essential skills for delivering quality education to learners with and without disabilities in both special and inclusive education settings.

Outline of the components:

S No	Course	Semester	Credits
1	6.3.1 (HI) School Observation	5	2
2	6.3.2 (HI) Supportive Skill Training	6	2
3	6.3.3 (HI) Developing TLM and Assistive Technology	7	2
4	6.3.4 (HI) Internship and Practice Teaching	7	10
5	6.3.5 (HI) Demonstration	8	2
6	6.3.6 (HI) School-Based Research Project	8	2
	TOTAL		20

School Visit and Observation

Course Code: 6.3.1 (HI)   **Credits: 2**   **Semester: 5**

About the Course:

Visits to different organizations will facilitate learners' comprehension of disabilities and their implications. This practical course is structured to offer exposure to educational pedagogies such as group and individual one-to-one teaching-learning processes, diverse modes of communication including ISL, signing systems, and cued speech, and infrastructure across various educational settings, with a specific emphasis on Deaf and Hard of Hearing (DHH) learners.

Learning Outcomes:

After completing this course, student teachers will be able to:

- Gain knowledge of different communication methods used in educating LwDHH, incorporating adaptive strategies and Universal Design for Learning (UDL) principles to cater to diverse needs of LwDHH.
- Understand the infrastructure and resources available in special schools and other related organizations, ensuring accessibility and inclusivity.
- Observe and critically reflect on the teaching-learning processes tailored for LwDHH, aiming to develop skills necessary for effective communication and instruction.
- Identify best practices and propose improvements to enhance the quality of education delivery in special schools and related organizations, fostering inclusive educational environments.

For Middle Stage
- Visit different types of middle schools: Visits to special schools that utilize a) Educational Bilingualism, b) Total Communication, and c) the Oral-Aural approach, as well as inclusive setups, available for students in grades 6th to 8th.
- Collect information on student demographics: Gather data on students in classes VI to VIII, focusing on their linkage with secondary and preparatory stages.
- Experiential learning observation: Observe school processes and curriculum transactions through experiential learning.
- Interaction with teachers and students: Report on implementing ten bag-less days and skill development courses.
- Effective teaching-learning strategies reflection: Reflect on effective classroom teaching-learning strategies.
- Integration of IKS, values, and local resources: Observe the integration of Indigenous Knowledge Systems (IKS), values, and local resources in teaching-learning processes.
- Vocational education observation: Observe the practice and assessment of vocational education in the school.

Rehabilitation Council of India ISITEP Middle Stage

- Availability and usage of resources: Observe the availability and usage of libraries, laboratories, sports facilities, and art and music learning facilities.
- Student support services: Study the provision of guidance and counseling, scouts and guides, and health and wellness programs.

Course Content
1. Meaning and nature of school observation process
2. Differences between monitoring and observation
3. Theory and practices of school observation components:
   - Schooling systems for LwDHH
   - Rapport with all stakeholders
   - Office management procedures in special schools
   - School environment in all perspectives
   - Processes of conducting curricular activities in special schools
   - Existing infrastructure and its utility
   - Usage of ICT and TLM facilities
   - Interpersonal relationships among stakeholders
   - Assessment processes in special schools
   - Engagement of parents and community members in school activities
   - Adaptive strategies in educational practices for students with hearing impairments
   - Universal Design for Learning (UDL) principles in inclusive education

Suggested Components for School Observation Report:
- School information (context, vision, mission, association with boards)
- School infrastructure
- Accessibility Provisions for LwDHH
- Inclusiveness at all levels
- Teacher-student ratio
- Teaching-learning process:
  o Academic plan
  o Classroom activities
  o Assessment
- School Development Plan (SDP)
- Academic calendar
- Administrative processes:
  o Maintenance of students' records
  o Maintenance of teachers' records
- Cultural activities
- Sports activities
- Annual Day
- National and social functions
- School management
- School discipline

Rehabilitation Council of India ISITEP Middle Stage

- Interpersonal relationships
- Understanding different types of students and their needs
- Development and use of ICT and TLMs
- Engagement of parents and community members in school activities
- Office management
- Assessment processes, including 360-degree holistic assessment
- Overall progress of the school (planning, organizing, staffing, directing, motivating and controlling)
  - Challenges faced and overcoming them

Suggested Activities to be conducted:

Sl. No.	Tasks	Specific activities
1.	Visits to special schools/ Deaf Associations/ Training Centres which use	- Study the infrastructure, resources available in a special school, Deaf Associations/ Training Centres and observe the various services being offered. - Identify the communication mode being used by the school. - List the best practices offered by the schools/organizations visited. - Write a report on the quality of education delivery in the special schools / organizations visited based on the feedback from the deaf students. - Include the suggestions on what can be done to make it better.
2.	Visit to speech and hearing center/clinic	- Observe hearing assessment in children of various age groups - Observe hearing aid trial and fitting in children of various age groups - Listening to speech of children with and without hearing loss and identifying parameters (Non-segmental, segmental & supra-segmental) 3 children each. - Observing speech assessment (screening) children. - Carrying out speech assessment (screening). - Observing speech assessment using standardized tool. - Observing listening check of children's hearing devices. - Observing individual speech teaching sessions. - Observing group teaching sessions (2children) - Planning and executing lesson plan for teaching non-segmental, segmental and supra-segmental aspects of speech (2children) - Study the infrastructure, resources and best practices in the settings

3.	Classroom teaching observation at different levels and of different subjects using : a) Educational Bilingualism b) Total Communication c) Oral-aural approach	- Observe the teaching of LwDHH using: a) Educational Bilingualism b) Total Communication c) Oral-aural approach - Observe various activities such as conversation, visits, directed activity, story-telling/poem and ensure observation for teaching various class subjects. - Write the observation reports at different levels and of different subjects. - Include the learnings & insights, feedback, areas of improvement in the observation report. - It is desirable that observation of classroom activities is spread across the semesters i.e.15 hours of observations in each semester. - It is desirable that the observations should be spread across different stages
4	Observations of Deaf Individuals in social settings	- Visit a social settings having initiatives by Deaf community example hotel , company etc - Visit to accessible ICT Lab providing educational services - Visit vocational centers example VRCs

Educational settings: Different Settings -
- A. Educational Bilingualism
- B. Total Communication
- C. Oral-aural approach
- D. Clinical Setting

Submission:
Writing reports including reflections on the teaching-learning process. Reports can be written and in the form of accessible video submissions.

Writing reports including reflections.
Observation Report for each observation (in written language or ISL or both)
Presentation by the candidate sharing the summary of their observations & reflections.

Suggestive Mode of Transaction
Observation, Interaction, Discussion, Reviewing available literature on special education and hearing impairment, Collection of relevant documents and data, Group discussion, Case histories, Survey, Demonstration, Digitalized e-learning sources

Suggested Assessment:

Competence/Artifact	Method of Assessment	Assessed By	Credits
Involvement and active participation during visits	Observations	Teacher Educator	0.5
Comprehensive school profile and reports	Presentation & reflection	Teacher Educator	1.5

Suggested Readings:

Danielson, C. (2007). Enhancing professional practice: A framework for teaching (2nd ed.). ASCD.

Glickman, C. D., Gordon, S. P., & Ross-Gordon, J. M. (2018). SuperVision and instructional leadership: A developmental approach (10th ed.). Pearson.

Hopkins, D. (2014). A teacher's guide to classroom research (5th ed.). Open University Press.

Marzano, R. J., Frontier, T., & Livingston, D. (2011). Effective supervision: Supporting the art and science of teaching. ASCD.

McIntyre, D., & Hagger, H. (1996). Mentors in schools: Developing the profession of teaching. David Fulton Publishers.

Sergiovanni, T. J., Starratt, R. J., & Cho, V. (2014). Supervision: A redefinition (9th ed.). McGraw-Hill Education.

Wragg, E. C. (2012). An introduction to classroom observation (Classic ed.). Routledge.

Zepeda, S. J. (2017). Instructional supervision: Applying tools and concepts (4th ed.). Routledge.

Supportive Skill Training (All Modes Of Communication)

Course Code: 6.3.2 (HI)   **Credits: 2**   **Semester : 06**

About the Course:
The Supportive Skill Training includes ISL, signing systems, cued speech, as well as basics in troubleshooting of assistive devices. This gives learners an opportunity to acquire essential skills that are crucial for effective communication and accessibility in the context of hearing impairment. It combines comprehensive training in all modes of communication. The aim is to empower educators with the fluency and skill development necessary for fostering inclusive learning environments and enhancing the overall educational experience for learners with deafness and hard of hearing (LwDHH).

Learning Objectives:
Upon completion of the course, participants will be able to:
- Compile resources for educational content accessible through ISL, Signing Systems, and Cued Speech.
- Demonstrate proficiency in ISL/ SS communication for teaching purposes.
- Expand ISL/SS vocabulary for teaching various subjects.
- Apply ISL/SS grammar principles in bilingual educational contexts.
- Deliver abstract educational concepts and creative expressions in ISL.
- Recognize and adapt to regional variations in ISL for effective teaching.
- Additionally, cover the basics functionality of assistive devices and their troubleshooting.

By the end of the course, participants will:
Demonstrate proficiency in ISL, signing systems, and cued speech communication suitable for educational contexts, utilizing ISL and bilingualism effectively to enhance inclusive teaching practices, and appreciating and adapting to regional variations in ISL and all modes of communication for effective interaction with students.

Course Content
The course content includes:
- Compilation of educational resources accessible through ISL, Signing Systems, and other modes of communication
- Basic and advanced ISL /SS communication techniques
- Expansion of ISL/SS vocabulary for teaching various subjects
- Application of ISL/ SS grammar in bilingual educational settings
- Delivery of abstract concepts and creative expressions in ISL / SS
- Understanding regional variations in ISL /SS and their implications for teaching
- Basics of troubleshooting assistive devices and appliances

Rehabilitation Council of India ISITEP Middle Stage

Suggested Activities to be conducted:

Sl. No.	Tasks	
1.	Compilation of resources available for educational content through ISL and SS	Create a list of at least 10 different resources (Websites / YouTube channels / Apps / online courses etc.) available for learning educational content through ISL as well as in ISS , along with links and topics.
2.	Teaching Concepts using ISL and SS in various subjects	- Observing subject wise e-content is available in ISL and SS. - Observing lessons in ISL and in SS given by deaf instructors. - Delivering lessons using educational bilingualism and in SS and taking feedback from deaf instructors on the ISL and SS quality and grammar.
3.	ISL and ISS Communication	- Learn and practice ISL Communication and SS during classes through basic vocabulary, sentences & questions. - Practice dialogues in ISL and SS about various topics.
4.	ISL Vocabulary for teaching subjects/ papers as well SS in teaching subjects	ISL Vocabulary for teaching subjects/ papers as well I SS in teaching subjects
5.	Use of ISL Grammar in Bilingualism as well as in SS	ISL Parameters, Signing Space, Sign Families, Word Order, Size/Shapes in ISL, Different types of ISL sentences Questions in ISL, Negation in ISL, Tenses in ISL, Different Verbs in ISL, Classifiers, Indexing, and Localization The same content for SS
6.	Creative Expressions in ISL as well as in SS	Story telling in ISL, Poetry in ISL, Debates in ISL, Use of visual vernacular, News in ISL, Presentations in ISL, Interviews in ISL, ISL Competitions (Observe, practice and sign at least 5 examples each) * The same content for SS
7	Hands on experience with aids and appliances	- Trouble Shooting - Understanding types of aids and appliances

Rehabilitation Council of India ISITEP Middle Stage

Educational settings: Training Center / Bilingual Center / Total Communication school setting

Submission: Videos in ISL and Journal on Bilingual Teaching as well as in TC school setting

Suggestive Mode of Transaction

- Interactive workshops on basics of trouble shooting in assistive devices
- Practical sessions for ISL/SS communication and vocabulary expansion
- Observational learning through ISL/SS videos and deaf instructors' lessons
- Hands-on practice of ISL/SS grammar and creative expressions
- Observation of functionality of aids and appliances
- Reflection and discussion on regional variations in ISL/SS

Suggestive Assessment

Teacher educators, including a panel of experts, will provide practical demonstrations on the compilation of educational resources accessible through ISL, Signing Systems, and other modes of communication. They will cover both basic and advanced ISL communication techniques, as well as the expansion of ISL vocabulary for teaching various subjects. The application of ISL grammar in bilingual educational settings, the delivery of abstract concepts and creative expressions in ISL, and an understanding of regional variations in ISL and their implications for teaching will also be addressed. Additionally, the basics of troubleshooting assistive devices and appliances will be demonstrated. Following the practical sessions, there will be reflective reports and discussions facilitated by teacher educators.

Suggested Readings
E- Content
ISLRTC
1. **https://islrtc.nic.in/access-link-isl-dictionary-google-drive**

AYJNISHD – YOU TUBE Channel
1. **https://www.youtube.com/channel/UCltp-Me7iLnABDKK_IMTJOg**

Sign Library
1. **https://www.youtube.com/channel/UCaTMaFNkTiwgsSQ7FYaiaTQ**

IDBA
1. https://www.youtube.com/watch?v=Fjj7R248Arg

Development of TLM and Assistive Technology

Course Code: 6.3.3 (HI)   **Credits: 2**   **Semester: 7**

About the Course:

This course focuses on equipping student teachers with the essential skills to create effective Teaching Learning Materials (TLM) using principles of Universal Design for Learning (UDL) for deaf children in grades 6 to 8. It also explores how technology can be integrated into teaching-learning practices through Information and Communication Technology (ICT) and Artificial Intelligence (AI). Through practical training and guided supervision, learners will develop diverse TLMs tailored to various learning styles and educational needs. Emphasis will be placed on enhancing engagement, accessibility, and educational outcomes through innovative lesson planning and resource development, including the creation of accessible e-content featuring Indian Sign Language (ISL), captioning, and voice-over.

Learning Outcomes:

Upon completion of the course, student teachers will be able to:

- Develop Teaching Learning Materials (TLMs) based on Universal Design for Learning (UDL) principles, incorporating Information and Communication Technology (ICT) and Artificial Intelligence (AI) for students in grades 6 to 8.
- Compile a repository of UDL resources suitable for various subjects and learning levels for grades 6 to 8.
- Create TLMs catering to different learning styles (Visual, Auditory, Kinesthetic, Reading, Tactile, and combinations thereof).
- Design e-content TLMs such as Indian Sign Language (ISL) videos, PowerPoint presentations (PPTs), and ICT-based materials for teaching practice across curriculum topics.
- Develop TLMs specifically for literacy development in LwDHH, including ISL components.
- Demonstrate proficiency in creating TLMs aligned with UDL principles.
- Utilize ICT and AI tools effectively in educational resource development.
- Develop TLMs catering to diverse learning styles and specific educational needs
- Understand the significance of TLMs in enhancing teaching and learning outcomes.
- Reflect on the role of TLMs in promoting quality special or inclusive education practices.
- Name the various parts and functions of assistive devices [Individual groups hearing aids, group hearing aids, CI]
- Trouble shooting of assistive devices

Course Content:

The course content includes:

- Principles of Universal Design for Learning (UDL)
- Information and Communication Technology (ICT) tools in education
- Artificial Intelligence (AI) in educational resources

Rehabilitation Council of India ISITEP Middle Stage

● Development of TLMs for diverse learning needs

Activities to be conducted:
This practicum will cover the areas mentioned in the table below:

Task	Specific Activities
Development of Teaching Learning Material (TLM) based on principles of Universal Design of Learning (UDL) including Information and Communication Technology (ICT), and use of Artificial Intelligence (AI)	- Collate list of resources in UDL for different lessons at different levels. (including list of existing e-content in ISL, ICT tools, web resources etc.) - Development of TLMs for various lessons appropriate for various learning styles in classroom (Visual / Auditory / Kinesthetic / Reading / Tactile / combination of all. - Preparing TLMs such as Videos in ISL / PPTs or TLM using ICT for the teaching practice lessons related to curriculum (5 topics of any subjects) - Develop TLMs for developing pre reading and pre writing skills (At least 3 each, including one in ISL) - Develop TLM for literacy development in deaf students. (At least 3 each, including one in ISL) - Developing creative TLM, hand puppets , stick figures etc - Compile list of AI resources that can be used for teaching DHH students

Educational settings
A. Special schools/ Deaf Associations/Training Centres which use
a) Educational Bilingualism
b) Total Communication
c) Oral-aural approach

B. Inclusive Schools

Suggestive Mode of Transaction:
● Workshop sessions
● Practical demonstrations
● Hands-on creation of TLMs
● Use of ICT tools and AI in TLM development

Suggestive Assessment

Assessment		
Competence/Artifact	Method of assessment	Assessed By
TLM developed	Presentation /Exhibition	Teacher Educators (panel of three experts including an external expert)
Manual	Presentation	Teacher Educator

Suggested Readings:

Marschark, M., & Spencer, P. E. (Eds.). (2010). The Oxford handbook of deaf studies, language, and education (Vol. 2). Oxford University Press.

Marschark, M., & Hauser, P. C. (2012). How deaf children learn: What parents and teachers need to know. Oxford University Press.

Schirmer, B. R. (2000). Language and literacy development in children who are deaf. Allyn & Bacon.

Moores, D. F., & Martin, D. S. (Eds.). (2006). Deaf learners: Developments in curriculum and instruction. Gallaudet University Press.

Luckner, J. L., & Bowen, S. K. (2006). Teaching students who are deaf and hard of hearing: A guide for professionals. Pro-Ed.

Albertini, J. A., Kelly, R. R., & Matchett, M. K. (2012). Teaching deaf learners: Psychological and developmental foundations. Oxford University Press.

Lewis, S., & Johnson, C. (2001). Assistive technology for students who are deaf or hard of hearing. National Association of State Directors of Special Education (NASDSE).

Rodda, M., & Eleweke, C. J. (2002). Providing practical support for people with autism spectrum disorder: Supported living in the community. Routledge.

Internship and Practice Teaching

Course Code: 6.3.4 (HI)   **Credits: 10**   **Semester: 7**

About the Course:

The Internship in Disability Specialization is an intensive 300-hour practicum designed to immerse participants in the educational dynamics of hearing impairment within specialized school environments, particularly for grades 6th to 8th. This hands-on program involves assisting teachers to refine pedagogical skills while fostering holistic development. Learners actively engage in diverse educational settings, including classrooms and extracurricular activities, where they collaborate closely with educators and Deaf Teachers/Mentors. This collaborative approach not only deepens understanding of the complexities inherent in special education but also offers direct insights from the deaf community. Throughout the internship, personalized mentorship, cultural sensitivity, and inclusivity are emphasized, alongside the integration of technology in educational practices. This ensures that participants develop comprehensive teaching methodologies that effectively cater to diverse learning needs, utilizing accessible e-resources and adaptive Teaching-Learning Materials (TLM). Upon completion, participants are equipped with a competitive advantage in the job market, having established robust professional networks and laid a solid foundation for continuous professional growth in disability specialization.

Teacher trainees will engage in comprehensive teaching practice sessions spanning from grade 6th to grade 8th, encompassing both special education and inclusive classroom environments. They will gain hands-on experience in implementing Individualized Education Programs (IEP), which are tailored to meet the unique learning needs of students. Trainees will also acquire proficiency in designing and executing structured lesson plans that align with educational standards and promote effective learning outcomes. Furthermore, they will learn systematic approaches to conducting observations, using established formats to assess teaching strategies and student progress.

Learning Outcomes:

Upon completion of the internship, student teachers will be able to:

- Explain the overall functioning of special and inclusive schools for LwDHH
- Describe and appreciate the different roles played by a Special Educator in these settings.
- Experience the importance of teacher-student relationships for effective teaching in special education.
- Develop age-appropriate and disability-sensitive pedagogic skills.

- Apply different pedagogies and teaching strategies in real-life classrooms for LwDHH
- Create and utilize appropriate teaching-learning materials (TLM) and technology.
- Develop necessary planning and execution skills to conduct school activities.
- Foster school-community relationships for the benefit of LwDHH

258

Rehabilitation Council of India ISITEP Middle Stage

- Create student portfolios and comprehensive progress reports for LwDHH
- Understand the importance of maintaining different types of records in special education settings.
- Develop a research aptitude to conduct action research for issues faced during the internship.
- Enhanced Teaching Skills: Participants will develop and refine pedagogic skills tailored for CWHI.
- Practical Experience: Hands-on teaching practice in diverse educational settings.
- Resource Development: Ability to create and implement effective TLM and utilize technology.
- Holistic Understanding: Comprehensive knowledge of school operations and administrative processes.
- Professional Networks: Expanded professional connections with deaf associations and educational institutions.
- ISL Proficiency: Enhanced skills in ISL and bilingual education methodologies.
- Research Aptitude: Development of a research-oriented mindset to address challenges in special education.
- Career Readiness: Preparedness for professional roles in special and inclusive education environments.

For Middle Stage

- Practice as a Special Educator - Intern/Assistant Teacher for LwDHH in Classes in Middle Stage
- Take a lead role in classroom management and school activities.
- Design and implement school examinations and assessments.
- Develop advanced TLM and utilize innovative teaching strategies.
- Conduct comprehensive document analysis and reporting.
- Maintain and expand networks with deaf associations and supporting agencies.
- Lead ISL awareness programs and teach ISL with minimal support from mentors.
- Lead ISS awareness programs and teach ISS with minimal support from mentors.
- Develop advanced content for educational bilingualism and ISL assessments as well as in ISS.
- Deliver detailed presentations and reports on field experiences.

Course Content

- Different methods and strategies in special education for hearing impairment.
- Lesson planning and implementation.
- Peer lesson observation.
- Management of substitute classes.
- Various TLMs, including ICT tools and their application in teaching-learning.
- Achievement and diagnostic tests.
- Analysis of test results.
- Assembly activities.
- Case studies

Rehabilitation Council of India ISITEP Middle Stage

- Cration of student portfolios

Activities to be conducted:

Sl no.	Tasks	Specific activities
1	Lesson Planning at different levels and of different subjects using the different modes of communication (EB, TC, oral)	- Exploring the latest practices and formats in lesson planning. - Lesson planning at different levels and for different school subjects. **At least 30 Lessons in Grade 6th to 8th** - Integrating hands on/ experiential learning, aspects of social emotional learning and relevant life skills while planning the lessons. - Designing relevant TLMs appropriate to the lessons.
2	Lesson planning for cross-curricular activities	Lesson Planning for various cross-curricular activities such as theatre, arts, sports, activities, social-emotional learning and other life skills related areas.
3	Developing and Implementing IEP	Preparing and implementing of Five IEP of any grade between 6th to 8th
4	Practicing functioning as a Special Educator - Intern / Assistant Teacher for the CWHI	- Undertaking teaching lessons as per the assigned time-table by the organization using daily diary system for planning and recording. - Maintaining records and reports - Requesting feedback from the stakeholders (students / mentors / other teachers) and reflecting on how to make the teaching learning process better.

5	Assisting Special educators in classroom activities and management	- Assisting Special educators in classroom activities and management such as Prayers, sharing news in the assembly, checking devices, attendance, home work/class work, writing diaries for the students. preparing TLM, - Teaching practice sessions recapitulation, and break times, conducting / organizing cultural activities
6	Assisting in the school examinations	- Assisting in exam related planning, setting question papers, assessing, entering outcome in records, writing progress reports, feedback to students and parents, drawing pedagogic decisions.
7	Understanding beyond classrooms	- Participating in School committees' meetings, Planning different activities Sports, Picnics, trips, visits, Parent Teacher Association (PTA) meeting, competitions, Celebrations, annual gatherings, medical camp/check ups
8	Development of (TLM), Worksheet	- Developing 3 Teaching Learning Material (TLM) and 10 worksheets for the assigned class
9	Document study	- Reading and reporting on academic calendars, time table, diaries, work books, progress reports, case files, parent meeting reports, certificates, forms to avail exemptions and concessions, assessment formats for pre-school
10	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
11	Compilations of language teaching material news, conversation, stories and unseen Pictures	- Compiling language material news, conversations, stories and unseen pictures, Directed activities (using all techniques of teaching language)

12	Compiling list of deaf associations, deaf schools and other supporting agencies in the area	- Make a list of deaf associations, deaf schools and other supporting agencies in the area and their contact information. - Create a chart of deaf role models in India, including the successful deaf adults from that area.
13.	Assisting Deaf Teacher / Mentor in organizing and conducting awareness about importance of ISL, Deaf Community and Deaf Culture	- Assist a deaf teacher/mentor in designing an ISL course on teaching ISL vocabulary to family members using local language. - Assisting Deaf Teacher / Mentor in organizing and conducting awareness about importance of ISL, Deaf Community and Deaf Culture at the early intervention centers/ hospitals/ police stations/ schools / govt. agencies / employers etc. (At least four) - Writing the report of these awareness sessions, including feedback from the stakeholders and recommendations for the follow ups.
14.	Assisting Deaf Teacher/Mentor in Communication Support	- Assisting Deaf Teacher/Mentor in Communication Support in academic settings by providing assistance / access through ISL, or ISS or verbal or written communication, where ever needed.
15	Assisting Deaf Teacher/Mentor in Educational Bilingualism	- Assisting Deaf Teacher/Mentor in creating educational content videos in ISL or ISS. - Assisting Deaf Teacher/Mentor in lesson planning for live sessions on academic topics.
16	Observation in classroom setting	- Minimum 10 lessons of school teachers - Minimum 05 lessons of school peers
17	Program end presentation	- Power point presentation on consolidations, reflections and take away points from field engagement to be able to become a teacher/ Special Educator

Educational settings:

A. Special schools/ Deaf Associations/Training Centres which use

a) Educational Bilingualism

b) Total Communication

c) Oral-aural approach

B. Inclusive Schools

C. Clinical Setting

Submission:

- Lesson plan File

- Observation report

- Journal with reflections

Suggestive Mode of Transaction

Observation, Interaction, Discussion, Teaching in the classroom, Analysis and reporting, Collection of relevant documents and data, Mentorship and coaching, Collaboration with interdisciplinary teams, Participation in staff meetings, Engagement in extracurricular activities, Use of digital learning platforms and e-resources, Development and adaptation of TLM, Reflective journaling and self-assessment, Feedback and evaluation sessions, Parent and community engagement activities

Suggested Assessment

The activities and skills acquired during the internship will be assessed as per the following scheme:

Competence/Artifact	Method of Assessment	Assessed By
Observation of classroom practices	Minimum of 10 lessons of School Teachers and 05 lessons of Peers	Teacher-Educator

Unit planning, Lesson Planning & Transaction	30 lessons transaction for each pedagogical subject, including 2 innovative lesson plans in each subject	Teacher-Educator, School Mentor
Assessment Planning and execution	Report on assessment plan, preparation of Blue Print and assessment tools, conduct of Unit Test & analysis of results, learning enhancement plan	Teacher-Educator, School-Mentor
Participation/Organization of assembly and other school-level activities, PTM & SMC Meetings	Observation & Interaction	School Mentor
Preparation of Logbook/Teachers diary	Min 5 lessons for each pedagogical method	Teacher-Educator, School Mentor
Overall feedback on student-teacher performance	Observation and Interaction	School Head
End-of-Program Presentation	Presentation	Teacher-Educator

Demonstration

Course Code: 6.3.5 (HI)   **Credits: 2**   **Semester: 8**

About the Course:

The teaching practicum offers student teachers the opportunity to apply both the art and science of teaching under the guidance of experienced educators. This practical experience is invaluable for aspiring teachers, especially when working with students who are deaf or hard of hearing (LwDHH) in real classroom settings. Through workshops and guided supervision, student teachers also learn the significance of providing counseling and guidance, enhancing their professional competence, and preparing for effective classroom management and student support.

Learning Outcomes:
- Deliver model lessons in both special and inclusive education settings.
- Demonstrate proficiency in ISL and ISS for explaining concepts.
- Apply counseling and guidance strategies to assist parents, siblings, and individuals who are Deaf or hard of hearing (LwDHH).
- Conduct parent-teacher workshops to facilitate understanding and collaboration.
- Reflect on teaching practices to foster professional growth.
- Create educational materials in accessible formats to cater to diverse learning needs.
- Plan advocacy workshops for parents and siblings to raise awareness and provide support.

Course Content
- Demonstration lessons Formats
- Techniques of using ISL and ISS in different setting
- Strategies and types of counseling and guidance
- Methods of creating educational materials in accessible formats
- Types of advocacy

Suggested Activities to be conducted:

Sl no.	Tasks for Teacher Educators	Specific activities
1	Demonstration of Model lessons	- 10 model lessons from grade 6th to 8th - 2 lessons on socio – emotional development
2	Demonstration of ISL Skills and ISS skills	- Communication of stories with abstract concepts - Explanation of lessons in ISL and ISS
3	Demonstration of Guidance and Counselling skills	- Understanding the types of counselling and guidance - Conducting workshops for parents and siblings of LwDHH [stress

Rehabilitation Council of India ISITEP Middle Stage

		management, career counselling, peer pressure, behaviour management]
4	Awareness and advocacy	- Understanding types of advocacy - Conducting workshops for parents and siblings for making them aware about their rights

Educational settings: Special School

Submission:
- Power point presentations
- Street Play
- Making video content on awareness /advocacy

Suggestive Mode of Transaction
- Workshops
- Interactuve sessions

Suggested Assessment

Competence/Artifact	Method of assessment	Assessed By
Classroom teaching skills and assessment tools (including learning standards)	Simulated Presentation	Teacher- Educator
Reflective group discussions/workshop	Observations	Teacher- Educator
Artefacts (Lesson Plans, TLM, Curated Videos) and action research procedures.	Evaluation	Teacher- Educator

Suggested Readings:

Tompkins, G. E. (2013). Teaching writing: Balancing process and product (6th ed.). Pearson.
Calkins, L. M. (2006). The art of teaching writing (2nd ed.). Heinemann.
Graves, D. H. (2003). Writing: Teachers and children at work (20th anniversary ed.). Heinemann.

<p style="text-align:center">School-Based Research Projects</p>

<p style="text-align:center">Course Code: 6.3.6 (HI)   Credits: 2   Semester: 8</p>

About the Course:
School-Based Research Projects offer student teachers an opportunity to engage in action research, enabling them to reflect on and refine their teaching practices within authentic educational environments. This course aims to enhance student teachers' capacity to identify, explore, and address contextual challenges through rigorous research methodologies. The research projects focus on enhancing educational practices for LwDHH and cultivating a comprehensive understanding of inclusive education principles.

Learning Outcomes:
After completing this course, student teachers will be able to:
- Identify contextual problems and formulate appropriate research
- Prepare plans of action for undertaking school-based research.
- Develop and use tools and techniques for collecting relevant data.
- Collect and analyze data to identify causes and effects.
- Develop and implement need-based interventions to address identified problems.
- Study the effectiveness of interventions.
- Reflect on and share school-based research experiences through reports and presentations.
- Present contextual problems, research designs, and plans of action for school-based research.
- Demonstrate the use of tools and techniques for collecting relevant data.
- Summarize and analyze data to identify causes and effects.
- Implement and evaluate interventions to address identified problems.
- Reflect on and share research experiences through reports and presentations.

Course Content
- Concepts and importance of action research and case studies.
- Steps of conducting action research/case studies: objectives, methods, research design, tools, data collection, and data analysis.
- Report writing and presentation.
- Topics may include: For grades 6th to 8th, assessment procedures for learners with deafness and hard of hearing (LwDHH) include observations conducted by the teacher educator. Additionally, the teacher educator will facilitate presentations and reflections. The assessment will focus on learning progress and outcomes in different subjects, school-based assessments, learners' diversity and inclusion, and participation in arts, games, and sports.

Middle Stage
- Development of Research Tools: Developing tools for middle stage students in accessible formats and to make tool using back translation method.
- Systematic Review of Literature: Reviewing literature relevant to middle stage education.
- School-Based Research Project: Exploring issues related to academic and social development in middle stage.
- Best Practices in Research: Documenting best practices in research with middle stage deaf learners.

Activities to be conducted:

Sl no.	Tasks for Teacher Educators	Specific activities
1.	Development of Research Tools	- Development of Research Tools such as Bilingual Survey (ISL and English / local language) for accessible research practices. - Developing Research tools with translation in regional language by following Translation and back-translation norms.
2.	Systematic Review of literature	- Systematic Review of Literature on deaf education from last decade - Identification of the best practices and the way forward
3.	Undertaking a school-based research project	Undertaking a school-based research project. For example : - Impact of language deprivation on academic, social and emotional development - Research on current state of literacy and educational standards in special and inclusive schools - Feedback from Deaf learners on their preferred mode of communication - Research on evidence-based practices - Conducting one action based research
4.	Best practices while conducting research with deaf learners	Summarizing the best practices for conducting research with deaf learners, including the incorporation and understanding of research ethics.

Educational settings: Special schools and Inclusive schools

Submission:

Submission of the report will comprise developing a tool, submitting the research report, and writing reflections

Suggestive Mode of Transaction
- Discussions with teacher educators, school heads, mentors, and peers for problem identification and intervention development.
- Finalization of research project proposals through discussions.
- Document analysis, stakeholder interactions, and field visits.
- Sharing and presenting research outcomes.

Suggestive Assessment

During the execution of action research, assessment procedures include observations conducted by the teacher-educator. The teacher-educator will document these observations and compile a comprehensive research report. This report will then be presented to a panel of three expert teacher-educators for evaluation and feedback.

Suggested Readings

Basics of Research

1. Creswell, J. W. (2014). Research design: Qualitative, quantitative, and mixed methods approaches (4th ed.). SAGE Publications.

2. Punch, K. F. (2013). Introduction to social research: Quantitative and qualitative approaches (3rd ed.). SAGE Publications.

3. Trochim, W. M. K., & Donnelly, J. P. (2008). The research methods knowledge base (3rd ed.). Cengage Learning.

4. Leedy, P. D., & Ormrod, J. E. (2019). Practical research: Planning and design (12th ed.). Pearson.

5. Bryman, A. (2016). Social research methods (5th ed.). Oxford University Press.

6. Neuman, W. L. (2014). Social research methods: Qualitative and quantitative approaches (7th ed.). Pearson.

7. Babbie, E. (2016). The practice of social research (14th ed.). Cengage Learning.

8. Fowler, F. J. (2014). Survey research methods (5th ed.). SAGE Publications.

Action Research

1. Sagor, R. (2010). Guiding school improvement with action research. ASCD.

2. Stringer, E. T. (2014). Action research (4th ed.). SAGE Publications.

3. McNiff, J., & Whitehead, J. (2011). All you need to know about action research (2nd ed.). SAGE Publications.

4. Reason, P., & Bradbury, H. (Eds.). (2008). The SAGE handbook of action research: Participative inquiry and practice (2nd ed.). SAGE Publications.

5. Herr, K., & Anderson, G. L. (2014). The action research dissertation: A guide for students and faculty (2nd ed.). SAGE Publications.

6. Kemmis, S., McTaggart, R., & Nixon, R. (2014). The action research planner: Doing critical participatory action research. Springer.

Rehabilitation Council of India ISITEP Middle Stage

7. Brydon-Miller, M., Greenwood, D., & Maguire, P. (2003). Why action research? SAGE Publications.

Rehabilitation Council of India ISITEP Middle Stage

PRACTICALS AND FIELD ENGAGEMENT

SCHOOL EXPERIENCE AND INTERNSHIP (ID)

This section consists of hands-on practical experience in all the four stages namely- Foundation, Preparatory, Middle and Secondary, followed by internship where the students are placed in the respective educational environment. In Foundational Stage, the practical includes working in early intervention centers, special schools, inclusive schools and home based intervention. In the Preparatory, Middle and Secondary stages, the students have practice teaching in special and inclusive schools for the respective subjects and they are expected to plan the IEP, adapt lessons to suit the need of the student, select the suitable TLM, work in collaboration with the class teacher and carry out the lessons as delineated. The intention is to provide the student teachers with the experience of working in varied learning environment and ensuring that the students with intellectual disability get the education that is appropriate for them.

Outline of the components:

Practical: Intellectual disability

Sr. No.	Course	Semester	Credits
1	6.3.1 ID School Observation	5	2
2	6.3.2 ID Individualized Educational Programme	6	2
3	6.3.3 ID Lesson planning and Group Teaching in Special Schools	7	2
4	6.3.4 ID Internship and Practice Teaching	7	10
5	6.3.5 ID Development of TLM and Assistive Devices	8	2
6	6.3.6 ID School-Based Research Projects	8	2
TOTAL			**20**

Rehabilitation Council of India ISITEP Middle Stage

Practical -1

School Observation

Course Code 6.3.1 ID   **Semester: 5   Credits: 02**

About the course:

The student teachers need to gain hands-on experiences from various activities organized by the school at an entry level to relate their knowledge to the critical concept. School observation offers an opportunity to learn the processes and practices in a school setup. To expose the pre-service teachers to various settings (special and inclusive), different levels of educational intervention levels. School observation will also prepare the student teachers to build relationships with various stakeholders. The school observation by the student-teachers is aimed at helping them build perspective in the schooling system, student needs, pedagogies, and assessment.

Learning Outcome: After completion of this course, the student-teacher will be able to**:**

- get acquainted with various schooling systems and experience the processes, practices, and overall environment of the school.
- establish a rapport with all the stakeholders of the school system.
- observe the process of conducting different activities in the school.
- observe the existing infrastructure available in the schools (classrooms, libraries, laboratories, playground, sanitation, drinking water facility, mid-day meal facility, inclusive facilities, safety and security, rainwater harvesting).
- observe and document the availability and usage of TLM, including ICT.
- study various assessment processes adopted in different types of schools for holistic development of children.
- prepare and present a comprehensive profile of the schools observed (including classroom processes)
- study the engagement of parents and other community members in school activities.

Course content:

1. Visits to organizations working in disabilities (e.g. Special Schools, Therapy centers, Rehabilitation organizations, and Inclusive Schools).

2. Classroom observation.

The detail descriptions are as follows:

Rehabilitation Council of India ISITEP Middle Stage

Disability Focus	Educational Setting	Tasks for the Student- teachers	Description
ID	Special school of PwID	Observation of groups from early intervention, /preparatory level to secondary/prevocational levels.	Minimum 10 school Periods. Write a report and submit.
Cross Disability	Inclusive School (middle stage) available in the neighbourhood	Classroom observation and report	Minimum 10 school periods Write a Report and Submit

273

Activities to be conducted

- Visit three different middle level schools with observation formats developed in the institute and get acquainted with various schooling systems. Establish rapport with all stakeholders.
- Collect information about the demography of students in classes in middle group or (VI to VIII) and understand the linkage of the middle stage with the preparatory and secondary stage through interaction with teachers, students and staff.
- Observe school processes and transactions of the curriculum through experiential learning and prepare a report.
- Study the available opportunities for learning interdisciplinary subjects.
- Observe the organization of various activities like- classroom teaching-learning processes, laboratory activities, library activities, sports and games, debate/elocution/essay writing and other competitions
- Interact with School heads and subject teachers to understand how students are evaluated by following different tools and techniques of evaluation, how examinations are conducted, how answers are assessed, and how the result is communicated to parents in at least two different types of schools.

Suggestive mode of transaction

- Observation
- Interaction
- Discussion
- Reviewing the available literature on the different settings
- Collection of relevant documents and data (primary and secondary data)

Suggestive mode of assessment

- Report writing using developed formats/tools

- Case study

- Analysis of the collected data

- Preparing a comprehensive report of the schools observed

Rehabilitation Council of India ISITEP Middle Stage

Practical -2

Individualized Educational Programme

Course Code: 6.3.2 ID   Semester :6   **Credits: 02**

About the course: An Individualized Education Program (IEP) is a customized educational plan designed to meet the unique needs of Students with Disabilities. The IEP outlines specific goals, accommodations, and services that the student requires to succeed academically. Understanding and implementing IEPs is crucial for the student teachers as it ensures that they can provide appropriate support and instruction tailored to each student's needs. It is crucial for student-teachers to receive training on how to develop and execute IEPs, strategies for differentiating instruction, methods for effective collaboration with special education professionals, and techniques for engaging families in the IEP development and implementation process. This comprehensive approach ensures that teacher-educators are well-equipped to foster an inclusive learning environment that promotes the academic and social growth of all students.

Learning Outcome: After completion of this course, the student teacher will be able to:

- Identify the academic, personal and social needs of the students with Intellectual Disabilities.

- Develop an educational plan depending upon the current level of functioning of the students,

- Enable the student to be involved in the curriculum transaction.

- Appraise the outcome of the educational program that the students have acquired.

- Articulate the future management plan/transaction plan for the students.

Course Content: Individualized Educational Programme (IEP).

Rehabilitation Council of India ISITEP Middle Stage

Sl. No.	Tasks for the Student-Teachers	Disability Focus	Educational Setting	Description
1	Explore and understand the meaning, scope, importance of IEP. Understand the developed formats used for developing an IEP for CwIDs.	ID	Special School, Inclusive School	Read the developed IEP formats used for special/inclusive school settings. Practice filling a demo IEP. Frame learning goals-short term/long term.
2	IEP in special school/home based	ID	Special school, Inclusive school	Assess two students with intellectual disabilities functioning at different levels and attending different classes in a special/inclusive school. One of them can be home based education. Develop an IEP and implement at least 10 lessons for each goal.
3	Observation of Support services	ID	Institute /Clinical services	Report submission

Suggestive mode of transaction:

- Conduct comprehensive evaluation to identify students' strengths, weaknesses, and specific needs.

- Use standardized tests, observations, and input from parents and teachers to gather relevant data.

- Outline measurable goals and objectives based on the assessment data.

- Specify the services and supports the student will receive, including accommodations, modifications, and related services (e.g., speech therapy, occupational therapy).

- Detail the student's current performance levels and how progress will be monitored.

Suggestive mode of assessment

- Detailed IEP record file/case study of each individualized case handled.

- Record of assessment conducted using standardized assessment tool.

- Details of long term and short term framed for child with justification.

- Worksheets

- Oral viva

Practical -3

Lesson planning and Group Teaching in Special Schools

Course code 6.3.3 ID   Semester 7 Credits: 02

About the course:

The course is designed to equip student teachers with the skills and knowledge necessary to effectively design and develop lesson Plans for group teaching and teach groups of students with diverse learning needs in special education settings. This course emphasizes the importance of lesson planning that considers previous knowledge, current understanding, pedagogical knowledge and at the same time considers the pupil's learning styles. Educators will learn to create and implement engaging, differentiated instruction that fosters inclusion and helps to maximize student participation and progress. The course covers development of appropriate low-cost, innovative, content specific TLM and teaching aids, strategies for managing group dynamics, framing appropriate general and specific objectives, incorporating specific teaching skills, adapting curriculum materials, and utilizing assistive technologies to support learning. Through practical exercises, educators will develop the competence and confidence to deliver high-quality group instruction within special school settings.

Learning Outcome:

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

- Prepare a lesson plan depending on the current level and functioning of students and by using appropriate format.

- Demonstrate teaching skills through practical engagement in special schools.

- Illustrate the use of the various skills for students with their peers

- Demonstrate the application of various teaching strategies in simulated settings

Course content: 1. Lesson planning and development of teaching learning material

2. Group teaching in special schools

Rehabilitation Council of India ISITEP Middle Stage

The details are as follows:

Sl. No.	Tasks for the Student-Teachers	Disability Focus	Educational Setting	Description
1.	Lesson Planning and Teaching	ID	Special School	The student teacher has to develop 10 lessons that includes at least 2 lessons for each level /class ranging from preschool/ preparatory to secondary levels and transition plan from school to work. The lessons should include co-curricular activities, relevant TLM and also use of technology .
2	a. Lesson planning and execution on different levels for all subjects	ID	Resource Room/ Inclusive school	10 lessons with suitable adaptation and modifications, suitable TLM and use the principles of Universal Design for Learning (UDL).
3	School Sensitization on Disabilities for regular staff, Peer group and Parents	ID	Regular School	Submit report

Suggestive mode of transaction:

Lecture cum demonstration, classroom observations, development of appropriate low-cost, local and innovative TLM and teaching aids, usage of technology and Assistive technology, framing appropriate objectives (general and specific)

Rehabilitation Council of India ISITEP Middle Stage

Suggestive mode of assessment:

- Classroom/ group teaching skills

- Lesson Plan record file (having work samples/work sheets)

- TLMs (local, low cost, innovative) developed and used/Teaching aids

- Oral viva

Practical -4

Internship and Practice Teaching

Course Code: 6.3.4 ID**Semester: 7****Credits: 10**

About the course:

This course offers pre-service teacher educators an invaluable opportunity to gain practical experience and apply theoretical knowledge in real classroom settings. This immersive program is designed to bridge the gap between academic preparation and professional practice, allowing student teachers to work alongside experienced teachers in diverse educational environments. Throughout the internship, educators will engage in planning and developing lesson plans, and delivering lessons, managing classroom dynamics, assessing student progress, and adapting instructional strategies to meet the needs of all learners. The course emphasizes reflective practice, encouraging student trainees to evaluate their teaching methods, receive constructive feedback, and make continuous improvements. Additionally, the internship provides exposure to various aspects of school functioning, including collaboration with teachers, communication with parents, and participation in professional development activities. This course will help student teachers to develop a deeper understanding of the teaching profession, enhanced their instructional skills, and gained the confidence needed to succeed as effective educators.

Further, this course also aims to support and prepare educators for effectively teaching specific subjects within a mainstream educational setting. This course focuses on developing pedagogical skills and content knowledge necessary for delivering high-quality instruction in school subjects (Language and Non-languages). Educators will learn to design lesson plans that align with curriculum standards, incorporate diverse instructional strategies, and engage students in meaningful learning experiences. The course emphasizes the importance of educating student teachers on microteaching skills, development and designing of Lesson Plans integrating technology, involving principles of UDL, and development of suitable TLM to suit the learning needs of all learners.

Rehabilitation Council of India ISITEP Middle Stage

Additionally, it covers classroom management techniques and the integration of technology to enhance teaching and learning. The educators will gain the expertise to foster a positive and inclusive classroom environment, thereby promoting critical thinking, and support student achievement across all subject areas in regular schools.

Learning Outcome:

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

- Conduct assessment of students using both formal and informal tools.

- Develop and design lesson plan for group teaching in special and inclusive school settings.

- Collaborate with class teachers to conduct lesson plans.

- Develop awareness material regarding disability issues and challenges for parents and community members.

- Understand the core skills of micro teaching for the related subjects for students at middle stage.

- Prepare a lesson plan incorporating suitable accommodations and by using UDL components.

- Demonstrate teaching skills through practical engagement in inclusive schools.

- Illustrate the use of the various skills for students with their peers

- Demonstrate the application of various teaching strategies and technology in simulated settings

Course Content:

Sl.No	Content	Credit

Rehabilitation Council of India ISITEP Middle Stage

6.3.4 (a) 1	Internship at special school	04
6.3.4 (a) 2	Internship at inclusive school	04
6.3.4 (b)	Practice teaching	02

INTERNSHIP AT SPECIAL SCHOOL

Course Code: 6.3.4 (a) 1

Internship involves placement of the B.Ed. Special Education (ID) student trainee/learner in a special school for students with intellectual disabilities for a period of six weeks During the placement the student-teachers are expected to work in all the classes ranging from early intervention/preschool to vocational training and placement. The internship should be guided by faculty supervisor. The student trainee/ learner is expected to carry out the following activities and submit report endorsed by the school authority along with the certification of completion of internship.

1. Informal Assessment of students using informal tools (observation of child in the classroom/academic activities/playground behavior/teachers perceptions and observations/students record, work samples, achievement records, medical history, family history, developmental milestones) and write a case study/report.

2. Formal Assessment of students using formal tools (MDPS/FACP/BASIC-MR/GLAD/ISAA, etc.) to identify the   specific learning problems (at least one in each level/class) and write a comprehensive report.

3. Develop an appropriate Individualized Educational Plan (IEP) (current level, annual goals, short term objectives, methods and material and evaluation) and implement using appropriate method and material/TLM (at least 15 sessions for each child).

4. Collaborate with class teachers and plan group teaching lessons for each class in at least two different areas. After getting the approval of lessons plans, teach in the respective classes. (at least 15 lessons).

5. Development of awareness material regarding disability issues and challenges for parents and community members.

Rehabilitation Council of India ISITEP Middle Stage

6. Any other academic/cultural activity in the school for which the school authorities seek the involvement of the student-trainee.

Suggested mode of assessment:

Competence/Artifact	Method of assessment	Assessed by
Observation of pupil and classroom practices	Informal Assessment of students using informal tools	Teacher Educator
Assessment of student/pupil	Formal Assessment of students using specific tools (MDPS/FACP/BASIC-MR/GLAD/ISAA, etc.)	Teacher Educator
Individualized Planning and execution	Develop an appropriate Individualized Educational Plan (IEP)	Teacher/faculty Mentor
Collaboration with stakeholders	Collaborate with class teachers and plan group teaching lessons	Teacher/faculty Mentor
Development of awareness materials	Development of awareness materials regarding issues and challenges	Teacher/faculty Mentor

INTERNSHIP AT INCLUSIVE SCHOOL

Course Code 6.3.4 (a) 2

Rehabilitation Council of India ISITEP Middle Stage

1. Informal Assessment of students using informal tools (observation of child in the classroom/academic activities/playground behavior/teachers' perceptions and observations/students record, work samples, achievement records, medical history, family history, developmental milestones) and write a case study/report.

2. Formal Assessment of students using formal tools (MDPS/FACP/BASIC-MR/GLAD/ISAA etc.) to identify the   specific learning problems (at least one in each level/class) and write a comprehensive report.

3. Develop an appropriate educational programme with accommodations and modification for one case selected/identified. Collaborate with the class teachers and plan group teaching lessons for each inclusive class where the assessed students are placed. (at least 5 lessons for each student to be taught in inclusive class with all other students.

4. Use technology effectively for all the activities during internship.

5. Collaborate with class teacher and plan group teaching lessons for each class at least in two different areas. After getting the lessons plans approved teach in the respective classes. (at least 15 lessons).

6. Development of awareness material regarding disability issues and challenges for parents and community members.

7. Any other academic/ cultural activity in the school for which the school authorities seek the involvement of the student-trainee.

Suggested mode of assessment:

Competence/Artifact	Method of assessment	Assessed by
Observation and assessment of pupil	Informal sssessment of students using informal tools and formal assessment of students using formal tools	Teacher Educator

Collaboration with stakeholders	Collaborate with class teachers and plan group teaching lessons	Teacher/Faculty Mentor
Educational program planning and execution	Develop an appropriate educational programme with accommodations and modification for one case selected/identified. Use technology effectively.	Teacher Educator
Development of awareness materials	Development of awareness materials regarding issues and challenges	Teacher/Faculty Mentor

Rehabilitation Council of India ISITEP Middle Stage

PRACTICE TEACHING

Course Code 6.3.4 (b)

Course Content:1. Micro teaching

2. Teaching subjects in regular schools/inclusive schools.

The details are as follows:

Sl. No.	Tasks for the Student-Teachers	Disability Focus	Educational Setting	Description
1	a. Micro teaching & simulated teaching on selected skills	General – student teachers	Institute /Respective college	5 lessons (Demonstration of Micro teaching Skills
2	**Macro Teaching** **A.** Lesson planning and Teaching for subjects selected *a.* Languages *b.* Non-Languages	General /Inclusive	General inclusive	15 lessons Use technology at least in 5 lessons, and suitable TLM
	B. Lesson planning and Teaching with focus on adaptation, evaluation *a.* Languages *b.* Non-Languages	General/ inclusive	General inclusive	15 lessons Use technology at least in 5 lessons, and suitable TLM In inclusive classroom make suitable accommodations, and

Rehabilitation Council of India ISITEP Middle Stage

			use Universal Design for Learning (UDL)

Suggestive mode of transaction:

- Demonstration of micro teaching skills

- Preparation of lesson plans

- Use of multimedia presentations, handouts

- Lecture cum discussion method

- Utilize real-life scenarios, case studies, and role-playing exercises

- Foster teamwork and peer learning among students

- Group discussions

Suggestive mode of assessment

- Classroom presentations

- Delivery of lesson plan, content/pedagogical knowledge, content clarity

- Effectiveness, clarity and quality of lesson plan delivery

- Teacher-pupil engagement

- Oral viva

- Practical record of Lesson Plans

- TLMs developed (low cost, local, innovative)

Rehabilitation Council of India ISITEP Middle Stage

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Practical -5

Development of TLM and Assistive Devices

Course Code: 6.3.5 ID   **Semester: 8   Credits: 02**

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About the course:

This course is designed to empower educators with the skills and knowledge needed to create and utilize effective educational resources and tools for delivering quality lesson plans and impart curriculum content effectively within diverse learning environments. This course emphasizes the importance of innovative and adaptive TLM that caters to the varied needs of students, including those with disabilities. Participants will learn to design and develop a wide range of TLMs, including assistive devices such as visual aids, manipulatives, digital resources, and interactive activities, that enhance student engagement and comprehension within the classroom. The course also covers the selection and implementation of assistive devices, such as- speech-to-text software, Voice Output Communication Aids (VOCA), and specialized input devices, to support students with intellectual disabilities with or without associated conditions. Students-teachers will gain the expertise to create inclusive and accessible learning experiences that foster academic success and independence for all students.

Learning Outcome:

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

- Identify the accessibility, needs of students in given context.

- Recognize the need for assistive devices/assistive technology to be used while transacting the curricular content.

- Able to conduct assessment for the ICT needs.

- Able to develop appropriate TLM by integrating technology.

Course Content

Rehabilitation Council of India ISITEP Middle Stage

The students are required to conduct internet searches, develop an illustrative record/ folder on Assistive Technology for Persons with Intellectual Disabilities (PwIDs) and associated conditions. In addition, any TLM that the student may have developed for classroom transaction that involved technology may also be included and certified by the respective course coordinator/tutor and submitted during the final practical examination.

The TLMs may incorporate the principles of Universal Design of Learning (UDL) and are appropriate for various learning styles (Visual/Auditory/Kinaesthetic/Tactile & combination of all). Appropriate TLMs must be developed for the following:

- Academic concepts being learnt in three different subjects

- Non-academic activity (e.g., arts, sports, or other co-curricular activity)

- ADL/self-care

- Communication

Suggested mode of Assessment: There will be 2 submissions, one for each PwID.

All submissions must include -

- A comprehensive portfolio with all relevant documents of observations, reports, TLMs, proof of attendance, feedback received etc.

- A certification of completion that is evaluated and endorsed by the teaching institution

All submissions may be graded by the teaching institute using marking schemes/rating scales/ rubrics.

Practical -6

School-Based Research Projects

Course code: 6.3.6 ID   **Semester: 8**   **Credits: 2**

About the course

Educational research provides a vast landscape of knowledge on topics related to teaching and learning, curriculum and assessment, students' cognitive and affective needs, cultural and socio-economic factors of schools, and many other factors considered viable to improving schools. The purpose of educational research is to engage in disciplined inquiry to generate knowledge on topics significant to the students, teachers, administrators, schools, and other educational stakeholders. Just as the topics of educational research vary, so do the approaches to conducting educational research in the classroom. The approach to research will be shaped by student-teacher's context, their professional identity, and paradigm (set of beliefs and assumptions that guide your inquiry). These will all be key factors in how students-teachers generate knowledge related to their work as a Special educator. Action research is an approach to educational research that is commonly used by educational practitioners and professionals to examine, and ultimately improve, their pedagogy and practice and teaching strategies. When students are actively engaged in learning, the classroom can be dynamic and uncertain, demanding the constant attention of the educator. Action research offers one path to more deliberate, substantial, and critical reflection that can be documented and analysed to improve an educator's practice.

Learning outcomes: After completing this course, student-teachers will be able to:

- Identify and formulate appropriate research problem.

- Prepare plans of action for undertaking school-based research.

- Identify research design and prepare data collection tools.

- Collect and analyse data with appropriate statistical measures.

- Implement and evaluate interventions to address identified problems.

- Reflect on and share research experiences through reports and presentations.

Rehabilitation Council of India ISITEP Middle Stage

Course content

Sr. No.	Tasks	Specific activities
1	Systematic Review of Literature on priority areas of research on Intellectual Disability (ID)	Systematic Review of Literature on Intellectual Disability, current trends in supporting implications for inclusion of PwIDs. Identification of the best practices and the way forward.
2	Undertaking a school-based research project related to Intellectual Disability.	Undertaking a school-based research project on areas such as: - Innovative teaching techniques for PwIDs. -Development CRT and Teacher made Test - Accommodations and modifications for students with ID in inclusive settings. - Perspectives of parents, caregivers about various aspects of caregiving for adolescents and adults with ID. -Socio emotional issues -Issues related to success in Higher Education.
3	Best practices while conducting research with Persons with Intellectual Disabilities (PwIDs)	-Success stories -Innovative technology related teaching learning materials -Reasonable accommodation

Submissions

Research reports with plagiarism check report as per UGC guidelines.

Rehabilitation Council of India ISITEP Middle Stage

Suggested modes of transaction

- Discussions with teacher educators, school heads, mentors, and peers for problem identification and intervention development.

- Finalization of research project proposals through discussions.

- Document analysis, stakeholder interactions, and field visits.

- Sharing and presenting research outcomes.

- Publication and conference presentations

Suggested Assessment

Competence/Artifact	Method of Assessment	Assessed By
Progress report (weekly/monthly)	Observation/review	Faculty Guide
Research Report	Presentation and submission of Report	Panel of expert

Multiple Disabilities
6.3.0 SCHOOL EXPERIENCE

About the Course: Field engagement is a vital component of teacher education programmes in the field of general as well as special, therapy centres and inclusive education. This practical engagement allows pre-service teachers to participate in various activities and tasks related to the teaching profession under guided supervision. Through these immersive experiences the student teachers gain a comprehensive understanding of school processes, actively engage in school activities, and internalize essential school-related ethics, values, and norms.

This module is designed to ensure that student teachers specializing in Multiple Disabilities are well-prepared to enter the teaching profession with practical experience, a deep understanding to support this unique, diverse and sometimes complex needs of these group of learners with Multiple Disabilities (combinations of CP/Db/MD) in special and inclusive settings to promote effective learning. Student teacher can develop into effective, compassionate, and skilled educators who make a meaningful difference in the lives of students with Multiple Disabilities. This model thus bridges the gap between theoretical knowledge through practical applications that provide learning opportunities across all developmental domains.

Outline of the components:

	Course	Credits	Semester	Description
6.3.1	School Observation	2	5	Visits to various types of special schools and organizations that work with students with multiple disabilities.
6.3.2	Demonstration Lessons	2	6	Teaching practice in special schools and inclusive schools
6.3.3	School-based Research Project	2	7	Identification of issues, research design, intervention during school internship, and research report preparation
6.3.4	Internship	10	7	12 weeks of working in school(s) as an integral part of the system
6.3.5	Creating TLM	2	8	Development of lesson plans and teaching-learning materials (TLMs) for use in special and inclusive schools

Rehabilitation Council of India ISITEP Middle Stage

6.3.6	Supportive Skill Training	2	8	Training in supportive skills to effectively communicate with and teach learners with Multiple Disabilities
	Total	**20**		

Learning Outcomes: After completion of this course, the student teacher will be able to:

- **Course 6.3.1: School Observation**

- Observe and analyse the functioning of various types of special schools and organizations working with learners with Multiple Disabilities.
- Observe the classroom lessons in various settings including therapy intervention (PT,OT,SLT), Vision/Hearing assessment/stimulation.

- **Course 6.3.2: Demonstration Lessons**

  - Develop teaching skills through practical engagement in special schools and inclusive schools

- **Course 6.3.3: School-based research**
- Identify and research issues relevant to the special school context for learners with Multiple Disabilities, design and implement interventions, and prepare a comprehensive research report.

- **Course 6.3.4: School-based Research Projects**
- Gain extensive, hands-on experience by working in school(s) for 12 weeks, integrating into the school system as active participants.
- Apply theoretical knowledge in real-world teaching scenarios and develop professional competencies in adaptation, modifications, collaboration, problem-solving, and participative decision-making.

- **Course 6.3.5: Creating TLM (Teaching-Learning Materials)**

- Develop lesson plans and teaching-learning materials tailored for special schools and inclusive schools.
- Foster creativity and innovation in creating effective educational resources for learners with Multiple Disabilities.

- **Course 6.3.6: Supportive Skill Training**

Rehabilitation Council of India ISITEP Middle Stage

- Acquire supportive skills to effectively communicate and teach learners with MD using Assistive Technologies, Functional Academic Skills, learner centred personalised communication system - AAC (low tech and high-tech devices), Objects of References, Tactile signing (hand over/under hand) communication.
- Acquire skills necessary to effectively communicate with and teach learners with Multiple Disabilities.

School Observation

Course Code: 6.3.1.MD   **Credits: 2**   **Semester: 5**

About the Course:

Visits to different organisations will help learners understand Multiple Disabilities and its manifestation across different ages. It will equip them with the pivotal skills required for communicating and teaching. This practical is therefore designed to provide exposure to the teaching-learning processes (group / individual one-to-one), various modes of communication and resources in various setups.

Learning Outcomes
After completing this course, student teachers will be able to:
- Understand which kind of communication methods be used in educating learners with multiple disabilities and other special needs students.
- Understand the infrastructure and resources available in special and inclusive schools for children with special needs.
- Observe and reflect on the teaching-learning processes for children with special needs.
- Observe and analyze the functioning of various types of special schools and organizations that serve and work with students with special needs.
- Identify best practices and suggest improvements for the quality of education delivery in special schools and inclusive schools for students with special needs.
- Observe classroom lessons in various settings for students with multiple disabilities and other disabilities.

Settings: Observations will be done in all of the following:

- Special school – learners with CP/Db/MD
- Inclusive schools

Tasks: The learners are expected to:

1. Do the following in each setting:

a. Submit a participatory (not a supervisory) observational report including:

- Infrastructural facilities, resources available, range of services offered
- Availability and role of different professionals including the student: teach ratio
- Daily routines, activities and interventions (type, duration, etc.)
- Communication modalities of the students with MD-including those with limited

296

repertoire of facial expressions, movements, vocalizations, startles, eye gaze as part of intentional communication.
- Curricular and co-curricular content and transaction
- Nature of support provided including child-specific support in each activity
- Documentation maintained for each student.
- Quality of education delivery along with justification
- Any other relevant information, learning and impressions

b. Submit separate reports for two children - one with CP and one with MD/Db including:

- Information from initial intake (in consultation with the teachers and/or parents/caregivers)
- A diagnostic/screening assessment using a suitable tool

2. Write an **overall essay** based on the overall, consolidated learning from all three settings.

The report should reflect student teachers understanding of -

- Neurotypical and neurodiverse development
- Commonalities and differences in strengths and needs of different people with Multiple Disabilities.
- Different ways the needs of the student may be addressed
- Summary observations or suggestions in regard to priority areas to consider.
- Ways these techniques may be adapted across different settings and individuals

Submissions: There will be a total of 4 submissions. All submissions must include -

- A comprehensive portfolio with all relevant documents of observations, reports, proof of attendance, feedback received etc.
- A certification of completion that is evaluated and endorsed by the teaching institution

Evaluations:

All submissions may be graded by the teaching institute on a 10-point scale. A minimum grade of 6 is required for successful completion.

Please Note:

- Observations mentioned are essential for a minimum of 30 hours or 10 days in each setting.
- The schedule for respective visits shall be included in the timetable and days may be allocated.
- For a holistic learning experience, the learner will benefit from working with variability in the profiles of students with Multiple Disabilities e.g., different ages, genders, grades, and

Rehabilitation Council of India ISITEP Middle Stage

skill sets.
- The content/hours may be adapted as per feasibility and accessibility. For instance, if schools for a specific disability are not available in the nearby area, the same may be conducted as observation at education or therapy centres or services being provided in the resource room.

Demonstration Lessons

Course Code: 6.3.2 MD   **Credits: 2   Semester: 6**

About the Course: Teaching practice allows student teachers to practice the art and science of teaching, under the supervision and support of experienced teachers. This particular practical is an opportunity for aspiring teachers to understand the role and operation in regard to instructional strategies, classroom management and nature of school culture. This field experience provides a challenging nonetheless rewarding experience of working with students in actual classrooms and acquiring professional identity and competence.

Learning Outcomes
After completing this course, student teachers will be able to:
- Deliver model lessons in both special and inclusive educational settings.
- Demonstrate proficiency in using AAC tools and techniques to explain abstract concepts.
- Address age-appropriate topics on Comprehensive Sexuality Education (CSE) for students.
- Reflect on and improve their teaching practices through live demonstrations and interactive sessions.
- Create and present educational materials such as PowerPoint presentations, posters, and ole plays.

Settings:
Teaching practice will be done in all of these settings:
- Special school – serving students with Multiple Disabilities
- Inclusive schools

Tasks: For each of these settings do the following:

4. Identify one child with Multiple Disabilities.
5. Observe their assessment (including functional visual assessment), review the available documentation, services received and interactions with parents
6. Develop and submit a total of 15 Lesson Plans in -

    o Academic concepts from three different subjects
    o Non-academic activity (e. g. arts, adapted sports, or other age-appropriate life skills)
    o ADL / self-care/ Orientation and Mobility
    o Communication

7. Submit a comprehensive *Teaching Practice Report* including information about the learner obtained from the initial intake, IEP, lesson plans, observations and interactions, and the lesson plans

Submissions: There will be 2 submissions, one for each child.

All submissions must include -

- A comprehensive portfolio with all relevant documents of observations, reports, TLMs, proof of attendance, feedback received etc.
- A certification of completion that is evaluated and endorsed by the teaching institution

Evaluations:

All submissions may be graded by the teaching institute using marking schemes/ rating scales/ rubrics.

Please Note:

- *Observations mentioned are essential for a minimum of 30 hours or 10 days in each setting.*
- *The schedule for respective visits shall be included in the timetable and days may be allocated.*
- *For a holistic learning experience, the learner will benefit from working with variability in the profiles of students with Multiple Disabilities e.g., different ages, genders, grades, and skill sets including diverse students with different communication abilities.*
- *The tasks mentioned are essential. The content/hours may be adapted as per feasibility and accessibility. For instance, if schools for a specific disability are not available in the nearby area, the same may be conducted as observation at inclusive schools, education or therapy centres or services being provided in the resource room or home-based education.*
- *A comprehensive portfolio with all relevant documents of observations, reports, proof of attendance, feedback received etc., must be made available during the practical examinations.*
- *The submitted report along with the certification of completion must be evaluated and endorsed by the teaching institution.*

School-Based Research Projects

Course Code: 6.3.3.MD   **Credits: 2**   **Semester: 7**

About the Course: School-based research in middle grade by trainee teachers pursuing teacher education can be a valuable opportunity for students to apply theoretical knowledge in a real-world setting while gaining hands-on experience. They provide hands-on experiences that shape the aspiring teachers, preparing them for the diverse and dynamic world of neurodiverse learners. It enriches and contributes to the overall development of the teacher trainee. The student teacher's professional skills and knowledge is necessarily developed by individual in their own distinctive contexts be they mentors, teachers or students or their families and due to these interactions in these distinctive contexts may provide opportunities for learning about interesting new ideas which they might be able to use in developing their practice through this school based research. This experience will provide trainee teachers answers to their questions that come up during reflective practices.

Learning objectives:

- Foster a reflective practice mindset
- Encourage continuous learning and self-improvement.
- Build confidence and competence in teaching skills.
- Generate new insights and data that can inform educational practices.
- Share findings with colleagues to promote collaborative improvement.
- Contribute to the broader educational research community.
- Investigate and solve specific problems within the school context.
- Develop evidence-based solutions to improve educational outcomes.
- Evaluate the effectiveness of new teaching approaches or curricula.

Settings: The research project will be done in the following:

- Special school – CP/Db/MD
- Inclusive school

Tasks: With respect to the guidelines for the inclusion of PwDs observe schools and submit a detailed report with the following –

Sr. No.	Tasks	Specific activities
1	Development of Accessible Research Tools	Development of Research tools such as Bilingual Surveys (English / local language) for accessible research practices

Rehabilitation Council of India ISITEP Middle Stage

2	Systematic Review of Literature on educating students with multiple disabilities from the last decade	Systematic Review of Literature on children with multiple disabilities in the last decade. Identification of the best practices and the way forward
3	Formulate the research hypotheses	Develop plan of action with timelines
4	Get consent and clearances	Select the student participant, collect baseline data, data collection and triangulation.
5	Undertaking a school-based research project	Undertaking a school-based research project on areas such as: Implementation of UDL with students in preparatory grade. Investigate the impact of various teaching methods (e.g., project-based learning, explicit instruction, or technology integration) on students with multiple disabilities -Effectiveness of technology tools (AAC (low-High tech), speech to text etc. - Impact of language deprivation on academic, social, and emotional development - Current state of literacy and educational standards in special & inclusive schools - Perspectives of caregivers about the impact of communication barriers
6	Best practices while conducting research with students with multiple disabilities	Summarizing the best practices while conducting research with students with multiple disabilities. Transition from foundational setting to preparatory school setting

Methods:

Case study, quasi experimental study, surveys and interviews, observations, Action research

Submissions:

There will be a total of 2 submissions. All submissions must include -

Rehabilitation Council of India ISITEP Middle Stage

- A comprehensive portfolio with all relevant documents of observations, reports, proof of attendance, feedback received etc.
- A certification of completion that is evaluated and endorsed by the teaching institution

Evaluations:

All submissions may be graded by the teaching institute on a 10-point scale. A minimum grade of 6 is required for successful completion.

Please Note:

- Observations mentioned are essential for a minimum of 30 hours or 10 days in each setting.
- The schedule for respective visits shall be included in the timetable and days may be allocated.
- For a holistic learning experience, the learner will benefit from working with variability in the profiles of learners with Multiple Disabilities e.g., different ages, genders, grades, and skill sets, levels of support (low to high).
- The tasks mentioned are essential. The content/hours may be adapted as per feasibility and accessibility. For instance, if schools for a specific disability are not available in the nearby area, the same may be conducted as observation at education or therapy centres or services being provided in the resource room.

Online readings

https://www.researchgate.net/publication/249004988_The_Usefulness_of_Educational_Research_for_Trainee_Teachers'_Learning

Internship in Teaching

Course Code: 6.3.4.MD   **Credits: 10**   **Semester: 7**

About the Course:

This is a comprehensive practicum focused on students with multiple disabilites within special school settings or inclusive school setting. This immersive program provides hands-on experience supporting special educators, honing teaching skills, and contributing to holistic development. This 300-hour program provides hands-on experience supporting Special Educators, honing teaching skills, and contributing to holistic development. This interaction offers an in-depth understanding of the challenges and insights into special education, with direct perspectives from general educators, special educators, the student and families of children with multiple disabilities. Learners will gain exposure to diverse setups, including classrooms and extracurricular activities while collaborating closely with experienced teachers as well as teachers with disabilities/ mentors to get an in-depth understanding of the challenges as well as insights into the domain of special education, and the direct perspective from the learner or families or teachers. The internship emphasizes individualized mentorship, cultural sensitivity, inclusivity, and the integration of technology in teaching strategies. Upon completion, participants will possess a competitive edge in the job market, a network of professional connections, and a strong foundation for continued professional growth in the field of disability specialization.

Learning Outcomes

Upon completion of this course, student teachers will:

- Develop and execute lesson plans for skills.
- Implement different modes   of communication (AAC/Total Communication, Oral-Aural Approach) in teaching.
- Integrate experiential learning, social-emotional learning, and life skills into their teaching practices.
- Assess and implement Individualized Educational Plans (IEPs) for students with multiple disabilities.
- Gain practical experience in teaching both special and inclusive school settings.
- Preparation of lesson plans for cross-curricular activities
- Explain the overall functioning of special and inclusive schools for students with multiple disabilities.
- Describe and appreciate the different roles played by a special educator in these settings.
- Experience the importance of teacher-student relationships for effective teaching in special education.
- Develop age-appropriate and disability-sensitive pedagogic skills.
- Apply different pedagogies and teaching strategies in real-life classrooms that serves students

with Multiple disabilities.
- Create and utilize appropriate teaching-learning materials (TLM) and technology.
- Develop necessary planning and execution skills to conduct school activities.
- Foster school-community relationships for the benefit of students with MD.
- Create student portfolios and comprehensive progress reports.
- Understand the importance of maintaining different types of records in special education settings.
- Develop a research aptitude to conduct action research for issues faced during the internship.

Setting: An internship will be done in the following setting:

- MD (CP/Db/MD) specific school

Tasks: The learner is expected to carry out the following –

3. Carry out the following with two students and submit separate reports including -
   a. A formal assessment conducted by the learner to identify the specific learning concerns and profile of strengths of the student in consultation with the respective educators and/or parents
   b. Appropriate educational program with accommodations and modifications developed by the learner in consultation with the class teachers
   c. The necessary TLMs and the assistive technology identified
   d. Planning and implementation (in collaboration with the teachers) of a total of 15 group teaching lessons and a total of 15 individual (1:1) teaching lessons on the following:

      - Academic concepts from three different subjects
      - Non-academic activity (e. g. arts (for example tactile art), adapted sports (for example Frame Football (posterior walking frames) or wheelchair basketball) , or other age-appropriate life practical skills like shopping skills or public transport system)
      - Personal safety and rights - and making sense of personal growth and development (puberty and bodily changes) respect for self and others, and to understand the importance of healthy relationships.
      - ADL / self-care /orientation and mobility
      - Communication

4. In consultation with the management and/or teachers, do the following –

   - Assist special educators as per the timetable in everyday group and 1:1 activities and

management e.g., preparing TLMs, story/experience boxes, checking schedules, taking classes etc.
- Organise a parent training/sensitisation program conducted by young advocates with CP/Db/MD.
- Facilitate participation of students with MD in a cultural program (e.g., sports day, festival celebration, picnics, melas, field trips, camps etc.) designed and executed to
- Liaison with the necessary government authorities to facilitate access to necessary certificates, exemptions and concessions for the families
- Prepare a list of neurodiversity-affirming and non-ableist vocabulary
- Carry out assertive skills training to promote self-advocacy.

Submissions:

There will be a total of 3 submissions. All submissions must include -

- A comprehensive portfolio with all relevant documents of observations, reports, proof of attendance, feedback received etc.
- A certification of completion that is evaluated and endorsed by the teaching institution

Evaluations:

All submissions may be graded by the teaching institute on a 10-point scale. A minimum grade of 6 is required for successful completion.

Please Note:

- *Observations mentioned are essential for a minimum of 300 hours.*
- *The schedule for respective visits shall be included in the timetable and days may be allocated.*
- *For a holistic learning experience, the learner will benefit from working with variability in the profiles of students with Multiple Disabilities e.g., different ages, genders, grades, and skill sets.*
- *The tasks mentioned are essential. The content/hours may be adapted as per feasibility and accessibility. For instance, if schools for a specific disability are not available in the nearby area, the same may be conducted at education or therapy centres or services being provided in the resource room.*

Development of TLM

Course Code: 6.3.5   **Semester: S-8**   **Credits: 2**

About the Course:
This course focuses on equipping student teachers with the essential skills to create effective Teaching Learning Materials (TLM) using principles of Universal Design for Learning (UDL) for students with multiple disabilities. Additionally, how technology can be integrated in teaching-learning practices is explored through Information and Communication Technology (ICT). Lesson plans are essential tools for educators, that aid in imparting knowledge, skills, and competencies. It assists in guiding content delivery, organization, communication, and assessment. Through careful planning, educators engage students with accessible content, align activities with objectives, and ensure relevance. Emphasis will be placed on enhancing engagement, accessibility, and educational outcomes through innovative lesson planning and resource development. Teaching Learning Materials of good quality with (i) innovations, (ii) low-cost materials, (iii) local context, and (iv) modern technology (for digital learning materials) which will enhance students' engagement, interest, and practical learning.

Learning Outcomes
Upon completion of the course, student teachers will be able to:

- Develop TLMs based on Universal Design for Learning (UDL) principles, incorporating Information and Communication Technology (ICT)..
- Compile a repository of UDL resources suitable for various subjects and learning levels.
- Create TLMs catering to different learning styles (Visual, Auditory, Kinaesthetic, Reading, Tactile, and combinations thereof).
- Design TLMs such as sign language. (Hand over Hand or Hand under Hand) videos, PPTs, and ICT-based materials for teaching practice across curriculum topics.
- Develop TLMs specifically for reading, writing skills, and literacy development in students, with appropriate accommodations.
- Demonstrate proficiency in creating TLMs aligned with UDL principles.
- Develop TLMs catering to diverse learning styles and specific educational needs.
- Understand the significance of TLMs in enhancing teaching and learning outcomes.
- Reflect on the role of TLMs in promoting quality special or inclusive education practices.

Setting:
Visit will be done in the following:
- Schools or Centres serving students with CP/DB/MD
- Inclusive school

Rehabilitation Council of India ISITEP Middle Stage

Tasks:

In each of these settings, the learners are expected to do the following

1. Submit a detailed report for one student with Multiple Disability based on
    - Information from initial intake (in consultation with the teachers and/or parents)
    - Observation/documentation of their assessment, IEPs and Lesson Plans

2. In consultation with the teacher and/or parents, develop TLMs to teach. In addition to being individualised to the learner with MD, the TLMs developed must be based on principles of Universal Design of Learning (UDL) and appropriate for various learning styles (Visual / Auditory / Kinaesthetic / Reading / Tactile / combination of all). Appropriate TLMs must be developed for the following:
    - Academic concepts being learnt in three different subjects
    - Non-academic activity (e.g., arts, sports, or other co-curricular activity)
    - ADL / self-care / orientation and mobility
    - Communication

Submissions:

There will be a total of 2 submissions. All submissions must include -

-   A comprehensive portfolio with all relevant documents of observations, reports, TLMs, proof of attendance, feedback received etc.
-   A certification of completion that is evaluated and endorsed by the teaching institution

Evaluations:

All submissions may be graded by the teaching institute on a 10-point scale. A minimum grade of 6 is required for successful completion.

Please Note:

-   The learning and practice opportunities must be provided in semesters 5-8. Evaluation of this practical will be made in the above-mentioned semester.
-   Observations mentioned are essential for a minimum of 30 hours or 10 days in each setting.
-   The schedule for respective visits shall be included in the timetable and days may be allocated.
-   For a holistic learning experience, the learner will benefit from working with variability in the profiles of students with variability of co-occurring conditions of MD e.g., different ages, genders, grades, and skill sets.
-   The tasks mentioned are essential. The content/hours may be adapted as per feasibility and accessibility. For instance, if schools for a specific disability are not available in the nearby area, the same may be conducted at education or therapy centres or services being provided in the resource room.

Supportive Skill Training

Course Code: 6.3.6.MD   **Credits: 2**   **Semester: 8**

About the Course: The teaching of supportive skills training for students with multiple disabilities will help them to adapt and participate fully in both educational and social activities that are crucial to support students with multiple disabilities. The aim is to empower educators with the fluency and skill development necessary for fostering conducive inclusive learning environments and enhancing the overall educational experience for learnings with Multiple Disabilities.

Learning Outcomes: After completion of this course, the student teacher will be able to:
Upon completion of the course, student teachers will be able to:
- Compile resources for educational content accessible AAC or ATs.
- Demonstrate proficiency in using AAC or other modes of communication for teaching purposes.
- Expand Core vocabulary for teaching various subjects.
- Deliver abstract educational concepts and creative expressions in classrooms.
- Describe the requirements for the government scheme for students with multiple disabilities and connect the same to the student and families where appropriate.
- Enable a collaborative approach to teaching students who have Sensory Integration or Modulation issues and develop activities to regulate them in natural contexts.
- Support and counsel the parents in preparation for middle school.
- Enable self-advocacy skills using AAC
- Acquire supportive skills to effectively communicate and teach learners with MD using Assistive Technologies, functional academic skills, learner-centred personalised communication systems and AACs (low-tech, mid-tech and high-tech) etc.
- Acquire skills necessary to effectively communicate with and teach students with MD.

Setting:
- Special school for students with MD
- Home – customised home support program
- Community access (school or community neighbourhood, orientation and mobility, public transport system)

Tasks:
At each of the above-mentioned settings, the learner has to identify one student with MD and document the following:

3.   Information from initial intake
4.   Observation and understanding sensory and motor needs of the student in consultation with

the PT/ OT and/or parents

5. A plan developed in consultation with the teacher and/or parents, to facilitate any two skills namely –

    - Focus on functional activities for students with high support needs, eg swallowing, eating, drinking, planning for shopping, making shopping lists, using story boxes or ways to stay safe, social conversation skills,
    - Travel, Orientation & Mobility Skills,
    - Teach personal safety skills by providing Knowledge, Skills and Attitudes related to
        : To provide factual information about human development, anatomy, and reproduction.
        :To develop skills in communication, decision-making, and critical thinking
        : To foster respect for self and others, and to understand the importance of healthy relationship
    - Development of a leisure skill
    - Participation in a community activity (e.g., tuition centre, hobby class, going to the market or shopping centre or for a movie, an upcoming wedding or vacation)
2. Relevant communication strategies including AACs, Calendar systems and visual supports
3. Prepare the necessary TLMs and the assistive technology identified

Submissions:

There will be 2 submissions, one from each setting.
All submissions must include -
-   A comprehensive portfolio with all relevant documents of observations, reports, TLMs, proof of attendance, feedback received etc.
-   A certification of completion that is evaluated and endorsed by the teaching institution

Evaluations: All submissions may be graded by the teaching institute using marking schemes/ rating scales/ rubrics.

Please Note:
-   *The skill may be learnt and practised suitably provided in semesters 5-8. Evaluation of this will be made in the above-mentioned semester.*
-   *Observations mentioned are essential for a minimum of 30 hours in each setting.*
-   *The schedule for respective visits shall be included in the timetable and days may be allocated.*
-   *For a holistic learning experience, the learner will benefit from working with variability in the profiles of students with Multiple Disabilities e.g., different ages, genders, grades, and skill sets.*
-   *The tasks mentioned are essential. The content/hours may be adapted as per feasibility and accessibility. For instance, if schools for a specific disability are not available in the nearby area, the same may be conducted at education or therapy centres or services being provided in the resource room.*

310

- *A comprehensive portfolio with all relevant documents of observations, reports, feedback received etc., must be made available during the practical examinations*

Rehabilitation Council of India ISITEP Middle Stage

SLD

6.0 School Experience

Course Code	Course Title	Credit	Semester
6.3.1 SLD	School observation and Visit Reports • Visits (Special Schools, Therapy centres, Rehabilitation organisations, and Inclusive Schools) and report writing • Class room observation/ observation in clinical setups and report writing	2	5
6.3.2 SLD	Pre-internship Practice (Demonstration lessons, Peer teaching) • Lesson planning • Simulated teaching	2	6
6.3SLD	School-based Research Project	2	7
6.3.4 SLD	Internship • Classroom and school engagement • Screening students for at-risk for SLD/ learning difficulties/ Developmental Disability • Curriculum Adaptation	10	7
6.3.5 SLD	Creating Teaching Learning Material	2	8
6.3.6 SLD	Supportive Skill Training • Development of Teacher Made Tests • Administration of tests and Report Writing • Social Emotional Learning	2	8
	Total	20	-

School Observation and Visit Reports

Course code: 6.3.1 SLD   Credits: 2   Semester: 5

About the course:

The practical course 'school observation and visit reports' is an extremely important practicum component as it provides exposure to the student teachers to the school settings and institutions that work in the area of special education and disability rehabilitation. The students teachers will use the formats / proformas given to them for noting their observations and submitting reports.

Learning outcomes:

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

- Describe the setting and functioning of the organisation (Special Schools, Therapy centres, Rehabilitation organisations, and Inclusive Schools) visited
- Describe the classrooms with students with learning difficulties (SLD/ Developmental Disability and other disabilities) with respect to the classroom organisation, student – teacher interaction, teaching methods used by the teacher
- Describe the characteristics of the students with SLD/ learning difficulty based on the observation of the child, and interaction of the clinician with the child and its parents (in a clinical set up)

Course Content:

1. Visits to organisations working in the area of disabilities (e.g. Special Schools, Therapy centres, Rehabilitation organisations, and Inclusive Schools). Write a report on any one organisation special school, rehabilitation organisation, inclusive school, therapy centre)

2. Class room observation / observation in clinical set ups

Disability Focus	Educational Setting	Tasks for the learners	Description
SLD/ Learning Difficulties	Inclusive schools/ alternative schools for students with learning challenges	Observation of the students with SLD/ learning difficulties in the class, the classroom organisation, student – teacher interaction, teaching methods used by the teacher. Observations must be conducted across grades and in different subject	Minimum 15 school periods. Write a report and submit.

Rehabilitation Council of India ISITEP Middle Stage

			periods.
HI, VI, CP, ASD, ID, and Multiple Disabilities	Special schools for HI, VI, CP, ASD, ID, and Multiple Disabilities	Classroom Observation and Report	Minimum 8 school Periods. 3 school Periods in each Special school. Write a report and submit.
SLD/ Learning Difficulty	Clinical set up	Observation and Report	Minimum 4 cases Write a report and submit.

Note:
- *Schedule for practical 6.1 shall be included in the time table.*
- *Observations as mentioned are essential. However, if schools for other disabilities are not available in the nearby area, the same may be conducted as observation at inclusive school, therapy centres or services being provided in the Resource room/ Home based education or vice versa with other disability.*

Course Evaluation:
- The student teacher will submit reports of the visits and observations

Pre-Internship Practice

Course code: 6.3.2 SLD   **Credits: 2**   **Semester: 6**

About the course:

The practical course on 'pre-internship practice' aims at equipping the student teachers with the skills required for effective teaching. Before attempting to teach the students with disabilities, the student teachers gain experience in the craft of teaching by acquiring the knowledge and skills in microteaching and practicing the same with their peers.

Learning outcomes:

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

- Describe the various skills in teaching
- Demonstrate the use of the various skills with their peers
- Write lesson plans using the appropriate format
- Demonstrate the application of various teaching strategies in simulated settings

Course Content:

1. Teaching skills for effective teaching
2. Lesson planning
3. Teaching strategies for students with SLD /learning difficulties
4. Demonstration of the use of the teaching strategies in simulated settings

Course Evaluation:

- The student teachers will submit written lesson plans for evaluation
- The students teachers' demonstration of lessons will be evaluated by teacher educators using marking schemes / rubrics

Rehabilitation Council of India ISITEP Middle Stage

School-Based Research Project

Course code: 6.3 SLD   **Credits: 2**   **Semester: 7**

About the Course:

This course requires the student teachers to undertake action research while they are placed in the school for internship. Action research enables teachers to reflect on their understanding of various school processes to bring the desired change through careful analysis and planning. The project could be an individual or collaborative project. Undertaking school-based research will project foster critical thinking, problem-solving, collaboration. The school-based research project is to be undertaken during the school internship period so that it provides the student teachers with a platform to apply knowledge, understanding, techniques, methods, and approaches in an actual classroom situation. During the school internship, the student teachers will identify school practices and challenges through involvement in different activities, design relevant interventions, analyze data and prepare reports.

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

•   Identify contextual problems and formulate appropriate research design
•   Prepare the plan of action for undertaking school-based research
•   Develop and use tools and techniques for the collection of relevant data
•   Collect and analyze the data to identify the causes
•   Develop and implement need-based interventions for addressing the problems
•   Study the effectiveness of the intervention(s)
•   Reflect and share school-based research experiences through reports and presentations

Content:
•   Action research: concept and importance of action research/case study
•   Steps of conducting action research/case study
•   Data analysis: Techniques
•   Report writing

Course Evaluation:
The assessment of the school-based research project will be continuous. The teacher educators, as well as mentors, will be involved in the assessment of the activities using marking schemes / rating scales/ rubrics.

Internship

Course code: 6.4 SLD   **Credits: 10**   **Semester: 7**

About the Course:
Internship involves placement of the B.Ed. Spl. Ed. student teacher in an inclusive / alternative school for students with learning difficulties / clinic / centre catering to students with learning difficulties for a period of 6 weeks. During the placement the learner is expected to work with students with learning difficulties/ At-risk for SLD/ Developmental Disability at the foundation stage. The internship should be guided by faculty supervisor.

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

- Demonstrate teaching skills and collaboration skills in the classroom / school
- Conduct screening of students for SLD/ learning difficulties
- Adapt curriculum and lessons for students with SLD/ learning difficulties

Course Content:
The student teacher is expected to carry out the following activities and submit report endorsed by the school authority along with the certification of completion of internship.

Sr. No.	Content	Description	Credits
1	Classroom and school engagement	1. Conduct individual remedial lessons for students with SLD/ learning difficulties (at least 10 lessons) 2. Collaborate with the class teachers and plan team teaching lessons for students with SLD in different subject areas. After getting the lessons plans approved teach in the respective classes (at least 10 lessons). 3. Plan and execute 10 lessons for students in inclusive/ alternative schools using the UDL framework. The lessons must be in different subject areas. 4. Organise at least one parent training programme, one cultural programme, social events, or sports event in school in consultation with the principal and respective class teacher. 5. Any other academic/ cultural activity in the school for which the school authorities seek	6

		the involvement of the student teacher.	
2	Screening students for SLD/ learning difficulties	Screening of students using formal and informal tools and identify students for SLD/ learning difficulties. Write a report.	2
3	Curriculum Adaptation	Adapt two chapters in two different subjects for students with SLD/ learning difficulties. Submit the curriculum adaptation along with the required aids and TLMs.	2

Course Evaluation:

- Student teachers are required to submit reports (classroom and school engagement, screening, and curriculum adaptation.)
- All lessons that are executed will be observed and graded by a supervisor/ teacher educator

Note:
- *Each lesson must be guided by the supervisor to ensure the incorporation of appropriate pedagogy.*
- *Schedule for the practical shall be included in the timetable and required working days allocated.*
- *All lesson plans must be approved by the supervisor before execution.*
- *All execution must be done in the presence of a supervisor.*
- *Feedback must be received from the supervisor in the format prescribed by the institute.*

Creating Teaching Learning Material

Course code: 6.3.5 SLD   **Credits: 2**   **Semester: 8**

About the course:

Teaching Learning Material (TLMs) are materials and aids that are used by teachers to bring in more clarity during their teaching. TLMs support the transaction of the lesson and can serve the purpose of engaging the students during the lessons. TLMs that are created specifically for different purposes, subjects, using different material make the lessons engaging and effective. TLMs of different kinds have different uses; they also need to be used differently to make them effective. This course will provide the student teachers these insights and teach them how to create the various TLMs and use them effectively.

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

- Explain the meaning of TLMs
- Describe the use of TLMs
- Describe the different types of TLMs and their uses
- Develop appropriate TLMs

Course Content:
- Meaning and use of Teaching Learning Material
- Types of TLMs
- Development of TLMs

Course Evaluation:
The student teachers will submit 5 different types of TLMs for different content areas. The submitted TLMs will be evaluated using rubrics / marking schemes developed for the purpose.

Supportive Skill Training

Course code: 6.3.6 SLD   **Credits: 2**   **Semester: 8**

About the course:

The course on supportive skill training provides inputs to the student teachers to develop skills that support the education of student with SLD/ learning difficulties. All the three components of this course – development of teacher made tests, administration of tests and report writing, and Social Emotional Learning add on to the skill set of becoming a special educator.

Learning Objectives:

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

• Develop teacher made tests for assessment of process and skill deficits in student at-risk for SLD/ learning difficulties/ Developmental Disability
• Administer the tests following the appropriate assessment protocols
• Write assessment reports to communicate assessment findings
• Develop appropriate activities that support social emotional learning in students at-risk for SLD/ learning difficulties/ Developmental Disability

Course Content:

Sr. No.	Content	Description
1	Development of teacher made tests (TMTs)	Develop two TMTs - one each for assessment of process deficits and skill deficit.
2	Administration of tests and report writing	Administer one test to a student with SLD/ learning difficulties. Write assessment report.
3	Social Emotional Learning	Develop activities in the social-emotional domain to help students with SLD/ learning difficulties

Course Evaluation:

• Evaluation of the submitted TMT using appropriate rubrics/ marking scheme
• Evaluation of the submitted assessment report using appropriate rubrics/ marking scheme
• Evaluation of the submitted activities using appropriate rubrics/ marking scheme

Visual Impairment
6.0 School Experience (Disability Specific Practical's, including Internship) at Middle Stage

Outline of Activities under School Experience at Middle Stage

S.No.	Course	Semester	Credits
1	**6.3.1 (VI) School Observation**	5	2
2	**6.3.2 (VI) Supportive Skill Training**	6	2
3	**6.3.3 (VI) Developing TLM & Assistive Technology**	7	2
4	**6.3.4 (VI) Internship**	7	10
5	**6.3.5 (VI) Expanded Core Curriculum Skills practical**	8	2
6	**6.3.6 (VI) School-based Research Projects**	8	2
	Total	--	**20**

Rehabilitation Council of India ISITEP Middle Stage

School Observation

Course Code: 6.3.1 (VI) **Credits: 2** **Semester: 5**

About the Course

This practical course is aimed at providing first-hand experience to prospective teachers in observing how children with visual impairment are taught various curricular areas in different educational settings. For this purpose, the student teachers will be required to visit different organizations which will help them to understand visual impairment and its implications. It will equip them with the basic skills needed for teaching. Therefore, this course is designed to provide exposure to the teaching-learning processes (group/individual, one-to-one), various methods of teaching, and the infrastructure in various setups.

Learning Outcomes:

- Observe the existing infrastructure available in the middle schools.
- Observe and reflect on the teaching-learning processes for children with visual impairment.
- Develop skills required for teaching children with visual impairments.
- Identify best practices and suggest improvements for the quality of education delivery in middle schools for the visually impaired and related organizations.
- Observe and report the process of conducting different activities in the middle school.
- Observe and document the availability and usage of TLM.
- Study various assessment processes adopted in different types of middle schools for the holistic development of children.

Educational settings

Special middle or inclusive School for children with visual impairment.

Course contents

No.	Tasks	Specific activities	Submissions*
1	Visits to the Middle School for Children with Visual Impairment	● Study the infrastructure, and resources available in a special middle school/ Training Centre and observe the various services being offered. ● List the best practices offered by the middle schools/organizations visited. ● Write a report on the quality of education delivery in the middle special schools/organizations visited based on the	Writing reports including reflections on the teaching-learning process.

Rehabilitation Council of India ISITEP Middle Stage

		feedback from the students with visual impairment. ● Include suggestions on betterment.	
2	Classroom teaching observation at different levels and of different subjects.	● Observe the teaching of children with visual impairment. ● Observe various activities such as conversation, visits, directed activity, and story-telling/ poems and ensure observation for teaching various class subjects. ● Write the observation reports at different levels of the Middle stage and of different subjects. ● Include the learnings & insights, feedback, and areas of improvement in the observation report.	Observation Report for each observation. Presentation by student-teacher sharing the summary of their observations & reflections.

5 observation reports will be submitted in Special schools and 5 Observation reports for Inclusive or other Cross disability areas at middle level

Suggestive Mode of Transaction

●   Observation
●   Interaction
●   Discussion
●   Reviewing available literature on special education and visual impairment
●   Collection of relevant documents and data

Suggestive Assessment:

Competence	Method of Assessment	Assessed By
Involvement and active participation during visits	Observations	Teacher Educator
Comprehensive school profile and reports	Presentation & reflection	Teacher Educator

Rehabilitation Council of India ISITEP Middle Stage

Supportive Skill Training

Course Code: 6.3.2 (VI)   **Credits: 2**   **Semester: 6**

About the Course:

The Supportive Skill Training in Information and Communication technology allows the student trainees to acquire essential skills that are crucial for effective communication and accessibility in the context of visual impairment. This combines comprehensive training in Expanded Core Curriculum components. The aim is to empower educators with the fluency and skill development necessary for fostering conducive inclusive learning environments and enhancing the overall educational experience for individuals with visual impairment.

Learning Outcomes:

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

● Develop skills in Preparing Reading Readiness Pre-Braille Materials
● Demonstrate Sensory training for optimal use of remaining senses.
● Apply Independent Living Skills to students with visual impairment.
● Develop proficiency in Orientation and Mobility skills.
● Provide Hands-on training on ECC components.

Educational Settings: Special schools at middle level for children with visual impairment.

Course contents

No.	Domain	Specific activities and submission*
1	Learning Functional Academic Skills	Preparing Reading Readiness Materials for Pre-Braille skill development. Reading & Writing Braille: Learning English Braille Grade 1 and Grade 2; and Learning Bharti Braille (Hindi or any one regional Language)
2	Assistive Technologies (Manual, Electronic & Advanced)	Teaching traditional and modern technology (Abacus. Taylor Frame, Geometry Kit, etc.) Magnifiers, Non-Optical Devices, appliances for daily use, soft/audible educational toys.
3	Sensory Efficiency	Sensory training for optimal use of remaining senses (including residual vision)
4	Independent Living Skills	Personal Hygiene, eating skills/Etiquette, dressing, and basic household chores
5	Orientation & Mobility (Learning)	Learning Orientation and Mobility skills including sighted guide techniques, cane techniques, protective techniques, and searching techniques.

Rehabilitation Council of India ISITEP Middle Stage

6	Other ECC Components	Hands-on training on compensatory access, special leisure & recreational devices for Children with Visual Impairment, and training in Improving social skills.

*Activities' reports will be submitted at least five reports in each activity at Special School at Middle level.

Suggestive mode of transaction:

Demonstration with practical sessions; Observational learning. Hands-on practice.

Suggestive Mode of Assessment:

Practical demonstration, presentation, Reflective report, and discussion.

Developing TLM & Assistive Technology

Course Code: 6.3.3 (VI)   **Credits: 2**   **Semester: 7**

About the Course:

Through careful planning, educators engage students with accessible content and align activities with objectives. Preparation and use of need-based TLM and assistive technology are critical for supporting the concept formation and teaching of children with visual impairment in the Middle Stage. This particular practical component is focused on training student trainees in preparation for Teaching Learning Materials under the guidance of supervisors.

Learning Outcomes:

After completion of this course, the student teacher will be able to:
- Demonstrate proficiency in creating TLMs aligned with UDL principles.
- Utilize ICT and AI tools effectively in educational resource development.
- Develop innovative TLMs catering to diverse learning styles and specific educational needs.

Course Contents

No.	Tasks for Teacher Educators	Specific activities	Submission*
1	Development of Teaching Learning Material (TLM) based on principles of Universal Design of Learning (UDL) including Information and Communication Technology (ICT), and use of Artificial Intelligence (AI)	• Develop TLMs for developing pre-Braille reading and writing skills (At least 3 each) • Development of TLMs for various lessons appropriate for children with visual impairment and low vision in the classroom. • Preparation of TLMs using ICT for the teaching practice lessons related to the curriculum (5 topics of any subjects).	TLMs and List of prepared resources

Trainees will submit reports on ICT and AI related to disability usages and submit
at least 6 TLM based on UDL pedagogy (subject) specific

Suggestive mode of transaction:

- Workshop on the development of TLM

Rehabilitation Council of India ISITEP Middle Stage

●   Analysis of existing local-specific learning resources

Suggestive mode of assessment:

Presentation, Exhibition, demonstration

Internship in Disability Specialization

Course Code: 6.3.4 (VI) **Credits: 10** **Semester: 7**

About the Course:

All theoretical learning becomes meaningful when they are applied in context. An internship is one such field experience where the student teacher is expected to apply the learned skills and gain practice. This course provides the internship experience to the student teacher in relevant settings.

Learning Outcomes:

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

- Work in early intervention units, carrying out assessments, developing IEP, and IFSP, and implementing them for children with visual impairment
- Work in inclusive preschools along with the regular teacher in supporting children with visual impairment
- Work in special schools at middle levels addressing the learning needs of children with visual impairment
- Work in inclusive schools by adapting curriculum and instruction in classes 6 and 8 levels for children with visual impairment
- Plan and conduct lessons based on principles of UDL using need-based TLMs
- Work with parents of children in all the above age groups

Educational setting: Special middle and inclusive School for children with visual impairment.

Course contents:

#	Tasks	Specific activities	Submission*
1	Practicing functioning as a Special Educator - Intern / Assistant Teacher for the Children with visual impairment.	Engaged in all activities happening in an educational setting. Assisting Special educators in classroom activities and management such as morning assembly, school prayer, class work, writing diaries, preparation of TLM, break-time activities, and organizing cultural and sports activities.	Prepare a report based on assembly, school prayer, class work etc.
2	Lesson planning of school subjects and curricular	● Lesson Planning at different levels and of different subjects.	Lesson plans, self-evaluation

Rehabilitation Council of India ISITEP Middle Stage

	activities other than academic subjects. Practicing lessons in co-curricular teaching	● Undertaking at least 20 teaching lessons as per the assigned timetable by the organization.	reports
3	Teaching Pre-Braille skills to children with visual impairment at middle school	Develop pre-braille activities using low-cost material and training children with Visual impairment studying in middle school	Pre-braille materials
4	Planning activities other than academic tasks	Planning different activities such sports, picnics, trips, visits, competitions, celebrations, annual gatherings	Plans of activities and adapted materials if any
5	Training children with low vision	Develop large print, good contrast materials Develop sensory efficiency training materials	Materials developed for low-vision
6	Teaching Braille skills to children with visual impairment in middle school	Use of braille slate by children with visual impairment. Practicing Grade 1 and Grade 2 Braille skills with children at the middle level.	Worksheets developed while teaching braille
7	Use of modern technology to improve classroom activities.	Using technology for classroom teaching, O&M, ECC, and record-keeping for students with visual impairment.	Plans of use of ICT
8	Teaching use of various aids and appliances to children with visual impairment at middle schools	Familiarization with Taylor Frame and abacus. Teaching children basic Mathematics operations in classes 3 to 5 using Taylor Frame and abacus	Plans of use of various aids

Note: 1. Certificate from the school head grading the performance on a 5-point scale. Candidates below a score of 3, repeat the placement

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

* Reports, activities will be submitted based on above various tasks in adequate quality and quantity for middle level schools at Special and Inclusive settings.

Suggestive Mode of Transaction:

- Observation
- Interaction
- Discussion
- Teaching in the classroom
- Report writing

Expanded Core Curriculum Skills: Practical

Course Code: 6.3.5 (VI)   **Credits: 2**   **Semester: 8**

About the Course:

Expanded Core Curriculum is the base for developing independent living skills in a child with visual impairment. Tailored to the needs of every individual student, training in compensatory functional academic skills, O&M, social skills, sensory efficiency skills, etc., is critical for children with visual impairment. This practical course will equip the student trainee in transferring theory to real-life situations by preparing and implementing lessons in various components of ECC. The trainees will also develop skills in conducting functional assessments, implementing required interventions, and submitting a case study report.

Learning Outcomes:

After completing this course, student teachers will be able to:

- Conduct a case study on a child with visual impairment
- Develop an IEP
- Develop an IFSP
- Plan and demonstrate lessons on ECC
- Develop material for pre-braille skills
- Transcribe material in braille

Educational settings:

Special Middle School for children with visual impairment.

Course Contents

No.	Tasks for Student-teacher	Specific activities	Submission *
1	Case study	- Functional assessment of the child assigned. - Planning of intervention in identified deficit areas. - Implementation of remedial lessons using appropriate TLM. - Report writing	Case study report
2	Individualized Educational Plan	- Functional Assessment of the Child Assigned - Identification of areas of intervention - One annual plan for intervention of identified deficit areas in consultation with teachers and parents	IEP report

Rehabilitation Council of India ISITEP Middle Stage

3	Individualized Family Service Plan	• Ecological assessment of the child assigned • Preparation of one IFSP in consultation with teachers, parents, and other stakeholders.	IFSP report
4	Practice Teaching Lessons on ECC	• Functional assessment of the child assigned on compensatory and functional academic skills, O&M, Sensory efficiency skills, and independent living skills • Preparation of at least 5 lessons in areas of ECC skills • Implementation of lessons on ECC Skills	Lesson plans
5	Develop material in Braille	• Preparation of material for training in pre-Braille skill (at least one booklet/kit). • At least one Short story transcribed in Braille.	Pre-Braille material and stories in Braille

* Reports will be submitted activities for various above tasks in adequate numbers for Special school at middle level.

Suggestive Mode of Transaction

- Orientation to Case study planning, implementing, and writing through discussions and demonstrations
- Orientation to IEP and IFSP through discussions and demonstrations
- Hands-on activities and experiential learning

Suggested Mode of Assessment

- Observation
- Evaluation of submissions

School-Based Research Projects

Course Code: 6.3.6 (VI)   **Credits: 2**   **Semester: 8**

About the Course:

School-based research projects give insight to the student trainees to find solutions in real school situations. This course provides student trainees to identify the areas of academic and psychosocial problems of children with visual impairment and their families. The action research encourages student trainees to understand the nature of children with visual impairment, and the characteristics of children with visual impairment and to design and implement innovative teaching strategies/interventions for the children with visual impairment. The course will equip the student trainees to design a research proposal and conduct action research.

Learning Outcomes:

Sr.No	Tasks for Teacher Educators	Specific activities	Submission*
1	Select a research area that needs immediate attention	Development of Research Tools such as UDL for accessible research practices	Research reports.
2	Develop a research proposal	Systematic Review of Literature on education of children with visual impairment from last decade. Identification of the best practices and the way forward	
3	Conduct a planned research.	Undertaking a school-based research project on any of the following areas: - Primary and secondary implications of visual impairment. - Research on the current state of literacy and educational standards in special & inclusive schools - Feedback from learners with visual impairment on the mode of the teaching-learning process. - Feedback from the parents on the impact of primary and secondary implications.	

Rehabilitation Council of India ISITEP Middle Stage

4	Analyze the data and write the report.	Summarizing the best practices while conducting research with children with visual impairment.	

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

- Identify areas and domains suitable for research
- Narrate the steps involved in conducting action research
- Prepare a research proposal
- Develop the tools and techniques for the selected area
- Conduct the research, and analyze the data collected
- Write the research report

Educational setting: Special or inclusive middle School for children with visual impairment.

Course Content:

*The reports will be submitted in a comprehensive report on the basis of above tasks at specified level.

Suggestive Mode of Transaction

- Training in Case study and action research

Suggestive Assessment

- Observation of the conduct of the research
- evaluation of the submitted report
- Viva Voce

Inclusive Community Engagement and CBR

Course code: 7.1   **Credits: 2**   **Semester: 8**

About the Course

People with disabilities belong to the same community as everybody else without any disability. Therefore, the community needs to be sensitized about the rights of persons with disabilities. This course is designed to help the learners understand the importance of inclusion of people with disabilities in the community. It will also help learners develop skills to identify and gather community resources for the benefit of people with disabilities and their families. This course is action oriented and the focus is on placing the learners in the community to understand the local context, create awareness about the inclusion of PwDs, and develop strategies to strengthen the role of community in their rehabilitation.

Learning outcomes
After completion of this course, the student teacher will be able to:
Observe and describe the factors responsible for a good CBR program.
Conduct a community awareness programme on issues related to disabilities.
Learn and demonstrate the strategies for promoting public participation in community-based rehabilitation (CBR).
Develop an understanding of the role of government and global agencies in CBR.
Develop strong linkages between people with disabilities and the community.

Course Content
Educational Settings: Community
Visit an ongoing CBR programme and write a report on its efficacy.
Identify barriers for participation in the community: attitudinal, architectural, communication, programmatic, transportation, social.
Organize community awareness programmes related to disabilities: causes and prevention of disabilities, street play on breaking myths and stereotypes related to disabilities.
Work with Anganwadi's for early identification and early intervention.
Learn about the various government schemes for the PwDs on health, nutrition, and education and the role of government and global agencies in CBR.
Volunteer in camps for identification, assessment, fitments of aids, and UDID cards in the community.
Develop activities where families can volunteer to engage PwDs in community work (for e.g., giving important role to PwDs in the building festival celebrations).
Identify the health centers and any other organizations catering to the needs of PwDs and share the information with PwDs.
Identify companies offering jobs to PwDs and create awareness about the job possibilities for PwDs with some adaptations and accommodations at workplace.

Suggested mode of transaction
Placement in the community for experiential learning, Projects, Non-participatory observations, Discussions, Presentations, Seminars.

Suggestive mode of assessment
Ongoing continuous assessment of the work being done by the learners, project report submission, journal writing, and seminar assessment, etc.

Developing a CBR project plan using Participatory Rural Appraisal (PRA) techniques
1. Selection of PRA team members
2. Objectives
3. Formation of sub-topics
4. Selection of methods, designs and respondents
5. Interview
6. Sub-team meeting
7. Whole team meeting and
8. Report writing

Suggested Readings

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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.

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