Syllabi (Suggestive)
Foundational 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	30
		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	
		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	Integrated 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**	
		3.1	**Language**										
	disciplinary courses	**3.2**	**Physical Sciences (Physics, Chemistry, etc.)**										**64**
		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**
		5.2 a & 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**	
		6.2		-	-	-	-	-	2	-	-	**2**	

		6.3		-	-	-	-	-	-	2	-	**2**	**20**
		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**

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7.1	Inclusive Community Engagement and CBR	

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

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

Early years in a child's life are crucial as the growth and development are rapid, and the child learns most activities important for independent living in future. The brain development is significant during this period and learning during this period is vital for the future of the child. In case of children with disabilities, there can be atypical growth and development that impacts their learning. Special methods with focus on individualized, tailored instruction and support are used in teaching and training the child based on the type of disability or developmental delay the child has. With timely intervention and appropriate teaching, every child will learn.

National Education Policy (NEP 2020) has proposed that the Foundation stage of education will include preschool to class Two. In case of children with disabilities in the Foundational stage of education is exceptional in terms of its composition, since it contains within it, three sub-stages of child development i.e., 0-3 years - early identification and intervention, 3-6 years - Anganwadi/Pre-School/Balvatika and 6 to 8 years - primary grades 1 & 2, which links to the preparatory stage. Although all these sub-stages are along a developmental continuum, the characteristics of children with disabilities (Children with Autism Spectrum Disorder, Hearing Impairment, Intellectual Disabilities, Multiple Disabilities, Specific Learning disabilities and Visual Impairment) within each of these sub stages vary in terms of their abilities, interests and learning needs, as to what they learn and how they learn. It is important therefore for a teacher to be sensitized to these sub stages, since these have implications for various disabilities that need to be kept in mind while designing curriculum and classroom practices in a more appropriate and in contextualized manner for the inclusive schools, special schools and homebased settings.

This curriculum seen in the following pages offers content for preparing special teachers to teach children with disabilities in Foundational stage, with disability specific contents delineated in the specialisation areas of Autism Spectrum Disorder, Hearing Impairment, Intellectual Disabilities, Multiple Disabilities, Specific Learning Disabilities and Visual Impairment. This curriculum is designed based on the developmental stages and needs of children with disabilities. It is expected to enable teachers to bring in more child-centered and appropriate practices into the classrooms leading to meaningful quality education at this foundation stage for all children. As Foundational Stage in its true sense lays foundation for further education in children, it has got to be strong and child centred. Recognizing the importance of addressing stage specific needs of children with disabilities, this curriculum consists of theoretical and teaching practice programmes to address the different needs and abilities of children with disabilities. The curricular content focuses on the educational needs of children with disabilities of the following 3 sub-stages:

1. Children with Disabilities up to the age of 3 years – Early Intervention, 2. Children aged 3-6 Years in special schools/Anganwadi/ Preschool/ Balvatika, and
3. Children aged 6 to 8 in a primary school (classes I and II).

Children with Disabilities – 0 to 3 years:

Infancy and early childhood phases of a child's life are most crucial as the growth and development are rapid. A major part of brain development happens during this phase and hence this period is called as 'critical period'. For children diagnosed with a disability, the appropriate and timely intervention at this stage is crucial in minimizing the effect of disability on the child. In addition to physical support such as good nutrition and access to health needs, the child also needs a positive emotional and psycho-social environment. A special educator has to be trained in addressing the needs of the child and the family as a whole as these children tend to be at home with family until they enter preschool. The course content of this programme therefore is designed to prepare the teacher for early identification, referral if needed, early intervention and working with families and other professionals.

Children with Disabilities – 3 to 6 years

Children enter preschools around the age of three where there is ample scope for play way learning. National Curriculum Framework – Foundational Stage (2022) emphasizes the importance of the play way method of teaching and joyful learning and rightly so. Children with disabilities, like those without a disability, too enjoy playing and having fun in addition to learning other skills taught in school. Generally, we find children in the age range of 3 to 6 attending preschool, Anganwadi and Balvatika. If given the right support, children with disabilities too can attend these schools. Some of them may need a special school environment to learn and some may need home-based instruction. If children with different disabilities are not provided enough enriching experiences that are in consonance with their unique needs, their development may be delayed. The special educator at the Foundational stage should be trained to work with children with disabilities to learn in any of these learning environments. These children are typically provided with a learning environment that helps them enhance their motor, language, communication, social, and cognitive areas through storytelling, music, and play activities and facilitating learning of pre-academic skills to be ready to enter primary school. When children with disabilities have a different style and pace of learning, the special teacher has to assist in providing them with support to learn these skills. This programme at the Foundational stage is designed to provide the teacher with these vital skills.

Children with Disabilities: 6 to 8 Years / Grades 1 & 2

Generally, children in these early grades of primary education are facilitated to learn basic and Foundational Literacy and Numeracy (FLN) skills. Some children with disabilities may learn at a slower pace, as in the case of a child with intellectual and /or developmental disability, while some may need specific support to learn, such as Braille for a child who is blind or sign language for a child who is deaf. The courses in the Foundational stage are so designed to prepare the teachers to address the unique needs of these children in inclusive classes, special schools, and other home-based settings. Some of the children may still need help to carry out their basic self-help skills such as feeding and toileting and so on while some may be ready to learn academics. The teacher in this Foundational stage has to be trained to look into the range of specific needs the students have and suitably help the child learn. In addition, the teacher has to be equipped to respond to the social and emotional needs of the children. This is more so, in the case of children with disabilities having unique needs resulting from their disabilities.
In inclusive schools, the teacher has to work in collaboration with the regular educator and prepare the peer group for the smooth inclusion of the student with a disability.

Teaching Learning Environment and Accessibility

As in a regular school, while the structured activities are directed towards specific and planned learning objectives, free play activities like art, dramatization, constructive play, and devising their games with rules foster creativity and critical thinking in children. Classrooms with activity corners and open-ended play and learning materials, with shorter and more varied and interesting learning activities, and a balance of indoor/ outdoor and whole and small group activities, facilitated by an interactive teacher are some hallmarks of a stimulating developmentally appropriate learning environment for this age group.

Accessibility: It should be kept in mind that children with disabilities should have an environment that allows them to move around freely and access material; the classroom, corridor, playground, and washrooms are well-designed and barrier-free to facilitate the inclusion of children with disabilities.

Role of the Teacher: The teacher should have the freedom, once trained, to devise his/her teaching-learning sequence and activities and experiences to accomplish the overall educational objectives at this stage**. It is imperative that the regular class teacher and the special educator work in collaboration to ensure smooth inclusion and meaningful learning experiences for the child with a disability for successful inclusion.**

Being the Foundational stage, the focus needs to be on designing the curriculum for the allround development of the child, with a focus on early literacy and numeracy, leading to interest and ability to read and write with meaning and comprehension and develop

understanding of mathematical concepts. Understanding of the natural and social environment needs to form an integral part of the language and mathematics curriculum by locating it thematically in spaces that are contextually familiar to children and have meaning for them. Enabling children to experience the environment to the extent possible, whether physical, biological, social, or cultural, should be the teacher's priority rather than teaching from a textbook. Children learn best in the natural environment.

The language used and teaching content should be gender sensitive. Teaching methods should be activity-based, including stories, songs, language games, problem-solving, art, and role-play activities using dialogic teaching-learning methods. The language and learning content for children should be gender sensitive and not perpetuate any gender stereotypes. There should be no formal assessment. The teachers' observations of the child should form the assessment that is shared with the child's guardians. The progress card of the child should be formative and should make qualitative observations on the child's strengths and areas needing support; his/her interests, abilities, skills, status of health, and other aspects of the child.

These courses are designed to allow a variety of experiences with children within and outside the school. In addition, the special teacher can acquire a wide range of professional skills including drama, craft, developing curricular material, classroom management, systematic observations, documentation, and evaluation.

Specialisation areas:

All the Pedagogic courses at the Foundational stage are aimed at developing an understanding of learning at the primary (1 & 2) level for children with disabilities with specialisation in one of the specific disability areas namely Autism Spectrum Disorder, Hearing Impairment, Intellectual Disabilities, Multiple Disabilities, Specific Learning Disabilities and Visual Impairment. The learners will also be acquainted with the modes of inquiry and epistemological frameworks of their subjects so that they can use teaching strategies that are responsive to diverse settings as well as to the needs of children with different disabilities.

Enlightened Indian Perspectives

India since ancient years has been an inclusive society where persons with disabilities were never institutionalized and they lived with their families. The teachers in Gurukulas in ancient years, taught their students based on their abilities and interests and most learning was learning by doing and therefore, activity-based. The teaching process that we adopt today to teach children with disabilities is along similar lines, where we identify the abilities and needs of the person and teach them to learn by doing.

The Indian vision of education has been broad and deep, including the idea that education must foster both inner and external development. Learning about the external world should align with learning about one's inner reality and self. This is also an

eminently practical perspective – developing good health and socio-emotional skills and developing the ability to think and make good and rational choices and decisions in the world, must occur in an integrated and holistic manner. Learning is not merely gathering information but is the development of self, of our relationships with others, being able to discriminate between different forms of knowledge, and being able to fruitfully apply what is learned for the benefit of the individual and society. For children with disabilities, it is important to help them communicate effectively and learn skills to lead independent living with dignity in a socially acceptable manner.

The foregoing Bhartiya Darshan (Indian Vision) of education is fully and in letter and spirit applicable in the case of all children with disabilities regardless of their nature of disability. These children like non-disabled children are an integral part of Bhartiya Samaj (Indian Society). It is, therefore, imperative that the learning needs of these children in all areas of development are kept in mind while planning and implementing any educational program including programs for preparing teachers.

The Rights of Persons with Disabilities Act (2016) envisages that all children with disabilities must be provided opportunities to receive education in an appropriate learning environment where all facilities are available to meet his/her additional/special learning needs. A teacher of children with disabilities needs to be adequately equipped to facilitate their learning. Keeping this in mind the following program of preparing teachers for the Foundational stage has been designed.

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

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

The Constitution of India. Retrieved from accessed on dated 09/06/2024 https://lddashboard.legislative.gov.in/sites/default/files/COI...pdf

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 https://www.education.gov.in/sites/upload_files/mhrd/files/NEP_Final_English_0.pdf

National Curriculum Framework for Foundational Stage, (2022). National Council of Educational Research and Training. New Delhi: NCERT.

National Curriculum Framework for School Education (NCFSE), 2023. National Council of Educational Research and Training. New Delhi: NCERT.

Puri, M. (2012). Great Indian thinkers on education. APH Publishing.

Right of Children to Free and Compulsory Education Act, (2009). Ministry of Education. Government of India.

Rashtriya Madhyamik Shiksha Abhiyan (RMSA). (2009). Ministry of Human Resource Development.

Rights of Persons with Disabilities Act, (2016). Department of Empowerment of Persons with Disabilities, Ministry of Social Justice and Empowerment. Government of India.

Rehabilitation Council of India. (1992). Rehabilitation Council of India Act, 1992. New Delhi: Government of India.

Sarva Shiksha Abhiyan (SSA). (2000, 2001). Ministry of Human Resource Development.

Samagra Shiksha Abhiyan. (2009). Ministry of Human Resource Development.

Tagore, R. (1951/2000). What is real education? Rabindranath Tagore philosophy of education and painting (pp. 43-50). National Book Trust.

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

- 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/garbhgeeta
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.
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.

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/2023/11/2023112920332914
28.pdf
https://www.nhfdc.nic.in/upload/nhfdc/Persons_Disabilities
_31mar21.pdf
https://rehabcouncil.nic.in/sites/default/files/In-service-trainingModule/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-trainingModule/3_English_Grassroots_Level_Functionaries.pdf
https://rehabcouncil.nic.in/sites/default/files/In-service-trainingModule/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 closeended; 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/professionaldevelopment/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 & SocioCultural 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
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.

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, geopolitical 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.
- 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. शक्लु , एस. सी. और कुमार, के. (स)ं (२००८) शशक्षा का समाज शास्त्रीय सन्दर्भ. (अन.ु) एम .सी .डोशनया. ग्रन्थ शशल्पी : नई शदल्ली . कुमार ,के ,.१९९८ .शैशक्षक ज्ञान और वर्भस्व .ग्रन्थ शशल्पी :नई शदल्ली .

कुमार ,के .2007 ,.मेरा दशे तम्हारा ु दशे– र् ारत और पाशकस्तान के स्कूली इशतहास में स्वतत्रतां सघर्भं .राजकमल प्रकाशन :नई शदल्ली . तेत्सको ु ,के ,.२०११ .तोत्तो र् ान) .अनु (.प .ू या .कुशवाहा .नेशनल बकु ट्रस्ट ,नई शदल्ली . सदगोपाल ,अ ,.२००९ शशक्षा में बदलाव का सवाल .ग्रन्थ शशल्पी :नई शदल्ली . वानभर ,अ .सी ,.१९९६ .अध्यापक) .अनु (.प .ू या .कुशवाहा .ग्रन्थ शशल्पी :नई शदल्ली .

होल्ट ,जे ,.२००२ .बच्च् े असफल कै से होते हैं) ?अनु (.प .ू या .कुशवाहा .एकलव्य प्रकाशन : र् ोपाल

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(F) **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.

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

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.

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

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

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

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

Gonzalez-Mena, J. (2011). Foundations of early childhood education: Teaching children in a diverse setting. New York: McGraw-Hill

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

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

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

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

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

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

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

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.

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

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.

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/specialeducation/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/NPE1968.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%20groupspecial_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: 2** **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.

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

Ezell, H., & Justice, L. (2005). Programmatic Research on Early Literacy: Several Key Findings. IES 3rd Annual Research Conference: American Speech Language & Hearing Association.

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.

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-ReadingDevelopment.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 socioeconomic 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, POCSO2012, 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 sociocultural 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.

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.p df

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.p df

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-Freeand-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

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)
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%20 Guide%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%20Auti sm%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/autismspectrum-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-inadulthood/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.autismindia.org/docs/Advocacy_Attachments_Autistic%20Spectrum%20Disorder%20A%20Guide%20for%20Paediatricians.pdf
- https://blog.stageslearning.com/blog/10-tips-for-teaching-young-children-with-autismspectrum-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_Th eories
- https://www.researchgate.net/publication/325088451_Curriculum_Design_and_Develo pment
- https://www.unom.ac.in/asc/Pdf/CURRICULUM%20DESIGN%20AND%20DEVELO PMENT-1.pdf
- https://open.umn.edu/opentextbooks/textbooks/comprehensive-individualizedcurriculum-and-instructional-design-curriculum-and-instruction-for-students-withdevelopmental-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
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

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.
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.

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_famil ies_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.

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 wellbeing 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 speechgenerating 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_ma king.pdf

https://www.aclu.org/sites/default/files/field_document/faq_about_supported_decision_ma king.pdf
https://web.archive.org/web/20110614214114
/http://www.angelswithspecialneeds.org/monthly/severe-and-multiple-disabilities/
http://www.nsnet.org/start/severe.pdf

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.

Fazzi, D. L., & Barlow, J. M. (2017). *Orientation and Mobility Techniques*. Blind.

Hill, Everette W. (1976) *Orientation and Mobility Techniques: A Guide for the Practitioner*. American Foundation for the Blind.

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,.

Online readings

Baltisberger, S., & Cowan, C . (2017). Fun activities for teaching kids to use monocular telescopes on a low budget. Retrieved from https://library.tsbvi.edu/assoc_files/77377021.pdf 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_mas ters

https://inclusive.tki.org.nz/guides/speech-language-and-communication/supportaugmentative-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 evidencebased 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, Nonevidence 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

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 postNRP 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-BasedPractices-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.

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 postindependence 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

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

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

4.0 STAGE & DISABILITY SPECIFIC CONTENT CUM PEDAGOGY COURSES

In the following pages, the six disability-specific courses specialisation Autism Spectrum Disorder, Hearing Impairment, Intellectual Disabilities, Multiple Disabilities, Specific Learning Disabilities, and Visual Impairment are presented in alphabetical Order.

Sl. No	Semester	Course code	Course Titles Theory	Credits
1	3	4.1.1. XX	Early identification of developmental delays and disabilities – importance and methods	**2**
2	3	4.1.2 XX	Early Intervention (0 to 3 years) – importance, assessment, and teaching strategies	**2**
3	4	4.1.3 XX	Early childhood special education (3 to 6 years) – Cross disability approach	**2**
4	4	4.1.4 XX	Assessment across developmental domains	**2**
5	5	4.1.5 XX	Teaching strategies for children with disabilities in early childhood	**2**
6	5	4.1.6 XX	Role of Family & community in early intervention and early childhood education	**2**
7	6	4.1.7 XX	Implication of disabilities and curricular adaptation for classes 1 &2	**2**
8	6	4.1.8 XX	Initiatives for early childhood special & inclusive education	**2**
			Total	**16**

XX represents respective disabilities e.g. 4.1.1ASD ,4.1.1HI, 4.1.1 ID, 4.1.1 MD, 4.1.1 SLD, 4.1.1VI

AUTISM SPECTRUM DISORDER

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 selfregulation 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 Pedagogical 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.
- 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,

- **Early Identification of Developmental Delays and Disabilities: Importance and Methods**

Course Code: 4.1.1 (ASD) **Credits: 2** **Semester: 3**

About the Course

Special education teachers are required to be well-equipped to identify and address developmental delays and disabilities. Early identification and intervention are crucial, especially for conditions that may not be immediately visible, such as autism spectrum disorder (ASD). This course will provide knowledge on childhood development, enabling teachers to recognize the signs of developmental delays and disabilities at an early stage and address them effectively. This knowledge will enable them to provide the necessary support and interventions to help each child reach their full potential. The NEP 2020 has delineated the early years ranging from preschool years to class 2 as the Foundational Stage. For general education, this includes children between the ages of 3-6 years. For children with special needs, the age group of 0 to 3 years will also be addressed in the Foundational Stage.

Learning Outcomes

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

- Recognise the need and importance of early identification and intervention
- Understand the milestones of childhood development
- Identify and appreciate the variations in developmental trajectories
- Gain in-depth knowledge of ASD, the range of symptoms and how they may present differently in each child
- Illustrate the role of the educator in an interdisciplinary team

Unit 1: **Human Growth and Development**

1.1. Introduction to human development, concepts, principles, influence of nature and nurture
1.2. Stages of human development (prenatal, infancy, childhood, adolescence, adulthood)
1.3. Domains of development (neuro-developmental, motor, sensory, play, social, emotional, communication, language, cognitive and learning)
1.4. Understanding developmental milestones, variations and signs of delays and disabilities
1.5. Understanding invisible disabilities and their impact on early identification

Unit 2: Prenatal and Early Years (Zero-Eight years)

2.1 Prenatal development: conception, stages and influences on prenatal development

2.2 Birth and neonatal development: Screening the new born: APGAR Score, reflexes and responses, neuro-perceptual development
2.3 Theories of development and learning
2.4 Experiences and role of parents and other family members in early identification
2.5 Role of educators in screening and early identification

Unit 3: Introduction to Autism Spectrum Disorders

3.1 Understanding the varied manifestation of autism in children between 1-8 years
3.2 Basic principles of identification (spectrum condition, uneven skill profile, context-based, concrete, literal learning, challenges in generalisation)
3.3 Neurocognitive theories: Theory of Mind, Central Coherence and Executive Functions
3.4 Facilitators of learning: Polyvagal Theory, Monotropism, Sensory Perception Theory and Double Empathy Problem
3.5 Overview of related and co-occurring conditions

Unit 4: Screening and Diagnostic Assessments

4.1 Concept, purpose and scope of early identification
4.2 Disability screening: concept, Indian and internationally adapted tools (e.g., Ten Questions, UPANAYAN Checklist)
4.3 Autism screening: concept, Indian and internationally adapted tools (e.g., MCHATR/F)
4.4 Autism identification: DSM 5, ICD 11, ICF and neurodiversity frameworks
4.5 Autism diagnosis and certification: concept, Indian and internationally adapted tools
(e.g., Indian Scale for Assessment of Autism (ISAA), AIIMS-Modified INCLEN Diagnostic Tool for Autism Spectrum Disorder (AIIMS Modified INDTASD). Childhood Autism Rating Scale 2nd edition (CARS-2), Autism Diagnostic
Observation Schedule, Second Edition (ADOS-2), Autism Diagnostic InterviewRevised (ADI-R), Social Responsiveness Scale, Second Edition (SRS-2), The Ritvo Autism Asperger Diagnostic Scale-Revised (RAADS-R))

Unit 5: Pathways to Identification and Thereafter

5.1 Role of the educators in identification in different settings (e.g., schools, clinics etc.)
5.2 Understanding the myths and stereotypes that lead to incorrect and missed diagnosis
5.3 Considerations during identification (e.g., cultural and contextual adaptations, infrastructure and environment, role of family members)

5.4 Disclosure of diagnosis, report writing and documentation
5.5 Referrals and collaborations for continued support

Suggested Coursework/Practicum

Submit a report documenting -

- Observations of typical and autistic children (0-8 years) in hospitals, child development clinics, early intervention centres, preschools, inclusive, special needs schools, playgrounds, at home and/or in extended families
- Commonalities and differences in the development of a typically growing child diagnosed with autism
- Screening/diagnostic assessment conducted by the learner on three children between 28 years.

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 modes of assessment

- Coursework practicum
- Written assignments and essays
- Individual and group projects

Suggested Readings

Books

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

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.

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

Bredekamp, S. & Rosegrant, T. (Eds.). (1992). Reaching potentials: Appropriate curriculum and assessment for young children. Washington, DC: National Association for the Education of Young children

Gathoo, V., Palkar, G., Mathur, D., Mhatre, P., Kapoor, D., & Veling, S. (2023). Curricular Framework for Cross Disability Early Intervention and School Readiness: PEHAL (Birth to 3 years) and NIPUN Inclusive (3 to 6 years) (1st ed.). Rehabilitation Council of India. (ISBN) 978- 81-962808-0-2

Gulati, S. Kaushik, J. S., Chakrabarty, B., Saini, L., Sapra, S., Arora, N. K., Pandey, R. M.,
Sagar, R., Paul, V. K., Sharma, S. AIIMS-Modified INCLEN Diagnostic Tool for Autism Spectrum Disorder (AIIMS Modified INDT-ASD). http://pedneuroaiims.org/Tools-Combined.pdf

Hurlock, E. B. (2017). Child Development. Tata Mc.Graw Hill Publishing Company, New Delhi.

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

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

National Research Council, Commission on Behavioural and Social Sciences & Education, Committee on Early Childhood Pedagogy (2001). Eager to Learn: Educating our Preschoolers.

National Council of Educational Research and Training (2007) National Focus Group Paper on Examination Reforms

National Council of Educational Research and Training (2017). Learning Outcomes at the Elementary Stage. NCERT, New Delhi

National Council of Educational Research and Training (2019). Continuous and Comprehensive Evaluation Guidelines. NCERT

National Council of Educational Research and Training (2019). Including Children with Autism in Primary Classrooms: A Teachers Handbook. Delhi, NCERT. https://ncert.nic.in/pdf/publication/otherpublications/Including_Children_with_Autism_in_Primary_Classrooms.pdf

National Council of Educational Research and Training (2020). Guidelines for Development of E-Content for Children with Disabilities; Developed by a subcommittee of experts constituted by the Ministry of Education; Government of India: New Delhi, India.

National Council of Educational Research and Training (2022) National Curricular Framework for Foundational Stage, New Delhi: NCERT

National Council of Educational Research and Training (2022). Toy- Based Pedagogy- A Handbook (Learning for Fun, Joy and Holistic Development) Part-I. MOE, Govt. of India

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%20Au tism%20Spectrum%20Disorders.pdf

Sennott S. & Loman S. (2015). Comprehensive Individualized Curriculum and Instructional Design: Curriculum and Instruction for Students with Developmental Disabilities/Autism Spectrum Disorders. Portland State University Library. USA. https://open.umn.edu/opentextbooks/textbooks/comprehensive-individualizedcurriculum-and-instructional-design-curriculum-and-instruction-for-students-withdevelopmental-disabilities-autism-spectrum-disorders

Santrock, J. W. (2021). Life-span Development. Tata Mc.Graw Hill Publishing Company, New York.

Wetherby A, & Prizant B (2002). The Infant Toddler Checklist from the Communication and Symbolic Behaviour Scales. Baltimore: Brookes Publishing. https://psychologytools.com/test/infant-toddler-checklist

World Health Organization (2001) International Classification of Functioning, Disability and Health (ICF). WHO Publishing, Geneva

World Health Organization (2003) ICF Checklist. Version 2.1a, Clinician Form for International Classification, of Functioning, Disability and Health [cited May 24, 2008]; available from: http://www.who.int/classifications/icf/training/icfchecklist.pdf

World Health Organization (2019). International statistical classification of diseases and related health problems (11th ed.). https://icd.who.int/

Journals

- Autism https://journals.sagepub.com/home/aut
- Autism Community Network: https://www.autismnetworks.org/autism.html
- Autism Spectrum Disorders: https://www.opastpublishers.com/journal/autismspectrum-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-inadulthood/646
- Journal of Early Intervention - https://journals.sagepub.com/home/jei
- International Journal of Early Childhood: https://link.springer.com/journal/13158
- Early Childhood Educational Journal: https://link.springer.com/journal/10643
- Journal of Occupational Therapy, School and Early Intervention - https://www.tandfonline.com/toc/wjot20/current

Online links

- 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.autismindia.org/docs/Advocacy_Attachments_Autistic%20Spectrum%20Disorder%20A%20Guide%20for%20Paediatricians.pdf
- Pratham, AYJNISHD, RCI (2023). Cross Disability Early Intervention https://rehabcouncil.nic.in/sites/default/files/Curricular_Framework_CDEISR.pdf
- http://www.niepmd.tn.nic.in/publication.php
- https://thearcalliance.org/ei-portal-home-page/
- https://punarbhava.in/

Early Intervention:
Importance, Assessment and Teaching Strategies

Course Code: 4.1.2 (ASD) **Credits: 2** **Semester**: **3**

About the Course

Early identification and understanding of a child's needs can prepare the family and educators to meet those needs in ways that are best suited for the child. Using appropriate teaching strategies can significantly impact the acquisition and development of skills in the long term. Intervening early 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. This course will help the student teacher to assess and intervene with appropriate methods to help the child with developmental delay/disability.

Learning Outcomes

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

- Understand the importance of early intervention
- Recognise the different options for early intervention available for autistic children
- Identify and use the right tools to assess the different needs of the child
- Recognise and implement environmental, attitudinal and teaching facilitators based on the learning styles of early learners.
- Design a holistic curriculum that focuses on developing pivotal skills, using positive strategies.

Course content

Unit 1: Overview of Early Intervention

1.1 Significance and impact of early intervention
1.2 Understanding early intervention for young autistic children
1.3 Teaching strategies (e.g., concept-building, context-based learning, strength focus, sensory-friendly; task analysis, prompting, fading, chaining, shaping, modelling, imitation etc.) and principles of teaching (simple to complex, concrete to abstract (concrete, iconic, representational, symbolic), known to unknown, whole to part) and stages of learning (e.g., acquisition, maintenance, fluency and generalization)
1.4 Teaching methods: Montessori, multisensory, play-way, project-based
1.5 Concept of developmental age, relevance and limitations of this concept to understand autism

Unit 2: Early Interventions for Autistic Children

2.1 Speech-language therapy and the use of AACs
2.2 Sensory and occupational therapy
2.3 Parent directed / parent-mediated interventions
2.4 Role of therapies (e.g., TEACCH approach, Social approaches (e.g., social stories, comic strips etc.), Behavioural and developmental approaches (e.g., Applied
Behaviour Analysis (ABA), Verbal Behaviour Analysis (VBA), Cognitive Behaviour Therapy (CBT), (Learning Experiences and Alternate Program for Preschoolers and their Parents (LEAP), Early Start Denver Model (ESDM), The Joint Attention,
Symbolic Play, Engagement & Regulation (JASPER), Floortime, Higashi etc.)
2.5 Role of medication and alternative therapies

Unit 3: Assessment and Planning for Related and Cooccurring Conditions

3.1 Motor and coordination
3.2 Sensory processing and advantages of self-stimulatory behaviours in regulation
3.3 Developmental conditions (e.g., ID, Hyperlexia, Semantic Pragmatic Disorder)
3.4 Neurological conditions (e.g., seizures)
3.5 Physical and mental health (e.g., Autoimmune, gut-related conditions, anxiety, sleep issues, bullying, trauma and abuse)

Unit 4 Teaching Strategies for Early Autistic Learners

4.1 Differences in autistic learning styles (e.g., splinter-skill profile, context-based, concrete, literal learning, generalisation training)
4.2 Modifications, TLMs, and use of technology to create sensory-friendly learning environments at home and outside
4.3 Creating predictability and independence through the use of structure and visual supports
4.4 Ways to create a positive, trusting relationship
4.5 Building agency, confidence and self-esteem (e.g., providing and respecting choices; incorporating interests, avoiding aversive techniques and punishment procedures)

Unit 5: Considerations in Early Interventions

5.1 Motor skills and ADLs (e.g., eating, toileting, sleep routines)
5.2 Communication and use of AACs with speaking and non-speaking autistic people
5.3 Sensory and emotional regulation – understanding, identification and expression
5.4 Explorative, sensory-based play and leisure skills
5.5 Facilitating expected and unexpected transitions (within daily activities, for new activities, across different settings, transition to schools)

Suggested Coursework/Practicum

- Visit a preschool/balwadi and document your observations about existing practices and your suggestions to facilitate the inclusion of autistic children.
- Compile available information about two children between the ages of 18-36 months incl identification, overall development, functional skills assessment, and priority areas of focused interventions.

Suggestive modes 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

Suggested Readings

Books

Agrawal, A., Shukla, D. (2006). Handbook of Neuro-Rehabilitation., (1st Ed.). Hyderabad, Paras Medical Publication

Barua M. & Daley T. (2008). Autism Spectrum Disorders. New Delhi: Aahan Publications

Berkowitz, S. (2018). Make the Connection: A Practical Guide to Parents and Practitioners for Teaching the Nonverbal Child to Communicate - with AAC. Herding Cats Press.

Dunn, W. (2014). Sensory Profile 2. Bloomington: Pearson.

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

Gathoo, V., Palkar, G., Mathur, D., Mhatre, P., Kapoor, D., & Veling, S. (2023). Curricular Framework for Cross Disability Early Intervention and School Readiness: PEHAL

(Birth to 3 years) and NIPUN Inclusive (3 to 6 years) (1st ed.). Rehabilitation Council

Gray, C. (2016). The New Social Story Book, Revised and Expanded 15th Anniversary Edition. United States: Future Horizons.of India.(ISBN) 978-81-962808-0-2

Grover, U (2004), Play, fun and learn, Secunderabad: NIMH publications

J. Krishnaswamy. (1992). The UPANAYAN early intervention programme. Madras: MNC

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

Narayan, J. (Ed.) (1999) School readiness for children with special needs. Secunderabad: NIMH.

National Research Council, Commission on Behavioural and Social Sciences & Education, Committee on Early Childhood Pedagogy (2001). Eager to Learn: Educating our Preschoolers.

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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%20Au tism%20Spectrum%20Disorders.pdf

Sennott S. & Loman S. (2015). Comprehensive Individualized Curriculum and Instructional Design: Curriculum and Instruction for Students with Developmental Disabilities/Autism Spectrum Disorders. Portland State University Library. USA. https://open.umn.edu/opentextbooks/textbooks/comprehensive-individualizedcurriculum-and-instructional-design-curriculum-and-instruction-for-students-withdevelopmental-disabilities-autism-spectrum-disorders

Wehmeyer, M.L, Brown, I., Percy, M., Shoegren, K.A., Fung, W.L.A. (2071). A comprehensive guide to intellectual and developmental disabilities, Baltimore: Paul.H. Brookes

Journals

- Autism https://journals.sagepub.com/home/aut
- Autism Community Network: https://www.autismnetworks.org/autism.html
- Autism Spectrum Disorders: https://www.opastpublishers.com/journal/autismspectrum-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-inadulthood/646
- Journal of Early Intervention - https://journals.sagepub.com/home/jei
- International Journal of Early Childhood. https://link.springer.com/journal/13158
- Early Childhood Educational Journal https://link.springer.com/journal/10643
- Journal of Occupational Therapy, School and Early Intervention - https://www.tandfonline.com/toc/wjot20/current

Online links

- 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.autismindia.org/docs/Advocacy_Attachments_Autistic%20Spectrum%20Disorder%20A%20Guide%20for%20Paediatricians.pdf
- https://open.umn.edu/opentextbooks/textbooks/early-childhood-literacy-engaging-andempoweringemergent- readers-and-writers-birth-age-5
- https://www.niepid.nic.in/ListofPublication.php
- www.niepmd.tn.nic.in/publication.php
- https://www.niepid.nic.in/ListofPublication.php

- https://thearcalliance.org/ei-portal-home-page/
- https://punarbhava.in/

Early Childhood Special Education (3 to 6 years)
Cross disability approach

Course code: 4.1.3 (ASD) **Credits: 2** **Semester: 4**

About the course

All children are born wired to learn. It is essential for children with disabilities that they are provided with a systematized stimulating learning environment in the early years so that they can overcome their communication and learning challenges. This helps to create the right start from the right stage. Early childhood special education is hence essential and has the potential to pave the way for further education of children with disabilities. While there exist special disability-specific early childhood education centers, the approach is gradually moving towards a cross-disability approach. This is so because there exist a lot of commonalities in barriers such as that of communication, mobility, literacy development, and so on. Cross-disability is being used as a unified, collective movement that comprehensively addresses the needs of young children with disabilities inclusively.

Learning outcomes

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

- Narrate the importance of early childhood special education (ECSE).
- Describe the practices in ECSE.
- Discuss the various childhood disabilities and their impact on various developmental domains.
- Explain the cross-disability approach to early intervention and early childhood special education.
- Demonstrate understanding on how to organize a cross-disability early intervention center (CDEIC).

Course content

Unit 1: Early Childhood Special Education (ECSE)

1.1 Need and rationale for ECSE
1.2 Approaches and guiding principles for ECSE
1.3 Setting up of ECSE centers and functionaries
1.4 Issues and concerns about enrolment, curriculum, human resources, and accreditation
1.5 Stakeholder's support for ECSE

Unit 2: Practices in ECSE

2.1 Organization of ECSE based on Developmentally Appropriate Practices (DAP)
2.2 Play and activities for ECSE
2.3 Indigenous and cultural practices in ECSE – merits and misconceptions
2.4 Designing and developing activity calendar and use of Teaching Learning Material (TLM) for early stimulation
2.5 Responsive caregiving and parenting for ECSE

Unit 3: Disabilities and their implications on developmental domains

3.1 Physical disabilities: impact on developmental milestones
3.2 Sensory disabilities- hearing and visual impairment: impact on developmental milestones
3.3 Intellectual and developmental disabilities: impact on developmental milestones
3.4 Multiple disabilities: impact on developmental milestones
3.5 Common issues in development and learning across disabilities

Unit 4: Cross disability approach for early intervention and ECSE

4.1 Meaning and concept of cross-disability approach
4.2 Need and rationale for cross-disability approach
4.3 Global and national trends in cross-disability approach
4.4 Cross-disability approach as a preventive intervention program for at-risk children
4.5 Benefits and advantages of cross-disability approach covering economics, interdisciplinary inputs, and holistic child development

Unit 5: Organizing a Cross-Disability Early Intervention Center (CDEIC)

5.1 Foundations and goals of CDEIC
5.2 Setting up of CDEIC
5.3 Assessments in ECSE and program planning and implementation in CDEIC
5.4 Facilities, services, and functionaries in CDEIC
5.5 Cross disability early intervention: paving the way for inclusive education

Suggested Coursework/Practicum

- Visit a CDEIC and observe the activities for a day and report on the activities, professionals involved, the organization of the center, and other details.
- Compile details on the organization of cross-disability early childhood special education centers.

- Make a poster/PowerPoint presentation on the importance of cross-disability early intervention and early childhood special education.

Suggested modes of transaction

Lecture discussion, group project assignment, demonstrations, role-play, quiz

Suggested modes of assessment

Class participation, completion and quality of assignments, internal tests

Suggested readings

Books

Department of Empowerment of Persons with Disabilities (Divyangjan). (2021). Handbook on Early Intervention Centers for Children with Disabilities. Government of India.

Egan, R. W., Lerner, J. W., & Lowenthal, B. (2013). Preschool children with special needs: Children at risk, children with disabilities, print offer. Pearson.

Gathoo, V., Palkar, G., Mathur, D., Mhatre, P., Kapoor, D., & Veling, S. (2023). Curricular Framework for Cross Disability Early Intervention and School Readiness: PEHAL (Birth to 3years) and NIPUN Inclusive (3 to 6 years) (1st ed.). Rehabilitation Council of India. (ISBN) 978-81-962808-0-2

Guralnick, M. J. (2001). An overview of the developmental systems model for early intervention. In M. J. Guralnick (Ed.), Early childhood intervention: A promise to children and families for their future (pp. 3-24). Brookes Publishing. https://depts.washington.edu/chdd/guralnick/pdfs/overview_dev_systems.pdf

Kaga, Y., Bennett, J., & Moss, P. (2010). Caring and learning together: A cross-national study on the integration of early childhood care and education within education. UNESCO

Lerner, J. W., Lowenthal, B., & Egan, R. (2003). Preschool children with special needs: Children at risk and children with disabilities. Prentice Hall

Mishra, R. C. (2009). Early childhood care and education. New Delhi: APH Publishing.

Journal articles

Ngubane, M., & Chetty, V. (2016). Caregiver satisfaction with a multidisciplinary communitybased rehabilitation programme for children with cerebral palsy in South Africa. South African Family Practice, 59(1), 35–40. https://doi.org/10.1080/20786190.2016.1254929

Thyagarajan, R., Swathi, N., Shanthi, R., Keerthi, K., M.A., Shree, Sd., Safa, & Rithika, T. (2023). Effectiveness of Multidisciplinary Team Intervention in Children with Autism

Spectrum Disorders: A Pilot Study. International Journal of Indian Psychology, 11(3), 825-837. DIP:18.01.079.20231103, DOI:10.25215/1103.079. available at

https://ijip.in/articles/effectiveness-of-multidisciplinary-team-intervention-inchildren-with-autism-spectrum-disorders-a-pilotstudy/#:~:text=Conclusions%3A%20The%20Effectiveness%20of%20the,skills%20in %20children%20with%20ASD

Online links

Ali Yavar Jung National Institute of Speech and Hearing Disabilities (Divyangjan). (2021). Development of module on early listening and communication skills for children with cochlear implant under ADIP scheme. https://ayjnihh.nic.in/sites/default/files/upload_documents/ebook_EarlyListening_CI_ADIP.pdf

Department of Empowerment of Persons with Disabilities. (2021). Handbook on early intervention centres for children with disabilities. https://divyangjan.depwd.gov.in/content/upload/uploadfiles/files/LowWebversionHan dbookEIC.pdf

Department of Empowerment of Persons with Disabilities. (2022). Curricular framework for cross disability early intervention and school readiness. https://divyangjan.depwd.gov.in/upload/uploadfiles/Curricular_Framework_CDEISR. pdf

Honório, S., Batista, M., Mesquita, H., & Ribeiro, J. (2020). Multidisciplinary Interventions for People with Diverse Needs - A Training Guide for Teachers, Students, and Professionals. Bentham Science Publishers. https://doi.org/10.2174/9789811446771120010 1

UNESCO (2018). Education for All: A Global Framework for Action. https://en.unesco.org/education/framework-action

UNESCO (2020). Global Education Monitoring Report. https://www.unesco.org/en/education/global-education-monitoring-report/

WHO (2018). The Nurturing Care Framework: Improving the Care of Young Children and their Families. https://www.who.int/maternal_child_adolescent/documents/nurturingcare-framework/en/

World Bank Group (2019). World Development Report 2019: The Changing Nature of Work. https://www.worldbank.org/en/publication/wdr2019

World Health Organization. (2012). Early Childhood Development and Disability: A discussion paper. Geneva: World Health Organization. https://iris.who.int/bitstream/handle/10665/75355/?sequence=1

Assessment Across Developmental Domains

Course Code: 4.1.4 (ASD) **Credits: 2** **Semester: 4**

About the Course

Assessment is the first step towards identification, and planning for educational programs and interventions for a child with developmental delays or with a likelihood of having a disability. Assessments are done for different purposes, such as for screening and diagnosing, certification, program planning and teaching, and also for monitoring the progress of the child. To understand the child, the tools for assessment are therefore carefully chosen according to the purpose of the assessment and just as importantly to suit the age, context and needs of the child. In this course, various aspects of assessment in early childhood special education with a particular focus on the role of the teacher are discussed in detail.

Learning Outcomes

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

- Discuss the purpose and elements of assessments in early childhood
- Demonstrate knowledge and application of standardized and informal tools of assessment across developmental domains
- Apply the information collected from assessments done in planning an educational program and interventions.
- Understand autistic children holistically including their interests, needs and strengths and their family context
- Understand the role and importance of collaborating with other professionals and family members

Course Content

Unit 1: Understanding Assessment for Educational Planning and Intervention

1.1 Concept, purpose, scope and significance of assessments

1.2 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)

1.3 Considerations during assessments (e.g., cultural and contextual adaptations, infrastructure and environment, the role of family members)

1.4 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.)

1.5 Consolidating information, documentation and report writing, sharing with the family

Unit 2: Assessment Across Developmental Domains

2.1 Developmental skills (e.g., Infant-Toddler Checklist, Child Developmental Screening, Sensory-profile)
2.2 Speech, language and communication: Indian and international tools and apps (e.g., ABLLS)
2.3 Adaptive and functional skills (e.g., VABS -3; VB-MAPP, AFLS)
2.4 Cognitive skills (e.g., WISC, MISIC, Binet-Kamath, Raven's Progressive Matrices, Seguin Form Board)
2.5 Educational and program planning (e.g., PEP-R; FACP; EACCID BASIC-MR, and BASAL-MR)

Unit 3: Assessment for Related and Cooccurring Conditions (Age 3-8)

3.1 Motor and coordination
3.2 Sensory processing, need and advantages of self-stimulatory behaviours in regulation
3.3 Developmental and neurological conditions (e.g., ID, LD, ADHD, Hyperlexia, Semantic Pragmatic Disorder, seizures)
3.4 Physical health (e.g., Autoimmune, gut-related conditions)
3.5 Mental health and well-being (e.g., sleep issues, bed wetting, depression, anxiety, OCD, Masking and camouflaging, bullying, trauma and abuse)

Unit 4: Assessment of Learning Needs and Styles (Age 3-8)

4.1 School readiness skills
4.2 Executive functioning and perspective-taking skills
4.3 Strengths and interest profile
4.4 Safety and survival skills
4.5 Assessment for need and use of AT for academic learning and evaluation (e.g., reading, writing & mathematics - talking books, recorder, optical character recognition, speech recognition systems, alternative writing surfaces, pencil grips, podcasts, proofreading software, talking calculators, electronic math worksheets, fluidity software)

Unit 5: Assessment of Family and Community Support

5.1 Child and family context (e.g., geographical and socio-cultural setting, socioeconomic status, literacy and language levels, access to resources and services, cultural practices, attitudes and values etc.)

5.2 Family resources that impact the child's needs and intervention (e.g., role of immediate and extended family members, presence of disabilities within the family,
5.3 Professional and community support available to the family
5.4 Assessment to facilitate continuous and periodic assessment and programme planning in consultation with the team members
5.5 Referrals, collaborations and parent support groups

Suggested Coursework/Practicum

- Assess 5 autistic children in special and/or inclusive schools and document their skills, interests, learning styles and support needs.
- With specific examples, illustrate the differences in skill profiles of different autistic children and how it impacts teaching autistic students.

Suggestive Modes 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

Suggested Readings

Books

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.

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

Barua M. & Daley T. (2008). Autism Spectrum Disorders. New Delhi: Aahan Publications.

http://www.autismindia.org/docs/Advocacy_Attachments_Autistic%20Spectrum%20Disorder%20A%20Guide%20for%20Paediatricians.pdf

Brue, A. W, Wilmshurst, L., (2016). Essentials of Intellectual Disabilities, Assessment and

Constantino, J. N., & Gruber, C. P. (2012). Social Responsiveness Scale, Second Edition (SRS-2). Torrance: Western Psychological Services.

Doll, E. A. (1935). Vineland Social Maturity Scale (VSMS).

Doyle, B. T. & Doyle, E. (2004). Autism Spectrum Disorders - From A To Z - Assessment, Diagnosis and More. Future Horizons Incorporated, Future Horizons Inc.

Dunn, W. (2014). Sensory Profile 2. Bloomington: Pearson.

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.

Gathoo, V., Palkar, G., Mathur, D., Mhatre, P., Kapoor, D., & Veling, S. (2023). Curricular Framework for Cross Disability Early Intervention and School Readiness: PEHAL (Birth to 3 years) and NIPUN Inclusive (3 to 6 years) (1st ed.). Rehabilitation Council of India. (ISBN) 978-81-962808-0-2

Glasberg, Beth A.(2016). Functional Behaviour Assessment For People With Autism - Making Sense Of Seemingly Senseless Behaviour- Woodbine House

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

Gulati, S. Kaushik, J. S., Chakrabarty, B., Saini, L., Sapra, S., Arora, N. K., Pandey, R. M.,

Sagar, R., Paul, V. K., Sharma, S. AIIMS-Modified INCLEN Diagnostic Tool for Autism Spectrum Disorder (AIIMS Modified INDT-ASD). http://pedneuroaiims.org/Tools-Combined.pdf

Jeyachandaran, P., & Vimala, V. (2000). Madras Developmental Programming System. Chennai: Vijay human services

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

Lord, C., Rutter, M., DiLavore, m. D., P. C., Risi, S., Gotham, K., Bishop, S. L., Luyster, R. J., Guthrie, W. (2012). Autism Diagnostic Observation Schedule, Second Edition (ADOS-2). CA: Western Psychological Services.

Malin's Intelligence Scale for Indian Children (MISIC)

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

Myreddi, V., & Narayan, J. (2004). Functional Assessment Checklist for Programming – PMR, NIMH, Secunderabad

Narayan, J. (2008). Grade Level Assessment Device for Children with Learning Problems in Regulars Schools, Secunderabad: NIMH

National Research Council, Commission on Behavioural and Social Sciences & Education, Committee on Early Childhood Pedagogy (2001). Eager to Learn: Educating our Preschoolers.

National Council of Educational Research and Training (2007) National Focus Group Paper on Examination Reforms

National Council of Educational Research and Training (2017). Learning Outcomes at the Elementary Stage. NCERT, New Delhi

National Council of Educational Research and Training (2019). Continuous and Comprehensive Evaluation Guidelines. NCERT

National Council of Educational Research and Training (2019). Including Children with Autism in Primary Classrooms: A Teachers Handbook. Delhi, NCERT. https://ncert.nic.in/pdf/publication/otherpublications/Including_Children_with_Autism_in_Primary_Classrooms.pdf

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National Council of Educational Research and Training (2022) National Curricular Framework for Foundational Stage, New Delhi: NCERT

National Council of Educational Research and Training (2022). Toy- Based Pedagogy- A Handbook (Learning for Fun, Joy and Holistic Development) Part-I. MOE, Govt. of India

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

Partington, J. W. (2006). Assessment of Basic Language and Learning Skills, Revised (ABLLS-R). Pleasant Hill, CA: Behavior Analysts.

Partington, J. W., Mueller, M. M. (2012). The Assessment of Functional Living Skills (AFLS). CA: Behavior Analysts.

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

Peshawaria, R. & Venkatesan, S. (1992): Behavioural Assessment Scales for Indian Children with Mental Retardation.

Rao, VRPS, Narayan J (2000) Aarambh package , UNICEF- NIMH: 1secunderabad: NIMH

Ritvo, R. A., Ritvo, E. R., Guthrie, D. et al. (2011). The ritvo autism asperger diagnostic scale-revised (RAADS-R): a scale to assist the diagnosis of autism spectrum disorder in adults: an international validation study. Journal of Autism and Developmental Disorders.

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%20Au tism%20Spectrum%20Disorders.pdf

Sennott S. & Loman S. (2015). Comprehensive Individualized Curriculum and Instructional

Design: Curriculum and Instruction for Students with Developmental Disabilities/Autism Spectrum Disorders. Portland State University Library. USA. https://open.umn.edu/opentextbooks/textbooks/comprehensive-individualizedcurriculum-and-instructional-design-curriculum-and-instruction-for-students-withdevelopmental-disabilities-autism-spectrum-disorders

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Sundberg, M. L. (2008). VB-MAPP Verbal Behaviour Milestones Assessment and Placement Program: A Language and Social Skills Assessment Program for Children with Autism Or Other Developmental Disabilities (VB-MAPP): Guide. United States: AVB Press.

Wetherby A, & Prizant B (2002). The Infant Toddler Checklist from the Communication and Symbolic Behaviour Scales. Baltimore: Brookes Publishing. https://psychologytools.com/test/infant-toddler-checklist

World Health Organization (2001) International Classification of Functioning, Disability and Health (ICF). WHO Publishing, Geneva

World Health Organization (2003) ICF Checklist. Version 2.1a, Clinician Form for International Classification, of Functioning, Disability and Health [cited May 24, 2008]; available from: http://www.who.int/classifications/icf/training/icfchecklist.pdf

World Health Organization (2019). International statistical classification of diseases and related health problems (11th ed.). https://icd.who.int/

Journals

- Autism https://journals.sagepub.com/home/aut
- Autism Community Network: https://www.autismnetworks.org/autism.html
- Autism Spectrum Disorders: https://www.opastpublishers.com/journal/autismspectrum-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-inadulthood/646

Online links

- 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.autismindia.org/docs/Advocacy_Attachments_Autistic%20Spectrum%20Disorder%20A%20Guide%20for%20Paediatricians.pdf
- https://ijsi.in/wp-content/uploads/2024/02/18.02.001.20240901.pdf
- https://ijsra.net/sites/default/files/IJSRA-2023-0090.pdf
- https://www.researchgate.net/publication/372212519_Determining_the_Evaluation_Methods_Used_by_Special_Education_Teachers_Working_with_Individuals_with_Multip le_Disabilities
- https://aseba.org/wp-content/uploads/2019/02/schoolagecbcl.pdf
- http://www.autismindia.org/docs/Advocacy_Attachments_Autistic%20Spectrum%20Disorder%20A%20Guide%20for%20Paediatricians.pdf
- http://pedneuroaiims.org/Tools-Combined.pdf
- https://psychology-tools.com/test/infant-toddler-checklist

Teaching Strategies in Early Childhood for Children with Autism

Course Code: 4.1.5 (ASD) **Credits: 2** **Semester: 5**

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 young children with autism in special and inclusive schools and home education. This course also provides a multidimensional perspective on teaching approaches currently being used for children with ASD. 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.

Learning Outcomes

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

- Understand and apply the concepts of curriculum designing, adaptation and evaluation to meet the learning needs of autistic children
- Develop and adapt IEPs based on the assessment to meet the specific learning needs of autistic students
- Understand and implement a positive approach in all interactions including teaching
- Critically review and apply appropriate teaching strategies and develop teachinglearning material
- Identify and teach pivotal skills to young autistic learners

Course Content

Unit 1: Curriculum Development and Adaptation for Autistic Children

1.1 Concept, and types of curriculums: core, support, collateral, co-curriculum hidden

1.2 Approaches and principles for curriculum development (e.g., developmental, functional, ecological, eclectic, school-based) and curriculum transaction (e.g., person-centred, activity-centred)

1.3 Curriculum designing based on the individual profile (e.g., functioning level, age appropriateness, active vs. passive learning, holistic development, learning in natural and routine-based environments)

1.4 Curriculum adaptations for different settings (e.g., home-based settings, pre-schools, special and inclusive schools, in-person, online, blended, group, 1:1 settings) and focus on the hidden curriculum (e.g., awareness of expected but not explicit rules, processes and procedures, social hierarchies and protocols)

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

Unit 2: Individualised Educational Plan (IEP)

2.1 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)
2.2 Role of technology in curriculum development and preparing IEPs
2.3 Identification and implementation of appropriate teaching strategies (e.g., concept building, context-based learning, neurodiversity affirming, strength focus, sensory friendly environmental adaptations)
2.4 Monitoring progress (e.g., acquisition, maintenance, fluency and generalization)
2.5 Report writing and documentation

Unit 3: Positive Teaching Strategies

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

Unit 4: Foundational Teaching Practices

4.1 Application of teaching strategies (e.g., task analysis, prompting, fading, chaining, shaping, modelling, imitation etc.) and principles of teaching (simple to complex, concrete to abstract, known to unknown, whole to part) to enforce generalization of concepts
4.2 Use language and communication and AACs with speaking and non-speaking children
4.3 Identify sensory and emotional needs and regulation (e.g., environmental, body awareness, expression and management)
4.4 Prepare for transitions across activities, settings, people, and ages
4.5 Teach executive functioning skills using visual supports (e.g., sticky notes, highlighter pens, or tapes, graphic/ digital organisers, calendars, labelling, to-do lists, timers)

Unit 5: Curricular Focus

5.1 Motor and daily living skills (e.g., adapted sports, eating, toileting, bathing, brushing, dressing, grooming, sleeping)

5.2 Pre-academics (pre-reading, pre-writing, pre-math skills) Foundational Literacy and Numeracy (FLN) skills, environmental awareness, and functional academics with and without assistive technologies (e.g., talking books and podcasts, recorders, pencil grips, proofreading software, calculators, electronic math worksheets, virtual manipulatives etc.)

5.3 Self-learning and recreational skills

5.4 Social interactions (e.g., adapted games and group activities like arts, crafts, picnics, interpersonal skills and conflict resolution),

5.5 Self-advocacy and positive mental health (e.g., anxiety, asking for help, expressing needs and thoughts)

Suggested Coursework/Practicum

- Develop an activity book with teaching strategies for any three skills of your choice according to the current level of functioning of the child
- Adapt a preschool curriculum to meet the needs of an autistic child
- Develop a demonstration video for two teaching strategies.

Suggestive Modes 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

Suggested Readings

Books

Carroll, J.M (2020). Art Therapy and Individuals with Developmental Disabilities, London: Jessica Kingsley Publishers

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

Kranowitz, C. S. & Newman J. (2010). Growing an In-Sync Child: Simple, Fun Activities to Help Every Child Develop, Learn and Grow. Penguin, USA.

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

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

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National Council of Educational Research and Training (2019). Including Children with Autism in Primary Classrooms: A Teachers Handbook. Delhi, NCERT. https://ncert.nic.in/pdf/publication/otherpublications/Including_Children_with_Autism_in_Primary_Classrooms.pdf

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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%20Au tism%20Spectrum%20Disorders.pdf

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Simpson, R.L. & Myles, B.S. (2008). Educating Children and Youth with Autism: Strategies for effective practice, 2nd ed. Pro.Ed. Texas.

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.

Wehmeyer, M.L, Brown, I., Percy, M., Shoegren, K.A., Fung, W.L.A. (2071). A comprehensive guide to intellectual and developmental disabilities, Baltimore: Paul.H. Brookes.

Journals

- Autism https://journals.sagepub.com/home/aut
- Autism Community Network: https://www.autismnetworks.org/autism.html
- Autism Spectrum Disorders: https://www.opastpublishers.com/journal/autismspectrum-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-inadulthood/646
- https://www.sciencedirect.com/journal/early-childhood-research-quarterly
- https://us.sagepub.com/en-us/nam/journal/contemporary-issues-early-childhood
- https://www.wiley.com/en-us/Child+Development+Perspectives-p-9780JRNL58456 - https://ecrp.illinois.edu/

Online links

- 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.autismindia.org/docs/Advocacy_Attachments_Autistic%20Spectrum%20Disorder%20A%20Guide%20for%20Paediatricians.pdf
- http://www.tandfonline.com/toc/ceye20/current#.VIi8X3v0_Si
- https://www.tandfonline.com/toc/cijd20/current
- https://www.tandfonline.com/toc/ujec20/current

- https://us.sagepub.com/en-us/nam/journal-of-early-intervention/journal201886 - https://ectacenter.org/portal/journals.asp

Role of Family and Community in Early Intervention and Early Childhood Education

Course Code: 4.1.6 (ASD) **Credits: 2** **Semester**: **5**

About the Course

The presence of a disability confronts parents with situations that they often are unfamiliar with and unprepared for. Special educators most often become the consistent source of trust, support and guidance. A sensitive, skilled, and informed professional can help parents develop healthy and positive parenting skills as well as knit the family together to ensure all family members can enjoy the quality of life. As an advocate within the community, a special educator also has the responsibility of creating awareness and involving the community to support the family. This course discusses the ways and means to achieve these goals.

Learning Outcomes

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

- Understand the different experiences and perspectives of autistic people and their families.
- Identify and implement ways to empower family members based on their individual needs
- Sensitively support the parents, siblings and other family members of the autistic child
- Understand the role of an educator learn the necessary skills and build competency
- Facilitate skill development at home that can facilitate community participation and prepare for transitions to school-based learning

Course Content

Unit 1: Building Personal Competency to Support Family of Autistic Children

1.1 Building cultural and contextual sensitivity and understanding intersectionality

1.2 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.)

1.3 Skills necessary in counselling families (e.g., non-judgmental, unconditional acceptance, active listening, being non-directive, empathy, paraphrasing and reflecting etc.)

1.4 Skills to engage, empower and enthuse families with techniques in co-developing and executing IFSP and IEP

1.5 Awareness of autism and/or co-occurring disabilities in parents or other family members and building support accordingly

Unit 2. Learning from Autistic Persons and their Families

2.1 Parental perspectives on their journey: Emotions, goals, positive experiences, challenges experienced, needs and helpful supports
2.2 Siblings' perspectives about growing up with a different sibling: Emotions, goals, positive experiences, challenges experienced, needs and helpful supports
2.3 Experiences from autistic self-advocates about living with people without autism: Emotions, goals, positive experiences, challenges, needs and helpful supports
2.4 Addressing family as a unit: grandparents, parents, siblings and extended family members
2.5 Role of an educator in the lives of autistic people, their families and the community

Unit 3: Empowering Families of Autistic Children

3.1 Facilitating knowledge of and access to the legal framework and government scheme
3.2 Participation in parent-empowerment training programs
3.3 Family-centred practices: ACT program, family systems program, instructional and interactional programs
3.4 Role and responsibilities of parents, caregivers, siblings and extended family
3.5 Role of educator, parents and family members in service delivery and advocacy

Unit 4: Building Competency in Parents and Family Members

4.1 Building self-esteem and self-confidence to address stigma and discrimination
4.2 Promoting positive mental health, well-being, community participation and advocacy skills
4.3 Empowering parents with skills to recognise good practices and service providers
4.4 Connecting with formal and informal support groups and organisations for parents, siblings, and autistic people
4.5 Skills for systematic observations, record keeping and documentation

Unit 5: **Home-Based Teaching Using Positive Behaviour Supports**

5.1 Building a bond, facilitating interactions, and enhancing communication
5.2 Creating structure and predictability through the use of visual supports at home
5.3 Home-based teaching with available resources (e.g., self-care skills, leisure skills
5.4 Teaching skills essential in community participation (e.g., getting a haircut, going to a movie, attending family events, vacations etc.)

5.5 Teaching skills essential in planning, and preparing for transitions (within activities and settings including going to a school)

Suggested Coursework/Practicum

- Interact with at least 3 different families. Identify families at different stages of their journey. (e.g., child age 2-4 years, 4-8 years; 8-12 years; and/or those who received a diagnosis in the past 1-2 years, 2-5 years, 5+ years
- Record the different perspectives of mothers, fathers, siblings and other family members Submit a report on your observations about the similarities and changes in the perspectives and needs of different families over time

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

Suggested Readings

Books

Kapoor, G. (2020). Beyond the Blue: Love, Life and Autism. India: Notion Press.

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

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- Autism Community Network: https://www.autismnetworks.org/autism.html
- Autism Spectrum Disorders: https://www.opastpublishers.com/journal/autismspectrum-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-inadulthood/646
- https://www.sciencedirect.com/journal/early-childhood-research-quarterly

- https://us.sagepub.com/en-us/nam/journal/contemporary-issues-early-childhood
- https://www.wiley.com/en-us/Child+Development+Perspectives-p-9780JRNL58456 - https://ecrp.illinois.edu/
- Journal of Child and Family Studies,
- Journal of Intellectual Disability Research, - Journal of Education, Culture and Society - Asia Pacific Disability Rehabilitation Journal.
- Journal of Child Psychology and Psychiatry

Online links

- http://autism-india.org
- https://www.donnawilliams.net/
- http://www.buildsomethingpositive.com/wenn/
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- https://thegirlwiththecurlyhair.co.uk
- https://autisticnotweird.com
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- https://kbrudraakshkb.wixsite.com/autism-advocacy
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- https://out-of-sync-child.com/
- https://neuroclastic.com
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- https://teacch.com/resources/
- http://www.autismindia.org/docs/Advocacy_Attachments_Autistic%20Spectrum%20Disorder%20A%20Guide%20for%20Paediatricians.pdf
- pecialneedsalliance.org/blog/the-emotional-journey-of-families-with-specialneeds/#:~:text=During%20the%201960s%20and%201970s,%2C%20depression%2C% 20understanding%20and%20acceptance.
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- https://impactparents.com/blog/complex-kids/5-stages-of-the-special-needs-parent/
- https://psycnet.apa.org/fulltext/2014-52730-005.html
- https://ncpcr.gov.in/baalswaraj/
- https://wcd.nic.in/
- https://www.india.gov.in/official-website-ministry-social-justice-and-empowerment
- https://rbsk.mohfw.gov.in/RBSK/

Implication of Autism and Curricular Adaptation for Classes 1 & 2

Course Code: 4.1.7. (ASD) **Credits: 2** **Semester: 6**

About the Course

Many children with autism in classes one and two benefit from adaptations in academic and non-academic areas, that can facilitate a strong foundation. A special educator has a pivotal role in planning, teaching and evaluating the learning of a child using the principles of Universal Design for Learning (UDL). This course aims to prepare the special teacher to work in various educational settings to help the student learn optimally.

Learning Outcomes

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

- Understand the academic and non-academic challenges experienced by autistic children in an educational setup
- Recognise and implement support needs for children with autism in classes 1 & 2 in inclusive and special schools
- Demonstrate competency in developing and adapting content and pedagogy to teach English /Hindi/regional language
- Demonstrate competency in developing and adapting content and pedagogy to teach Numeracy and Mathematics
- Demonstrate competency in teaching and facilitating participation in games, sports, music, art, and extracurricular activities.

Course Content

Unit 1: **Preparing for the Education of Autistic Students**

1.1 Understand autistic learning styles (e.g., interests, strengths, needs, skills profile, context-based, concrete, literal learning, generalisation training etc.)

1.2 Prepare the infrastructure, (e.g., classrooms, activities, technology), environment and activities (e.g., sensory-friendly, predictable routines, structured, visual clarity, prepare for transitions, use of AACs and other means of communication) and people (e.g., parents, management, educators, support staff etc.)

1.3 Recognise and plan for the academic and non-academic challenges experienced by autistic learners in educational settings

1.4 Use of principles of UDLs in adaptation, accommodation and modification of content, teaching and evaluations

1.5 Creating a safe and positive relationship that promotes the child's autonomy, confidence and self-esteem (e.g., providing and respecting choices; incorporating interests, avoiding aversive techniques and punishment procedures)

Unit 2: Neurodiversity-Affirming Teaching Strategies

2.1 Using neurodiversity-affirming strategies (e.g., use of structure, visual supports, strengths, interests and motivation, social stories, comic strips, task analysis)
2.2 Adaptation of physical environment and development of individualised TLMs and teaching aids (e.g., adaptive books, manipulatives and shoe box activities)
2.3 Using ICT for developing TLMs, teaching and evaluations
2.4 Addressing the hidden curriculum (e.g., awareness of expected but implicit rules, processes and procedures, social hierarchies and protocols)
2.5 Facilitating peer relationships inside and outside the classroom and creating an environment that promotes respect for all and minimises opportunities for bullying and abuse

Unit 3: Teaching English, Hindi and/or Other Languages

3.1 Importance of literacy skills, and collaborations with parents and other educators to make lessons in the textbooks meaningful and applicable
3.2 Considerations in teaching language: e.g., learner's preferred language, multilingualism, associated conditions (e.g., hyperlexia, SLD), uneven development of listening, speaking, reading, spelling, writing, comprehension skills and role of parents in decision-making
3.3 Accommodation, adaptation and modification in the content, process, development of TLMs and use of concrete manipulatives
3.4 Evaluations that ensure fairness and accessibility and consider student's understanding of concepts rather than the ability to memorize the meaning of a question (e.g., additional time, matching, match, underline /circle, fill in the blanks, complete the chart (e.g. morning- ____- evening -___- night); simplified visual instructions (e.g., when ⏱ will they go back? which number is greater ■ , Which number is smaller ▪); start with multiple choice questions, brief bulleted responses and gradually build skills to short answer questions
3.5 Teaching application of functional literacy outside the classroom in daily life

Unit 4: Teaching Numeracy and Mathematics

4.1 Importance of numeracy and basic math skills, and collaborations with parents and other educators to make lessons in the textbooks meaningful and applicable
4.2 Considerations in teaching math skills: e.g., learner's preference and interests, associated conditions (e.g., SLD
4.3 Accommodation, adaptation and modification in the content, process, development of TLMs and use of concrete manipulatives (e.g., beads, abacus, *ganit* mala etc.)
4.4 Evaluations that ensure fairness and accessibility and consider student's understanding of concepts rather than the ability to memorize the meaning of a question (e.g., additional time, matching, match, underline /circle, fill in the blanks, complete the chart (e.g. 7-

____- 9 -___- 11); simplified visual instructions (e.g., which number is greater ■, Which number is smaller ▪); start with multiple choice questions, brief bulleted responses and gradually build skills to short answer questions

4.5 Teaching the application of functional mathematics outside the classroom in daily life

Unit 5: Teaching Art, Craft, Music, Sports and Games

5.1 Using arts, crafts, music, games and sports for effective and engaging learning experiences and overall development: physical, social, emotional, cognitive, language and academics

5.2 Enhancing the creativity of the teacher in transacting these skills with a focus on inclusive participation

5.3 Adaptations (e.g., motor, sensory etc) to facilitate optimal learning and participation of autistic learners in extracurricular activities

5.4 Role of structured teaching and visual supports and other strategies to facilitate the participation of autistic learners in extracurricular events e.g., sports day, annual day etc.

5.5 Teacher awareness of efforts and programmes to enhance acts, and talents among students with disabilities (e.g., Special Olympics, Very Special Arts, Abilympics and Paralympics)

Suggested Coursework/Practicum

- Select one lesson each in Language and Math at class 1 and 2 level and adapt it for a student with autism
- Implement the lesson in a group setting using appropriate TLMs and evaluations

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

Suggested Readings

Books

Baine, D. (2017). Developing community-referenced curricula for marginalized communities, Alberta. Canada: Vector International

Ellis, G., & Brewster, J. (2014). Tell it again! The storytelling handbook for primary English language teachers. British Council. https://www.teaching

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Sennott S. & Loman S. (2015). Comprehensive Individualized Curriculum and Instructional Design: Curriculum and Instruction for Students with Developmental Disabilities/Autism Spectrum Disorders. Portland State University Library. USA. https://open.umn.edu/opentextbooks/textbooks/comprehensive-individualizedcurriculum-and-instructional-design-curriculum-and-instruction-for-students-withdevelopmental-disabilities-autism-spectrum-disorders

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.

Wyse, D. Hayward. L., Pandya, J. (2015): Handbook of Curriculum, Pedagogy and Assessment. NY: Sage Publication

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

Journals

- Autism https://journals.sagepub.com/home/aut
- Autism Community Network: https://www.autismnetworks.org/autism.html
- Autism Spectrum Disorders: https://www.opastpublishers.com/journal/autismspectrum-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-inadulthood/646
- https://www.sciencedirect.com/journal/early-childhood-research-quarterly

Online links

- 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.autismindia.org/docs/Advocacy_Attachments_Autistic%20Spectrum%20Disorder%2

0A%20Guide%20for%20Paediatricians.pdf
- https://ncert.nic.in/pdf/NCF_for_Foundational_Stage_20_October_2022.pdf
- https://ncert.nic.in/ncertldd/collection/pdf/archive_eng.pdf
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- https://olympics.com/en/sports/paralympic/
- https://www.abilympicsindia.org/
- https://specialolympicsbharat.org/
- https://www.unom.ac.in/asc/Pdf/CURRICULUM%20DESIGN%20AND%20DEVELOPMENT-1.pdf
- https://www.researchgate.net/publication/325088451_Curriculum_Design_and_Develop m ent
- https://files.eric.ed.gov/fulltext/ED358637.pdf
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ies

Initiatives for Early Childhood Special and Inclusive Education

Course code: 4.1.8 ASD **Credits: 2** **Semester: 6**

About the course

Realizing the importance of early years, investing in young children has high returns. Various ministries under the Government of India have undertaken initiatives to facilitate early childhood education and intervention of young children with disabilities. This course would help the student learners to know about various schemes and campaigns that have been developed to keep young children in focus. The course is designed so that by doing one course, the student teachers get the information on all aspects of early childhood special and inclusive education of children with disabilities, and supports available for their families, and community.

Learning outcomes

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

- Describe schemes focusing on the health and nutrition of young children.
- Explain the provisions available for early identification and intervention of children with disabilities.
- Describe the government initiatives in building human resources for children with disabilities.
- Describe the government schemes for procurement of aids and appliances for children with disabilities.
- Describe the organizational support available for sustainable early intervention and education.

Course content

Unit 1: Support for growth and development of young children

1.1 ICDS Schemes for health, immunization, nutrition, and tracking progress

1.2 The Anganwadi system and role of Accredited Social Health Activist (ASHA) workers

1.3 Community-based macro and micro initiatives across health, welfare, and education - Poshan events for infants and young children for nutrition, and early childhood education (Poshan Abhiyan, WASH, campaigns such as mission Saksham Anganwadi, Niramaya scheme of National Trust)

1.4 Gender equality in early childhood (Balika divas- national and international days, Beti Bachao Beti Padhao, Balika Samruddhi for financial empowerment)

1.5 Child safety and protection: Integrated Child Protection Scheme (ICPS) - adoption of children, missing children tracker, foster care, help lines, The Protection of Children from Sexual Offences (POCSO) Act, 2012.

Unit 2: Supports for identification and intervention of delays, disabilities

2.1 Protocols for identification of disabilities (Anganwadi Protocol for Divyang children, PEHAL Birth to 3 years, PRASHAST)
2.2 Dashboard for tracking identification and Standard Operating Procedures (SOP) for services (Mother and Child Protection Card (MCP), National Helpline)
2.3 Programs and schemes for infrastructural support for early identification and intervention: Rashtriya Bal Swasthya Karyakram (RBSK) SIPDA scheme for CrossDisability Early Intervention (CDEIC)
2.4 Procurement of aids and appliances: state and national schemes (ADIP, SAMBHAV of National Trust; ARJUN portal for online registration of beneficiaries)
2.5 Role of functionaries and certifications for availing services (UDID scheme and card)

Unit 3: Early childhood special and inclusive education

3.1 Schemes for early intervention and daycare (DISHA, VIKAAS, SAMARTH of National Trust)
3.2 Curricular frameworks for early childhood special and inclusive education for birth to 3 years (Navchetana, CDEIC)
3.3 Curricular frameworks for early childhood special and inclusive education for 3 to 8 years (Aadharshila, National Curriculum Framework Foundational Stage, NIPUN Bharat, NIPUN Inclusive of CDEIC framework)
3.4 Assessments for FLN: Lakshya App, PARAKH, NIPUN learning survey and Holistic Progress Card (HPC)
3.5 Educational Portals: DIKSHA, NISHTHA, Jadui Pitara for TLM, DAISY (Digitally Accessible Information System), e-content for children with disabilities

Unit 4: Human resource for early years

4.1 Human resource required for various disabilities (ASD/HI/ID/MD/VI/SLD)
4.2 Long-term training programs for early intervention and early childhood special education (RCI courses & NCTE courses)
4.3 Short-term programs for early years: Continual Professional development (CPD) & Continuing Rehabilitation Education (CRE)
4.4 Foundational & Preparatory courses in ISITEP of RCI
4.5 Parent and Family Empowerment initiatives (Mata Palak gat, IDEA)

Unit 5: Organizational supports for sustainable early education and intervention

5.1 Strengthening schools: Deen Dayal Disabled Rehabilitation Scheme (DDRS), PM SHRI school schemes, Conducting survey for identification of disabilities- PRASHAST, Section 17 of RPWD Act
5.2 Accessible organizational environment: Sugamya Bharat Abhiyan, Enlisted empaneled access auditors
5.3 Sustainable Development Goal for Education (SDG-4): NEP 2020, Samagra Shiksha

Abhiyan

5.4 Collaborations for inclusive community development: Badhte Kadam- a scheme for awareness, community interaction and innovative project

5.5 Role of special educator in implementing these government initiatives, empowering stakeholders

Suggested Coursework/Practicum

- Develop an article on any five of the initiatives and present a seminar/submit a paper. Analyse these initiatives and develop a report.
- Discuss what more can be done for children with disabilities with whom you have chosen to work. Justify your recommendations and submit a report.
- Conduct an awareness program in the community on the initiatives for the benefit of children with disabilities.

Suggested modes of transaction

Lecture discussion, group activities, seminars, desk review of relevant initiative document by the students and presenting in class

Suggested modes of assessment

Class tests, assignments, group work

Suggested readings

Books

Gathoo, V., Palkar, G., Mathur, D., Mhatre, P., Kapoor, D., & Veling, S. (2023). Curricular Framework for Cross Disability Early Intervention and School Readiness: PEHAL (Birth to 3years) and NIPUN Inclusive (3 to 6 years) (1st ed.). Rehabilitation Council of India. (ISBN) 978-81-962808-0-2

Kaga, Y., Bennett, J., & Moss, P. (2010). Caring and learning together: A cross-national study on the integration of early childhood care and education within education. UNESCO

National Research Council, Institute of Medicine, Board on Children, Youth, and Families, & Committee on the Science of Children Birth to Age 8: Deepening and Broadening the Foundation for Success. (2015). Transforming the workforce for children birth through age 8: A unifying foundation. National Academies Press

Prasad, S., Sonpal, D., & Vaishnav, S. (2017). Empowering Children with Disabilities New Delhi: Prabhat Prakashan Publishers https://www.prabhatbooks.com/empoweringchildren-with-disabilities.htm

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UNESCO. (2021). Inclusive early childhood care and education from commitment to action: From commitment to action. UNESCO Publishing.

Weblinks

Aadhar Shila (2024), https://acrobat.adobe.com/id/urn:aaid:sc:AP:23988b5f-4448-41bc-a2f823641fd68378

ANAND Series Activity Books for Balvatika. https://ncert.nic.in/e_jaaduipitara.php?ln=en

Anganwadi Protocol for Divyang Children (2023) https://wcd.nic.in/sites/default/files/Anganwadi-Protocol-for-Divyang-ChildrenENGLISH.pdf Cross Disability Early Intervention Curriculum Framework; https://divyangjan.depwd.gov.in/upload/uploadfiles/Curricular_Framework_CDEISR.pdf

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Jadui Pitara: Teaching-Learning Material Resource. https://ejaaduipitara.ncert.gov.in/

National Curriculum Framework (FS) : https://ncert.nic.in/pdf/NCF_for_Foundational_Stage_20_October_2022.pdf

National Education Policy (2020) Ministry of Education. Government of India. https://www.education.gov.in/sites/upload_files/mhrd/files/NEP_Final_English_0.pdf

National Trust (1999). https://thenationaltrust.gov.in/content/

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NIPUN Bharat (2021). https://www.education.gov.in/sites/upload_files/mhrd/files/nipun_bharat_eng1.pdf

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POCSO Act (2012). https://wcd.nic.in/sites/default/files/POCSO%20Act%2C%202012.pdf

PRASHAST (2022). https://ncert.nic.in/pdf/DSCS_booklet.pdf

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Sugamya Bharat Abhiyan: https://sugamyabharat.gov.in/

Sukanya Samriddi Yojana: https://transformingindia.mygov.in/scheme/sukanya-samriddhiyojana/

SWAYAM https://www.swayam.gov.in/about

UDID. https://www.swavlambancard.gov.in

Portals

https://www.education.gov.in/

https://pmevidya.education.gov.in/cwsn.html

https://www.india.gov.in/official-website-ministry-social-justice-and-empowerment

https://wcd.nic.in/

Early Identification of Hearing Loss – Importance and Methods

Course code: 4.1.1 (HI) Credits: 2 Semester: 3

About the course

The sense of hearing is very vital as it keeps us connected to the people around us and helps us to understand the language spoken around us and to speak in that language to communicate with others. Hearing, understanding, and expressing help children learn. The first year of the baby is important for language acquisition which is dependent on hearing. So, it is vital that young babies 'hear' well to 'learn' well. Hearing loss has a devastating effect on every affected individual. However, its effects are penetrating and multi-dimensional in a child born with a hearing impairment as a child with congenital hearing impairment faces difficulties in the acquisition of language and speech. Due to this verbal communication deficit, the child can face several problems in other areas of development such as personal-social development, cognitive development, academic achievements, etc. In short, a child who has impaired hearing at birth or acquires it immediately after birth faces several problems making quality of life difficult. However, all this can be prevented if the child's hearing loss can be identified as early as possible and measures are taken to prevent the consequences likely to be caused due to the hearing loss. Early identification of hearing loss refers to the detection and diagnosis of hearing impairment at an early age or as soon as it has occurred. In case of congenital hearing loss, early identification refers to identification as early as birth. Early identification of hearing loss is important for effective use of the critical period and to facilitate the early development of speech and language skills, thus preventing the effects of hearing loss on other aspects of development.

Learning outcomes

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

- Explain the importance and role of hearing in young children.
- Describe the developmental milestones in listening and language development during the first six years of life.
- Explain the effects of pre-lingual hearing loss on the development of young children.
- Describe the importance of early identification and intervention to prevent the far-reaching impact of hearing loss in young children.
- Describe methods used for identifying hearing loss in young children.

Course content

Unit 1: Importance of hearing in young children

1.1 The sense of hearing and the process of hearing in brief

1.2 Development of hearing in young children – Listening and language milestones from birth to six years, including prenatal and neonatal hearing

1.3 Hearing loss and its classification based on various aspects

1.4 Common causes of hearing loss, with emphasis on the pediatric population 1.5 Signs and symptoms of various types and degrees of hearing loss

Unit 2: Impact of hearing impairment

2.1 Effects of different types and degrees of hearing loss on language and communication development
2.2 Effects on cognitive development and personal-social development
2.3 Effects on academic and vocational achievements
2.4 Impact on quality of life
2.5 Factors influencing the impact of hearing loss

Unit 3: Importance of early identification

3.1 Concept of prevention and levels of prevention, early identification as secondary prevention
3.2 Importance of critical periods for listening and language development, concept of neuroplasticity
3.3 Rationale for early identification of congenital hearing impairment – Incidence of congenital hearing impairment, the impact of hearing loss, neuroplasticity, and crossmodal reorganization, the feasibility of early identification, proven benefits of early identification and intervention
3.4 Early vs late identification
3.5 Implications of early identification for education and intervention

Unit 4: Strategies for early identification

4.1 Newborn hearing screening – guidelines, protocols, and procedures; challenges in Indian context
4.2 High-risk register for screening
4.3 Public awareness and education – strategies to be used
4.4 Creating awareness among other professionals
4.5 Screening of children at other stages – preschool children, school-going children

Unit 5: Assessment of hearing

5.1 Types of hearing tests for young children, Importance of test battery approach
5.2 Importance of case history in hearing assessment
5.3 Behavioral hearing tests – Behavioral Observation Audiometry, Visual Reinforcement Audiometry, Conditioned Play Audiometry
5.4 Objective hearing tests – Immittance audiometry, Oto-acoustic emissions, Brainstem Evoked Response Audiometry
5.5 Pure Tone Audiometry as the gold standard test – preparing the child, procedure for PTA, interpretation of the audiogram, implication of audiogram for management

Suggested Coursework/Practicum

- Visit the audiology clinic/center and observe the activities for a day and submit a report on the activities, professionals involved, the organization of the center, and other details.
- Prepare a pamphlet/poster depicting milestones of auditory development in children.
- Observe hearing screening and assessment in children of various age groups.
- Make a poster/presentation on the importance of early identification of congenital hearing impairment.
- Compile checklists (at least two) to identify hearing impairment in children.
- Use the audiograms of children (at least two) to identify the audiological needs of each.

Suggested modes of transaction

Lecture-cum-demonstrations, discussions, group projects, assignments and tests, role-play, self-study, debates, quiz.

Suggested modes of assessment

Class presentation, internal tests, and assignments

Suggested readings

Books

Hamaguchi, P. M. (2010). Childhood Speech, Language and Listening Problems. What Every Parent Should Know. 3rd Ed. John Wiley and Sons, Inc.

IGNOU (2011). B. Ed. (H.I.). Self-learning material.

Jalvi, R. R., Nandurkar, A. N., & Bantwal, A. R. (2006). Introduction to Hearing Impairment. D. S. E. (H. I.) Manual. Kanishka Publishers, New Delhi.

Martin, F. N., & Clark, J. G. (2019). Introduction to Audiology (13thed.). Pearson Education.

Ministry of Women & Child Development. (2023). Anganwadi Protocol for Divyang Children. Government of India.

Northern, J. L., & Downs, M. P. (2014). Hearing in children (6th ed.). Plural Publishing. RCI. (2018). D. Ed. (H.I.) Self-learning material. Kanishka Publishers, New Delhi.

Early Intervention (0 to 3 years) – Communication and Teaching Strategies for Children with Hearing Impairment

Course code: 4.1.2 (HI) **Credits: 2** **Semester: 3**

About the course

All children are born with an incredible desire to communicate. This helps them to connect with people around them and to express their wants, discomforts, feelings, ideas, and viewpoints, both verbally and non-verbally. Communication also facilitates learning and hence is essential for academics. Most children learn to communicate and maintain interaction which helps them grow and learn. Hearing impairment however creates barriers in communication if there is a mismatch of language being used by them and the people around them. Children with hearing impairment are a heterogeneous group as they differ in modalities and preferences for communication. This could be oral or manual using sign language. This course is hence designed to help student teachers learn and appreciate all modes of communication; so that they can help children learn using their preferred mode. Children with hearing impairment similar to all other children like to play and explore. Play helps them in learning concepts, in developing the physical, motor, cognitive, communicative language and most importantly the socio-emotional skills. Hence play and play based pedagogy is also included as an instructional strategy.

Learning outcomes

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

- Describe the various service delivery models for early intervention of children with hearing impairment.
- Describe the varied technology support available for a young child with hearing impairment during early intervention & demonstrate strategies for auditory stimulation and intervention using oral-aural approach.
- Undertake speech and language stimulation for facilitating spoken language.
- Describe strategies for developing sign language in young children & develop basic skills in Indian Sign Language (ISL) for communication and teaching.
- Undertake activities for early intervention of children with hearing impairment.

Course content

Unit 1: Strategies for early intervention of children with hearing impairment

1.1 Parent-infant programs: overview, need, infrastructural requirements, and plan of action; early ISL services for infants and parents for language development
1.2 Pre-school programs: overview, need, requirements and plan of action
1.3 Introduction to modes and methods of communication (including eclectic approaches) – Child-centric approach

1.4 Motherese and learning through play in early years
1.5 Intervention of late identified children with hearing impairment: Challenges & strategies

Unit 2: Aids and appliances for intervention of young children with hearing impairment

2.1 Listening devices: Hearing aids – Types, parts, functioning, care, maintenance and basic troubleshooting; fitting and measuring outcomes of hearing aids
2.2 Equipment for management of speech: Computer-based training aids/equipment, tele speech therapy
2.3 Technology for facilitating language and communication: Electronic and web-based technology applications, web-based technology for ISL, sign-to-text and text-to-sign technology, Augmentative and Alternative Communication (AAC) for children with hearing impairment with additional/associating concerns
2.4 Technology for facilitating education of young children: Online learning, web-based learning, computer-assisted learning, video remote interpreting, C-Print technology, open, closed, and real-time captioning
2.5 Resource mobilization for technology: Government and Non-Government agencies

Unit 3: Auditory learning, speech reading, and speech intervention strategies

3.1 Auditory training – Rationale, importance, stages, types (individual and group) and methods, factors affecting auditory training; challenges in auditory training; optimizing listening, stages and activities for the development of listening; Lings six sound test
3.2 Listening and Spoken Language Therapy (LSLT) – Principles, pre-requisites, strategies, importance, and role of teacher in LSLT; orientation to speech acoustics; similarities and differences between auditory training and LSLT
3.3 Speech reading – Rationale, need, prerequisites, and methods; factors affecting speech reading
3.4 Speech intervention strategies - Stages of development of speech and spoken language, activities for developing phonics, phonemic awareness, syllables and intonations; using a natural environment for developing spoken language during routines; approaches (Auditory Global approach, Multisensory syllable unit approach, Ling's approach), unisensory and multisensory approach; measuring outcomes
3.5 Teaching speech to children with hearing impairment – Formulation of lesson plan and activities for speech teaching and correction, strategies for production of speech (modeling, shaping), individual and group speech teaching and their strengths and limitations

Unit 4: Bilingual teaching strategies for Deaf children

4.1 Principles of developing a second language with ISL as the first language (L1)
4.2 Use of ISL in tuning the environment (home and school) for facilitating language and communication
4.3 Bilingual education strategies of teaching early language and literacy development
4.4 Collaborative and team-based strategies

4.5 International trends in Bilingual, Bicultural Teaching strategies

Unit 5: Curricular activities for early intervention

5.1 Principles and practices in early educational intervention: Family-centered, contextualized (natural & inclusive environment) & integrated (collaborative) support and services; encouraging families and involving them in enhancing language, communication, and other learning areas; Individualised Family Service Plan (IFSP)

5.2 Storytelling, show and tell, sense training, directed activities, visits, rhymes, and music for developing language and communication

5.3 Play and its types; using play for developing language, communication, and other domains; art & craft activities for developing language and communication

5.4 Early language acquisition and literacy development; basic components of reading, writing & numeracy

5.5 Activities for developing Foundational Literacy and Numeracy (FLN) skills from 0 to 3 years

Suggested Coursework/Practicum

- Observe any two activities in a parent-infant programme/pre-school programme and write a report.
- Classify the vowels and consonants of your language into low, mid & high frequency and make a word list for auditory training.
- Read and reflect upon five lesson plans for teaching speech to children with hearing impairment.
- Multi-level story creation: Select a story and write for three levels (0 to 3 years) using appropriate complexity of language (vocabulary & syntax). Use this story to relate to children at various levels in ISL.
- Read and reflect upon five lesson plans for teaching language to children with hearing impairment.
- Observe and report parent-infant sessions for language, communication & FLN.
- Develop TLM for stimulating language and communication.
- Design games and worksheets for numbers, pre-reading, and pre-writing.

Suggested modes of transaction

- Visit to Anganwadi/ early intervention centers.
- Interview parents for assessing home support.
- Interact with family with and without history of deafness and report strength and limitations
- Watching videos to understand different modes and methods of communication.

Suggested modes of assessment

Portfolio assessment, discussions on modes and methods, role-playing sessions

Suggested readings

Books

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.

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.

Gathoo, V., Palkar, G., Mathur, D., Mhatre, P., Kapoor, D., & Veling, S. (2023). Curricular Framework for Cross Disability Early Intervention and School Readiness: PEHAL (Birth to 3years) and NIPUN Inclusive (3 to 6 years) (1st ed.). Rehabilitation Council of India. (ISBN) 978-81-962808-0-2

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

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

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.

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.

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.

Rhoades, E., & Duncan, J. (2010). Auditory-verbal practice: Toward a family centered approach. Charles C. Thomas, Springfield: Illinois.

Sanders, D. A. (1993). Management of hearing handicap: Infants to elderly (3rd ed.). Englewood Cliffs, Prentice-Hall, New York.
Schirmer, B. R. (2001). Psychological, Social and Educational Dimensions of Deafness. Allyn and Bacon, Boston.
Vasishta, M., & Ahuja, G. (2023). Introduction to education of deaf & hard of hearing children. New Delhi: Kanishka Publisher.

Journals

Journal of Deaf Studies and Deaf Education
American Annals of the Deaf
Deafness & Education International

Online links and portals

Early Intervention Project, HWSPSHI – YouTube Channel
https://www.youtube.com/channel/UColL3HfeuN35coxYH8HQaog Early Intervention, Clerc Center, Gallaudet University
https://clerccenter.gallaudet.edu/ndec/early-intervention/
What is language deprivation? https://www.youtube.com/watch?v=cUTymzn5FEc&t=3s
Infographic: How to Prevent Deaf Children from Language Deprivation?
https://www.youtube.com/watch?v=RGvwFGcrQdc
ISLRTC, New Delhi https://www.youtube.com/channel/UC3AcGIlqVI4nJWCwHgHFXtg

Early Childhood Special Education (3 to 6 years) – Cross-Disability Approach

Course code: 4.1.3 (HI) **Credits: 2** **Semester: 4**

About the course

All children are born wired to learn. It is essential for children with disabilities that they are provided with a systematized stimulating learning environment in the early years so that they can overcome their communication and learning challenges. This helps to create the right start from the right stage. Early childhood special education is hence essential and has the potential to pave the way for further education of children with disabilities. While there exist special disability-specific early childhood education centers, the approach is gradually moving towards a cross-disability approach. This is so because there exist a lot of commonalities in barriers such as that of communication, mobility, literacy development, and so on. Cross-disability is being used as a unified, collective movement that comprehensively addresses the needs of young children with disabilities inclusively.

Learning outcomes

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

- Narrate the importance of early childhood special education (ECSE).
- Describe the practices in ECSE.
- Discuss the various childhood disabilities and their impact on various developmental domains.
- Explain the cross-disability approach to early intervention and early childhood special education.
- Demonstrate understanding on how to organize a cross-disability early intervention center (CDEIC).

Course content

Unit 1: Early Childhood Special Education (ECSE)

1.1 Need and rationale for ECSE
1.2 Approaches and guiding principles for ECSE
1.3 Setting up of ECSE centers and functionaries
1.4 Issues and concerns about enrolment, curriculum, human resources, and accreditation
1.5 Stakeholder's support for ECSE

Unit 2: Practices in ECSE

2.1 Organization of ECSE based on Developmentally Appropriate Practices (DAP)
2.2 Play and activities for ECSE
2.3 Indigenous and cultural practices in ECSE – merits and misconceptions

2.4 Designing and developing activity calendar and use of Teaching Learning Material (TLM) for early stimulation
2.5 Responsive caregiving and parenting for ECSE

Unit 3: Disabilities and their implications on developmental domains

3.1 Physical disabilities: impact on developmental milestones
3.2 Sensory disabilities- hearing and visual impairment: impact on developmental milestones
3.3 Intellectual and developmental disabilities: impact on developmental milestones
3.4 Multiple disabilities: impact on developmental milestones
3.5 Common issues in development and learning across disabilities

Unit 4: Cross disability approach for early intervention and ECSE

4.1 Meaning and concept of cross-disability approach
4.2 Need and rationale for cross-disability approach
4.3 Global and national trends in cross-disability approach
4.4 Cross-disability approach as a preventive intervention program for at-risk children
4.5 Benefits and advantages of cross-disability approach covering economics, interdisciplinary inputs, and holistic child development

Unit 5: Organizing a Cross-Disability Early Intervention Center (CDEIC)

5.1 Foundations and goals of CDEIC
5.2 Setting up of CDEIC
5.3 Assessments in ECSE and program planning and implementation in CDEIC
5.4 Facilities, services, and functionaries in CDEIC
5.5 Cross disability early intervention: paving the way for inclusive education

Suggested Coursework/Practicum

- Visit a CDEIC and observe the activities for a day and report on the activities, professionals involved, the organization of the center, and other details.
- Compile details on the organization of cross-disability early childhood special education centers.
- Make a poster/PowerPoint presentation on the importance of cross-disability early intervention and early childhood special education.

Suggested modes of transaction

Lecture discussion, group project assignment, demonstrations, role-play, quiz

Suggested modes of assessment

Class participation, completion and quality of assignments, internal tests

Suggested readings

Books

Department of Empowerment of Persons with Disabilities (Divyangjan). (2021). Handbook on Early Intervention Centers for Children with Disabilities. Government of India.

Egan, R. W., Lerner, J. W., & Lowenthal, B. (2013). Preschool children with special needs: Children at risk, children with disabilities, print offer. Pearson.

Gathoo, V., Palkar, G., Mathur, D., Mhatre, P., Kapoor, D., & Veling, S. (2023). Curricular Framework for Cross Disability Early Intervention and School Readiness: PEHAL (Birth to 3years) and NIPUN Inclusive (3 to 6 years) (1st ed.). Rehabilitation Council of India. (ISBN) 978-81-962808-0-2

Guralnick, M. J. (2001). An overview of the developmental systems model for early intervention. In M. J. Guralnick (Ed.), Early childhood intervention: A promise to children and families for their future (pp. 3-24). Brookes Publishing. https://depts.washington.edu/chdd/guralnick/pdfs/overview_dev_systems.pdf

Kaga, Y., Bennett, J., & Moss, P. (2010). Caring and learning together: A cross-national study on the integration of early childhood care and education within education. UNESCO

Lerner, J. W., Lowenthal, B., & Egan, R. (2003). Preschool children with special needs: Children at risk and children with disabilities. Prentice Hall

Mishra, R. C. (2009). Early childhood care and education. New Delhi: APH Publishing.

Journal articles

Ngubane, M., & Chetty, V. (2016). Caregiver satisfaction with a multidisciplinary communitybased rehabilitation programme for children with cerebral palsy in South Africa. South African Family Practice, 59(1), 35–40. https://doi.org/10.1080/20786190.2016.1254929

Thyagarajan, R., Swathi, N., Shanthi, R., Keerthi, K., M.A., Shree, Sd., Safa, & Rithika, T. (2023). Effectiveness of Multidisciplinary Team Intervention in Children with Autism Spectrum Disorders: A Pilot Study. International Journal of Indian Psychology, 11(3), 825-837. DIP:18.01.079.20231103, DOI:10.25215/1103.079. available at https://ijip.in/articles/effectiveness-of-multidisciplinary-team-intervention-inchildren-with-autism-spectrum-disorders-a-pilot-study/#:~:text=Conclusions%3A%20The%20Effectiveness%20of%20the,skills%20in%20children%20with%20ASD

Online links

Ali Yavar Jung National Institute of Speech and Hearing Disabilities (Divyangjan). (2021). Development of module on early listening and communication skills for children with cochlear implant under ADIP scheme. https://ayjnihh.nic.in/sites/default/files/upload_documents/ebook_EarlyListening_CI_ADIP.pdf

Department of Empowerment of Persons with Disabilities. (2021). Handbook on early intervention centres for children with disabilities.

https://divyangjan.depwd.gov.in/content/upload/uploadfiles/files/LowWebversionHandbookEIC.pdf

Department of Empowerment of Persons with Disabilities. (2022). Curricular framework for cross disability early intervention and school readiness. https://divyangjan.depwd.gov.in/upload/uploadfiles/Curricular_Framework_CDEISR.pdf

Honório, S., Batista, M., Mesquita, H., & Ribeiro, J. (2020). Multidisciplinary Interventions for People with Diverse Needs - A Training Guide for Teachers, Students, and Professionals. Bentham Science Publishers. https://doi.org/10.2174/9789811446771120010 1

UNESCO (2018). Education for All: A Global Framework for Action. https://en.unesco.org/education/framework-action UNESCO (2020). Global Education Monitoring Report. https://www.unesco.org/en/education/global-education-monitoring-report/

WHO (2018). The Nurturing Care Framework: Improving the Care of Young Children and their Families. https://www.who.int/maternal_child_adolescent/documents/nurturingcare-framework/en/

World Bank Group (2019). World Development Report 2019: The Changing Nature of Work. https://www.worldbank.org/en/publication/wdr2019

World Health Organization. (2012). Early Childhood Development and Disability: A discussion paper. Geneva: World Health Organization. https://iris.who.int/bitstream/handle/10665/75355/?sequence=1

Assessment and Intervention across Developmental Domains in Children with Hearing Impairment

Course code: 4.1.4 (HI) **Credits: 2** **Semester**: **4**

About the course

The first five years of a child's life are said to be the most critical years for development. It is during these years that a child's brain develops faster than at any other time in their life. Children attain several key milestones during these years, from the early stages of crawling, walking, and babbling to running, climbing, and speaking clearly. These milestones also set the foundations of learning, literacy, numeracy, and hence the academic attainments later in schools. The milestones together make a specific domain element which is referred to as a domain or an area of development. Developmental domains are therefore specific areas of a child's developmental progress and growth. The domains are interlinked and assist in each other's development. Though children are unique and develop at their own pace, certain milestones are achieved at specific chronological ages. This course covers information on domains of development at a young age so that learners can assist in identifying the delays if any, work with parents to foster the development of domains, and contribute towards the development of young children with hearing impairment.

Learning outcomes

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

- Explain various developmental domains, domain elements, and milestones in young children.
- Discuss the interrelatedness of domains and identify red flags in the growth and development of domains.
- Describe various contributory factors for the development of each domain and how hearing impairment affects the development of domains.
- Undertake activities for enhancing various domains with young learners with hearing impairment.
- Work with parents to facilitate optimum development of various domains.

Course content

Unit 1: Developmental domains, interconnectedness, and delays

1.1 Meaning and concept of developmental domains in young children (physical, motor, communication, and language, socio-emotional, cognition) and approach to learning and their interconnectedness

1.2 Contributory factors like intrinsic (genetic, self-regulation, etc.) and extrinsic (environmental, stimulation, etc.) factors facilitating the development of domains

1.3 Understanding the 4 Ds: Diversity, Delay, Difficulty, and Disability and their impact on developmental domains

1.4 Red flags in developmental domains; their identification and interventional strategies; monitoring of at-risk children in various domains

1.5 Interconnectedness of the developmental domains, and the impact of hearing impairment

Unit 2: Physical and motor development

2.1 The domain elements of physical and motor development and their importance
2.2 Assessing the milestones formally and informally; ages and stages
2.3 Interconnectedness of physical and motor development with other developmental domains, and the impact of hearing impairment
2.4 Contributory factors and facilitators for development
2.5 Play and other activities for developing and facilitating physical and motor development; ages and stages

Unit 3: Communication, language, and literacy development

3.1 The domain elements of communication, language, and literacy development and their importance
3.2 Assessing the milestones formally and informally; ages and stages
3.3 Interconnectedness of communication, language, and literacy with other developmental domains, and the impact of hearing impairment
3.4 Contributory factors and facilitators for development
3.5 Play and other activities for developing and facilitating communication, language and literacy development; ages and stages

Unit 4: Cognitive development

4.1 The domain elements of cognitive development and their importance
4.2 Assessing the milestones formally and informally; ages and stages
4.3 Interconnectedness of cognitive development with other developmental domains, and the impact of hearing impairment
4.4 Contributory factors and facilitators for development
4.5 Play and other activities for developing and facilitating cognitive development; ages and stages

Unit 5: Socio-emotional development and approach to learning

5.1 The domain elements of socio-emotional development and approach to learning and its importance
5.2 Assessing the milestones formally and informally; ages and stages
5.3 Interconnectedness of the socio-emotional domain with other developmental domains, and the impact of hearing impairment
5.4 Contributory factors and facilitators for development
5.5 Play and other activities for developing and facilitating socio-emotional development and approach to learning; ages and stages

Suggested Coursework/Practicum

- Conduct case studies on children with hearing impairments, focusing on developmental domains.
- Perform observational assessments in diverse settings to identify delays and strengths across different domains.
- Participate in field visits to early intervention centres, observing and assisting in developmental activities.
- Develop screening checklist for identification of milestones in different domains.

Suggested modes of transaction

- Interactive lectures and guest talks by experts in child development.
- Group discussions and problem-solving sessions on case studies.
- Hands-on workshops and practical demonstrations of assessment tools and intervention strategies.
- Field visits to early intervention centres and special education schools.
- Online forums and peer review sessions for sharing experiences and best practices.

Suggested modes of assessment

Class participation, focus group discussions, report writings and tests

Suggested readings

Books

Gallagher, T. M. (2019). *Development across the lifespan* (10th ed.). Routledge. (General overview of child development).

McFadden, P. (2011). *Language intervention for children with hearing loss.* Plural Publishing. (Focuses on communication and language development in children with hearing loss)

Meadow-Orlans, K., & Heegaard, M. (2009). *The signing deaf child: Emerging sign language use and communication in the first three years.* Gallaudet University Press. (Explores sign language development in deaf children).

Turnbull, A. P., Turnbull, H. R., & Wehmeyer, M. L. (2014). *Exceptional lives: Introduction to special education*. (9th ed.). Pearson Education Limited. (Provides a comprehensive overview of special education, including chapters on hearing impairment)

Yoshinaga-Itano, C. (2016). *Auditory-verbal intervention for children with hearing loss*. (2nd ed.). Plural Publishing. (Specific approach to intervention for children with hearing loss)

Journals

Journal of Deaf Studies and Deaf Education (https://academic.oup.com/jdsde)

American Annals of the Deaf (https://gupress.gallaudet.edu/Journals/American-Annals-ofthe-Deaf)

Sign Language Studies (https://gupress.gallaudet.edu/Journals/Sign-Language-Studies)

Online Links

12 Communication Milestones to Look for in Deaf Children: (https://www.schreiberpediatric.org/2023/09/12-communication-milestones-to-lookfor-in-deaf-children/)

Visual Communication and Sign Language Checklist (https://vl2.gallaudet.edu/visualcommunication-and-sign-language)

Visual Language and Visual Learning – Resources (https://vl2.gallaudet.edu/resources)

Portals

ISLRTC Channel (https://www.youtube.com/@islrtcnewdelhi4069)

Early Intervention Project Channel India, HWSPSHI (https://www.youtube.com/@EarlyInterventionProject)

Hands & Voices: https://www.handsandvoices.org/ (Non-profit organization focused on supporting families with deaf children)

Teaching Strategies for Children with Hearing Impairment in Early Childhood Programs

Course code: 4.1.5 (HI) **Credits: 2** **Semester: 5**

About the course

This course explores effective teaching strategies for children with hearing impairment in early childhood programs. It emphasizes understanding hearing impairment, developing communication skills, creating inclusive learning environments, and utilizing technology and assistive devices. The course aims to equip student teachers with the skills to support the holistic development of children with hearing impairment, ensuring they thrive academically, socially, and emotionally.

Learning outcomes

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

- Analyze the developmental impact of hearing impairment on children in early childhood.
- Implement communication strategies tailored to the needs of children with hearing impairment.
- Design inclusive classroom environments that support the diverse needs of all learners.
- Apply various teaching techniques to enhance learning and development.
- Collaborate with families and professionals to create supportive educational plans.

Course content

Unit 1: Early childhood education: meaning, concept, theories and importance

1.1. Definition and scope of Early Childhood Education (ECE) in the context of children with hearing impairment
1.2. Importance of early intervention and early childhood education in the developmental trajectory of children with hearing impairment
1.3. History of ECE
1.4. Importance of school readiness
1.5. Theories supporting ECE: Overview of prominent theories that underpin early childhood education, such as Piaget's theory of cognitive development, Vygotsky's socio-cultural theory, Erikson's psychosocial developmental theory, Bronfenbrenner's ecological systems theory, Maria Montessori, Friedrich Froebel, Caldwell Cook, theories of Rabindranath Tagore, Mahatma Gandhi, Jiddu Krishnamurti

Unit 2: Inclusive practices for early childhood education

2.1. Principles of ECE
2.2. Overview of key principles that underpin early childhood education, including childcenteredness, play-based learning, and individualized instruction

2.3. National Curriculum Framework for Foundational Stage (NCFFS) with a focus on inclusivity for children with special needs
2.4. Creating inclusive learning environments to accommodate the diverse needs of all children based on the principle of UDL, identification of environmental factors and instructional strategies that support the inclusion of children with hearing impairment in early childhood programs, strategies for creating inclusive learning environments specifically tailored to the needs of children with hearing impairment, role of collaboration, teamwork, and partnerships with families, support professionals, and community resources in creating inclusive environments
2.5. Exploration of assistive technologies, visual aids, and adaptive materials that enhance accessibility and facilitate learning for children with hearing impairment

Unit 3: Effective teaching strategies for children with hearing impairment

3.1. Principles of teaching in special education for children with hearing impairment
3.2. Stages in learning: acquisition, maintenance, and generalization
3.3. Teaching approaches: multi-sensory approach, Visual, Auditory, Kinesthetic, and Tactile (VAKT), behavioral approach, cognitive approach
3.4. Instructional methods and strategies for developing natural language: Natural method, structured method, and combined method for developing language, techniques for developing language: story, role-play, poems, directed activity, visit, visual arts, performing arts, physical education
3.5. Teaching strategies for severe and profound hearing impairments: adaptation of materials, environmental modifications, and use of assistive devices

Unit 4: Classroom environment and management

4.1 Peer tutoring and collaborative learning
4.2 Stimulating and language-rich classroom environment, classroom acoustics and assistive listening devices
4.3 Integration of life skills and social-emotional learning
4.4 Positive feedback and counselling
4.5 Behaviour management strategies

Unit 5: Bilingual, bimodal, and bicultural teaching strategies

5.1 Principles of educational bilingualism and bimodal education
5.2 Strategies for early language and literacy development
5.3 Supporting social and emotional development
5.4 Holistic assessment strategies
5.5 Integration of positive deaf identity and deaf cultural perspectives in teaching

Suggested coursework/practicum

- Practical sessions on using assistive technology and visual aids.
- Role-playing activities to practice communication strategies.
- Collaborative projects designing inclusive lesson plans.
- Observations and reflections on inclusive classroom settings.
- Analysing case studies of children with hearing impairment.

Suggested modes of transaction

- Planned lectures infused with multimedia and power-point presentations.
- Lecture cum demonstration of activity-based learning.
- Small group discussions, panel interactions, and theme-based seminars.
- Cooperative teaching and team-teaching methods.

Suggested modes of assessment

- Written assignments and reflective journals.
- Practical demonstrations and role-plays.
- Group projects and presentations.
- Quizzes and tests on theoretical concepts.
- Case study analysis and reports.

Suggested readings

Books

Best, E. H., & Shea, T. M. (2013). Including Children with Disabilities in Early Childhood Education Programs: Individualizing Instruction. Pearson.

Easterbrooks, S. R., & Beal-Alvarez, J. L. (Eds.). (2013). Teaching Students with Hearing Loss. Brookes Publishing.

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

Knoors, H., & Marschark, M. (Eds.). (2014). Teaching Deaf Learners: Psychological and Developmental Foundations. Oxford University Press.

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Krogh, S. L., & Burns, J. M. (2015). The Early Childhood Curriculum: Inquiry Learning Through Integration. Pearson.

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Stacey, S., & Horn, E. (2008). Inclusion in the Early Childhood Classroom: What Makes a Difference? Cengage Learning.

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Trivette, C. M., Dunst, C. J., & Hamby, D. W. (Eds.). (2010). Early Childhood Education: Becoming a Professional. Paul H Brookes Publishing.

Journal articles

Aggarwal, R. (2017). Early Childhood Care and Education in India: A Holistic Approach. International Journal of Early Childhood Special Education, 9(2), 138-150.

Narayan, J. (2016). Early Childhood Education in India: The Road Ahead. International Journal of Research in Education and Social Science, 6(3), 125–131.

Nayak, P. (2015). Early Childhood Education in India: The Need of the Hour. International Journal of Multidisciplinary Approach and Studies, 2(3), 81–86.

Sharma, S., & Shrestha, R. M. (2019). Inclusive Education in Early Childhood: A Case Study of India. Journal of Education and Practice, 10(18), 127–131.

Verma, V. (2016). Early Childhood Education in India: An Analytical Overview. Journal of Management and Science, 6(3), 14-19. Journal of Academy of Rehabilitative Audiology

Volta Review

Journal of All India Institute of Speech and Hearing

American Annals of the Deaf

Journal of Communication Disorders, Deaf Studies, and Hearing Aids

Deafness and Education International

Journal of Deaf Studies and Deaf Education (https://academic.oup.com/jdsde)

Journal of Early Intervention (https://journals.sagepub.com/home/jei)

International Journal of Disability Development and Inclusion (https://www.tandfonline.com/toc/cijd20/current)

Online Links and Portals:

Research Briefs by Gallaudet University (https://vl2.gallaudet.edu/research-briefs)

Early Intervention Project by HWSPSHI (https://www.youtube.com/channel/UColL3HfeuN35coxYH8HQaog)

Language 1st https://language1st.org/

LEAD- K https://lead-k.org/

World Federation of Deaf (https://wfdeaf.org/rightsdeafchildren/)

Role of Family and Community in Early Intervention and Early Childhood Education

Course code: 4.1.6 (HI) **Credits: 2** **Semester: 5**

About the course

This course explores the critical role of family and community in supporting early intervention and early childhood education, with a specific focus on children who are Deaf or Hard of Hearing (DHH). It emphasizes the importance of family in listening and language training, Indian Sign Language (ISL) training, creating appropriate language rich environments and integrating bilingual and bimodal strategies. The importance of involving deaf role models is also highlighted. The course addresses evidence-based approaches, prevention of language deprivation, family counselling, and the inclusion of preferred mode of communication (oral, educational bilingualism and total communication) in educational programs to facilitate language acquisition and overall development.

Learning outcomes

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

- Analyse the importance of family and community involvement in early intervention & early childhood education.
- Design strategies to promote ISL acquisition within family settings.
- Evaluate evidence-based practices in early childhood education of DHH children.
- Implement oral, bilingual and bimodal approaches effectively.
- Advocate for informed choices and access to resources for families of DHH children.

Course content

Unit 1: Role of family in early intervention and early childhood education

1.1 Family-related factors (types, socio-economic, cultural, demographic, education, and others) and their impact on early intervention and early childhood education
1.2 Deaf children of hearing parents: challenges and interventions
1.3 Deaf children of deaf parents: challenges and interventions
1.4 Involvement of family members in undertaking activities for the prevention of language deprivation in deaf children
1.5 Natural, language-rich, and stimulating home environment – storybooks, visual learning, fingerspelling, ISL, verbal language and incidental learning

Unit 2: Strategies for family involvement and support

2.1. Informed choices and availability of resources for early intervention and early childhood
2.2. ISL training for families, training families for listening and language stimulation
2.3. Individualized Family Service Plans (IFSPs) and role of family in developing IFSPs

2.4. Exposure to deaf role models and fluent language models & access to family support groups
2.5. Home visits and family counselling

Unit 3: Role of community in advocacy for children with hearing impairment

3.1 Role of community in dispelling myths about testing for hearing loss, sign language, hearing aids, and early intervention programs
3.2 Role of community in creating a barrier-free environment for children with hearing impairment in anganwadis, balwadi, and elementary schools and supporting families of children with hearing impairment
3.3 Community advocacy for anti-bullying activities, anti-marginalization, and including children with hearing impairment in community programs
3.4 Role of parent support groups, deaf community (Deaf associations at the state and national level) and teacher education bodies and professional associations in creating awareness
3.5 Use of mass media & social media for facilitating implementation of government schemes and creating awareness

Unit 4: Family, community, and professionals

4.1 Role of educators and professionals in connecting with families and communities
4.2 Collaboration with community stakeholders in developing individualized plan for the child
4.3 Joint advocacy for implementation of policies and schemes on ground
4.4 Ethical considerations in early childhood education
4.5 Learning from the best practices in India and in the world

Unit 5: Practical application and assessment

5.1 Case studies and practical scenarios while conducting home visits
5.2 Fieldwork and practicum experiences – designing and implementing ISL programs for families with the support of deaf instructors
5.3 Reflective practices and learning journals – experiences from the deaf adults about their early childhood, what went missing, and what needs to be prioritized
5.4 Assessment of family needs and program effectiveness
5.5 Development of IFSP- factors to be considered: assessment of family needs, programme planning, implementation, available resources

Suggested Coursework/Practicum

- Conduct home visits and observe family interactions.
- Design and implement ISL workshops for families.

- Develop a family support group program.
- Develop materials for training families in providing listening and language training.
- Create educational bilingualism and bimodal learning materials, including storybooks with deaf characters by involving the families and deaf children.

Suggested modes of transaction

Lectures and discussions, Case studies and role-playing, Group projects and presentations, Field visits and practicum

Suggested modes of assessment

- Written assignments (essays, reports)
- Presentations
- Portfolio assessment (reflective journals, practicum reports)
- Practical assessments (ISL proficiency, family interaction analysis)

Suggested readings

Books

Adams, J. (1997). You and Your Deaf Child: A Self-Help Guide for Parents of Deaf and Hard of Hearing Children. Gallaudet University Press. (https://gupress.gallaudet.edu/Books/Y/You-and-Your-Deaf-Child)

Glickman, N. S., & Hall, W. C. (Eds.). (2014). Language deprivation and deaf mental health. Routledge. https://www.routledge.com/Language-Deprivation-and-Deaf-Mental-Health/Glickman-Hall/p/book/9781138735392

Beazley, S. (2018). Deaf children and their families. Routledge. https://www.routledge.com/Deaf-Children-and-Their-Families/BeazleyMoore/p/book/9781853463549

Journals

Journal of Deaf Studies and Deaf Education (https://academic.oup.com/jdsde)

Journal of Early Intervention (https://journals.sagepub.com/home/jei)

International Journal of Disability Development and Inclusion (https://www.tandfonline.com/toc/cijd20/current)

Online Links

Language 1st (https://language1st.org/)

Department for Empowerment of Persons with Disabilities (DEPwD): https://depwd.gov.in/ (Indian Government Website)

ISLRTC Channel (https://www.youtube.com/@islrtcnewdelhi4069) – Dictionary and 30 hours module to learn ISL

Early Intervention Project Channel India, HWSPSHI

(https://www.youtube.com/@EarlyInterventionProject)

World Health Organization (WHO): Deafness and hearing loss https://www.who.int/news-room/factsheets/detail/deafness-and-hearing-loss

Hands & Voices https://www.handsandvoices.org/: Non-profit organization focused on supporting families with deaf children.

Indian Deaf Society http://nadindia.org/: An advocacy group for the Deaf community in India.

Deaf Role Models https://deafrolemodels.blogspot.com/ (English) and http://rolemodels.accessmantra.com/ (ISL)

National Deaf Children's Society https://www.ndcs.org.uk/our-services/services-forprofessionals/training-and-e-learning/

Implication of Disabilities on Teaching Strategies and Curricular Adaptation for Classes 1 & 2

Course code: 4.1.7 (HI) **Credits: 2** **Semester: 6**

About the course

This course provides an in-depth understanding of the implications of hearing impairments on children's education, focusing on early childhood programs for Classes 1 and 2. It covers effective teaching strategies, the role of language in education, and necessary curricular adaptations. The course emphasizes the developmental impact of hearing impairment, including language delays and social-emotional learning challenges. Additionally, it integrates the principles and provisions of the National Education Policy (NEP) 2020, the NIPUN Bharat mission, PEHAL, and NIPUN Inclusive Guidelines. The course aims to equip student trainees with the skills to create inclusive, supportive, and accessible educational environments for children with hearing impairment.

Learning outcomes

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

- Analyze the developmental implications of hearing impairment, including language delays and social-emotional challenges.
- Explain the importance of language in education and the role of languages as per NEP2020.
- Implement teaching strategies and curricular adaptations for children with hearing impairment in subjects like language, mathematics, world around us, and art.
- Assess and adapt existing curricula to meet the needs of children with hearing impairment.
- Apply pedagogical strategies to create barrier-free, interactive, and experiential learning environments.

Course content

Unit 1: Implications of hearing impairment in educational context (class 1 and 2)

1.1 Language delay and language deprivation
1.2 Challenges in literacy development (especially in multi-lingual environment)
1.3 Impact of language delay on scholastic learning of subjects
1.4 Impact of hearing impairment on social and emotional learning
1.5 Designing school readiness programs for DHH children

Unit 2: Role of language in education and teaching strategies with necessary adaptations for children with hearing impairment

2.1 Role of motherese in the education of young children with hearing impairment
2.2 Role and importance of languages as per NEP-2020
2.3 Curricular strategies for enhancing language of children with hearing impairment and subject teaching
2.4 Importance of educational bilingualism for the Deaf

2.5 Capacity building in ISL for teachers, peers, parents, and non-teaching staff

Unit 3: Teaching strategies for subjects in class 1 and 2

3.1 Teaching strategies for language 1
3.2 Teaching strategies for language 2
3.3 Teaching strategies for world around us
3.4 Teaching strategies for mathematics
3.5 Teaching strategies for art and physical education

Unit 4: UDL and Curriculum adaptation at grades 1 and 2

4.1 Concept and principles of UDL
4.2 Study of existing curricula at pre-school (Montessori and kindergarten) and connecting it to the grades 1 and 2
4.3 Assessing the need for curriculum adaptation for DHH children
4.4 Types of curricular adaptation in textbooks and storybooks (including deaf characters, aspects of deaf culture, and ISL in story-telling)
4.5 Developing educational content in ISL and closed-captions, guidelines for adapting content for DHH children (including e-content)

Unit 5: Pedagogical aspects at grades 1 and 2

5.1 Dos and don'ts while teaching DHH children
5.2 Classroom etiquette (how to draw attention, using sign names, etc.)
5.3 Barrier-free classroom arrangement
5.4 Facilitating interactive, hands-on, activity-based and experiential learning
5.5 Holistic Progress Card (HPC) at foundational stage

Suggested coursework/practicum

- Practical sessions on using PEHAL and NIPUN inclusive guidelines.
- Contextualizing school readiness programmes like Vidya Pravesh for DHH children in grades 1 and 2.
- Adaptations of textbooks or teaching-learning activities tailored for DHH children.
- Preparation of TLM based on the principles of UDL.
- Preparing a report on the existing preschool curriculum and writing its strengths and weaknesses.

Suggested modes of transaction

Planned lectures infused with multimedia and power-point presentations.
Lecture cum demonstration of activity-based learning.

Small group discussions, panel interactions, and theme-based seminars. Cooperative teaching and team-teaching methods.

Suggested modes of assessment

- Written assignments and reflective journals.
- Practical demonstrations and role-plays.
- Group projects and presentations.
- Quizzes and tests on theoretical concepts.
- Case study analysis and reports.

Suggested readings

Deschenes, C., Ebeling, D. and Sprague, J. (1999). Adapting the Curriculum in Inclusive Classroom, New York: National Professional Resources.

Brown, A., & Davis, K. (2020). Enhancing Concept Development through Adapted Textbooks: A Teacher Perspective. International Journal of Inclusive Education, 28(2), 123-137.

Babbage, R., Byers, R. & Redding, H. (1999). Approaches to teaching and learning: Including pupils with learning difficulties. London: Fulton. as cited in Westwood, P. (2003) Commonsense Method for children with Special Educational Needs, Routledge Falmer, London.

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

Moores, D.F., Martin, D.S. (2006). Deaf Learner: developments in curriculum and Instruction. Gallaudet University Press.

NIPUN BHARAT –A National Mission on Foundational Literacy and Numeracy (2021), Report by Department of School Education and Literacy, Ministry of Education, Government of India.

Curricular Framework for Cross Disability Early Intervention and School Readiness, PEHAL (Birth to 3 years), NIPUN Inclusive (3 to 6 years). A report published by the Rehabilitation Council of India, AYJNISHD(D), and PRATHAM. Retrieved https://rehabcouncil.nic.in/sites/default/files/Curricular_Framework_CDEISR.pdf

Initiatives for Early Childhood Special and Inclusive Education

Course code: 4.1.8 (HI) **Credits: 2** **Semester: 6**

About the course

Realizing the importance of early years, investing in young children has high returns. Various ministries under the Government of India have undertaken initiatives to facilitate early childhood education and intervention of young children with disabilities. This course would help the student learners to know about various schemes and campaigns that have been developed to keep young children in focus. The course is designed so that by doing one course, the student teachers get the information on all aspects of early childhood special and inclusive education of children with disabilities, and supports available for their families, and community.

Learning outcomes

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

- Describe schemes focusing on the health and nutrition of young children.
- Explain the provisions available for early identification and intervention of children with disabilities.
- Describe the government initiatives in building human resources for children with disabilities.
- Describe the government schemes for procurement of aids and appliances for children with disabilities.
- Describe the organizational support available for sustainable early intervention and education.

Course content

Unit 1: Support for growth and development of young children

1.1 ICDS Schemes for health, immunization, nutrition, and tracking progress

1.2 The Anganwadi system and role of Accredited Social Health Activist (ASHA) workers

1.3 Community-based macro and micro initiatives across health, welfare, and education - Poshan events for infants and young children for nutrition, and early childhood education (Poshan Abhiyan, WASH, campaigns such as mission Saksham Anganwadi, Niramaya scheme of National Trust)

1.4 Gender equality in early childhood (Balika divas- national and international days, Beti Bachao Beti Padhao, Balika Samruddhi for financial empowerment)

1.5 Child safety and protection: Integrated Child Protection Scheme (ICPS) - adoption of children, missing children tracker, foster care, help lines, The Protection of Children from Sexual Offences (POCSO) Act, 2012.

Unit 2: Supports for identification and intervention of delays, disabilities

2.1 Protocols for identification of disabilities (Anganwadi Protocol for Divyang children, PEHAL Birth to 3 years, PRASHAST)
2.2 Dashboard for tracking identification and Standard Operating Procedures (SOP) for services (Mother and Child Protection Card (MCP), National Helpline)
2.3 Programs and schemes for infrastructural support for early identification and intervention: Rashtriya Bal Swasthya Karyakram (RBSK) SIPDA scheme for Cross Disability Early Intervention (CDEIC)
2.4 Procurement of aids and appliances: state and national schemes (ADIP, SAMBHAV of National Trust; ARJUN portal for online registration of beneficiaries)
2.5 Role of functionaries and certifications for availing services (UDID scheme and card)

Unit 3: Early childhood special and inclusive education

3.1 Schemes for early intervention and daycare (DISHA, VIKAAS, SAMARTH of National Trust)
3.2 Curricular frameworks for early childhood special and inclusive education for birth to 3 years (Navchetana, CDEIC)
3.3 Curricular frameworks for early childhood special and inclusive education for 3 to 8 years (Aadharshila, National Curriculum Framework Foundational Stage, NIPUN Bharat, NIPUN Inclusive of CDEIC framework)
3.4 Assessments for FLN: Lakshya App, PARAKH, NIPUN learning survey and Holistic Progress Card (HPC)
3.5 Educational Portals: DIKSHA, NISHTHA, Jadui Pitara for TLM, DAISY (Digitally Accessible Information System), e-content for children with disabilities

Unit 4: Human resource for early years

4.1 Human resource required for various disabilities (ASD/HI/ID/MD/VI/SLD)
4.2 Long-term training programs for early intervention and early childhood special education (RCI courses & NCTE courses)
4.3 Short-term programs for early years: Continual Professional development (CPD) & Continuing Rehabilitation Education (CRE)
4.4 Foundational & Preparatory courses in ISITEP of RCI
4.5 Parent and Family Empowerment initiatives (Mata Palak gat, IDEA)

Unit 5: Organizational supports for sustainable early education and intervention

5.1 Strengthening schools: Deen Dayal Disabled Rehabilitation Scheme (DDRS), PM SHRI school schemes, Conducting survey for identification of disabilities- PRASHAST, Section 17 of RPWD Act

5.2 Accessible organizational environment: Sugamya Bharat Abhiyan, Enlisted empaneled access auditors

5.3 Sustainable Development Goal for Education (SDG-4): NEP 2020, Samagra Shiksha Abhiyan

5.4 Collaborations for inclusive community development: Badhte Kadam- a scheme for awareness, community interaction and innovative project

5.5 Role of special educator in implementing these government initiatives, empowering stakeholders

Suggested Coursework/Practicum

- Develop an article on any five of the initiatives and present a seminar/submit a paper. Analyse these initiatives and develop a report.
- Discuss what more can be done for children with disabilities with whom you have chosen to work. Justify your recommendations and submit a report.
- Conduct an awareness program in the community on the initiatives for the benefit of children with disabilities.

Suggested modes of transaction

Lecture discussion, group activities, seminars, desk review of relevant initiative document by the students and presenting in class

Suggested modes of assessment

Class tests, assignments, group work

Suggested readings

Books

Gathoo, V., Palkar, G., Mathur, D., Mhatre, P., Kapoor, D., & Veling, S. (2023). Curricular Framework for Cross Disability Early Intervention and School Readiness: PEHAL (Birth to 3years) and NIPUN Inclusive (3 to 6 years) (1st ed.). Rehabilitation Council of India. (ISBN) 978-81-962808-0-2

Kaga, Y., Bennett, J., & Moss, P. (2010). Caring and learning together: A cross-national study on the integration of early childhood care and education within education. UNESCO

National Research Council, Institute of Medicine, Board on Children, Youth, and Families, & Committee on the Science of Children Birth to Age 8: Deepening and Broadening the Foundation for Success. (2015). Transforming the workforce for children birth through age 8: A unifying foundation. National Academies Press

Prasad, S., Sonpal, D., & Vaishnav, S. (2017). Empowering Children with Disabilities New Delhi: Prabhat Prakashan Publishers https://www.prabhatbooks.com/empoweringchildren-with-disabilities.htm

Reetu, C., Renu, G., & Adarsh, S. (2017). Quality Early Childhood Care and Education in India: Initiatives, Practice, Challenges and Enablers. Pacific Early Childhood Education Research Association, 11(1), 41–67.

UNESCO. (2021). Inclusive early childhood care and education from commitment to action: From commitment to action. UNESCO Publishing.

Weblinks

Aadhar Shila (2024), https://acrobat.adobe.com/id/urn:aaid:sc:AP:23988b5f-4448-41bc-a2f823641fd68378

ANAND Series Activity Books for Balvatika. https://ncert.nic.in/e_jaaduipitara.php?ln=en

Anganwadi Protocol for Divyang Children (2023) https://wcd.nic.in/sites/default/files/Anganwadi-Protocol-for-Divyang-ChildrenENGLISH.pdf Cross Disability Early Intervention Curriculum Framework; https://divyangjan.depwd.gov.in/upload/uploadfiles/Curricular_Framework_CDEISR.pdf

DDRS; https://depwd.gov.in/ddrs/

DIKSHA, NISHTA: https://www.india.gov.in/spotlight/diksha-national-digital-infrastructureteachers

https://depwd.gov.in/e-book/

Jadui Pitara: Teaching-Learning Material Resource. https://ejaaduipitara.ncert.gov.in/

National Curriculum Framework (FS) : https://ncert.nic.in/pdf/NCF_for_Foundational_Stage_20_October_2022.pdf

National Education Policy (2020) Ministry of Education. Government of India. https://www.education.gov.in/sites/upload_files/mhrd/files/ NEP_Final_English_0.pdf

National Trust (1999). https://thenationaltrust.gov.in/content/

Navchetana (2024), https://acrobat.adobe.com/id/urn:aaid:sc:ap:c4dfba6f-527a-443c-8607ab93e1f45f4d

NCF (2022). https://ncert.nic.in/pdf/NCF_for_Foundational_Stage_20_October_2022.pdf

NIPUN Bharat (2021). https://www.education.gov.in/sites/upload_files/mhrd/files/nipun_bharat_eng1.pdf

PM shri schools; https://pmshri.education.gov.in/

POCSO Act (2012). https://wcd.nic.in/sites/default/files/POCSO%20Act%2C%202012.pdf

PRASHAST (2022). https://ncert.nic.in/pdf/DSCS_booklet.pdf

RBSK https://rbsk.mohfw.gov.in/RBSK/

RPwD Act (2016); https://depwd.gov.in/acts/

Saksham Anganwadi and Poshan Abhiyan (2022) https://wcd.nic.in/acts/guidelines-missionsaksham-anganwadi-and-poshan-20

Sugamya Bharat Abhiyan: https://sugamyabharat.gov.in/

Sukanya Samriddi Yojana: https://transformingindia.mygov.in/scheme/sukanya-samriddhiyojana/

SWAYAM https://www.swayam.gov.in/about

UDID. https://www.swavlambancard.gov.in

Portals

https://www.education.gov.in/

https://pmevidya.education.gov.in/cwsn.html

https://www.india.gov.in/official-website-ministry-social-justice-and-empowerment

https://wcd.nic.in/

Early Identification of Developmental Delays and Disabilities – Importance and Methods

Course code: 4.1.1 (ID) **Credits: 2** **Semester- 3**

About the course

The early years in a child's life are most important in determining over all development of the child. If an abnormality or delay is the development is identified early in life and intervened, it leads to arresting further delays and assists in minimizing the impact of the disability if any. The NEP 2020 has clearly delineated the early years ranging from preschool years (3to 6) to class 2 as Foundational Stage. In special education the age group of 0 to 3 years too are to be addresses as these are critical years with rapid development in the child and the special teachers are to be quipped in identifying such delays and abnormalities to address them. In this we will learn about the early identification of children with developmental delays and at risk for a disability.

Learning outcomes

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

- Explain the critical periods of development and the role of neuroplasticity
- Narrate the importance of early identification of delays and risk factors
- Discuss the deviations, abnormalities or delay in the development
- Identify tools that would help in the screening and assessment for early identification
- Illustrate the role of the teacher in an interdisciplinary team and in working with families in early years of the child.

Course content

Unit 1: **Critical Periods of development (0 to 3 years)**

1.1 Child growth and development and the delays and abnormalities, risk factors, and factors affecting development.
1.2 Critical years and role of neuroplasticity in minimizing the effect of risk factors
1.3 Delays and deviations – e.g. sensory, motor, and cognitive domains leading to different disabling conditions
1.4 Importance of Screening and identification of children at risk for developmental delays/disabilities
1.5 Role of the teacher in screening children at risk for delayed development/abnormalities.

Unit 2: Early identification

2.1 Early identification in hospitals/PHCs – risk factors during pregnancy that need medical attention and follow-up

2.2 Screening at Birth – APGAR scores and its importance in early identification and intervention
2.3 Child-rearing practices in different communities and the importance of early identification and follow-up – addressing myths and misconceptions.
2.4 Involvement of parents in identification, intervention, and follow-up
2.5 Role of the special educator in the process of early identification

Unit 3: Deviations, delays, and Abnormalities leading to developmental disabilities

3.1 Delay in motor, language, cognitive, and social domains leading to intellectual disabilities
3.2 Issues related to social and communication and other risk factors leading to autism spectrum disorders
3.3 Sensory, Perceptual, and processing difficulties, attention deficits, and other risk factors for specific learning disabilities
3.4 Vision and hearing impairments
3.5 More than one risk factor/disability leading to multiple disabilities or additional conditions such as epilepsy and conditions requiring medical attention

Unit 4: Screening tools for early identification

4.1 Screening and Assessment – definition, importance, and scope.
4.2 Formal standardized tools. Medical procedures, use of technology
4.3 Screening tools for identification and referral for interdisciplinary teal support
4.4 Tools for assessment and intervention by teachers - e.g. Upanayana, Portage Guide to Early Education
4.5 Points to consider while screening and assessment. Involvement of family, using play activities as a means for assessment.

Unit 5: Working with family and Interdisciplinary team

5.1 Carrying out assessment with the multi-disciplinary team – Role of special educator
5.2 Interpreting reports of the multidisciplinary team for intervention.
5.3 Family as the first contact and a primary source of information about the child
5.4 Screening the child at their home setting, - points to consider.
5.5 Working with families: Informing the family on the child's condition, considering their emotional status.

Suggested Coursework/Practicum

- Observe a typically growing child and one diagnosed with developmental delays. Analyse the commonalities and differences and make a report.

- Follow up with a child identified with developmental delay at their home along with the multidisciplinary team member when the child is being assessed and make a report.

Suggestive mode of transaction

Lecture discussion with exposure to screening in early intervention centres, Group work on given topic /assignment

Suggestive assessment

Assessment based on assignments given from time to time

Suggested Readings

Books

Bailey, D., &Simeonsson R. (1988). Family assessment in early intervention. Colombus, OH: Charles E. Merrill.

Beckman, PJ., Newcomb, S., Frank, N., Brown, L., & Filer, J. (1991). Providing support to families of infants with disabilities. Manuscript submitted for publication

Bredekamp, S. &Rosegrant, T. (Eds.). (1992). Reaching potentials: Appropriate curriculum and assessment for young children. Washington, DC: National Association for the Education of Young children

Persha, A.J.P ().RAPID (Reaching and programming for identification of Disabilities) (English) Hyderabad: NIEPID

Fox, A. M. (2005). An introduction to neuro-developmental disorders of children. New Delhi: The National Trust

Gathoo, V., Palkar, G., Mathur, D., Mhatre, P., Kapoor, D., &Veling, S. (2023). Curricular Framework for Cross Disability Early Intervention and School Readiness: PEHAL (Birth to 3 years) and NIPUN Inclusive (3 to 6 years) (1st ed.). Rehabilitation Council of India.(ISBN) 978- 81-962808-0-2

Krishnaswamy. J (1992). The UPANAYAN early intervention programme. Madras: MNC.

Journals

Journal of early intervention - https://journals.sagepub.com/home/jei

International Journal of Early childhood. https://link.springer.com/journal/13158

Early childhood educational Journal - https://link.springer.com/journal/10643

Journal of Occupational Therapy, School and Early Intervention - https://www.tandfonline.com/toc/wjot20/current

Online links

Pratham, AYJNISHD, RCI (2023). Cross Disability Early Intervention
https://rehabcouncil.nic.in/sites/default/files/Curricular_Framework_CDEISR.pdf
http://www.niepmd.tn.nic.in/publication.php **Portals**
https://thearcalliance.org/ei-portal-home-page/ https://punarbhava.in/

Early Intervention (0 to 3 years): Importance, Assessment and Teaching Strategies

Course code: 4.1.2 (ID) **Credits: 2** **Semester- 3**

About the course

Early identification and early intervention are key factors in preventing disabilities in children who are at risk and minimizing the impact of disability in those diagnosed with a disability. The growth and development are rapid in infancy and therefore, it is important to monitor the growth and development and detect abnormalities if any. This course will help the student teacher to assess and intervene with appropriate methods to help the child with developmental delay/disability.

Learning outcomes

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

- Narrate the importance of early intervention
- Identify and use the right tools to assess the needs of the child
- Plan the early intervention programme in consultation with the multidisciplinary team members, develop Individualised Family Support Plan (IFSP), and maintain records of assessment and intervention programme
- Carry out the plan using appropriate strategies as a team member and work with the family of the child
- Prepare the family and the child for the transition from home to school

Course content

Unit 1: Importance of Early Intervention

1.1 Risk factors – Pre-conceptional, prenatal, natal, post-natal, environmental, and Psychosocial.
1.2 Primary prevention of risk factors and intervention
1.3 Concept of developmental age and importance of early intervention in the early critical years.
1.4 Neuroplasticity of the brain and the impact of early intervention
1.5 Role of the interdisciplinary team in early intervention and the role of the special educator

Unit 2: Assessment of children with developmental delays and at risk for intellectual disabilities

2.1 Scope and importance of assessment – differentiating screening and assessment
2.2 Assessment – initial/entry level, formative, and summative assessment, selection of assessment tools.

2.3 Assessment of various domains – neonatal, motor, social, cognitive, and language, in the context of the child's environment – rural, urban, semi-urban, tribal, coastal, urban slum, and so on.
2.4 Family Needs Assessment
2.5 Collating assessment information and preparing reports for planning intervention.

Unit 3: Developing Individualised Family Support Plan (IFSP)

3.1 Origin, concept, and scope of IFSP.
3.2 Components of IFSP –comprehensive document including medical, psychological, educational, and therapeutic interventions and family involvement.
3.3 Developing IFSP, with a focus on the child's environment, implementing and periodic monitoring of the child's progress.
3.4 Support to family, identifying family resources including siblings, grandparents to involve in the child's routine interventional activities
3.5 Role of the special educator as a coordinator of the IFSP team. Importance of IFSP team meetings to evaluate progress and plan further. Record maintenance.

Unit 4: Strategies for Early Intervention

4.1 Intervention facilitating gross and fine motor skills at the different developmental stages
4.2 Intervention to enhance Language and communication skills – suitable activities
4.3 Interventions for facilitating emotional, social, and cognitive skills
4.4 Holistic approach to intervention and developing activities to stimulate and facilitate the all-round development of the child. Use of technology.
4.5 Play activities, music, and movement to enhance all-round development, use of Indigenous songs and movements used with young children, and play materials.

Unit 5: Evaluation and preparation for transition from home to school

5.1 Preparing the report of the current level of functioning of the child to estimate the extent of further support required when the child enters balwadi/preschool
5.2 Appraising the facilities for accessibility in the proposed Balwadi/preschool and the competency of the teachers
5.3 Preparing the preschool/balwadi by orienting the teachers, management, and peers on the needs of the child and the support to be given
5.4 Preparing and supporting the family for the transition from home to school 5.5 Follow up with the child, home, and school until the child is fully transitioned.

Suggested Coursework/Practicum

- Do a literature search and compile details on the various early intervention centers in the given region in the country

- Visit a preschool/balwadi and assess the condition in terms of accessibility for children with developmental delays. Give your suggestions on what more can be done to make it more accessible.
- Compile details on at least 5 tools that help in assessment of children in the age range of 0 to 3 years.

Suggestive mode of transaction

Lecture discussion, demonstrations of early intervention by visit to a centre, videos on early intervention and group discussions

Suggestive assessment

Individual and group assignments and projects, course work practicum

Suggested Readings

Books

Agrawal, A., Shukla, D. (2006). Handbook of Neuro-Rehabilitation., (1st Ed.). Hyderabad, Paras Medical Publication

Berkowitz, S. (2018). Make the Connection: A Practical Guide to Parents and Practitioners for teaching the Nonverbal Child to Communicate - with AAC. Herding Cats Press.

Fox, A. M. (2005). An introduction to neuro-developmental disorders of children. New Delhi: The National Trust

Gathoo, V., Palkar, G., Mathur, D., Mhatre, P., Kapoor, D., & Veling, S. (2023). Curricular Framework for Cross Disability Early Intervention and School Readiness: PEHAL (Birth to 3 years) and NIPUN Inclusive (3 to 6 years) (1st ed.). Rehabilitation Council of India. (ISBN) 978-81-962808-0-2

Grover, U (2004), Play, fun and learn, Secunderabad: NIMH publications

J. Krishnaswamy. (1992). The UPANAYAN early intervention programme. Madras: MNC

Narayan, J. (Ed.) (1999) School readiness for children with special needs. Secunderabad: NIMH.

Rao, VRPS, Narayan J (2000) Aarambh package , UNICEF- NIMH: 1secunderabad: NIMH

Wehmeyer, M.L, Brown, I., Percy, M., Shoegren, K.A.,Fung, W.L.A. (2071). A comprehensive guide to intellectual and developmental disabilities, Baltimore: Paul.H. Brookes https://depwd.gov.in/e-book/Handbook on Early Intervention Centres for children with Disabilities.

Journals

Journal of early intervention - https://journals.sagepub.com/home/jei

International Journal of Early childhood. https://link.springer.com/journal/13158

Early childhood educational Journal - https://link.springer.com/journal/10643

Journal of Occupational Therapy, School and Early Intervention - https://www.tandfonline.com/toc/wjot20/current

Online links

https://open.umn.edu/opentextbooks/textbooks/early-childhood-literacy-engaging-andempoweringemergent- readers-and-writers-birth-age-5

https://www.niepid.nic.in/ListofPublication.php www.niepmd.tn.nic.in/publication.php
https://www.niepid.nic.in/ListofPublication.php **Portals**
https://thearcalliance.org/ei-portal-home-page/ https://punarbhava.in/
https://depwd.gov.in/e-book/

Early Childhood Special Education (3 to 6 years) – Cross-Disability Approach

Course code: 4.1.3 (ID) **Credits: 2** **Semester: 4**

About the course

All children are born wired to learn. It is essential for children with disabilities that they are provided with a systematized stimulating learning environment in the early years so that they can overcome their communication and learning challenges. This helps to create the right start from the right stage. Early childhood special education is hence essential and has the potential to pave the way for further education of children with disabilities. While there exist special disability-specific early childhood education centers, the approach is gradually moving towards a cross-disability approach. This is so because there exist a lot of commonalities in barriers such as that of communication, mobility, literacy development, and so on. Cross-disability is being used as a unified, collective movement that comprehensively addresses the needs of young children with disabilities inclusively.

Learning outcomes

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

- Narrate the importance of early childhood special education (ECSE).
- Describe the practices in ECSE.
- Discuss the various childhood disabilities and their impact on various developmental domains.
- Explain the cross-disability approach to early intervention and early childhood special education.
- Demonstrate understanding on how to organize a cross-disability early intervention center (CDEIC).

Course content

Unit 1: Early Childhood Special Education (ECSE)

1.1 Need and rationale for ECSE
1.2 Approaches and guiding principles for ECSE
1.3 Setting up of ECSE centers and functionaries
1.4 Issues and concerns about enrolment, curriculum, human resources, and accreditation
1.5 Stakeholder's support for ECSE

Unit 2: Practices in ECSE

2.1 Organization of ECSE based on Developmentally Appropriate Practices (DAP)
2.2 Play and activities for ECSE
2.3 Indigenous and cultural practices in ECSE – merits and misconceptions
2.4 Designing and developing activity calendar and use of Teaching Learning Material (TLM) for early stimulation

2.5 Responsive caregiving and parenting for ECSE

Unit 3: Disabilities and their implications on developmental domains

3.1 Physical disabilities: impact on developmental milestones
3.2 Sensory disabilities- hearing and visual impairment: impact on developmental milestones
3.3 Intellectual and developmental disabilities: impact on developmental milestones
3.4 Multiple disabilities: impact on developmental milestones
3.5 Common issues in development and learning across disabilities

Unit 4: Cross disability approach for early intervention and ECSE

4.1 Meaning and concept of cross-disability approach
4.2 Need and rationale for cross-disability approach
4.3 Global and national trends in cross-disability approach
4.4 Cross-disability approach as a preventive intervention program for at-risk children
4.5 Benefits and advantages of cross-disability approach covering economics, interdisciplinary inputs, and holistic child development

Unit 5: Organizing a Cross-Disability Early Intervention Center (CDEIC)

5.1 Foundations and goals of CDEIC
5.2 Setting up of CDEIC
5.3 Assessments in ECSE and program planning and implementation in CDEIC
5.4 Facilities, services, and functionaries in CDEIC
5.5 Cross disability early intervention: paving the way for inclusive education

Suggested Coursework/Practicum

- Visit a CDEIC and observe the activities for a day and report on the activities, professionals involved, the organization of the center, and other details.
- Compile details on the organization of cross-disability early childhood special education centers.
- Make a poster/PowerPoint presentation on the importance of cross-disability early intervention and early childhood special education.

Suggested modes of transaction

Lecture discussion, group project assignment, demonstrations, role-play, quiz

Suggested modes of assessment

Class participation, completion and quality of assignments, internal tests

Suggested readings

Books

Department of Empowerment of Persons with Disabilities (Divyangjan). (2021). Handbook on Early Intervention Centers for Children with Disabilities. Government of India.

Egan, R. W., Lerner, J. W., & Lowenthal, B. (2013). Preschool children with special needs: Children at risk, children with disabilities, print offer. Pearson.

Gathoo, V., Palkar, G., Mathur, D., Mhatre, P., Kapoor, D., & Veling, S. (2023). Curricular Framework for Cross Disability Early Intervention and School Readiness: PEHAL (Birth to 3years) and NIPUN Inclusive (3 to 6 years) (1st ed.). Rehabilitation Council of India. (ISBN) 978-81-962808-0-2

Guralnick, M. J. (2001). An overview of the developmental systems model for early intervention. In M. J. Guralnick (Ed.), Early childhood intervention: A promise to children and families for their future (pp. 3-24). Brookes Publishing. https://depts.washington.edu/chdd/guralnick/pdfs/overview_dev_systems.pdf

Kaga, Y., Bennett, J., & Moss, P. (2010). Caring and learning together: A cross-national study on the integration of early childhood care and education within education. UNESCO

Lerner, J. W., Lowenthal, B., & Egan, R. (2003). Preschool children with special needs: Children at risk and children with disabilities. Prentice Hall

Mishra, R. C. (2009). Early childhood care and education. New Delhi: APH Publishing.

Journal articles

Ngubane, M., & Chetty, V. (2016). Caregiver satisfaction with a multidisciplinary communitybased rehabilitation programme for children with cerebral palsy in South Africa. South African Family Practice, 59(1), 35–40. https://doi.org/10.1080/20786190.2016.1254929

Thyagarajan, R., Swathi, N., Shanthi, R., Keerthi, K., M.A., Shree, Sd., Safa, & Rithika, T. (2023). Effectiveness of Multidisciplinary Team Intervention in Children with Autism Spectrum Disorders: A Pilot Study. International Journal of Indian Psychology, 11(3), 825-837. DIP:18.01.079.20231103, DOI:10.25215/1103.079. available at https://ijip.in/articles/effectiveness-of-multidisciplinary-team-intervention-inchildren-with-autism-spectrum-disorders-a-pilot-study/#:~:text=Conclusions%3A%20The%20Effectiveness%20of%20the,skills%20in%20children%20with%20ASD

Online links

Ali Yavar Jung National Institute of Speech and Hearing Disabilities (Divyangjan). (2021). Development of module on early listening and communication skills for children with cochlear implant under ADIP scheme. https://ayjnihh.nic.in/sites/default/files/upload_documents/ebook_EarlyListening_CI_ADIP.pdf

Department of Empowerment of Persons with Disabilities. (2021). Handbook on early intervention centres for children with disabilities. https://divyangjan.depwd.gov.in/content/upload/uploadfiles/files/LowWebversionHandbookEIC.pdf

Department of Empowerment of Persons with Disabilities. (2022). Curricular framework for cross disability early intervention and school readiness. https://divyangjan.depwd.gov.in/upload/uploadfiles/Curricular_Framework_CDEISR.pdf

Honório, S., Batista, M., Mesquita, H., & Ribeiro, J. (2020). Multidisciplinary Interventions for People with Diverse Needs - A Training Guide for Teachers, Students, and Professionals. Bentham Science Publishers. https://doi.org/10.2174/9789811446771120010 1

UNESCO (2018). Education for All: A Global Framework for Action. https://en.unesco.org/education/framework-action UNESCO (2020). Global Education Monitoring Report. https://www.unesco.org/en/education/global-education-monitoring-report/

WHO (2018). The Nurturing Care Framework: Improving the Care of Young Children and their Families. https://www.who.int/maternal_child_adolescent/documents/nurturingcare-framework/en/

World Bank Group (2019). World Development Report 2019: The Changing Nature of Work. https://www.worldbank.org/en/publication/wdr2019

World Health Organization. (2012). Early Childhood Development and Disability: A discussion paper. Geneva: World Health Organization. https://iris.who.int/bitstream/handle/10665/75355/?sequence=1

Assessment across Developmental Domains

Course code: 4.1.4 (ID) **Credits: 2** **Semester- 4**

About the course

Assessment is the first step towards planning an intervention /educational programme for a child with developmental delays or at risk for a disability. Assessments are done for different purposes, such as assessment for diagnosis and certification, assessment for programme planning and teaching, and for monitoring progress in the child. Assessment tools are to be carefully chosen to assess the best results. In this course, various aspects of assessment in early childhood special education with a particular focus on the role of the teacher will be discussed in detail.

Learning outcomes

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

- Discuss the purpose and elements of assessment of children in early childhood.
- Demonstrate awareness of the various standardized and informal tools of assessment across developmental domains.
- Select the appropriate tool to assess across developmental domains.,
- Interpret the assessment information from the multidisciplinary team members for planning the educational programme
- Use the assessment information for programme planning in special and inclusive preschool settings

Course content

Unit 1: Concept and Purpose of Assessment

1.1 Definition, meaning, purpose, and scope of assessment with a focus on early childhood.

1.2 Assessment for diagnosis and certification – medical, developmental, and intellectual assessment, and other psychological assessment.

1.3 Assessment for intervention: Formal and informal assessments, clinical assessment, physio, occupational, language, and communication assessments.

1.4 Assessment for educational planning: Entry level, formative, and summative assessments, use of Norm-referenced (NRT) and Criterion-referenced tests (CRT), use of technology.

1.5 Points to consider while assessing children with developmental disabilities/delays; Using play activities and carrying out assessments in natural settings

Unit 2: Assessment Across Developmental Domains

2.1 Assessment for motor skills – selection of tools, settings, process of assessment and documentation, family involvement in assessment

2.2 Assessment of Language and communication - selection of tools, settings, process of assessment and documentation, family involvement in assessment

2.3 Assessment of cognitive domain - selection of tools, settings, process of assessment and documentation, family involvement in assessment

2.4 Assessment of socio-emotional domains - selection of tools, settings, process of assessment and documentation, family involvement in assessment

2.5 Assessment of self-help skills - purpose, selection of tools, settings, process of assessment and documentation, family involvement in assessment

Unit 3: Role of Special Educator in the Multidisciplinary Assessment Team

3.1 Coordinating regular meetings of the multidisciplinary team and documenting.

3.2 Involvement of the family in the assessment and sharing of information on course of action.

3.3 Follow up with the family on the implementation of the programme and coordinate with the team members as and when required.

3.4 Continuous and periodic assessment and programme planning in consultation with the team members

3.5 Disseminate information on the assessment-related policies and government orders that are released from time to time and inform the parents and the team.

Unit 4: Assessment for Educational Planning (IFSP/IEP)

4.1 Selection of appropriate tools considering the age and developmental stage of the child, curriculum-based assessment.

4.2 Using the assessment information for the development of IFSP (for children below six years of age) for inclusive, special school and home-based settings.

4.3 Using the assessment information for development of Individualised educational programmes (for children over 6 years of age) for special and regular school settings

4.4 Using assessment information for the selection of assistive devices if any

4.5 Working with the regular school teacher for assessment and evaluation

Unit 5: Assessment of Family Needs

5.1 Assessment of family needs across different dimensions – place of living (e.g. rural/urban), socio-economic status, and cultural practices.

5.2 Assessment of resources within the family such as extended family members, occupation of the parents and significant others that can impact the child's needs and intervention

5.3 Guidance and counselling to the parents and family members

5.4 Importance of home visits and interaction with the family

5.5 Role of community in supporting the family having a child with intellectual/developmental disability/delay

Suggested Coursework/Practicum

Visit a special and inclusive preschool and observe a child with intellectual /developmental disability. Compare the two settings and write a report.

Observe a child being assessed by a multidisciplinary team and write a report.

Compile a list of special/inclusive preschools in a given region in the country and submit

Suggestive mode of transaction

Lecture discussions, demonstrations and school visits

Suggestive assessment

Individual and Group projects, course work and practicum

Suggested Readings

Books

Brue, A. W, Wilmshurst, L (2016). Essentials of Intellectual Disabilities, Assessment and Identification. Boston: Wiley publishers

Ekstrom, R.B. & Smith, D. (Eds.), Assessing individuals with disabilities in educational, employment, and counselling settings. Washington, DC: American Psychological Association.

Gathoo, V., Palkar, G., Mathur, D., Mhatre, P., Kapoor, D., & Veling, S. (2023). Curricular Framework for Cross Disability Early Intervention and School Readiness: PEHAL (Birth to 3 years) and NIPUN Inclusive (3 to 6 years) (1st ed.). Rehabilitation Council of India. (ISBN) 978-81-962808-0-2

Overton, T. (2011). Assessing learners with special needs: An Applied Approach. New Jersey: Prentice Hall

Rao, VRPS, Narayan J (2000) Aarambh package, UNICEF- NIMH: 1secunderabad: NIMH

Journals

Journal of Applied Research in Intellectual Disabilities

Research and Practice for Persons with Severe Disabilities

International Journal of Rehabilitation Research,

Online Links https://ijsi.in/wp-content/uploads/2024/02/18.02.001.20240901.pdf
https://ijsra.net/sites/default/files/IJSRA-2023-0090.pdf
https://www.researchgate.net/publication/372212519_Determining_the_Evaluation_Methods_Used_by_Special_Education_Teachers_Working_with_Individuals_with_Multiple_Disabilities

Teaching Strategies for Children with Intellectual Disability in Early Childhood

Course code: 4.1.5 (ID) **Credits: 2** **Semester- 5**

About the Course

Children with developmental delay or intellectual disability require support and training to learn skills right from self-help, social and communication skills that a child without disability learns naturally. The earlier the efforts are taken to teach them, the faster they learn. As they grow older, based on the level of their functioning they learn the other concepts and academic skills also. The early childhood special educator should be well equipped to teach these children all the skills that they are capable of learning keeping in mind the learning environments including special schools, regular and inclusive schools, and home-based learning. This course equips the learner with strategies to teach young children with intellectual disability /developmental delays.

Learning outcomes

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

- Narrate the importance of a functional curriculum for young children with intellectual disabilities
- Describe the strategies for teaching various skill areas
- Develop an individualized educational Programme based on the assessment information
- Explain the techniques and positive approach to the management of challenging behaviours
- Demonstrate skills in working in special, inclusive, and home-based settings

Course content

Unit 1: Development of Functional Curriculum

1.1 Functional curriculum – concept, meaning and scope
1.2 Determining factors of the functional curriculum – level of functioning of the child, family environment, the area of living e.g. rural, urban, tribal
1.3 Socio-cultural practices and implications on the functional curriculum
1.4 Development of functional curriculum
1.5 Planning the educational programme focusing on the needs of the child.

Unit 2: Teaching strategies

2.1 Selection of appropriate teaching strategies for various curricular areas –Task analysis, shaping, chaining, prompting, and fading
2.2 Role and importance of reinforcement, techniques in identifying and using the reinforcers effectively
2.3 Monitoring progress while learning the skills – Acquisition, maintenance, fluency, and generalization. Use of technology in the teaching-learning environment.

2.4 Applying the above strategies with a focus on the ecology of the student and adapting to suit the local need and natural settings for teaching, using play activities and play way methods to teach the child.
2.5 Record keeping and documentation.

Unit 3: Teaching the different curricular areas

3.1 Daily living skills – Self-feeding, toileting, bathing, brushing, dressing, grooming
3.2 Sensory, motor, and social skills – to be embedded into daily activities
3.3 Recreational skill enhancement – art, craft, music and movement, and other activities
3.4 Language and communication skills – use of the natural environment to facilitate communication,
3.5 Pre-academics – Foundational Literacy and Numeracy (FLN) skills - pre-reading, prewriting per math skills, environmental awareness.

Unit 4: Challenging behaviours and positive behavioural support

4.1 Behaviour, adaptive behaviour, and challenging behaviour – meaning and concept
4.2 Causes for exhibiting challenging behaviours, Behaviour as a means of communication
4.3 Functional assessment of challenging behaviour and analysis
4.4 Planning behavioural support to help the child overcome the challenging behaviour
4.5 Positive techniques to support the child having challenging behaviour – reinforcement, token economy, differential reinforcements, positive behavioural approaches

Unit 5: Individualised Educational Plan (IEP)

5.1 Origin, concept, meaning, and the purpose of IEP.
5.2 Components of IEP - Family background, the current level of functioning of the child, Priority annual goals, short-term objectives, teaching strategies, methods, materials, and Evaluation
5.3 Role of the multidisciplinary team in developing IEP 5.4 Implementation of IEP and Documentation
5.5 Progress monitoring and further planning.

Suggested Coursework/Practicum

Develop an activity book with teaching strategies for any three skills of your choice assuming a current level of functioning for the child.
Compile details of at least five preschool curricula adapted for children with special educational needs
Develop a video or poster explaining two of the teaching strategies with examples.

Suggestive mode of transaction

Lecture discussions, Student seminars on selected topics, case discussions

Suggestive assessment

Class projects, individual and group work, practicum, and class tests.

Suggested Readings

Books

Carroll, J.M (2020). Art Therapy and Individuals with Developmental Disabilities, London: Jessica Kingsley Publishers

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

Kranowitz, C. S. & Newman J. (2010). Growing an In-Sync Child: Simple, Fun Activities to Help Every Child Develop, Learn and Grow. Penguin, USA.

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

Narayan, J. (Ed.) (1999) School readiness for children with special needs. Secunderabad: NIMH.

NCERT (2020). Guidelines for the Development of E-Content for Children with Disabilities

Peshawaria, R & Venkatesan, S. (1992). Behaviour approach in teaching mentally retarded children. A Manual for Teachers. Secunderabad: National Institute for the Mentally Handicapped

Romila, S. (1997) School Readiness programme. New Delhi: NCERT.

Sennott S. & Loman S. (2015). Comprehensive Individualized Curriculum and Instructional Design: Curriculum and Instruction for Students with Developmental Disabilities/Autism Spectrum Disorders. Portland State University Library. USA.

Wehmeyer, M.L, Brown, I., Percy, M., Shoegren, K.A., Fung, W.L.A. (2071). A comprehensive guide to intellectual and developmental disabilities, Baltimore: Paul.H. Brookes. **Journals**

https://www.sciencedirect.com/journal/early-childhood-research-quarterly
https://us.sagepub.com/en-us/nam/journal/contemporary-issues-early-childhood
https://www.wiley.com/en-us/Child+Development+Perspectives-p-9780JRNL58456
https://ecrp.illinois.edu/ **Online links**
http://www.tandfonline.com/toc/ceye20/current#.VIi8X3v0_Si
https://www.tandfonline.com/toc/cijd20/current
https://www.tandfonline.com/toc/ujec20/current https://us.sagepub.com/en-us/nam/journal-of-early-intervention/journal201886 **Portal**
https://ectacenter.org/portal/journals.asp

Role of Family and Community in Early Intervention and Early Childhood Education

Course code: 4.1.6 (ID) **Credits: 2** **Semester- 5**

About the course

Family plays a major role in bringing up children, particularly in infancy and early childhood as the child is dependent on the adults around them to even fulfill basic needs. Parents also have the responsibility of bringing up their children and providing them with good education and values. When the child has a disability, the parents are confronted with a situation that they do not expect and they go through varied emotional stages before coming to terms with the reality. Parents need help to cope with these emotional stages and get ready to do their best for their children. Professional support at this stage is very important to help them cope and develop healthy and positive parenting skills. A special educator is expected to support and guide the parents all the way through towards healthy parenting. The special educator also has the responsibility of creating awareness and involving the community to support the family that has a child with a disability. This course discusses the ways and means to achieve these goals.

Learning outcomes

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

- Explain the emotional stages parents go through on knowing about their child's diagnosis of intellectual /developmental disability
- Describe the ways and means to support the parents and families of the child • Narrate the importance and methods of training the child using resources at home.
- Delineate the role of the community in supporting families having children with disability
- Discuss the support system with the parents for the transition from home to school

Course Content

Unit 1: **Emotional Stages of parents at the diagnosis of disability in their child**

1.1 Various stages of emotions on knowing the diagnosis – e.g. Denial, shock, confusion, anger, guilt, shame, bargaining, hope, depression, understanding, and acceptance.
1.2 Role of the special educator in Understanding and providing support the emotions of parents
1.3 Myths and misconceptions of parents' clarification and provision of the right information
1.4 Formal and informal parent groups to support overcoming the initial shock and related emotions.
1.5 Counselling and guidance to parents towards accepting the child.

Unit 2: **Support to the family of a child having an intellectual disability/developmental delay**

2.1 Professional support to the family at home and in the training center

2.2 Addressing the unique needs of each family – socio, cultural, economic, and environmental and programming suitably
2.3 Empowering parents with techniques to help the child at home
2.4 Parent-to-parent support systems
2.5 Information on various parental networks and contact

Unit 3: **Use of resources at home in teaching the child**

3.1 Appraisal of the home environment – nuclear, extended, joint families, resources.
3.2 Involvement of siblings, grandparents, and other sat home in enabling the child to play activities to teach the child in natural settings
3.3 Adapting the training programme to suit the environmental needs and the available resources.
3.4 Providing respite to parents by planning suitable programmes involving other members of the family
3.5 Systematic record maintenance on home and family involvement in teaching the child.

Unit 4: **Role of community in supporting the family having a child with a disability**

4.1 Types of community and their characteristics – (e.g. agriculture, industrial, urban, migrant, metropolitan tribal, coastal) and the linked lifestyle
4.2 Family with a child with special needs in the context of the community
4.3 Identifying the support system by an ecological appraisal to empower families...
4.4 Community-based rehabilitation (CBR) Programmes – origin, functions, and advantages.
4.5 Organizing community-involved programmes to enable children with disabilities and their families to use technology in reaching out to stakeholders.

Unit 5: Educational options and support to parents for Transition of the child from home to school

5.1 Guiding parents on Education as a Fundamental Right and every child has a right to appropriate education. Relevant acts and policies.
5.2 Various avenues and options in educating the child with a disability – early intervention, special schools, inclusive schools, home-based education; Helping parents to make a choice justified with facts.
5.3 Parent group networks with updated information and dissemination on the education of the child
5.4 Preparing the child and the family for the transition from home to school.
5.5 Support to the child and the family till the transition is smooth and complete. Support the class teacher and the other staff in school to facilitate the transition.

Suggested Practicum

- Compile a list of registered parent organizations in the area of Intellectual and developmental disabilities in your state. Visit at least five of them and report their activities
- Write an article on the various emotional stages the parents go through and the role of special educators in helping them • Do a review of the literature on CBR programmes and submit.

Suggestive mode of transaction

Lecture discussion, group work, demonstrations

Suggestive modes of assessment

Fieldwork in the relevant areas, assignments and class tests

Suggested Readings

Books

Danforth, S & Taff, S (2004), *Crucial readings in special education.* New Jersey: Pearson.

Dunst, C., Trivette, C., & Deal, A. (1988). *Enabling and empowering families: Principles and guidelines for practice*. Newton, MA: Brookline Books.

Foley, G. M.and J Hochman (2006). *Mental health in early intervention: Achieving unity in principles and practice* Baltimore, MD: Paul H. Brooks.

Peshawaria, R., Menon, .D.K., Ganguly, R., Roy, S., Pillary, R.P.R.S. & Gupta, A. (1995) Understanding Indian families having persons with Intellectual Disability. Secunderabad: NIMH

Stray-Gunderson, K, (1995), *Babies with Down syndrome: A new parents' guide* Bethesda, MD: Woodbine House.

Toseland, R. W., Smith, G., & McCallion, P. (2001). Helping family caregivers. In A. Gitterman (Ed.). *Handbook of social work practice with vulnerable populations*, New York: Columbia University Press.

World Health Organization, (2010) *Community based rehabilitation guidelines — Introductory booklet.* Geneva: WHO press;

Journals

Journal of Child and Family Studies,
Journal of Intellectual Disability Research,
Journal of Education, Culture and Society
Asia Pacific Disability Rehabilitation Journal. Journal of Child Psychology and Psychiatry

Online links

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https://www.virtuallabschool.org/preschool/family-engagement/lesson-4/act/18466
https://impactparents.com/blog/complex-kids/5-stages-of-the-special-needs-parent/
https://psycnet.apa.org/fulltext/2014-52730-005.html **Portals**

https://ncpcr.gov.in/baalswaraj/ https://wcd.nic.in/
https://www.india.gov.in/official-website-ministry-social-justice-and-empowerment
https://rbsk.mohfw.gov.in/RBSK/

Implication of Disabilities and Curricular Adaptation for Classes 1 &2

Course code: 4.1.7 (ID) **Credits: 2** **Semester- 6**

About the course

When Children with intellectual disabilities enter classes one and two in Primary school, they need certain adaptations in academic and nonacademic areas, based on their cognitive limitations so that the learning is meaningful to them. The special educator has the responsibility in the inclusive classes to work in collaboration with the general class teacher in planning, implementing, and evaluating the learning of the child with intellectual disability using the principles of Universal Design for Learning (UDL). In a special school environment too, the special educator has to teach the child in a manner that the student learns the content at classes one and two levels. This course aims to prepare the special teacher to work in various educational settings to help the student learn optimally.

Learning outcomes

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

- Explain the support systems needed for children with intellectual disability in the school (Classes 1&2) in terms of infrastructure, routine, and preparation for teachers and others in inclusive and special schools and the importance of UDL principles
- Demonstrate competency in making adaptations in content and process for teaching the lessons in English for classes 1 & 2
- Demonstrate competency in making adaptations in content and process for teaching Hindi/regional language for classes I & 2.
- Demonstrate competency in making adaptations in content and process for teaching the lessons in numeracy for classes 1 & 2
- Describe the importance and role of stories, games and sports, art, music, and movement in including children with intellectual disability and demonstrate competency in teaching these activities.

Course Content

Unit 1: **Preparing for the education of students with intellectual disabilities (Classes 1&2)**

1.1 Points to consider in different educational settings –inclusive schools, special schools, and home-based settings.

1.2 Planning and organising one-to-one, small group and large group instruction contextually based on the lessons, peer tutoring, and cooperative learning principles.

1.3 Adaptation, accommodation, and modification of the content of the lesson and process of teaching and selection and use of Teaching Learning Material (TLM) and evaluation procedures. Use of Universal Design for Learning (UDL) principles. Use of technology.

1.4 Infrastructure, classroom arrangements, preparation of peer group, regular class teacher, and others in school for smooth inclusion of the student with intellectual disability

1.5 Working with regular educators in inclusive schools in organizing, planning, implementing, and evaluating the curricular transaction and record maintenance, Parental involvement

Unit 2: Teaching English in Classes 1&2

2.1 Importance of literacy skills; Points to consider in making the lessons in the textbooks meaningful to the student with intellectual disability. Working with the regular teacher and planning IEP.
2.2 Consideration for the preferred language of the student, decision-making, parental involvement
2.3 Decision-making on accommodation and modification, following the lesson in the textbook in the content, process, TLM, and evaluation.
2.4 Playway method of teaching
2.5 Teaching functional literacy where appropriate.

Unit 3: Teaching Hindi/regional language in classes 1&2

3.1 Importance of language and literacy.
3.2 Adaptation and modification of the lesson in the textbook to suit the specific needs of the student with intellectual disability.
3.3 Developing IEP-Selection and use of suitable teaching learning material and evaluation, collaboration with the class teacher 3.4
Playway Method of Teaching Language
3.5 Functional literacy in Hindi/regional language.

Unit 4: Teaching Numeracy and mathematics in classes 1&2

4.1 Importance of Numeracy Skills. Learning basic math; Points to consider in making the lessons in the textbook meaningful to students with intellectual disability
4.2 Teaching numeracy skills using play way methods, use of adaptation, accommodation, and modification based on the level of functioning of the student with intellectual disability
4.3 Mathematical computation and mathematical reasoning/application – adaptations to suit the needs of the student, interactive activities to enhance learning.
4.4 Teaching functional mathematics where appropriate. Math concepts in daily life.
4.5 Working with the regular class teacher in planning, implementing, and evaluating math lessons – Developing an IEP.

Unit 5: Teaching Art, Craft, Music, Sports and Games.

5.1 Importance of Art, Craft, Music, games, and sports in the overall development of the child – physical, social, emotional, cognitive, and language domains.

5.2 Need for creativity of the teacher in transacting these skills with a focus on inclusion. Use of art, music, and rhythm in teaching numeracy skills.

5.3 Adaptations in the activities to facilitate optimal learning in the student with intellectual disability, use of technology in teaching math.

5.4 Involving peer groups, cooperative learning, and involvement of all students in class

5.5 Teacher awareness of the various efforts and programmes to enhance act, and talents among students with disabilities - Special Olympics, Very Special Arts, Abilympics, and Paralympics

Suggested Coursework/Practicum

Select a lesson each in English, Language, and math at class 1 or 2 level and adapt it to teach a student with intellectual disability that you have worked with.

Write an article on the importance and ways of adapting content, process, teaching-learning material, and evaluation at classes 1 and 2 levels using UDL principles.

Suggestive mode of transaction

Lecture discussion, demonstration of adapting lessons

Group discussions, assignments

Suggestive assessment

Assessment of the class work, and assignments.

Suggested Readings

Books

Ellis, G., & Brewster, J. (2014). Tell it again! The storytelling handbook for primary English language teachers. British Council. https://www.teaching

Gordon, A. M., & Browne, K. W. (2010). Beginnings and Beyond: Foundations in Early Childhood Education (8th edition). Wadsworth Pub Co

Ministry of Women and Child Development. (2013). Draft National Early Childhood Care and Education Policy. New Delhi. Ministry of Women and Child Development. https://wcd. nic.in/sites/default/files/National%20Early%20Childhood%20Care%20and%20 Education-Resolution.pdf

NCERT (2022) National Curricular Framework for Foundational Stage, New Delhi: NCERT

NCERT (2024). Text books of Classes 1 and 2. New Delhi: NCERT

Journals

https://journals.sagepub.com/home/tes https://www.tandfonline.com/loi/cijd20
https://www.naset.org/publications/jaasep-research-based-journal-in-special-education
https://www.researchgate.net/publication/377578054_Development_of_early_numeracy_skills_in_children_with_moderate_intellectual_disability
https://ncert.nic.in/journals-and-periodicals.php?ln=en

Online links

https://ncert.nic.in/pdf/NCF_for_Foundational_Stage_20_October_2022.pdf
https://ncert.nic.in/ncertldd/collection/pdf/archive_eng.pdf
https://ncertbooks.ncert.gov.in/static/Textbooks.pdf https://olympics.com/en/sports/paralympic/
https://www.abilympicsindia.org/
https://specialolympicsbharat.org/

Initiatives for Early Childhood Special and Inclusive Education

Course code: 4.1.8 (ID) **Credits: 2** **Semester: 6**

About the course

Realizing the importance of early years, investing in young children has high returns. Various ministries under the Government of India have undertaken initiatives to facilitate early childhood education and intervention of young children with disabilities. This course would help the student learners to know about various schemes and campaigns that have been developed to keep young children in focus. The course is designed so that by doing one course, the student teachers get the information on all aspects of early childhood special and inclusive education of children with disabilities, and supports available for their families, and community.

Learning outcomes

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

- Describe schemes focusing on the health and nutrition of young children.
- Explain the provisions available for early identification and intervention of children with disabilities.
- Describe the government initiatives in building human resources for children with disabilities.
- Describe the government schemes for procurement of aids and appliances for children with disabilities.
- Describe the organizational support available for sustainable early intervention and education.

Course content

Unit 1: Support for growth and development of young children

1.1 ICDS Schemes for health, immunization, nutrition, and tracking progress

1.2 The Anganwadi system and role of Accredited Social Health Activist (ASHA) workers

1.3 Community-based macro and micro initiatives across health, welfare, and education - Poshan events for infants and young children for nutrition, and early childhood education (Poshan Abhiyan, WASH, campaigns such as mission Saksham Anganwadi, Niramaya scheme of National Trust)

1.4 Gender equality in early childhood (Balika divas- national and international days, Beti Bachao Beti Padhao, Balika Samruddhi for financial empowerment)

1.5 Child safety and protection: Integrated Child Protection Scheme (ICPS) - adoption of children, missing children tracker, foster care, help lines, The Protection of Children from Sexual Offences (POCSO) Act, 2012.

Unit 2: Supports for identification and intervention of delays, disabilities

2.1 Protocols for identification of disabilities (Anganwadi Protocol for Divyang children, PEHAL Birth to 3 years, PRASHAST)
2.2 Dashboard for tracking identification and Standard Operating Procedures (SOP) for services (Mother and Child Protection Card (MCP), National Helpline)
2.3 Programs and schemes for infrastructural support for early identification and intervention: Rashtriya Bal Swasthya Karyakram (RBSK) SIPDA scheme for CrossDisability Early Intervention (CDEIC)
2.4 Procurement of aids and appliances: state and national schemes (ADIP, SAMBHAV of National Trust; ARJUN portal for online registration of beneficiaries)
2.5 Role of functionaries and certifications for availing services (UDID scheme and card)

Unit 3: Early childhood special and inclusive education

3.1 Schemes for early intervention and daycare (DISHA, VIKAAS, SAMARTH of National Trust)
3.2 Curricular frameworks for early childhood special and inclusive education for birth to 3 years (Navchetana, CDEIC)
3.3 Curricular frameworks for early childhood special and inclusive education for 3 to 8 years (Aadharshila, National Curriculum Framework Foundational Stage, NIPUN Bharat, NIPUN Inclusive of CDEIC framework)
3.4 Assessments for FLN: Lakshya App, PARAKH, NIPUN learning survey and Holistic Progress Card (HPC)
3.5 Educational Portals: DIKSHA, NISHTHA, Jadui Pitara for TLM, DAISY (Digitally Accessible Information System), e-content for children with disabilities

Unit 4: Human resource for early years

4.1 Human resource required for various disabilities (ASD/HI/ID/MD/VI/SLD)
4.2 Long-term training programs for early intervention and early childhood special education (RCI courses & NCTE courses)
4.3 Short-term programs for early years: Continual Professional development (CPD) & Continuing Rehabilitation Education (CRE)
4.4 Foundational & Preparatory courses in ISITEP of RCI
4.5 Parent and Family Empowerment initiatives (Mata Palak gat, IDEA)

Unit 5: Organizational supports for sustainable early education and intervention

5.1 Strengthening schools: Deen Dayal Disabled Rehabilitation Scheme (DDRS), PM SHRI school schemes, Conducting survey for identification of disabilities- PRASHAST, Section 17 of RPWD Act

5.2 Accessible organizational environment: Sugamya Bharat Abhiyan, Enlisted empaneled access auditors

5.3 Sustainable Development Goal for Education (SDG-4): NEP 2020, Samagra Shiksha Abhiyan

5.4 Collaborations for inclusive community development: Badhte Kadam- a scheme for awareness, community interaction and innovative project

5.5 Role of special educator in implementing these government initiatives, empowering stakeholders

Suggested Coursework/Practicum

- Develop an article on any five of the initiatives and present a seminar/submit a paper. Analyse these initiatives and develop a report.
- Discuss what more can be done for children with disabilities with whom you have chosen to work. Justify your recommendations and submit a report.
- Conduct an awareness program in the community on the initiatives for the benefit of children with disabilities.

Suggested modes of transaction

Lecture discussion, group activities, seminars, desk review of relevant initiative document by the students and presenting in class

Suggested modes of assessment

Class tests, assignments, group work

Suggested readings

Books

Gathoo, V., Palkar, G., Mathur, D., Mhatre, P., Kapoor, D., & Veling, S. (2023). Curricular Framework for Cross Disability Early Intervention and School Readiness: PEHAL (Birth to 3years) and NIPUN Inclusive (3 to 6 years) (1st ed.). Rehabilitation Council of India. (ISBN) 978-81-962808-0-2

Kaga, Y., Bennett, J., & Moss, P. (2010). Caring and learning together: A cross-national study on the integration of early childhood care and education within education. UNESCO

National Research Council, Institute of Medicine, Board on Children, Youth, and Families, & Committee on the Science of Children Birth to Age 8: Deepening and Broadening the Foundation for Success. (2015). Transforming the workforce for children birth through age 8: A unifying foundation. National Academies Press

Prasad, S., Sonpal, D., & Vaishnav, S. (2017). Empowering Children with Disabilities New Delhi: Prabhat Prakashan Publishers https://www.prabhatbooks.com/empoweringchildren-with-disabilities.htm

Reetu, C., Renu, G., & Adarsh, S. (2017). Quality Early Childhood Care and Education in India: Initiatives, Practice, Challenges and Enablers. Pacific Early Childhood Education Research Association, 11(1), 41–67.
UNESCO. (2021). Inclusive early childhood care and education from commitment to action: From commitment to action. UNESCO Publishing.

Weblinks

Aadhar Shila (2024), https://acrobat.adobe.com/id/urn:aaid:sc:AP:23988b5f-4448-41bc-a2f823641fd68378
ANAND Series Activity Books for Balvatika. https://ncert.nic.in/e_jaaduipitara.php?ln=en
Anganwadi Protocol for Divyang Children (2023)
https://wcd.nic.in/sites/default/files/Anganwadi-Protocol-for-Divyang-ChildrenENGLISH.pdf
Cross Disability Early Intervention Curriculum Framework;
https://divyangjan.depwd.gov.in/upload/uploadfiles/Curricular_Framework_CDEISR.pdf
DDRS; https://depwd.gov.in/ddrs/
DIKSHA, NISHTA: https://www.india.gov.in/spotlight/diksha-national-digital-infrastructureteachers
https://depwd.gov.in/e-book/
Jadui Pitara: Teaching-Learning Material Resource. https://ejaaduipitara.ncert.gov.in/
National Curriculum Framework (FS) : https://ncert.nic.in/pdf/NCF_for_Foundational_Stage_20_October_2022.pdf
National Education Policy (2020) Ministry of Education. Government of India. https://www.education.gov.in/sites/upload_files/mhrd/files/NEP_Final_English_0.pdf
National Trust (1999). https://thenationaltrust.gov.in/content/
Navchetana (2024), https://acrobat.adobe.com/id/urn:aaid:sc:ap:c4dfba6f-527a-443c-8607ab93e1f45f4d
NCF (2022). https://ncert.nic.in/pdf/NCF_for_Foundational_Stage_20_October_2022.pdf
NIPUN Bharat (2021). https://www.education.gov.in/sites/upload_files/mhrd/files/nipun_bharat_eng1.pdf
PM shri schools; https://pmshri.education.gov.in/
POCSO Act (2012). https://wcd.nic.in/sites/default/files/POCSO%20Act%2C%202012.pdf
PRASHAST (2022). https://ncert.nic.in/pdf/DSCS_booklet.pdf
RBSK https://rbsk.mohfw.gov.in/RBSK/
RPwD Act (2016); https://depwd.gov.in/acts/
Saksham Anganwadi and Poshan Abhiyan (2022) https://wcd.nic.in/acts/guidelines-missionsaksham-anganwadi-and-poshan-20
Sugamya Bharat Abhiyan: https://sugamyabharat.gov.in/
Sukanya Samriddi Yojana: https://transformingindia.mygov.in/scheme/sukanya-samriddhiyojana/
SWAYAM https://www.swayam.gov.in/about
UDID. https://www.swavlambancard.gov.in

Portals

https://www.education.gov.in/
https://pmevidya.education.gov.in/cwsn.html
https://www.india.gov.in/official-website-ministry-social-justice-and-empowerment
https://wcd.nic.in/

Early Identification of Developmental Delays and Disabilities – Importance and Methods

Course code: 4.1.1 (MD) **Credits: 2** **Semester- 3**

About the course

The early years in a child's life are most important in determining the overall development of the child. If an abnormality or delay is the development is identified early in life and intervened, it leads to arresting further delays and assists in minimizing the impact of the disability if any. The NEP 2020 has delineated the early years ranging from preschool years (3 to 6) to class 2 as the Foundational Stage. In special education the age group of 0 to 3 years too are to be addressed as these are critical years with rapid development in the child and the special teachers are to be quipped in identifying such delays and abnormalities to address them. In this, we will learn about the early identification of children with developmental delays and at risk for a disability.

Learning outcomes

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

- Explain the critical periods of development and the role of neuroplasticity
- Narrate the importance of early identification of delays and risk factors
- Discuss the deviations, abnormalities, or delay in the development
- Identify tools that would help in the screening and assessment for early identification
- Illustrate the role of teacher in interdisciplinary team and in working with families in early years of the child.

Course content

Unit 1: **Critical Periods of development (0 to 3 years)**

1.1 Child growth and development and the delays and abnormalities, risk factors, factors affecting development.

1.2 Critical years and role of neuroplasticity in minimizing the effect of risk factors, Delays, and deviations – e.g. Communication (Pre-intentional, Intentional,

1.3 Pre-symbolic and Symbolic) sensory, motor, and cognitive domains leading to different disabling conditions

1.4 Importance of Screening and identification of children at risk for developmental delays/disabilities

1.5 Role of the teacher in screening of children at risk for delayed development/abnormalities.

Unit 2: Early identification

2.1 Early identification in hospitals/PHCs – risk factors during pregnancy that need medical attention and follow-up

2.2 Screening at Birth – APGAR scores and its importance in early identification and intervention
2.3 Child rearing practices in different communities and the importance of early identification and follow up – addressing myths and misconceptions.
2.4 Involvement of parents in identification, intervention and follow up
2.5 Role of the special educator in the process of early identification

Unit 3: Deviations, delays and abnormalities leading to developmental disabilities

3.1 Delay in communication. motor, language, cognitive, social domains leading to multiple disabilities with focus on types and degrees of impairment.
3.2 Issues related to social and communication and other risk factors leading to multiple disabilities and its various combinations.
3.3 Sensory, Perceptual, and processing difficulties, attention deficits and other risk factors for children with multiple disabilities.
3.4 Vision impairment (Blindness and low vision) hearing impairment (Deaf and hard of hearing).
3.5 More than one risk factor/disabilities leading to multiple disability or additional conditions such as epilepsy and condition requiring medical attention.

Unit 4: Screening tools for early identification

4.1 Screening and Assessment – definition, importance and scope.
4.2 Formal standardized tools. Medical procedures
4.3 Screening tools for identification and referral for interdisciplinary team support
4.4 Tools for assessment and intervention by teachers - e.g. Upanayana, Portage Guide to early Education, Callier Azusa Scale, Oregon Project.
4.5 Points to consider while screening and assessment. Involvement of family, using play activities as a means for assessment, challenges in assessment of children with multiple disabilities, considering the bio behavioral state of the child.

Unit 5: Working with family and Interdisciplinary team

5.1 Carrying out assessment with the multi-disciplinary team – Role of special educator
5.2 Interpreting reports of the multidisciplinary team for intervention.
5.3 Family as the first contact and a primary source of information about the child
5.4 Screening the child at their home setting - points to consider (social, cultural, economic, types of family and dwelling).
5.5 Working with families: Sharing with family about the child's condition including the strength /needs of the child while taking into consideration their emotional status

Suggested Coursework/Practicum

Observe a typically growing child and one diagnosed with developmental delays. Analyse the commonalities and the differences and make a report.
Follow up a child identified with developmental delay at their home along with the multidisciplinary team member when the child is being assessed and make a report.

Suggestive mode of transaction

Lecture discussion with exposure to screening in early intervention centres. Group work on given topic /assignment

Suggestive assessment

Assessment based on assignments given from time to time

Suggested Readings

Books

Bailey, D., &Simeonsson R. (1988). Family assessment in early intervention. Colombus, OH: Charles E. Merrill.

Beckman, PJ., Newcomb, S., Frank, N., Brown, L., & Filer, J. (1991). Providing support to families of infants with disabilities. Manuscript submitted for publication

Bredekamp, S. & Rosegrant, T. (Eds.). (1992). Reaching potentials: Appropriate curriculum and assessment for young children. Washington, DC: National Association for the Education of Young children

Persha, A.J. P (). RAPID (Reaching and programming for identification of Disabilities) (English) Hyderabad: NIEPID

Fox, A. M. (2005). An introduction to neuro-developmental disorders of children. New Delhi: The National Trust

Gathoo, V., Palkar, G., Mathur, D., Mhatre, P., Kapoor, D., &Veling, S. (2023). Curricular Framework for Cross Disability Early Intervention and School Readiness: PEHAL (Birth to 3 years) and NIPUN Inclusive (3 to 6 years) (1st ed.). Rehabilitation Council of India.(ISBN) 978- 81-962808-0-2

Krishnaswamy. J (1992). The UPANAYAN early intervention programme. Madras: MNC.

Journals

Journal of early intervention - https://journals.sagepub.com/home/jei

International Journal of Early childhood. https://link.springer.com/journal/13158

Early childhood educational Journal - https://link.springer.com/journal/10643

Journal of Occupational Therapy, School and Early Intervention - https://www.tandfonline.com/toc/wjot20/current

Online links

Pratham, AYJNISHD, RCI (2023). Cross DisabilityEarly Intervention
https://rehabcouncil.nic.in/sites/default/files/Curricular_Framework_CDEISR.pdf
http://www.niepmd.tn.nic.in/publication.php **Portals**
https://thearcalliance.org/ei-portal-home-page/ https://punarbhava.in/

Early Intervention (0 to 3 years): Importance, Assessment and Teaching Strategies

Course code: 4.1.2 (MD) **Credits: 2** **Semester-** 3

About the course

Early identification and early intervention are key factors in preventing disabilities in children who are at risk, and minimizing the impact of disability in those diagnosed with a disability. The growth and development are rapid in infancy and therefore, it is important to monitor the growth and development and detect abnormalities if any. This course will help the student teacher to assess and intervene with appropriate methods to help the child with developmental delay/disability.

Learning outcomes

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

- Narrate the importance of early intervention
- Identify and use the right tools to assess the needs of the child
- Plan the early intervention programme in consultation with the multidisciplinary team members, develop Individualised Family Support Plan (IFSP) and maintain records of assessment and intervention programme
- Carry out the plan using appropriate strategies as a team member and work with the family of the child
- Prepare the family and the child for transition from home to school

Course content

Unit 1: Importance of Early intervention

1.1 Risk factors – Preconceptional, prenatal, natal, post-natal, environmental and Psychosocial.
1.2 Primary prevention of risk factors and intervention
1.3 Concept of developmental age and importance of early intervention in the early critical years.
1.4 Neuroplasticity of the brain and the impact of early intervention
1.5 Role of interdisciplinary team in early intervention and role of the special educator across various settings - home-based, center based, hospital based or its combinations

Unit 2: Assessment of children with developmental delays and at risk for multiple disabilities

2.1 Scope and importance of assessment – differentiating screening and assessment
2.2 Assessment – initial/entry level, formative, and summative assessment, selection of assessment tools.

2.3 Assessment of various domains – neonatal, motor, social, cognitive, language, in the context of the child's environment – rural, urban, semi urban, tribal, coastal, urban slum and so on.
2.4 Family needs assessment
2.5 Collating assessment information and preparing report for planning intervention.

Unit 3: Developing Individualised Family Support Plan (IFSP)

3.1 Origin, concept and scope of IFSP.
3.2 Components of IFSP –comprehensive document including medical, psychological, educational and therapeutic interventions and family involvement.
3.3 Developing IFSP, with focus on the child' environment, implementing and periodic monitoring of the child's progress.
3.4 Support to family, identifying family resources including siblings, grandparents to involve in the child's routine interventional activities
3.5 Role of the special educator as a coordinator of the IFSP team. Importance of IFSP team meetings to evaluate progress and plan further. Record maintenance.

Unit 4: Strategies for early intervention

4.1 Intervention facilitating gross and fine motor skills at the different developmental stages
4.2 Intervention to enhance Language and communication skills – suitable pre-verbal activities -incorporating communication across routines -swallowing, feeding, bathing, play to promote joint attention, turn-taking, use of hands in developing trust with caregiver.
4.3 Interventions for facilitating emotional, social and cognitive skills
4.4 Holistic approach to intervention and developing activities to stimulate and facilitate all-round development of the child.
4.5 Play activities, music and movement to enhance all-round development, use of indigenous songs and movements used with young children and play materials.

Unit 5: Evaluation and preparation for transition from home to school

5.1 Preparing the report of the current level of functioning of the child to estimate the extent of further support required when the child enters balwadi/preschool
5.2 Appraising the facilities for accessibility in the proposed Balwadi/preschool and the competency of the teachers
5.3 Preparing the preschool/balwadi by orienting the teachers, management and peers on the needs of the child and the support to be given
5.4 Preparing and supporting the family for transition from home to school
5.5 Follow up with the child, home and school until the child is fully transitioned.

Suggested Coursework/Practicum

- Do a literature search and compile details on the various early intervention centers in the a given region in the country
- Visit a preschool/balwadi and assess the condition in terms of accessibility for children with developmental delay. Give your suggestions on what more can be done to make it more accessible.
- Compile details on at least 5 tools that help in assessment of children in the age range of 0 to 3 years.

Suggestive modes of transaction

Lecture discussion, demonstrations of early intervention by visit to a centre, videos on early intervention and group discussions

Suggestive modes of assessment

Individual and group assignments and projects, course work practicum

Suggested Readings

Books

Agrawal, A., Shukla, D. (2006). Handbook of Neuro-Rehabilitation., (1st Ed.). Hyderabad, Paras Medical Publication

Berkowitz, S. (2018). Make the Connection: A Practical Guide to Parents and Practitioners for Teaching the Nonverbal Child to Communicate - with AAC. Herding Cats Press.

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Gathoo, V., Palkar, G., Mathur, D., Mhatre, P., Kapoor, D., & Veling, S. (2023). Curricular Framework for Cross Disability Early Intervention and School Readiness: PEHAL (Birth to 3 years) and NIPUN Inclusive (3 to 6 years) (1st ed.). Rehabilitation Council of India.(ISBN) 978-81-962808-0-2

Grover, U (2004), Play, fun and learn, Secunderabad: NIMH publications

J. Krishnaswamy. (1992). The UPANAYAN early intervention programme. Madras: MNC

Narayan, J. (Ed.) (1999) School readiness for children with special needs. Secunderabad: NIMH.

Rao, VRPS, Narayan J (2000) Aarambh package , UNICEF- NIMH: 1secunderabad: NIMH

Wehmeyer, M.L, Brown, I., Percy, M., Shoegren, K.A.,Fung, W.L.A. (2071). A comprehensive guide to intellectual and developmental disabilities, Baltimore: Paul.H. Brookes

Remarkable Conversations. By Barbara Miles and Marianne Riggio, Perkins School for the Blind. Published in 1999 by the Hilton Foundation, Massachusetts.
Hand In Hand: Essentials of Communication and Orientation and Mobility for Your Students Who Are Deaf-Blind: Volume I - Huebner, Kathleen Mary (Ed.); Prickett, Jeanne Glidden (Ed.); Welch, Therese Rafalowski (Ed.); Joffee, Elga (Ed.) — AFB Press: 1995,xliv, 687.

Journals

Journal of early intervention - https://journals.sagepub.com/home/jei
International Journal of Early childhood. https://link.springer.com/journal/13158
Early childhood educational Journal - https://link.springer.com/journal/10643
Journal of Occupational Therapy, School and Early Intervention - https://www.tandfonline.com/toc/wjot20/current

Online links

https://open.umn.edu/opentextbooks/textbooks/early-childhood-literacy-engaging-andempoweringemergent- readers-and-writers-birth-age-5
https://www.niepid.nic.in/ListofPublication.php www.niepmd.tn.nic.in/publication.php
https://www.niepid.nic.in/ListofPublication.php

Portals

https://thearcalliance.org/ei-portal-home-page/ https://punarbhava.in/

Early Childhood Special Education (3 to 6 years) – Cross Disability Approach

Course code: 4.1.3 (MD) **Credits: 2** **Semester: 4**

About the course

All children are born wired to learn. It is essential for children with disabilities that they are provided with a systematized stimulating learning environment in the early years so that they can overcome their communication and learning challenges. This helps to create the right start from the right stage. Early childhood special education is hence essential and has the potential to pave the way for further education of children with disabilities. While there exist special disability-specific early childhood education centers, the approach is gradually moving towards a cross-disability approach. This is so because there exist a lot of commonalities in barriers such as that of communication, mobility, literacy development, and so on. Cross-disability is being used as a unified, collective movement that comprehensively addresses the needs of young children with disabilities inclusively.

Learning outcomes

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

- Narrate the importance of early childhood special education (ECSE).
- Describe the practices in ECSE.
- Discuss the various childhood disabilities and their impact on various developmental domains.
- Explain the cross-disability approach to early intervention and early childhood special education.
- Demonstrate understanding on how to organize a cross-disability early intervention center (CDEIC).

Course content

Unit 1: Early Childhood Special Education (ECSE)

1.1 Need and rationale for ECSE
1.2 Approaches and guiding principles for ECSE
1.3 Setting up of ECSE centers and functionaries
1.4 Issues and concerns about enrolment, curriculum, human resources, and accreditation
1.5 Stakeholder's support for ECSE

Unit 2: Practices in ECSE

2.1 Organization of ECSE based on Developmentally Appropriate Practices (DAP)
2.2 Play and activities for ECSE
2.3 Indigenous and cultural practices in ECSE – merits and misconceptions

2.4 Designing and developing activity calendar and use of Teaching Learning Material (TLM) for early stimulation
2.5 Responsive caregiving and parenting for ECSE

Unit 3: Disabilities and their implications on developmental domains

3.1 Physical disabilities: impact on developmental milestones
3.2 Sensory disabilities- hearing and visual impairment: impact on developmental milestones
3.3 Intellectual and developmental disabilities: impact on developmental milestones
3.4 Multiple disabilities: impact on developmental milestones
3.5 Common issues in development and learning across disabilities

Unit 4: Cross disability approach for early intervention and ECSE

4.1 Meaning and concept of cross-disability approach
4.2 Need and rationale for cross-disability approach
4.3 Global and national trends in cross-disability approach
4.4 Cross-disability approach as a preventive intervention program for at-risk children
4.5 Benefits and advantages of cross-disability approach covering economics, interdisciplinary inputs, and holistic child development

Unit 5: Organizing a Cross-Disability Early Intervention Center (CDEIC)

5.1 Foundations and goals of CDEIC
5.2 Setting up of CDEIC
5.3 Assessments in ECSE and program planning and implementation in CDEIC
5.4 Facilities, services, and functionaries in CDEIC
5.5 Cross disability early intervention: paving the way for inclusive education

Suggested Coursework/Practicum

- Visit a CDEIC and observe the activities for a day and report on the activities, professionals involved, the organization of the center, and other details.
- Compile details on the organization of cross-disability early childhood special education centers.
- Make a poster/PowerPoint presentation on the importance of cross-disability early intervention and early childhood special education.

Suggested modes of transaction

Lecture discussion, group project assignment, demonstrations, role-play, quiz

Suggested modes of assessment

Class participation, completion and quality of assignments, internal tests

Suggested readings

Books

Department of Empowerment of Persons with Disabilities (Divyangjan). (2021). Handbook on Early Intervention Centers for Children with Disabilities. Government of India.

Egan, R. W., Lerner, J. W., & Lowenthal, B. (2013). Preschool children with special needs: Children at risk, children with disabilities, print offer. Pearson.

Gathoo, V., Palkar, G., Mathur, D., Mhatre, P., Kapoor, D., & Veling, S. (2023). Curricular Framework for Cross Disability Early Intervention and School Readiness: PEHAL (Birth to 3years) and NIPUN Inclusive (3 to 6 years) (1st ed.). Rehabilitation Council of India. (ISBN) 978-81-962808-0-2

Guralnick, M. J. (2001). An overview of the developmental systems model for early intervention. In M. J. Guralnick (Ed.), Early childhood intervention: A promise to children and families for their future (pp. 3-24). Brookes Publishing. https://depts.washington.edu/chdd/guralnick/pdfs/overview_dev_systems.pdf

Kaga, Y., Bennett, J., & Moss, P. (2010). Caring and learning together: A cross-national study on the integration of early childhood care and education within education. UNESCO

Lerner, J. W., Lowenthal, B., & Egan, R. (2003). Preschool children with special needs: Children at risk and children with disabilities. Prentice Hall

Mishra, R. C. (2009). Early childhood care and education. New Delhi: APH Publishing.

Journal articles

Ngubane, M., & Chetty, V. (2016). Caregiver satisfaction with a multidisciplinary communitybased rehabilitation programme for children with cerebral palsy in South Africa. South African Family Practice, 59(1), 35–40. https://doi.org/10.1080/20786190.2016.1254929

Thyagarajan, R., Swathi, N., Shanthi, R., Keerthi, K., M.A., Shree, Sd., Safa, & Rithika, T. (2023). Effectiveness of Multidisciplinary Team Intervention in Children with Autism Spectrum Disorders: A Pilot Study. International Journal of Indian Psychology, 11(3), 825-837. DIP:18.01.079.20231103, DOI:10.25215/1103.079. available at https://ijip.in/articles/effectiveness-of-multidisciplinary-team-intervention-inchildren-with-autism-spectrum-disorders-a-pilot-study/#:~:text=Conclusions%3A%20The%20Effectiveness%20of%20the,skills%20in%20children%20with%20ASD

Online links

Ali Yavar Jung National Institute of Speech and Hearing Disabilities (Divyangjan). (2021). Development of module on early listening and communication skills for children with cochlear implant under ADIP scheme. https://ayjnihh.nic.in/sites/default/files/upload_documents/ebook_EarlyListening_CI_ADIP.pdf

Department of Empowerment of Persons with Disabilities. (2021). Handbook on early intervention centres for children with disabilities. https://divyangjan.depwd.gov.in/content/upload/uploadfiles/files/LowWebversionHandbookEIC.pdf

Department of Empowerment of Persons with Disabilities. (2022). Curricular framework for cross disability early intervention and school readiness. https://divyangjan.depwd.gov.in/upload/uploadfiles/Curricular_Framework_CDEISR.pdf

Honório, S., Batista, M., Mesquita, H., & Ribeiro, J. (2020). Multidisciplinary Interventions for People with Diverse Needs - A Training Guide for Teachers, Students, and Professionals. Bentham Science Publishers. https://doi.org/10.2174/9789811446771120010 1

UNESCO (2018). Education for All: A Global Framework for Action. https://en.unesco.org/education/framework-action UNESCO (2020). Global Education Monitoring Report. https://www.unesco.org/en/education/global-education-monitoring-report/

WHO (2018). The Nurturing Care Framework: Improving the Care of Young Children and their Families. https://www.who.int/maternal_child_adolescent/documents/nurturingcare-framework/en/

World Bank Group (2019). World Development Report 2019: The Changing Nature of Work. https://www.worldbank.org/en/publication/wdr2019

World Health Organization. (2012). Early Childhood Development and Disability: A discussion paper. Geneva: World Health Organization. https://iris.who.int/bitstream/handle/10665/75355/?sequence=1

Assessment across Developmental Domains

Course code: 4.1.4 (MD) **Credits: 2** **Semester- 4**

About the course

Assessment is the first step towards planning an intervention /educational programme for a child with developmental delays or at risk for a disability. Assessments are done for different purposes, such as assessment for diagnosis and certification, assessment for programme planning and teaching and also for monitoring progress in the child. Assessment tools are to be carefully chosen to carry out the assessment for best results/ In this course, various aspects of assessment in early childhood special education with particular focus on the role of teacher will be discussed in detail.

Learning outcomes

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

- Discuss the purpose and elements of assessment of children in early childhood.
- Demonstrate awareness of the various standardized and informal tools of assessment across developmental domains.
- Select the appropriate tool to assess across developmental domains.,
- Interpret the assessment information from the multidisciplinary team members for planning educational programme
- Use the assessment information for programme planning in special and inclusive preschool settings

Course content

Unit 1: Concept and Purpose of Assessment

1.1 Definition, meaning, purpose and scope of assessment with focus on early childhood.

1.2 Assessment for diagnosis and certification – medical, developmental and intellectual assessment, psychological assessment.

1.3 Assessment for intervention: Formal and informal assessments, clinical assessment, physio, occupational, language and communication assessments.

1.4 Assessment for educational planning: Entry level, formative and summative assessments, use of Norm referenced (NRT) and Criterion referenced tests (CRT)

1.5 Points to consider while assessing children with developmental disabilities observational, ecological, behavioral, play based observation, challenges in assessment of children with MD,

Unit 2: Assessment Across Developmental Domains

2.1 Assessment for motor and sensory– selection of tools, settings, process of assessment with focus on tone, atypical movements, reflexes, feeding, eating and documentation, family involvement in assessment.

2.2 Assessment of Language and communication - selection of tools, settings, process of assessment and documentation, family involvement in assessment

2.3 Assessment of cognitive domain - selection of tools, settings, process of assessment and documentation, family involvement in assessment

2.4 Assessment of socio emotional domains - selection of tools, settings, process of assessment and documentation, family involvement in assessment

2.5 Assessment of self-help skills - purpose, selection of tools, settings, process of assessment and documentation, family involvement in assessment.

Unit 3: Role of Special Educator in the Multidisciplinary Assessment team

3.1 Coordinating regular meetings of the multidisciplinary team and documenting.

3.2 Involvement of the family in the assessment and sharing of information on course of action.

3.3 Follow up with the family on implementation of the programme and coordinate with the team members as and when required.

3.4 Continuous and periodic assessment and programme planning in consultation with the team members

3.5 Disseminate information on the assessment related policies and government orders that are released from time to time and inform the parents and the team.

Unit 4: Assessment for Educational Planning (IFSP/IEP)

4.1 Selection of appropriate tools considering the age and developmental stage of the child, curriculum-based assessment.

4.2 Using the assessment information for development of IFSP (for children below six years of age) for inclusive, special school and home-based settings.

4.3 Using the assessment information for development of Individualised educational programmes (for children over 6 years of age) for special and regular school settings

4.4 Using assessment information for selection of assistive devices if any

4.5 Working with the regular school teacher for assessment and evaluation

Unit 5: Assessment of Family Needs

5.1 Assessment of family needs across different dimensions – place of living (e.g. rural/urban), socio economic status, cultural practices.

5.2 Assessment of resources within the family such as extended family members, occupation of the parents and significant others that can impact the child's needs and intervention

5.3 Guidance and counselling to the parents and family members

5.4 Importance of home visits and interaction with the family

5.5 Role of community in supporting the family having a child with multiple/developmental disability/delay

Suggested Coursework/Practicum

- Visit a special and an inclusive preschool and observe a child with multiple /developmental disability. Compare the two settings and write a report.
- Observe a child being assessed by a multidisciplinary team and write a report.
- Compile a list of special/inclusive preschool in a given region in the country and submit

Suggestive mode of transaction

Lecture discussion, demonstration and school visits

Suggestive assessment

Individual and Group projects, course work and practicum

Suggested Readings

Books

The Oregon Project: Skills Inventory, For Preschool Children who are Blind or Visually Impaired, 6th Edition. 2007.

Brue, A. W, Wilmshurst, L(2016). *Essentials of Intellectual Disabilities, Assessment and Identification.* Boston: Wiley publishers

Chen, D. (2014). *Essential Elements in Early Intervention: Visual Impairment and Multiple Disabilities, Second Edition*. American Foundation for the Blind.

Crawford, J.M, & Weber, B. (2013). *Early Intervention Every Day!. Embedding Activities in Daily Routines for Young Children and Their Families*. Brookes Publishing Company.

Gathoo, V., Palkar, G., Mathur, D., Mhatre, P., Kapoor, D., & Veling, S. (2023). *Curricular Framework for Cross Disability Early Intervention and School Readiness*: PEHAL (Birth to 3 years) and NIPUN Inclusive (3 to 6 years) (1st ed.). Rehabilitation Council of India. (ISBN) 978-81-962808-0-2

INSITE Checklist: *Assessment of Developmental Skills for Children with Sensory Impairments and Additional Disabilities*, Publisher: SKI-HI Institute, Year: 2021

Sanford. D. LaRhea, & Burnett. R. (2008). *Functional Vision and Learning Media Assessment for students who are Pre-academic, Academic and Visually impaired*. American Printing House for the Blind, Inc.

Overton, T. (2011). *Assessing learners with special needs*: An Applied Approach. New Jersey: Prentice Hall

Rao, VRPS, Narayan J (2000) *Aarambh package,* UNICEF- NIMH: 1secunderabad: NIMH

Journals

Physical Disabilities: Education and Related Services (PDERS)—the official journal of the Division for Physical, Health and Multiple Disabilities of the Council for Exceptional Children

Research and Practice for Persons with Severe Disabilities International

Journal of Rehabilitation Research.

Online Links

https://www.irejournals.com/contact-us
CCC-DPHMD | Complex and Chronic Conditions: The Division for Physical, Health and Multiple Disabilities (exceptionalchildren.org)
https://ijsi.in/wp-content/uploads/2024/02/18.02.001.20240901.pdf
https://ijsra.net/sites/default/files/IJSRA-2023-0090.pdf
https://www.researchgate.net/publication/372212519_Determining_the_Evaluation_Methods_Used_by_Special_Education_Teachers_Working_with_Individuals_with_Multiple_Disabilities

Teaching Strategies for Children with Multiple Disabilities in Early Childhood

Course code: 4.1.5 (MD) **Credits: 2** **Semester- 5**

About the Course

Multiple Disabilities (CP/Db/MD) affect a child's ability to communicate, access information, build social relationships and move about safely. Given the nature of impairments in cognition, motor, and sensory functions and may occur in combination with each other young children struggle to communicate their wants and needs, to freely move their body to access and engage their world, and to learn abstract concepts and ideas. Their learning environment require special adaptations or modifications to enable greater access and engagement across environments. The earlier the intervention efforts are taken to teach them, tthat will lead to positive impacts for the child. The early childhood special educator would be well equipped with the knowledge, skills, and strategies such as play way or activity-based method essential for effectively supporting children with Multiple Disabilities keeping in mind the learning environments Anganwadi, play school or Balvatika, special education center and support mother or caregiver to provide home based learning through this course.

Learning outcomes

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

- Narrate the importance of foundational functional curriculum for young children with Multiple disabilities
- Describe the strategies for teaching various skill areas across domains.
- Develop Individualized Educational Programme based on the assessment information
- Explain the techniques and positive approach to management of challenging behaviours
- Demonstrate skills in working in special, Anganwadi, Play school/inclusive play school and home-based settings.

Course content

Unit 1: Development of Functional Curriculum

1.1 Functional curriculum – concept, meaning and scope

1.2 Determining factors of functional curriculum – level of functioning of the child, chronologically age-appropriate activities presented within natural environments and through established routines, active vs. passive learning, basic skills are taught within functional activities, partial participation, individualized approach, family environment across different Geographical areas - rural, urban, tribal, plains or hilly regions.

1.3 Socio cultural practices and implications on the functional curriculum

1.4 Development of functional curriculum Developing a functional curriculum framework by developing 'themes (Theme Based Curriculum)-Areas to be covered-Activities of daily living. Work. Recreation and leisure, Community, Academic

1.5 Planning the educational programme focusing on the needs of the child.

Unit 2: Teaching strategies

2.1 Selection of appropriate teaching strategies for various curricular areas through multisensory approach –Task analysis, shaping, chaining, prompting, fading, joint attention, choice making, provide communication opportunities across routines, optimize use of all sensory information, Adapting the environment, Exposing the child to language, Teaching language skills through play.

2.2 Role and importance of reinforcement, techniques in identifying and using the reinforcers effectively

2.3 Monitoring progress while learning the skills – Acquisition, maintenance, fluency and generalization.

2.4 Applying the above strategies with focus on ecology of the student and adapting to suit the local need and natural settings and routines for teaching.

2.5 Record keeping and documentation.

Unit 3: Teaching the different curricular areas

3.1 Daily living skills – Self feeding, toileting, bathing, brushing, dressing, grooming

3.2 Sensory, motor and social skills – to be embedded into daily activities

3.3 Recreational skill enhancement – art, craft, music, movement and other activities

3.4 Language and communication skills – use of natural environment to facilitate communication, creating a communication rich environment (Braille, Sign Language.)

3.5 Pre academics – Foundational Literacy and Numeracy (FLN) skills – print awareness, pre reading, prewriting, pre math skills, environmental awareness.

Unit 4: Challenging behaviours and positive behavioural support

4.1 Behaviour, adaptive behaviour and challenging behaviour – meaning and concept

4.2 Variables that commonly influence the occurrence of problem behaviour - Curricular/Instructional variables, environmental variables, Living environment, Health / Medical, behaviour as a means of communication

4.3 Functional assessment of challenging behaviour and SABC analysis

4.4 Planning behavioural support to help the child overcome the challenging behaviour- Manipulating situation. teaching new skills, opportunities for choice making and leisure, improving quality of life

4.5 Positive techniques to support the child having challenging behaviour – reinforcement, token economy, differential reinforcements, positive behavioural approaches

Unit 5: Individualised Educational Plan (IEP)

5.1 Origin, concept, meaning and the purpose of IEP.
5.2 Components of IEP -General Information Family background, current level of functioning of the child, Priority annual goals, short term Objectives, teaching strategies, methods, materials and Evaluation
5.3 Role of multidisciplinary team in developing IEP
5.4 Implementation of IEP and documentation
5.5 Progress monitoring, error analysis and further planning.

Suggested Practicum

- Develop an activity book with teaching strategies for any three skills of your choice assuming a current level of functioning for the child.
- Compile details of at least five preschool curricula adapted for children with special educational needs
- Develop video or poster explaining two of the teaching strategies with examples.

Suggestive mode of transaction

Lecture discussions, Demonstration, Student seminars in selected topics, case discussions, simulation sessions

Suggestive assessment

Class projects, individual and group work, practicum and class tests.

Suggested Readings

Books

Alsop, L. (Ed.). (2002). Understanding deafblindness: Issues, perspectives and strategies (Vol. 1). Logan: Utah State University, SKI-HI Institute

Bhandari, R and Narayan, J -editors-Creating Learning Opportunities-A step by guide to teaching students with Vision Impairment and Additional Disabilities including Deafblindness-Voice &Vision India-National Resource and Training Centre for children with Vision Impairment and Additional Disabilities including Deafblindness (supported by Hilton/Perkins Program of Perkins School for the Blind, USA)

Blind People's Association, & National Institute for the Visually Handicapped. (2002) Learning through doing: A manual for parents and care givers of children who are visually impaired with additional disabilities

Carroll, J.M (2020). Art Therapy and Individuals with Developmental Disabilities, London: Jessica Kingsley Publishers

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

Kranowitz, C. S. & Newman J. (2010). Growing an In-Sync Child: Simple, Fun Activities to Help Every Child Develop, Learn and Grow. Penguin, USA.

MacWilliam, L., & Lee, M. (2002). Learning together: A creative approach to learning for children with multiple disabilities and visual impairment. London: Royal National Institute for the Blind

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

Narayan, J. (Ed.) (1999) School readiness for children with special needs. Secunderabad: NIMH.

NCERT (2020). Guidelines for Development of E Content for Children with Disabilities

Orelove, F. P., & Sobskey, D. (2004). Educating children with multiple disabilities: A collaborative approach (4th ed.). Baltimore: Paul H. Brookes.

Peshawaria, R & Venkatesan, S. (1992). Behaviour approach in teaching mentally retarded children. A Manual for teachers. Secunderabad: National Institute for the Mentally Handicapped

Romila, S. (1997) School Readiness programme. New Delhi: NCERT.

Sennott S. & Loman S. (2015). Comprehensive Individualized Curriculum and Instructional Design: Curriculum and Instruction for Students with Developmental Disabilities/Autism Spectrum Disorders. Portland State University Library. USA.

Wehmeyer, M.L, Brown, I., Percy, M., Shoegren, K.A.,Fung, W.L.A. (2071). A comprehensive guide to intellectual and developmental disabilities, Baltimore: Paul.H. Brookes.

Journals

https://www.sciencedirect.com/journal/early-childhood-research-quarterly
https://us.sagepub.com/en-us/nam/journal/contemporary-issues-early-childhood
https://www.wiley.com/en-us/Child+Development+Perspectives-p-9780JRNL58456
https://ecrp.illinois.edu/

Online links

http://www.tandfonline.com/toc/ceye20/current#.VIi8X3v0_Si
https://www.tandfonline.com/toc/cijd20/current
https://www.tandfonline.com/toc/ujec20/current
https://us.sagepub.com/en-us/nam/journal-of-early-intervention/journal201886 **Portal**

https://ectacenter.org/portal/journals.asp

Role of Family and Community in Early Intervention and Early Childhood Education

Course code: 4.1.6 (MD) **Credits: 2** **Semester- 5**

About the course

Family plays a major role in bringing up children, particularly in infancy and early childhood as the child is dependent on the adults around them to even fulfill basic needs. The roles of family and community in this process are significant, providing essential support, resources, and advocacy. Parents also have the responsibility of bringing up their children and providing them with good education and values. When the child has a disability, the parents are confronted with a situation that they do not expect and they go through varied emotional stages before coming to terms with the reality. Parents need help to cope with these emotional stages and get ready to do the best for the child. Professional support at this stage is very important to help them cope and develop healthy and positive parenting skills. A special educator is expected to support and guide the parents all the way through towards healthy parenting. The special educator also has the responsibility of creating awareness and involving the community to support the family that has a child with a disability. This course discusses the ways and means to achieve these goals.

Learning outcomes

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

- Explain the emotional stages parents go through on knowing about their child's diagnosis of multiple disabilities with a combination of physical and sensory disability (CP, Db, MD)
- Describe the ways and means to support the parents and families of the child • Narrate the importance and methods of training the child using resources at home.
- Delineate the role of community in supporting the families having children with disability
- Discuss the support system to the parents for transition from home to school

Course Content

Unit 1: **Emotional Stages of parents at the diagnosis of disability in their child**

1.1 Various stages of emotions on knowing the diagnosis – e.g. Denial, shock, confusion, anger, guilt, shame, bargaining, hope, depression, understanding and acceptance.

1.2 Role of the special educator in Understanding and providing support the emotions of parents

1.3 Myths and misconceptions of parent's clarification and provision of the right information

1.4 Formal and informal parent groups to support overcoming the initial shock and related emotions.

1.5 Counselling and guidance to parent towards accepting the child.

Unit 2: **Support to the family of a child having Multiple Disabilities (Cerebral palsy, Deafblindness/Multiple Disabilities)**

2.1 Professional support to the family at home and in training centre
2.2 Addressing the unique needs of each family – socio, cultural, economic and environmental and programming suitably
2.3 Engage, empower and enthuse parents with techniques to help the child at home and family in co-developing and executing IFSP and IEP.
2.4 Family's role in developing foundational literacy and facilitating inclusive education in young children.
2.5 Parent to parent support systems, Information on various parental networks, contact and advocate for their child's needs in various settings, including educational and medical institutions

Unit 3: **Use of resources at home in teaching the child**

3.1 Appraisal of home environment – nuclear, extended, joint families, resources.
3.2 Involvement of siblings, grandparents and others at home in enabling the child.
3.3 Adapting the training programme to suit the environmental needs and the available resources.
3.4 Partnering with parents for interventional practices and providing respite to parents by planning suitable programmes involving other members in the family.
3.5 Systematic maintenance of record on home and family involvement in teaching the child.

Unit 4: **Role of community in supporting the family having a child with a disability**

4.1 Types of community and their characteristics (e.g. agriculture, industrial, urban, migrant, metropolitan tribal, coastal) and the linked life style
4.2 Family with a child with special needs in the context of the community
4.3 Identifying the support system by an ecological appraisal to empower families...
4.4 Community based rehabilitation (CBR) and home-based Programmes – origin, functions and advantages.
4.5 Organizing community involved programmes to enable children with disabilities and their families

Unit 5: Educational options and support to parents for Transition of the child from home to school

5.1 Guiding parents on Education as a fundamental Right and every child has a right to appropriate education. Relevant acts and policies.

5.2 Various avenues and options in educating the child with a disability – early intervention, special schools, inclusive schools, home based education; Helping parents to make a choice justified with facts.

5.3 Parent group networks with updated information and dissemination on education of the child

5.4 Preparing the child and the family for transition from home to school.

5.5 Support to the child and the family till the transition is smooth and complete. Support the class teacher and the other staff in school to facilitate transition.

Suggested Practicum

- Compile a list of registered parent organizations in the area of Multiple disabilities (CP/Db/MD) in your state. Visit at least five of them and report their activities
- Write an article on the various emotional stages the parents go through and the role of special educator in helping them
- Do a review of literature on CBR programmes and submit.

Suggestive mode of transaction

Lecture discussion, group work, demonstrations

Suggestive assessment

Field work in the relevant areas, assignment and class tests

Suggested Readings

Books

Danforth, S & Taff, S (2004), *Crucial readings in special education.* New Jersey: Pearson.

Dunst, C., Trivette, C., & Deal, A. (1988). *Enabling and empowering families: Principles and guidelines for practice*. Newton, MA: Brookline Books.

Elizabeth Denison, Sue Watkins (2021) Assessment of Developmental Skills for Children with Sensory Impairments and Additional Disabilities, SKI-HI Institute, Institute For Disability Research, Policy and Practice, Utah State University, Logan, Utah.

Foley, G. M.and J Hochman (2006). *Mental health in early intervention: Achieving unity in principles and practice* Baltimore, MD: Paul H. Brooks.

Functional Vision and Learning Media Assessment for students who are Pre-academic, Academic and Visually impaired. American Printing House for the Blind, Inc.

INSITE Checklist: Assessment of Developmental Skills for Children with Sensory Impairments and Additional Disabilities, Publisher: SKI-HI Institute, Year: 2021

The Oregon Project: Skills Inventory, For Preschool Children who are Blind or Visually Impaired, 6th Edition. 2007.

Peshawaria, R., Menon, .D.K., Ganguly, R., Roy, S., Pillary, R.P.R.S. & Gupta, A. (1995) Understanding Indian families having persons with Intellectual Disability. Secunderabad: NIMH

Stray-Gunderson, K, (1995), *Babies with Down syndrome: A new parents' guide* Bethesda, MD: Woodbine House.

Toseland, R. W., Smith, G., & McCallion, P. (2001). Helping family caregivers. In A. Gitterman (Ed.). *Handbook of social work practice with vulnerable populations*, New York: Columbia University Press.

World Health Organization, (2010) *Community based rehabilitation guidelines — Introductory booklet.* Geneva: WHO press; **Journals**

Journal of Child and Family Studies,

Journal of Intellectual Disability Research,

Journal of Education, Culture and Society

Asia Pacific Disability Rehabilitation Journal. Journal of Child Psychology and Psychiatry

Online links

https://www.pathstoliteracy.org/
https://www.pathstoliteracy.org/overview-learning-media-assessment
https://perkinsglobalcommunity.org/asia/children-learning/some-essential-resources-thatsupport-assessment-of-children-with-multiple-disabilities-and-visual-impairment/
https://documents.nationaldb.org/IFHEFunctionalEvaluation_ae.pdf - Informal Functional Hearing Assessment
specialneedsalliance.org/blog/the-emotional-journey-of-families-with-specialneeds/#:~:text=During%20the%201960s%20and%201970s,%2C%20depression%2C%20understandi ng%20and%20acceptance.
https://www.virtuallabschool.org/preschool/family-engagement/lesson-4/act/18466
https://impactparents.com/blog/complex-kids/5-stages-of-the-special-needs-parent/
https://psycnet.apa.org/fulltext/2014-52730-005.html

Portals

https://ncpcr.gov.in/baalswaraj/ https://wcd.nic.in/
https://www.india.gov.in/official-website-ministry-social-justice-and-empowerment
https://rbsk.mohfw.gov.in/RBSK/

Implication of disabilities and curricular adaptation for classes 1 &2

Course code: 4.1.7 (MD) **Credits: 2** **Semester- 6**

About the course

When Children with multiple disabilities may enter classes one and two in Primary school, they need certain adaptations in academic and non-academic, infrastructure areas, based on their cognitive limitations so that the learning is meaningful to them. The special educator has the responsibility in the inclusive classes to work in collaboration with the general class teacher in planning, implementing and evaluation of the learning of the child with intellectual disability using the principles of Universal design for learning (UDL). In special school environment too, the special educator has to teach the child in a manner that the student learns the content at classes one and two levels. This course aims to prepare the special teacher to work in the various educational settings to help the student learn optimally.

Learning outcomes

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

- Explain the support systems needed for children with multiple disabilities in the school (Classes 1&2) in terms of infrastructure, routine and preparation teachers and others in inclusive and special school and the importance of UDL principles
- Demonstrate competency in making adaptations in content and process for teaching the lessons in English for class 1 & 2
- Demonstrate competency in making adaptations in content and process for teaching Hindi/regional language for classes I & 2.
- Demonstrate competency in making adaptations in content and process for teaching the lessons in numeracy for class 1 & 2
- Describe the importance and role of stories, games and sports, art, music and movement in including children with multiple disabilities and demonstrate competency in teaching these activities.

Course Content

Unit 1: **Preparing for education of students with multiple disabilities (Classes 1&2)**

1.1 Points to consider in different educational settings –inclusive schools, special schools and home-based settings.

1.2 Planning and organising one to one, small group and large group instruction contextually based on the lessons, peer tutoring, cooperative learning principles.

1.3 Adaptation, accommodation and modification of content of the lesson and process of teaching and selection and use of teaching learning material (TLM), AAC and evaluation procedures. Use of Universal Design for Learning (UDL) principles.

1.4 Accessible Infrastructure, class room arrangements, preparation of peer group, regular class teacher and others in school for smooth inclusion of the student multiple disabilities,

1.5 Working with regular educator in inclusive schools in organizing, planning, implementing and evaluating the curricular transaction and record maintenance, Parental involvement

Unit 2: Teaching English in classes 1&2

2.1 Importance of literacy skills; Pints to consider in making the lessons in the text books meaningful to the student with multiple disabilities, Working with the regular teacher and planning IEP.

2.2 Consideration for the preferred language of the student, decision making, parental involvement communication mode (sign language-visual or tactile, Braille or large print)

2.3 Decision making on accommodation and modification, following the lesson in the text book in the content, process, TLM, AAC and evaluation.

2.4 Play way method of teaching

2.5 Teaching functional literacy where appropriate.

Unit 3: Teaching Hindi/regional language in classes 1&2

3.1 Importance of language and literacy.

3.2 Adaptation and modification of the lesson in the text book to suit the specific need of the student with multiple disabilities, developing IEP

3.3 Selection and use of suitable teaching learning material and evaluation, collaboration with the class teacher

3.4 Play way method of teaching language

3.5 Functional literacy in Hindi/regional language.

Unit 4: Teaching Numeracy and mathematics in classes 1&2

4.1 Importance of Numeracy skills. Learning basic math; Points to consider in making the lessons in the text book meaningful to student with multiple disabilities

4.2 Teaching numeracy skills using play way methods, use of adaptation, accommodation and modification based on the level of functioning of the student with multiple disabilities

4.3 Mathematical computation and mathematical reasoning/application – adaptations to suit the need of the student (Use of Braille, Abacus, Taylor Frame)

4.4 Teaching functional mathematics where appropriate. Math concepts in daily life.

4.5 Working with regular class teacher in planning, implementing and evaluation of math lessons – Developing an IEP.

Unit 5: Teaching Art, Craft, Music, Sports and Games.

5.1 Importance of Art, Craft, Music, games and sports in overall development of the child – physical, social, emotional, cognitive and language domains.

5.2 Need for creativity of the teacher in transacting these skills with focus on inclusion.

5.3 Adaptations in the activities to facilitate optimal learning in the student with multiple disabilities

5.4 Involving peer group, cooperative learning and involvement of all students in class

5.5 Teacher awareness on the various efforts and programmes to enhance act, talents among students with disabilities - Special Olympics, Very Special Arts, Abilympics and Paralympics

Suggested Coursework/Practicum

- Select a lesson each in English, Language and math at class 1 or 2 level and adapt it to teach a student with multiple disabilities that you have worked with.
- Write an article on the importance and ways of adapting content, process, teaching learning material and evaluation at classes 1and 2 levels using UDL principles.

Suggestive mode of transaction

Lecture discussion, demonstration of adapting lessons
Group discussions, assignments

Suggestive assessment

Assessment of the class work, assignments.

Suggested Readings

Books

Ellis, G., & Brewster, J. (2014). Tell it again! The storytelling handbook for primary English language teachers. British Council. https://www.teaching

Gordon, A. M., & Browne, K. W. (2010). Beginnings and Beyond: Foundations in Early Childhood Education (8th edition). Wadsworth Pub Co

Ministry of Women and Child Development. (2013). Draft National Early Childhood Care and Education Policy. New Delhi. Ministry of Women and Child Development. https://wcd. nic.in/sites/default/files/National%20Early%20Childhood%20Care%20and%20 Education-Resolution.pdf

NCERT (2022) National Curricular Framework for Foundational Stage, New Delhi: NCERT

NCERT (2024). Text books of Classes 1 and 2. New Delhi: NCERT

Berkowitz, S. (2018). Make the Connection: A Practical Guide to Parents and Practitioners for Teaching the Nonverbal Child to Communicate - with AAC. Herding Cats Press.

Beukelman, D. R. (2020). Augmentative & Alternative Communication: Supporting Children and Adults with Complex Communication Needs. United States: Brookes Publishing.

Bhandari, R and Narayan, J -editors-Creating Learning Opportunities-A step by guide to teaching students with Vision Impairment and Additional Disabilities including Deafblindness-Voice &Vision India-National Resource and Training Centre for children with Vision Impairment and Additional Disabilities including Deafblindness (supported by Hilton/Perkins Program of Perkins School for the Blind ,USA) **Journals**

https://journals.sagepub.com/home/tes https://www.tandfonline.com/loi/cijd20

https://www.naset.org/publications/jaasep-research-based-journal-in-special-education
https://www.researchgate.net/publication/377578054_Development_of_early_numeracy_skills_in_children_with_moderate_intellectual_disability

https://ncert.nic.in/journals-and-periodicals.php?ln=en

Online links

https://ncert.nic.in/pdf/NCF_for_Foundational_Stage_20_October_2022.pdf
https://ncert.nic.in/ncertldd/collection/pdf/archive_eng.pdf
https://ncertbooks.ncert.gov.in/static/Textbooks.pdf
https://olympics.com/en/sports/paralympic/
https://www.abilympicsindia.org/ https://specialolympicsbharat.org/

Initiatives for Early Childhood Special and Inclusive Education

Course code: 4.1.8 (MD) **Credits: 2** **Semester: 6**

About the course

Realizing the importance of early years, investing in young children has high returns. Various ministries under the Government of India have undertaken initiatives to facilitate early childhood education and intervention of young children with disabilities. This course would help the student learners to know about various schemes and campaigns that have been developed to keep young children in focus. The course is designed so that by doing one course, the student teachers get the information on all aspects of early childhood special and inclusive education of children with disabilities, and supports available for their families, and community.

Learning outcomes

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

- Describe schemes focusing on the health and nutrition of young children.
- Explain the provisions available for early identification and intervention of children with disabilities.
- Describe the government initiatives in building human resources for children with disabilities.
- Describe the government schemes for procurement of aids and appliances for children with disabilities.
- Describe the organizational support available for sustainable early intervention and education.

Course content

Unit 1: Support for growth and development of young children

1.1 ICDS Schemes for health, immunization, nutrition, and tracking progress

1.2 The Anganwadi system and role of Accredited Social Health Activist (ASHA) workers

1.3 Community-based macro and micro initiatives across health, welfare, and education - Poshan events for infants and young children for nutrition, and early childhood education (Poshan Abhiyan, WASH, campaigns such as mission Saksham Anganwadi, Niramaya scheme of National Trust)

1.4 Gender equality in early childhood (Balika divas- national and international days, Beti Bachao Beti Padhao, Balika Samruddhi for financial empowerment)

1.5 Child safety and protection: Integrated Child Protection Scheme (ICPS) - adoption of children, missing children tracker, foster care, help lines, The Protection of Children from Sexual Offences (POCSO) Act, 2012.

Unit 2: Supports for identification and intervention of delays, disabilities

2.1 Protocols for identification of disabilities (Anganwadi Protocol for Divyang children, PEHAL Birth to 3 years, PRASHAST)
2.2 Dashboard for tracking identification and Standard Operating Procedures (SOP) for services (Mother and Child Protection Card (MCP), National Helpline)
2.3 Programs and schemes for infrastructural support for early identification and intervention: Rashtriya Bal Swasthya Karyakram (RBSK) SIPDA scheme for Cross Disability Early Intervention (CDEIC)
2.4 Procurement of aids and appliances: state and national schemes (ADIP, SAMBHAV of National Trust; ARJUN portal for online registration of beneficiaries)
2.5 Role of functionaries and certifications for availing services (UDID scheme and card)

Unit 3: Early childhood special and inclusive education

3.1 Schemes for early intervention and daycare (DISHA, VIKAAS, SAMARTH of National Trust)
3.2 Curricular frameworks for early childhood special and inclusive education for birth to 3 years (Navchetana, CDEIC)
3.3 Curricular frameworks for early childhood special and inclusive education for 3 to 8 years (Aadharshila, National Curriculum Framework Foundational Stage, NIPUN Bharat, NIPUN Inclusive of CDEIC framework)
3.4 Assessments for FLN: Lakshya App, PARAKH, NIPUN learning survey and Holistic Progress Card (HPC)
3.5 Educational Portals: DIKSHA, NISHTHA, Jadui Pitara for TLM, DAISY (Digitally Accessible Information System), e-content for children with disabilities

Unit 4: Human resource for early years

4.1 Human resource required for various disabilities (ASD/HI/ID/MD/VI/SLD)
4.2 Long-term training programs for early intervention and early childhood special education (RCI courses & NCTE courses)
4.3 Short-term programs for early years: Continual Professional development (CPD) & Continuing Rehabilitation Education (CRE)
4.4 Foundational & Preparatory courses in ISITEP of RCI
4.5 Parent and Family Empowerment initiatives (Mata Palak gat, IDEA)

Unit 5: Organizational supports for sustainable early education and intervention

5.1 Strengthening schools: Deen Dayal Disabled Rehabilitation Scheme (DDRS), PM SHRI school schemes, Conducting survey for identification of disabilities- PRASHAST, Section 17 of RPWD Act

5.2 Accessible organizational environment: Sugamya Bharat Abhiyan, Enlisted empaneled access auditors

5.3 Sustainable Development Goal for Education (SDG-4): NEP 2020, Samagra Shiksha Abhiyan

5.4 Collaborations for inclusive community development: Badhte Kadam- a scheme for awareness, community interaction and innovative project

5.5 Role of special educator in implementing these government initiatives, empowering stakeholders

Suggested Coursework/Practicum

- Develop an article on any five of the initiatives and present a seminar/submit a paper. Analyse these initiatives and develop a report.
- Discuss what more can be done for children with disabilities with whom you have chosen to work. Justify your recommendations and submit a report.
- Conduct an awareness program in the community on the initiatives for the benefit of children with disabilities.

Suggested modes of transaction

Lecture discussion, group activities, seminars, desk review of relevant initiative document by the students and presenting in class

Suggested modes of assessment

Class tests, assignments, group work

Suggested readings

Books

Gathoo, V., Palkar, G., Mathur, D., Mhatre, P., Kapoor, D., & Veling, S. (2023). Curricular Framework for Cross Disability Early Intervention and School Readiness: PEHAL (Birth to 3years) and NIPUN Inclusive (3 to 6 years) (1st ed.). Rehabilitation Council of India. (ISBN) 978-81-962808-0-2

Kaga, Y., Bennett, J., & Moss, P. (2010). Caring and learning together: A cross-national study on the integration of early childhood care and education within education. UNESCO

National Research Council, Institute of Medicine, Board on Children, Youth, and Families, & Committee on the Science of Children Birth to Age 8: Deepening and Broadening the Foundation for Success. (2015). Transforming the workforce for children birth through age 8: A unifying foundation. National Academies Press

Prasad, S., Sonpal, D., & Vaishnav, S. (2017). Empowering Children with Disabilities New Delhi: Prabhat Prakashan Publishers https://www.prabhatbooks.com/empoweringchildren-with-disabilities.htm

Reetu, C., Renu, G., & Adarsh, S. (2017). Quality Early Childhood Care and Education in India: Initiatives, Practice, Challenges and Enablers. Pacific Early Childhood Education Research Association, 11(1), 41–67.

UNESCO. (2021). Inclusive early childhood care and education from commitment to action: From commitment to action. UNESCO Publishing.

Weblinks

Aadhar Shila (2024), https://acrobat.adobe.com/id/urn:aaid:sc:AP:23988b5f-4448-41bc-a2f823641fd68378
ANAND Series Activity Books for Balvatika. https://ncert.nic.in/e_jaaduipitara.php?ln=en
Anganwadi Protocol for Divyang Children (2023) https://wcd.nic.in/sites/default/files/Anganwadi-Protocol-for-Divyang-ChildrenENGLISH.pdf Cross Disability Early Intervention Curriculum Framework; https://divyangjan.depwd.gov.in/upload/uploadfiles/Curricular_Framework_CDEISR.pdf
DDRS; https://depwd.gov.in/ddrs/
DIKSHA, NISHTA: https://www.india.gov.in/spotlight/diksha-national-digital-infrastructureteachers
https://depwd.gov.in/e-book/
Jadui Pitara: Teaching-Learning Material Resource. https://ejaaduipitara.ncert.gov.in/
National Curriculum Framework (FS) : https://ncert.nic.in/pdf/NCF_for_Foundational_Stage_20_October_2022.pdf
National Education Policy (2020) Ministry of Education. Government of India. https://www.education.gov.in/sites/upload_files/mhrd/files/NEP_Final_English_0.pdf
National Trust (1999). https://thenationaltrust.gov.in/content/
Navchetana (2024), https://acrobat.adobe.com/id/urn:aaid:sc:ap:c4dfba6f-527a-443c-8607ab93e1f45f4d
NCF (2022). https://ncert.nic.in/pdf/NCF_for_Foundational_Stage_20_October_2022.pdf
NIPUN Bharat (2021). https://www.education.gov.in/sites/upload_files/mhrd/files/nipun_bharat_eng1.pdf
PM shri schools; https://pmshri.education.gov.in/
POCSO Act (2012). https://wcd.nic.in/sites/default/files/POCSO%20Act%2C%202012.pdf
PRASHAST (2022). https://ncert.nic.in/pdf/DSCS_booklet.pdf
RBSK https://rbsk.mohfw.gov.in/RBSK/
RPwD Act (2016); https://depwd.gov.in/acts/
Saksham Anganwadi and Poshan Abhiyan (2022) https://wcd.nic.in/acts/guidelines-missionsaksham-anganwadi-and-poshan-20
Sugamya Bharat Abhiyan: https://sugamyabharat.gov.in/
Sukanya Samriddi Yojana: https://transformingindia.mygov.in/scheme/sukanya-samriddhiyojana/
SWAYAM https://www.swayam.gov.in/about
UDID. https://www.swavlambancard.gov.in

Portals

https://www.education.gov.in/
https://pmevidya.education.gov.in/cwsn.html

https://www.india.gov.in/official-website-ministry-social-justice-and-empowerment
https://wcd.nic.in/

Early Identification of Developmental Delays and Disabilities: Importance and Methods

Course Code: 4.1.1 (SLD) **Credits: 2** **Semester: 3**

About the Course

The objective of this course is to provide students with an in-depth understanding of the importance and methodologies for the early identification of developmental delays and disabilities, with a specific focus on Specific Learning Disabilities (SLD). Students will gain the knowledge and skills necessary to recognize early signs of SLD, learn about various assessment tools for accurate diagnosis. The course also aims to prepare students to collaborate with families and professionals, advocate for appropriate resources and support to improve outcomes for children with SLD in diverse educational contexts.

Learning Outcomes

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

- Identify the early signs and symptoms of Specific Learning Disabilities (SLD) in young children.
- Understand the critical importance of early detection and its impact
- Utilize a variety of screening and assessment tools to accurately diagnose SLD.
- Differentiate SLD from other developmental disorders through comprehensive evaluation methods.
- Collaborate effectively with families, educators, and multidisciplinary teams to support children with SLD.

Course Content

Unit 1: **Understanding Human Growth and Development, Delays & Disabilities**

1.1 Introduction to human development, concepts and principles, nature vs nurture
1.2 Stages and domains of human development
1.3 Understanding signs of delays and disabilities, distinguishing delays vs disabilities
1.4 Understanding visible and invisible disabilities and their impact on early identification
1.5 Causes, risk factors of visible and invisible disabilities

Unit 2: Prenatal and Early Years (Zero-Eight years): Early Identification

2.1 Prenatal development: conception, stages and influences on prenatal development
2.2 Developmental milestones and variations
2.3 Early detection, early intervention & prevention of secondary issues
2.4 Role of parents and other family members in early identification
2.5 Role of educators in screening and early identification

Unit 3: Introduction to SLD

3.1 Understanding the concept of SLD and learning difficulty
3.2 Types and characteristics of SLD
3.3 Red flags / warning signs in infants
3.4 Behavioural characteristics and classroom manifestations for primary years
3.5 Social emotional issues & social skill deficits amongst 3 - 8 years

Unit 4: Screening and Diagnostic Assessments

4.1 Definition, Purpose and importance of screening & diagnosis
4.2 SLD identification: DSM 5, ICD 11, ICF and neurodiversity frameworks
4.3 Comprehensive Diagnostic assessment : components
4.4 Challenges and consideration in SLD assessment
4.5 Results & Certification procedure

Unit 5: Pathways to Identification and Thereafter

5.1 Role of the educators in identification in different settings (e.g., schools, clinics etc.)
5.2 Understanding the myths and stereotypes that lead to incorrect and missed diagnosis
5.3 Considerations during identification (e.g., cultural and contextual adaptations, infrastructure and environment, role of family members)
5.4 Disclosure of diagnosis, report writing and documentation
5.5 Referrals and collaborations for continued support

Suggested Coursework/Practicum

- Conduct case studies on children with different types of developmental delays.
- Develop a presentation on the distinctions between developmental delays and disabilities with a focus on SLD.
- Visit an early childhood education center to observe the developmental milestones in children and identify any signs of delays.
- Create a comparative chart detailing characteristics of SLD, ASD, and ADHD.
- Interview professionals (e.g., special education teachers, speech therapists) about the identification process for these disabilities
- Participate in a workshop or seminar on the early signs of developmental disabilities.
- Conduct surveys or interviews with parents to gather data on prenatal and perinatal
- create a checklist of early warning signs of SLD and use it to assess children in a supervised setting.
- Role-play scenarios with peers to practice identifying symptoms in various situations.
- Shadow a special education teacher to observe signs and symptoms in a classroom setting.

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

Suggested Readings

Lerner, J. W., & Johns, B. H. (2015). Learning disabilities and related mild disabilities: Characteristics, teaching strategies, and new directions (13th ed.). Cengage Learning.

Lyon, G. R., Shaywitz, S. E., & Shaywitz, B. A. (2003). A definition of dyslexia. Annals of Dyslexia, 53(1), 1-14.

Hallahan, D. P., Kauffman, J. M., & Pullen, P. C. (2018). Exceptional learners: An introduction to special education (14th ed.). Pearson.

Rutter, M. (2011). Gene-environment interdependence. In R. J. Sternberg & S. B. Kaufman (Eds.), The Cambridge handbook of intelligence (pp. 557-573). Cambridge University Press.

Pennington, B. F. (2009). Diagnosing learning disorders: A neuropsychological framework (2nd ed.). Guilford Pre

Early Intervention (0 to 3 years): Importance, Assessment and Teaching Strategies

Course code: 4.1.2 (SLD) **Credits: 2** **Semester**: **3**

About the course

Early identification and early intervention are key factors in preventing disabilities in children who are at risk, and minimizing the impact of disability in those diagnosed with a disability. The objective of this course is to provide educators, caregivers, and practitioners with comprehensive knowledge and practical skills to identify and support young children with Specific learning disabilities (SLD) from birth to three years old. The course emphasizes the critical importance of early intervention, effective assessment techniques and teaching strategies to foster optimal developmental outcomes. By focusing on early identification and tailored support, the course aims to enhance children's cognitive, social-emotional, and motor development, thereby improving their long-term academic and social success.

Learning outcomes

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

- State the importance of early intervention
- Identify and use the right tools to assess the needs of the child
- Plan the early intervention programme in consultation with the multidisciplinary team members, develop Individualized Family Support Plan (IFSP) and maintain records of assessment and intervention programme
- Carry out the plan using appropriate strategies as a team member and work with the family of the child
- Prepare the family and the child for transition from home to school

Course content

Unit 1: Importance of Early intervention

1.1 Developmental milestones and differentiating between typical and atypical development
1.2 Risk factors and Early indicators for SLD
1.3 Definition, significance and reasons why early intervention is critical for students with SLD in the early critical years
1.4 Role of interdisciplinary team in early intervention and role of the special educator
1.5 Evolution of early intervention programmes

Unit 2: Assessment of SLD for Early Intervention

2.1 Scope and importance of assessment – differentiating screening and assessment
2.2 Methods and tools of assessment for SLD
2.3 Indian screening tools: administration and interpretation of screening results

2.4 Family needs assessment interviews, observations, developmental histories
2.5 Collating assessment information for planning intervention.

Unit 3: Developing Individualised Family Support Plan (IFSP)

3.1 Origin, concept and scope of IFSP.
3.2 Components of IFSP –comprehensive document including medical, psychological, educational and therapeutic interventions and family involvement.
3.3 Developing IFSP, with focus on the child' environment, implementing and periodic monitoring of the child's progress.
3.4 Support to family, identifying family resources including siblings, grandparents to involve in the child's routine interventional activities
3.5 Role of the special educator as a coordinator of the IFSP team. Importance of IFSP team meetings to evaluate progress and plan further. Record maintenance.

Unit 4: Strategies for early intervention

4.1 Developing IEPS for areas of intervention
4.2 Strategies to enhance gross & fine motor skills
4.3 Intervention to enhance Language and communication skills
4.4 Interventions for facilitating emotional, social and cognitive skills
4.5 Holistic approach to intervention and developing activities to stimulate and facilitate all-round development of the child.

Unit 5: Evaluation and preparation for transition from home to school

5.1 Preparing the report of the current level of functioning of the child to estimate the extent of further support required when the child enters balwadi/preschool
5.2 Appraising the facilities for accessibility in the proposed Balwadi/preschool and the competency of the teachers and collaboration with all the stake holders
5.3 Preparing the preschool/balwadi by orienting the teachers, management and peers on the needs of the child and the support to be given , identifying barriers or challenges to successful transition
5.4 Preparing and supporting the family for transition from home to school
5.5 Evaluation of the transition process Follow up with the child, home and school until the child is fully transitioned.

Suggested Coursework/Practicum

Do a literature search and compile details on the various early intervention centers in the a given region in the country

Visit a preschool/balwadi and assess the condition in terms of accessibility for children with developmental delay. Give your suggestions on what more can be done to make it more accessible.

Compile details on at least 5 tools that help in assessment of children in the age range of 0 to 3 years.

Suggestive mode of transaction

Lecture discussion, demonstrations of early intervention by visit to a centre, videos on early intervention and group discussions

Suggestive assessment

Individual and group assignments and projects, course work practicum

Suggested Readings

Duncan, G. J., & Magnuson, K. (2013). Investing in preschool programs. Journal of Economic Perspectives, 27(2), 109-132.

National Research Council. (2000). From neurons to neighborhoods: The science of early childhood development. National Academies Press.

Guralnick, M. J. (2011). Why early intervention works: A systems perspective. Infants & Young Children, 24(1), 6-28.

Justice, L. M., Mashburn, A., Hamre, B. K., & Pianta, R. (2008). Quality of language and literacy instruction in preschool classrooms serving at-risk pupils. Early Childhood Research Quarterly, 23(1), 51-68

Lonigan, C. J., Burgess, S. R., & Anthony, J. L. (2000). Development of emergent literacy and early reading skills in preschool children: Evidence from a latent-variable longitudinal study. Developmental Psychology, 36(5), 596-613.

Hemmeter, M. L., & Ostrosky, M. M. (2017). Evidence-based practices for children and youth with disabilities. Pearson.

Morgan, P. L., Farkas, G., Hillemeier, M. M., & Maczuga, S. (2012). Are minority children disproportionately represented in early intervention and early childhood special education? Educational Researcher, 41(9), 339-351.

National Center for Learning Disabilities. (2020). Early intervention for children with learning disabilities. Retrieved from https://www.ncld.org/archives/action-center/earlyintervention-for-children-with-learning-disabilities.**

Early Childhood Special Education (3 to 6 years) – Cross Disability Approach

Course code: 4.1.3 (SLD) **Credits: 2** **Semester: 4**

About the course

All children are born wired to learn. It is essential for children with disabilities that they are provided with a systematized stimulating learning environment in the early years so that they can overcome their communication and learning challenges. This helps to create the right start from the right stage. Early childhood special education is hence essential and has the potential to pave the way for further education of children with disabilities. While there exist special disability-specific early childhood education centers, the approach is gradually moving towards a cross-disability approach. This is so because there exist a lot of commonalities in barriers such as that of communication, mobility, literacy development, and so on. Cross-disability is being used as a unified, collective movement that comprehensively addresses the needs of young children with disabilities inclusively.

Learning outcomes

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

- Narrate the importance of early childhood special education (ECSE).
- Describe the practices in ECSE.
- Discuss the various childhood disabilities and their impact on various developmental domains.
- Explain the cross-disability approach to early intervention and early childhood special education.
- Demonstrate understanding on how to organize a cross-disability early intervention center (CDEIC).

Course content

Unit 1: Early Childhood Special Education (ECSE)

1.1 Need and rationale for ECSE
1.2 Approaches and guiding principles for ECSE
1.3 Setting up of ECSE centers and functionaries
1.4 Issues and concerns about enrolment, curriculum, human resources, and accreditation
1.5 Stakeholder's support for ECSE

Unit 2: Practices in ECSE

2.1 Organization of ECSE based on Developmentally Appropriate Practices (DAP)
2.2 Play and activities for ECSE

2.3 Indigenous and cultural practices in ECSE – merits and misconceptions
2.4 Designing and developing activity calendar and use of Teaching Learning Material (TLM) for early stimulation
2.5 Responsive caregiving and parenting for ECSE

Unit 3: Disabilities and their implications on developmental domains

3.1 Physical disabilities: impact on developmental milestones
3.2 Sensory disabilities- hearing and visual impairment: impact on developmental milestones
3.3 Intellectual and developmental disabilities: impact on developmental milestones
3.4 Multiple disabilities: impact on developmental milestones
3.5 Common issues in development and learning across disabilities

Unit 4: Cross disability approach for early intervention and ECSE

4.1 Meaning and concept of cross-disability approach
4.2 Need and rationale for cross-disability approach
4.3 Global and national trends in cross-disability approach
4.4 Cross-disability approach as a preventive intervention program for at-risk children
4.5 Benefits and advantages of cross-disability approach covering economics, interdisciplinary inputs, and holistic child development

Unit 5: Organizing a Cross-Disability Early Intervention Center (CDEIC)

5.1 Foundations and goals of CDEIC
5.2 Setting up of CDEIC
5.3 Assessments in ECSE and program planning and implementation in CDEIC
5.4 Facilities, services, and functionaries in CDEIC
5.5 Cross disability early intervention: paving the way for inclusive education

Suggested Coursework/Practicum

- Visit a CDEIC and observe the activities for a day and report on the activities, professionals involved, the organization of the center, and other details.
- Compile details on the organization of cross-disability early childhood special education centers.
- Make a poster/PowerPoint presentation on the importance of cross-disability early intervention and early childhood special education.

Suggested modes of transaction

Lecture discussion, group project assignment, demonstrations, role-play, quiz

Suggested modes of assessment

Class participation, completion and quality of assignments, internal tests

Suggested readings

Books

Department of Empowerment of Persons with Disabilities (Divyangjan). (2021). Handbook on Early Intervention Centers for Children with Disabilities. Government of India.

Egan, R. W., Lerner, J. W., & Lowenthal, B. (2013). Preschool children with special needs: Children at risk, children with disabilities, print offer. Pearson.

Gathoo, V., Palkar, G., Mathur, D., Mhatre, P., Kapoor, D., & Veling, S. (2023). Curricular Framework for Cross Disability Early Intervention and School Readiness: PEHAL (Birth to 3years) and NIPUN Inclusive (3 to 6 years) (1st ed.). Rehabilitation Council of India. (ISBN) 978-81-962808-0-2

Guralnick, M. J. (2001). An overview of the developmental systems model for early intervention. In M. J. Guralnick (Ed.), Early childhood intervention: A promise to children and families for their future (pp. 3-24). Brookes Publishing. https://depts.washington.edu/chdd/guralnick/pdfs/overview_dev_systems.pdf

Kaga, Y., Bennett, J., & Moss, P. (2010). Caring and learning together: A cross-national study on the integration of early childhood care and education within education. UNESCO

Lerner, J. W., Lowenthal, B., & Egan, R. (2003). Preschool children with special needs: Children at risk and children with disabilities. Prentice Hall

Mishra, R. C. (2009). Early childhood care and education. New Delhi: APH Publishing.

Journal articles

Ngubane, M., & Chetty, V. (2016). Caregiver satisfaction with a multidisciplinary communitybased rehabilitation programme for children with cerebral palsy in South Africa. South African Family Practice, 59(1), 35–40. https://doi.org/10.1080/20786190.2016.1254929

Thyagarajan, R., Swathi, N., Shanthi, R., Keerthi, K., M.A., Shree, Sd., Safa, & Rithika, T. (2023). Effectiveness of Multidisciplinary Team Intervention in Children with Autism Spectrum Disorders: A Pilot Study. International Journal of Indian Psychology, 11(3), 825-837. DIP:18.01.079.20231103, DOI:10.25215/1103.079. available at https://ijip.in/articles/effectiveness-of-multidisciplinary-team-intervention-inchildren-with-autism-spectrum-disorders-a-pilot-study/#:~:text=Conclusions%3A%20The%20Effectiveness%20of%20the,skills%20in%20children%20with%20ASD

Online links

Ali Yavar Jung National Institute of Speech and Hearing Disabilities (Divyangjan). (2021). Development of module on early listening and communication skills for children with cochlear implant under ADIP scheme. https://ayjnihh.nic.in/sites/default/files/upload_documents/ebook_EarlyListening_CI_ADIP.pdf

Department of Empowerment of Persons with Disabilities. (2021). Handbook on early intervention centres for children with disabilities.

https://divyangjan.depwd.gov.in/content/upload/uploadfiles/files/LowWebversionHandbookEIC.pdf

Department of Empowerment of Persons with Disabilities. (2022). Curricular framework for cross disability early intervention and school readiness. https://divyangjan.depwd.gov.in/upload/uploadfiles/Curricular_Framework_CDEISR.pdf

Honório, S., Batista, M., Mesquita, H., & Ribeiro, J. (2020). Multidisciplinary Interventions for People with Diverse Needs - A Training Guide for Teachers, Students, and Professionals. Bentham Science Publishers. https://doi.org/10.2174/9789811446771120010 1

UNESCO (2018). Education for All: A Global Framework for Action. https://en.unesco.org/education/framework-action UNESCO (2020). Global Education Monitoring Report. https://www.unesco.org/en/education/global-education-monitoring-report/

WHO (2018). The Nurturing Care Framework: Improving the Care of Young Children and their Families. https://www.who.int/maternal_child_adolescent/documents/nurturingcare-framework/en/

World Bank Group (2019). World Development Report 2019: The Changing Nature of Work. https://www.worldbank.org/en/publication/wdr2019

World Health Organization. (2012). Early Childhood Development and Disability: A discussion paper. Geneva: World Health Organization. https://iris.who.int/bitstream/handle/10665/75355/?sequence=1

Assessment across Developmental Domains

Course code: 4.1.4 (SLD) **Credits:02** **Semester: 4**

About the course

This course aims to provide students with specialized knowledge and skills in assessing developmental domains from the perspective of Specific Learning Disabilities (SLD). Students will learn to conduct comprehensive assessments across cognitive, language and communication, social-emotional, motor, sensory processing, executive function with a focus on identifying SLD-related strengths and challenges. The course will prepare students to develop targeted intervention plans and support strategies tailored to the unique needs of children with SLD.

Learning outcomes

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

- Understand the unique characteristics and assessment needs of children with Specific Learning Disabilities (SLD).
- Gain proficiency in understanding the usage of various assessment tools specific to SLD across multiple developmental domains.
- Identify strengths and areas of need in children with SLD through comprehensive assessments.
- Develop individualized intervention plans based on assessment findings to support academic success and overall development in children with SLD.
- Collaborate effectively with families, educators, and other professionals to implement evidence-based interventions and support strategies for children with SLD.

Course content

Unit 1: Cognitive Development Assessment and Intervention Strategies

1.1 Cognitive development in early years.
1.2 Early signs of cognitive delays specific to SLD
1.3 Formal and informal cognitive assessment for intervention
1.4 Developing IEPs for cognitive intervention
1.5 Programs for cognitive development

Unit 2: Language and Communication Development Assessment & Intervention

2.1 Language development from birth to 5 years: Critical period for language acquisition
2.2 Early signs for language based SLD
2.3 Formal and informal tools used for language and communication assessment in the Indian context
2.4 Distinguishing SLD from speech delays, ASD and hearing Impairments
2.5 Approaches, strategies, activities and AAC used for language and communication

Unit 3: Social – Emotional Development assessment and intervention

3.1 Social and emotional developmental stages in early childhood
3.2 Early signs of social emotional difficulties related to SLD.
3.3 Tools and methods for assessing emotional and social skills.
3.4 Comparing SLD- related social emotional issues with ASD and other anxiety disorders.
3.5 Building social skills and emotional regulation amongst children

Unit 4: Motor Development assessment & intervention

4.1 Motor development from birth to age 5
4.2 Early motor delays related to SLD
4.3 Standardized and informal tools for motor assessments
4.4 Comparing SLD – related motor delays with CP & developmental Coordination disorder
4.5 Physical approaches, home- based activities for motor development

Unit 5: Sensory processing and Executive Functioning Assessment & Intervention

5.1 Sensory processing issues in children with SLD.
5.2 Informal assessments for sensory processing deficits & distinguishing Sensory processing disorders from SLD
5.3 Components of executive functions and signs of early executive function deficit 5.4 Informal assessments & techniques for assessing executive functioning skills. Comparing
5.5 Executive functioning deficits with ADHD and from SLD, Activities and classroom accommodations for supporting executive function development

Suggested Coursework/Practicum

- Analyze case studies of children diagnosed with SLD, examining assessment reports, identifying patterns of strengths and challenges, and developing tailored intervention plans based on assessment findings.
- Attend workshops and seminars focused on current trends and best practices in SLD assessment and intervention, facilitated by experts in the field.
- Observe case discussions and submit written report.

Suggestive mode of transaction

Lecture discussion, demonstration and school visits

Suggestive assessment

Individual and Group projects, course work and practicum

Suggested Readings

American Psychological Association. (2020). Publication Manual of the American Psychological Association (7th ed.).

Fletcher, J. M., Lyon, G. R., Fuchs, L. S., & Barnes, M. A. (2019). Learning disabilities: From identification to intervention (3rd ed.). Guilford Press.

Hale, J. B., & Fiorello, C. A. (2004). School neuropsychology: A practitioner's handbook. Guilford Press.

Mather, N., Wendling, B. J., & Woodcock, R. W. (2010). Essentials of dyslexia assessment and intervention. John Wiley & Sons.

Shapiro, E. S. (2011). Assessment of intelligence and achievement (3rd ed.). Guilford Press.

Swanson, H. L., & Harris, K. R. (2014). Handbook of learning disabilities (2nd ed.). Guilford Press.

Teaching Strategies for Children with Specific Learning Disabilities in Early Childhood

Course Code: 4.1.5 (SLD) **Credits: 02** **Semester: 5**

About The Course

This course provides a comprehensive understanding of the teaching strategies for children with Specific Learning Disabilities (SLD). The course will equip the student teachers with the knowledge and strategies needed to effectively support young learners with SLD through individualised teaching, collaborative teaching, and inclusive practices. The course emphasizes the importance of early identification and intervention, effective teaching approaches, and the creation of supportive learning environments that leverage family and community resources.

Learning outcomes

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

- Explain the various teaching approaches and strategies for teaching children with SLD
- Demonstrate the use of strategies to teach language and communication to children with SLD
- Apply strategies to support information processing needs of children with SLD
- Apply strategies to teach academic and curricular skills to children with SLD
- Demonstrate the use of appropriate to support socio-emotional and behavioural needs of children with SLD

Course Content

Unit 1: Teaching Approaches and General Strategies

1.1 Teaching Approach, Strategy, Technique, Activity: Meaning and Difference

1.2 Individualized Instruction Approach: Meaning, Principles, Importance, Process and Benefits; Individualized Education Plans (IEPs): Meaning, Process of Development, Monitoring

1.3 Universal Design for Learning (UDL) and Differentiated Instruction (DI): Meaning, Principles, Benefits, Process

1.4 Collaborative Teaching Approach: Roles and Responsibilities of General Educators and Special Educators; Models of Collaboration

1.5 Multisensory Teaching, Explicit Instruction, Scaffolding: Meaning, Importance, and Steps

Unit 2: Teaching Strategies for Language and Communication

2.1 Language and Communication: Meaning, Purpose and Difference

2.2 Principles of Developing Oral Language and Communication

2.3 Phonemic Awareness: Meaning, Sequence of Development of Phonemic Awareness Skills, Activities for Developing Phonemic Awareness

2.4 Structured Language Activities
2.5 Collaboration with Speech Language Therapist for Implementing Language Activities in Classroom

Unit 3: Teaching Strategies for Information Processing Needs

3.1 Need for teaching information processing skills
3.2 Teaching Executive Functioning Skills
3.3 Teaching Perception/ Perceptual Skills
3.4 Teaching Memory Skills
3.5 Teaching Thinking and Problem-Solving Skills

Unit 4: Teaching Strategies for Academic Areas

4.1 Developing Early Reading Skills
4.2 Developing Early Writing Skills
4.3 Developing Early Numeracy Skills
4.4 Curriculum Adaptation
4.5 Use of Technology Support

Unit 5: Strategies for Social- Emotional Learning and Behaviour Support

5.1 Need and Importance of Behavioural Interventions
5.2 Positive Behaviour Interventions and Support: Meaning and Techniques
5.3 Social Emotional Learning: Meaning and Scope
5.4 Strategies to Build Social Emotional Skills
5.5 Classroom Environment Changes

Suggested Practicum

- Create a compilation of oral language development activities for learners aged 3 years – 6 years
- Plan game-based activities for developing memory skills
- Develop a booklet for parents guiding them to provide positive behaviour supports to their children at home
- Using ICT design and develop pre-reading and pre-maths activities for learners aged 3 years – 6 years

Suggestive mode of transaction

Lectures, discussions, student seminars on selected topics, case discussions, presentations

Suggestive assessment

Class projects, individual and group work, practicum and class tests

Suggested Readings

Birsh, J. R. (2018). Multisensory teaching of basic language skills (4th ed.). Brookes Publishing.

Das, J. P. (2009). Reading difficulties and dyslexia: An interpretation for teachers. Sage Publications, New Delhi.

Friend, M., & Cook, L. (2017). The effects of collaborative teaching on student achievement: A meta-analysis. Journal of Educational Research and Practice, 7(1), 45-60.

Gregory, G. H., & Chapman, C. (2013). Differentiated instructional strategies: One size doesn't fit all (3rd ed.). Corwin Press.

Klingberg, T. (2010). Improving working memory and learning in children with learning disabilities. Journal of Educational Psychology, 102(3), 573-586.

Lyon, G. R. (1995). The importance of phonemic awareness in learning to read. Educational Leadership, 52(7), 46-49.

Meltzer, L. (Ed.). (2018). Executive function in education: From theory to practice (2nd ed.). Guilford Press.

Moats, L. C. (2020). Speech to print: Language essentials for teachers (3rd ed.). Brookes Publishing.

Raj, F (2010) Breaking Through – A hand book for parents and teachers of children with specific learning disabilities, Vifa Publication, Secunderabad.

Reddy L. G., Ramaa R., & Kusuma, A. (2000) Learning Disabilities: A practical guide to practitioners. Discovery Publishers, New Delhi.

Smith, T. E. C., Polloway, E. A., Patton, J. M., & Dowdy, C. A. (2018). Teaching students with special needs in inclusive settings (7th ed.). Pearson.

Websites:

American Speech-Language-Hearing Association. (n.d.). Collaborating with speech-language therapists. Retrieved from https://www.asha.org/

Collaborative for Academic, Social, and Emotional Learning. (n.d.). CASEL guide to schoolwide SEL. Retrieved from https://casel.org/

https://dsel.education.gov.in/sites/default/files/2021-06/CWSN_E-Content_guidelines.pdf

https://www.accessibletextbooksforall.org/accessible-epub-guide

https://www.acecqa.gov.au/sites/default/files/2021-01/EarlyLiteracyAndNumeracy.PDF

https://www.education.gov.in/shikshakparv/docs/Foundational_Literacy_Numeracy_background_note.pdf

Reading Rockets. (n.d.). Strategies for developing early literacy skills. Retrieved from https://www.readingrockets.org/

Understood. (n.d.). Resources for educators. Retrieved from https://www.understood.org/

Role of Family and Community in Early Intervention and Early Childhood Education

Course code: 4.1.6 (SLD) **Credits: 02** **Semester: 5**

About the course

Family plays a major role in bringing up children, particularly in infancy and early childhood as the child is dependent on the adults around them to even fulfill basic needs. Parents also have the responsibility of bringing up their children and providing them with good education and values. When the child has a disability, the parents are confronted with a situation that they do not expect and they go through varied emotional stages before coming to terms with the reality. Parents need help to cope with these emotional stages and get ready to do the best to the child. Professional support at this stage is very important to help them cope and develop healthy and positive parenting skills. A special educator is expected to support and guide the parents all the way through towards healthy parenting. The special educator also has the responsibility of creating awareness and involving the community to support he family that has a child with a disability. This course discusses the ways and means to achieve these goals.

Learning outcomes

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

- Explain the emotional stages parents go through on knowing about their child's diagnosis of Specific Learning Disability (SLD)
- Describe the ways and means to support the parents and families of the child • Narrate the importance and methods of training the child using resources at home.
- Delineate the role of community in supporting the families having children with disability
- Discuss the support system to the parents for transition from home to school

Course Content

Unit 1: **Emotional Stages of parents at the diagnosis of disability in their child**

1.1 Various stages of emotions on knowing the diagnosis – e.g. Denial, shock, confusion, anger, guilt, shame, bargaining, hope, depression, understanding and acceptance.

1.2 Role of the special educator in Understanding and providing support the emotions of parents

1.3 Myths and misconceptions of parent's clarification and provision of the right information

1.4 Formal and informal parent groups to support overcoming the initial shock and related emotions.

1.5 Counselling and guidance to parent towards accepting the child.

Unit 2: **Support to the family of a child having SLD**

2.1 Professional support to the family at home and in training centre
2.2 Addressing the unique needs of each family – socio, cultural, economic and environmental and programming suitably
2.3 Empowering parents with techniques to help the child at home
2.4 Parent to parent support systems
2.5 Information on various parental networks and contact

Unit 3: **Use of resources at home in teaching the child**

3.1 Appraisal of home environment – nuclear, extended, joint families, resources.
3.2 Involvement of siblings, grandparents and other sat home in enabling the child.
3.3 Adapting the training programme to suit the environmental needs and the available resources.
3.4 Providing respite to parents by planning suitable programmes involving other members in the family
3.5 Systematic record maintenance on home and family involvement in teaching the child.

Unit 4: **Role of community in supporting the family having a child with a disability**

4.1 Types of community and their characteristics –(e.g. agriculture, industrial, urban, migrant, metropolitan tribal, coastal) and the linked life style
4.2 Family with a child with special needs in the context of the community
4.3 Identifying the support system by an ecological appraisal to empower families...
4.4 Community based rehabilitation (CBR) Programmes – origin, functions and advantages.
4.5 Organizing community involved programmes to enable children with disabilities and their families

Unit 5: Educational options and support to parents for Transition of the child from home to school

5.1 Guiding parents on Education as a fundamental Right and every child has a right to appropriate education. Relevant acts and policies.
5.2 Various avenues and options in educating the child with a disability – early intervention, special schools, inclusive schools, home based education; Helping parents to make a choice justified with facts.
5.3 Parent group networks with updated information and dissemination on education of the child
5.4 Preparing the child and the family for transition from home to school.
5.5 Support to the child and the family till the transition is smooth and complete. Support the class teacher and the other staff in school to facilitate transition.

Suggested Practicum

- Compile a list of registered parent organizations in the area of Intellectual and developmental disabilities in your state. Visit at least five of them and report their activities
- Write an article on the various emotional stages the parents go through and the role of special educator in helping them
- Do a review of literature on CBR programmes and submit.

Suggestive mode of transaction

Lecture discussion, group work, demonstrations

Suggestive assessment

Field work in the relevant areas, assignment and class tests

Suggested Readings

Books

Danforth,S & Taff , S(2004), *Crucial readings in special education.* New Jersey: Pearson.

Dunst, C., Trivette, C., & Deal, A. (1988). *Enabling and empowering families: Principles and guidelines for practice*. Newton, MA: Brookline Books.

Foley, G. M.and J Hochman (2006). *Mental health in early intervention: Achieving unity in p rinciples and practice* Baltimore, MD: Paul H. Brooks.

Peshawaria, R., Menon, .D.K., Ganguly, R., Roy, S., Pillary, R.P.R.S. & Gupta, A. (1995) Understanding Indian families having persons with Intellectual Disability. Secunderabad: NIMH

Stray-Gunderson, K, (1995), *Babies with Down syndrome: A new parents' guide* Bethesda, MD: Woodbine House.

Toseland, R. W., Smith, G., & McCallion, P. (2001). Helping family caregivers. In A. Gitterman (Ed.). *Handbook of social work practice with vulnerable populations*, New York: Columbia University Press.

World Health Organization,(2010) *Community based rehabilitation guidelines — Introductory booklet.* Geneva: WHO press;

Journals

Journal of Child and Family Studies,
Journal of Intellectual Disability Research,
Journal of Education, Culture and Society
Asia Pacific Disability Rehabilitation Journal. Journal of Child Psychology and Psychiatry

Online links

specialneedsalliance.org/blog/the-emotional-journey-of-families-with-specialneeds/#:~:text=During%20the%201960s%20and%201970s,%2C%20depression%2C%20und erstanding%20and%20acceptance.

https://www.virtuallabschool.org/preschool/family-engagement/lesson-4/act/18466
https://impactparents.com/blog/complex-kids/5-stages-of-the-special-needs-parent/
https://psycnet.apa.org/fulltext/2014-52730-005.html **Portals**
https://ncpcr.gov.in/baalswaraj/ https://wcd.nic.in/
https://www.india.gov.in/official-website-ministry-social-justice-and-empowerment
https://rbsk.mohfw.gov.in/RBSK/

Implication of disabilities and Curricular adaptation for classes 1 &2

Course code: 4.1.7 (SLD) Credits: 2 Semester: 6

About the Course

To help students learn optimally, this course will prepare the special teacher to work in various educational settings. It will assist the preservice teachers to understand the importance of developing early literacy, language, and numeracy skills in young children. They will have the opportunity to learn about key concepts, difficulties, teaching methods, and strategies for literacy, numeracy, and environmental studies. The teachers will learn how art, crafts, music, sports, and games enhance the social–emotional well-being and promote creativity in students with specific learning disabilities. Pedagogy and linkages to other subjects provide enriched learning experiences for children. Pre–service teachers will apply and demonstrate their conceptual, pedagogical and curriculum knowledge through developing learning experiences that are responsive to the needs of students with specific learning disabilities in school settings.

Learning outcomes

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

- Understand educational settings, adapt, plan and organise instructions for students with specific learning disability.
- Explain Understand the unique literacy challenges faced by students with SLD, and learn effective strategies for teaching reading, writing, and language skills.
- Describe the significance of numeracy skills, identifying numeracy learning difficulties and
- Demonstrate competency in making adaptations in content and process for teaching literacy, numeracy, and environment studies.
- Articulate and apply knowledge and understanding of Arts, Craft, Music, Sports and Games curriculum, pedagogy and practice.

Course Content

Unit 1: Designing Education environment for Students with SLD

1.1 Needs of students with SLD

1.2 Different Educational Settings: Inclusive schools, Alternative schools, Home schooling.

1.3 Planning and Organizing Instruction:

- Curriculum Adaptation: Principles and Process
- Flexible grouping: One-to-one, small group, and large group instruction;
- Universal Design for Learning (UDL) and Differentiated Instructions
- Infrastructure and Classroom Arrangements

1.4 Setting up infrastructure for smooth inclusion Orientating peer groups, regular class teachers, and others for inclusion

1.5 Collaboration with Regular Educators **:** Organizing, planning, implementing, and evaluating curricular transactions

Unit 2: Literacy Skills in Grades 1 & 2

2.1 Significance of Literacy Skills and Identifying literacy learning difficulties
2.2 Teaching Oral Language Skills
2.3 Teaching Reading Skills
2.4 Teaching Writing Skills
2.5 Curriculum Adaptation for Teaching Literacy Skills

Unit 3: Numeracy Skills in grades 1 & 2

3.1 Significance of Numeracy Skills and Identifying Numeracy Learning difficulties
3.2 Teaching Number Sense and Language of Mathematics
3.3 Teaching Basic Operations and mathematical problem solving
3.4 Teaching Math in Action: Time, Money, Measurement, Shapes
3.5 Curriculum Adaptation for Teaching Numeracy Skills

Unit 4: Environmental Studies (EVS)

4.1 Significance of learning EVS
4.2 Scope of EVS at Foundational stage
4.3 Needs of students with SLD with respect to EVS content learning
4.4 Teaching Strategies: Direct and Explicit Instruction
4.5 Curriculum Adaptation for Teaching EVS

Unit 5: Teaching Art, Craft, Music, Sports and Games

5.1. Importance of Art, Craft, Music, games, and sports in over all development of the child – physical, social, emotional, cognitive and language domains
5.2. Need for creativity of the teacher in transacting these skills with focus on inclusion
5.3. Pedagogical approaches to teaching Art, Craft, Music, Sports and Games.
5.4. Adaptations in the activities to facilitate optimal learning in the student with specific learning disability
5.5. Linkages and integration of Art, Craft, Music to other subjects

Suggested Coursework/Practicum

- Write an article on the importance and ways of adapting content, process, teaching learning material and evaluation at classes 1and 2 levels using UDL principles.
- Identify key literacy and numeracy knowledge and skills in a chosen teaching area and relevant issues in relation to the education of specific learning disability students.
- Identify key misconceptions for the numeracy/mathematical content.
- Design an inclusive educational environment tailored to students with SLD.
- Develop adaptive methods for teaching art, craft, music, sports, and games.

- By integrating pedagogy and other subjects into lessons, children receive enriched learning experiences. Select a lesson each in English, Language, and Math and adapt it to teach a student with a specific learning disability.
- Develop and present a comprehensive case study on a student with specific learning disabilities
- Creating a portfolio of instructional strategies and interventions tailored for grades 1 & 2
- Organize competitions for co-curricular activities at school, local and state level

Suggestive mode of transaction

- Lecture discussion, demonstration of adapting lessons
- Group discussions, assignments
- Interactive lectures and discussions
- Hands-on workshops and practical sessions
- Case studies and real-world examples
- Collaborative projects and peer reviews
- Observations and reflections

Suggestive assessment

- Assessment of the class work
- Assignments
- Presentations
- Article Review

Suggested Readings

Bender, W.N., (2007): Differentiating Instruction for Students With Learning Disabilities: Best Teaching Practices for General and Special Educators ,

Cohen, Sandra B & Plaskon, Stephen P: (1980) Language arts. Columbus. Charles E Merrill, 0-675-08131-9

Cummings, C, B (2000) Winning Strategies for Classroom Management Teaching, I*nc*

Forster, C, Grant, J; Hollas, B; Pittet, J; Shaffer, J: [2002] Differentiated Instruction: Different Strategies for Different Learners, 1st edition. Staff Development for Educators, Div highlights for Children

Harwell, J, M; Jackson, R, W. [2008] The Complete Learning Disabilities Handbook: Readyto-Use Strategies and Activities for Teaching Students with Learning Disabilities: John Wiley and Sons Inc.

Karten, T. J(2010).: Inclusion strategies that work! [research-based methods for the classroom] (2nd ed) California. Corwin A Sage Company,

Karten, T, J. (2007) More Inclusion Strategies that work- aligning student strength with standards. Corwin Press

Lerner, J. W. (2011). Learning Disabilities. Boston: Houghton Mifflin Brookes,

Lewis, Rena B. & Doorlag, Donald H.:(1999). Teaching special students in general education classrooms. (5th ed) New Jersey. Prentice Hall.

Martin, L. C. (2009). Strategies for Teaching Students with Learning Disabilities: Corwin Press

Mather N and Goldstein S (2001). Learning Disabilities and Challenging Behaviors: A Guide to Intervention and Classroom Management: Brookes Publishing Company, 1st edition.

Narayan J (2002). Educating children with learning problems in the primary school: NIMH Secunderabad.

NCERT (2022) National Curricular Framework for Foundational Stage, New Delhi: NCERT

NCERT (2024). Text books of Classes 1 and 2. New Delhi: NCERT

Schulz, Jane B & Carpenter, C Dale.(1995). Mainstreaming exceptional students. :A guide for classroom teachers (4th ed) Boston. Allyn and Bacon,

Initiatives for Early Childhood Special and Inclusive Education

Course code: 4.1.8 (SLD) **Credits: 2** **Semester:** 6

About the course

Realizing the importance of early years, investing in young children has high returns. Various ministries under the Government of India have undertaken initiatives to facilitate early childhood education and intervention of young children with disabilities. This course would help the student learners to know about various schemes and campaigns that have been developed to keep young children in focus. The course is designed so that by doing one course, the student teachers get the information on all aspects of early childhood special and inclusive education of children with disabilities, and supports available for their families, and community.

Learning outcomes

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

- Describe schemes focusing on the health and nutrition of young children.
- Explain the provisions available for early identification and intervention of children with disabilities.
- Describe the government initiatives in building human resources for children with disabilities.
- Describe the government schemes for procurement of aids and appliances for children with disabilities.
- Describe the organizational support available for sustainable early intervention and education.

Course content

Unit 1: Support for growth and development of young children

1.1 ICDS Schemes for health, immunization, nutrition, and tracking progress

1.2 The Anganwadi system and role of Accredited Social Health Activist (ASHA) workers

1.3 Community-based macro and micro initiatives across health, welfare, and education - Poshan events for infants and young children for nutrition, and early childhood education (Poshan Abhiyan, WASH, campaigns such as mission Saksham Anganwadi, Niramaya scheme of National Trust)

1.4 Gender equality in early childhood (Balika divas- national and international days, Beti Bachao Beti Padhao, Balika Samruddhi for financial empowerment)

1.5 Child safety and protection: Integrated Child Protection Scheme (ICPS) - adoption of children, missing children tracker, foster care, help lines, The Protection of Children from Sexual Offences (POCSO) Act, 2012.

Unit 2: Supports for identification and intervention of delays, disabilities

2.1 Protocols for identification of disabilities (Anganwadi Protocol for Divyang children, PEHAL Birth to 3 years, PRASHAST)

2.2 Dashboard for tracking identification and Standard Operating Procedures (SOP) for services (Mother and Child Protection Card (MCP), National Helpline)
2.3 Programs and schemes for infrastructural support for early identification and intervention: Rashtriya Bal Swasthya Karyakram (RBSK) SIPDA scheme for CrossDisability Early Intervention (CDEIC)
2.4 Procurement of aids and appliances: state and national schemes (ADIP, SAMBHAV of National Trust; ARJUN portal for online registration of beneficiaries)
2.5 Role of functionaries and certifications for availing services (UDID scheme and card)

Unit 3: Early childhood special and inclusive education

3.1 Schemes for early intervention and daycare (DISHA, VIKAAS, SAMARTH of National Trust)
3.2 Curricular frameworks for early childhood special and inclusive education for birth to 3 years (Navchetana, CDEIC)
3.3 Curricular frameworks for early childhood special and inclusive education for 3 to 8 years (Aadharshila, National Curriculum Framework Foundational Stage, NIPUN Bharat, NIPUN Inclusive of CDEIC framework)
3.4 Assessments for FLN: Lakshya App, PARAKH, NIPUN learning survey and Holistic Progress Card (HPC)
3.5 Educational Portals: DIKSHA, NISHTHA, Jadui Pitara for TLM, DAISY (Digitally Accessible Information System), e-content for children with disabilities

Unit 4: Human resource for early years

4.1 Human resource required for various disabilities (ASD/HI/ID/MD/VI/SLD)
4.2 Long-term training programs for early intervention and early childhood special education (RCI courses & NCTE courses)
4.3 Short-term programs for early years: Continual Professional development (CPD) & Continuing Rehabilitation Education (CRE)
4.4 Foundational & Preparatory courses in ISITEP of RCI
4.5 Parent and Family Empowerment initiatives (Mata Palak gat, IDEA)

Unit 5: Organizational supports for sustainable early education and intervention

5.1 Strengthening schools: Deen Dayal Disabled Rehabilitation Scheme (DDRS), PM SHRI school schemes, Conducting survey for identification of disabilities- PRASHAST, Section 17 of RPWD Act
5.2 Accessible organizational environment: Sugamya Bharat Abhiyan, Enlisted empaneled access auditors
5.3 Sustainable Development Goal for Education (SDG-4): NEP 2020, Samagra Shiksha Abhiyan

5.4 Collaborations for inclusive community development: Badhte Kadam- a scheme for awareness, community interaction and innovative project

5.5 Role of special educator in implementing these government initiatives, empowering stakeholders

Suggested Coursework/Practicum

- Develop an article on any five of the initiatives and present a seminar/submit a paper. Analyse these initiatives and develop a report.
- Discuss what more can be done for children with disabilities with whom you have chosen to work. Justify your recommendations and submit a report.
- Conduct an awareness program in the community on the initiatives for the benefit of children with disabilities.

Suggested modes of transaction

Lecture discussion, group activities, seminars, desk review of relevant initiative document by the students and presenting in class

Suggested modes of assessment

Class tests, assignments, group work

Suggested readings

Books

Gathoo, V., Palkar, G., Mathur, D., Mhatre, P., Kapoor, D., & Veling, S. (2023). Curricular Framework for Cross Disability Early Intervention and School Readiness: PEHAL (Birth to 3years) and NIPUN Inclusive (3 to 6 years) (1st ed.). Rehabilitation Council of India. (ISBN) 978-81-962808-0-2

Kaga, Y., Bennett, J., & Moss, P. (2010). Caring and learning together: A cross-national study on the integration of early childhood care and education within education. UNESCO

National Research Council, Institute of Medicine, Board on Children, Youth, and Families, & Committee on the Science of Children Birth to Age 8: Deepening and Broadening the Foundation for Success. (2015). Transforming the workforce for children birth through age 8: A unifying foundation. National Academies Press

Prasad, S., Sonpal, D., & Vaishnav, S. (2017). Empowering Children with Disabilities New Delhi: Prabhat Prakashan Publishers https://www.prabhatbooks.com/empoweringchildren-with-disabilities.htm

Reetu, C., Renu, G., & Adarsh, S. (2017). Quality Early Childhood Care and Education in India: Initiatives, Practice, Challenges and Enablers. Pacific Early Childhood Education Research Association, 11(1), 41–67.

UNESCO. (2021). Inclusive early childhood care and education from commitment to action: From commitment to action. UNESCO Publishing.

Weblinks

Aadhar Shila (2024), https://acrobat.adobe.com/id/urn:aaid:sc:AP:23988b5f-4448-41bc-a2f823641fd68378

ANAND Series Activity Books for Balvatika. https://ncert.nic.in/e_jaaduipitara.php?ln=en
Anganwadi Protocol for Divyang Children (2023) https://wcd.nic.in/sites/default/files/Anganwadi-Protocol-for-Divyang-ChildrenENGLISH.pdf Cross Disability Early Intervention Curriculum Framework; https://divyangjan.depwd.gov.in/upload/uploadfiles/Curricular_Framework_CDEISR.pdf
DDRS; https://depwd.gov.in/ddrs/
DIKSHA, NISHTA: https://www.india.gov.in/spotlight/diksha-national-digital-infrastructureteachers
https://depwd.gov.in/e-book/
Jadui Pitara: Teaching-Learning Material Resource. https://ejaaduipitara.ncert.gov.in/
National Curriculum Framework (FS) : https://ncert.nic.in/pdf/NCF_for_Foundational_Stage_20_October_2022.pdf
National Education Policy (2020) Ministry of Education. Government of India. https://www.education.gov.in/sites/upload_files/mhrd/files/NEP_Final_English_0.pdf
National Trust (1999). https://thenationaltrust.gov.in/content/
Navchetana (2024), https://acrobat.adobe.com/id/urn:aaid:sc:ap:c4dfba6f-527a-443c-8607ab93e1f45f4d
NCF (2022). https://ncert.nic.in/pdf/NCF_for_Foundational_Stage_20_October_2022.pdf
NIPUN Bharat (2021). https://www.education.gov.in/sites/upload_files/mhrd/files/nipun_bharat_eng1.pdf
PM shri schools; https://pmshri.education.gov.in/
POCSO Act (2012). https://wcd.nic.in/sites/default/files/POCSO%20Act%2C%202012.pdf
PRASHAST (2022). https://ncert.nic.in/pdf/DSCS_booklet.pdf
RBSK https://rbsk.mohfw.gov.in/RBSK/
RPwD Act (2016); https://depwd.gov.in/acts/
Saksham Anganwadi and Poshan Abhiyan (2022) https://wcd.nic.in/acts/guidelines-missionsaksham-anganwadi-and-poshan-20
Sugamya Bharat Abhiyan: https://sugamyabharat.gov.in/
Sukanya Samriddi Yojana: https://transformingindia.mygov.in/scheme/sukanya-samriddhiyojana/
SWAYAM https://www.swayam.gov.in/about
UDID. https://www.swavlambancard.gov.in

Portals

https://www.education.gov.in/
https://pmevidya.education.gov.in/cwsn.html
https://www.india.gov.in/official-website-ministry-social-justice-and-empowerment
https://wcd.nic.in/

Early Identification of Visual Impairment – Importance and Methods

Course code: 4.1.1 (VI) **Credits: 2** **Semester: 3**

About the Course

The early years of a child's life are most important in determining the overall development of the child. If the level of vision loss related characteristics is identified early in life and intervened accordingly, it leads to arresting the adverse impact on the child's development and assists in minimizing the impact of the visual impairment. The NEP 2020 has delineated the early years ranging from preschool years (3 to 8) i.e. up to class 2 as the Foundational Stage. In case of congenitally blind children their future success depends on sound, physical, social, emotional and psychological development. Hence, ISITEP foundation stage covers the children of age range 0-8 years. In the case of children with disabilities in general and those with visual impairment in particular the period from 0 to 3 years is very crucial. These are critical years with rapid development in the child and the special teachers are to be equipped to identify any delays to address them accordingly. In this course, student-teacher will learn about the early identification of children with visual impairment.

Learning Outcomes

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

- Describe the importance of early identification of visual impairment
- Discuss the implications of vision loss in formative years
- Describe the deviations and delays due to visual impairment ● Demonstrate the use of tests for identification of vision loss
- Illustrate the role of the teacher in an interdisciplinary team and in working with families in the early years

Course Content

Unit 1: Early identification of children with visual impairment

1.1. Awareness about prevention and screening of children at risk for visual impairment
1.2. Early identification in hospitals/PHCs – risk factors during pregnancy that need medical attention and follow-up
1.3. Screening tools at birth and age-appropriate intervention
1.4. Involvement of parents in early identification
1.5. Role of the special educator in the process of screening and early identification

Unit 2: **Implications of vision loss in early years (0 to 3 years)**

2.1. Role of vision in growth and development
2.2. Primary and secondary implications of visual impairment
2.3. Myths and misconceptions related to visual impairment
2.4. Impact of birth of a child with visual impairment on family
2.5. Evolving attitude of family and community towards visually impaired

Unit 3: Deviations and delays due to visual impairment

3.1. Delay in gross and fine motor development
3.2. Delay in language and cognitive development
3.3. Impact of visual impairment on sensory and perceptual processing
3.4. Other associated impairments with visual impairment (including deafblindness)
3.5. Implications of vision loss associated with other disabling conditions

Unit 4: Methods and tools for early identification of vision loss

4.1. Need for early identification (at Anganwadi/Balvatika)
4.2. Standardized tools for identification by teachers
4.3. Role of family in early identification
4.4. Points to consider during early identification
4.5. Interpretation and analysis of reports

Unit 5: Working with family and multi-disciplinary team

5.1. Importance of the ecology of the child
5.2. Involvement of family as a primary source of information about the child
5.3. Role of extended family and community in early years
5.4. Importance of multidisciplinary team for early identification
5.5. Role of special educator in the multi-disciplinary team

Suggested Coursework/Practicum

- Observe a typically growing child and one diagnosed with visual impairment. Analyze the commonalities and differences and make a report
- Follow up with a child identified with visual impairment at their home along with the multidisciplinary team member and make a report
- Development of teacher made tool for identification
- Development of materials for early identification

Suggestive mode of Transaction

- Lecture and discussion
- Exposure to screening in early intervention centers
- Group work on a given topic

Suggestive Assessment

On the basis of assignments, presentations, seminars, active classroom participations and report writing

Suggested Readings

Mason, H., & Mc Call, S. (2003). Visual Impairment – Access to Education for Children and Young people. London: David Fulton Publishers.

Chapman, E. K. (1978). Visually Handicapped Children and Young People. Routledge and Kegan Paul, London.

Fernandez, G., Koening. C., Mani. M.N.G., & Tensi. S. (1999). See with the Blind. Books for Change, Banglalore.

Jose, R. (1983). Understanding Low Vision. American Foundation For The Blind. New York.

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

Lowenfeld, B. (1973). The Visually Handicapped Child in School. John Day Company, New York.

Lydon, W. T., & McGraw, M. L. (1973). Concept Development for Visually Handicapped Children. AFB, New York.

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Mani, M. N. G. (1992). Techniques of Teaching Blind Children. Sterling Publishers Pvt. Ltd. New Delhi.

Mason, H., & Stephen McCall, S. (2003). Visual Impairment – Access to Education for Children and Young people. David Fulton Publishers, London.

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

Niemann, S., & Jacob, N. (2009). Helping Children who are Blind. The Hesperian Foundation, California.

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

Punani, B., & Rawal, N.(2000). Handbook for Visually Impaired. Blind Peoples' Association, Ahmedabad.

Scholl, G. T. (1986). Foundations of the education for blind and visually handicapped children and youth: Theory and Practice. AFB Press, New York.

Scholl, G.T. (1986). Foundations of the education for blind and visually handicapped children and youth: Theory and Practice. AFB Press, New York.

Vijayan, P., & Gnaumi, V. (2010). Education of children with low vision. Kanishka Publication, New Delhi.

Wright, L. (2013). The Skills of Blindness: What should students know and when students know

Early Intervention for Children with Visual impairment

Course code: 4.1.2 (VI) **Credit: 2** **Semester- 3**

About the Course

Early intervention is a key factor in minimizing the adverse impact of visual disabilities in children, who are either born blind or have vision loss during the first three years of life. The knowledge of the characteristics of children with varied degrees of vision loss and other related conditions will help a special teacher identify educational needs and plan needed interventions. This course will help the student teacher to assess and intervene with appropriate methods to help the children with visual impairments maximize their potential.

Learning outcomes

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

- Describe the importance of early intervention
- Identify and use the right tools to assess the needs of the child with visual impairment
- Plan the early intervention programme in consultation with the multidisciplinary team members, and develop an Individualized Education Plan (IEP) and Individualized Family Service Plan (IFSP)
- Implement the IEP and IFSP using appropriate strategies as a team member and work with the family of the child
- Prepare the family and the child for transition from home to school

Course Content

Unit 1: Assessment of Visual Impairment

1.1 Need for assessment (Clinical, Functional & Multidisciplinary)
1.2 Standardized tests for clinical assessment and psychological assessment
1.3 Standardized tools for functional assessment by teachers
1.4 Teacher made assessment kit for children with low vision
1.5 Points to consider during assessment; Interpretation and analysis of reports of assessment

Unit 2: Intervention for Children with Visual Impairment

2.1 Scope and importance of early intervention
2.2 Assessment and intervention in various domains of development
2.3 Family needs assessment
2.4 Use of play activities, music, and movement in intervention strategies
2.5 Planning for intervention

Unit 3: Developing Individualized Education Plan (IEP) and Individualized Family Service Plan (IFSP)

3.1 Origin, concept, and scope of IEP and IFSP
3.2 Components of IEP and IFSP
3.3 Process of development IEP and IFSP
3.4 Role of stakeholders in the development and implementation of IEP and IFSP
3.5 Record maintenance

Unit 4: Strategies for Early Intervention

4.1 Importance and strategies for sensory stimulation
4.2 Strategies and materials for development of pre-requisite skills for braille
4.3 Strategies and materials for development of pre-requisite skills for orientation and mobility
4.4 Strategies and materials for development of vision efficiency in children with low vision
4.5 Strategies and materials for early intervention of children with multiple disabilities with visual impairment

Unit 5: Transition from home to school

5.1 School readiness skills
5.2 Stimulating and safe learning environment at school
5.3 Role of preschool/CD-EIC/Balwadi/Day Care Centre workers for transition to school
5.4 Role of family for the transition
5.5 Orientation of management, school teachers and peers for transition

Suggested Coursework/Practicum

- Visit a preschool/Balwadi/Day Centre/ early intervention center and observe the intervention strategies followed
- Use standard tools of assessment by national and international agencies and preparation of reports
- Development of teacher made tool for identification or functional assessment
- Development of materials for early identification and sensory stimulation
- Visit to sensory park

Suggestive Mode of Transaction

- Lecture and discussion
- Exposure to screening in early intervention centers
- Group work on a given topic

Suggestive Assessment

On the basis of assignments, presentations, seminars, active classroom participation and report writing

Suggested Readings

Mason, H., & Mc Call, S. (2003). Visual Impairment – Access to Education for Children and Young people. London: David Fulton Publishers.

Chapman, E. K. (1978). Visually Handicapped Children and Young People. Routledge and Kegan Paul, London.

Cutter, J. (2006). Independent Movement and Travel in Blind Children. IAP, North Carolina.

Dickman, I.R. (1985). Making life more liveable. AFB, New York.

Fernandez, G., Koening. C., Mani. M.N.G., & Tensi. S. (1999). See with the Blind. Books for Change, Bangalore.

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Kelley, P., & Gale, G. (1998). Towards Excellence: Effective Education for Students with Vision Impairments. North Rocks Press, Sydney.

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Niemann, S., & Jacob, N. (2009). Helping Children who are Blind. The Hesperian Foundation, California.

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

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Punani, B., & Rawal, N.(2000). Handbook for Visually Impaired. Blind Peoples' Association, Ahmedabad.

Scholl, G. T. (1986). Foundations of the education for blind and visually handicapped children and youth: Theory and Practice. AFB Press, New York.

Vijayan, P., &Gnaumi, V. (2010). Education of children with low vision. Kanishka Publication, New Delhi.

Welsh, R., & Blasch, B. (1980). Foundation Orientation &Mobility.AFB, New York.
Wright, L. (2013). The Skills of Blindness: What should students know and when students know.
Lea Test
Jill Keefee Online:
https://iris.who.int/handle/10665/5871
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http://lea-test.fi/en/vistests/pediatric/vactests/vatests.html

Early Childhood Special Education (3 to 6 years) – Cross Disability approach

Course code: 4.1.3 (VI) Credits: 2 Semester: 4

About the course

All children are born wired to learn. It is essential for children with disabilities that they are provided with a systematized stimulating learning environment in the early years so that they can overcome their communication and learning challenges. This helps to create the right start from the right stage. Early childhood special education is hence essential and has the potential to pave the way for further education of children with disabilities. While there exist special disability-specific early childhood education centers, the approach is gradually moving towards a cross-disability approach. This is so because there exist a lot of commonalities in barriers such as that of communication, mobility, literacy development, and so on. Cross-disability is being used as a unified, collective movement that comprehensively addresses the needs of young children with disabilities inclusively.

Learning outcomes

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

Narrate the importance of early childhood special education (ECSE).

- Describe the practices in ECSE.
- Discuss the various childhood disabilities and their impact on various developmental domains.
- Explain the cross-disability approach to early intervention and early childhood special education.
- Demonstrate understanding on how to organize a cross-disability early intervention center (CDEIC).

Course content

Unit 1: Early Childhood Special Education (ECSE)

1.1 Need and rationale for ECSE
1.2 Approaches and guiding principles for ECSE
1.3 Setting up of ECSE centers and functionaries
1.4 Issues and concerns about enrolment, curriculum, human resources, and accreditation
1.5 Stakeholder's support for ECSE

Unit 2: Practices in ECSE

2.1 Organization of ECSE based on Developmentally Appropriate Practices (DAP)
2.2 Play and activities for ECSE
2.3 Indigenous and cultural practices in ECSE – merits and misconceptions

2.4 Designing and developing activity calendar and use of Teaching Learning Material (TLM) for early stimulation
2.5 Responsive caregiving and parenting for ECSE

Unit 3: Disabilities and their implications on developmental domains

3.1 Physical disabilities: impact on developmental milestones
3.2 Sensory disabilities- hearing and visual impairment: impact on developmental milestones
3.3 Intellectual and developmental disabilities: impact on developmental milestones
3.4 Multiple disabilities: impact on developmental milestones
3.5 Common issues in development and learning across disabilities

Unit 4: Cross disability approach for early intervention and ECSE

4.1 Meaning and concept of cross-disability approach
4.2 Need and rationale for cross-disability approach
4.3 Global and national trends in cross-disability approach
4.4 Cross-disability approach as a preventive intervention program for at-risk children
4.5 Benefits and advantages of cross-disability approach covering economics, interdisciplinary inputs, and holistic child development

Unit 5: Organizing a Cross-Disability Early Intervention Center (CDEIC)

5.1 Foundations and goals of CDEIC
5.2 Setting up of CDEIC
5.3 Assessments in ECSE and program planning and implementation in CDEIC
5.4 Facilities, services, and functionaries in CDEIC
5.5 Cross disability early intervention: paving the way for inclusive education

Suggested Coursework/Practicum

- Visit a CDEIC and observe the activities for a day and report on the activities, professionals involved, the organization of the center, and other details.
- Compile details on the organization of cross-disability early childhood special education centers.
- Make a poster/PowerPoint presentation on the importance of cross-disability early intervention and early childhood special education.

Suggested modes of transaction

Lecture discussion, group project assignment, demonstrations, role-play, quiz

Suggested modes of assessment

Class participation, completion and quality of assignments, internal tests

Suggested readings

Books

Department of Empowerment of Persons with Disabilities (Divyangjan). (2021). Handbook on Early Intervention Centers for Children with Disabilities. Government of India.

Egan, R. W., Lerner, J. W., & Lowenthal, B. (2013). Preschool children with special needs: Children at risk, children with disabilities, print offer. Pearson.

Gathoo, V., Palkar, G., Mathur, D., Mhatre, P., Kapoor, D., & Veling, S. (2023). Curricular Framework for Cross Disability Early Intervention and School Readiness: PEHAL (Birth to 3years) and NIPUN Inclusive (3 to 6 years) (1st ed.). Rehabilitation Council of India. (ISBN) 978-81-962808-0-2

Guralnick, M. J. (2001). An overview of the developmental systems model for early intervention. In M. J. Guralnick (Ed.), Early childhood intervention: A promise to children and families for their future (pp. 3-24). Brookes Publishing. https://depts.washington.edu/chdd/guralnick/pdfs/overview_dev_systems.pdf

Kaga, Y., Bennett, J., & Moss, P. (2010). Caring and learning together: A cross-national study on the integration of early childhood care and education within education. UNESCO

Lerner, J. W., Lowenthal, B., & Egan, R. (2003). Preschool children with special needs: Children at risk and children with disabilities. Prentice Hall

Mishra, R. C. (2009). Early childhood care and education. New Delhi: APH Publishing.

Journal articles

Ngubane, M., & Chetty, V. (2016). Caregiver satisfaction with a multidisciplinary communitybased rehabilitation programme for children with cerebral palsy in South Africa. South African Family Practice, 59(1), 35–40. https://doi.org/10.1080/20786190.2016.1254929

Thyagarajan, R., Swathi, N., Shanthi, R., Keerthi, K., M.A., Shree, Sd., Safa, & Rithika, T. (2023). Effectiveness of Multidisciplinary Team Intervention in Children with Autism Spectrum Disorders: A Pilot Study. International Journal of Indian Psychology, 11(3), 825-837. DIP:18.01.079.20231103, DOI:10.25215/1103.079. available at https://ijip.in/articles/effectiveness-of-multidisciplinary-team-intervention-inchildren-with-autism-spectrum-disorders-a-pilot-study/#:~:text=Conclusions%3A%20The%20Effectiveness%20of%20the,skills%20in%20children%20with%20ASD

Online links

Ali Yavar Jung National Institute of Speech and Hearing Disabilities (Divyangjan). (2021). Development of module on early listening and communication skills for children with cochlear implant under ADIP scheme. https://ayjnihh.nic.in/sites/default/files/upload_documents/ebook_EarlyListening_CI_ADIP.pdf

Department of Empowerment of Persons with Disabilities. (2021). Handbook on early intervention centres for children with disabilities. https://divyangjan.depwd.gov.in/content/upload/uploadfiles/files/LowWebversionHandbookEIC.pdf

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Honório, S., Batista, M., Mesquita, H., & Ribeiro, J. (2020). Multidisciplinary Interventions for People with Diverse Needs - A Training Guide for Teachers, Students, and Professionals. Bentham Science Publishers. https://doi.org/10.2174/9789811446771120010 1

UNESCO (2018). Education for All: A Global Framework for Action. https://en.unesco.org/education/framework-action UNESCO (2020). Global Education Monitoring Report. https://www.unesco.org/en/education/global-education-monitoring-report/

WHO (2018). The Nurturing Care Framework: Improving the Care of Young Children and their Families. https://www.who.int/maternal_child_adolescent/documents/nurturingcare-framework/en/

World Bank Group (2019). World Development Report 2019: The Changing Nature of Work. https://www.worldbank.org/en/publication/wdr2019

World Health Organization. (2012). Early Childhood Development and Disability: A discussion paper. Geneva: World Health Organization. https://iris.who.int/bitstream/handle/10665/75355/?sequence=1

Mason, H., & Mc Call, S. (2003). Visual Impairment – Access to Education for Children and Young people. London: David Fulton Publishers.

Bourgeault, S. E. (1969). The Method of Teaching the Blind : The Language Arts. American Foundation for the Overseas Blind ,Kuala Lumpur.

Chapman, E. K. (1978). Visually Handicapped Children and Young People. Routledge and Kegan Paul, London.

Cutter, J. (2006). Independent Movement and Travel in Blind Children. IAP, North Carolina.

Dickman, I.R. (1985). Making life more liveable. AFB, New York.

Fernandez, G., Koening. C., Mani. M.N.G., & Tensi. S. (1999). See with the Blind. Books for Change, Banglalore.

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Jose, R. (1983). Understanding Low Vision. American Foundation For The Blind. New York.

Kelley, P., & Gale, G. (1998). Towards Excellence: Effective Education for Students with Vision Impairments. North Rocks Press, Sydney.

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

Lowenfeld, B. (1973). The Visually Handicapped Child in School. John Day Company, New York.

Lydon, W. T., & McGraw, M. L. (1973). Concept Development for Visually Handicapped Children. AFB, New York.

Mangal, S. K. (2011) Educating Exceptional Children: An Introduction to Special Education. PHI Learning Pvt. Ltd., New Delhi.

Mangold, S. S. (1981). A teachers' Guide to the Special Education needs of Blind and Visually handicapped Children. New York: AFB

Mani, M. N. G. (1992). Techniques of Teaching Blind Children. Sterling Publishers Pvt. Ltd. New Delhi.

Niemann, S., & Jacob, N. (2009). Helping Children who are Blind. The Hesperian Foundation, California.

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

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Vijayan, P., &Gnaumi, V. (2010). Education of children with low vision. Kanishka Publication, New Delhi.

Wright, L. (2013). The Skills of Blindness: What should students know and when students know.

Teaching Strategies for Children with Visual Impairment in Early Childhood

Course Code: 4.1.5 (VI) **Credits: 2** **Semester- 5**

About the Course

The NEP 2020 emphasizes the importance of foundation numeracy and literacy. In India, achieving universal primary-level acquisition of fundamental literacy and numeracy abilities is the top priority for the educational system. The child's capacity to learn these abilities is significantly impacted by the loss of eyesight, whether complete or partial. Teaching techniques enable visually impaired students to access their learning environment both independently and cooperatively by using a variety of senses. The purpose of this course is to help a student teacher understand the importance of creating an appropriate learning environment and various instructional strategies for instructing the visually impaired.

Learning Outcomes

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

- Discuss the features of a conducive learning environment for the visually impaired
- Demonstrate different teaching strategies for the visually impaired in the foundation years
- Explain the foundational stage, foundational learners and their learning needs
- Describe the Foundational Literacy and Numeracy and Government initiatives
- Explain the concept of compensatory academic skills

Course Content

Unit 1: Creating conducive learning environment for the visually impaired

1.1. Accessible learning environment
1.2. Safe learning environment
1.3. Stimulating learning environment
1.4. Specific strategies for teaching the children with visual impairment (verbal instruction, concrete examples, field visits)
1.5. Addressing the needs of children with blindness, low vision and MDVI

Unit 2: Compensatory academic skills for children with visual impairment

2.1. Role and importance of Vision, techniques of conversion from visual experiences to non-visual experiences
2.2. Creation of braille learning environment
2.3. Stages of teaching: Acquisition, maintenance, fluency, and generalization
2.4. Teaching Strategies for various curricular domains: Cognitive, conative and psychomotor
2.5. Concept development for the visually impaired

Unit 3: Foundational learners and learning

3.1. Foundational learners and their learning styles
3.2. Understanding Developmental Goals of Foundational Years
3.3. Pedagogic approaches for teaching children at foundational years
3.4. Teachers' beliefs and attitudes towards learners at foundational stage
3.5. Parents involvement and School Management Committee

Unit 4: Foundational Literacy and Numeracy for Children with Visual Impairment

4.1. Meaning and concept of Foundational, Literacy and Numeracy (FLN) skills
4.2. Significance of Nipun Bharat Mission
4.3. Play and activity-based pedagogy
4.4. Engaging parents and community
4.5. Resources for teachers on FLN (eg. OERs)

Unit 5: Teaching strategies for children with visual impairment

5.1. Hands on Hands; Hand under Hand techniques
5.2. Co-active teaching
5.3. Verbalization
5.4. Peer-tutoring, cooperative learning
5.5. Teaching in real life situation

Suggested Coursework/Practicum

- Develop material for developing foundational literacy and numeracy
- Critically evaluate NIPUN Guidelines
- Develop materials for teaching in foundation years

Suggestive Mode of Transaction

Lectures, group discussions, student seminars, case discussions, PPT presentation.

Suggestive Assessment

Class projects, individual and group work, practicum, and class tests.

Essential Readings

Baratt, S. H. (2008). The special education tool kit. Sage Publication, New Delhi.
Cutter, J. (2006). Independent Movement and Travel in Blind Children. IAP, North Carolina.
Dickman, I.R. (1985). Making life more liveable. AFB, New York.
Kauffman, J.M., & Hallahan, D.P. (1981). Handbook of Special Education. Prentice Hall, New Delhi
Kelly, A.V. (1997). The curriculum: theory and practice. Harper and Row, London.

Lowenfeld, B. (1973). The Visually Handicapped Child in School. John Day Company, New York.

Mani, M. N. G. (1992). Techniques of teaching blind children. Sterling Publishers Pvt. Ltd., New Delhi.

Mason, H., & Stephen McCall, S.(2003). Visual Impairment – Access to Education for Children and Young People. David Fulton Publishers, London.

Punani, B., & Rawal, N.(2000). Handbook for Visually Impaired. Blind Peoples' Association, Ahmedabad.

Vijayan, P., & Gnaumi, V. (2010). Education of children with low vision. Kanishka Publication, New Delhi.

Status of Disability in India. (2012). Rehabilitation Council of India, New Delhi.

Wright, L. (2013). The Skills of Blindness: What should students know and when students know? Retrieved from http:// www.lofob.org

Online Resources:

https://www.nipccd.nic.in/publications

Role of Family and Community in Early Childhood Care and Education

Course code: 4.1.6 (VI) **Credits: 2** **Semester- 5**

About the Course

Family plays a pivotal role in bringing up children, particularly during the early years of life up to the age of 8 as the child is dependent on the adults around them to even fulfill their basic needs. Parents also have the responsibility of bringing up their children and providing them with good education. If the child is congenitally blind or acquires visual impairment (total or partial) in early life then the parents are confronted with a situation that they do not expect resulting in them passing through a traumatic condition. Parents need support to cope with these traumatic situations and get ready to do their best to help a child with visual impairment perform. Professional support at this stage is very important to help them cope and develop healthy and positive parenting attitudes. A special educator is expected to support and guide the parents all the way through towards healthy parenting. The special educator also has the responsibility of creating awareness among the community members and supporting them in their much-needed positive role in the development of children with blindness and visual impairment and also helping parents to do their best for their child/children with visual impairment. This course provides an opportunity for the learners to acquire competence to help parents and other family members to play their role in the development of a child with visual impairment.

Learning outcomes

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

- Explain the contribution of family in the development of their child with visual impairment
- Describe the ways and means to support the parents and families of the child with visual impairment
- Discuss the importance of the use of resources to support the children with visual impairment.
- Delineate the role of the community in supporting families having children with visual impairment
- Discuss the support system of the parents for the transition from home to school

Course Content

Unit 1: **Role of family in supporting children with visual impairment**

1.1 Family systems: Parental roles; Traditional support systems in parenting
1.2 Impact of a child with visual impairment on the family members.
1.3 Child's diagnosis and its implications on the family.
1.4 Schemes and facilities available for children with visual impairment and advocacy for their access.
1.5 Child readiness and readiness of Anganwadi, Balwadi, and Nursery Schools.

Unit 2: **Support to the family of a child with visual impairment**

2.1 Professional support to the family at home and in Anganwadi/Balwadi/Nursery Schools.
2.2 Addressing the unique needs of each family – socio, cultural, economic, and environmental.
2.3 Various organizations and agencies for supporting children with visual impairment.
2.4 Importance of collaboration amongst parents/guardians of children with visual impairment.
2.5 Services available for children with MDVI

Unit 3: **Role of family in Early intervention for young children with visual impairment**

3.1 Supporting family with children with visual impairment
3.2 Awareness of facilities available for children with visual impairment.
3.3 Challenges in receiving service for children with visual impairment.
3.4 Importance of family involvement in early childhood intervention 3.5 Services for children with multiple disabilities with visual impairment.

Unit 4: **Role of community in supporting the family having a child with visual impairment**

4.1 Types of community and their characteristics (e.g. agricultural, industrial, urban, migrant, metropolitan, tribal, and coastal).
4.2 Family having a child with visual impairment in the context of the community.
4.3 Identifying the support system by an ecological appraisal to empower families.
4.4 Community-based rehabilitation (CBR) Programmes – origin, functions, and advantages.
4.5 Organizing community-involved programs to enable children with visual disabilities and their families.

Unit 5: Educational options and support to parents for transition of the child from home to school

5.1 Guiding parents on Education as a Fundamental Right; children's right to appropriate education.
5.2 Various service delivery models for the education of children with visual impairment – early intervention, special schools, inclusive schools, and home-based education.
5.3 Parent group networks with updated information and dissemination on the education of the child.
5.4 Preparing the child and the family for transition from home to school.
5.5 Support the child and the family till the transition is smooth. Support the class teacher and the other school staff to facilitate the transition.

Suggestive Mode of Transaction
Lecture -discussion, group work, demonstrations, PPT presentation

Suggestive Assessment

- Field work in the relevant areas, assignments, and class tests
- Conduct surveys of family and community who have the children with visual-impairment and enlist and prepare reports on the problems related to bringing up in early stage.
- Prepare observation report related to facilities for children with visual-impairment in local organizations.
- Review of literature on CBR programmes and submit.

Suggested Readings

Mason, H., & Mc Call, S. (2003). Visual Impairment – Access to Education for Children and Young people. London: David Fulton Publishers.

Bourgeault, S. E. (1969). The Method of Teaching the Blind: The Language Arts. American Foundation for the Overseas Blind, Kuala Lumpur.

Chapman, E. K. (1978). Visually Handicapped Children and Young People. Routledge and Kegan Paul, London.

Cutter, J. (2006). Independent Movement and Travel in Blind Children. IAP, North Carolina.

Dickman, I.R. (1985). Making life more liveable. AFB, New York.

Fernandez, G., Koening. C., Mani. M.N.G., & Tensi. S. (1999). See with the Blind. Books for Change, Banglalore.

Hodapp, R. M. (1998). Developmental Disabilities: Intellectual, Sensory and Motor Impairment. Cambridge University Press, New York.

Jose, R. (1983). Understanding Low Vision. American Foundation For The Blind. New York.

Kelley, P., & Gale, G. (1998). Towards Excellence: Effective Education for Students with Vision Impairments.North Rocks Press, Sydney.

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

Lowenfeld, B. (1973). The Visually Handicapped Child in School. John Day Company, New York.

Lydon, W. T., & McGraw, M. L. (1973). Concept Development for Visually Handicapped Children. AFB, New York.

Mangal, S. K. (2011) Educating Exceptional Children: An Introduction to Special Education. PHI Learning Pvt. Ltd., New Delhi.

Mangold, S. S. (1981). A teachers' Guide to the Special Education needs of Blind and Visually handicapped Children. New York: AFB

Mani, M. N. G. (1992). Techniques of Teaching Blind Children. Sterling Publishers Pvt. Ltd. New Delhi.

Niemann, S., & Jacob, N. (2009). Helping Children who are Blind. The Hesperian Foundation, California.

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

NIEPVD (2020). *Effective Schools for Students with Visual Disabilities (Quality Indicators and Parameters).* NIVH Dehradun. 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. https://nivh.gov.in/?page_id=7391

Punani, B., & Rawal, N. (2000). Handbook for Visually Impaired. Blind Peoples' Association, Ahmedabad.

Scholl, G. T. (1986). Foundations of the education for blind and visually handicapped children and youth: Theory and Practice. AFB Press, New York.

Vijayan, P., & Gnaumi, V. (2010). Education of children with low vision. Kanishka Publication, New Delhi.

Wright, L. (2013). The Skills of Blindness: What should students know and when students know.

Implications of Visual Impairment and Curricular Adaptation at the Foundational Stage

Course code: 4.1.7 (VI) **Credits: 2** **Semester: 6**

About the Course

This course focuses on the implications of visual impairment on child development and the role of the social and physical environment in facilitating development. The potential impact of visual impairment is discussed, along with strategies to support it. Having understood psychosocial and educational implications of visual impairment, the student trainees will be more empathetic to the needs of the visually impaired and address them appropriately in diverse educational settings. This course will equip them with these skills with curriculum adaptations.

Learning Outcomes

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

- Explain the implications of visual impairment on his daily life;
- Describe the effect of visual impairment on child's development and learning;
- Describe the implication of visual-impairment on orientation and mobility
- Discuss the need of curriculum adaptation for children with visual impairment;
- Demonstrate the adaptation of curriculum at the foundational stage.

Course content

Unit 1: Implications of Visual Impairment and Needs of Visually Impaired

1.1 Psychosocial implications of visual impairment: A Brief Introduction
1.2 Factors affecting the implications of visual impairment: Age of onset, degree of vision, type of vision loss, prognosis, and socio-economic status of the family.
1.3 Effect of visual impairment on growth and development: Physical, Motor, Language, Socio-emotional, and Cognitive development
1.4 Educational needs of the visually impaired and the need for an expanded core curriculum
1.5 Implications of low vision and needs of children with low vision

Unit 2: Approaches to Curriculum

2.1 Concept, Meaning and Need for Curriculum
2.2 Curricular Approaches in Special Education – Developmental, Functional, Eclectic and Universal design for learning Approach
2.3 Types of Curriculum Need-Based, knowledge based, activity based, skill based and hidden curriculum with reference to children with visual impairment
2.4 Curriculum Planning, Implementation and Evaluation; Role of Special teachers of the Visually Impaired
2.5 Core Curriculum and Expanded Core Curriculum- Meaning, Need and Components

Unit 3: Curricular Adaptation

3.1 Definition & Principles of Curriculum
3.2 Curricular Adaptation – Need, Importance, and Process
3.3 Reasonable Accommodation – Need and Planning for children with visual impairment including low vision and MDVI
3.4 Principles of Curriculum Adaptation for children with visual impairment: Duplication, Modification, Substitution and Omission
3.5 Preparation of Teaching Learning Material for ECC – Reading Readiness Kit, Flash Cards, Sensory Kits, and Mobility Maps.

Unit 4: Curricular Accessibility

4.1 Universal design for learning (UDL): Concept and Meaning
4.2 UDL based lesson planning
4.3 Educational and classroom adaptations
4.4 Integrating assistive technologies in teaching
4.5 Accessible materials and resources

Unit 5: Supporting Curricular Activities

5.1 Curricular activities – Meaning and Need for Adaptation.
5.2 Adaptation of Physical education activities and Yoga
5.3 Adaptation of Games and Sports – both Indoor and Outdoor
5.4 Creative Arts for the children with visual impairment
5.5 Agencies/Organizations promoting – Sports, Culture and Recreation activities for the Visually Impaired in India

Suggested Coursework/Practicum

- Prepare a list of implications of visual impairment on development.
- Prepare adapted materials for preparing braille literacy.
- Visit a preschool/Balwadi/Day Centre and prepare a list of various adapted materials for visually impaired children.
- Prepare reading readiness material for pre-school children with visual impairment
- Preparation and presentation of a kit to develop sensory efficiency

Suggestive Mode of Transaction

Lectures, discussions, demonstrations and group discussions, PPT Presentation

Suggestive Assessment

Individual and group assignments and projects, coursework practicum

Suggested Readings

Lowenfeld, B. (1971). Our blind children: Growing and learning with them, Springfield, Charles C. Thomas.

Aggarwal, J.C. (2005). Curriculum development.Shipra Publication. Delhi
Arora, V. (2005). Yoga with visually challenged.: Radhakrishna Publication, New Delhi Baratt, S. H. (2008). The special education tool kit. Sage Publication, New Delhi.
Chapman, E. K. (1978). Visually Handicapped Children and Young People. Routledge and Kegan Paul, London.
Cutter, J. (2006). Independent Movement and travel in Blind Children. IAP, North Carolina.
Dickman, I.R. (1985). Making life more liveable. AFB, New York.
Dodds, A. (1988). Mobility training for visually handicapped people. Croom Helm. London.
Kelly, A.V. (1997). The curriculum: theory and practice. Harper and Row, London.
Lowenfeld, B. (1973). The Visually Handicapped Child in School. John Day Company, New York.
Mani, M. N. G. (1992). Techniques of teaching blind children. Sterling Publishers Pvt. Ltd., New Delhi.
Mani, M. N. G. (1997). Amazing Abacus. S.R.K. Vidyalaya Colony, Coimbatore.
Mason, H., & Stephen Mc Call, S.(2003) . Visual Impairment – Access to Education for Children and Young people. David Fulton Publishers, London.
Mukhopadhyay, S., Mani, M.N.G., RoyChoudary, M., & Jangira, N.K. (1988). Source Book for Training Teachers of Visually Impaired. NCERT, New Delhi.
Punani, B., & Rawal, N. (2000). Handbook for Visually Impaired. Blind Peoples' Association, Ahmedabad.
Scholl, G. T. (1986). Foundations of the education for blind and visually handicapped children and youth: Theory and Practice. AFB Press, New York.
Sharma, R. A. (2011). Curriculum development and instruction. R. Lall Book Depot, Meerut.
Ashcroft, S. C., & Henderson, F. (1963). Programmed Instruction in Braille. Stanwick House, Pittsburgh.
Barraga, N. C. (1986). 'Sensory Perceptual Development'.in: G.T. Scholl (ed.) Foundations of the education for blind and visually handicapped children and youth: Theory and Practice. AFB Press, New York.
National Curriculum Framework.(2005). Position paper National focus group in Education of Children with Special needs. NCERT,New Delhi.
Status of Disability in India. (2012). Rehabilitation Council of India, New Delhi.
Wright, L. (2013). The Skills of Blindness: What should students know and when students know? Retrieved from http:// www.lofob.org

Initiatives for Early Childhood Special and Inclusive Education

Course code: 4.1.8 (VI) **Credits: 2** **Semester: 6**

About the course

Realizing the importance of early years, investing in young children has high returns. Various ministries under the Government of India have undertaken initiatives to facilitate early childhood education and intervention of young children with disabilities. This course would help the student learners to know about various schemes and campaigns that have been developed to keep young children in focus. The course is designed so that by doing one course, the student teachers get the information on all aspects of early childhood special and inclusive education of children with disabilities, and supports available for their families, and community.

Learning outcomes

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

- Describe schemes focusing on the health and nutrition of young children.
- Explain the provisions available for early identification and intervention of children with disabilities.
- Describe the government initiatives in building human resources for children with disabilities.
- Describe the government schemes for procurement of aids and appliances for children with disabilities.
- Describe the organizational support available for sustainable early intervention and education.

Course content

Unit 1: Support for growth and development of young children

1.1 ICDS Schemes for health, immunization, nutrition, and tracking progress

1.2 The Anganwadi system and role of Accredited Social Health Activist (ASHA) workers

1.3 Community-based macro and micro initiatives across health, welfare, and education - Poshan events for infants and young children for nutrition, and early childhood education (Poshan Abhiyan, WASH, campaigns such as mission Saksham Anganwadi, Niramaya scheme of National Trust)

1.4 Gender equality in early childhood (Balika divas- national and international days, Beti Bachao Beti Padhao, Balika Samruddhi for financial empowerment)

1.5 Child safety and protection: Integrated Child Protection Scheme (ICPS) - adoption of children, missing children tracker, foster care, help lines, The Protection of Children from Sexual Offences (POCSO) Act, 2012.

Unit 2: Supports for identification and intervention of delays, disabilities

2.1 Protocols for identification of disabilities (Anganwadi Protocol for Divyang children, PEHAL Birth to 3 years, PRASHAST)
2.2 Dashboard for tracking identification and Standard Operating Procedures (SOP) for services (Mother and Child Protection Card (MCP), National Helpline)
2.3 Programs and schemes for infrastructural support for early identification and intervention: Rashtriya Bal Swasthya Karyakram (RBSK) SIPDA scheme for CrossDisability Early Intervention (CDEIC)
2.4 Procurement of aids and appliances: state and national schemes (ADIP, SAMBHAV of National Trust; ARJUN portal for online registration of beneficiaries)
2.5 Role of functionaries and certifications for availing services (UDID scheme and card)

Unit 3: Early childhood special and inclusive education

3.1 Schemes for early intervention and daycare (DISHA, VIKAAS, SAMARTH of National Trust)
3.2 Curricular frameworks for early childhood special and inclusive education for birth to 3 years (Navchetana, CDEIC)
3.3 Curricular frameworks for early childhood special and inclusive education for 3 to 8 years (Aadharshila, National Curriculum Framework Foundational Stage, NIPUN Bharat, NIPUN Inclusive of CDEIC framework)
3.4 Assessments for FLN: Lakshya App, PARAKH, NIPUN learning survey and Holistic Progress Card (HPC)
3.5 Educational Portals: DIKSHA, NISHTHA, Jadui Pitara for TLM, DAISY (Digitally Accessible Information System), e-content for children with disabilities

Unit 4: Human resource for early years

4.1 Human resource required for various disabilities (ASD/HI/ID/MD/VI/SLD)
4.2 Long-term training programs for early intervention and early childhood special education (RCI courses & NCTE courses)
4.3 Short-term programs for early years: Continual Professional development (CPD) & Continuing Rehabilitation Education (CRE)
4.4 Foundational & Preparatory courses in ISITEP of RCI
4.5 Parent and Family Empowerment initiatives (Mata Palak gat, IDEA)

Unit 5: Organizational supports for sustainable early education and intervention

5.1 Strengthening schools: Deen Dayal Disabled Rehabilitation Scheme (DDRS), PM SHRI school schemes, Conducting survey for identification of disabilities- PRASHAST, Section 17 of RPWD Act

5.2 Accessible organizational environment: Sugamya Bharat Abhiyan, Enlisted empaneled access auditors

5.3 Sustainable Development Goal for Education (SDG-4): NEP 2020, Samagra Shiksha Abhiyan

5.4 Collaborations for inclusive community development: Badhte Kadam- a scheme for awareness, community interaction and innovative project

5.5 Role of special educator in implementing these government initiatives, empowering stakeholders

Suggested Coursework/Practicum

- Develop an article on any five of the initiatives and present a seminar/submit a paper. Analyse these initiatives and develop a report.
- Discuss what more can be done for children with disabilities with whom you have chosen to work. Justify your recommendations and submit a report.
- Conduct an awareness program in the community on the initiatives for the benefit of children with disabilities.

Suggested modes of transaction

Lecture discussion, group activities, seminars, desk review of relevant initiative document by the students and presenting in class

Suggested modes of assessment

Class tests, assignments, group work

Suggested readings

Books

Gathoo, V., Palkar, G., Mathur, D., Mhatre, P., Kapoor, D., & Veling, S. (2023). Curricular Framework for Cross Disability Early Intervention and School Readiness: PEHAL (Birth to 3years) and NIPUN Inclusive (3 to 6 years) (1st ed.). Rehabilitation Council of India. (ISBN) 978-81-962808-0-2

Kaga, Y., Bennett, J., & Moss, P. (2010). Caring and learning together: A cross-national study on the integration of early childhood care and education within education. UNESCO

National Research Council, Institute of Medicine, Board on Children, Youth, and Families, & Committee on the Science of Children Birth to Age 8: Deepening and Broadening the Foundation for Success. (2015). Transforming the workforce for children birth through age 8: A unifying foundation. National Academies Press

Prasad, S., Sonpal, D., & Vaishnav, S. (2017). Empowering Children with Disabilities New Delhi: Prabhat Prakashan Publishers https://www.prabhatbooks.com/empoweringchildren-with-disabilities.htm

Reetu, C., Renu, G., & Adarsh, S. (2017). Quality Early Childhood Care and Education in India: Initiatives, Practice, Challenges and Enablers. Pacific Early Childhood Education Research Association, 11(1), 41–67.

UNESCO. (2021). Inclusive early childhood care and education from commitment to action: From commitment to action. UNESCO Publishing.

Weblinks

Aadhar Shila (2024), https://acrobat.adobe.com/id/urn:aaid:sc:AP:23988b5f-4448-41bc-a2f823641fd68378
ANAND Series Activity Books for Balvatika. https://ncert.nic.in/e_jaaduipitara.php?ln=en
Anganwadi Protocol for Divyang Children (2023) https://wcd.nic.in/sites/default/files/Anganwadi-Protocol-for-Divyang-ChildrenENGLISH.pdf Cross Disability Early Intervention Curriculum Framework; https://divyangjan.depwd.gov.in/upload/uploadfiles/Curricular_Framework_CDEISR.pdf
DDRS; https://depwd.gov.in/ddrs/
DIKSHA, NISHTA: https://www.india.gov.in/spotlight/diksha-national-digital-infrastructureteachers
https://depwd.gov.in/e-book/
Jadui Pitara: Teaching-Learning Material Resource. https://ejaaduipitara.ncert.gov.in/
National Curriculum Framework (FS) : https://ncert.nic.in/pdf/NCF_for_Foundational_Stage_20_October_2022.pdf
National Education Policy (2020) Ministry of Education. Government of India. https://www.education.gov.in/sites/upload_files/mhrd/files/ NEP_Final_English_0.pdf
National Trust (1999). https://thenationaltrust.gov.in/content/
Navchetana (2024), https://acrobat.adobe.com/id/urn:aaid:sc:ap:c4dfba6f-527a-443c-8607ab93e1f45f4d
NCF (2022). https://ncert.nic.in/pdf/NCF_for_Foundational_Stage_20_October_2022.pdf
NIPUN Bharat (2021). https://www.education.gov.in/sites/upload_files/mhrd/files/nipun_bharat_eng1.pdf
PM shri schools; https://pmshri.education.gov.in/
POCSO Act (2012). https://wcd.nic.in/sites/default/files/POCSO%20Act%2C%202012.pdf
PRASHAST (2022). https://ncert.nic.in/pdf/DSCS_booklet.pdf
RBSK https://rbsk.mohfw.gov.in/RBSK/
RPwD Act (2016); https://depwd.gov.in/acts/
Saksham Anganwadi and Poshan Abhiyan (2022) https://wcd.nic.in/acts/guidelines-missionsaksham-anganwadi-and-poshan-20
Sugamya Bharat Abhiyan: https://sugamyabharat.gov.in/
Sukanya Samriddi Yojana: https://transformingindia.mygov.in/scheme/sukanya-samriddhiyojana/
SWAYAM https://www.swayam.gov.in/about
UDID. https://www.swavlambancard.gov.in

Portals

https://www.education.gov.in/
https://pmevidya.education.gov.in/cwsn.html
https://www.india.gov.in/official-website-ministry-social-justice-and-empowerment
https://wcd.nic.in/

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.

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 tonguebased 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-oflanguages) http://en.wal.unesco.org/world-atlas-languages

Portals:

Central Institute of Indian Languages: [CIIL] https://www.ciil.org/

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.
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.

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
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

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

Demonstration, Field Based experience, storytelling/success stories, classroom discussion, self-study, field observations, and preparation of study reports, classroom presentation, discussion forums, observation, research report, engaging in dialogue.

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

कला समेककत अकिगम: किशाकि ेश (2019) राष्ट्रीय शैकिक अिसन् ाि और प्रकशिण पररषि ् िई किल्ली। ISBN 978-93-5292-212-3

कलाकशिापर प्रकशिण पैके ज खडं 1: प्राथकमक कशिकों के कलए (2018) राष्ट्रीय शैकिक अिसन् ाि ु और प्रकशिण पररषि ् िई किल्ली। ISBN 978-93-5292-105-8

कलाकशिापर प्रकशिण पैके ज खडं 2: प्राथकमक कशिकों के कलए (2018) राष्ट्रीय शैकिक अिसन् ाि ु और प्रकशिण पररषि ् िई किल्ली। ISBN 978-93-5292-106-5

सगीतं कशिक सिकशिकां उच्च प्राथकमक स्तर: छठीसे आठवीं तक (2018) राष्ट्रीय शैकिक अिसन् ाि ु और प्रकशिण पररषि ् िई किल्ली। 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.

Beyer, L.E. (2000). The arts, popular culture and social change. Falmer Press, London.

Botton, A, D. and Armstrong, J. (2013). Art as Therapy. Phaidon Press, London

Efland, A. D. (1990). A history of Art Education: Intellectual and social currents in teaching the visual arts. Teachers College Press, New York.

Finlay, V. (2014). The brilliant History of Color in Art. Getty Publications, Finlay.

Greene, S., & Hogan, D. (2005). Researching children's experience. Sage Publication: London.
Heller, R. (1999). Effective Leadership. DK Publishing, New York.
Lewiecki-Wilson C., & Brueggemann, B. J. (2008). Disability and the teaching of writing: A critical sourcebook. Bedford/St. Martin's, Boston, MA.
Shirley, G. (2000). Art, an A-to-Z guide. Franklin Watts, New York.
Vaze, P. (1999). How to Draw and Paint Nature. Jyosna Prakashan, Mumbai Ward, A. (1993). Sound and Music. Franklin Watts, New York.
Kuppers, P. (2014). Studying Disability Arts and Culture: An Introduction. New York: Palgrave Macmillan.
Diedrich, L. (2018). Disabled Theater. Minneapolis: University of Minnesota Press.

Journals

Journal of Visual Art Practice
Disability Studies Quarterly
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 21stcentury 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
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

शमाि स., राव ब. एव ं कथररयाू स. (2023) भारतीय ज्ञाि परंपरा कवकवि आयाम । कशप्रा पकललके शन्स। ISBN 978-9391978334 । शमाि, स. कु. (2023) भारतीय प्रज्ञा परंपरा का पण्यु प्रवाह। ि ेशिल बकु रस्ट भारत। ISBN 978-9354917967 । राठोड, अ. (2023) र्ारतीय ज्ञान परंपरा. नवीन शैक्षशिक धोरिानुसार महागातील सवभ शवद्यापीठासाठीं । श्री साईनाथ प्रकाशन: नागपरू। ISBN 978-93-84642-99-0।

पाण्डेय, ह. (2023) र्ारतीय ज्ञान परम्परा शवमशभ। र्ारत-र्ारती प्रकाशक एवं पस्तकु शवक्रे ता। पाडेयं , ि. कु, (2023) भारत की ज्ञाि प्रणाली। सत्यम पकललकशगं हाउस।

शक्लाु ' र ं कु. (2021) भारतीय ज्ञाि परंपरा और कवचारक। प्रभात प्रकाशि। ISBN 978-9390378142 । र्ारत : सास्कं ृशतक शवशवशधता में एकता (2022) एन.सी.ई.आर.टी. ।

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Journals

Tachikawa, M. (1971). A sixth-century manual of Indian logic: A translation of the Nyayapravesa. Journal of Indian Philosophy, 1(2), 111-145.
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- Indian Council of Historical Research (ICHR): https://ichr.ac.in/
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- 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

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

Boy, A. V. & Pine, G.J. (1971). Expanding the self: Personal Growth for teachers. Dubuque, Iowa, W.C. Brown Co

Bridwell-Mitchel, E.N. (2015). Theorizing Teacher Agency and Reform: How institutionalized instructional practices change and persist. Sociology of Education, 88(2), 140-159.

Dhanraj, S. (2023). In search of compassionate teachers. Economic and Political Weekly, Vol 58 and No 40

Gargiulo, Richard M., author. Special Education in Contemporary Society: An Introduction to Exceptionality. Thousand Oaks, California: SAGE Publications, Inc

Kumar, S. (2021). Reflective Practices and professional development in teaching. New Delhi, Shipra Publications

Mustafa, K.M. (2019). Special educators: personality and teaching competency. Discovery Publishing House Pvt ltd

NCTE (2022). National Professional Standards for Teachers.

Rajput, J.S. (1997). Role of Teachers in the 21st Century. New Frontiers in Education, 27(1), 69-71

Weight, Tony (1987). Role of teachers and learners. Oxford University Press

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)

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

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
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-appliedresearch
- 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

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-2008Edition-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

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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
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

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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-PBISWebinar/1990_JASH_Toward_Nonaversive.pdf
https://mn.gov/mnddc/positive_behavior_supports/pdf/From-Behavior-Management-toPositive-Behavioral-Supports.pdf
https://www.unicef.org/easterncaribbean/media/1191/file/7-Key-Steps-to-ImplementingPositive-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
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.

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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 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.

Elias, M. J. (2003). Academic and social-emotional learning (Vol. 11). Brussels, Belgium: International Academy of Education.

Humphrey, N., Lendrum, A., Wigelsworth, M., & Greenberg, M. T. (Eds.). (2020). Social and emotional learning. Routledge.

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.

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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-JeevanKaushal.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
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 servicelearning 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-consciousnessinto schools/#:~:text=The%20policy%20enriches%20school%20curricula,environmentally%20co

nscious%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 SCHOOL EXPERIENCE & FIELD ENGAGEMENT

Sl. No	Course code	Course Title – Practicals	Credit
1	6.1.1 xx	Disability Specific	**2**
2	6.1.2 xx	Disability Specific	**2**
3	6.1.3 xx	Disability Specific	**2**
4	6.1.4. xx	Disability Specific	**2**
5	6.1.5.xx	Disability Specific	**2**
6	6.1.6.xx	Internship	**10**
		Total	**20**

PRACTICALS AND FIELD ENGAGEMENT 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 Title	Current Semester	Credit
1	6.1.1 ASD: Observation Visits and Assessment	5	2
2	6.1.2 ASD: Individualised Family Support Plan and Individualised Education Plan	6	2
3	6.1.3 ASD: Group Teaching	7	2
4	6.1.4. ASD: Internship	7	10
5	6.1.5. ASD: Teaching Learning Material	8	2
6	6.1.6. ASD: Research Project	8	2
	Total		**20**

Observation Visits and Assessment

Course Code: 6.1.1 (ASD) **Credits: 2** **Semester: 5**

About the Course

Before working with children, it is essential to observe them in varied settings so that their strengths and needs can be identified. Observation in natural environments, observing the training sessions in Early intervention (EI) centres, preschools, inclusive schools and special schools where children with developmental disabilities are supported with intervention and education assists the student teacher in understanding the nature of the disability and the way their needs are addressed. Visits to different organisations 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. This practical course also has the component of assessment that prepares the student teacher to assess the children in the age range of 0 to 8 years. This leads to using the right tools to assess, elicit background history from the parents and identify the child's priority areas for further intervention. This course will equip the student teacher to systematically observe and plan on assessment.

Learning Outcomes

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

- Observe children with autism in the age range of 1-8 years in varied settings such as early intervention centres / Anganwadi/Balwadi, preschools, inclusive and special schools and home-based training.
- Collect background information and history from reports of medical and other areas and prepare for assessment.
- Assess children in the age range of 1 to 8 years using appropriate identification and needs assessment tools.
- Develop a comprehensive report, interpret and utilize the report of the multidisciplinary team members.
- Observe and practice teaching skills through practical engagement in special schools and inclusive schools

Settings: The practical will be done in ALL the following settings:

- Preschool or Balwadis or Anganwadi
- ASD specific school
- Inclusive school

Tasks: 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 two children (one autistic and one non-autistic):

- Collect initial intake information in consultation with teachers and/or parents
- Review the documents and services received from the teachers and/or parents
- Conduct screening and/or diagnostic assessment using appropriate tools
- Conduct an assessment of functional skills
- In consultation with the educators, develop an IEP to include -
- Academic concepts (from three different domains)
- Non-academic activity (e.g., arts, sports, or other age-appropriate life skills)
- ADL / self-care
- Communication

3. Write a detailed consolidated report that reflects your learnings from all the assessments on the following-

- Neurotypical and neurodiverse development
- Similarities and differences in strengths and needs of autistic and non-autistic children
- Similarities and differences in strengths and needs across different autistic students
- Ways to adapt and individualise assessment and teaching techniques observed in different classes in inclusive, special schools and home settings
- Summary observations or suggestions

Submissions: There will be 4 submissions, 1 from each setting and a consolidated report.
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: 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 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 and their families

Individualised Family Support Plan and Individualised Education Plan

Course Code: 6.1.2 (ASD) Credits: 2 Semester: 6

About the Course

This practical allows the learners to develop an Individualised Family Support Plan (IFSP) and Individualised Education Plan (IEP) to acquire essential skills crucial to supporting autistic learners. The student teacher is prepared to make use of the assessments carried out and information gathered, the information collected from the parents and the multidisciplinary intervention team members and develop a plan to work with the autistic child and the family members that can foster and enhance the overall educational and life experiences of autistic children.

Learning Outcomes

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

- Develop and implement an IFSP/IEP for children with developmental delay/disability using the assessment information.
- learner-centred personalised communication systems and AACs (low-tech, mid-tech and high-tech) etc.
- Use appropriate teaching learning material
- Work with multidisciplinary team members for the comprehensive intervention for the child
- Evaluate progress and maintain records.

Settings: The practical will be done in ALL these settings: -
ASD-specific schools or early intervention centres
- Home

Tasks: At each of the above-mentioned settings, the learner is expected to identify two autistic learners and do the following:

1. Collect initial intake information about the child, the family environment and the resources available at home
2. Observe and understand the sensory needs of the student in consultation with the OT and parents
3. Develop an IEP/IFSP in consultation with the multidisciplinary team members and family members. Ensure inclusion of the following- - Communication (including AACs and visual supports)
   - Leisure skills
   - Sensory and OT needs
   - Motor skills
   - ADLs
   - Participation in a community activity (e.g., going to a restaurant or for a movie, an upcoming wedding or vacation)
   - FLN skills and concept

4. Prepare the necessary TLMs and the assistive technology identified

5. Implement the plan and follow up weekly with the parents/educators to address the challenges in implementation.

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: 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 for each child spread between the centre and at home. 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.

Group Teaching

Course Code: 6.1.3 ASD **Credits: 2** **Semester: 7**

About the Course

Children with autism benefit from support in concept building, learning foundational literacy/ academics and generalisation and application of these skills outside classroom settings. Some children learn better with adaptation or modifications in curricular content and process as well as in the teaching learning material. This course prepares the student teacher in providing the support in learning personal, social, language, motor and foundational literacy and numeracy skills in groups setting at home /creches, pre-schools, special, and inclusive schools.

Learning Outcomes

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

- Assess and identify the learning needs in the areas of personal, social, language and communication, motor and literacy and numeracy skills for children
- Develop lessons for teaching skills using play way methods using the class group and tailored individual support where appropriate.
- Select lessons from the prescribed books of classes 1 and 2 and develop adaptations based on the need of the child
- Assist regular/inclusive class teacher in adapting and teaching the lessons with appropriate TLM
- Carry out group teaching with appropriate TLM

Settings: The practical will be done in ALL the following settings: -
ASD specific school

Tasks: 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
    - Communication
    - Demonstration of counselling and guidance skills
    - Age-appropriate topics on Comprehensive Sexuality Education (CSE)

- Reflect and comment on the implicit, hidden or unspoken rules and expectations that exist within each setting/activity, its impact on the autistic learner and your suggestions to openly communicate them.

3. Identify or develop appropriate TLMs and technology

4. Implement the lesson plans

5. Critically review the implementation with self-reflection, supervisor and peer feedbacks.

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: 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.

Internship

Course Code: 6.1.4 (ASD) **Credits: 10** **Semester: 7**

About the Course

This is a comprehensive immersive program that provides hands-on experience that hones teaching skills and contributes to the holistic development of student teachers. 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.

It provides future teachers with hands-on experience in real classroom settings, allowing them to apply theoretical knowledge, develop practical teaching skills, and understand the dynamics of student-teacher interactions. All the 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 learnt skills and gain practice. 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 and implement IEPs
- Adapt curriculum and lessons for students with ASD
- Work with a multi-disciplinary team including parents of children

Settings: The internship will be done in ALL the following settings:

- ASD special school or Early intervention centre

Tasks: At each of the above-mentioned settings, the learner is expected to do the following:

1. Identify two four autistic children and for each student:
    - Conduct a formal assessment to identify the specific learning styles and profile of strengths of the student in consultation with the respective educators and/or parents
    - Develop appropriate IEP with accommodations and modifications as required
    - The necessary TLMs and the assistive technology identified

- Plan and implement of a total of 50 group teaching lessons and a total of 50 individual (1:1) teaching lessons on the following:
- Three different academic concepts to promote functional numeracy and literacy
- Non-academic activity (e. g. arts, sports, or other age-appropriate life skills)
- ADL / self-care
- Communication

2. Spend time in different classes in different grades and assist educators in the implementation of classroom activities and management
    - Identify activities carried out within and outside the classrooms and schools
    - Identify the facilitators and barriers to learning
    - Journal your observations in a pre-designed format. In addition to infrastructure, also consider other factors such as -
    - Participation (academic and non-academic activities)
    - Activities design, execution and adaptations
    - Communication (means, style and appropriateness)
    - TLMs (creativity, and appropriateness)
    - Educators (ratios, training, attitude and interaction style)
    - Parent involvement
    - Reflect and comment on the implicit, hidden or unspoken rules and expectations that exist within each setting/activity, its impact on the autistic learner and your suggestions to openly communicate them.
3. 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 nonspeaking 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

Submissions: There will be a total of 3 submissions, one for each child and one for participation in all the 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

Evaluations: 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.

Teaching Learning Material

Course Code: 6.1.5.(ASD) **Credits: 2** **Semester: 8**

About the Course

Creating effective teaching and learning materials (TLMs) for students with special needs involves ensuring that the materials are accessible, engaging, and tailored to meet the diverse learning requirements of these students. All teaching-learning experiences use suitable material or technological support to help children pay attention and learn the concept being taught. The selection of suitable TLM is an important component of the effective teaching plan. As the student carries out the practicals prescribed in this course, a suitable plan has to be made for the TLM. Teachers may adapt reading materials or textbooks, customised access tools, visual aids, manipulative, hands-on materials, customised worksheets, or printable, classroom modifications/organisational tools can be considered. This course helps in the selection and use of TLM and assistive technology.

Learning Outcomes

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

- Assess the learning styles and the support material needed for the student
- Identify and select appropriate assistive technology e.g., AACs as required
- Develop TLMs for specific activities and students' learning styles
- 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

Tasks: 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 - - Identify the use of AAC or other assistive technology

- 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

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: Demonstrations and submissions may be graded by the teaching institute using marking schemes/ rating scales/ rubrics.

Please Note:

- Evaluation of this practical will be made in the above-mentioned semester. The learning and practice opportunities must be provided in all semesters.
- 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.

Research Projects

Course Code: 6.1.6.ASD Credits: 2 Semester: 8

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 supports for communication, academic, and non-academic activities
- Peer, parent and educator interactions
- Implicit or unspoken rules and expectations in different settings/activities and its impact on 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

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.

SCHOOL EXPERIENCE AND FIELD ENGAGEMENT (PRACTICALS)

School experience provides knowledge on professional competencies essential for teachers to handle Children with Hearing Impairment (CwHI) from age group 0-8 years. CwHI are also referred to as Deaf & Hard of Hearing (D&HH) as per there degree of hearing loss. The components of school observation, demonstration of lessons, school-based research project, internship in schools, preparation of TLM, use of assistive technologies, and teaching supportive skills are essential components included under school experience. These are essential to develop the required professional skills and competencies more comprehensively in the teachers for intervention and teaching the CwHI at the Foundational stage.

Field engagement is a vital component of teacher education programmes in the field of 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. By actively engaging in this, the student teachers are expected to gain a comprehensive understanding of school processes, actively engage in school activities, and internalize essential school-related ethics, values, and norms.

This purpose of this module is to ensure that student teachers specializing in hearing impairment get 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 learners with hearing impairment and other disability conditions, 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 learners with and without disabilities in special and inclusive education.

Outline of the components

Sr No	Course	Semester	Credits
1	**6.1.1 (HI)** Visits & Observation	5	**2**
2	**6.1.2 (HI)** Supportive Skill Training	6	**2**
3	**6.1.3 (HI)** Developing TLM and Assistive Technology	7	**2**
4	**6.1.4 (HI)** Internship & Practice Teaching	7	**10**
5	**6.1.5 (HI)** Demonstrations	8	**2**
6	**6.1.6 (HI)** School-Based Research Projects	8	**2**
	TOTAL		**20**

Visits & School Observation

Course code: 6.1.1 (HI) **Credits: 2** **Semester: 5**

About the course

Visits to different organizations (Early Intervention Centers/ Clinical Set Ups/ Cross Disability Set ups/Inclusive Schools) will help learners understand disabilities and their implications. This practical course is designed to provide exposure to teaching-learning processes (group/individual one-to-one), various modes of communication, and infrastructure in various setups, specifically focusing on hearing impairment and other disabilities. It will help the student teachers to understand the needs and challenges of learners who are DHH as well as learners with other disabilities at Foundational stage.

Learning outcomes

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

- Gain knowledge of different communication methods used with learners who are DHH.
- Know the teaching methods used for other disabilities.
- Understand the infrastructure and resources available in special schools and other related organizations for learners who are DHH and those with other disabilities.
- Observe and reflect on the teaching-learning processes for learners who are DHH and those with other disabilities.
- Develop foundational skills required for communicating and teaching learners who are DHH and those with other disabilities and identify best practices and suggest improvements for the quality of education delivery in special schools and related organizations.

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 children with hearing impairment
    - 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

Educational Settings

Special/ Inclusive school/ Cross Disability Schools, Community Based Education and others.

Specific Activities to be conducted

Activities to be conducted across the various settings to fulfill the learning outcomes are stated below:

Sl. No.	Tasks	Specific activities
1	Visits to early intervention centres special schools/ cross disability special schools/inclusive schools/ Anganwadi/Community Based Education (CBE) Settings which use **a.** Oral-aural approach **b.** Total Communication **c.** Educational Bilingualism	• Study the infrastructure, resources available in a special schools/cross disability special schools/ inclusive schools/ community based educational settings and observe the various services being offered. • Identify communication modes /methods being used by the schools. • 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 teachers/ paraprofessionals/ administrators / learners who are DHH and those with other disabilities. • 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 • Listen to speech of children with and without hearing impairment and identify various parameters (nonsegmental, segmental & suprasegmental) (3 children). • Observe speech assessment (screening) (3 children). • Carry out speech assessment (screening) (3 children). • Observe speech assessment using standardized tool (3 children). • Observe listening check of children's hearing devices (5 devices). • Observe individual speech teaching sessions (2 children). • Observe group teaching sessions (2 groups)
		• Plan and execute lesson plans for teaching non-segmental, segmental and supra-segmental aspects of speech (2 children) • Study the infrastructure, resources and best practices in the settings.

3	Classroom teaching observation at Foundational stage (special schools/ clinical setups/ cross disabilities schools and centers/ inclusive schools and community based educational settings) Different subjects using: **a.** Oral-aural approach **b.** Total Communication **c.** Educational Bilingualism **d.** Other methods	Observe the teaching of learners who are DHH and using: a) Oral-aural approach b) Total Communication c) Educational Bilingualism d) Other Methods Observe various activities such as language-based activities like conversation, visits, directed activity, news, sense training, storytelling, poem, rhymes, picture description and ensure observation for teaching various class subjects. Write 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. observations in each semester.
4.	Experiential Visit to Sensory Park, Neighbourhood Farms, Doll Museums, etc.	Arrange a visit to Sensory Park, Neighbourhood farms, Museums, and write report including the various components of sense training.
5.	Inclusive CDEIC / ECCE Centers	Visit to CDEIC /ECCE Centers and write report on facilities and services provided.

NOTE: Activity may be conducted in the specific semester and during internship. It is desirable that exposure to all approaches may be provided and should be spread across all semesters.

Submissions

- Reports including reflections on infrastructure, facilities and teaching-learning process. Reports can be written or as ISL video submission.
- Reports on observation of teaching-learning process. Reports can be written or in the form of ISL video submission.
- Presentation by the candidate sharing the summary of their observations & reflections.

Suggested modes of transaction

Observation, Interaction, Discussion, Collection of relevant documents and data

Suggested modes of assessment

Peer Assessment, Self-Reflection, Comprehensive Assessment (Journal), Semester End Assessment (All submissions may be graded by the teaching institute using marking schemes/ rating scales/ rubrics.)

Suggested readings

Alper, S. 1996. The relationship between full inclusion and other trends in inclusion. In Ryndak, D.L. & Alper, S. (eds.). Curriculum content for students with moderate and severe disabilities in inclusive settings. Boston: Allyn & Bacon.

Avramidis, E. & Norwich, B. 2002. Teachers' attitudes towards integration/inclusion: a review of the literature. European Journal of Special Needs Education, 17(2).

Avramidis, E.; Bayliss, P. & Burden, R. 2000b. Student teachers' attitudes towards the inclusion of children with special educational needs in the ordinary school. Teacher and Teacher Education, 16.

Berry, V. 1992. Communication priorities and strategies for the mainstreamed child with hearing loss. The Volta Review, 94, 29-34.

Brackett, D. 1997. Intervention for children with hearing impairment in general education settings. Language, Speech, and Hearing Services in Schools, 28(4).

Cambra, C. 2002. Acceptance of deaf students by hearing students in regular classrooms. American Annals of the Deaf, 147 (1), 38-43.

Weiner, H.M. 2003. Effective inclusion – Professional development in the context of the classroom. Teaching Exceptional Children, 25(6).

Useful Links

https://www.youtube.com/watch?v=XajHqrzOs0o https://www.youtube.com/watch?v=PetBRqetrwM
https://successforkidswithhearingloss.com/the-necessity-of-classroom-observation/
https://www.nationwidechildrens.org/family-resources-education/health-wellness-and-safetyresources/helping-hands/children-with-hearing-loss-guidelines-for-schools

Supportive Skill Training

Course Code: 6.1.2 (HI) **Credits: 2** **Semester: 6**

About the course

The Supportive Skill Training gives the student teachers an opportunity to acquire essential skills that are crucial for establishing effective communication with CwHI and to teach them. These skills are also to be developed in DHH for increasing their accessibility to the content knowledge and for effectively communicating with others. As CwHI are heterogeneous, their preferences may differ. This course hence provides a comprehensive training in Indian Sign Language (ISL) and Bilingualism and in Listening and Spoken Language skills. The aim is to empower student teachers to effectively provide support with the fluency and skill necessary for fostering conducive learning environments both in inclusive and special environments that will enhance the overall educational experience for CwHI. The Supportive Skill Training in Social Skills will support the learning in inclusive ECCE and in the Early Intervention Programme.

Learning outcomes

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

- Compile resources for educational content accessible through ISL & Demonstrate proficiency in ISL communication for teaching purposes.
- Expand ISL vocabulary for teaching various subjects & Apply ISL 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.
- Describe the requirements for government scheme of cochlear implant and hearing aids & understand the rationale, principles, strategies, techniques and procedures in listening and spoken language training (LSLT).
- Provide counselling support to parents for care and maintenance of Hearing Aid and other assistive devices.
- Basic understanding of AI devices and tools and collect resources for TLM.
- Provide support to parents in an oral-aural setting & Identify challenges and impart social skills training to learners who are DHH.
- Describe the impact of additional difficulties (sensory integration/attention difficulties) on the rate of progress in children with deafness/ hard of hearing & Support and counsel the parents for school readiness and inclusive education.

Educational Settings

Early Intervention Centers, Play Schools, Special schools, Deaf Associations, Training Centers, Other Organizations which use ISL

Course content

Activities to be conducted: Early Intervention, Preschool and Class 1 and 2

Sl. No.	Tasks	Specific activities
1	Teaching Concepts using ISL in various subjects	• Observe subject wise e-content available in ISL for the Early Intervention, Preschool and Class 1 and 2. • Observe lessons in ISL given by deaf instructors. • Deliver lessons using educational bilingualism in ISL and take feedback from deaf instructors on the ISL quality and grammar.
2	ISL Communication	• Learn and practice ISL Communication during classes through basic vocabulary, sentences & questions. • Practice dialogues in ISL about various topics.
3	ISL Vocabulary for teaching subjects at the Foundational Stage	Learn and practice the expansion of ISL vocabulary for teaching various subjects / papers. (Refer to the ISLRTC dictionary of 10,000 words and other existing resources)
4	Use of ISL Grammar in Bilingualism	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
5	Abstract Concepts in ISL & Creative Expressions in ISL	• Understand and deliver abstract educational concepts in ISL • 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).
6	Listening and Spoken Language Training (LSLT)	• Observe and write listening strategies used in one-to-one sessions of LSLT (3 sessions) • Prepare a case study to track the progress of a learner who is DHH • Perform role plays of reading stories to children of different age groups in Foundational stage • Observe care and maintenance of the cochlear implant device and provide tips to parents of 3 children
7	Speech, Language, Social Skills	• Observe and write reports for speech & language teaching sessions of 2 learners who are DHH • Assess the social skills of 2 learners who are DHH through VSMS (Indian Adapted Version) • Plan for developing social skills and prepare and practice 5 lessons for social skill development with activities.

8	Regional variation in ISL	Observe the regional variations in ISL and note the importance of knowing this variation while teaching. Record regional variations in ISL (at least 5 examples). Discuss the importance of regional variations with the DHH students.
9	Care and maintenance of Hearing and Assistive Devices	Guide the students at the secondary stage for care and maintenance of hearing and assistive devices. Prepare materials for awareness about the care and maintenance of various devices.

Submissions

- Videos in ISL and Journal on Bilingual Teaching
- Observation reports for all specific observations conducted as mentioned above.
- Case report of one DHH learner.

Suggested modes of transaction

- Interactive workshops
- Practical sessions for ISL communication and vocabulary expansion
- Observational learning through ISL videos and deaf instructors' lessons
- Hands-on practice of ISL grammar and creative expressions
- Reflection and discussion on regional variations in ISL

Suggested modes of assessment

- Peer Assessment, Self-Reflection, Comprehensive Assessment (Journal), Semester End Assessment
- Compilation of resources available for educational content through ISL (Create a list of at least 10 different resources -Websites / YouTube channels / Apps / AI tools/ online courses etc. available for learning educational content through ISL, along with links and topics.)

Competence/Artifact	Method of Assessment	Assessed By
ISL Communication Skills	Practical demonstration	Teacher Educators (panel of experts)
Adaptation to Regional Variations	Reflective report and discussion	Teacher Educators
Information on ADIP scheme for CI and hearing aids	Assessment of submitted pamphlet, booklet in simple and regional language highlighting information on ADIP scheme for CI and HA for parents.	Teacher Educators
Use of LSLT strategies	Practical demonstration	Teacher Educators

Care & Maintenance of Devices	Prepare posters	Teacher Educators
AI tools and Devices	Compile information on various AI tools	Teacher Educators

Suggested Readings and resources

30-hour module on Basic ISL Communication by ISLRTC - https://www.youtube.com/@islrtcnewdelhi4069

Apps – ISL Journey, SIGN LEARN, and DEF-ISL

Deaf Enabled Foundation (DEF) https://www.youtube.com/@deafenabledfoundation1117

E. Cole., & C. Flexer. (2007). Children with Hearing Loss: Developing Listening and Talking Birth to Six, Plural Publishing

Early Intervention Project by HWSPSHI (https://www.youtube.com/channel/UColL3HfeuN35coxYH8HQaog)

Estabrooks, W. (2006). Auditory Verbal Therapy and Practice, AG Bell Association for the Deaf and Hard of Hearing, Inc.

Haynes, W. O. (2008). Diagnosis in Speech-Language Pathology. Pearson Education, Inc.

https://depwd.gov.in/adip/

https://www.adipcochlearimplant.in/

ISH Shiksha - https://www.youtube.com/channel/UCx6PDGJYiE3PXuExsjmZudA

Madell, J.R. (1998). Behavioural Evaluation of Hearing in Infants and Young Children Thieme Medical Publishers, Inc. New York, N.Y.

Michael J. R. (2012). Cochlear Implants and Other Implantable Hearing Devices. Plural Publishers, California

Developing Teaching-Learning Material (TLM) & Assistive Technology

Course code: 6.1.3 (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). It also aims to develop teaching learning skills using principles of Universal Design for Learning (UDL) in the context of DHH children. Additionally, there is opportunity for training on how technology can be integrated in teaching learning practices through the use of 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 (such as educational videos, flashcards, story books, toys, games, posters, collages, innovative lesson plans using different pedagogies, to mention a few). 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) the use of low-cost materials, (iii) local context and (iv) modern technology (for digital learning materials will enhance students' engagement, interest, and practical learning.

Learning outcomes

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

- Develop TLMs based on Universal Design for Learning (UDL) principles, incorporating Information and Communication Technology (ICT) and Artificial Intelligence (AI).
- Compile a repository of UDL resources suitable for various skills and learning levels.
- Create TLMs catering to different learning styles (Visual, Auditory, Kinaesthetic, Reading, Tactile, and combinations thereof).
- Design TLMs such as ISL videos, PPTs, and ICT-based materials for teaching practice across curriculum topics.
- Develop TLMs specifically for Foundational literacy & Numeracy (FLN) including prereading, pre-writing skills, auditory skills and reading comprehension in DHH students, including ISL components.

Course content

Educational Settings

Early Intervention Centres which use Educational Bilingualism, Total Communication and Aural oral approach, Cross Disability Early Intervention Centers, Preschool Training Centers.

Activities to be conducted

Specific activities as outlined below to be included:

Sl. No.	Tasks	Specific activities
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)	• Collate list of resources in UDL for different lessons. (including list of existing e-content in ISL, ICT tools, web resources etc.) • Develop of TLMs for various lessons appropriate for various learning styles in classroom (Visual / Auditory / Kinaesthetic / Reading / Tactile / combination of all) • Prepare TLMs such as Videos in ISL / PPTs or TLM using ICT for the teaching practice lessons related to curriculum (5 topics of any skills) • Develop TLMs for FLN for developing language, pre-reading and pre- writing skills, number skills (the TLMs could include Vocabulary Books, Language Charts, Listening Charts, Number Charts (At least 3 each, including one in ISL) • Develop TLM for literacy development in DHH students. (At least 3 each, including one in ISL) (Story Books, Experience Charts) • Development of at least two low-cost learning resources as per the local contexts for Foundational stage followed by presentation/ exhibition

Submissions

- Developed TLMs
- List of Existing Resources
- TLM Manual highlighting the material used, the process of its development and its use during classroom transaction.

Suggested modes of transaction

- Workshop sessions

- Practical demonstrations
- Group activities for hands-on creation of TLMs
- Use of ICT tools and AI in TLM development

Suggested modes of 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 and resources

suniye.in/teaching-and-learning-materials-for-hearing-impaired-students
https://www.youtube.com/watch?v=cqjsywgIrgA
https://www.youtube.com/watch?v=xCAnHgLE8WQ
https://www.youtube.com/watch?v=d0GqPzd7TYU&list=PLpHuVIIyGlDLLUfedVkEKbK1SKf9noL3i&index=1
https://www.youtube.com/watch?v=HflPAAK5ad4&list=PLpHuVIIyGlDLLUfedVkEKbK1SKf9noL3i&index=2

Internship & Practice Teaching

Course Code: 6.1.4 (HI) **Credits: 10** **Semester: 7**

About the course

The Internship in Disability Specialization is a comprehensive 300-hour practicum focusing on hearing impairment within special school and inclusive school settings. This immersive program provides hands-on experience supporting Special Educators, honing teaching skills, and contributing to holistic development. Learners gain exposure to diverse setups, including classrooms and extracurricular activities, collaborating closely with experienced teachers and Deaf Teachers/Mentors. This interaction offers an in-depth understanding of the challenges and insights into special education, with direct perspectives from the deaf community. The internship emphasizes individualized mentorship, cultural sensitivity, inclusivity, and the integration of technology into 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 disability specialization.

Teaching practice allows student teachers to practice the art and science of teaching under the supervision and support of experienced teachers. This practicum provides a challenging yet rewarding experience of working with students in actual classrooms, particularly focusing on children with hearing impairments (DHH). Aspiring teachers will gain professional competence through this practical experience, covering areas such as lesson planning, teaching practice, cross-curricular teaching, and individualized educational planning. This course will provide the student teachers with hands-on experiences in preparing lesson plans which are essential tools for educators, that aid in imparting knowledge, skills, and competencies. It assists in guiding content delivery, organization, communication, and assessment.

Learning outcomes

Upon completion of the internship, student teachers will be able to:

- Develop and execute lesson plans for skills.
- Implement different modes of communication (EB, TC and 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 DHH.
- 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 learners who are DHH.
- 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 DHH learners.

- 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 DHH learners.
- Create student portfolios and comprehensive progress reports for learners who are DHH.
- 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.

Educational Settings

A. Special schools/ Deaf Associations/Training Centers which use
    a) Educational Bilingualism
    b) Total Communication
    c) Oral-aural approach
B. Inclusive Schools
C. Community

Course content

- Lesson Plans for different subjects
- Use of different modes of communication in teaching (Educational Bilingualism, Total Communication, Oral-Aural Approach)
- Development of TLMs and bilingual videos for diverse learning needs
- Individualized Educational Plans (IEPs) for DHH
- Preparation of lesson plan for cross- curricular activities
- Functioning of special and inclusive schools for students with hearing impairment (DHH)
- Different roles played by a Special Educator in these settings.
- Importance of teacher-student relationships for effective teaching in special education.
- Age-appropriate and disability-sensitive pedagogic skills.
- Application of different pedagogies and teaching strategies in real-life classrooms for DHH.
- Appropriate teaching-learning materials (TLM) and technology.
- Planning and execution skills to conduct school activities.
- Fostering school-community relationships for the benefit of DHH.
- Creation of student portfolios and comprehensive progress reports for DHH learners.
- Importance of maintaining different types of records in special education settings.
- Development of a research aptitude to conduct action research for issues faced during the internship.

Suggested Activities to be conducted

Sr. No.	Tasks	Specific activities
1.	Lesson Planning for different skills using the different modes of communication (EB, TC, oral)	• Explore the latest practices & formats in lesson planning. • Lesson planning for different skills taught at the Early Intervention Centers/ CDEIC/ ECCE Centers/ Preschool Level (Pre-reading, Prewriting, Pre-numbers, Language Skills, etc.). • (This lesson planning could be flexible, multilevel, play/activity/story-based learning). Minimum 8 lessons. • Integrate 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 crosscurricular activities	• Lesson Planning for various cross-curricular activities such as play, arts and social stories for teaching social-emotional learning and other life skills related areas (minimum 4 lessons).
3.	Undertaking teaching practice lessons at different levels and of different subjects' skills using the different modes of communication (EB, TC, Oral)	• Undertake teaching practice lessons for learners who are DHH related to developing foundational literacy and numeracy – minimum 20 Lessons. • Integrate hands on/ experiential learning, aspects of social emotional learning and relevant life skills in teaching practice.
4.	Undertaking cross-curricular teaching	• Undertake teaching practice lessons for various cross-curricular activities such as play, arts and teaching social emotional learning and other life skills related areas with the use of social stories (Minimum 10 lessons).
5.	Assessment and implementation of Individualised Educational Plan (IEP) for school readiness	• Prepare IEP for one CwHI (10 IEP) a) Assessment of the student b) Preparing IEPs based on the result of assessment • c) Implementation of IEP

6.	Practicing functioning as a Special Educator - Intern / Assistant Teacher for the CWHI at the Early Intervention Center and in Class 1 and 2	• Undertake teaching lessons as per the assigned timetable by the organization using daily diary system for planning and recording. • Maintain records and reports • Request feedback from the stakeholders (students / mentors / other teachers) and reflect on how to make the teaching learning process better.
7.	Assisting special educators in classroom activities and management	• Assist special educators in classroom activities and management such as prayers, sharing news in the assembly, checking devices, attendance, homework/class work, writing diaries for the students. preparing TLM, • Teaching practice sessions recapitulation, and break times, conducting / organizing cultural activities
8	Assisting in the school examinations	• Assist in exam related planning, setting question papers, assessing, entering outcome in records, writing progress reports, feedback to students and parents, drawing pedagogic decisions.
9.	Understanding beyond classrooms	• Participate in school committees' meetings, in planning different activities, sports, picnics, trips, visits, Parent Teacher Association (PTA) meeting, competitions, celebrations, annual gatherings, medical camp/check ups
10.	Development of (TLM), Worksheets	• Developing 3 Teaching Learning Material (TLM) and 10 worksheets for the assigned class
11.	Document study	• Read and report on academic calendars, time table, diaries, work books, progress reports, case files, parent meeting reports, certificates, forms to avail exemptions and concessions, assessment formats for pre-school
12.	Use of internet and modern technology for improving the class processes	• Use technology for classroom teaching, art education, record keeping, communication, downloading power points, AVs for concept development involving students
13.	Compilations of language teaching material news, conversation, stories and unseen pictures	• Compile language material news, conversations, stories and unseen pictures, directed activities

14.	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.
15.	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. • Assist a 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. (Minimum four) • Writ the report of these awareness sessions, including feedback from the stakeholders and recommendations for the follow ups.
16.	Assisting Deaf Teacher/Mentor in Teaching ISL	Assist Deaf Teacher/Mentor in designing specific curriculum and teaching ISL to various stakeholders
17.	Assisting Deaf Teacher/Mentor in Communication Support	Assist Deaf Teacher/Mentor in Communication Support in academic settings by providing assistance / access through ISL, verbal or written communication, where ever needed.
18.	Assisting Deaf Teacher/Mentor in Educational Bilingualism	Assist Deaf Teacher/Mentor in creating educational content videos in ISL. Assisting Deaf Teacher/Mentor in lesson planning for live sessions on academic topics.
19.	Assisting Deaf Teacher/Mentor in Assessment for ISL	Assist Deaf Teacher/Mentor in Designing and Delivering Formative Assessment for ISL specialized for the age groups and planning language intervention strategies accordingly.
20.	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

Submission

Journal with reports & reflections, Journal /Written Report /Video Report in ISL

Suggested modes of transaction

- Lesson planning and preparation
- Direct teaching practice in special and inclusive school settings
- Creation and usage of bilingual educational videos
- Hands-on activities and experiential learning
- Peer teaching and feedback sessions
- Practice as a special educator –intern/assistant teacher for DHH learners at secondary level.
- Assist in classroom activities and management.
- Assist in school examinations and other beyond-classroom activities.
- Develop and use TLM and worksheets, with a focus on technological integration.
- Conduct document studies and compile language teaching materials.
- Compile a list of deaf associations, schools, and supporting agencies.
- Assist Deaf Teachers/Mentors in ISL awareness, teaching ISL, communication support, educational bilingualism, and ISL assessment.
- Program end presentation on consolidations, reflections, and takeaways from field engagement.

Suggested modes of assessment

Competence/Artifact	Method of assessment	Assessed By
Observation of classroom practices	Minimum of 6 lessons of School Teachers and 10 lessons of Peers	Teacher-Educator
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
Unit planning, Lesson Planning & Transaction	40 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	Logbook /Teacher Diary	Teacher-Educator, School Mentor
Overall feedback on studentteacher performance	Observation and Interaction	School Head
End-of-Program Presentation	Presentation	Teacher-Educator

*Certificate from school head grading the performance on 5-point scale. Candidates below the score 3 repeat the internship. Each teacher trainee will be assigned a class, and the class teacher is expected to provide support for the students placed in her / his class.

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

** 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.

Suggested readings

Adams, J. (2017). You and your deaf child. Gallaudet University Press. https://gupress.gallaudet.edu/Books/Y/You-and-Your-Deaf-Child

Glickman, N. S., & Hall, W. C. (Eds.). (2014). Language deprivation and deaf mental health. Routledge. https://www.routledge.com/Language-Deprivation-and-Deaf-MentalHealth/Glickman-Hall/p/book/9781138735392

Beazley, S. (2018). Deaf children and their families. Routledge. https://www.routledge.com/Deaf-Children-and-Their-Families/Beazley-Moore/p/book/9781853463549

Hamilton, B., & Clark, M. D. M. (2020). The deaf mentor program: Benefits to families. Psychology, 11(5), 713-736.

Clark, M. D., Hauser, P. C., Miller, P., Kargin, T., Rathmann, C., Guldenoglu, B., ... & Israel, E. (2016). The importance of early sign language acquisition for deaf readers. Reading & Writing Quarterly, 32(2), 127-151.

ISL Textbooks developed by HWSPSHI for Foundational Stage

Online Links and Portals

Research Briefs by Gallaudet University (https://vl2.gallaudet.edu/research-briefs)

ISLRTC, New Delhi (https://www.youtube.com/channel/UC3AcGIlqVI4nJWCwHgHFXtg)

Early Intervention Project by HWSPSHI (https://www.youtube.com/channel/UColL3HfeuN35coxYH8HQaog)

Language 1st https://language1st.org/

LEAD- K https://lead-k.org/

World Federation of Deaf (https://wfdeaf.org/rightsdeafchildren/)

Hear A Million project by Enable India (https://www.youtube.com/channel/UClo584yrqR1GRPsS5Zqlr7Q)

Demonstrations

Course code: 6.1.5 (HI) **Credits: 2** **Semester: 8**

About the course

This course focuses on practical demonstrations in the educational setting. The course covers various aspects of classroom teaching, including the demonstration of model lessons and ISL skills. It also emphasizes the importance of counselling and guidance, awareness, and advocacy on critical topics such as career options, and accessibility in foundational stage. The course aims to prepare student teachers to effectively communicate and educate diverse learners, especially those with hearing impairments, by using appropriate teaching methods and support strategies. This will also be helpful for student teacher to get exposure of students with other disabilities in CDEIC/ECCE and preschool level.

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 Indian Sign Language (ISL) for explaining abstract concepts.
- Apply counselling and guidance skills to assist students in areas such as career planning, conflict management, and stress management.
- Conduct awareness and advocacy sessions on topics like career options, accessibility in higher education, and combating audism.
- 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 role plays.

Course content

- Concepts and importance of practical demonstrations in education.
- Steps for effective lesson planning and delivery.
- Techniques for using Indian Sign Language (ISL) in the classroom.
- Counselling and guidance strategies for student support.
- Awareness and advocacy on key educational and social issues.
- Care and maintenance and use of aids and appliances/ assistive devices.
- Safe School atmosphere.
- Methods for creating and presenting educational materials.

Educational settings

- Special schools
- Inclusive schools

Activities to be conducted

Sr. No.	Tasks	Specific activities
1.	Demonstration of Model Lessons	At least 10 model lesson to be delivered in Class
2.	Demonstration of ISL Skills	- Fluent Communication in ISL - Explanation of abstract topics in ISL from the subjects in Class IX to XII - Creativity in ISL (story-telling, presentation, news, drama etc.)
3.	Demonstration of counselling and guidance skills	- Conduct career guidance and aptitude testing for senior students. - Facilitate a conflict management workshop. - Lead a stress management session. - Provide individual and family counseling sessions.
4.	Awareness and Advocacy	- Organize a seminar on career options for DHH students. - Present on accessibility in higher education. - Facilitate a discussion on the limited choices of streams for DHH students. - Raise awareness about audism and its impact on DHH students.
5.	Counselling Parents for Informed Choice	Parent counselling for selection of modes of communication and educational options available for DHH and other disabilities
6.	Care & Maintenance, Using aids and appliances / assistive devices	Developing materials for creating awareness among parents about care and maintenance and use of aids and appliances / assistive devices
7.	Behaviour Management	Encouraging good behaviour, set clear expectation for behaviour, creating structured environment with routines and schedule, situational factors, encouraging good behaviour and praising and positive attention and creating a reward menu
8.	Personal Safety and Body Awareness	Creating material for awareness & conducting workshops for personal safety and body awareness (Safe Touch and Unsafe Touch)

Submissions

- Live Demonstrations
- Videos
- Power-point presentations
- Posters
- Role play / Street play

Suggested modes of transaction

- Interactive sessions
- Modelling

Suggested modes of assessment

Competence/Artifact	Method of Assessment	Assessed By
Observation during demonstrations	Observation	Teacher-Educator
Educational materials (e.g., presentations, posters)	Portfolio Review	Teacher-Educators (panel of three experts)

Suggested readings

- Stewart, D., & Kluwin, T. N. (2004). *Teaching Deaf and Hard of Hearing Students: Content, Strategies, and Curriculum*.
- Singleton, D. L., & Lucas, C. (2000). *58-IN-MIND: ASL/English Teaching Strategies*.
- Corey, G. (2017). *Theories of Counseling and Psychotherapy* (10th ed.). Brooks/Cole.
- Krumboltz, J. D. (2013). *Career Development and Counseling: A Lifespan Approach* (8th ed.). Pearson.
- Albert, L. K. (2012). *Conflict Resolution for the Classroom*. ASCD.
- Davis, M. (2013). *The Relaxation and Stress Reduction Workbook*. New Harbinger Publications.
- Davis, L. J. (2013). *Disability Studies: An Interdisciplinary Introduction* (3rd ed.). Routledge.
- Lane, H. (1992). *Deaf Gain: Raising the Stakes for Human Diversity*. Pantheon Books.
- Hauser, D. (2010). *The Sexuality Education Sourcebook: Comprehensive Information and Resources for Parents and Educators*. Routledge.

Online Links and Portals

- ISLRTC https://www.youtube.com/channel/UC3AcGIlqVI4nJWCwHgHFXtg
- NIOS https://www.nios.ac.in/online-course-material/secondary-courses/indian-signlanguage-(230).aspx

- Deaf Women Too
  https://www.youtube.com/channel/UChgLJaXiOdrRhGpqJE2gpw/videos
- Hear A Million by Enable India
  https://www.youtube.com/channel/UClo584yrqR1GRPsS5Zqlr7Q
- SIGN LIBRARY https://www.youtube.com/channel/UCaTMaFNkTiwgsSQ7FYaiaTQ

School-Based Research Projects

Course code: 6.1.6 (HI) **Credits: 2** **Semester: 8**

About the course

Action research enables teachers to reflect on their wisdom to bring the desired changeover and explore the system when necessary. Learning about classroom research in action research and case studies practices promotes opportunities to improve the student-teacher learning environment in teacher education institutions. Their involvement in the learning processes during their stay in teacher education institutions becomes more fruitful. It could be individual or collaborative research among the student teachers. Action research and case studies are school-based research, which is acted upon as collective, self-reflective inquiry undertaken in social situations to improve the rationality and justice of their own contextual and educational practices. It enables them to gain intensive experience in teaching, planning, preparing support materials, and performing other school activities that a regular teacher is expected to do. The student teachers will systematically undertake school-based research to find solutions to contextual problems/challenges.

During the school internship, the student teachers will identify school practices and challenges through involvement in different activities, design relevant interventions, analyse data and prepare reports. School-Based Research Projects provide an opportunity for student teachers to engage in action research, reflecting on and improving their teaching practices in real educational settings. This course aims to enhance the student teachers' abilities to identify, investigate, and address contextual challenges through systematic research. The research projects focus on improving educational practices for learners who have DHH and other disabilities and fostering a deeper understanding of inclusive education.

Learning outcomes

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

- Identify contextual problems of special and inclusive education and formulate appropriate research designs.
- Prepare plans of action for undertaking school-based research on special and inclusive education.
- Develop and use tools and techniques for collecting relevant data specialised for learners who are DHH and those with other disabilities.
- Collect and analyse data to identify causes and effects.
- Develop and implement need-based interventions to address identified problems for learners with DHH and other disabilities.
- Study the effectiveness of interventions for learners with DHH and other disabilities.
- Reflect on and share school-based 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/ Problems may include:
- Behavioural challenges of Learners
- Causes of Drop outs (socio-economic, family related issues, school related issues etc.)
- Learning progress and outcomes in different subjects.
- School-based assessments. • Learners' diversity and inclusion.
- Participation in arts, games, and sports.

Educational settings

Special schools and Inclusive schools

Activities to be conducted

Sr. No.	Tasks	Specific activities
1.	Undertaking a school-based research project	Undertaking a school-based research project on areas such as those given below: o Impact of language deprivation on academic, social and emotional development, o Status study of literacy and education of DHH o A comparative study of strategies and techniques in special & inclusive schools, o Perspectives of learners with DHH on their preferred mode of communication, o Parental perspectives on the impact of communication barriers on their educational achievement.
2	Systematic Review of literature on education of learners who are DHH and those with other disabilities from last decade	Systematic Review of literature on education of learners with DHH and other disabilities Evidenced based practices and the recommendations for educational practices for DHH
3.	Development of Accessible Research Tools	Development of Research Tools such as Bilingual Survey (ISL and English / local language) for accessible research practices
4.	Best practices while conducting research with DHH	Ethics and ethical concerns in conducting research on young DHH students

Submission

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, stakeholders' interactions, and field visits, Sharing and presenting research outcomes.

Suggested modes of assessment

Presenting Research Proposal, Presentation in Seminars, Writing Research Articles, Final Viva-Voce.

Suggested readings

Beal-Alvarez, J. (2017). Action research in deaf education: Collaborative, representative, and responsible methods. In S. W. Cawthon & C. L. Garberoglio (Eds.), *Research in deaf education: Contexts, challenges, and considerations* (pp. 251–276). Oxford University Press. https://doi.org/10.1093/oso/9780190455651.003.0012

BERA (2003). Revised BERA Ethical Guidelines for Educational Research, email: admin.bera@btclick.com.

Carr, W. and Kemmis, S. (1986). Becoming Critical: Education, Knowledge and Action Research, Falmer Press: Lewes.

Corey, S. (1949). "Action research, fundamental research and educational practices", Teachers College Record.

Ghaye, T. and Wakefield, P. (eds.) (1993). The Role of Self In Action Research, C.A.R.N. Critical Conversations: A Trilogy, Book One, Hyde Publications: Bournemouth. Gibson, R. (1985). "Critical times for action research", Cambridge Journal of Education, 15(1). Hartog, M. (2000b). "Finding voice in the academy". M.Phil. transfer paper submitted to Centre for Action Research in Professional Practice, University of Bath, September.

Mann, S.J. (1992). "Telling a life story: issues for research", Management Education and Development, 23(3).

McNiff, J. (1988). Action Research: Principles and Practice, Routledge: London. McNiff, J. (1999). "Action research, a methodology of care". In: Collins, U.M. and McNiff, J. (eds.), Rethinking Pastoral Care, Routledge: London. www.jeanmcniff.com/armethododcare.html [10-6-03].

Pederson, S. (2008). The XYZ Group. In J. Ness, *Cases in digital processing* (pp.11-20). CDMA Publishing.

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SCHOOL EXPERIENCE AND FIELD ENGAGEMENT (PRACTICALS)

All the learning that happens in class room theoretically are realised when there is practical application of what is learnt. These practical experiences are expected to help the student trainee work with children with intellectual disabilities in varied settings.

While carrying out the practicals, ensure that each programme is carried out with the approval of the parents and with the guidance of the supervisor.

Sl. No	Course code	Semester	Course Title	Credit
1	6.1.1 ID	5	Observation Visits and Assessment	2
2	6.1.2 ID	6	Individualised Family support Plan and Individualised Educational Programme	2
3	6.1.3 ID	7	Group Teaching	2
4	6.1.4 ID	7	Internship	10
5	6.1.5.ID	8	Teaching Learning Material (TLM)	2
6	6.1.6.ID	8	Research project	2
			Total	**20**

Observation Visits and Assessment

Course code: 6.1.1 (ID) **Credits: 2** **Semester: 5**

About the course

Before working with children, it is essential to observe them in varied settings so that their strengths and needs can be identified. Observation in natural environments, observing the training sessions in Early Intervention (EI) centers, preschool, inclusive schools and special schools where the children with intellectual disability and other developmental disabilities are supported with intervention and education assists the student teacher to understand the nature of the disability and the way their needs are addressed. This practical course also has the component of assessment that prepares the student teacher to carry out assessment of the children in Foundational stage in the age range of 0 to 8 years (or older depending on the ability level) in early intervention stage, preschool and class 1&2 for further training. This leads to using the right tools to assess, elicit back ground history from the parents and identify the child's priority areas for further intervention. This course is expected to equip the student teacher to systematically observe the activities in the Organisations and also plan and carry out assessment.

Learning outcomes

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

- Systematically observe children with developmental delays/intellectual disability of all ages in varied settings such as, special schools and inclusive schools.
- Systematically observe children in the age range of 0 to 8 years (or older based on the ability) in early intervention centers, preschool, angawadi/Balwadi and regular primary schools and special schools
- Elicit back ground history from the parents and the reports of medical and other therapeutic areas and prepare for assessment.
- Identify the appropriate screening and assessment tool based on the age of the child.
- Assess the child in the foundational stage and develop a comprehensive report

Course Content

Educational Settings:

For Observation visits: Early intervention (EI) Centres, home of the child, regular inclusive preschool/Balwadi/Anganwadi, special school, inclusive primary school

For assessment Early intervention centres, home of the child, any other place the child gets therapy/support, special and inclusive schools

Activity 1: Observation

1. With due permission taken from the respective organization and family, visit at least one setting each of early intervention, inclusive preschool, special preschool, inclusive school and special school, and home of a child with intellectual disability /developmental delay .

- In EI centres, observe the activity taking into account, their routine, structural facilities, equipment and material, professionals working with the child such as medical doctors, therapists and so on, process of eliciting information /case history, types of intervention, cost on the parents in if any, coordination between professionals, presence of special educator and the role of special educator, documents being maintained on each of the children, types of tests and intervention being conducted and any other information
- In school settings, observe the routine, the class room arrangement, types of equipment and TLM, special arrangements if any for the child with the disability, curricular content and transaction, teacher student ratio and so on.
- In home setting, observe the type of home, number of family members, the routine at home, resources available at home, the primary care giver to the child and so on.
- On completion of observation, write report of the observation including your analysis on commonalities and specific details that you observed in the setting and your overall understanding and impressions

Activity 2: Assessment

Note: To carry out the activity mentioned below, it is essential to have the permission of the organization where the programme is being conducted, parental permission and informed consent from them for collecting information. The credentials of the student teacher should be certified by the college where s/he is studying. Confidentiality of the information should be maintained.

- Select three children with intellectual disability /developmental delays, one in each age range of 0 to 3 years, 3 to 6 years and over 6 years (6 to 8 years/older based on the ability level) /classes 1 and 2 **.**
- Elicit back ground information from the parents and the existing records
- Select the appropriate tool for screening and assessment for programming e.g Upanayan, Relevant sections of Portage Guide to early education, Functional assessment for programming or other developmental assessment checklist recommended by your faculty.
- Identify the priority areas to be intervened first, identify the therapeutic and other supports already available and additional support if any, needed.
- Write a support and submit.

Suggestive mode of transaction

Activity 1: The faculty member may develop a structured format for observation so that the student trainee does not miss out any important area to be observed

Activity 2: The faculty member may demonstrate how to take case history and to do the initial screening/assessment and write a report.

It is important that the student trainee carries out this activity under supervision as s/he is new in working with very small babies and children with developmental delay/disabilities.

Suggestive mode of assessment

The process of screening and assessment by the student trainee can be observed and given marks.

The submitted reports of both activities can be evaluated.

Individualised Family support Plan and Individualised Educational Programme

Course code: 6.1.2.(ID) **Credits: 2** **Semester: 6**

About the course

This course prepares the student teacher to develop an individualised family support plan (IFSP) for the child with developmental delay/ intellectual disability. The student teacher is prepared to make use of the assessment s/he has carried out and information gathered, the information collected from the parents and the multidisciplinary intervention team members and develop the Individualised Family support Plan for the child in the age range of 0 to 3 and/or those not yet ready for schooling. For those in inclusive /special school the trainee will be taught to develop Individualised Educational Plan (IEP), implement with the child and evaluate progress and to carry out further planning of IFSP/IEP.

Learning outcomes

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

- Develop IFSP/IEP for children with intellectual disability/developmental delay/disability using the assessment information.
- Work with the family and /or the teacher in implementing the IFSP/IEP
- Use appropriate teaching learning material including assistive technology
- Work with multidisciplinary team members for the comprehensive intervention for the child
- Evaluate progress and maintain records.

Course Content

Note: To carry out the activity mentioned below it is essential to have the permission of the organization where the programme is being conducted, parental permission and informed consent from them for collecting information. The credentials of the student teacher should be certified by the college where s/he is studying. Confidentiality of the information should be maintained

Educational Settings: Home, early intervention Centres **Activity:**

0 to 3 years

The student teacher should

- Assess 2 children in the age range of 0 to 3 years using an appropriate tool. Children chosen should be those having developmental delay/disability/at risk for a disability
- Assess the family environment and the resources available
- Develop an IFSP using a suitable format. Involve the family and multi-disciplinary team members in finalizing the IFSP

- Implement the programme for at least 10 phased out sessions.
- Evaluate progress and write a report

3 to 8 years (or older depending on the ability level)

- Assess two children with intellectual disability in the age range of 3 to 6 years (or older depending on the ability level), preferably one each in inclusive preschool setting, special school setting including home visits.
- Consider the reports of multidisciplinary team members to incorporate in the IEP.
- Identify priority goals and develop IEP;
- Select suitable teaching learning material and technology where appropriate.
- With the approval of the supervising faculty, implement the IEP for at least 10 phased out sessions.
- Evaluate and submit the report including recommendation for further training.

Suggestive mode of transaction

Actual hands-on activity with the child and family.

Suggestive mode of assessment

Observation of the student teacher in work situation with the family,

Submitted IFSP and IEP, progress monitoring documents and the evaluation reports.

Group Teaching

Course code: 6.1.3 ID **Credits: 2** **Semester: 7**

About the course

Children with intellectual disabilities need to be supported for learning academics. They may need adaptation in curricular content and process as well as in the teaching learning material. This course prepares the student teacher in providing the support to these children in learning personal, social, language, motor and literacy and numeracy skills in special and inclusive school setting. This course also prepares the teacher to work with whole class group and teach children with intellectual disabilities in preschool and classes 1 and 2 in inclusive school and special school.

Learning outcomes

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

- Assess and identify the learning needs in the areas of personal, social, language and communication, motor and literacy and numeracy skills for children with intellectual disabilities/developmental delays.
- Develop the lessons for teaching the personal, social, language and communication, and motor skills using the class group and individual interactions.
- Select lessons from the prescribed books of classes 1 and 2 and develop adaptations based on the need of the child.
- Carry out group teaching in special schools with appropriate TLM
- Assist regular/inclusive class teacher in adapting and teaching the lessons with appropriate TLM
- Teach in regular classes 1 &2 where there are children with Intellectual disability

Course Content

Educational Settings:

Special school in primary classes, and inclusive school - classes I and 2

Activity Teaching in special school:

- Assess the learning needs of children based on the curricular domains in the class group at preprimary and primary levels
- Prepare the lesson plans with suitable adaptations for at least 5 lessons each at preschool and primary levels keeping in mind the levels of the children in class. Get the approval of the supervising faculty to implement the lessons.
- Teach the whole class group using appropriate TLM and technology where appropriate.

Teaching in Inclusive school:

- **A. Support to class teacher:**

- Consult the class teacher and select the lessons (classes 1and/or 2) in language/English and Math.(At least 5 lessons each)
- Assess the learning needs of the children with ID in class.
- Adapt the lessons selected to suit the need of the child.
- As the teacher teaches, assist the child with the adapted lessons.
- B. **Teaching the whole class**
- Select at least 5 lessons each in Language/English and Math to teach the whole class in consultation with the class teacher.
- Prepare the lesson plans in consultation with the class teacher.
- Teach the whole class using appropriate TLM and assistive technology
- Ensure providing the adapted lesson transaction for the children with intellectual disability
- Submit reports of teaching in special school, assisting teacher in regular class and teaching in regular class.

Suggestive mode of transaction

Hands on teaching using appropriate TLM and Technology. Collaborating with the class teacher.

Suggestive mode of assessment

Observation of teaching, use of adaptation and TLM, Effective use of technology, reports submitted.

Internship

Course code: 6.1.4.ID **Credits: 10** **Semester: 7**

About the course

All the theoretical learning become meaningful when they are applied in context. Internship is one such field experience where the student teacher is expected to apply the learnt 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 assessment, develop IFSP and implement them for children with developmental delay /disability.
- Work in inclusive preschools along with the regular teacher in supporting children with intellectual disability/developmental delays
- Work in special school at preprimary and primary levels addressing the learning needs of children in the age range of 3 to 8 (or older depending on the ability level) and /or classes 1 and 2 (such as NIOS).
- Work in inclusive schools by adapting curriculum and instruction in class 1 and 2 levels for children with intellectual disability
- Work with parents of children in all the above age groups.

Course Content

Educational Settings:

Early intervention centres, preschools, special schools, inclusive schools, homes of children with intellectual disability

Activity

The student teacher will be placed full time in 1. Early intervention center, 2. Special schools at preprimary level, Special school at primary level and if applicable, class 1&2 level of NIOS. 3. Inclusive preschool / Balvatika/anganwadi 4. Inclusive classes 1 & 2 for a period of a minimum of seven days each.

Home visits have to be carried out in each of the settings based on the need.

During the placement, in addition to the teaching/intervention to the target group, the trainee has to participate in all the activities of the centre/schools such as annual day, sports day, and medical checkup day and so on and contribute to the activity by taking initiatives.

Records of the work has to be well maintained. The agency where the student trainee is placed should be in a position to maintain attendance and monitor work of the trainee. At the end of the internship each agency has to provide the report regarding the work of the trainee.

Suggestive mode of transaction Hands on in the placement spots.

Suggestive mode of assessment

Performance report by the agency where the trainee is placed, supetvisor's observation, Submission of report by the trainee.

Teaching Learning Material (TLM)

Course code: 6.1.5 (ID) **Credits: 2** **Semester: 8***

*Though mentioned as semester 8, the student teachers use TLM from Semester 5 and all the TLM used should be considered in this course for evaluation.

About the course

All teaching learning experiences use suitable material and/or technological support to help children pay attention and learn the concept being taught. Selection of suitable TLM including Assistive Technology is an important component of the effective teaching plan. As the student teacher carries out the practicals prescribed in this course, suitable plan has to be made for the development, selection and use of TLM also. This course helps in effective selection and use of TLM and assistive technology.

Learning outcomes

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

- Assess the learning need and the support material needed for the students with ID
- Select the appropriate TLM and assistive technology based on the lesson to be taught and the need of the student
- Develop TLM for teaching specific lessons.
- Select and use assistive technology wherever applicable**.**
- Support parents and the regular class teacher in selection, development and use of TLM

Course Content

Educational Settings:

Any teaching learning environment.

Activity

- For all the activates in the practicals from Early intervention, preschool and classes 1 and 2, the TLM and the technology used have to be appropriate and approved by the supervisor before use.
- Of all the TLM used, a few should have been developed by the student teacher using creative and innovative ideas.
- At least 10 lessons in the overall practicals must have used assistive technology.
- All the TLM used must be submitted in this semester 8 for evaluation and grading.

Suggestive mode of transaction Hands on and interactive.

Suggestive mode of assessment

Submission of the TLM, effective use during teaching. Creativity and innovation.

Research Project

Course Code 6.1.6 (ID) Credits 2 Semester 8

About the Course

Research experience provides the student teacher to stimulate enquiries and find answers to the questions arising in their minds. Having had the experience of working with young children with intellectual disabilities throughout the course in different settings, they may have many queries in their mind. This course provides them an opportunity to select an area of their interest and form a research protocol and carry out the research, analyse their findings and gain insight. The intention here is not to expect them to carry out a complex research but a simple action research to find answers to the queries in their mind, for instance, a sub topic in the areas such as parental stress levels, Parental expectation from the service providers, peer group interactions, awareness and attitude of public regarding intellectual disability, teaching learning strategies, innovative TLM, effectiveness of ICT, career advancement for special educators and such other areas.

Learning Outcomes

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 protocol
- Develop the tools and techniques for the selected area
- Conduct the research, and analyse the data collected
- Write the research report

Course Content

Educational Setting

Can be Special schools, regular schools, early intervention centres, homes of children with intellectual disabilities, any place where the research can be carried out. **Activity**

The student teacher may select a topic in the area of intellectual disability. It can be a small project where the student trainee is sure to be able to collect data and ensure that it will not be too time consuming and there will not be practical problems in data collection or execution of the project. Develop a research protocol with the support of the course supervisor. Conduct the research as planned. Analyse the data and write the report.

Suggestive mode of transaction

As this is the first experience for the student teacher to carry out a research, they should be constantly guided by the supervising faculty member at all stages.

Suggestive mode of assessment

- Observation of the conduct of the research from the start
- Submitted report
- Viva Voce

6.1.0 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 young children 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:**

Code	Course	Credits	Semester	Description
6.1.1 MD	School Observation	2	5	Visits to various types of special schools and organizations that work with students with multiple disabilities.
6.1.2 MD	Demonstration Lessons	2	6	Teaching practice in special schools and inclusive schools
6.1.3 MD	School-based Research Project	10	7	12 weeks of working in school(s) as an integral part of the system
6.1.4 MD	Internship	2	7	Identification of issues, research design, intervention during school internship, and research report preparation
6.1.5 MD	Creating TLM	2	8	Development of lesson plans and teaching-learning materials (TLMs) for use in special and inclusive schools
6.1.6 MD	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 6.1.1: 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 6.1.2: Demonstration Lessons**
- Develop teaching skills through practical engagement in special schools and inclusive schools
- **Course 6.1.3: 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 6.1.4: 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, problemsolving, and participative decision-making.
- **Course 6.1.5: 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 6.1.6: Supportive Skill Training**
- 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: 6.1.1.(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 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 children with Multiple Disabilities.
- Different ways the needs of the student may be addressed
- Summary observations or suggestions in regard to priority areas to consider for student.
- Ways these techniques may be adapted across different settings and children.

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 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: 6.1.2 (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. The teacher trainee shall develop skills and knowledge in planning, delivering and assessing young children. The internship experience for trainee teachers in early childhood schools is designed to provide practical, hands-on experience that complements their theoretical studies. 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.
- Utilize a variety of teaching methods to cater to diverse learning styles based on their developmental level.
- Observe and assess child developmental needs and apply knowledge of child development theories in real-world settings.
- Implement and adapt the early childhood curriculum.
- Conduct assessments to monitor children's progress.
- Use assessment data to inform and adjust instructional practices and TLM as necessary.
- Integrate play-based and experiential learning activities that fun and child driven where appropriate.
- Develop effective communication skills with children, parents, and colleagues.
- Work collaboratively with other educators and staff members.
- Demonstrate professionalism in interactions with students, parents, and colleagues.

Settings: Teaching practice will be done in all of these settings: -
Pre-school, (Balvatika) Anganwadi school
- Special school – serving students with Multiple Disabilities -
Inclusive schools

Tasks: For each of these settings do the following:

1. Identify one child with Multiple Disabilities.
2. Observe their assessment (including functional vision or hearing assessment), review the available documentation, services received and interactions with parents
3. Develop and submit a total of 15 Lesson Plans in - ○ Early childhood emerging literacy, numeracy
    - ○ Language and foundational literacy, numeracy – vocabulary list, knowing and recognising shapes and patterns.
    - ○ Non-academic activity (e. g. arts, hands-on games, print awareness, painting, drawing, read aloud, planting a seed, play with various textures, storytelling, sing along action songs, or other age-appropriate life skills) ○ ADL / self-care/ gross motor fine motor activities

    - Communication – AAC or simple natural gestures or basic sign language
4. 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: 6.1.3.(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 contextualized real-world 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

2	Systematic Review of Literature on educating students with multiple disabilities from the last decade	Systematic Review of Literature on Early Childhood Care, PEHAL, NIPUN, and Education and 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 child/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 foundational grade to access materials and engage with them. Investigate the impact of various teaching methods (e.g., play based method of learning, modeling, multi-sensory instruction, explicit instruction, or technology integration) for 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 foundational literacy and educational standards in Early Childhood Centers, special & inclusive schools - Perspectives of caregivers about the impact of managing and interacting with the child with multiple disabilities. -Caregiving challenges in the early years faced by families.
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 -

- 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: 6.1.4.(MD) Credits: 10 Semester: 7

About the Course

This is a comprehensive practicum focused on students with multiple disabilities 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 be able to:

- Develop and execute lesson plans for early childhood 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 preschool setting, 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 rapport 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) to engage and motivate learners and basic 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 –

1. 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 touch/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 - stranger danger, identifying one or two trusted adult around them, personal boundaries, safe - unsafe touch, demonstrated use of emergency information related to self, recognising or avoiding dangerous situations, respect for self and others, and to understand the importance of keeping friends.
        - ADL / self-care /orientation and mobility
        - 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, 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: 6.1.5 (MD) Credits: 2 Semester: 8

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) and the materials shall be multi-sensory in nature for students with multiple disabilities. Teachers shall incorporate a wide variety of experiences, materials and equipment, and teaching strategies in constructing curriculum to accommodate a broad range of children's individual differences in prior experiences, maturation rates, styles of learning, needs and interests. Additionally, teacher can explore ways to integrate teaching-learning practices through Information and Communication Technology (ICT). Student teacher shall develop, refine, and use a wide repertoire of teaching learning materials and strategies to enhance children's learning and development. 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. Teachers shall keep in mind while developing TLM that initiates curiosity, engagement, and gently provide cues and other forms of "scaffolding" that enable the child to succeed in a task that is just beyond his or her ability to complete alone. 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) multi-sensory, (v) modern technology (for digital learning materials) which will enhance students' engagement, pique curiosity, 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)
- Enhance creativity in developing interactive and engaging materials.
- 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 that are tailored resource/ materials to suit developmental milestones.
- 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

Tasks: In each of these settings, the learners are expected to do the following

3. 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

4. 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: 6.1.6.(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:

- Compile resources for educational content including 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 concrete educational concepts and creative expressions in classrooms.
- List out the requirements and provisions under 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 preschool to preparatory school setting.
- Enable self-advocacy skills using AAC.
- Acquire supportive skills to effectively communicate and teach learners with MD using Assistive Technologies, functional/foundational literacy/numeracy 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:

6. Information from initial intake
7. Observation and understanding sensory and motor needs of the student in consultation with the PT/ OT and/or parents
8. 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 experience/story boxes or ways to stay safe around home or school from common dangers, play engagement with peers – solitary and peer play.
- Teach personal safety skills by providing Knowledge, Skills and Attitudes related to
  : Teach children not to talk to, accept gifts from, or go anywhere with strangers.
  : Role-play scenarios to practice responses to strangers.
  : Safe around the house – fire, intake any inedible or keep away from substances that cannot be touched or ingested. : Street or playground safety skills.
  : Development of a leisure skill
- Participation in a community activity (e.g., playground, going to the market or shopping centre or for a movie, an upcoming wedding or vacation)

9. Relevant communication strategies including AACs, objects of references, calendar systems and visual supports
10. 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.*
- *A comprehensive portfolio with all relevant documents of observations, reports, feedback received etc., must be made available during the practical examinations.*

SCHOOL EXPERIENCE AND FIELD ENGAGEMENT (PRACTICALS)

School Experience provides knowledge on professional competencies essential for teachers to handle children with Specific Learning Disabilities. The components of school observation, demonstration of lessons, school-based research project, Internship in schools, preparation of TLM, use of assistive technologies, and teaching supportive skills are essential components under school experience to develop the required professional skills more comprehensively in the teachers for the visually impaired at the Foundation stage.

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 specific learning disabilities 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 learners having Specific Learning Disabilities.

S No	Course	Semester	Credits
1	**6.1.1 (SLD):** School Observation and Visit Reports	5	**2**
2	**6.1.2 (SLD):** Pre-internship Practice (Demonstration lessons, Peer teaching)	6	**2**
3	**6.1.3 (SLD):** Developing Teaching Learning Material	7	**2**
4	**6.1.4 (SLD):** Internship	7	**10**
5	**6.1.5 (SLD):** School-based Research Project	8	**2**
6	**6.1.6 (SLD):** Supportive Skill Training	8	**2**
	TOTAL		**20**

School Observation and Visit Reports

Course code: 6.1.1 (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 student 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 (At-risk for 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 child at-risk for SLD/ Developmental Disability (in the age group 0 – 3 years) 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
At-risk of SLD/ Learning Difficulties	Inclusive schools/ alternative schools for students with learning challenges	Observation of the students at-risk for 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 periods.	Minimum 15 school periods. Write a report and submit.

HI, VI, CP, ASD, ID, and Multiple Disabilities	Special schools for HI, VI, CP, ASD, ID	Classroom Observation and Report	Minimum 8 school Periods.
	and Multiple Disabilities		3 school Periods in each Special school. Write a report and submit.
At-risk for SLD/ Developmental Disability / Developmental Delay (Age group 0 – 3 years)	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.*
- *Observations of children in age group 0 – 3 years in clinical set up are essential. However, if such observations cannot be conducted, the teacher educators may*
- *conduct case discussions about children at-risk for SLD / developmental disability/ developmental delay based on cases available in literature*
- *invite developmental pediatricians/ doctors to share their experiences about children at-risk for SLD/ developmental disability / with developmental delays*
- *and student teachers will submit written reports that include the description of the characteristics of the case discussed, the approach to understanding the child, and the future line of action suggested for the child.*

Course Evaluation

The Student Teacher will submit the reports of visit and observation

Pre-Internship Practice

Course code: 6.1.2 (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 learning difficulties / At-risk for SLD/ Developmental Disability
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 student teachers' demonstration of lessons will be evaluated by teacher educators using marking schemes / rubrics

Developing Teaching Learning Material

Course code: 6.1.3 (SLD) **Credits: 2** **Semester: 7**

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 Outcomes
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.

Internship

Course code: 6.1.4 (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/ At-risk for SLD/ Developemntal Disability 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. 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.

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 screening of students at-risk for SLD/ learning difficulties / Developmental Disability
- Adapt curriculum and lessons for students at-risk for SLD/ learning difficulties / Developmental Disability

Course Content:

Sr. No.	Content	Description	Credits
1	Classroom and school engagement	1. Conducting individual lessons for students at-risk for SLD/ learning difficulties / Developmental Disability (at least 10 lessons) 2. Collaborate with the class teachers and plan team teaching lessons for students in pre-school (aged 3 – 6 years) in at least two different areas. After getting the lessons plans approved teach in the respective classes. (at least 5 lessons). 3. Collaborate with the class teachers and plan team teaching lessons for students in grades 1 and 2 (aged 6- 8 years) in at least two different areas. After getting the lessons plans approved teach in the respective classes. (at least 5 lessons). 4. Plan and execute 10 lessons for students	6
		in inclusive/ alternative schools using the UDL framework. The lessons must be in different subject areas and for preschool (5 lessons) and grade 1 and 2 students (5 lessons). 5. 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. 6. Any other academic/ cultural activity in the school for which the school authorities seek the involvement of the student teacher.	
2	Screening students for at-risk for SLD/ learning difficulties/ Developmental Disability	Screening of students (in grades 1 and 2) using formal and informal tools and identify students at-risk for SLD/ learning difficulties/ Developmental Disability. Submit a written report.	2

3	Curriculum Adaptation	Adapt two chapters in two different subjects for students at-risk for SLD/ learning difficulties/ Developmental Disability. 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.*

School-Based Research Project

Course code: 6.1.5 (SLD) **Credits: 2** **Semester: 8**

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, analyse data and prepare reports.

Learning Outcomes

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.

Supportive Skill Training

Course code: 6.1.6 (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 at-risk for SLD/ learning difficulties/ Developmental Disability 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 Outcomes

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 atrisk 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:

Sl.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 at-risk for SLD/ learning difficulties/ Developmental Disability student with SLD / learning difficulties. Write assessment report.
3.	Social Emotional Learning	Develop activities in the social-emotional domain to help students at-risk for SLD/ learning difficulties/ Developmental Disability with SLD

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 for social emotional learning using appropriate rubrics/ marking scheme

SCHOOL EXPERIENCE AND FIELD ENGAGEMENT (PRACTICALS)

School Experience provides knowledge on professional competencies essential for teachers to handle learners with visual impairment. The components of school observation, demonstration of lessons, school-based research project, Internship in schools, preparation of TLM, use of assistive technologies, and teaching supportive skills are essential components under school experience to develop the required professional skills more comprehensively in the teachers for the visually impaired at the Foundation stage. 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 learners with Visual Impairment. 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 learners with Visual Impairment.

Outline of Activities under School Experience at Foundation Stage

S.No.	Course	Semester	Credits
1	6.1.1 (VI) School Observation	5	2
2	6.1.2 (VI) Supportive Skill Training	6	2
3	6.1.3 (VI) Developing TLM & Assistive Technology	7	2
4	6.1.4 (VI) Internship	7	10
5	6.1.5 (VI) Expanded Core Curriculum Skills practical	8	2
6	6.1.6 (VI) School-based Research Projects	8	2
	Total	--	**20**

School Observation

Course Code: 6.1.1 (VI) **Credits: 2** **Semester: 5**

About the Course

Visits to different organizations will help student trainees to understand visual impairment and its implications. It will equip them with the foundational skills required for teaching. This practical is therefore 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 Nursery or primary schools.
- Observe and reflect on the teaching-learning processes for children with visual impairment.
- Develop foundational skills required for teaching children with visual impairments.
- Identify best practices and suggest improvements for the quality of education delivery in Nursery or primary schools for the visually impaired and related organizations.
- Observe and report the process of conducting different activities in the Nursery or primary school.
- Observe and document the availability and usage of TLM.
- Study various assessment processes adopted in different types of Nursery or primary schools for the holistic development of children.
- Describe various schooling systems for children with visual impairments.

Course contents

No.	Tasks	Educational settings	Specific activities	Submissions
1	Visits to the Nursery/primary Center for Children with Visual Impairment	Special Primary schools/ Nursery Centers for children with visual impairment	● Study the infrastructure, and resources available in a special primary school,/ Training Centres and observe the various services being offered. ● 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 students with visual impairment. ● Include suggestions on betterment.	Writing reports including reflections on the teachinglearning process.

2	Classroom teaching observation	Special schools for	● Observe the teaching of children with visual impairment. ● Observe various activities such as	Observation Report for each observation.
	at different levels and of different subjects.	children with visual impairme nt	conversation, visits, directed activity, and story-telling/ poems and ensure observation for teaching various class subjects. Write the observation reports at different levels of foundation stage and ● of different subjects. Include the learnings & insights, feedback, and areas of improvement in ● the observation report.	Presentation by studentteacher sharing the summary of their observations & reflections.

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

Supportive Skill Training

Course Code: 6.1.2 (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: Nursery Centers/Special primary schools and Inclusive schools. **Course contents**

No.	Domain	Specific activities
1	Learning Functional Academic Skills	Preparing Reading Readiness Materials for Pre-Braille skill development. Reading & Writing Braille: Learning English Braille Grade 1; 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.
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.

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: 6.1.3 (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 at the Foundational 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 preBraille 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

Suggestive mode of transaction

- Workshop on the development of TLM
- Analysis of existing local-specific learning resources **Suggestive mode of assessment**

Presentation, Exhibition, demonstration

Internship in Disability Specialization

Course Code: 6.1.4 (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 nursery and primary levels addressing the learning needs of children in the age range of 3 to 8
- Work in inclusive schools by adapting curriculum and instruction in classes 1 and 2 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: Nursery /Special primary schools and Inclusive schools**.**

Course contents:

Sl no.	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.	

2.	Lesson planning of school subjects and curricular activities other than academic subjects.	• Lesson Planning at different levels and of different subjects. Undertaking at least 20 teaching lessons as per the assigned timetable by the organization.	Lesson plans, self-evaluation reports
	Practicing lessons in cocurricular teaching		
3.	Teaching Pre-Braille skills to children with visual impairment at Nursery school	Develop pre-braille activities using lowcost material and training children with Visual impairment studying in Nursery 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 at Primary school	Use of braille slate by children with visual impairment. Practicing Grade I Braille skills with children at the Primary level.	Worksheets developed while teaching braille
7.	Use of modern technology to improve classroom activities.	Using technology for classroom teaching, O&M, ECC, and recordkeeping for students with visual impairment.	Plans of use of ICT
8.	Teaching use of various aids and appliances to children with visual impairment at Nursery and primary schools	Familiarization with Taylor Frame and abacus. Teaching children basic Mathematics operations in classes 1 and 2 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.

Suggestive mode of transaction

- Observation
- Interaction
- Discussion
- Teaching in the classroom
- Report writing

Suggestive mode of assessment

Performance report by the school/organization where the trainee is placed, supervisor's observation, Submission of report by the trainee.

The activities and skills acquired during the internship will be assessed as per the following scheme:

Competence	**Method of Assessment**	**Assessed By**
Observation of classroom practices	A minimum of 10 lessons for School Teachers	Teacher-Educator
Unit planning, Lesson Planning & Transaction	20 lessons transaction for each pedagogical subject, including 2 innovative lesson plans in each subject	Teacher-Educator, School Mentor
Participation/Organization of assembly and other school-level activities, PTM	Observation & Interaction	School Mentor
Preparation of Logbook/Teacher diary	Evaluation of Logbook and Teacher Diary	Teacher-Educator, School Mentor
Report writing on completion of internship	Evaluation of internship report	School Head/ Teacher educator/ external evaluator

Expanded Core Curriculum Skills: Practical

Course Code: 6.1.5 (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 in the foundation stage of a child 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:

Nursery center /Special Primary School for children with visual impairment

Course Contents

No.	Tasks for Studentteacher	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
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.	PreBraille material and stories in Braille

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

- Evaluation of submissions

School-Based Research Projects

Course Code: 6.1.6 (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

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

Course Content

No.	Tasks for Teacher Educators	Educational settings	Specific activities	Submission
1	Select a research area that needs immediate attention	Nursery/Primary schools for children with visual impairment	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.	
4	Analyze the data and write the report.		Summarizing the best practices while conducting research with children with visual impairment.	

Suggestive mode of transaction

- Training in Case study and action research

Suggestive mode of assessment

- Observation of the conduct of the research
- evaluation of the submitted report
- Viva Voce

7. 0 INCLUSIVE COMMUNITY ENGAGEMENT & CBR 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 communitybased 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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Acknowledgement

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