Syllabi (Suggestive)
Preparatory 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

Sr. 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-disciplinary courses	One/two discipline(s) from any of the school curricular areas.		8	12	12	12	12	8	-	-	64	64
		3.1	Language										
		3.2	Physical Sciences (Physics, Chemistry, etc.)										
		3.3	Biological Sciences (Zoology, Botany, etc.)										
		3.4	Mathematics										
		3.5	Social Sciences & Humanities (Economics, History, Geography, Psychology, Political Science etc.)										
		3.6	Business Studies, Accountancy, etc.										
		3.7	Arts (Visual and Performing)										

		3.8	Physical Education and Yoga										
		3.9	Vocational Education										
		3.10	Computer Sciences										
		3.11	Any other school subjects										
4.	Stage & Disability Specific Content-cum Pedagogy*	Stage & Disability Specific Content cum-Pedagogy Courses (One stage & one disability specialisation to be opted) (ASD/HI/ID/MD/SLD/VI)		-	-	4	4	4	4	-	-	16	16
5.	Ability Enhancement & Value-added courses	Ability Enhancement & Value-added courses											
		5.1	Language-I (Schedule 8 Language)	4	-	-	-	-	-	-	-	4	28
		5.2 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	20
		6.2		-	-	-	-	-	2	-	-	2	
		6.3		-	-	-	-	-	-	2	-	2	
		6.4		-	-	-	-	-	-	10	-	10	
		6.5		-	-	-	-	-	-	-	2	2	
		6.6		-	-	-	-	-	-	-	2	2	
7.	Community Engagement & Services	7.0 Inclusive Community Engagement and CBR		-	-	-	-	-	--	-	2	2	2
				20	20	20	20	20	20	20	20	160	160

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2.2	Human Development, Deviations & Educational Psychology	
2.3	Introduction to Disabilities	
2.4	Learning, Teaching, Assessment & Evaluation	
2.5	Equitable and Inclusive Education	
2.6	Philosophical & Sociological Perspectives of Special & Inclusive Education	
2.7	Curriculum Development, Adaptation and Evaluation (Preparatory Stage)	
2.8	Perspectives on School Leadership & Management	
2.9	Acts, Policies and Provisions for Persons with Disabilities	
2.10	Elective Courses (Choose any one from first two i.e. a and b and any one from the remaining as per the disability specialisation)	
a	Reading and Reflective Practices	
b	Disability, SEDGs, and Gender	
c	Visual Supports for Learners with Autism (ASD)	
d	Historical and Contemporary Issues in Education of Deaf in India (HI)	
e	Listening and Spoken Language Therapy (HI)	
f	Working with Learners with Intellectual Disability having High Support Needs (ID)	
g	Management and Supporting Learners with Severe and Multiple Disabilities (MD)	
h	Integrating Skills and Activity Participation (MD)	
i	Research Based Practices and Therapeutic Interventions for Supporting Learners with Specific Learning Disabilities (SLD)	
j	Education of Learners with Visual Impairment from Past to Present (VI)	
3.0	**Disciplinary/ Inter-disciplinary Courses** (to be developed by the University concerned in line with regular 4-year Undergraduate Programme - FYUP)	
4.0	**Preparatory Stage Inclusive / Special (ASD/HI/ID/MD/SLD/VI)**	
4.2.1- I & II	Disability Specialisation	
4.2.2	Content cum Pedagogy (Hindi)	
4.2.3	Content cum Pedagogy (English)	
4.2.4	Content cum Pedagogy (Mathematics)	
4.2.5	Content cum Pedagogy (World Around Us)	
4.2.6	Content cum Pedagogy (Art Education)	
4.2.7	Content cum Pedagogy (Physical Education & Yoga)	
5.0	**Ability Enhancement & Value-Added Courses**	
5.1	Language-I (Schedule 8 Language)	

5.2 a & b	Language-II (a-ISL or b-English-Any Other languages other than opted Language I)	
5.3	Inclusive Art Education	
5.4	Exploring Disability Intercepts in Indian Knowledge Systems and Ethos	
5.5	Teacher and Society	
5.6	ICT and Assistive Technology in Special & Inclusive Education	
5.7	Educational Research and Statistics	
5.8	Adapted Sports, Nutrition, Yoga, and Understanding Self	
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7.0	**Inclusive Community Engagement & CBR**	
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	Millennium 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 Realit

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

A thorough understanding of the theoretical foundations underpinning the developmental framework of the Preparatory stage is essential for comprehending the nature of educators' work with children in the age range of 9 to 11 years. This stage is pivotal for laying the groundwork for future academic, social, and personal success. The focus for children in grades 3-5 is centred on developing core academic skills, fostering critical thinking, and supporting social and emotional growth. During this stage, literacy and numeracy are emphasized alongside the introduction of integrated subjects like science and social studies, which help children connect their learning to real-world contexts. Education at this stage also promotes higher-order thinking, inquiry-based learning, and the development of social skills and emotional intelligence through group activities and collaborative projects. Creativity and self-expression are encouraged through arts and physical education, while personal responsibility and independence are cultivated through goal-setting and managing tasks. Digital literacy and responsible technology use become important as children learn basic technology skills and digital citizenship.

This stage also prepares students for the transition to upper grades by bridging foundational learning with more advanced academic demands, fostering a growth mindset, and instilling ethical and moral reasoning. Additionally, a focus on health, wellness, and physical development ensures that students understand the importance of a healthy lifestyle while preparing them for the academic and social challenges ahead. When children have a disability teaching all of these skills needs a certain competency. This may include adaptations in content, process, teaching learning materials and evaluation systems. This programme equips the special teachers to impart the necessary teaching learning experiences at preparatory stage in the areas of Autism Spectrum Disorder (ASD), Hearing Impairment (HI), Multiple Disabilities (MD), Intellectual Disability (ID), Visual Impairment (VI) and Specific Learning Disabilities (SLD). The programme is designed to specialise in teaching anyone of these disabilities and the prospective special educator may choose their area of interest.

At preparatory stage, children need active learning experiences such as hands-on activities or play-based events where children are physically active, and not confined to sitting and listening. These experiences are critical as they align with children's developmental readiness to explore, experiment, and engage with peers across physical, cognitive, social, and emotional domains. Children in this stage often prefer outdoor activities, leveraging their physical stamina and endurance to explore and play with minimal parental guidance. Friendships and peer interactions become more significant, marking a transition from preschool-sector support services to school-based support practices. During the

Preparatory stage, children also learn societal values. The primary developmental tasks can be aligned to both within the individual and the social context.

Children with disabilities in grades 3-5 share common goals with their typically developing peers, including the development of core academic skills, critical thinking, and social and emotional growth. Inclusion and accessibility are prioritized, with modifications to the physical and instructional environments to ensure that children with disabilities can fully participate in all aspects of school life. The teaching approach is often adapted to meet their specific needs through Individualized Education Plans (IEPs), which provide tailored goals, accommodations, and modifications to the curriculum. These adaptations ensure that instruction aligns with their unique learning styles, often incorporating specialized teaching methods and assistive technology. Support services, such as speech therapy, occupational therapy, physiotherapy and counselling are integrated into their daily routine to address any additional needs. Social participation is facilitated through more structured opportunities and guided interactions, helping these students build meaningful relationships with their peers. Creativity and self-expression remain vital, with activities in arts and physical education adapted to their abilities, promoting their overall development.

Furthermore, while academic content remains a focus, there is often an added emphasis on life skills and functional academics, particularly for students with intellectual or developmental disabilities. This focus prepares them for greater independence and social integration as they progress through school. Emotional and behavioural support is also a key component, helping children manage the challenges associated with their disabilities which can impact their learning and interactions. Together, these tailored approaches ensure that children with disabilities receive a comprehensive, supportive education that enables them to succeed alongside their peers.

Therefore, it is crucial for student teachers to deeply understand the needs and support strategies for children with neurodiversity, requiring customised support to learn optimally. This stage is therefore also marked with anxiety for young learners and their families, with apprehensions and questions about identifying ways to continue further education and facilitating seamless transitions between home-based education, special schools and inclusive setups and programs. A supportive inclusive or special school environment, involving general and special educators, families, and communities, can unlock these students' potential through continuous and comprehensive support.

Introduction of subjects like languages, mathematics, environmental sciences, physical education, arts, sports, yoga and other activity-based learning experiences build on core skills like Communication, Contextual Learning, Questioning, Listening, Speaking, Reading, Writing (LSRW), building language and subject vocabulary, understanding health and wellness. Academic and school experiences during this stage lay the foundation for future academic achievements, social relationships, and personal development. Despite their abilities, many students with disabilities find the academic and non-academic school environment 'non-inclusive'. Many students struggle because of the mismatch between teaching and learning styles. Many face restrictions in social participation and interactions and many experience bullying and abuse from educators and their peers. These experiences can significantly impact their confidence, self-esteem, and relationships, and have the potential to influence the trajectory of their entire lives. Special Teachers play a significant role in preventing these situations and inculcating a positive environment in and outside the class room. Use of Universal Design for Learning (UDL) and Differentiated Instruction (DI) facilitate optimal learning in inclusive class rooms.

Through this program, the student teacher will learn interactive pedagogical approaches, which enable them to develop an understanding of interdisciplinary areas that will encourage exploration and understanding of academic concepts through the natural world and social world. By understanding the interests and strengths of student with disabilities, teaching-learning activities are tailored to meet each learner's unique learning style and support the holistic development of all children. The active involvement of a collaborative team ensures that structural, curricular, and pedagogical issues are addressed, providing optimal outcomes for children in this stage.

For Classes III to V, the teaching-learning process requires a balance of free and structured activities. Activity-based teaching remains vital for concrete conceptual understanding. Assessments aim to gain greater insight into various aspects of the child's learning, including language comprehension, reading ability, articulation, group work skills, observation, classification, drawing, and other skills constituting learning at this stage. Having interactive and flexible classroom arrangements allows easy interaction among children and with the teacher, avoiding traditional teacher-centred modes.

Field engagement is a vital component of teacher education programmes in the field of general as well as special and inclusive education. 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. The practical module is designed to ensure that student teachers 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. 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 all learners.

1.0 STUDENT INDUCTION PROGRAMME

Student Induction Programme

Course 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 FOUNDATIONS 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 mode 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 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

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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.

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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

Unit 1: 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.

Suggestive mode of transaction

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

Suggestive assessment

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

Suggested readings

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Introduction to Disabilities

Course Code: 2.3 **Credits: 4** **Semester: 4**

About the Course

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

Learning outcomes

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

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

Course content

Unit 1: Basics of Disability

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

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

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

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

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

Suggestive mode of transaction

Lectures, readings, group discussions and debates

Suggestive assessment

Individual and group projects, Class tests, Written assignments, Group discussions

Suggested readings

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://www.nhfdc.nic.in/upload/nhfdc/Persons_Disabilities_31mar21.pdf
https://cdnbbsr.s3waas.gov.in
/s3e58aea67b01fa747687f038dfde066f6/uploads/2023/11/202311292033291428.pdf
https://rehabcouncil.nic.in/sites/default/files/In-service-training
Module/1_English_Introductory_Training_Module.pdf
https://www.nationaldisabilityinstitute.org/wp-content/uploads/2018/11/supplemental-guide-sensitivity.pdf
https://rehabcouncil.nic.in/sites/default/files/In-service-training-
Module/2_English_Education_Module.pdf
https://rehabcouncil.nic.in/sites/default/files/In-service-training-
Module/3_English_Grassroots_Level_Functionaries.pdf
https://rehabcouncil.nic.in/sites/default/files/In-service-training-
Module/4_English_Health_and_Allied_Training_Module.pdf
https://rehabcouncil.nic.in/sites/default/files/In-service-training
Module/5_English_Senior_and_Mid_Level_Functionaries.pdf

Learning, Teaching, Assessment & Evaluation

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

About the Course

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

Learning outcomes

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

- Discuss the theories of learning and intelligence and their applications for teaching children.
- Analyse the learning process, nature, and theory of motivation.
- Describe the stages of teaching and learning and the role of the teacher.
- Demonstrate understanding of the teaching-learning process including a focus on students with diverse learning needs/ disabilities.
- Analyse the scope and role of assessment and evaluation in the teaching-learning process with a special focus on students with diverse learning needs/disabilities.

Course content

Unit 1: Human Learning and Intelligence

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

Unit 2: Learning Process and Motivation

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

Unit 3: Teaching Learning Process

3.1 Maxims of teaching
3.2 Stages of teaching: Plan, Implement, Evaluate, Reflect
3.3 Stages of learning: Acquisition, Maintenance, Generalization
3.4 Learning Environment: Concept and types (Psychological, Social, Emotional, and Physical); Creating a positive learning environment
3.5 Leadership Role of the Teacher in Special and Inclusive Classrooms, Schools, and Community

Unit 4: Overview of Assessment and Evaluation

4.1 Assessment: Conventional meaning and constructivist perspective
4.2 'Assessment of Learning' and 'Assessment for Learning': Meaning and Difference
4.3 Comparing and contrasting assessment, evaluation, measurement, test, and examination
4.4 Formative and summative evaluation, Curriculum Based Measurement, with references to students with disabilities/diverse learning needs
4.5 Key concepts in evaluation: e.g. Marks, credit, grading, transparency, internal-external proportion, improvement examination options

Unit 5: Assessment and Evaluation Practices

5.1 Strategies: e.g., Oral, written, portfolio, observation, project, presentation, group discussion, open book test, surprise test, untimed test, team test, records of learning landmark, cloze set/open set, and other innovative measures - Meaning and procedure
5.2 Typology and levels of assessment items: e.g., Multiple choice, open-ended and close-ended; direct, indirect, inferential level
5.3 Analysis, reporting, interpretation, documentation, feedback, and pedagogic decisions
5.4 School examinations: Critical review of current examination practices and their assumptions about learning and development; Efforts for exam reforms: Comprehensive and Continuous Evaluation (CCE), National Curriculum Framework (NCF), Right to Education Act (RTE, 2009), National Policy on Education (NEP, 2020), Rights of Persons with Disabilities Act (RPwD Act, 2016)
5.5 Assessment of learners with diverse learning needs: Adaptations and accommodations; Examination provisions (CBSE, ICSE, NIOS, State Boards)

Suggested Coursework / Practicum

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

Suggestive mode 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.

Suggestive 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

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

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

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

Panch, R. (2013). Educational Psychology: Teaching and Learning Perspective. New Delhi: McGraw Hill Education (India) Private Limited.
Salvia, J., Ysseldyke, J, E. and Bolt, S. (2007). Assessment in Special and Inclusive Education. Boston: Houghton Mifflin Company.
Whitcomb, S., & Merrell, K.W. (2012). Behavioral, Social, and Emotional Assessment of Children and Adolescents, New York: Routledge.
Woolfolk, A., Misra, G., & Jha, A.K. (2012). Fundamentals of Educational Psychology, (11th ed). New Delhi: Pearson Publication.

Journals

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

Online links

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

Equitable and Inclusive Education

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

About the Course

The course is designed to develop an understanding of equitable and inclusive education and addressing diversity in the mainstream classroom. It is also formulated in a way that the learners will know the pedagogical practices and recognise ways in which different stakeholders can collaborate for the success of inclusive education.

Learning outcomes

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

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

Course content

Unit 1: Introduction to Inclusive Education & Policy Perspectives

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

Unit 2: Adaptations, Reasonable Accommodations & Planning

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

Unit 3: Inclusive Academic Instructions

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

Suggestive 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

Suggestive 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 & Sociological Perspectives of Special & Inclusive Education

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

About the Course

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

Learning outcomes

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

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

Course content

Unit 1: Philosophical Foundations of Education

1.1 Concept and Nature of Education: Concept of Education (Meaning and definition), Aims of Education (Individual, Social, and Democratic), Scope of education, Conceptual distinction between Education and Schooling, Learning, Training, Teaching, Instruction
1.2 Agencies of Education: School, family, community, and media as agencies of education
1.3 Schools of Philosophy: Western Philosophy (Naturalism, Idealism, Pragmatism, Existentialism) and Constructivism as Schools of Philosophy
1.4 Classical Indian Philosophies: Vedanta Darshan, Sankhya Darshan, Buddhism and Jainism
1.5 Contribution of Indian Philosophers: e.g., Sri Aurobindo, Mahatma Gandhi, Rabindranath Tagore, J. Krishna Murthy, Sonam Wangchuk

Unit 2: Philosophical Foundations of Special and Inclusive Education

2.1 Concept and nature of special and inclusive education- right to access education and receive appropriate support to achieve their full potential, regardless of their background or abilities
2.2 Concept of individual differences, individualization, and special education
2.3 Development of inclusive education- segregation, mainstreaming, integration, and inclusion
2.4 Equal opportunities and participation: accessibility and universal design
2.5 Contribution of pioneers in the field e.g., Itard, Seguin, Louis Braille, Valentin Hauy, Hellen Keller, A.G. Bell, Maria Montessori

Unit 3: Sociological Foundations of Education

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

Unit 4: Social Context of Special and Inclusive Education

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

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

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

Suggested Coursework / Practicum

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

Suggestive mode of transaction

Lectures, Discussions, PowerPoint Presentation & Field visits.

Suggestive 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

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

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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.

शुक्ल, एस. सी. और कुमार, के. (सं) (२००८) शिक्षा का समाज शास्त्रीय सन्दर्भ. (अनु.) एम. सी. डोनिया. ग्रन्थ शिल्पी: नई दिल्ली.

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

कुमार, के., २००७. मेरा देश तुम्हारा देश–भारत और पाकिस्तान के स्कूली इतिहास में स्वतंत्रता संघर्ष. राजकमल प्रकाशन: नई दिल्ली.

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

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Online links

http://unesdoc.unesco.org/images/0023/002322/232205e.pdf
http://www.gandhi-manibhavan.org/gandhicomesalive/speech8.htm
http://www.mkgandhi.org/speeches/speechMain.htm

Curriculum Development, Adaptation and Evaluation (Preparatory Stage)

Course Code: 2.7 (P) **Credits: 2** **Semester: 7**

About the Course

Curriculum is the heart of any educational system. As is the curriculum, so is the educative process. This paper will enable learners to understand the approaches to curriculum development, its types and processes. The course is designed to help the learners acquire knowledge and skills to adapt curriculum and select evaluative methods to suit the needs of children with diverse needs at preparatory level in different educational settings.

Learning outcomes

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

- Describe the principles, types, and components of curriculum based on 21st-century learning skills.
- Explain the curricular strategies for the development of literacy skills.
- Describe the need for curricular adaptations to meet the learning needs of individuals with disabilities.
- Undertake the curricular evaluation and describe the tools and methods for evaluating it.
- Develop IEP and Group Teaching plan, and apply the alternate methods of evaluation of learning among children with disabilities.

Course content

Unit 1: Introduction to Curriculum Development

1.1 Curriculum: Concepts, principles, types, and models
1.2 Approaches and steps for curriculum development
1.3 Curricular needs of children with disabilities in scholastic and non-scholastic areas
1.4 Expanded Core Curriculum (ECC) and Alternative Curriculum
1.5 Curricular Framework based on 21st Century Learning Model. (Individualized Educational Programme (IEP), Individualized Family Support Plan (IFSP), Individualized Transition Plan (ITP), Individualized Vocational Education Plan (IVEP), Lesson Plan, Group teaching

Unit 2: Developing Literacy Skills - Reading and writing

2.1 Reading skills: Assessment of reading skills at different levels, Approaches and strategies to develop reading skills and independent reading, Types and models of developing reading skills
2.2 Writing skills: Assessment of written language at different levels, Components and types of writing, Steps and strategies in developing writing
2.3 Introduction of Braille writing and Braille writing devices, Techniques of rapid reading and note taking skills, Use of Taylor Frame, Abacus and Geometry Devices
2.4 Curricular strategies in enhancing language in varying philosophies, educational bilingualism, classical languages and foreign language learning, capacity building of sign language for inclusive education andcurricula.
2.5 Challenges and remedial strategies, Role and importance of languages as per NEP-2020

Unit 3: Curriculum at preparatory stage of schooling

3.1 Curriculum content for preparatory level and curriculum development for various stages, Areas of Functional Academics Skills: Reading, Writing, Arithmetic

3.2 Social, Emotional, Communications skills, Emotion Regulation, Self-Determination skills and creative exploratory art, dance, movement. Self-advocacy, Community Participation, Civil Rights, Leisure and Recreation

3.3 Curriculum content and material adaptation for persons with high support needs, Considerations during curriculum development (lifespan approach, context-based learning, neurodiversity affirming, strength and interest focus), Social interactions (interpersonal skills and conflict resolution), and emotional regulation (identification, expression and stress management)

3.4 Pedagogical Strategic–Cooperative learning, Peer tutoring, reflective teaching, multisensory teaching engagement

3.5 Stake holders 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, importance and Principles

4.2 Adaptation, Accommodation and Modification for language and social science subjects, mathematics and science subjects. Focus on Universal Design for Learning (UDL) in inclusive class rooms

4.3 Adapting the hidden curriculum (e.g. awareness of expected but not explicit rules, processes and procedures, social hierarchies and protocols)

4.4 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), Agencies/Organisations promoting – Sports, Culture and Recreation activities for students with diverse needs in India

4.5 Adaptation and Accommodations in Student's Evaluation and Examinations Examination Provisions - CBSE, ICSE, IB, IGCSE, NIOS and various state boards, Role of technology in curriculum adaptations

Unit 5: Curricular Evaluation

5.1 Concept, Need for curricular Evaluation and types of curricular evaluation

5.2 Process of curriculum Evaluation based on recent developments and trends

5.3 Approaches of evaluation (e.g. MultiFinder and trans disciplinary)

5.4 Methods and Tools for Curricular Evaluation and report writing

5.5 Challenges in Curricular Evaluation

Suggested Coursework / Practicum

- Study the syllabus, annual calendar and time table of any class in a school and write your brief reflections on how syllabus is converted into action plan.
- Go through any pre-school curriculum and write your reflections on how this differs from school curriculum in terms of structure, activities and evaluation
- Take any two pages from either history or science text book from secondary section.
- Develop a plan for Vertical transition from one stage to another stage of schooling (Options may be given to select stages of school transition).
- Develop a plan for Horizontal transition: special/alternative learning centres to regular schooling and vice versa (options may be given to select learning settings).
- Incorporate Movement/Dance/Yoga/Sports skills/Arts and Crafts activity (options may be given to select activities), conduct in special/inclusive setting and submit report of your observations.
- Adapt a lesson according to the needs of the identified student/class.
- Plan a differentiated lesson for a given class.

- Conduct a survey to understand the challenges teachers face in curriculum transaction.
- Review existing lesson plans to identify the incorporation of various taxonomies of learning.

Suggestive mode of transaction

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

Suggestive assessment

- Incorporate movement/ dance/ yoga/ sports skills/ arts and crafts activity in a special/inclusive setting and submit a report of your observations.
- Adapt a lesson according to the needs of the identified student/class and plan a differentiated lesson for a preparatory stage.
- Review existing lesson plans to identify the incorporation of various taxonomies of learning and provide suggestions for improvement.

Suggested readings

Pratt, D. (1980): Curriculum Design & Development – Harcott Brace, New York.

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

Bos, C.S. & Vaugh, S. (1994): Strategies for Teaching Students with Learning & Behavioural Problems – Allyn & Bacon, Boston.

Polloway, E.A. & Patton, J.R. (1993): Strategies for Teaching Learners with Special Needs – Macmillan Publishing Co., New York.

Baine, D. (1988): Handicapped Children in Developing Countries. Assessment, Curriculum & Instruction – University of Alberta, Edmonton.

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

Miles, B.R. &Simpson, R.L. (1998): Educating Children & Youth with Autism Pro ed, Texas.

Lovaas, I.O. (1981): Teaching Developmentally Disabled Children. The ME Book – Pro ed, Texas

Turnbull, A.P., Strickland, B. & Brantley, J.C. (1990): Developing and Implementing Individualized Education Program – Merrill, London

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

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

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.

Dodds, A. (1988). Mobolity training for visually handicapped people. Croom Helm. London.

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.

Mangal, S. K. (2011) Educating Exceptional Children: An Introduction to Special Education. PHI Learning Pvt. Ltd., New Delhi.

Mani, M. N. G. (1992). Techniques of teaching blind children. Sterling Publishers Pvt. Ltd., New Delhi.

Sharma, R. A. (2011). Curriculum development and instruction. R. Lall Book Depot, Meerut.

Web Pages

https://www.who.int/reproductivehealth/publications/general/9789241598682/en/
https://www.advocatesforyouth.org/resources/fact-sheets/sexual-health-education-for-young- people-with-disabilities/
https://open.umn.edu/opentextbooks/textbooks/comprehensive-individualized-curriculum-and instructional-design-curriculum-and-instruction-for-students-with-developmental-disabilities-autism-spectrum-disorders.

Perspectives on School Leadership & 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.

Suggestive mode of transaction

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

Suggestive 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

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/special-education/School_Leadership_for_SpEd_2022.pdf)

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

Acts, Policies and Provisions for Persons with Disabilities

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

About the Course

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

Learning outcomes

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

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

Course content

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

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

Unit 2: International Conventions and Policies for Persons with Disabilities

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

Unit 3: National Acts & Policies for Persons with Disabilities

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

Unit 4: Provisions, Programmes and Schemes

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

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

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

Suggested Coursework / Practicum

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

Suggestive mode of transaction

Group work, Lecture cum presentation, Self-reading, assignments and field works.

Suggestive assessment

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

Suggested readings

Convention on the Rights of the Child Adopted and opened for signature, ratification and accession by General Assembly resolution 44/25 of 20 November 1989 entry into force 2 September 1990, in accordance with article 49.
https://www.ohchr.org/sites/default/files/Documents/ProfessionalInterest/crc.pdf
DEPwD (2016). The Rights of Persons with Disabilities Act, Ministry of Social Justice and Empowerment, Govt. of India, New Delhi.
https://www.iitg.ac.in/eo/sites/default/files/RPwDAct2016.pdf
DoSEL (2020). National Education Policy-2020, Department of School Education and Literacy, Ministry of Human Resource Development (Ministry of Education), New Delhi.
DoSEL (2023). National Curriculum Framework for School Education 2023. Department of School Education and Literacy, Ministry of Education), New Delhi. https://www.education.gov.in/sites/upload_files/mhrd/files/ncf_2023.pdf

DoSEL (2023). National Guidelines and Implementation Framework on Equitable and Inclusive Education, Department of School Education and Literacy, Ministry of Education, New Delhi.
DoSEL (2009). The Right of Children to Free and Compulsory Education Act, 2009. Ministry of Human Resource Development (now Ministry of Education), New Delhi. https://www.indiacode.nic.in/bitstream/123456789/13682/1/rte_act_2009.pdf
Hegarthy, S. & Alur, M. (2002). Education of Children with Special Needs: From Segregation to Inclusion, Corwin Press, Sage Publishers.
MHRD (1968). National Policy on Education, 1968. Ministry of Human Resource Development (now Ministry of Education), New Delhi. https://www.education.gov.in/sites/upload_files/mhrd/files/document-reports/NPE-1968.pdf
MHRD (1986). National Policy on Education 1986. Ministry of Human Resource Development (Ministry of Education), New Delhi. https://ncert.nic.in/pdf/nep/npe86.pdf
MSJE (2006). National Policy for Persons with Disabilities 2006. Ministry of Social Justice and Empowerment, Government of India, New Delhi.
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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 completion of this course, the student teacher 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.

Suggestive mode of transaction

Lectures, journal clubs, seminars, debates and discussions for enhancing reading and writing skills.

Suggestive assessment

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

Suggested readings

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-Reading-Development.pdf
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Disability, SEDGs, and Gender

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

About the Course

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

Learning outcomes

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

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

Course content

Unit 1: Human Rights, Human Values and Disability

1.1 Human Rights-based approach: Concept, history, and advantages

1.2 Principles of human rights-based approach- Equality and non-discrimination, universality & inalienability, participation and inclusion, interdependence and interrelatedness, accountability, and rule of law

1.3 Instruments of human rights system: Legal frameworks, policies & programs, resources and supports, public awareness-information, education, and communication (IEC), establishments, networking, and collaborations with different societal spheres

1.4 Human values and disability: Social existence of disability, human diversity and rights, empowerment, enforceability, indivisibility, participation, legal and social protection, safety and security, and advocacy

1.5 Socio-Economically Disadvantaged Groups (SEDGs) and human empowerment: SEDGs - social and legal identities, their socio-economic conditions, empowerment provisions for their health care, education, employment, legal protection, and justice, accessible public spaces and services, social, inclusion and community participation.

Unit 2: Gender Identity and Disability

2.1 Gender and socialization practices: Difference between gender and sex, stigma and discrimination, gender roles and responsibilities, socialization of boys, girls, and transgender in family and society.

2.2 Disability and socialization practices: gendered disability, stigma and discrimination, violence, individuals with a disability and their roles and responsibilities, socialization of boys, girls, and transgender with disability in family and society.

2.3 Legal safeguards for girls and transgender with and without disability- Constitutional provisions, Protection of Women from Domestic Violence (PWDV) Act 2005, POCSO-2012, Juvenile Justice (JJ) Act 2015, RTE (Amendment) Act 2012 and, RPwD Act 2016, Transgender Persons (Protection of Rights) Act, 2019, The Criminal Law (Amendment) Act, 2013 & 2018

2.4 Gendered experience of students with disability- Residential and non-residential schools, classrooms and beyond, curriculum, learning activities, textbooks, assessment, equity and social role valorisation, implications for teaching and learning in different learning centers.

2.5 Educational initiatives and teachers' role: Policy, schemes and programs, gender inclusion fund, measures for empowerment of girls, women, and transgender with a disability on enhancing the quality of their socio-economic conditions, education, health (including sexual, reproductive, and mental health), employment, lifestyle.

Unit 3: Disability and Socio-cultural Groups

3.1 Socio-Cultural Groups-Constitutional and social identities, educational and social rights, policy and programs for scheduled tribes, scheduled castes, other backward classes, and linguistic and religious minority groups.

3.2 Socio-educational issues and concerns- marginalization, discrimination and social exclusion, harassment, poverty, social mores & customs, language, inaccessibility to quality schools.

3.3 Gendered disability among socio-cultural groups- multiple and compound impacts of disability and disadvantage, lack of resources and supports, and underrepresentation in schools.

3.4 Educational initiatives: Identification of untapped talents among SEDGs, inclusion fund, upgradation and strengthening of schooling system, academic activities under tribal sub-plan and scheduled caste sub plan, relaxations and reservation schemes, scholarships, and other incentive schemes.

3.5 Teachers' role in promoting equality and inclusion- respect and acceptance of socio-cultural conditions, contextualization of curriculum, multilingual pedagogical approach, skills of multi-grade teaching, identification of socio-cultural milieu and other resources, use of socio-cultural capital of learners in teaching and learning.

Unit 4: Disability and Geographical Conditions

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

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.

Suggestive mode 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.

Suggestive 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

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

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

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

Habib, L. A. (1997). Gender and Disability: Women's Experiences in the Middle East. Oxfam, UK.

Hans, A. (2015). Disability, Gender and the Trajectories of Power. Sage Publications Pvt. Ltd. New Delhi.

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

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

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

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

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

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

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

NCERT (2020). Inclusion in Education - A Manual for School Management Committee. National Council of Educational Research and Training, New Delhi.

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

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

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

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

Ridgeway, C. L. (2011). Framed by Gender: How Gender Inequality Persists in the Modern World. Oxford University Press, New York.
Samuels, E. (2014). Fantasies of Identification: Disability, Gender, Race. NYU Press, New York.
SCSTRTI. Study on Cost Disability in TSP Areas of Chhattisgarh, Jharkhand and Odisha, Scheduled Caste and Scheduled Tribe Research and Training Institution, Govt. of Odisha.
Smith, B. G., & Hutchison, B. (2013). Gendering Disability. Rutger University Press, New Jersey.
Treas, J., & Drobnic, S. (2010). Dividing the Domestic: Men, Women, and Household Work in Cross-National Perspective. Stanford University Press, Stanford.

Journals

Ghosh, M. (2015). Disability and women: A Note on the Tribal Aboriginals in Darjeeling Hills. International Journal of Scientific Research, 4(4), doi:10.36106/ijsr
Purkayastha, D. (2010). Economic Growth, Intra-Household Resource Allocation and Gender Inequality. Atlantic Economic Journal, 38(4), 465-466.

Online links

Alber, B.& Hurst, R. (2004). Disability and a human rights approach to development. Disability Knowledge and Research. (available at www.disabilitykar.net)
The Criminal Law (Amendment) ACT, 2018 Available at https://www.mha.gov.in/sites/default/files/CSdivTheCriminalLawAct_14082018_0.pdf
The Criminal Law Amendment Act 2013, available at The_Criminal_Law_Amendment_Act_2013_0.pdf
The Juvenile Justice (Care and Protection of Children) Act, 2015, available at https://www.indiacode.nic.in/bitstream/123456789/8864/1/201602.juvenile2015pdf.pdf
The Protection of Women from Domestic Violence Act, 2005, available at https://lddashboard.legislative.gov.in/sites/default/files/A2005-43.pdf
The Right of Children to Free and Compulsory Education Amendment Act 2012, available at https://www.ldexplained.org/wp-content/uploads/2022/01/Right-of-Children-to-Free-and-Compulsory-Education-Amendment-Act-2012-English-Copiable_Searchable.pdf
The Rights of Persons with Disabilities Act, 2016, available at https://www.iitg.ac.in/eo/sites/default/files/RPwDAct2016.pdf
The Transgender Persons (Protection of Rights) Act 2019 https://thc.nic.in/Central_Governmental_Acts/Transgender_Persons_(Protection_of_Rights)_Act,_2019.pdf

Visual Supports for Learners with Autism (ASD)

Course Code: 2.10 (c) **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

Unit 1: 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 mode of transaction

Learners are encouraged to critically review all materials

- Observations
- Demonstrations
- Hands-on experiences
- Field visits
- Audio-video and multimedia resources
- Lectures and discussions
- Presentations and projects
- Workshops and seminars
- Online resources
- Self-study

Suggestive assessment

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

Suggested readings

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.

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)

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

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

Journals

Autism Community Network: https://www.autismnetworks.org/autism.html

Autism Spectrum Disorders: https://www.opastpublishers.com/journal/autism-spectrum-disorders-open-access

Journal of Autism and Developmental Disorders https://link.springer.com/journal/10803

Research in Autism Spectrum Disorders: https://www.sciencedirect.com/journal/research-in-autism-spectrum-disorders

Autism in Adulthood: https://home.liebertpub.com/publications/autism-in-adulthood/646

Online links

https://www.ignouhelp.in/ignou-bed-study-material/

http://autism-india.org

https://www.donnawilliams.net/
http://www.buildsomethingpositive.com/wenn/
http://www.aspie.com/
https://thegirlwiththecurlyhair.co.uk
https://autisticnotweird.com
https://Feelslikeautism.com
https://kbrudraakshkb.wixsite.com/autism-advocacy
https://barryprizant.com/
https://out-of-sync-child.com/
https://neuroclastic.com
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https://blog.stageslearning.com/blog/10-tips-for-teaching-young-children-with-autism-spectrum-disorder
https://files.eric.ed.gov/fulltext/ED358637.pdf
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Historical and Contemporary Issues in Deaf Education in India (HI)

Course Code: 2.10 (d) **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 mode of transaction

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

Suggestive 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.
Vashishtha, M. M. (2022). History of Deaf Education in India
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.

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 (HI)

Course Code: 2.10 (e) **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.

Suggestive mode of transaction

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

Suggestive 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

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 (ID)

Course Code: 2.10 (f) **Credits: 2** **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 completion of this course, the student teacher 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 mode 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 assessment

Submission of the course work /practicum, class tests, other assignments

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.

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.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 (MD)

Course Code: 2.10 (g) **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

After 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 well-being of self and family.

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

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

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

5.1 Concept & Need of Assistive Devices for Persons with intense and/high support needs.
5.2 Define needs and access optimum support for management through integration of technology.
5.3 Assistive technology for communication- use of AAC and other devices; Assistive technology understanding emotions including low-tech emotion and improvement of social and cognitive skills.
5.4 Application of Technology-digital portfolio for learning with use of speech-generating devices, eye-gaze communication systems, and augmentative and alternative communication (AAC) devices.
5.5 Advantages/disadvantages/limitations of Assistive technology; advancements in assistive technology for students with multiple disabilities with high support needs (severe/profound intellectual impairment).

Suggested Coursework / Practicum

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

Suggestive mode 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 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 PublishingCo

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.

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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 (MD)

Course Code: 2.10 (h) **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

After 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. State the types wheelchairs and key considerations for safe navigation of users of assisted wheelchair mobility across the environment and transfers from wheelchair.

1.5 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 mode 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 assessment

Written test, classroom presentation, workshop, assignments, practicum, sessional and terminal semester examination.

Suggested readings

Alant, E. (2017). Augmentative and Alternative Communication. Emerald Group Publishing Limited.
Best, S. J., Heller, K. W., & Bigge, J. L. (2005). Teaching Individuals with Physical Or Multiple Disabilities. Prentice Hall.
Chinnathurai, R. (2009). Short Textbook of Prosthetics and Orthotics. Jaypee Brothers Medical Publishers Pvt. Limited.
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Jacobs, J. (2018). Core Words for Classroom & Home. Blue Lake Publishing.
Jules, S. (2020). What Will Happen to My Special Needs Child when I Am Gone.
Koenig, A. J., & Holbrook, M. C. (1995). Learning Media Assessment of Students with Visual Impairments. Texas School for the Blind &.

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

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_masters
https://inclusive.tki.org.nz/guides/speech-language-and-communication/support-augmentative-and-alternative-communication-aac-users/
https://tewhariki.tahurangi.education.govt.nz/te-k-rerorero---talking-together/5637169352.p
https://www.neurogen.in/assets/frontend/pdf/books/3-Disability-Book-English.pdf

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

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

About the Course

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

Learning outcomes

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

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

Course content

Unit 1: Foundations of Research Based Practices and Interventions

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

Unit 2: Interventions for Verbal Learning Disabilities

2.1 Verbal Learning Disabilities: Meaning
2.2 Science of Reading, Science of Writing, Science of Mathematics
2.3 Reading intervention and Programmes: Orton Gillingham, Wilson Reading system, Sonday System, Jolly Phonics, Sounds in Syllables, Alpha to Omega
2.4 Writing Intervention and Programmes: Orton Gillingham, Jolly Phonics, Word study, Handwriting without Tears
2.5 Mathematics Intervention and Programmes: ST Math, Do the Math, Touch Math, Math U See

Unit 3: Interventions for Non-Verbal Learning Disability

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

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

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

Unit 5: School and Classroom Supports for SLD

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

Suggested Coursework / 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

Suggestive mode of transaction

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

Suggestive assessment

Written test, classroom presentation, workshop, assignments, practicum, sessional and terminal semester examination.

Suggested readings

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

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

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

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

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

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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 readings

https://files.eric.ed.gov/fulltext/ED498501.pdf

https://my.vanderbilt.edu/spedteacherresources/what-are-evidence-based-practices/

https://scholarworks.uni.edu/cgi/viewcontent.cgi?article=3251&context=grp

https://www.deansforimpact.org/files/assets/thescienceoflearning.pdf

https://www.education.ne.gov/wp-content/uploads/2024/02/INFOGRAPHIC-Evidence-Based-Practices-in-Special-Education-NDE-2024.pdf

https://www.ldatschool.ca/assistive-technology/

https://www.mheducation.com/prek-12/explore/science-of-literacy/science-of-writing.html

https://www.researchgate.net/publication/355201178_Evidence-Based_Practices_for_Special_Education_Teachers_A_Review_of_Current_Literature

https://www.sciencedirect.com/science/article/abs/pii/S0742051X06001053

https://www.thescienceofmath.com/#:~:text=policy%20and%20practice.-,What%20is%20the%20Science%20of%20Math%3F,about%20how%20students%20learn%20math.

Education of Learners with Visual Impairment from Past to Present (VI)

Course Code: 2.10 (j*) **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 completion of this course, the student teacher will be able to:

- Describe the process of seeing and analyze the implications of visual impairment.
- Explain historical perspectives of education of children with visual impairment
- Demonstrate skills of identification and assessment of children with visual impairments.
- Describe the specific interventions and teaching strategies for students with visual impairment.
- Explain the relevance and components of Expanded Core Curriculum for children with visual impairment

Course content

Unit 1: Visual Impairment and Implications of Visual Impairment

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

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

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

Unit 3: Identification and Assessment of Visual Impairment

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.

Suggestive modes of transaction

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

Suggestive 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 PREPARATORY STAGE & DISABILITY SPECIFIC CONTENT CUM PEDAGOGY COURSES

In the following pages, the six disability-specific courses 72 specialization Autism Spectrum Disorder, Hearing Impairment, Intellectual Disabilities, Multiple Disabilities, Specific Learning Disabilities, and Visual Impairment are presented in alphabetical Order.

Sr. No.	Semester	Course code	Course Titles Theory	Credit
1	3	4.2.1 I & II XX	Disability Specialisation	**4**
2	4	4.2.2 XX	Content cum Pedagogy (Hindi)	**2**
3	4	4.2.3 XX	Content cum Pedagogy (English)	**2**
4	5	4.2.4 XX	Content cum Pedagogy (Mathematics)	**2**
5	5	4.2.5 XX	Content cum Pedagogy (World Around Us)	**2**
6	6	4.2.6 XX	Content cum Pedagogy (Art Education)	**2**
7	6	4.2.7 XX	Content cum Pedagogy (Physical Education & Yoga)	**2**
Total				**16**

XX represents respective disabilities e.g. 4.2.1 I & II, XX, 4.2.2 XX, 4.2.3 XX, 4.2.4 XX, 4.2.5 XX, 4.2.6 XX, 4.2.7 XX, ASD, HI, ID, MD, SLD, VI

4.0 PREPARATORY STAGE-SPECIFIC CONTENT AND PEDAGOGY

A thorough understanding of the theoretical foundations underpinning the developmental framework of the Preparatory stage is essential for comprehending the nature of educators' work with 9- to 11-year-olds. These years are best utilized by providing active learning experiences such as hands-on activities or play-based events where children are physically active, not confined to sitting and listening. This approach aligns with their readiness to explore, experiment, and engage with peers across physical, cognitive, social, and emotional domains. Children in this stage often prefer outdoor activities, leveraging their physical stamina and endurance to explore and play with minimal parental guidance. Friendships and peer interactions become more significant, marking a transition from preschool-sector support services to school-based support practices. During the Preparatory stage, children also learn societal values, and the primary developmental task can be termed integration - both within the individual and the social context.

Therefore, it is crucial for student teachers to deeply understand the needs and support strategies for children with neurodiversity. Many young learners and their families may experience anxiety and apprehension about transitioning to school, whether in special or inclusive programs.

Academic and school experiences during this stage lay the foundation for future academic achievements, social relationships, and personal development. Despite their abilities, many students with disabilities find the academic and non-academic school environment ‘non-inclusive’. Many students struggle because of the mismatch between teaching and learning styles. Many face restrictions in social participation and interactions and many experience bullying and abuse from educators and their peers, which significantly impacts their confidence, self-esteem and relationships in their adolescence and adulthood and has the potential to influence the trajectory of their entire life.

A supportive inclusive or special school environment, involving general and special educators, families, and communities, can unlock these students' potential through continuous and comprehensive support. Introduction of subjects like languages, mathematics, environmental sciences, physical education, arts, sports, yoga and other activity-based learning experiences build on core skills like Communication, Contextual Learning, Questioning, Listening, Speaking, Reading, Writing (LSRW), building language and subject vocabulary, understanding health and wellness.
Through this program, the student teacher will learn the interactive pedagogical approaches, which enable them to develop an understanding of interdisciplinary areas that will encourage exploration and understanding of academic concepts through the natural world and social world. By understanding student interests, strengths and needs, teaching-learning experiences and activities are tailored to meet each learner's unique needs. With adaptive support and the active involvement of a collaborative team, structural, curricular, and pedagogical issues can be addressed to provide optimal outcomes for children at this stage.

For Classes III to V, the teaching-learning process require a balance of free and structured activities. Activity-based teaching remains vital for concrete conceptual understanding. Assessments aim to gain greater insight into various aspects of the child's learning, including language comprehension, reading ability, articulation, group work skills, observation, classification, drawing, and other skills constituting learning at this stage. Having interactive and flexible classroom arrangements allows easy interaction among children and with the teacher, avoiding traditional teacher-centred modes.
The following pedagogy courses are designed to realize the curricular objectives of the Preparatory Stage.

Sr. No.	Theory Courses	Semester	Credits
1	4.2.1: Understanding Needs of Persons with Disability at Preparatory Stage [Course I: Identification and Needs Assessment Course II: Curriculum Design and Teaching Strategies]	3	4
2	4.2.2: Content and Pedagogy of Language (L1): Hindi or Regional Language	4	2
3	4.2.3: Content and Pedagogy of Language (L2): English	4	2
4	4.2.4: Content and Pedagogy of Mathematics	5	2
5	4.2.5: Content and Pedagogy of World Around Us	5	2
6	4.2.6: Content and Pedagogy of Art Education	6	2
7	4.2.7: Content and Pedagogy of Physical Education and Yoga	6	2
TOTAL			**16**

AUTISM SPECTRUM DISORDERS (ASD)

Recent research shows that 1 in 34 persons have autism spectrum disorder a genetic, neurodevelopmental condition that impacts how people perceive, understand, communicate and experience the world. Autism does not impact the ability to learn, it impacts the style of learning and communication. A part of human diversity, autism begins before birth and is a lifelong condition that cannot be 'switched off' or 'cured'. Autism is considered as an invisible disability, because, autistic people often look and talk like neurotypical people. This makes it hard for autistic people and their families to access a diagnosis, services and accommodations.

Although there are things that all autistic people have in common, autism is a spectrum condition, and every autistic person experiences being autistic differently. For instance, some autistic people are nonspeaking or speak minimally, some use spoken language, some speaking autistic individuals prefer written communication; some may also have intellectual disability or other conditions. Many autistic people struggle to understand and follow social rules and hierarchies that non-autistic people make and express through actions considered symbolic of love, care, and respect. Some autistic people also have a hard time using gestures or their bodies (e.g., raising a hand to answer a question) or facial expressions (e.g., looking apologetic). Therefore, many are misunderstood, bullied and abused and their needs overlooked. Most autistic people are impacted by their environment. Their senses are so sensitive, that the world can sometimes feel overwhelming. To deal with it, sometimes they might 'stim' i.e., do the same movement repeatedly e.g., rock, flap their hands, or hum. At other times some avoid making eye contact, specific sports, or arts and crafts activities. An important part of self-regulation and paying attention, people benefit from being asked instead of being forced.

Autistic people may make connections and patterns where others see none. This can lead to unique out-of-the-box thinking and problem-solving, and attention to detail that can translate into a preference for consistency and predictability. This also means that autistic people process more information and this naturally takes them longer. Another implication of their attention to detail and deep interest is that it can be hard for them to suddenly move their focus to another thing. Knowing in advance to prepare for an upcoming activity or a change in plan helps.

Understanding and respecting these differences helps create a safer learning environment for all. Like everyone, autistic people learn best in a positive environment with adults and peers who appreciate their differences, their interests, strengths, learning and communication styles. With a combination of theory and hands-on practical experience, this curriculum supports the development of educators with the necessary attitude to appreciate human diversity, respect for different learning styles, skills to teach in home based and educational settings, hospitals and clinics, vocational and work places, assisted living facilities and within the community and a drive to advocate for the disability community and uphold the rights of autistic people and their families and enable full participation in the community.

Essential 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.

Understanding Needs of Persons with Disability at the Preparatory Stage

Course I: Identification and Needs Assessment [Autism Spectrum Disorders]

Course Code: 4.2.1-I (ASD) **Credits: 2** **Semester: 3**

About the Course

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

Learning outcomes

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

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

Course content

Unit 1: Introduction to Autism Spectrum Disorders

1.1 Autism Spectrum Disorder: Historical perspectives, shift to neurodiversity, and the impact of invisible disabilities on identification and interventions

1.2 Understanding ASD from DSM, ICD, ICF and the neurodiversity paradigm

1.3 Understanding theoretical perspectives: Theory of Mind, Central Coherence Theory, Executive Function Theory, Double Empathy Problem, Polyvagal Theory, Monotropism, Sensory Perception Theory

1.4 Understanding learning styles and principles of teaching: spectrum condition, uneven skill profile, context-based, concept-based teaching vs rote learning, concrete learning, literal learning and need for generalisation training

1.5 Role of therapies (e.g., speech-language therapy, use of AACs, sensory and occupational therapy, medication and alternative therapies); 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), Higashi, Floor time etc.)

Unit 2: Assessments and Evaluations

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

2.2 Tools for screening and diagnosis: Application and types of tests and measures (observation-based/parent report, self-report measures, (e.g., MCHAT-R/F, 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 INDT-ASD). Childhood Autism Rating Scale 2nd edition (CARS-2), Autism Diagnostic Observation Schedule, Second Edition (ADOS-2), Autism Diagnostic Interview-Revised (ADI-R), Social Responsiveness Scale, Second Edition (SRS-2), The Ritvo Autism Asperger Diagnostic Scale-Revised (RAADS-R))

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

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

2.5 Certification, legal support and schemes for persons with ASD

Unit 3: Assessment of Family and Community Support

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

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

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

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

3.5 Observations, record keeping and documentation

Unit 4: Assessment for Educational Planning and Teaching

4.1 Concept, purpose, scope and significance of assessments

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

4.3 Considerations during assessments (e.g., cultural and contextual adaptations, infrastructure and environment, the role of family members, observations across multiple settings such as school, home, and community etc.)
4.4 Considerations for educational planning and interventions (differences in autistic learning styles, interests, strengths, skills and needs profile, context-based, need for generalisation training, child profile, sensory profile, socio-cultural background, infrastructure, TLMs and environment etc.)
4.5 Consolidating information, documentation, report writing, referrals, and collaborations for continued support in the future: (e.g., further education, access to certification, legal support and provisions etc.)

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

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

Suggested Coursework / Practicum

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

Suggestive mode of transaction

Learners are encouraged to critically review all materials

- Observations
- Demonstrations
- Hands-on experiences
- Field visits
- Audio-video and multimedia resources
- Lectures and discussions
- Presentations and projects
- Workshops and seminars
- Online resources
- Self-study

Suggestive assessment

- Coursework practicum

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

Suggested readings

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

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

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

Benigno, V., Capuano, N., & Mangione, G. R. (2015). A web-based knowledge hub for special and inclusive education. International Journal of Emerging Technologies in Learning (iJET), 10(7), 5–13.

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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

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National Council of Educational Research and Training (2022) National Curricular Framework for Foundational Stage, New Delhi: NCERT
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Zager, D., & Wehmeyer, M. L. (2019). Teaching Adolescents and Young Adults with Autism Spectrum Disorder: Curriculum Planning and Strategies. London: Routledge

Journals

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

Online links

https://www.ignouhelp.in/ignou-bed-study-material/
http://autism-india.org
https://www.donnawilliams.net/
http://www.buildsomethingpositive.com/wenn/

http://www.aspie.com/
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https://autisticnotweird.com
https://Feelslikeautism.com
https://kbrudraakshkb.wixsite.com/autism-advocacy
https://barryprizant.com/
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https://thinkingautismguide.com/
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Understanding the Needs of Persons with Disability at the Preparatory Stage

Course II: Curriculum Design and Teaching Strategies [Autism Spectrum Disorders]

Course Code: 4.2.1-II (ASD) **Credits: 2** **Semester:3**

About the Course

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

Learning outcomes

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

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

Course content

Unit 1: Curriculum Development and Adaptation for Autistic Learners

1.1 Curriculum development: Types (e.g., core, support, collateral, co-curriculum, hidden); approaches and principles (e.g., developmental, functional, ecological, eclectic, school-based)

1.2 Curriculum designing (e.g., functioning level, age appropriateness, active vs. passive learning, holistic development, learning in natural and routine-based environments); adaptations for different settings (e.g., home-based settings, pre-schools, special and inclusive schools, in-person, online, blended, group, 1:1 settings) and curriculum transaction (e.g., person-centred, activity-centred)

1.3 UDL principles for content decisions (what student learns), process decisions (engaging students in); product decisions (student demonstration of learning); instructional and environmental design decisions (e.g., Infrastructure and physical environment, transport, information and communication, access to facilities, services etc.)

1.4 Components of IEP and IFSP (e.g., Family background, current level of functioning of the child, goals, task analysis, short-term objectives, teaching strategies, methods, materials and evaluation)

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

Unit 2: Teaching Methods, Techniques and Strategies

2.1 Principles of teaching (e.g., 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)

2.2 Addressing differing learning needs (visual learners, auditory learners, tactile, kinaesthetic learners, perspective-taking and executive functioning)

2.3 Identification and implementation of appropriate teaching strategies (e.g., concept-building, context-based learning, strength focus, sensory-friendly environmental adaptations; task analysis, prompting, fading, chaining, shaping, modelling, imitation etc.)

2.4 Addressing the hidden curriculum (e.g., awareness of expected but implicit rules, processes and procedures, social hierarchies and protocols)

2.5 Classroom management (team teaching, shadow teaching, peer engagement and cooperative learning) and adaptations to meet needs in different settings – individual, small group and large groups, home-based settings, special schools, inclusive schools; vocational and work settings, in-person, online, and blended learning

Unit 3: Academic and Non-Academic Skills

3.1 Need and use of AT for academic learning and evaluation (e.g., reading, writing - talking books, recorder, optical character recognition, speech recognition systems, alternative writing surfaces, pencil grips, podcasts, proofreading software, talking calculators, electronic worksheets, virtual manipulatives, fluidity software etc.)

3.2 Importance and use of AACs with speaking and non-speaking autistic students for communication and evaluation.

3.3 Teaching and application of academic concepts, perspective-taking skills and executive functioning skills (e.g., sticky notes, highlighter pens, or tapes, graphic/ digital organisers, calendars, labelling, to-do lists, timers)

3.4 Focus on emotional regulation self-advocacy skills and positive mental health (e.g., expressing needs and thoughts, asking for help, stress management etc.)

3.5 Focus on non-academic skills such as participation in co-curricular activities (e.g., adapted sports and games, interpersonal skills, conflict resolution, body awareness, privacy and sexuality, facilitating transitions across age, activities and environments, self-advocacy and asking for help, and emotional regulation)

Unit 4: Neurodiversity-Affirming Teaching Strategies

4.1 Using neurodiversity-affirming strategies (e.g., making it sensory-friendly, based on strengths, interests and motivation; creating predictability and facilitating expected and unexpected transitions using structure, visual supports, social stories, comic strips, task analysis etc.)

4.2 Development of person-focussed, environment, TLMs and teaching aids and evaluations (e.g., adaptive books, manipulatives, use of ICT and hands-on activities)

4.3 Addressing the hidden curriculum (e.g., awareness of expected but implicit rules, processes and procedures, social hierarchies and protocols)

4.4 Building agency, confidence and self-esteem (e.g., providing and respecting choices; incorporating interests, avoiding aversive techniques and punishment procedures)

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

Unit 5: Promoting Positive Behaviours

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

Suggested Coursework / Practicum

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

Suggestive mode of transaction

Learners are encouraged to critically review all materials

- Observations
- Demonstrations
- Hands-on experiences
- Field visits
- Audio-video and multimedia resources
- Lectures and discussions
- Presentations and projects
- Workshops and seminars
- Online resources
- Self-study

Suggestive assessment

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

Suggested readings

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

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

(Pedagogy of Teaching Hindi)

पाठ्यक्रम कोड : 4.2.2 (ASD) **क्रेडिट : 2** **सेमेस्टर: 4**

परिचय

आटिज्म स्पेक्ट्रम डिसऑर्डर वाले बच्चे के सीखने के अनुभवों में भाषा एक केंद्रीय भूमिका निभाती है। बच्चों में भाषा और साक्षरता विकास को बढ़ावा देने से संचार को बढ़ावा मिलता है और सुनने, पढ़ने, संचार (मौखिक और गैर-मौखिक) और लिखने जैसे अधिक जटिल कार्यों के लिए उनके मौजूदा ज्ञान का निर्माण होता है। यह पाठ्यक्रम शिक्षार्थियों को हिंदी भाषा और साहित्य, निर्देशात्मक योजना और मूल्यांकन की प्रकृति को समझने में सक्षम बनाएगा। यह शिक्षार्थियों को समावेशी कक्षाओं में भाषा शिक्षण-अधिगम के सिद्धांतों पर आधारित पाठ की योजना तैयार करने एवं उससे संबंधित अधिगम-सामग्री के निर्माण करने में सहायक होगा। यह पाठ्यक्रम शिक्षार्थियों को हिंदी भाषा के गहन पहलुओं की विवेचना करने और हिंदी भाषा शिक्षण के दृष्टिकोण और वर्तमान प्रथाओं के बारे में जानने का अवसर प्रदान करेगा। भारतीय व अंतर्राष्ट्रीय संदर्भों के संबंध में यह पाठ्यक्रम शिक्षार्थियों में विश्लेषणात्मक और अनुसंधानात्मक कौशल-क्षमता का भी विकास करेगा। हिंदी भाषा शिक्षण, अन्य भाषा शिक्षाशास्त्र, भाषा अधिग्रहण, भाषा के बहु सांस्कृतिक पहलुओं और बहुभाषावाद से संबंधित मुद्दों के लिए भी एक आधार प्रदान करेगा।

अधिगम के परिणाम

प्रस्तुत पाठ्यक्रम द्वारा विद्यार्थी

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

पाठ्यवस्तु

इकाई 1 हिन्दी भाषा की प्रकृति, प्रयोज्यता और संवर्धन।

1.1 हिन्दी भाषा का नामकरण, संस्कृत से हिन्दी के उद्भव की प्रक्रिया।
1.2 हिन्दी भाषा में उर्दू, अंग्रेजी और संस्कृत से समाविष्ट प्रत्यय।
1.3 विश्वभाषा और भविष्य भाषा के रूप में हिन्दी के विकास का आंकलन।
1.4 हिन्दी साहित्य का सामान्य परिचय।
1.5 हिन्दी गद्य साहित्य की विधाएँ-कहानी, नाटक और महाकाव्य, उपन्यास, यात्रा विवरण, आत्मकथा और संस्मरण।

इकाई 2 भाषा अधिगम की प्रकृति और पाठ नियोजन।

2.1 हिन्दी शिक्षण के लक्ष्य और उद्देश्य।

2.2 इकाई नियोजन का प्रत्यय, इसका महत्त्व और निर्माण विधि।

2.3 पाठयोजना का परिचय, उपयोग और महत्त्व।

2.4 पाठयोजना के चरण, संरचनाए उपागम और उनका क्रियान्वयन।

2.5 हिन्दी शिक्षण के ज्ञानात्मक, बोधात्मक, कौशलात्मक और रूचिगत उद्देश्यों का निर्धारण।

इकाई 3 हिन्दी की विविध विधाओं के शिक्षण की विधियों का परिचय और उपयोग।

3.1 गद्य एवं पद्य शिक्षण की आवश्यकता और उपयोगिता।

3.2 गद्य शिक्षण की अर्थबोध, व्याख्या, विश्लेषण और संयुक्त विधि का परिचय और इनकी समीक्षा।

3.3 पद्य शिक्षण की शब्दार्थ कथन, खण्डान्वय, व्यास तथा समीक्षा विधि का परिचय और इनकी उपयुक्तता का आंकलन।

3.4 व्याकरण शिक्षण की आवश्यकता और उपयोगिता।

3.5 व्याकरण शिक्षण की निगमन, आगमन, भाषा संसर्ग और पाठ्य-पुस्तक विधियों का मूल्यांकन।

इकाई 4 भाषा अधिगम-शिक्षण में सहायक सामग्रियों का प्रयोग।

4.1 शिक्षण उपकरणों का संदर्भ, महत्त्व और लाभ।

4.2 अधिगम-शिक्षण के दृश्य, श्रव्य, स्पर्श उपकरणों के प्रकार।

4.2.1 **दृश्य उपकरण**-श्यामपट्ट, चार्ट, नक्शा, मानचित्र, प्रतिरूप, कार्यशील प्रतिरूप और फ्लैश कार्ड, सांकेतिक भाषा की वीडियो तथा अनुशीर्षक, अखबार, पत्रिकाओं और पुस्तकों इत्यादि के प्रयोग की विधि और अभ्यास।

4.2.2 **श्रव्य उपकरण**-कॉम्पैक्ट डिस्क, श्रव्य पुस्तक, डेजी पुस्तकों, आई-पॉड इत्यादि के प्रयोग की विधि और अभ्यास।

4.2.3 **स्पर्श उपकरण**-वास्तविक वस्तुएं, व्यक्ति, वस्तुए आवागमन, पशु-पक्षी, पेड़-पौधे इत्यादि के स्पर्शात्मक, प्रतिरूप, स्पर्शात्मक नक्शा, स्पर्शात्मक मानचित्र, मानव-शरीर का स्पर्शात्मक प्रतिरूप,

4.3 ब्रेल-लिपी में पाठ्यपुस्तकें एवं अन्य स्पर्शात्मक शिक्षण, अधिगम सहायक सामग्री इत्यादि के रूप में प्रयोग की विधि और उपयोगिता।

4.4 वैद्युदण्विक उपकरणों-टेलीविजन, कम्प्यूटर, डीजीटल पुस्तक, ई-सामग्री, सॉफ्ट-वेयरस, मोबाइल एप्स और विश्वजाल के सहायक तकनीक व उपकरणों के रूप में प्रयोग की विधि और उपयोगिता।

4.5 भाषा अधिगम में भाषा प्रयोगशाला (भौतिक व आभासी) के प्रयोग की विधि और समीक्षा।

इकाई 5 भाषा अधिगम के आंकलन व मूल्यांकन की प्रविधि।

5.1 आंकलन व मूल्यांकन की संकल्पना, उद्देश्य और महत्त्व, आँकलन प्रक्रिया में लचीलापन।

5.2 आँकलन के विभिन्न प्रकार तथा उपकरण, विद्यालय आधारित आंकलन का संदर्भ।

5.3 लेखन, पठन, श्रृतलेख, सुलेख, तीव्रलेखन, त्रुटिमुक्त लेखन, आशुभाषण, काव्यपाठ, गीत, अभिनय, संवाद, क्रियाकलाप और नेतृत्व के गुणों का प्रविधि द्वारा मूल्यांकन तथा उनके भाषा अधिगम का संचयीवृत्त बनाना।

5.4 त्रुटियों की पहचान व विश्लेषण, नैदानिक परीक्षण और उपचारात्मक उपाय।

5.5 दिव्यांग विद्यार्थियों के लिए आँकलन प्रक्रिया में अनुकूलन और उनके सर्वांगीण विकास का आंकलन कर रिपोर्ट तैयार करना।

पाठ्यक्रम का संचालन ।

इस पाठ्यक्रम के संचालन में हिंदी शिक्षण-अधिगम की गतिविधियां, पारस्परिक चर्चा और व्याख्यान, साहित्य-समीक्षा, प्रदर्शन और अवलोकन, विभिन्न अधिगम केंद्र, जैसे- भाषा प्रयोगशालाओं, आभासी प्रयोगशालाओं, स्कूलों और कक्षाओं इत्यादि में शिक्षार्थियों की सक्रिय भागीदारी शामिल होगी। इसके अतिरिक्त हिंदी भाषा के बहु सांस्कृतिक पहलू और बहुलता को समझाने हेतु विभिन्न परिवेशों में अकादमिक-भ्रमण; परियोजनाएं और ई-सामग्री और डिजिटल शिक्षण सामग्री की तैयारी, क्विज़ कार्यशालाओं और संगोष्ठियों, प्रदर्शनियों और प्रतियोगिताओं में भागीदारी के अवसर प्रदान किए जाएंगे ।

पाठ्यक्रम कार्य/प्रायोगिक कार्य/अधिगम केंद्रों पर कार्य ।

- आधुनिक भाषा के रूप में हिन्दी के गुणों और स्थिति का अनुसंधान विवरण।
- हिन्दी शिक्षण की किन्ही दो अधनुतन विधियों का परिचय एवं इनके उपयोग की तुलनात्मक समीक्षा।
- हिन्दी शिक्षण के श्रवण, वाचन और लेखन अधिगम के सटीक मूल्यांकन में विद्यालय आधारित आँकलन की प्रविधि के उपयोग का विवरण।
- चिन्तन दैनन्दिनी, पोर्टफोलियो और आलोचनात्मक विवरणी के उपयोग की समीक्षा और इनकी प्रतिकृति का प्रस्तुतिकरण।

सुझावात्मक मूल्यांकन

लिखित परीक्षा, कक्षा प्रस्तुति, कार्यशाला, असाइनमेंट, प्रैक्टिकम, प्रारंभिक मूल्यांकन, आंतरिक और टर्मिनल सेमेस्टर परीक्षा।

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Content and Pedagogy of Language (L2)

Course Code: 4.2.3 (ASD) **Credits: 2** **Semester:4**

About the Course

Language plays a central role in the learning experience of a child with ASD. Fostering language and literacy development in children promotes communication and builds on their existing knowledge for more complex tasks like listening, reading, comprehending, communicating (verbal and non-verbal) and writing. Effective language teaching requires maximum exposure, rich textbook content, and skilled teachers. Language is a complex system of communication that involves the use of symbols, sounds, gestures, signs or written characters to convey meaning. As students have a combination of styles and strengths in the motor, cognitive, and sensory domains, language acquisition (and speech development) often take place at different paces for autistic students. Further, many autistic children are hyperlexic and can read well before they are taught, but not necessarily comprehend what they read. For autistic children, separate focus is required on aspects such as learning to spell, comprehension and understanding metaphors, similes, and use of irony and sarcasm to understand the imagery often used in stories and poetry.

This coursework trains teachers to use strategies that are differentiated, student-centred, and assistive technology enabled with the UDL approach - multi-sensory, multiple means of representation, engagement, action and expression. Additionally, it helps them analyse textbook content—vocabulary, structure, sound, and forms, and develop lesson plans, explore available resources and also develop appropriate TLMs and other creative techniques to teach. The course also emphasizes assessment, including formal, informal, formative, summative, and 360-degree methods, to continuously evaluate language skills.

Learning outcomes

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

- Explain the history, theory of language development, principles of language teaching, evolution and contemporary trends in the English language.
- Adapt various pedagogical approaches and methods to teach the English language and across other subjects teaching in collaboration with other professionals.
- Prepare an instructional plan – accommodations/adaptations/modifications to teach the language of English
- Develop student-centred teaching learning materials to promote access to content, and multisensory engagement – tactile, visual, auditory, multisensory learning kit, interactive ICT/adaptive technology.
- Use various techniques to evaluate the achievement of the learner in English

Course content

Unit 1: Nature, Scope, Principles and Functions of Language

1.1 Historical and policy perspectives of language development, Theories of language development in early years (e.g., Behaviourist theory, Nativist theory (Naom Chomsky), Social interactionist theory (Lev Vygotsky), Cognitive development theory (Piaget) and Ecological systems theory (Urie Bronfenbrenner)

1.2 Multifaceted nature of Language - Verbal, Non-Verbal communication and Augmentative and Alternative Communication (AAC); the relationship between language and cognition, language and meaning and language and learning

1.3 Principles of language teaching: sociological, psychological and linguistic (the organization of sounds; the structure of sentences; the concept of universal grammar; nature and structure of meaning; phonetics, syntax, semantics, pragmatics, grammar, phonetics, etc.) with focus on listening, speaking, reading, spelling, writing and comprehension.

1.4 Evolutions and trends in teaching English language teaching, functions of teaching English to promote and develop communication, cognitive, social, emotional development, academic achievement, personal autonomy (self-advocacy), and independence in daily living skills.

1.5 Language acquisition and language learning; multilingualism: practices and challenges, linguistic variability and pronunciation diversity, and pedagogical implications

Unit 2: Pedagogical Approaches to Teaching Language

2.1 Development of language skills: listening, speaking, reading, comprehension, spelling, writing, grammar, vocabulary, and dictionary skills. Strategies, activities, methods, and approaches for integrating these skills. Listening activities: passive and active listening, factors affecting skills, phonemic drills, pronunciation, rhythm, rhyme, intonation, oral expression types and activities. speaking skills: storytelling, dialogues, situational conversations, role plays, simulations, speech, games and contexts, language laboratories, pictures, authentic materials, and multimedia resources. Reading: mechanics, sub-skills, importance, techniques (aloud, silent, extensive, intensive), study skills. Writing: stages, process, types (poetry, short stories, letters, diary, articles, dialogues, speeches), comprehension and spelling

2.2 Ways to promote a language learning environment in the context of needs of learners with autism – the role of play as a vehicle for language development, encouraging literacy-rich environment through: Early reading for children (e.g., calendars, meanings of objects), Exposure to print or tactile book print awareness, different approaches for teaching reading (e.g., whole language, phonetics), experiential learning as a basis for reading (e.g., experiences box, tactile storybooks, making shopping lists, personal passport about self and family, developing diaries to encourage reading and to enhance the memory of the child. Vocabulary development through short stories and poetry.

2.3 Task-based approach, cooperative learning, language across the curriculum, communicative language teaching, Bilingual, Eclectic and Constructive approach

2.4 Developing communication and higher-order skills: creative thinking, questioning, and critical writing. Teaching the use of metaphors, similes, irony and sarcasm to understand the use and meaning of imagery in poems Method of teaching of prose, poetry, drama, grammar and vocabulary- i) Translation method. ii) Structural – Situational method. iii) Direct method

2.5 Accommodation, adaptation and modification in approaches and techniques in teaching children with ASD (e.g. presence of hyperlexia, splinter skills, using interests and motivations, concrete learning, context-based learning, reading vs spelling vs comprehension etc.)

Unit 3: Textbook Analysis and Adaptations for alignment, inclusion of diverse learners, decision on pedagogical approaches and real-world applications.

3.1 Importance of activity-based learning (ABL)

3.2 Need, importance and procedure for Instructional Planning, Unit Planning and Lesson Planning.

3.3 Textbook Analysis and Planning for Teaching Language: Understanding the textbook, content analysis and lesson planning. Analysis of skills in the subject matter, including sound, vocabulary, and structure.

3.4 Use of language laboratory: exposure to different sounds, practice, recording children's pronunciations with feedback, virtual presentations of Indian and regional stories.

3.5 Role of Special Educator in inclusive planning, adapting (Following nine points of curriculum adaptation), executing, and evaluating units and lessons for students with ASD

Unit 4: Teaching Learning Aids and Resources for Instructions

4.1 The use of instructional aids for effective teaching of English: smartboards, chalkboards, flannel boards, pictures/ picture-cut-outs, charts, voice notes, television, films & filmstrips, language laboratory, language, games, reading cards, worksheets, handouts, tabs and PowerPoint presentation, educational kits

4.2 Importance of instructional material, developing TLMs and identifying resources and their effective use (e.g., flashcards, games, images, audio recordings, audio-video presentations, speeches of kids and great speakers, television channels, e-resources, language laboratory, pictorial presentation of sounds, children's literature, films, age-appropriate language games, storybooks, newspapers, magazines, art and craft, community radio, MHRD/NCERT initiatives like NROER and e-pathshala etc.)

4.3 Availability, benefits, and adaptations of teaching material and ICT for autistic children - Communication boards, communication cards, objects, pictures). and low/high technology, organising vocabulary (people, verbs, things, feelings, places, time), early reading for students (e.g., calendars, meanings of objects), exposure to print and tactile print for children, and developing e-content.

4.4 Limitations, precautions, and challenges with Online/E-resources: Identifying major issues associated with the use of online and electronic resources in language education. Developing strategies to overcome challenges and optimize the use of online resources for effective teaching-learning outcomes.

4.5 Creating a portfolio of Innovative and experiential Practices: Construction of a teacher-made test for English proficiency, Different approaches for teaching reading (e.g., whole word, phonetics), Leveraging language games, role-playing, theatre, and media to engage learners. Utilizing interactive methods like quizzes, buzz groups, and brainstorming to foster participation. Emphasizing collaborative learning through discussions, group activities, and presentations Incorporating storytelling, recitations, and role-play to enhance language skills. Integrating training games, case studies, and higher-order thinking questions for deeper comprehension.

Unit 5: Assessment, Intervention and Evaluation by the Teacher Educator

5.1 Application, relevance, validity, reliability, and fairness of the different types of assessments (e.g., formative, summative, 360-degree, continuous and comprehensive assessment, group assessment and peer assessments) in assessing skills and proficiency in listening, speaking, reading, spelling, writing, comprehension, vocabulary, grammar and phonology communication, and expressions

5.2 Modification of assessments to ensure fairness, accessibility and evaluation of student's understanding of concepts rather than the ability to memorize the meaning of a question (e.g., extended time, simplified instructions, brief, bulleted response, Start with Multiple choice questions, fill in the blanks, Complete the chart (e.g. food chain ____- frog-___- eagle); using visuals in question paper (e.g., when ⏱ will they go back? which number is greater ■ , Which number is smaller ▪), gradually build skills to short answer questions and then long answer questions)

5.3 Error analysis, diagnostic tests for identification of cooccurring conditions such as Hyperlexia, and SLD in autistic children, and enrichment measures.

5.4 Incorporating positive and constructive written feedback focusing on the facilitation of knowledge acquisition without the use of aversive and punishment procedures.

5.5 Self-reflection, and receiving feedback on assessment, teaching and evaluation practices to improve student engagement and interest in the subject matter

Suggested Coursework / Practicum

- Design teaching programme based on error analysis and submit.
- Develop a strategy to rectify any common error in the use of English.
- Develop a language game to teach any language element.
- Prepare worksheets to enrich vocabulary based on interests, motivation and functional use from surroundings, environment, people, and animals
- Carry out Learning Media Assessment.
- Develop lesson plans for the teaching of prose and poetry
- Critically analyse any one poem or essay
- Make an AAC device (low technology) for a child.
- Observe and recommend changes (if required) to the communication system
- Use the learning media assessment to find the need for large or tactile print.
- Select four stories from children's literature and identify teaching points from each story used for developing oral expression at this level and submit a detailed report.
- Develop activity-based tests for assessing children's language skills.

Suggestive mode of transaction

Learners are encouraged to critically review all materials

- Observations
- Demonstrations
- Hands-on experiences
- Field visits
- Audio-video and multimedia resources
- Lectures and discussions
- Presentations and projects
- Workshops and seminars
- Online resources
- Self-study

Suggestive assessment

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

Suggested readings

A.S. Remby, A guide to pattern and usage in English, Oxford University Press.

Agnihotri, R.K. (1999). Bachchon ki bhashaa seekhne ki kshamata, bhag 1 or 2. *ShakshikSandarbh*. Bhopal: Eklavya (p.p??).

Agnihotri, R.K. (2007). *Hindi: An essential grammar.* London: Routledge

Agnihotri, R.K. (2007). *Towards a pedagogical paradigm rooted in multiliguality*. International Mulilingual Research Journal, Vol.(2) 1-10

Agnihotri, R.K. and Vandhopadhyay, P.K. (ed.) (2000). *Bhasha, bhubhashita or hindi: Ekanth samvaad,* New Delhi: Shilalekh

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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.

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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 (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

National Council of Educational Research and Training Rolding in Language and Language Teaching Book-I, Publication Division, NCERT, New Delhi.

National Council of Educational Research and Training Textbooks of Sciences at Middle Stage.

National Curriculum Framework 2005; Position Paper, National Focus Group on Teaching of English: NCERT, 2006.

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

Richards, J. & Lockhart, C. (1994). Reflective Teaching in Second Language Classrooms. Cambridge: Cambridge University Press

Sachdeva, M. S. (2007). Teaching of English. Patiala: Twenty First Century Publications.

Sahu, B. K. (2004). Teaching of English. Ludhiana: Kalyani Publishers.

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-individualized-curriculum-and-instructional-design-curriculum-and-instruction-for-students-with-developmental-disabilities-autism-spectrum-disorders

Sharma, Bharti (2011) Inclusive Education: Needs, Practices and Prospects. Kanishka Publishers, Distributors, New Delhi

Singh, Dolly (2010). Special Educational Needs (SEN): Strategies, Guidelines and Initiatives. Kanishka Publishers, Distributors, New Delhi-110002

Journals

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

Online links

https://www.ignouhelp.in/ignou-bed-study-material/
http://autism-india.org
https://www.donnawilliams.net/
http://www.buildsomethingpositive.com/wenn/
http://www.aspie.com/
https://thegirlwiththecurlyhair.co.uk
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https://Feelslikeautism.com
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https://neuroclastic.com
https://wrongplanet.net/
https://thinkingautismguide.com/
https://teacch.com/resources/

Content and Pedagogy of Mathematics

Course Code: 4.2.4 (ASD) **Credits: 2** **Semester:5**

About the Course

This course will help the student teachers to value and appreciate Mathematics as a discipline and as a pattern of understanding basic concepts in the primary years. The course will help the student-teachers to generate their students' interest in learning math and develop dispositions towards the subject that lay the foundations for understanding more complex concepts in later years. It is designed to equip the learners to teach math using innovative methods, techniques and teaching learning materials for children with disabilities. This course encourages students to move the teaching of mathematics from rote to problem-based real-world context with relevant hands-on experiences or through activity-based projects. The student teachers will be able to understand ways to modify content, develop assessments in alternative formats, and use adaptive technology that assesses learning and not mere recall of facts. Student teachers shall explore action research on early childhood mathematics teaching and learning.

Learning outcomes

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

- Explain the nature of Mathematics and its historical development in the context of the contribution of Mathematicians.
- State the different pedagogical approaches to teaching mathematics to students with autism.
- Analyse maths textbook at the preparatory stage to draw content to facilitate planning for accommodations, adaptations or modifications for autistic students
- Understand the various student-centric teaching and learning tools/aids, ICT tools, and assistive technology that promote active engagement of learners to know, understand, or be able to do based on their learning experiences.
- Associate the role of a special educator as a facilitator of learning – with appropriate assessment, evaluation, and innovative interventions that promote student learning in collaboration with the school team, conduct action research of innovative practices that link theory to practice.

Course content

Unit 1: Nature, Aims, Scope and Historical Perspectives of Mathematics

1.1 Meaning, Definitions & Nature of Mathematics.

1.2 Importance of Mathematics Education - Mathematics in real-life situations, Mathematics and other branches of knowledge, Mathematics and problem solving & ability to think mathematically.

1.3 Vision & Aims of Teaching of Mathematics: National Curriculum Framework-2005, N.C.F.T.E.-2009, With special reference to Position Paper National Focus Group on Teaching of Mathematics -2006 (NCERT).

1.4 Mathematics in different civilisations: Roman civilization, Egyptian civilisation, Mayan civilisation, Indus Valley civilisation, and Blind Mathematicians in history.

1.5 Contributions to Mathematics – Indian Vaidik Ganit and contributions of Indian Mathematicians (e.g., Aryabhata, Bhaskaracharya, Baudhayana, Madhavan, P.C Mahanalobis and Ramanujam).

Unit 2: Pedagogical Approaches to Teaching Mathematics

2.1 Recognise ways to overcome anxiety over mathematics - Myths & Anxiety about Mathematics, Psychological Approaches of Teaching Mathematics: Behaviourist Vs

Constructivist Approach, Multi-sensory approach to engage learners with gradual progression with scaffolding support.

2.2 State learning- centred approaches of teaching Mathematics- 5E's Learning Model, concept mapping & activity-based learning (ABL)

2.3 Describe methods for teaching and learning Mathematics – Concrete, Representational and Abstract (CRA), Problem-Based Learning, (PBL), Storytelling, contextual learning, movement-based activities, games (board games with manipulatives) – clear, logical, real-world context, interactive and systematic.

2.4 Ways to promote mathematics learning environment - learner-centred, interactive, explorative that promotes access and participation – Maths corner, or mathematics laboratory and library.

2.5 Understand the building blocks of teaching mathematics –such as number sense, shapes, spatial skills, classification, ordering, sorting, estimation, basic geometry, and the introduction of mathematical reasoning.

Unit 3: Textbook Analysis for Adaptation and Planning for Teaching Mathematics.

3.1 Meaning, needs and steps of pedagogical analysis regarding identifying needs for accommodations or modifications based on learner needs and modes of access.

3.2 Review the textbook for content adaptation or modification in teaching Mathematics using suitable accommodations or simplify or supplement lessons or develop a functional maths curriculum for appropriate learning experiences for students with low to high support needs such as visual/tactile aids/ audio formats.

3.3 Develop yearly plans, unit plans, lesson plans & planning Mathematics for All (including high support students – functional maths). (lesson plans based on a multi-sensory approach, on the principles of Universal Design for Learning terms of representation, engagement and expression).

3.4 Integrate ICT in teaching maths both for online/offline teaching to enhance learning experiences.

3.5 Application of low, med or high-tech ICT tools, AT, and AACs in teaching students with autism (e.g. interactive smart boards, virtual manipulatives)

Unit 4: Teaching, Learning Aids and Resources

4.1 Describe multisensory instructions, scaffolded learning, differentiated and individualized instructions, interactive elements in student engagement, and the use of positive reinforcement.

4.2 Identify and select learner-centred teaching learning materials – large print, non-print and digital media for both online and offline classroom teaching-learning (2-D, 3-D models-concrete objects, objects of references, enlarged clear flashcards, Worksheets, multimedia, voice/text output devices, Taylor frame, Abacus, ICT).

4.3 State the concept, need & development of the mathematics club, corner or laboratory.

4.4 Develop a Mathematical environment around the child: converting school common areas with tactile signs or markers using numbers, shapes, patterns, and measurements, labelling trees with their heights, and circumference, geometric garden beds for mobility, mathematical ideas by field trips, outdoor explorations including orientation and mobility training (measuring distances, estimating quantities, or identifying geometric shapes) etc.

4.5 Apply teaching learning aids and resources based on the learning style of the child with autism

Unit 5: Assessment, Intervention and Evaluation by the Teacher Educator

5.1 Application, relevance, validity, reliability, and fairness of the different types of assessments (e.g., formative, summative, 360-degree, continuous and comprehensive assessment, group assessment and peer assessments) in assessing skills and proficiencies

5.2 Modification of assessments to ensure fairness, accessibility and evaluation of student's understanding of concepts rather than the ability to memorize the meaning of a question (e.g., extended time, simplified instructions, brief, bulleted response, start with multiple choice questions, matching, fill in the blanks, complete the chart (e.g. 7 ____- 9 -___- 11); using visuals in question paper (e.g., when ⏱ will they go back? which number is greater ■ , Which number is smaller ▪), gradually build skills to short answer questions and then long answer questions)

5.3 Error analysis, diagnostic tests for identification for uneven learning, mental math, cooccurring conditions e.g. Hyperlexia, and SLD in autistic children, and enrichment measures.

5.4 Incorporating positive and constructive written feedback focusing on the facilitation of knowledge acquisition without the use of aversive and punishment procedures.

5.5 Self-reflection, and receiving feedback on assessment, teaching and evaluation practices to improve student engagement and interest in the subject matter

Suggested Coursework / Practicum

- Observe the children around you or a school doing maths in everyday contexts. Make a journal of your observations that used maths in real-time contexts.
- Meet people in the community including those not formally literate who use mathematics as vegetable sellers, such retail trade, folk songs or rhymes that use mathematics, and numerical practices various people use in capturing everyday tasks.
- Visit a place of historical or architectural relevance to see patterns, sequences, spatial reasoning and geometry.
- Design a simple game or puzzle using basic concepts of mathematics for students with autism.
- Implement the Individualised Educational Plan or group educational plan for learning Mathematics and suggest ways to ensure alignment with learning outcomes of a reliant textbook.
- Develop a plan of action for developing a Maths corner or Maths laboratory.
- Enumerate and analyse the assessment strategies used in some classes.
- Develop and design a field-based project for children in the Preparatory stage.
- List out the pedagogical issues in the NEP 2020 about teaching mathematics for students with high support needs

Suggestive mode of transaction

Learners are encouraged to critically review all materials

- Observations
- Demonstrations
- Hands-on experiences
- Field visits
- Audio-video and multimedia resources
- Lectures and discussions
- Presentations and projects
- Workshops and seminars
- Online resources

- Self-study

Suggestive assessment

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

Suggested readings

Gafoor, K. A. & Sarabi, M.K. (2015). Need for Equipping Student Teachers with Language of Mathematics. UGC Sponsored National Seminar on Pedagogy of Teacher Education- Trends and Challenges, Farook Training College, Kozhikkode. 8th and 19th August 2015 (eric document ED560111).

IGNOU (2000). Teaching of Mathematics (ES-342), Blocks 1-4. New Delhi.

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Karten, T. J. (2010). Inclusion strategies that work! Research-Based Methods for the classroom. Corwin, California.

Kosterelioglu, I. & Yapici, M. (2016). The effects of activity-based learning process on prospective teachers' perceptions of constructivist learning environment. International Journal of Human Sciences, 13 (1), 1342-1354. 26.

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Kupcu, A. R. (2012). The effects of activity-based teaching approach on the proportion related problem-solving success of middle school students. Journal of Kırşehir Education Faculty, 13 (3), 175-206. 27.

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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
National Research Council, Commission on Behavioural and Social Sciences & Education, Committee on Early Childhood Pedagogy (2001). Eager to Learn: Educating our Pre-schoolers.
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Somashekar, G., Viswanathappa, G., & James, A. (2014). Methods of Teaching Mathematics. Hyderabad: Neelkamal Publications Pvt Ltd.
Yagnamurthy, Sreekanth. 2017. Continuous and Comprehensive Evaluation (CCE): Policy and Practice at the National Level. The Curriculum Journal 28 (3): 421–41.

Journals

Journal for Research in Mathematics Education (JRME). Publisher: National Council of Teachers of Mathematics (NCTM).
Mathematics Teacher: Learning and Teaching PK-12 (MTLT). Publisher: National Council of Teachers of Mathematics (NCTM)
Journal of Mathematics Teacher Education. Publisher: Springer
Autism Community Network: https://www.autismnetworks.org/autism.html
Autism Spectrum Disorders: https://www.opastpublishers.com/journal/autism-spectrum-disorders-open-access
Journal of Autism and Developmental Disorders https://link.springer.com/journal/10803
Research in Autism Spectrum Disorders: https://www.sciencedirect.com/journal/research-in-autism-spectrum-disorders
Autism in Adulthood: https://home.liebertpub.com/publications/autism-in-adulthood/646

Online links

https://www.ignouhelp.in/ignou-bed-study-material/
http://autism-india.org
https://www.donnawilliams.net/
http://www.buildsomethingpositive.com/wenn/
http://www.aspie.com/
https://thegirlwiththecurlyhair.co.uk
https://autisticnotweird.com
https://Feelslikeautism.com
https://kbrudraakshkb.wixsite.com/autism-advocacy
https://barryprizant.com/
https://out-of-sync-child.com/
https://neuroclastic.com
https://wrongplanet.net/
https://thinkingautismguide.com/
https://teacch.com/resources/
https:/www.ncetm_five_big_ideas_updated_feb_2024.pdf
The World of Blind Mathematics https://www.ams.org/notices/200210/comm-morin.pdf
https://openjournals.libs.uga.edu/tme/index

https://www.perkins.org/resource/digital-math-summary-page/
https://cafedissensus.com/2016/08/14/mathematics-education-for-all-as-if-children-with-disabilities-count/
https://earlymath.erikson.edu/wp-content/uploads/2018/12/Viewpoint_FindingJoyinKindergartenMathematics.pdf
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Content and Pedagogy of World Around Us

Course Code: 4.2.5 (ASD) **Credits: 2** **Semester: 5**

About the Course

World Around Us (WAU) is concerned with the exploration, investigation, and development of an understanding of the natural, human, social and cultural dimensions of local and wider environments. It provides opportunities to engage in active learning, use a wide range of skills, and acquire open, critical, and responsible attitudes. This course aims to develop an understanding of the nature, scope, and importance of the World Around Us as a composite discipline and its synergies with Science, Social Sciences and Environmental Education. The objective of the course is to equip student teachers with a theoretical and practical understanding of the nature, content and pedagogy of teaching this subject to autistic learners in the preparatory stage. The pedagogy lends itself to experiential, concept-based learning (e.g., maintaining flowerpots/ kitchen garden, visits to the local markets or parks etc.). This course will enable student teachers to organize and assess learning opportunities for autistic students and to modify assessments, teaching and evaluation processes that facilitate the development of necessary knowledge and attitude for social and environmental issues. This course encourages the exploration of social and natural environments to develop competency, sensitivity, appreciation and engagement with the environment.

Learning outcomes

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

- Explain the scope, objectives and values of teaching-learning and identify the linkages with other disciplines
- Analyse the subject content from textbooks from a PCK perspective and creatively teach autistic students, awareness and practices to conserve the environment
- Design and integrate teaching-learning resources suitable to teach autistic students
- Design and implement lesson plans through experiential, outcome-based learning methods
- Use varied assessment strategies to map the learning progress

Course content

Unit 1: Nature, Scope and Historical Perspectives

1.1 Meaning, nature, and importance of the subject, supplemented with examples and visual aids to accommodate various learning needs. Emphasize the importance in everyday life and how it relates to the experiences of autistic students

1.2 Objectives of pedagogy and the links to other disciplines through interdisciplinary projects and activities. Include examples that are accessible to autistic students. Outline teaching methods adapted for autistic students such as using tactile, auditory, and visual learning aids.

1.3 Value and application of the subject in human life and practical applications using hands-on experiments and inclusive activities and discuss the intersection with cultural practices and knowledge, while drawing similarities to the students' own lives and communities.

1.4 Critically review the recommendations of the Education Commission (1964-66), NCFSE 2023, and NEP 2020 for teaching the subject in schools and the impact on the education system especially from the perspective of autistic children

1.5 Contribution of Indian to the field of Science- Varaha Mihira, Charaka, Aryabhatta, Maharshi Patanjali, C.V. Raman, Homi Jahangir Bhabha, Sir Jagdish Chandra Bose, A. P. J. Abdul Kalam using multimedia resources such as videos, audio recordings, and illustrated books to make them accessible.

Unit 2: Pedagogical Practices and Textbook Analysis

2.1 Inquiry-Based approaches and a critical analysis of pedagogical adaptations for autistic learners

2.2 Adaptations of the different teaching methods: Concrete, Representational and Abstract (CRA), Problem-Based Learning, (PBL), Teacher-centric (e.g., lectures, demonstrations presentations, discussions); Learner-centric (e.g. activity-based learning, hands-on activities, play-way methods) and Group-centric (problem-solving, project-based, inquiry-based, collaborative, cooperative and blended) using STEM and STEAM and ensuring support for group interaction and participation

2.3 Innovative inclusive, activity-oriented classrooms using manipulatives, visual aids and simplified language, online and offline activities suitable for all learners (e.g. quizzes, buzz groups, snowballing, brainstorming, discussion, debates, movement and art-based activities such as clay modelling and toy making, presentations, demonstrations, recitations, storytelling, role-play, games, case vignettes, and higher order thinking questions)

2.4 Use of ICT, adaptive and assistive technologies (e.g. AACs smart boards, handheld computing devices, computer testing), and emerging technologies (e.g., artificial intelligence machine learning) and their potential to enhance accessibility and engagement for autistic students

2.5 Review of textbook for teaching pedagogy and content (from the Pedagogical Content Knowledge (PCK) perspective, selecting relevant content, facts, and concepts, and developing annual plans, unit plans, and lesson plans using outcome-based, experiential learning and principles of UDL to meet the varying needs of autistic learners

Unit 3: Teaching Learning Material and Learning Resources

3.1 Use suitable accommodations, simplify or supplement lessons, develop a functional curriculum, and modify approaches and techniques best suited to the strengths of autistic children (e.g., presence of splinter skills, using interests and motivations, concrete learning, context-based learning etc.)

3.2 Promoting a learning environment through a laboratory/resource/activity room that is learner-centred, interactive, demonstrative and explorative, promotes scientific inquiry, hands-on access and participation in a clear, logical, systematic, real-world context

3.3 Identification, design, management and integration of teaching-learning materials including the environment, print material (e.g., reflective journals, charts, 2-D, 3-D models, games, toys, flashcards, worksheets, textbooks, teachers' manual/ handbook, e-books, e-documents, presentations) and non-print material (multimedia, television, websites, animations, audios, videos, images, simulations, digital repository, AR, VR and AI-based digital resources and OERs)

3.4 Develop instructional material and TLMs and identify resources and their effective use (e.g., flashcards, games, images, audio recordings, audio-video presentations, speeches of kids and great speakers, television channels, e-resources, laboratory, pictorial presentation, films, age-appropriate games, storybooks, newspapers, magazines, art-based activities etc.). Explore the use of instructional aids for effective teaching: smartboards, chalkboards, flannel boards, pictures/ picture-cut-outs, charts, voice notes, reading cards, worksheets, handouts, tabs and PowerPoint presentations, educational kits) and integration of ICT, art, games, toys, AT, and AACs in online/offline teaching to enhance learning experiences while teaching autistic students

3.5 Use suitable accommodations, simplify or supplement lessons, develop a functional curriculum, and modify approaches and techniques best suited to the strengths of autistic children (e.g., presence of splinter skills, using interests and motivations, concrete learning, context-based learning etc.)

Unit 4: Assessment, Evaluation and ICT Integration

4.1 Application, relevance, validity, reliability, and fairness of the different types of assessments (e.g., formative, summative, 360-degree, continuous and comprehensive assessment, group assessment and peer assessments)

4.2 Performance assessment: assessment of group activities, field observations, creating platform and portfolio management, assessment of skills, assignments, projects, and presentations.

4.3 Modification of assessments to ensure fairness, accessibility and evaluation of student's understanding of concepts rather than the ability to memorize the meaning of a question (e.g., extended time, simplified instructions, brief, bulleted response, multiple choice questions, fill in the blanks, complete the chart (e.g. food chain _____- frog-___-eagle); use visuals in question paper (e.g., when ⏱ will they go back? which number is greater ■ , which number is smaller ▪), start with multiple choice questions and gradually build skills to short answer questions and then long answer questions)

4.4 Incorporating positive and constructive written feedback focusing on the facilitation of knowledge acquisition without the use of aversive and punishment procedures.

4.5 Reflecting on teaching and assessment practices to improve student engagement and interest in the subject matter, error analysis, diagnostic tests for identification of cooccurring conditions such as SLD in autistic children, and enrichment measures.

Unit 5: Innovative and Research Practices

5.1 Meaning, need, importance and scope of innovative practices.

5.2 Creating a portfolio of innovative, experiential (online/offline) practices: leveraging language games, role-playing, theatre, and media to engage learners, utilizing interactive methods like quizzes, buzz groups, and brainstorming to foster participation; emphasizing collaborative learning through discussions, group activities, and presentations incorporating storytelling, recitations, and role-play, games and toys; integrating training games and higher-order thinking questions for deeper comprehension etc.

5.3 Innovative accommodation, adaptation and modification in approaches and techniques in teaching children with ASD

5.4 Action research, reflection, and research-based practice in school.

5.5 Psychological, sociological and philosophical perspectives of teaching and learning a subject, role of a teacher in facilitating learning the concepts of the subject.

Suggested Coursework / Practicum

- Organize essay/poster-making competitions to bring about awareness about our surrounding environment and sensitize the community at large about environmental concerns.
- Develop e-content on selected topics such as food, clothes, honeybees, flowers, markets, animals and plants, forests etc.
- Organize workshops to evolve art-integrated/ games etc.
- Develop strategies to teach plants, animals, forests, numbers, shapes, and making houses by following the STEM/ STEAM approach.
- Develop a project on practices to conserve the environment with a special focus on ancient Indian practices.
- Develop 2-D/3-D models, charts, and flashcards to teach topics such as Foods We Eat, Garden, The Valley of Flowers etc.
- Visit different websites to identify activities/ games/toys to teach topics such as seeds, fruits, earthquakes, web of life, eating together, and prepare digital repositories.

- Develop strategies to teach topics like rivers, mountains, forests, and earthquakes with the help of a VR device.
- Prepare a plan to develop a Resource Room/ Activity Room for EVS in your Institution.
- Analyze the textbooks of Grades III, IV and V to identify facts, concepts, and generalizations.
- Develop innovative lesson plans by following art-integrated/ toy and game-integrated pedagogy to teach various topics.
- Develop rubrics to assess the progress of learners.
- Prepare an Achievement Test based on TOS, administer to a group of learners, analyze their achievement, identify learning difficulties, and conduct remedial sessions for learners with learning difficulties.
- Prepare and manage a portfolio, story-telling pedagogy, and prepare an innovative ICT-integrated lesson plan.
- Make a case study of learners with distinct characteristics, identify problems and conduct action research.

Suggestive mode of transaction

Learners are encouraged to critically review all materials

- Observations
- Demonstrations
- Hands-on experiences
- Field visits
- Audio-video and multimedia resources
- Lectures and discussions
- Presentations and projects
- Workshops and seminars
- Online resources
- Self-study

Suggestive assessment

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

Suggested readings

CEE; (2007). Tbilisi to Ahmedabad: The journey of Environmental Education –A Source Book; CEE; Ahmedabad.

CEE. (2007). Environmental Education in the Indian school system: Status Report.

CEE. (2007). Joy of Learning: Handbook of Environmental Education Activities; CEE for NCERT.

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 Council of Educational Research and Training (1991): Elementary Teacher Education Curriculum, Guidelines and Syllabi, New Delhi.

National Council of Educational Research and Training (2006). Environmental Studies Looking Around Textbook for class III.

National Council of Educational Research and Training (2007). Environmental Studies Looking Around Textbook for class IV.

National Council of Educational Research and Training (2008). Environmental Studies Looking Around Textbook for class V.
National Council of Educational Research and Training (2009). Project Books on Environmental Education for classes VI, VII, VIII, IX and X.
National Council of Educational Research and Training (2017). Learning Outcomes at Elementary stage.
NIOS Learning Environmental Studies at Primary Level, Diploma in Elementary Education (D.El.Ed.), Block -2, Curriculum and Pedagogy of EVS. https://www.nios.ac.in/media/documents/dled/Block2_505.pdf
NIOS Learning Environmental Studies at Primary Level, Diploma in Elementary Education (D.El.Ed.), Block -3, Assessment, Reporting and Remediation in EVS. https://nios.ac.in/media/documents/dled/Block3_505.pdf.
NIOS. Learning Environmental Studies at Primary Level, Diploma in Elementary Education (D.El.Ed.), Block -1, Importance of Teaching-Learning of EVS at Primary Level. https://nios.ac.in/media/documents/dled/Block1_505.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-individualized-curriculum-and-instructional-design-curriculum-and-instruction-for-students-with-developmental-disabilities-autism-spectrum-disorders

Journals

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

Online links

https://www.ignouhelp.in/ignou-bed-study-material/
http://autism-india.org
https://www.donnawilliams.net/
http://www.buildsomethingpositive.com/wenn/
http://www.aspie.com/
https://thegirlwiththecurlyhair.co.uk
https://autisticnotweird.com
https://Feelslikeautism.com
https://kbrudraakshkb.wixsite.com/autism-advocacy
https://barryprizant.com/
https://out-of-sync-child.com/
https://neuroclastic.com
https://wrongplanet.net/
https://thinkingautismguide.com/
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https://zietmysoredigtallibrary.files.wordpress.com/2016/06/source-book-evs.pdf

Content and Pedagogy of Art Education

Course Code: 4.2.6 (ASD) **Credits: 2** **Semester:6**

About the Course

This course is primarily to develop conceptual understanding and application skills to practice teaching-learning of Arts and Art art-integrated learning at the Preparatory stage. Art Integrated learning curricular experiences enable student teachers to quickly and easily source and plan engaging, integrated explorations with their hands, ears, feet, and body. Learning through Arts is a joyful and experiential approach to engage with students who may then explore and experiment with art materials to make things, narrate their experiences and play out their imaginations. Art Integrated learning is an ideal subject that gives students the natural platform to make mistakes and learn from their mistakes. Art as a pedagogy is more about immersive experiences, and reflections and is limited to a final art product. Art Integrated learning is very therapeutic, especially for students who are non-verbal as it integrates the cognitive, psycho-motor and social-emotional channels for communication. Student teachers will through this course develop the knowledge and understanding of the practice of visual, tactile as well as performing arts which includes Assistive Technologies (AT) as enablers to explore Arts. Access is equal to Experience and Art can be a medium for providing for autistic students. AT can significantly enhance art education for autistic students by providing tools and resources that accommodate diverse abilities and learning styles. Teachers will gain the knowledge and articulate ways to apply art education strategies to meet the diverse needs of the students while providing scaffolding to student's creative thinking. Art as a subject provides students to provide experiences of Teaching art which requires a thoughtful approach that combines an understanding of content and effective pedagogical strategies and its linkages across language, EVS or mathematics.

Learning outcomes

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

- Understand and analyse the need for Arts in Education for the holistic development of students including defining the meaning of Visual, Tactile, and Performing Art
- Differentiate between art as education and education as art.
- Create awareness of rich cultural heritage, traditions and artists and develop skills for art integrating learning across other subjects within the context of the developmental and access level of students
- Apply content knowledge of arts teaching and learning processes across authentic contexts and demonstrate judgment and decision-making in the selection of art activities and materials that are modified or adapted for young autistic children
- Discover their artistic preferences and demonstrate an appreciation for the role of verbal and non-verbal creative expression

Course content

Unit 1: Nature and Scope of Teaching Art Education

1.1 Meaning, concept, nature and scope of teaching art, its linkages with traditional art forms and practices

1.2 Overview of major theories and philosophies in art education, including major contributors of Art Integrated Education – Multiple Intelligences, Shantiniketan, Kalakshetra, Reggio Emilia Approach, Art of Visual Thinking, Jackie Schuld and Jim Mullens as autistic art therapists, educational toys by Arvind Gupta and Initiatives of Artists with Disabilities.

1.3 Pedagogical approaches in Art Education – constructivist, collaborative, inquiry-based, integrative and reflective.

1.4 Nature types and mediums of Visual Arts and Crafts (Tactile Art) e.g., puppetry, papier mache, collage making, different forms of drawing, painting, paper folding, paper crafts, clay modelling and pottery making, sculpting, raising, embossing, rangoli making, weaving etc.

1.5 Nature types and mediums of Performing Arts (Kinesthetic Art) e.g., music, dance, movement, theatre stretching and bending, action dance based on the subject content of Language, EVS and Mathematics and the integration of different art forms in poems, stories and social messages.

Unit 2: Planning and Implementation of Art Integrated Learning

2.1 Pedagogy of arts and art as pedagogy for experiential learning

2.2 Art as Pedagogy (Art Integrated Learning): brief introduction of the meaning and concept, nature and its scope for holistic learning (cultural, value-based, nurturing, creative, therapeutic, and developmental - cognitive psycho-motor and affective domains)

2.3 Integration of art in motor development and coordination (e.g., tearing, pasting, quilling, coiling and pinching, hopping, jumping, balancing, bending, stretching etc.), enhancing sensory awareness and efficiency (e.g., sensory bins to explore textures, make textured collages, building skills of observation, communication, associative thinking etc.

2.4 Integration of art in the learning of academics (e.g., 3D Art with Waste to Art or Scrap to Sculpture to include concepts of science, social science, mathematics etc.) and understanding content and concepts (e.g., colours, shapes, sizes, ratios and proportions, generalisation of concepts. known to unknown, concrete to abstract)

2.5 Integration of art in non-verbal expressions and hand gestures to express and recognise emotions and moods such as happiness, love, anger, compassion, like and/dislike, kind etc.

Unit 3: Pedagogical Approaches and Practices

3.1 Pedagogical principles of Art Integrated Learning that promote interdisciplinary approach, experiential learning, and student-centred collaborative approach

3.2 Key thematic areas and types of art forms for Pedagogical Content Knowledge across other subjects that promote cultural awareness, engagement, creativity and innovation in students

3.3 Basic elements of art such as line, shape, colour, texture, space, form, and principles of design namely pattern, balance, emphasis, variety, movement and contrast through the use of art materials and techniques including sensory experiences in art

3.4 Promoting a range of appropriate, process-oriented art experiences for autistic students (e.g., choice-based art, play-based learning, project-based learning, design thinking)

3.5 Ways to develop individualised educational plans, ICT integration, and adapt tools/materials and scaffolding to support students at every step of the art experience

Unit 4: Teaching Learning Resources and Process Adaptations

4.1 Enabling a safe and accessible space that motivates art explorations for autistic students

4.2 Key considerations for an integrated learning environment – space, materials, organisation and labelling of materials, adjustable height work/table surfaces, or floor space for foot artists safety equipment (goggles/head caps), adapted tools/equipment (ergonomic brushes or stylus), and access to mixed media (digital art – Haptic tools) exploration.

4.3 Use of adaptations for autistic students through modifying elements of art, art techniques, art materials/supplies (e.g., ergonomic tools, brushes, grips, scissor alternatives, easy-to-grip crayons),

4.4 Use of adaptive technology and digital art tools (e.g., tablets, voice-controlled devices (art through voice), switch-activated devices, AAC, AR and VR for immersive art experiences.

4.5 Art appreciation and exploration through visits to museums, exhibitions, play art, dance or music colleges/institutions, architectural places of interest, and art performances.

Unit 5: Assessment and Evaluation through Art Integrated Learning

5.1 Assess and evaluate the specific preferences, abilities and needs of each student including sensory needs in the context of accommodations or modifications currently accessed by the student for other subject areas.

5.2 Plan, advocate and facilitate inclusionary art experiences through adaptive art tools/equipment including Universal Design Art surfaces

5.3 Adapt and modify art experiences with the collaboration and support of occupational therapist, speech therapist, and subject teachers to integrated assistive devices through Art Software, AAC, Sensory Integration tool, sensory regulation equipment (weighted blanket) and art environment, interactive whiteboard or smart boards, tactile or sensory art supplies.

5.4 Evaluate students' artwork using a multi-modal approach – portfolio, checklists, observations of engagement, skills and interactions performance-based assessments.

5.5 Preparation of worksheets and workbooks, audios, videos, paintings/visuals, and crafts.

Suggested Coursework / Practicum

- Design an art appreciation project on a heritage walk, a visit to a monument, a potter, public events, an art exhibition, a play, a concert etc.
- Design activities, worksheets, and workbooks for the experience of different art methods and techniques
- Develop art-based icebreakers and warmups, body exercises
- Portfolio of visual artwork
- Audio/visual records/presentation of performing art assignments
- Records of school experience work on art education
- Records of school experience work of children on the use of art as pedagogy

Suggestive mode of transaction

Learners are encouraged to critically review all materials

- Observations
- Demonstrations
- Hands-on experiences
- Field visits
- Audio-video and multimedia resources
- Lectures and discussions
- Presentations and projects
- Workshops and seminars
- Online resources
- Self-study

Suggestive assessment

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

Suggested readings

MHRD. (2020). National Education Policy 2020. Ministry of Human Resource Development. Government of India. New Delhi.

MHRD. (2020). National Education Policy 2020. Ministry of Human Resource Development. Government of India. New Delhi.
NCERT (2006). Position Paper National Focus Group on Arts, Music, Dance and Theatre, New Delhi: NCERT.
NCERT (2019), Art Integrated Learning—Guidelines
NCERT (2019). Art Integrated Learning—Guidelines. Retrieved from https://ncert.nic.in/pdf/notice/AIL-Guidelines-English.pdf
NCERT (2023) Handbooks on Art Integrated Learning for Teachers Teaching Classes I-V
NCERT (2023). Handbook on Art Integrated Learning for teachers teaching classes VIVIII. Retrieved from https://ncert.nic.in/deaa/pdf/ArtIntegratedLearning-HandbookClasses%20VI-VIII.pdf
NCERT. (2005). National Curriculum Framework 2005. National Council of Educational Research and Training, New Delhi.
NCERT. (2015), Training Package on Art Education for Primary Teachers, Volume I.
Retrieved from https://ncert.nic.in/deaa/pdf/tpaev101.pdf
NCERT. (2015), Training Package on Art Education for Primary Teachers, Volume II. Retrieved from https://ncert.nic.in/deaa/pdf/tpaev201.pdf
NCERT. (2023). National Curriculum Framework 2023 (draft). National Council of Educational Research and Training, New Delhi.
NCERT. (2023). National Curriculum Framework 2023 (draft). National Council of Educational Research and Training, New Delhi.
UNESCO. (2006). Road map for Arts Education. The world conference on Art education: Building creative capacities for the 21st century. Portugal: Lisbon
UNESCO. (2010). The Seoul Agenda: Goals for the development of arts education. The second world conference on Arts Education. Ministry of culture, sports and Tourism. Republic of Korea.

Online links

https://www.jackieschuld.com/
https://theartofeducation.edu/
https://www.canr.msu.edu/news/the_art_of_creating_why_art_is_important_for_early_childhood_development
https://artforall.ae/
https://www.magazine.artconnect.com/resources/initiatives-for-disabled-artists-you-should-know
https://disabilityarts.online/

Content and Pedagogy of Physical Education & Yoga

Course Code: 4.2.7 (ASD) **Credits: 2** **Semester:6**

About the Course

Physical Education is an integral and vital component of school curricula that facilitates the development of basic movements, motor skills, awareness of rules, and participation in activities/games and can impact an individual's mental, emotional, intellectual, and social development and well-being. Children with disabilities are often excluded from physical education activities, however using developmentally appropriate methods to prevent exhaustion and injuries can promote coordination, strength, speed and endurance. Beginning with active participation for all in simple fun group games can gradually transition to more formal games and team sports in higher classes. This stage focuses on local games, refining skills and combining them into fundamental movement forms, such as rolling, throwing, catching, dribbling, kicking, and striking. The focus is on basic skills, the joy of participation, and appropriate behaviours and attitudes during activities. Yoga, combined with physical education, has a synergistic effect on improving fitness and motor performance. This course covers the basics of Physical Education and Yoga, its importance, and its interconnectedness with other disciplines. The curriculum will widen the student teacher's knowledge about ancient sports and Yoga, and develop an understanding and skills in the field of sports, games and yoga asanas and adaptations that facilitate the participation of autistic children.

Learning outcomes

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

- Understand the aims, objectives and competencies for teaching Physical Education and Yoga and state the deep rootedness of Yoga and Physical Education and Yoga to Indian culture.
- Describe the history, concept, scope, principles and methods of Yoga practice for autistic students
- Understand the disciplinary content knowledge, and application of pedagogical content knowledge to teaching of physical and Yoga as an integral part of the school curriculum and explore interlinkages across other school subjects to train students that are differentiated to meet the needs of autistic students.
- Explore the various methods, adaptations, modifications, teaching-learning materials/tools and equipment differentiated to the learning needs of autistic students.
- Select appropriate assessment and evaluation tools according to the purpose, age groups, and differentiated needs of autistic students.

Course content

Unit 1: History, Principles and Foundation of Physical Education

1.1 Meaning, definition, aim and objectives of Physical Education, need and importance of Physical Education for fitness and misconceptions about Physical Education for individuals with disabilities.

1.2 History of Physical Education, pre-post-independence as a school subject. evolution, scope and functions of Adapted Physical Education, organisations and schemes that promote sports for persons with disability (e.g., Special Olympics Bharat, Para Olympics and All India Sports Council of Deaf).

1.3 Foundations of Physical Education (Psychological, Integration with Education, Social, Cultural and Physical) and its principles – holistic, individualized, inclusive promoting safe health by modifying fitness, intensity, time and type safety and health and progressive development.

1.4 Relevance of Applied Physical Education in multidisciplinary team context– Physical, Occupational therapists, and special educators to develop and implement Adaptive Physical Education.

1.5 Evaluate the need for Adapted Physical Education (APE) and Sports through the lens of the International Classification of Functioning, Disability and Health (ICF) for students with disability to ensure it is inclusive, engaging, and tailored to the individual needs of each to promote quality of life, reduce pain, mitigate deformities

Unit 2: Introduction to Yoga

2.1 Meaning, need, definition, importance, aims and objectives of Yoga in Physical Education and well-being.

2.2 Brief orientation of Yoga in early Upanishads (Gheranda Samhita), The Yoga Sutra: General consideration, Invocation/Prayer.

2.3 The Astanga Yoga: Yama, Niyama, Asana, Pranayama, Pratyahara, Dharana, Dhyana, Yoga in the Bhagavad-Gita - Karma Yoga, Raja Yoga, Jnana Yoga and Bhakti Yoga, Asanas oriented body posture and movements: sitting posture, standing posture, prone posture, Supine posture, Neck Movement, Shoulder movement, Trunk movement, Knee movement, Asanas: Technique and Dos and Don'ts and its impact on various systems of the body with physical postures, breathing exercises, and meditation. Interconnectedness to Yoga and Physical Education, classification of asanas with special reference to Physical Education – flexibility, strength, balance, coordination, endurance and stamina.

2.4 Influences of relative, meditative posture on various systems of the body, fundamental movements of joints, the difference between yogic practices, games and sports and physical exercises, International Yoga Day and their protocols, Yoga Geet (Yoga Song), Yoga education centres across India, competitions in Yog-asanas.

2.5 Benefits of Yoga and Asanas in Schools – improves attention and memory, self-regulation; self-confidence; feeling of subjective well-being, physical fitness, and social and physical well-being.

Unit 3: Pedagogical Analysis of Physical Education and its Content

3.1 Pedagogical analysis of content for identification of minor and major concepts for Adaptive Physical education and Yoga – with adaptation/modifications of equipment/s, technique and protective gears to promote gentle, supportive movements to support varying physical abilities of autistic learners

3.2 Evaluation of contents of Yoga and Physical Education textbooks to develop specially designed instruction related to the instructional content, method of instructional delivery (e.g., use of visual supports, demonstrations and task analysis) and the performance methods and criteria for evaluating the meaningful experiences of autistic students.

3.3 Develop tools for teaching Yoga and Adapted Physical Education (APE) – Visual schedule, Yoga cards with yoga sequence and posture (visual/tactile cards), use of assistive props such as yoga blocks, straps, bolsters, and chairs to support poses, alignment and stability, strategies to provide hands-on assistance to guide children into poses, ensuring they are comfortable and safe. Use visual or tactile aids, demonstrations, and tactile feedback to help children understand the poses and techniques to promote physical well-being, breathing and stamina.

3.4 State and set goals and objectives for APE and Yoga guided by theoretical frameworks namely Social Cognitive theory, theory of Planned Behaviour and emotional response to physical activities, and self-assessment tools to motivate and reinforce a fit mind-body value/s.

3.5 Design of indigenous Physical Education based on Frequency, Intensity, Time, and Type (FITT) principle and Yoga activities.

Unit 4: Methods of Teaching in Physical Education & Yoga, Adaptation of equipment, training strategies for teaching Physical Education and Yoga

4.1 Motor Educative Process, the importance of equipment and its modifications based on motor and sensory needs, and differentiated teaching techniques – clear and simplified 1-2 step instruction with Visual, Auditory and Kinaesthetic supports, individualized teaching techniques implemented based on principles of skill training (e.g., task analysis, modelling, imitation, prompting, fading, repetition, consistent routines, environmental access, block auditory or visual distractions, padded floors, clear pathways etc.).

4.2 General guidelines, precautions and safety measures while practicing Physical Education activities and Yoga, with opening routines (warm-up activities), transition and closing routines techniques and fault/error correction through immediate corrections/feedback/guided practice during Physical activities and Yoga.

4.3 Teaching/Training/Learning Aids/Materials: concept, definition, role and importance for use across various settings (indoor and outdoor) tailored to teach autistic students using assistive props (e.g., non-slip mats, stepping stones, padded floors/walls, mats, height adjustable ball hoops/goal posts, soft/textured balls, yoga blocks, straps, bolsters, and chairs to support poses, alignment and stability, Fitbit, balance boards, Wobble boards, Weighted blankets or Vests, SensiBalls, Textured Therapy balls, Posterior or Anterior Walkers, Gait trainers, catching mitts, adapted fitness equipment (cardio and strength training), adapted weights etc.), video, animation, interactive VR/AR Yoga and PE activities; physical fitness activities, and sensory integration therapy to promote emotional/psychological well-being through physical education and yoga for autistic children.

4.4 Fundamental skill activities and sensory integration activities to promote eye-hand, cognitive and motor movements – tandem process (e.g., walking, cycling); benefits of practical and classroom/outdoors teaching aids – fitness aids, cones, belts, medicine balls, audio-visual aids.

4.5 Description of activity zone equipment with the sensory perspective: play kits, toys, sports equipment, sports balloons, trampolines wall/floor padding, spot markers, hoops, task tents, bean bags, presentation technique – personal and technical preparation; show and tell, play, try out and identify steps in presentation as per group requirements.

Unit 5: Assessment and Evaluation for Teaching of Yoga and Physical Education

5.1 Assessment and evaluation in Physical Education and Yoga: concept, importance, and principles, data gathering, providing feedback.

5.2 Evaluation methods and tests in Physical Education are to be carried in consultation and guidance of a collaborative team – special educator, sensory integration / occupational therapist / physical therapist, and Yoga or PE teacher for formative and summative evaluation including the process and outcome evaluation ensuring all safety precautions with oversight of allied health and medical team.

5.3 Adapt and modify the SAI Khelo India Fitness Components Assessment Test including test protocols, equipment, and testing procedures, and document qualitative and quantitative data (Heart rate, Pedometer and self-report to evaluate physical fitness and well-being and develop a follow-up action plan.

5.4 Preparation of fitness report on endurance, stamina, balance, coordination, obstacle course, ball skills (overhead or throw forward, backwards), target throw games, relay races, in-line walking, and fit stations with different fun activities and exercises.

5.5 Participation in recreational and leisure sports and games for their daily routine, and for school/district/national level competitions,

Suggested Coursework / Practicum

- Visit a playground and observe children playing different games. Make a list of tasks that help children build social relationships and a strong social dynamic. Understand the challenges experienced by autistic children on playgrounds.
- Survey any four local indoor games and sports (e.g., pachisi, pallanguzhi, ashta chamma, ludo and snakes and ladders, chowpar, chowka bara, gullidanda, stapoo, goli etc.). Write the benefits of these games and adaptations required to facilitate the participation of autistic children.
- Plan a regime for morning assembly including simple Brain Gym or Calisthenics exercises on the principles of UDLs. Highlight the challenges likely to be experienced by autistic children and helpful accommodations.
- Develop an inclusive lesson plan that integrates two disciples of school education with a game/sports/yoga for autistic children.
- Prepare low-cost teaching-learning materials and TPCK integrated learning resources for the teaching of Physical Education and Yoga.
- Write learning outcomes and competencies for two topics of physical education and yoga.
- Critical evaluation of the book of on Adaptive Physical Education or Yoga for the Special Child in terms of content and prepare an essay.

Suggestive mode of transaction

Learners are encouraged to critically review all materials

- Observations
- Demonstrations
- Hands-on experiences
- Field visits
- Audio-video and multimedia resources
- Lectures and discussions
- Presentations and projects
- Workshops and seminars
- Online resources
- Self-study

Suggestive assessment

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

Suggested readings

NCERT (2013). Information and Communication Technology for School System: Curricula for ICTs in Education (students and Teachers), Version-1.2, CIET-NCERT, NCERT, New Delhi (www.ictcurriculum.gov.in).

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Online links

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https:// ncert.nic.in/textbooks/pdf
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https://ncert.nic.in/pdf/publication/otherpublications/tiyhwlups1.pdf
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https://www.supportrealteachers.org/adapted-physical-education.html
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https://www.shapeamerica.org/MemberPortal/prodev/LMS/roadmap-to-adapted-physical-education.aspx
https://pcsadaptedpe.weebly.com/print-and-online-resources.html

Hearing Impairment: Assessment & Intervention Strategies at Preparatory Stage

Course Code: 4.2.1-I (HI) **Credits: 2** **Semester: 3**

About the Course

Hearing impairment is a hidden disability. The impact of this is seen in language communication, literacy, academics, and socialisation. Most students who are early identified and intervened would have overcome these challenges. However, at the preparatory stage, they would still need support and scaffolds. DHH students are heterogeneous in many ways especially their communication modes, learning styles, and their ways of expressing themselves. These would have to be essentially understood and supported so that they could effectively transition to the middle and secondary educational stages. Towards this, the disability-related aspects must be known to the teachers, so that they feel confident of handling and supporting the DHH students. Since DHH students have preferences and options for oral or manual mode using Indian Sign Language i.e. ISL, both listening and speech assessments and ISL need to be understood. Accordingly, the units have been designed in this course.

Learning outcomes

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

- Describe the importance of hearing and the impact of hearing loss on various activities at home and school.
- Explain various audiological assessments and their relevance in planning teaching-learning processes.
- Explain the interlinkages of language and communication and ways to enhance it.
- Demystify the myths and explain the reality for various aspects of speech intelligibility, ISL, and facilitate its use.
- Describe ways and methods of overcoming the educational challenges of DHH students.

Course content

Unit 1: Hearing, its Assessment and Intervention

1.1 Hearing: its importance in daily life. Classification of Hearing Loss. Deaf vs. Hard of Hearing (D vs. HH)

1.2 Early vs. late identified students with hearing impairment. Effects of hearing loss on the development of language, communication, literacy, educational achievement, and socio-emotional skills

1.3 Age-appropriate behavioural and physiologic hearing tests; interpretation of audiological information for education, aided and unaided audiograms

1.4 Hearing vs. listening. Optimising hearing devices for listening. Types of hearing devices used by DHH students. Care and maintenance of hearing devices, current advanced hearing aids, cochlear implants

1.5 Optimising good acoustics in classrooms and other spaces in schools. Auditory training and strategies for enhancing students' listening at the preparatory school stage

Unit 2: Impact of hearing impairment on communication and language

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

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

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

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

2.5 Bridging the gaps of communication and language. Strategies for facilitating preferred mode and method of communication of D&HH and their peer interaction with other students without hearing impairment

Unit 3: Speech and its facilitation

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

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

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

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

3.5 Listening and Spoken Language Therapy (LSLT) – principles, prerequisites, strategies, and role of preparatory stage teachers in LSLT.

Unit 4: Educational Bilingualism and Use of ISL

4.1 Importance of sign language for DHH students. Facilitating the use of Indian Sign Language (ISL) as first language (L1) in classrooms at the preparatory stage.

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

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

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

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

Unit 5: Educational Intervention and Assessment

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

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

5.3 Learning outcomes and competencies at the preparatory stage. Scaffolding and Gradual Release of Responsibility.

5.4 Types, tools, and techniques of assessment at the preparatory stage. Adaptations for DHH students at the preparatory stage.

5.5 Use of technology for assessment. Tracking student's progress, identifying gaps, and providing feedback for bridging the gaps.

Suggested Coursework / Practicum

- Observe Audiological tests and their evaluation and prepare a plan for auditory training.
- Prepare a journal for speech assessment and activities for enhancing speech intelligibility.
- Writing live observations and videos of teaching through ISL and oral-aural methods.
- Lesson planning for teaching using ISL and oral methods.
- Developing teacher-made tests and scaffolds for assessments.

Suggestive mode of transaction

Lecture cum Demonstrations, Tutorials, Case studies

Suggestive assessment

Assignments, tests, group discussions, debates, and symposiums

Suggested readings

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

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

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

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

Brigance, A. H., & Hargis, C. H. (1993). Educational Assessment, Charles C Thomas publication, USA. https://www.lead-k.org/leadkfaq/

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

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

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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.
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Northern, J. L., & Downs, M. P. (2002). Hearing in Children. (5thed.). Lippincott Williams and Wilkins, Philadelphia.
Owens, R. E. (2012). Language development: An introduction. Pearson Education, Boston.
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Poham, J. W. (1993). Educational Evaluation. Prentice Hall, New Jersey.
Powell, F., Finitzo-Hieber, T., Friel-Patti, S., & Henderson, D. (1985). Education of the Hearing-Impaired Child. Taylor and Francis Ltd., San Diego.
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Pedagogical Supports for Education of Students with Hearing Impairment at Preparatory Stage

Course Code: 4.2.1-II (HI) **Credits: 2** **Semester: 3**

About the Course

This course on pedagogical supports for education is designed to facilitate the education of students who are hearing impaired also referred to as Deaf & Hard of Hearing (D&HH) students. The course will help the student teachers to understand the various barriers in education at the preparatory stage so that they can be mitigated to create a conducive environment. Supports by way of bilingual education, curricular adaptations, and family support for D&HH students are covered along with technology for education. The course has a unit specifically covering literacy skills and their development at the preparatory stage by involving families as this forms an essential requirement for further independent learning and for pursuing middle and secondary education of DHH students.

Learning outcomes

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

- Explain the various barriers experienced by DHH students and the means to create a supportive conducive school environment.
- Describe the details of the bilingual approach in learning, assessment, and developing self-identity.
- Describe the importance of family support for education as well as ways to enhance literacy skills for supporting academic skills.
- Demonstrate knowledge and use of technology for facilitating learning of DHH students.
- Undertake various steps for curricular adaptations and UDL

Course content

Unit 1: Barrier-free environment for education at the preparatory level

1.1 Barriers to education of children with hearing impairment. Myths and realities about D&HH students. Attitudinal barriers and stereotypes
1.2 Noise as a barrier. Reverberations, infrastructure, fixtures, and furniture cause barriers and ideal classroom arrangements of semicircular, round, L, or U shaped
1.3 Installing signages, symbolic representations, directions, descriptors, and labels in classrooms, assembly halls, laboratories, libraries, and other spaces
1.4 Creating an ISL-rich and fluent environment with ISL training for the students, teachers, and school staff for communication and teaching-learning
1.5 Amplification devices, individual and group amplifications

Unit 2: Supports for Bilingual approach at the preparatory stage

2.1 Principles of bilingual and bimodal education
2.2 Supporting social and emotional development
2.3 Holistic assessment strategies using bilingual approach
2.4 Integration of positive Deaf identity and Deaf culture
2.5 Teaching strategies using a bilingual approach. Accessible e-content and resources. ISL in social media.

Unit 3: Enhancing literacy skills at the preparatory stage

3.1 Understanding reading and its requisites and components. Reading challenges in DHH students at the preparatory level.

3.2 Reading as a cognitive process. Type of texts at preparatory level textbooks. Struggles and ways to overcome issues of students with hearing impairment
3.3 Strategies for enhancing reading comprehension; use of background information, reading between lines, inferring, questioning, searching-selecting, summarizing, visualizing-organizing, making connections, inferencing, synthesizing
3.4 Adaptations of texts to facilitate reading and understanding the content
3.5 Writing process and struggles in planning, drafting, evaluating, revisiting, and editing. Creative writing strategies; Mind-mapping, outlining, researching.

Unit 4: Use of technology for facilitating learning at the preparatory stage

4.1 Technology products for educational purposes: Listening (Induction loop/FM/IR), Visual (Speech to text/text to speech) Audio-Visual (computer-based learning & self-learning packages, Multimedia).
4.2 Technology-Based Educational Services: Online learning, Web-based learning, Computer-assisted Learning, Video remote interpreting, C-Print technology, Open, Closed, and real-time Captioning.
4.3 ICT and education of DHH students: planning, implementation, and evaluation of teaching-learning.
4.4 Web-based technology for ISL, Sign-to-text, and text-to-sign technology, and closed captioning.
4.5 UDL for education at the preparatory level

Unit 5: Family involvement, support, and partnership

5.1 Building parents' confidence in the education of DHH students
5.2 Encouraging family participation and partnerships in the education of DHH students
5.3 Educating the family for accountability, advocacy, and entitlements of services, aids, and appliances.
5.4 Sensitising the families in their role in enhancing language and literacy in a natural home environment
5.5 Family's role in facilitating and supporting inclusive education and inclusive community development

Suggested Coursework / Practicum

- Conducting orientation programs for a barrier-free environment for DHH students
- Planning lessons based on UDL and ICT
- Workshops on language and literacy enhancement techniques for DHH students
- Activities for family engagement for partnerships for educating DHH students

Suggestive mode of transaction

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

Suggestive assessment

Classroom presentation, assignments, workshop, practicum, written test, participation and term-end exams.

Suggested readings

Beazley, S., & Moore, M. (2005). Deaf children their families and professionals dismantling barriers. David Fulton Publishers, London.
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ISLRTC YouTube Channel: Vocabulary and Content
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SIGN LIBRARY by HWSPSHI
https://www.youtube.com/@signlibrarydsl
CSIR ISL Enabled Virtual Lab
https://www.islevl.org/
HEAR A MILLION - YouTube (Role Models, and other topics related to ISL and Deaf Culture)
https://www.youtube.com/@HearAMillion
DEAF ROLE MODELS - Blog
http://deafrolemodels.blogspot.com/

बधिर छात्रों हेतु हिंदी भाषा का शिक्षणशास्त्र

(Pedagogy of Teaching Hindi to Learners who are DHH)

पाठ्यक्रम कोड : 4.2.2 (HI) **क्रेडिट : 2** **सेमेस्टर: 4**

परिचय

यह पाठ्यक्रम बधिर शिक्षार्थियों को हिंदी भाषा और साहित्य, निर्देशात्मक योजना और मूल्यांकन की प्रकृति को समझने में सक्षम बनाएगा। यह बधिर शिक्षार्थियों को समावेशी कक्षाओं में भाषा शिक्षण-अधिगम के सिद्धांतों पर आधारित पाठ की योजना तैयार करने एवं उससे संबंधित अधिगम-सामग्री के निर्माण करने में सहायक होगा। यह पाठ्यक्रम बधिर शिक्षार्थियों को हिंदी भाषा के गहन पहलुओं की विवेचना करने और हिंदी भाषा शिक्षण के दृष्टिकोण और वर्तमान प्रथाओं के बारे में जानने का अवसर प्रदान करेगा। भारतीय व अंतर्राष्ट्रीय संदर्भों के संबंध में यह पाठ्यक्रम शिक्षार्थियों में विश्लेषणात्मक और अनुसंधानात्मक कौशल-क्षमता का भी विकास करेगा । हिंदी भाषा शिक्षण, अन्य भाषा शिक्षाशास्त्र, भाषा अधिग्रहण, भाषा के बहु सांस्कृतिक पहलुओं और बहुभाषावाद से संबंधित मुद्दों के लिए भी एक आधार प्रदान करेगा।

अधिगम के परिणाम

प्रस्तुत पाठ्यक्रम द्वारा विद्यार्थी

- मूलभूत भाषा कौशलों और भाषा अधिगम में उनकी भूमिका का अनुभव करेंगे।
- हिन्दी शिक्षण के विशिष्ट व्यावहारिक उद्देश्यों के निर्धारण और लेखन में सक्षम होंगे तथा इकाई नियोजन और पाठ योजना की प्रक्रिया के कुशल होंगे।
- हिन्दी शिक्षण के अधिगम लक्ष्यों की प्राप्ति के लिए प्रयोज्य शिक्षण विधियों का प्रयोग करेंगे।
- हिन्दी शिक्षण के उद्देश्य की सहज प्राप्ति के लिए सहायक उपकरणों के निर्माण और उपयोग में दक्ष होंगे।
- भाषा अधिगम में विद्यालय आधारित आंकलन प्रविधि के उपयोग कुशलतापूर्वक करेंगे।
- भाषा अधिगम में विद्यार्थियों की कठिनाइयों के निराकरण के लिए क्रियात्मक अनुसंधान का प्रयोग करेंगे।

पाठ्यवस्तु

इकाई 1 हिन्दी भाषा की प्रकृति, प्रयोज्यता और संवर्धन।

1.1 हिन्दी भाषा का नामकरण, संस्कृत से हिन्दी के उद्भव की प्रक्रिया।
1.2 हिन्दी भाषा में उर्दू, अंग्रेजी और संस्कृत से समाविष्ट प्रत्यय।
1.3 विश्वभाषा और भविष्य भाषा के रूप में हिन्दी के विकास का आंकलन।
1.4 हिन्दी साहित्य का सामान्य परिचय।
1.5 हिन्दी गद्य साहित्य की विधाएँ - कहानी, नाटक और महाकाव्य, उपन्यास, यात्रा विवरण, आत्मकथा और संस्मरण।

इकाई 2 भाषा अधिगम की प्रकृति और पाठ नियोजन।

2.1 हिन्दी शिक्षण के लक्ष्य और उद्देश्य।
2.2 इकाई नियोजन का प्रत्यय, इसका महत्त्व और निर्माण विधि।
2.3 पाठयोजना का परिचय, उपयोग और महत्त्व।

2.4 पाठयोजना के चरण, संरचनाए उपागम और उनका क्रियान्वयन।

2.5 हिन्दी शिक्षण के ज्ञानात्मक, बोधात्मक, कौशलात्मक और रूचिगत उद्देश्यों का निर्धारण।

इकाई 3 हिन्दी की विविध विधाओं के शिक्षण की विधियों का परिचय और उपयोग।

3.1 गद्य एवं पद्य शिक्षण की आवश्यकता और उपयोगिता।

3.2 गद्य शिक्षण की अर्थबोध, व्याख्या, विश्लेषण और संयुक्त विधि का परिचय और इनकी समीक्षा।

3.3 पद्य शिक्षण की शब्दार्थ कथन, खण्डान्वय, व्यास तथा समीक्षा विधि का परिचय और इनकी उपयुक्तता का आंकलन।

3.4 व्याकरण शिक्षण की आवश्यकता और उपयोगिता।

3.5 व्याकरण शिक्षण की निगमन, आगमन, भाषा संसर्ग और पाठ्य-पुस्तक विधियों का मूल्यांकन।

इकाई 4 भाषा अधिगम-शिक्षण में सहायक सामग्रियों का प्रयोग।

4.1 शिक्षण उपकरणों का संदर्भ, महत्त्व और लाभ।

4.2 अधिगम-शिक्षण के दृश्य, श्रव्य, स्पर्श उपकरणों के प्रकार।

4.2.1 **दृश्य उपकरण**-श्यामपट्ट, चार्ट, नक्शा, मानचित्र, प्रतिरूप, कार्यशील प्रतिरूप और फ्लैश कार्ड, सांकेतिक भाषा की वीडियो तथा अनुशीर्षक, अखबार, पत्रिकाओं और पुस्तकों इत्यादि के प्रयोग की विधि और अभ्यास।

4.2.2 **श्रव्य उपकरण**-कॉम्पैक्ट डिस्क, श्रव्य पुस्तक, डेजी पुस्तकों, आई-पॉड इत्यादि के प्रयोग की विधि और अभ्यास।

4.2.3 सांकेतिक भाषा सामग्री ।

4.3 पाठ्यपुस्तकें एवं अन्य शिक्षण, अधिगम सहायक सामग्री इत्यादि के रूप में प्रयोग की विधि और उपयोगिता।

4.4 वैद्युदण्विक उपकरणों-टेलीविजन, कम्प्यूटर, डीजीटल पुस्तक, ई-सामग्री, सॉफ्ट-वेयरस, मोबाइल एप्स और विश्वजाल के सहायक तकनीक व उपकरणों के रूप में प्रयोग की विधि और उपयोगिता।

4.5 भाषा अधिगम में भाषा प्रयोगशाला (भौतिक व आभासी) के प्रयोग की विधि और समीक्षा।

इकाई 5 भाषा अधिगम के आंकलन व मूल्यांकन की प्रविधि।

5.1 आंकलन व मूल्यांकन की संकल्पना, उद्देश्य और महत्त्व, आँकलन प्रक्रिया में लचीलापन।

5.2 आँकलन के विभिन्न प्रकार तथा उपकरण, विद्यालय आधारित आंकलन का संदर्भ।

5.3 लेखन, पठन, श्रृतलेख, सुलेख, तीव्रलेखन, त्रुटिमुक्त लेखन, आशुभाषण, काव्यपाठ, गीत, अभिनय, संवाद, क्रियाकलाप और नेतृत्व के गुणों का प्रविधि द्वारा मूल्यांकन तथा उनके भाषा अधिगम का संचयीवृत्त बनाना।

5.4 त्रुटियों की पहचान व विश्लेषण, नैदानिक परीक्षण और उपचारात्मक उपाय।

5.5 बधिर दिव्यांग विद्यार्थियों के लिए आँकलन प्रक्रिया में अनुकूलन और उनके सर्वांगीण विकास का आंकलन कर रिपोर्ट तैयार करना।

पाठ्यक्रम का संचालन ।

इस पाठ्यक्रम के संचालन में हिंदी शिक्षण-अधिगम की गतिविधियां, पारस्परिक चर्चा और व्याख्यान, साहित्य-समीक्षा, प्रदर्शन और अवलोकन, विभिन्न अधिगम केंद्र, जैसे- भाषा प्रयोगशालाओं, आभासी प्रयोगशालाओं, स्कूलों और

कक्षाओं इत्यादि में शिक्षार्थियों की सक्रिय भागीदारी शामिल होगी। इसके अतिरिक्त हिंदी भाषा के बहु सांस्कृतिक पहलू और बहुलता को समझाने हेतु विभिन्न परिवेशों में अकादमिक-भ्रमण; परियोजनाएं और ई-सामग्री और डिजिटल शिक्षण सामग्री की तैयारी, क्विज़ कार्यशालाओं और संगोष्ठियों, प्रदर्शनियों और प्रतियोगिताओं में भागीदारी के अवसर प्रदान किए जाएंगे।

पाठ्यक्रम कार्य/प्रायोगिक कार्य/अधिगम केंद्रों पर कार्य ।

- आधुनिक भाषा के रूप में हिन्दी के गुणों और स्थिति का अनुसंधान विवरण।
- हिन्दी शिक्षण की किन्ही दो अधनुतन विधियों का परिचय एवं इनके उपयोग की तुलनात्मक समीक्षा।
- हिन्दी शिक्षण के श्रवण, वाचन और लेखन अधिगम के सटीक मूल्यांकन में विद्यालय आधारित आँकलन की प्रविधि के उपयोग का विवरण।
- चिन्तन दैनन्दिनी, पोर्टफोलियो और आलोचनात्मक विवरणी के उपयोग की समीक्षा और इनकी प्रतिकृति का प्रस्तुतिकरण।

सुझावात्मक मूल्यांकन

लिखित परीक्षा, कक्षा प्रस्तुति, कार्यशाला, असाइनमेंट, प्रैक्टिकम, प्रारंभिक मूल्यांकन, आंतरिक और टर्मिनल सेमेस्टर परीक्षा।

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Content cum Pedagogy of Language 2 (English) for Learners with DHH Preparatory Stage

Course Code: 4.2.3 (HI) **Credits: 2** **Semester: 4**

About the Course

Children aged 9 to 12 years quickly learn languages, especially through their mother tongue. Effective language teaching requires maximum exposure, rich textbook content, and skilled teachers. Student teachers need to understand language nature, scope, history, principles, and methods to effectively develop children's language skills and address their social and psychological needs. The course will give exposure to all such aspects to the student teachers. This course equips student teachers with an understanding of children's language learning and social-psychological aspects. The student teacher will understand impact of hearing loss on development of language and challenges in language learning. The student teacher will learn the different modes of communication and ways to teach accordingly. It covers language nature, scope, history, principles, and methods. Additionally, it helps them analyse textbook content—vocabulary, structure, sound, forms—and develop lesson plans. The course also emphasizes assessment, including formal, informal, formative, summative, and 360-degree methods, to continuously evaluate language skills. It also fosters research aptitude in student teachers, enhancing their analytical skills to address children's language learning challenges. It highlights innovations and diverse pedagogical practices, promoting lifelong learning through seminars, conferences, public speaking, creative writing competitions and orientation programs.

Learning outcomes

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

- Understand the nature, scope, meaning, and functions of language, principles, characteristics, historical/policy perspectives, aims, and objectives of teaching language.
- Identify language learning needs of learners with DHH, different language skills, roles of language in communication, and the use of language in various contexts and learn about instructional planning, and the methods, approaches, and materials used for teaching language.
- Understand the importance of learning resources and teaching aids, develop engaging activities using various materials, analyse preparatory stage textbooks for grammar and vocabulary, and create fun lesson plans.
- Identify and implement tools and techniques for assessing language learning and understand the need and scope of research and innovations in language teaching-learning, and plan and conduct action research.
- Develop and use innovative activities and integrate ICT in language teaching-learning and recognize the teacher's role as a facilitator of learning.

Course content

Unit 1: Foundations and Perspectives of Language

1.1 Meaning, characteristics, principles, and functions of a language. Need and importance of teaching a language (language as a medium for exchange of ideas, transmission of knowledge from generation to generation, knowledge sharing, language as a medium of preservation of culture and values). Psychological, sociological, and philosophical perspective of teaching and learning English.

1.2 Language as a system of systems; language and identity; language and power; language and gender; language: culture and society, home language and school language, language as a set of skills. Principles of language teaching: linguistic, sociological, and psychological.

1.3 Language policy in school education, Right to Education Act - provisions and implications for language teaching. Language education in NCFs.

1.4 Language acquisition and language learning; second language (L2) and practices for the promotion of multilingualism; challenges in language learning due to multilingualism. Linguistic variability; pronunciation - linguistic diversity, its impact on pedagogical implications; speech and writing. Linguistic system - the organization of sounds; the structure of sentences; the concept of universal grammar; nature and structure of meaning; phonetics, syntax, semantics, pragmatics, grammar, phonetics, etc.

1.5 Historical and Policy Perspectives of Language: History of language evolution, Policy perspectives of the language historically. Theories of language development.

Unit 2: Pedagogical Concerns of Language

2.1 Aims and objectives of teaching language: listening, speaking, reading, writing.

2.2 Development of language skills: listening, speaking, reading, writing, grammar, vocabulary, and dictionary skills. Strategies, activities, methods, and approaches for integrating these skills. Vocabulary development through short stories and poetry.

2.3 Promoting social, cultural, national, traditional, and indigenous values through content. Teaching values via Indian fiction, non-fiction, stories, and poetry. Instilling concerns for nature, animals, and environment through content.

2.4 Developing communication and higher-order skills: creative thinking, questioning, and critical writing.

2.5 Listening activities: passive and active listening, factors affecting skills, phonemic drills, pronunciation, rhythm, rhyme, intonation, oral expression types and activities. speaking skills: storytelling, dialogues, situational conversations, role plays, simulations, speech, games and contexts, language laboratories, pictures, authentic materials, and multi-media resources. Reading: mechanics, sub-skills, importance, techniques (aloud, silent, extensive, intensive), study skills. Writing: stages, process, types (poetry, short stories, letters, diary, articles, dialogues, speeches).

Unit 3: Teaching Aids, Resources, and Textbook Analysis

3.1 Teaching Learning Aids and Resources: Types of teaching learning materials: flash cards, games, images, audio recordings, audio-video presentations, speeches of kids and great speakers, television channels, e-resources, language laboratory, pictorial presentation of sounds.

3.2 Use of language laboratory: exposure to different sounds, practice, recording children's pronunciations with feedback, virtual presentations of Indian and regional stories.

3.3 Resources for effective language teaching: children's literature, films, age-appropriate language games, storybooks, newspapers, magazines, art and craft, community radio, MHRD/NCERT initiatives like NROER and e-Paathsala.

3.4 Textbook Analysis and Planning for Teaching Language: Understanding the textbook. Content analysis and lesson planning. Analysis of skills in the subject matter, including sound, vocabulary, and structure.

3.5 Development of various lesson plans for language skills development.

Unit 4: Research, Innovation and ICT Integration in Language Teaching-Learning

4.1 Understanding the Scope and Importance of Research, Action Research, and Innovative Practices: Exploring the necessity of research in enhancing language teaching-learning methodologies. Implementing action research, reflection, and evidence-based practices to refine teaching strategies.

4.2 Recognizing the significance and potential scopes for innovations in language education.

4.3 Exploring Diverse Innovative Practices: Leveraging language games, role-playing, theatre, and media to engage learners. Utilizing interactive methods like quizzes, buzz groups, and brainstorming to foster participation. Emphasizing collaborative learning through discussions, group activities, and presentations Incorporating storytelling, recitations, and role-play to enhance language skills. Integrating training games, case studies, and higher-order thinking questions for deeper comprehension.

4.4 Understanding the Role of ICT in Language Education: Defining the meaning and assessing the need for ICT integration in language teaching-learning. ICT tools available and their benefits, limitations, and precautions in language education. Importance of utilizing online and electronic resources for skill development.

4.5 Challenges and Issues with Online/E-resources: Identifying major issues associated with the use of online and electronic resources in language education. Developing strategies to overcome challenges and optimize the use of online resources for effective teaching-learning outcomes.

Unit 5: Comprehensive Assessment and Evaluation in Language Education

5.1 Holistic Assessment Strategies: Assessment of language learning based on learning outcomes, strategies for continuous assessment, school-based assessment, qualitative assessment; formative and summative assessment, formal, informal, and 360-degree assessment, self and peer assessment.

5.2 Assessing Language Skills and Proficiency: Evaluating language skills - listening, speaking, reading, and writing (LSRW). Assessing grammar, communication, expressions, and reasoning abilities to measure language proficiency. Analysing presentations and group activities to assess communication effectiveness and collaborative skills.

5.3 Effective Test Design and Evaluation Criteria: Understanding the significance of Table of Specification (TOS) in test design and alignment with learning objectives.

5.4 Implementing basic steps for question paper setting considering various types of test items. Developing answer keys and establishing criteria for scoring and assessment.

5.5 Establishing a robust feedback mechanism to provide constructive feedback to students and improve teaching-learning practices. Ensuring validity, and reliability in assessment procedures to enhance the credibility of evaluation outcomes.

Suggested Coursework / Practicum

- Prepare a report on the status of languages given in the constitution of India and language policies given in NEP 2020.
- Make a list of Vocabulary that is used normally in daily routine work.
- Develop four lesson plans for teaching language skills.
- Select four stories from children's literature and identify teaching points from each story used for developing oral expression at this level and submit a detailed report.
- Observe your surroundings, environment, people, and animals and prepare activities to teach vocabulary from them.
- Develop activity-based tests for assessing children's language skills.
- Identify and prepare different teaching aids for children with special needs.
- Identify and list Language (English) related errors common among students.
- Prepare an outline for action research based on your experience of the difficulties faced during school experience.

Suggestive mode of transaction

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

Suggestive assessment

Classroom presentation, assignments, workshop, practicum, written test, sessional and terminal examination.

Suggested readings

National Curriculum Framework 2005; NCERT, December 2005.

National Curriculum Framework 2005; Position Paper, National Focus Group on Teaching of English: NCERT, 2006.

Lightbown, P. M & Spada, N. (1999). How Languages are Learned Oxford: Oxford University Press

Morgan, J. & Rinvolucri, M. (1983). Once upon a time: Using stories in the language classroom. Cambridge: Cambridge University Press.

Wright, A. (1989). Pictures for Language Learning. Cambridge: Cambridge University Press.

Parrot M. (1993). Tasks for language teachers Cambridge: Cambridge University Press

Richards, J. & Lockhart, C. (1994). Reflective Teaching in Second Language Classrooms.Cambridge: Cambridge University Press

Slatterly, M. & Willis, J. (2001). English for primary teachers: A handbook of activities & classroom language. Oxford: Oxford University Press

F.L. Pillons, The techniques of language teaching, London, Languaon 1975.

M.C. Chaturvedi, Position of language in school curriculum in India, New Delhi, NCERT 1995.

A.S. Remby, A guide to pattern and usage in English, Oxford University Press.

NCERT: Rolding in Language and language teaching Book-I, Publication Division, NCERT, New Delhi.

Sarason, S. (1999). Teaching as a performing art. Teachers College Press, New York.

Mangal, S.K., (2009): Educating Exceptional Children: An Introduction to Special Education, New Delhi, Prentice Hall of India Pvt. Ltd.

Panda, K.C., (1997): Education of Exceptional children, New Delhi, Vikas Publishing House Pvt. Ltd.

Sharma, Bharti (2011) Inclusive Education: Needs, Practices and Prospects. Kanishka Publishers, Distributors, New Delhi

Singh, Dolly (2010). Special Educational Needs (SEN): Strategies, Guidelines and Initiatives. Kanishka Publishers, Distributors, New Delhi-110002

Agnihotri, R.K. & Khanna, A.L. (eds.) (1994). Second language acquisition. New Delhi: Sage Publications.

Agnihotri, R.K. (1999). Bachchon ki bhashaa seekhne ki kshamata, bhag 1 or 2. ShakshikSandarbh. Bhopal: Eklavya (p.p?).

Agnihotri, R.K. (2007). Hindi: An essential grammar. London: Routledge

Agnihotri, R.K. (2007). Towards a pedagogical paradigm rooted in multiliguality. International Mulilingual Research Journal, Vol. (2) 1-10

Agnihotri, R.K. and Vandhopadhyay, P.K. (ed.) (2000). Bhasha, bhubhashita or hindi: Ekanth samvaad, New Delhi: Shilalekh

Butler, A. and Turbill, J. (1984). Towards Reading-Writing Classroom. New York: Primary English Teaching Association Cornell University.

Krashen, S. (1982). Principles and practice in second language acquisition. Pergamon Press Inc.

Kumar, K. (2000). Childs language and the teacher. New Delhi: National Book Trust.

Content and Pedagogy of Teaching Mathematics for Learners with DHH

Course Code: 4.2.4 (HI) **Credits: 2** **Semester: 5**

About the Course

This course will help the student teachers to value and appreciate Mathematics as a discipline and as patterns of understanding of basic concepts in the primary years. The course will help the student-teachers to generate their student's interest for learning maths and develop dispositions towards the subject that lays foundations for understanding more complex concepts in later years. It is designed to equip the learners to teach maths using innovative methods, techniques and teaching learning materials for children with disabilities. This course encourages students to move teaching of mathematics from rote to problem based real-world context with relevant hands-on experiences or through activity-based projects. The student teachers will be able to understand ways to modify content, develop assessments in alternative formats, use adaptive technology that assesses learning and not mere recall of facts. Student teacher shall explore action research on early childhood mathematics teaching and learning.

Learning outcomes

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

- Explain the nature of Mathematics and its historical development in the context of contribution of Mathematicians.
- State the different pedagogical approaches to teaching mathematics for Learners with DHH.
- Analyse maths text book at the preparatory stage to draw content to facilitate planning for accommodations, adaptations or modifications for Learners with DHH.
- Understand the various student centric teaching and learning tools/aids, ICT tools, assistive technology that promotes active engagement of learners to know, understand, or be able to do based on their learning experiences.
- Associate the role of a special educator as a facilitator of learning – with appropriate assessment, evaluation, innovative interventions that promotes student learning in collaboration with the school team, conduct action research of innovative practices that links theory to practice.

Course content

Unit 1: Nature, Aims, Scope and Historical Perspectives of Mathematics

1.1 Meaning, Definitions & Nature of Mathematics.

1.2 Importance of Mathematics Education - Mathematics in real life situation, Mathematics and other branches of knowledge, Mathematics, and problem solving & ability to think mathematically.

1.3 Vision & Aims of Teaching of Mathematics: National Curriculum Framework-2005, N.C.F.T.E.-2009, with special reference to Position Paper National Focus Group on Teaching of Mathematics -2006 (NCERT).

1.4 Mathematics in different civilisations: Roman civilization, Egyptian civilisation, Mayan civilisation and Indus Valley civilisation, and Blind Mathematicians in history.

1.5 Contributions to Mathematics – Indian Vaidik Ganit and contributions of Indian Mathematicians – Aryabhata, Bhaskaracharya, Baudhayana, Madhavan, P.C Mahalanobis and Ramanujam.

Unit 2: Pedagogical approaches to teaching mathematics in the preparatory stage

2.1 Recognise ways to overcome anxiety over mathematics - Myths & Anxiety about Mathematics, Psychological Approaches of Teaching Mathematics: Behaviourist Vs

Constructivist Approach, Multi-sensory approach to engage learners with gradual progression with scaffolding support.

2.2 State learning- centred approaches of teaching Mathematics- 5E's Learning Model, concept mapping & activity-based learning (ABL)

2.3 Describe methods for teaching and learning Mathematics – Concrete, Representational and Abstract (CRA), Problem Based Learning, (PBL), Storytelling, contextual learning, movement-based activities, games (board games with manipulatives) – clear, logical, real-world context, interactive and systematic.

2.4 Ways to promote mathematics learning environment -learner centred, interactive, explorative that promotes access and participation – Maths corner, or mathematics laboratory and library.

2.5 Understand the building blocks of teaching mathematics –such as number sense, shapes, spatial skills, classification, ordering, sorting, estimation, basic geometry, and the introduction of mathematical reasoning.

Unit 3: Textbook Analysis for adaptation and planning for Teaching mathematics.

3.1 Meaning, needs and steps of Pedagogical analysis in regard identifying needs for accommodations or modifications based on learner needs and modes of access.

3.2 Review the text book for content adaptation or modification in teaching Mathematics using suitable accommodations or simplify or supplement lessons or develop functional maths curriculum for appropriate learning experiences for students with low to high support needs such as visual/tactile aids/braille/ audio formats.

3.3 Develop yearly plans, unit plans, lesson plans & planning Mathematics for All (including high support students – functional maths). (Lesson Plans Based multi-sensory approach, on the Principles of Universal Design for Learning-in terms of representation, engagement and expression).

3.4 Integrate ICT in teaching maths both for online/offline teaching to enhance learning experiences.

3.5 Application of ICT tools & assistive devices in teaching students with multiple disabilities – speech to text or text to speech, communication devices/AAC (low or high tech), interactive smart boards, virtual manipulatives.

Unit 4: Teaching, Learning Aids and Resources

4.1 Describe multi-sensory instructions, scaffolded learning, differentiated and individualized instructions, interactive elements in student engagement, and use of positive reinforcement.

4.2 Identify and select learner cantered teaching learning materials – large print, non-print and digital media for both online and offline classroom teaching -learning (2-D, 3-D Models-Concrete objects, objects of references, enlarged flash cards, Worksheets, multimedia, voice/text output devices, Taylor frame, Abacus, ICT).

4.3 State the concept, need & development of Mathematics club & Mathematics corner or laboratory.

4.4 Develop a Mathematical environment around the child: converting school common areas with tactile signs or markers using numbers, shapes, patterns, measurements, label trees with their heights, circumference, geometric garden beds for mobility, mathematical ideas by field trips, outdoor explorations including orientation and mobility training (measuring distances, estimating quantities, or identifying geometric shapes) etc.

4.5 Apply teaching learning aids & resources for D&HH students.

Unit 5: Role of Special Educator in assessment, evaluation, action research and innovative practices.

5.1 Develop a caring and supportive learning environment, individualized educational plan in collaboration general educator, coordinate with therapists, and communicate with parents.

5.2 State the concept & significance of assessment and evaluation: Assessment of Learning Vs Assessment for Learning (Performance based, Portfolio assessment, interactive maths Quizzes and Games, Manipulative based assessment (digital or concrete), Observational assessment.

5.3 Develop tools and techniques for Formative, Summative Assessments and Diagnostic assessment of learner achievement in Mathematics.

5.4 Describe the emerging trends in assessment - Self Assessment, Peer Assessment, assessment through assignments, participation in different activities, Continuous and Comprehensive Assessment & Inclusive Evaluation.

5.5 Conducting Action Research on any one topic - number sense, cardinality, cordiality, structures in sets, structured part-whole relations, relative benefits of number line versus finger patterns or use of manipulable (concrete or virtual) to promote maths learning.

Suggested Coursework / Practicum

- Observe the children around you or a school doing maths in every day contexts. Make a journal of your observations that used maths in real time contexts.
- Meet people in the community including those not formally literate who use mathematics as vegetable sellers, or such retail trade, folk songs or rhymes that uses mathematics, numerical practices various people use in capturing everyday tasks.
- Visit a place of historical or architectural relevance to see patterns, sequences, spatial reasoning and geometry.
- Design a simple game using basic concept of mathematics for student with multiple disability.
- Implement the Individualised Educational Plan or group educational plan for learning of Mathematics and suggest ways to ensuring alignment with learning outcomes of reliant text book.
- Develop games or puzzles incorporating mathematic concepts,
- Develop a plan of action for developing a Maths corner or Maths laboratory.
- Enumerate and analyse the assessment strategies used in some classes.
- Research effective math assessment practices in similar schools.
- Review student products in regard to quizzes and tests, identify for patterns of strengths and weaknesses.
- Develop and design a field-based project for children in the Preparatory stage.
- List out the pedagogical issues in the NEP 2020 in regard to teaching mathematics for students with high support needs

Suggestive mode of transaction

- Activity based, lecture cum demonstrations, constructive, experimental based, case study discussion.
- Assignments on promoting competency and equity in learning any simple concept in mathematics for students with vision or hearing loss.

Suggestive assessment

Classroom presentation, workshop, assignments, practicum, sessional and terminal semester examination.

Suggested readings

Joyce, S. C. et al., (1987). Assessing and programming basic curriculum skills. Allyn & Bacon, Boston.

Karten, T. J. (2010). Inclusion strategies that work! Research-Based Methods for the classroom. Corwin, California.

NCERT (2006). Math-Magic Book 3 Textbook in Mathematics for Class III.

NCERT (2007). Math-Magic Book 4 Textbook in Mathematics for Class IV.

NCERT (2008). Math-Magic Book 5 Text book in Mathematics for Class V.

NCERT (2012). Pedagogy of Mathematics: Textbook for two-year B.Ed. course.

Margo, A. M., & Thomas E. S. (2009). The Inclusive Classroom: Strategies for
Effective Differentiated Instruction. Pearson, London.

Journals

Journal for Research in Mathematics Education (JRME). Publisher: National Council of Teachers of Mathematics (NCTM).

Mathematics Teacher: Learning and Teaching PK-12 (MTLT). Publisher: National Council of Teachers of Mathematics (NCTM)

Journal of Mathematics Teacher Education. Publisher: Springer

Online links

The World of Blind Mathematics https://www.ams.org/notices/200210/comm-morin.pdf

https://openjournals.libs.uga.edu/tme/index

https://www.perkins.org/resource/digital-math-summary-page/

https://cafedissensus.com/2016/08/14/mathematics-education-for-all-as-if-children-with-disabilities-count/

https://earlymath.erikson.edu/wp-content/uploads/2018/12/Viewpoint_FindingJoyinKindergartenMathematics.pdf

https://thirdspacelearning.com/us/blog/math-games-for-grade-3/

https://www.ncetm.org.uk/

https:/www.ncetm_five_big_ideas_updated_feb_2024.pdf

https://www.youcubed.org/

https://fisherpub.sjf.edu/cgi/viewcontent.cgi?article=1300&context=education_ETD_masters

https://www.researchgate.net/publication/342401044_Research_on_early_childhood_mathematics_

Content cum Pedagogy World Around Us for Learners with DHH

Course Code: 4.2.5 (HI) **Credits: 2** **Semester: 5**

About the Course

World Around Us (WAU) is concerned with the exploration, investigation, and development of an understanding of the natural, human, social and cultural dimensions of local and wider environments. It provides opportunities to engage in active learning, to use a wide range of skills, and to acquire open, critical, and responsible attitudes. This course aims to develop understanding about the nature, scope, and importance of the World Around Us as a composite discipline and its synergies with Science, Social Sciences and Environmental Education. This will help student teachers to appreciate the historical development of the World Around Us and its place in the school curriculum. The objective of the course is to prepare student teachers for the current challenges and to equip them with theoretical and practical understanding of the nature and content of the subject. The course emphasizes varied approaches, different methods, and techniques for effective teaching learning of WAU to develop various skills among students. The course would help student teachers to gain a deeper understanding of the ways in which learners make sense of their world. The main aim of this course is to develop and assess pedagogical strategies in view of pedagogical content analysis. This will ensure that learners develop a holistic view of the world, with an understanding of relationships and independence. The pedagogy at this stage will lend itself to the development of pre-vocational capacities, for example, maintaining flowerpots/ kitchen garden, clay modelling dialogue with shopkeepers during visits to the local markets. This course will enable student teachers to organize and assess learning opportunities to help learners in developing the necessary skills and concerns for social and critical issues. This will ultimately develop critical thinking, attitudes, and values among learners.

The objective of the course is to provide student teachers with an understanding about innovative and research practices in the World Around Us so that they can build an ability to deal concepts in an innovative and effective manner. The world around us demands engagement of learner with social and natural environment for developing various competencies, sensitivity, and appreciation to explore and engage with the environment. They develop a basic understanding of actions they can take to help themselves and others. The use of different innovative practices and action research will equip them to develop the necessary skills among learners to deal with concerns for social and critical issues. ICT integration provides an opportunity to engage learners in interactive and virtual experiences of unreachable environments and related issues. Developing professional competencies among student teachers imparts expertise in making them as World Around Us facilitators and provides them with a variety of high-quality experiences.

Learning outcomes

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

- Explain the nature and scope, objectives and values of teaching-learning that supports interdisciplinary understanding and demonstrates the interconnectedness of knowledge between and across World Around Us and other disciplines.
- Adopt and adapt various methods/strategies of pedagogical process and device modalities to design and develop activity based, differentiated student centric teaching-learning aids and resources in teaching-learning of World Around Us.
- Organise various resources used in teaching-learning of World Around Us, analyze the content of World Around Us textbooks from Pedagogical Content Knowledge perspective.
- Design lesson plans for various content in World Around Us, create appropriate learning experiences, outcome based experiential learning and evaluate various methods of assessment including use varied assessment strategies to map the learning progress of DHH students.

- Practice ways to adapting/modify and deliver content aligned to the textbook and student teachers involves systematic inquiry through action research to promote self-reflection and improve teaching practice as it bridges theory to practice.

Course content

Unit 1: Nature and Scope of World Around Us & Historical Perspective

1.1 Definition, Nature, Scope and Importance of the World Around Us. & Historical development of the World Around Us.
1.2 Aims, Objectives and Values of teaching-learning World Around Us
1.3 Linkages of World Around Us with other disciplines such as Mathematics, Languages Arts, Performing Arts Physical education.
1.4 Place of the World Around Us in school curriculum.
1.5 Recommendations/Suggestions of various Committees, Commissions and Policies and their analysis.

Unit 2: Pedagogical Concerns of World Around Us & Teaching-Learning Aids and Resources

2.1 Approaches of teaching-learning World Around Us such as inductive-deductive, constructivist, experiential learning, direct experience, art-integrated learning, interdisciplinary and multidisciplinary approaches.
2.2 Critical, Creative and Analytical pedagogical concerns in teaching-learning World Around Us with special reference to critical thinking, language, communication and literacy challenges of students who are D&HH.
2.3 Methods of teaching-learning World Around Us such as lecture cum demonstration, discussion, problem-solving, STEM and STEAM, project based, scientific inquiry, hands on activity, discovery, inquiry, concept-mapping, collaborative and cooperative learning, blended learning, Computer Assisted Learning (CAL) and Heuristic Method.
2.4 Concept, definition, role and importance of teaching-learning aids and resources in the World Around Us including ISL videos.
2.5 Types, identification and integration of teaching-learning materials such as environment, print material (such as reflective journals, charts, 2-D and 3-D models, games, toys, flash cards, worksheets, textbook, teachers' manual/ handbook, laboratory manual and digital material such as e-books, e-documents, presentations) and non-print material (multimedia, radio, TV, websites, animations, audios, videos, images, simulations, digital repository, Augmented Reality (AR), Virtual Reality (VR) and Artificial Intelligence (AI) based digital resources and Open Education Resources (OERs). Tactile and Multisensory Aids, Types, design, management and practices of resource/activity room, virtual laboratories.

Unit 3: Textbook Analysis and Planning for Teaching-Learning World Around Us

3.1 Understanding the textbook, analysing World Around Us content such as food, cloth, flowers, rivers, forests from the Pedagogical Content Knowledge (PCK) perspective, Bloom's Taxonomy of educational objectives and writing objectives in behavioural terms.
3.2 Selecting the content, identifying facts, concepts, and generalizations. Engaging, relevant and simple connected to everyday lives of students, identifying facts, concrete concepts with focus on interdependence, adaptation and conservation of environment and generalizations, sustainability by recycling/segregation of waste.
3.3 Analysing, organizing, and planning appropriate learning strategies for students who are D&HH
3.4 ICT integrated, art integrated, games, toys, sports integrated and learning experiences.
3.5 Unit planning and lesson planning with special reference to outcome based experiential learning.

Unit 4: Assessment and Evaluation, its adaptation & ICT Integration

4.1 Assessment based on learning outcomes of World Around Us with suitable adaptations and need based modifications taking into consideration the modes of communication.

4.2 Strategies for continuous assessment, school-based assessment, formative and summative assessment, formal, informal, and 360-degree assessment, self and peer assessment.

4.3 Performance assessment: assessment of group activities, field observations, creating platform and portfolio management, assessment of skills, assignments, projects, and presentations.

4.4 Test based on Table of Specification (TOS) and its importance; basic steps of question paper setting, types of test items and preparing answer key and criteria for school, assessment and feedback mechanism in teaching-learning. Development of Blue print for assessment. Adaptation for learners with D&HH.

4.5 Use of ICT in the classroom: artificial intelligence, machine learning, block chains, smart boards, handheld computing devices, adaptive computer testing for student development, Specific features, functions and limitations of use and integration ICT.

Unit 5: Innovative and Research Practices

5.1 Meaning, need, importance and scope of innovative practices.

5.2 Types of innovative practices (online/offline): quizzes, buzz groups, snowballing, brainstorming, discussion and group learning, debates, recitations and storytelling, presentations, role play, games and toys for learners,

5.3 Case study, asking and framing questions including higher order thinking questions.

5.4 Undertaking action research, reflection, and research-based practice in school.

5.5 Psychological, Sociological and Philosophical Perspective of teaching and learning a subject, Role of a teacher in facilitating learning the concepts of the subject.

Suggested Coursework / Practicum

- Organize essay/ poster making competition to bring about awareness about our surrounding environment and sensitize community at large about environmental concerns.
- Develop e-Content on selected topics such as food, clothes, honeybees, flowers, market, animals and plants, forests etc.
- Organize workshops to evolve art-integrated/ games etc.
- Develop a project on practices to conserve environment with special focus on ancient Indian practices.
- Develop 2-D/3-D models, charts, flash cards to teach topics such as Foods We Eat, Garden, The Valley of Flowers etc.
- Visit different websites to identify activities/ games/toys to teach topics such as seeds, fruits, earthquakes, web of life, eating together, and prepare digital repositories.
- Develop strategies to teach topics like rivers, mountains, forests, earthquakes with the help of VR device.
- Prepare a plan to develop Resource Room/ Activity Room for EVS in your Institution.
- Analyse the textbooks of Grades III, IV and V to identify facts, concepts, and generalizations.
- Develop innovative lesson plans by following art-Integrated/ toy and game-Integrated pedagogy to teach various topics.
- Develop rubrics to assess the progress of learners.
- Prepare an Achievement Test based on TOS, administer on a group of learners, analyse their achievement, identify learning difficulties, and conduct remedial sessions for learners with learning difficulties.

- Prepare and manage portfolio, Story-telling pedagogy, prepare innovative ICT integrated lesson plan.
- Make a case study of learners with distinct characteristic, identify problems and conduct action research.

Suggestive mode of transaction

The course will be transacted through activity based, discovery based, role playing, dramatization, small group work, pair work, interactive methods such as group discussions, peer tutoring, workshops, observations, presentations, and seminars.

Suggestive assessment

Observation of students' activity, correcting their worksheets, short formal written tests, periodical summative assessment, Seminars, demo lessons, practical tasks, and hands-on activities will be appropriately used to assess the learning outcomes. Student teachers will also be encouraged to prepare an e-portfolio to showcase their learning and skills.

Suggested readings

CEE. (2007). Environmental Education in the Indian school system: Status Report.

CEE. (2007). Joy of Learning: Handbook of Environmental Education Activities; CEE for NCERT.

CEE; (2007). Tbilisi to Ahmedabad: The journey of Environmental Education –A Source Book; CEE; Ahmedabad.

NCERT. (2005). National Curriculum Framework-2005

NCERT. (2009). Project Books on Environmental Education for classes VI, VII, VIII, IX and X.

NIOS Learning Environmental Studies at Primary Level, Diploma in Elementary Education (D.El.Ed.), Block -2, Curriculum and Pedagogy of EVS. https://www.nios.ac.in/media/documents/dled/Block2_505.pdf

NIOS. Learning Environmental Studies at Primary Level, Diploma in Elementary Education (D.El.Ed.), Block -1, Importance of Teaching-Learning of EVS at Primary Level. https://nios.ac.in/media/documents/dled/Block1_505.pdf

KVS. Source Book on Assessment in

VS. https://zietmysoredigtallibrary.files.wordpress.com/2016/06/source-book-evs.pdf

NCERT (1991): Elementary Teacher Education Curriculum, Guidelines and Syllabi, New Delhi.

NCERT (2006). Environmental Studies Looking Around Textbook for class III.

NCERT (2007). Environmental Studies Looking Around Textbook for class IV.

NCERT (2008). Environmental Studies Looking Around Textbook for class V.

NCERT (2017). Learning Outcomes at Elementary stage.

(D. El. Ed.), Block -2, Curriculum and Pedagogy of EVS. https://nios.ac.in/media/documents/dled/Block2_505.pdf

NIOS Learning Environmental Studies at Primary Level, Diploma in Elementary Education (D.El.Ed.), Block -3, Assessment, Reporting and Remediation in EVS. https://nios.ac.in/media/documents/dled/Block3_505.pdf.

Content Cum Pedagogy of Art Education for Learners with DHH Preparatory Stage

Course Code: 4.2.6 (HI) **Credits: 2** **Semester: 6**

About the Course

This course is primarily to develop conceptual understanding and application skills to practice teaching-learning of Arts and Art Integrated Learning at Preparatory stage. It includes knowledge, understanding and practice of visual as well as performing arts which are important components of the content and pedagogy of the ISITEP programme for this stage. The well-being and fulfillment of an individual's potential is the common thread in all art forms as they have a natural potential to connect with the learners and help in their learning and development. Art is considered as the basis of learning at this stage, may it be the language, EVS or Mathematics, as it involves all faculties and senses of the learner and engages him/her in play and make without fear. Arts are natural to the children of this age and help them make meaning of the new learning through the known and concrete means. Art integrated learning is very therapeutic especially for students who are non-verbal or have difficulties in verbal communication as it integrates the cognitive, psycho-motor and social emotional channels for expressions. DHH students find art forms a very useful form of expression and learning as it provides them a joyful and experiential approach. It creatively engages children in; observation, imagination, exploration, making things, playing with material, narrating their experience, finding links and meaning to the new subjects and concepts. Making mistakes and learning from the mistakes is common to all the learners, and art integrated learning provides the natural platform for it. Art experience in art as pedagogy is a process of learning and not the final product of art, hence students can explore, experiment, and express without fear of failing. Arts by nature add to the mental wellness of each learner and help them to learn at his/her own pace. This part of the course is to prepare facilitators of the Preparatory stage to understand and learn techniques of visual and performing arts, and practice the pedagogy of learning Art joyfully and apply it while teaching DHH students.

Learning outcomes

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

- Describe and rationalise the need for various forms of Arts in education for holistic development of the learners with DHH,
- Creates and presents different art work (visual and performing) aesthetically using appropriate techniques and skills,
- Differentiates between Art as 'a Subject' and Art as 'Pedagogy',
- Design Art Integrated Learning (AIL) experience in Languages, Sciences and Mathematics, skilfully for making learning experiential and joyful for each child
- Assess and evaluate and undertake need based adaptations for DHH students.

Course content

Unit 1: Art Education – Importance, Types (Visual and Performing)

1.1 Art Education: Meaning, nature, scope and purpose of art education. Importance of Art Education in Cognitive, Psycho-motor and Socio-emotional development.

1.2 Overview of major theories and philosophies in art education, including major contributors of Art Integrated Education – Multiple Intelligences, Shantiniketan, Kalakshetra, Reggio Emilia Approach, Art of Visual thinking. Educational toys by Arvind Gupta and Initiatives of Artists with Disabilities. Role of folk and traditional arts and crafts in learning and development of young children.

1.3 Types of art forms

'Visual arts & crafts'; Knowledge of; drawing & painting, hand and thumb painting and printing, experimentation with thread and blot painting, block printing using simple blocks of shapes, paper collage, tearing & pasting, paper folding and paper crafts, folk paintings on walls, clay modelling (folk traditions of the region specific), simple poster making, sand painting, rangoli making with used flowers and fallen leaves, soft toy making, weaving, Mask and puppet making paper mache etc.

'Performing arts'; basic knowledge of 'Sur' and 'Taal', seven notes (sargam) playing regional instruments and singing prayers, action songs, folk compositions related to festivals and celebrations etc., Basic knowledge of Dance and Movement; warm up exercises of dance and theatre, body balance, body movement, stretching and bending, action dance based on subject content of Language, EVS and Mathematics.

1.4 Basic knowledge of Drama and puppetry; role play, mime, fancy dress, use of props, playing with finger puppets, stick puppets, puppets with music and action on poems/ stories/ social messages and its importance for DHH students

1.5 Knowledge of Indian traditional art and craft forms and their linkages with languages, EVS and Mathematics skills.

Unit 2: Content Planning and Implementation of Art as Pedagogy

2.1 Selection of content/theme/topics for creating, subject content from the preparatory curriculum, folktales, folk stories, epics, comic characters, cartoons etc.

2.2 Art Integrated Learning (AIL) and socio-emotional development, AIL and inclusiveness, with available research evidence.

2.3 Tools for creating varied sounds. Singing folk songs/prayers/patriotic songs with actions in solo and in group. In dance and movement- encourage observation and copying of, moving objects, birds & animals, people and machines. Experimentation with movement and dance, based on beats and rhythm (laya and tala) and strategies for DHH students. Games and exercises to understand the body and its balance.

2.4 Designing Activities, worksheets, workbooks for the experience of different art methods and techniques.

2.5 Develop art-based icebreakers and warmups, body exercises, art integrated learning of new concepts. Exploration of traditional sources of arts and its linking with new learning in subjects.

Unit 3: Pedagogy of Art

3.1 Pedagogy of arts and art as pedagogy for experiential learning.

3.2 Art as Pedagogy (Art Integrated Learning): brief introduction of the meaning and concept, nature and its scope (developmental, nurturing, organic, holistic, creative, therapeutic, inclusive, cultural, value based) at Preparatory stages, Art as pedagogy for the holistic learning (cognitive, psycho-motor and affective domains) and development of each learner,

3.3 **Visual Arts:** Known to unknown and concrete to abstract content and concepts. Process over product – more weightage to the process of creating art than the final product.

Performing arts: exercise to enhance sensory awareness and efficiency, observation, communication, associative thinking; building situations with imaginary objects and people.

3.4 Participatory learning, using action songs, dances, role play, hot seating, improvisations, mime, creating stories, songs etc., Strategies such as encouraging listening and identifying different sounds.

3.5 Use of non-verbal expressions of basic moods such as happiness, love, anger, compassion, like and/dislike, kind and caring etc. Knowledge and use of signs, symbols, and hand gestures (mudras) to express feelings., Knowledge of face make up and skill to use make –

up for painting subject and theme-based faces and its application for DHH students. Making and using props for engaging attention of the learners

Unit 4: Art Integrated learning

4.1 Visual Arts: Drawing & painting, printing, making blocks with available material, tearing & pasting, quelling and other paper crafts, wall painting (folk traditions of the region specific), clay modelling (slab, coil and pinching methods, relief work), poster making, rangoli making, mask and puppet making, soft toy making, weaving etc.

4.2 Creating art through experimentation with different mediums and techniques.

4.3 Conscious display of lines, forms, compositions, colours, texture etc. Developing narratives in visuals, composition of an imagined situation, illustrated story, comic strips.

4.4 Performing Arts: listening and identifying different sounds, making, and playing one folk musical instrument, Learning, and singing folk songs, prayers, patriotic songs (three compositions each). Warm up exercises (body stretching, bending, hopping, jumping, balancing etc.) dance and movement, bird & animal dance, learning and performing any one folk dance of the region, performing nine emotions (Rasa) through non-verbal modes, learning use of hand gestures (mudras), creating props for dance and drama performances, periodic performances in college/institution functions.

4.5 Writing a drama script, composing an action song, composing a dance drama. Lesson plans on integration of visual and performing arts with language, EVS and Mathematics.

Unit 5: Assessment Evaluation and adaptations

5.1 Art Integrated Learning (AIL) and its adaptations and modifications for DHH students.

5.2 Strategies for assessment of rhythm and patterns in DHH students

5.3 Conceptual understanding of AIL for Assessment of `As' `Of' and `For' Learning. Implementation of AIL in actual situation (classroom management, organizing and managing materials, seating arrangements, organizing skills of group and cooperative learning, display of students work, organizing field trips and excursions, organizing resources for presentations and performances etc.).

5.4 Designing and managing records and portfolios of each learner.

5.5 Preparing worksheets and workbooks, audios, videos, paintings/visuals, and crafts.

Suggested Coursework / Practicum

- Design an Art Appreciation project on; a Heritage Walk, visit to a Monument, a public event, an Art exhibition, Play, Concert etc.,
- Portfolio of visual artwork.
- Audio/Visual records/presentation of performing art assignments.
- Records of School Experience work on Art Education.
- Records of School Experience work of children on use of Art as Pedagogy.

Suggestive mode of transaction

Demonstration, Field-based experience, Storytelling/success stories, Classroom discussions, Self-study, Field observations, and preparation of study reports. Classroom presentations, discussion forums, observation, research report, engaging in dialogue.

Suggestive assessment

Written test, classroom presentation, workshop, assignments, practicum, sessional and terminal semester examination.

Suggested readings

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Content cum Pedagogy of Physical Education & Yoga for Learners with DHH Preparatory Stage

Course Code: 4.2.7 (HI) **Credits: 2** **Semester: 6**

About the Course

Physical Education is an integral and vital component of school curricula, determining an individual's wellbeing throughout life. It involves developing basic movements, motor skills, awareness of rules, and participation in activities/games. Physical Education is essential for mental, emotional, intellectual, and social development, and plays a critical role in a child's overall wellness. It helps develop strength, speed, endurance, and coordination of abilities and hence it is beneficial for students with disabilities. Adapted Physical Education (APE) is physical education is promoted so that person with disabilities also get equal opportunities in physical sports and games. Age-specific methods if used prevents exhaustion and injuries, and hence students with impairments should not be excluded from physical education activities. Play, action, and doing are the best teaching-learning methods for children at this stage. Physical education should revolve around active participation in fun games and simple group games, gradually transitioning to more formal games in higher classes. Moderate to vigorous physical activity is desirable, as it strengthens muscles and bones. Yoga, combined with physical education, has a synergistic effect on improving fitness and motor performance. The Preparatory Stage focuses on refining skills and combining them into fundamental movement forms, such as rolling, throwing, catching, dribbling, kicking, and striking. The focus should be on basic skills, the joy of playing, and appropriate behaviors and attitudes during activities. Local games should be preferred and encouraged during this stage. This course covers the basics of Physical Education and Yoga and its importance at the Preparatory Stage. It discusses the origin, aim, scope, and current benefits of sports and games. It also explores ancient sports and Yoga as a means of living and wellness. The course also discusses the various facets of Physical Education and its interconnectedness with other disciplines. This curriculum also developed for the learners to widen their knowledge, understanding and skills in the field of sports, games and yoga asanas. This course provides a chance to the learners to be able to choose physical education and yoga as a career. In the present age physical education and yoga has gained more importance as people are getting conscious about their health and well-being.

Learning outcomes

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

- Demonstrate an understanding of the concept of Physical Education and Yoga and their deep rootedness in Indian culture.
- Describe the scope, importance and potential of Physical Education and Yoga at the school level.
- Explain the importance of Physical Education as an integral and essential part of the school curriculum at all stages.
- Establish interlinked multidisciplinary, scientific approach among Physical Education, Yoga, and other school subjects.
- Describe the various methods, adaptations, modifications and teaching learning materials differentiated to the learning needs of students with hearing impairment.
- Select appropriate assessment and evaluation tools according to purpose, age groups, differentiated needs of the DHH students.

Course content

Unit 1: History, Principles and Foundation of Physical Education

1.1 Meaning, definition, aim and objectives of Physical Education, Need and importance of Physical Education for fitness and holistic development in present era, Misconceptions about Physical Education for persons with disabilities.

1.2 Foundation of Physical Education (Biological, Philosophical, Sociological and Psychological) and its principles.

1.3 Relevance of Physical Education in multidisciplinary context for students with hearing impairment.

1.4 History of Physical Education in Pre-Independence and Post-Independence in India as a school subject. Contribution of Akhadas and Vyayamshalas other organisation towards promoting Health and Physical Education in India.

1.5 Physical Education and Sports for Children with disabilities: Disability Etiquette, Aim and objectives of Adaptive Physical Education. Role of Physical Education Teacher for children with hearing impairment, scientific posture, Special Olympics, Deaf Olympics, Para Olympics and All India sports council of deaf.

Unit 2: Introduction to Yoga

2.1 Meaning, Need, Definition and Importance of Yoga, Aims and Objectives of Yoga in Physical Education and Sports

2.2 Brief orientation of Yoga in Early Upanisads (Gheranda Samhita), The Yoga Sutra: General Consideration, Invocation/Prayer

2.3 The Astanga Yoga: Yama, Niyama, Asana, Pranayama, Pratyahara, Dharana, Dhyana, Yoga in the Bhagavad Gita – (Karma Yoga, Raja Yoga, Jnana Yoga and Bhakti Yoga), Asanas oriented body posture and movements: Sitting Posture, Standing posture, prone posture, Supine posture, Neck Movement, Shoulder movement, Trunk movement, Knee movement, Asanas: Technique and Dos and Don't and its effect on various system of the body, Classification of asanas with special reference to physical education and other indigenous activity and Indian traditional knowledge.

2.4 Influences of relative, meditative posture on various system of the body, Fundamental movements of joints, Difference between yogic practices, games and sports and physical exercises, International Yoga Day and their Protocols, Yoga Geet (Yoga Song), Yoga education centers in India and abroad, competitions in Yog-asanas

2.5 Benefits of Yoga and Asanas to DHH students– Pranayams for breath control. Benefits of Bhramari pranayama and Om chanting on pulmonary function, concentration, focus and stamina; self-regulation; self-confidence; feeling of wellbeing and physical fitness

Unit 3: Pedagogical Analysis of Physical Education and its content

3.1 Pedagogical analysis of content for identification of minor and major concepts for physical education and yoga, listing learning outcomes, planning activities, experiments, observation, and evaluation procedure in an inclusive setup of contents - "Physical Education, Physical Fitness and its Importance, Concept of personal health and hygiene, Yoga and Personality Development, Yogic Practices for Personality Development, Anuloma-Viloma, Pranayama (Alternate Nostril Breathing) Bhastrika Pranayama, Meditation.

3.2 Evaluation of contents of yoga and physical education textbooks to develop specially designed instructional content using illustrations and well labeled diagrams and pictures. Multimodal method of instructional delivery and the performance methods along with explaining criteria for evaluating the meaningful experiences of the student with hearing impairment.

3.3 Develop tools for teaching Yoga and Adapted Physical Education (APE) – Visual schedule, Yoga cards with yoga sequence and visual posture cards and strategies to provide hands-on assistance to guide children into poses, ensuring they are comfortable and safe. Use visual aids, demonstrations, and multi modal feedback to help students with disabilities understand the poses and techniques to promote physical well-being, breathing and stamina.

3.4 Writing of learning objectives in Physical Education and Yoga based on Blooms taxonomy, Self-assessment tool and process in Physical Education and Yoga.

3.5 Design of indigenous physical education and yoga activities.

Unit 4: Methods of Teaching in Physical Education & Yoga, Teaching Learning Aids and Resources for Teaching Physical Education and Yoga

4.1 Motor Educative Process, Importance of Gadgets and Devices, Teaching Technique – Lecture method, Combined method, Demonstration method, Imitation method, project method etc., Teaching Procedure – Whole method, whole – part – whole method, part – whole method, Presentation Technique – Personal and technical preparation, Command-Meaning, Types and its uses in different situations.

4.2 General guidelines, precautions and safety measures while practicing Physical Education activities and Yoga, follow up techniques and fault/ error and its correction technique applied in Physical Activities and Yoga, Various types of class formations for physical education activities, yoga practice.

4.3 Teaching Learning Aids/Materials: concept, definition, role and importance in classroom teaching and practical training learning the subject, Types of Teaching Learning Aids/Materials: non-print and digital media for offline/ online classroom, artificial and natural spaces

4.4 Fundamental skill activities cognitive and motor process (e.g Walking with correct mechanism). Benefits of Practical and Classroom/outdoors teaching aids – fitness aids, cones, belts, medicine balls, audio-visual aids,

4.5 Brief description of activity zone equipments: play kits, toys, sports equipment, sports Balloon, trampolines and spongy mattress Kids athletics game, Spot Markers, Hoops, Task Tents, Bean Bags, Heart Rate Monitors, Presentation Technique – personal and technical preparation; steps in presentation as per group requirements.

Unit 5: Assessment and Evaluation for Teaching of Physical Education

5.1 Assessment and evaluation in Physical Education: concept, importance, and principles, providing feedback.

5.2 Various evaluation methods and tests in Physical Education to be carried out in consultation and guidance of collaborative team – special educator, physical therapist, Yoga or PE teacher and occupational therapist and carry out formative and summative evaluation including the process and outcome evaluation

5.3 Sports Authority of India (SAI) and Khelo India Fitness components, Assessment Test, Scoring Procedure Testing Procedure Effect and Observations Follow up

5.4 Preparation of Fitness Report Card and Feedback.

5.5 Training students for Special Olympics Bharat, All India Sports Council for the Deaf, school/district/national level competitions**.**

Suggested Coursework / Practicum

- Conduct pedagogical analysis of the content for any two topics of physical education and yoga and prepare a report.
- Critical evaluation of the book of health and physical education for yoga contents and prepare a report.

- Write learning outcomes and competencies for two topics of physical education and yoga.
- Prepare a chart on the benefits of yoga.
- Survey of local and traditional Indian games and sports – pachisi, pallanguzhi, ashta chamma, snakes and ladders, chowpar, chowka bara, gullidanda, goli, and local games.
- Design and promote any traditional Indian games and sports
- Review of NEP 2020; NCF for School Education, 2023; preparing a report on role and status of Physical Education and Yoga.
- Planning a regime for Calisthenics exercises for morning assembly, Planning Recreational games, outdoor group activities, Organizing competitions at class/school level, Practice of all pranayams and asanas.
- Preparation of manual low-cost teaching-learning materials, Preparation of Art and TPCK integrated learning resources for the teaching of Physical Education and Yoga.
- Development of an inclusive lesson plan that integrates two disciples of school education with a game/sports/yoga.
- Make a report enlisting the professional ethics for Physical Education and Yoga.
- Construction of an Achievement test/ Table of Specialization.Preparation of question banks covering all aspects of Bloom's Taxonomy
- Visit a playground and observe children playing different games. Make a list of tasks that help children build social relationships and a strong social dynamic.
- Prepare a plan for action research in any area of Physical Education.

Suggestive mode of transaction

Short Lecture cum discussion/demonstration, group task and presentation, observation, seminar, experiential learning, skill development, report writing, project writing, organizing demonstrations and activities in simulated situations in fun competition, school visits, sports park visit

Suggestive assessment

Written test, classroom presentation, workshop, assignments, practicum, formative assessment, internal and terminal semester examination.

Suggested readings

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NCERT (2023). Health and Physical Education. Effects of Physical Activities on Human Body. Textbook for Xth class. New Delhi.

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Kochar, S.K. (1982). Methods and techniques of teaching. New Delhi: Sterling Publishers Pvt. Ltd.
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Singh, H. (1984). Sports training, general theory and methods. Patials: NSNIS.
Uppal, A.K., (1999). Sports Training.New Delhi: Friends Publication.

Understanding Needs of Students with Intellectual Disability at Preparatory Stage

Course Code: 4.2.1-I (ID) **Credits: 2** **Semester: 3**

About the Course

This course provides a multidimensional perspective on understanding Intellectual Disability. The course is designed to help the learners to develop an understanding of intellectual disability, characteristics, classifications, causes and prevention and learning needs. The course also throws light on screening, assessment and evaluation which are essential for identification of learning needs, planning and implementing the educational programmes (IEP). The role of special educators in designing the curriculum and adaptations at preparatory stage in different educational settings namely special school and inclusive schools are discussed.

Learning outcomes

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

- Explain the historical perspectives, definitions, classification and characteristics of Intellectual Disability
- Explain steps involved in Screening, Assessment and Evaluation of students having Intellectual Disability
- Describe the importance and historical perspective of Individualised Educational Programme (IEP), steps and components involved in developing, implementing and evaluating IEP
- Discuss the associated conditions and additional disabilities that may occur with intellectual disability and suitable interventions and the involvement of multidisciplinary team.
- Apply the concepts of curriculum development, activities, domain and curriculum adaptation to meet the needs of students with intellectual disabilities at preparatory stage.

Course content

Unit 1: Introduction to Intellectual Disability

1.1 Historical Perspective of Intellectual Disability (ID)
1.2 Definitions of Intellectual Disability, National and international – e.g. AAIDD (2021), WHO, ICD-10, Rights of Persons with disabilities Act (RPwD, 2016).
1.3 Causes and Prevention of Intellectual disability
1.4 Characteristics of persons with Intellectual Disability across lifecycle
1.5 Classification –Medical, Psychological, Educational and ICF classification

Unit 2: Screening, Assessment and Evaluation

2.1 Definition and meaning of screening, assessment, evaluation, testing and measurement.
2.2 Types of Assessment and Evaluation: Curriculum based assessment (CBA), Teacher Made Test, NRT, CRT, Formative, Summative, CCE and 360° of assessment.
Areas and of Assessment - Medical, Psychological, Educational, Behavioural & Ecological
Assessment tools at School ages: (e.g., Madras developmental Programming system-
2.3 MDPS, Behavioural Assessment Scale for Indian Children (BASIC-MR), Grade Level
2.4 Assessment Device for Children with Learning Problems in Schools (GLAD), and Functional Assessment checklist for Programming (FACP), FACP -PMR), Support Intensity Scale, Language Assessment Tool (LAT) and other latest tools, NIEPID Indian test of Intelligence, Any other recent tools that are relevant.
2.5 Documentation of assessment, Result interpretation and Report writing– Implications of evaluation for vertical and horizontal transition, and inclusion of Students with

Intellectual Disability (SwID), Role of special educator in screening, assessment and evaluation at preparatory stage.

Unit 3: Individualized Education Programme (IEP)

3.1 Need, Importance and Historical Perspective of IEP
3.2 Steps and Components of IEP
3.3 Developing, Implementation and Evaluation of IEP for SwID and its associated conditions in special school, inclusive schools and home based
3.4 IFSP working with parents– Planning and report writing
3.5 Application of IEP and IFSP for Inclusion at middle stage for students with intellectual disabilities

Unit 4: Intellectual Disability and Associated Conditions

4.1 Concept, need, importance of addressing additional disabilities, associated conditions with developmental delays/ Intellectual disabilities
4.2 Intellectual Disability and associated conditions: e.g. epilepsy, hyperactivity.
4.3 Intellectual Disability with additional disabilities e.g.: Intellectual Disability with Autism Spectrum Disorder/ Cerebral Palsy/Sensory Impairments.
4.4 Role of National Institutes in Disability Rehabilitation Services; Organising Early Intervention services; Cross Disability Early Intervention
4.5 Role of parents, community, and other stakeholders in early intervention as per RPwD-2016 and NEP 2020; Guidance and Counselling on Issues concerning early identification, diagnosis and assessment

Unit 5: Curriculum at Preparatory Stage

5.1 Meaning, Definition, Concept and Principles of Curriculum, Types and Approaches of Curriculum Designing at preparatory stage
5.2 Curriculum Domains Preparatory Stage- Personal, Social, Academics, Recreational, Community living, Pre-vocational, Steps in developing curriculum, challenges of developing curriculum for inclusion.
5.3 Functional academics - Literacy and Numeracy, time, money, measurements at preparatory stage in special school / home based settings.
5.4 Curricular adaptation in content, process, material (TLM) and evaluation-accommodation, modification for inclusive settings, Use of Universal Design for Learning (UDL) techniques
5.5 Collaborating with regular educators in planning, implementing and evaluating. Role of Special Educators in Inclusive Setup.

Suggested Coursework / Practicum

- Compile information on relevant educational assessment tools at middle stage of school education developed in India
- Develop a teacher made assessment tool for a subject of your choice.
- Develop an informal assessment tool for assessment of person with intellectual disability
- Conduct an assessment of a person at middle stage to identify the needs and make a transition plan from school to work.
- Assess a student with intellectual disability in an inclusive school and highlight his/her learning needs.
- Prepare a need-based curriculum for a group of your choice in Activities for daily living, social, communication, motor and cognitive skills, Foundational literacy and numeracy
- Develop a plan for Vertical transition from one stage to another stage of schooling (Options may be given to select stages of school transition)

- Develop a plan for Horizontal transition: special/alternative learning centres to regular schooling and vice versa (options may be given to select learning settings).

Suggestive mode of transaction

The concepts may be explained through real-life examples and selected case studies. Learners may be encouraged to conduct hands-on observations and critically review the materials.

- Field visits
- Hands-on experiential demonstrations
- Lectures and discussions
- Presentations and projects
- Self-study and use of online resources
- Workshops and seminars
- Presentations and projects

Suggestive assessment

- Evaluate the presentations created in practicum
- Curricular adaptation in content, process, material (TLM) and evaluation-accommodation, modification for inclusive settings
- Internal Tests

Suggested readings

Batshaw, M. L., Roizen, N. J., & Lotrecchiano, G. R. (2012). Children with disabilities. Paul HBrooks Publishing.

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Myreddi, V., & Narayan, J. (2004). Functional Assessment Checklist for Programming – PMR, NIMH, Secunderabad
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Peshawaria, R. &Venkatesan, S. (1992): Behavioural Assessment Scales for Indian Children with Mental Retardation.
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Intervention and Teaching Strategies for Students with Intellectual Disability at the Preparatory Stage

Course Code: 4.2.1-II (ID) **Credits: 2** **Semester:3**

About the Course

Once the delay, disability or high-risk stage for a disability is identified, it is necessary to plan and implement comprehensive intervention programme to prevent further delay and deficit in the child's condition and to help him/her progress towards over all development. This course will help the learners to understand the levels and types of intervention needed to be prepared for teaching students with intellectual disability and also having associated conditions. This course will also equip the learners to select and adapt strategies and methods to teach the curricular content, to address challenging behaviours, work with the therapists for incorporating therapeutic interventions in class room activities to those who need and to lead the students with intellectual disabilities towards learning independent living skills.

Learning outcomes

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

- Explain the importance of early intervention, types and techniques of early intervention
- Discuss various teaching strategies, methods and approaches, and describe the principles
- in developing and using Teaching Learning Material (TLM) for teaching different concepts for students with intellectual disabilities.
- Describe the types of challenging behaviour, behaviour management techniques, procedure
- to develop management plan for challenging behaviour of students with intellectual disabilities.
- Discuss the need and importance of various therapeutic interventions and their implications in the lives of students with intellectual disabilities.
- Narrate the different strategies for curriculum adaptation, accommodation, modification
- and their significance.

Course content

Unit 1: Early Intervention

1.1 Models of early intervention- (home-based, centre-based, hospital-based, combination) with reference to transition from home to school; Cross Disability Early Intervention Services.
1.2 Types of Early Intervention
1.3 Intervention Techniques
1.4 Record Maintenance and Documentation
1.5 Implication of Early Intervention for preparatory stage students with intellectual disability

Unit 2: Teaching Strategies and TLM

2.1 Stages of Learning (Acquisition, Fluency, Maintenance, Generalization) Principles of Teaching. (Simple to complex, known to unknown, concrete to abstract, Whole to part)
2.2 Multi-sensory Approaches –e.g. Montessori Method, Fernald, VAKT Method, Orton - Gillingham Method
2.3 Teaching Strategies & methods– Task Analysis, Chaining, Shaping, Modelling, Prompting, Fading and Reinforcement, Role Play, Play Way method
2.4 Difference between Functional & Learning Aids and Development & Use of TLM for CWID

2.5 Teaching students at preparatory stage in special schools/home based setting/clinical and therapeutic settings

Unit 3: Intervention for Challenging Behaviour

3.1 Meaning and definition of Challenging behaviour.
3.2 Identification of challenging behaviour, use of formal and informal tool and Functional analysis
3.3 Behaviour management Techniques,
3.4 Cognitive Behaviour Techniques (CBT), Positive Behaviour Intervention and support (PBIS) Management of challenging behaviour at Home and School, Parental Counselling - Individual, Group and Community
3.5 Ethical Issues in behaviour management and implications for Inclusion

Unit 4: Therapeutic Intervention

4.1 Occupational Therapy – Definition, Objective, Scope, Modalities and Intervention
4.2 Physiotherapy – Definition, Objective, Scope, Modalities and Intervention
4.3 Speech Therapy – Definition, Objective, Scope and Types of Speech, Language and Hearing Disorders and Intervention
4.4 Yoga and Play therapy – Definition, Objective, Scope and Intervention
4.5 Therapeutic intervention: Visual and Performing Arts (e.g., Art and Craft, Music, Drama, Dance and movement, Sports.)

Unit 5: Curriculum Adaptations at Preparatory Stage

5.1 Need for Curricular Adaptation, Accommodation and Modification in different settings - in special schools, inclusive schools and home-based settings.
5.2 Adaptation, Accommodation and Modification for literacy and numeracy at Preparatory Stage Use of Universal Design for Learning (UDL) in inclusive class rooms.
5.3 Curriculum Adaptation, Accommodation and Modification for language and social science subjects Use of UDL
5.4 Adaptation, Accommodation and Modification for mathematics and science subjects, Use of UDL
5.5 Adaptation, Accommodation and Modification for other school subjects (yoga, sports, music, art and craft, vocational skills), e.g. Ministry of Social Justice and Empowerment (MSJ&E) (DEPwD) schemes and CBSE concessions.

Suggested Coursework / Practicum

- Prepare an adapted lesson on any school subject for a student with special needs
- attending class III-V in a regular school.
- Assess and develop a behaviour management plan to be used by parents at home for
- reducing any one problem behaviour of a student with ID.
- Prepare three teaching learning materials for teaching language (receptive and /or
- expressive) to a student with ID at foundation/preparatory level.
- Make a plan for organizing a visual art exhibition/competition for students in a special
- school.

Suggestive mode of transaction

- The concepts may be explained through real-life examples and selected case studies. Learners may be encouraged to conduct hands-on observations and critically review the materials.
- Field visits
- Hands-on experiential demonstrations

- Lectures and discussions
- Presentations and projects
- Self-study and use of online resources
- Workshops and seminars
- Presentations and projects

Suggestive assessment

- Evaluate the presentations created in practicum
- Curricular adaptation in content, process, material (TLM) and evaluation-accommodation, modification for inclusive settings
- Internal Tests

Suggested readings

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Teachers. NIMH, Secunderabad

Online links

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Pdf

https://niepid.nic.in/87%20Teaching%20&%20Trg%20Material%20on%20Physiotherapy%201%20of%202.PDF
https://www.verywellfamily.com/essential-parts-of-an-individual-education-program-2162702
https://www.goodreads.com/book/show/42747086-management-of-behaviourproblems- of-children-with mental-retardation
https://www.niepid.nic.in/Early%20Intervention.pdf
https://www.rasmussen.edu/degrees/education/blog/early-childhood-intervention/
https://rehabcouncil.nic.in/sites/default/files/pratham_book.pdf
https://ncert.nic.in/pdf/notice/toy_based_pedagogy.pdf

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हिंदी भाषा का शिक्षणशास्त्र

(Pedagogy of Teaching Hindi)

पाठ्यक्रम कोड : 4.2.2 (ID) **क्रेडिट: 2** **सेमेस्टर: 4**

परिचय

बौद्धिक अक्षमता वाले बच्चे के सीखने के अनुभवों में भाषा एक केंद्रीय भूमिका निभाती है।बच्चों में भाषा और साक्षरता विकास को बढ़ावा देने से संचार को बढ़ावा मिलता है और सुनने, पढ़ने, संचार (मौखिक और गैर-मौखिक) और लिखने जैसे अधिक जटिल कार्यों के लिए उनके मौजूदा ज्ञान का निर्माण होता है। यह पाठ्यक्रम शिक्षार्थियों को हिंदी भाषा और साहित्य, निर्देशात्मक योजना और मूल्यांकन की प्रकृति को समझने में सक्षम बनाएगा। यह शिक्षार्थियों को समावेशी कक्षाओं में भाषा शिक्षण-अधिगम के सिद्धांतों पर आधारित पाठ की योजना तैयार करने एवं उससे संबंधित अधिगम-सामग्री के निर्माण करने में सहायक होगा। यह पाठ्यक्रम शिक्षार्थियों को हिंदी भाषा के गहन पहलुओं की विवेचना करने और हिंदी भाषा शिक्षण के दृष्टिकोण और वर्तमान प्रथाओं के बारे में जानने का अवसर प्रदान करेगा। भारतीय व अंतर्राष्ट्रीय संदर्भों के संबंध में यह पाठ्यक्रम शिक्षार्थियों में विश्लेषणात्मक और अनुसंधानात्मक कौशल-क्षमता का भी विकास करेगा। हिंदी भाषा शिक्षण, अन्य भाषा शिक्षाशास्त्र, भाषा अधिग्रहण, भाषा के बहु सांस्कृतिक पहलुओं और बहुभाषावाद से संबंधित मुद्दों के लिए भी एक आधार प्रदान करेगा।

अधिगम के परिणाम

प्रस्तुत पाठ्यक्रम द्वारा विद्यार्थी

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

पाठ्यवस्तु

इकाई 1 हिन्दी भाषा की प्रकृति, प्रयोज्यता और संवर्धन।

1.1 हिन्दी भाषा का नामकरण, संस्कृत से हिन्दी के उद्भव की प्रक्रिया।
1.2 हिन्दी भाषा में उर्दू, अंग्रेजी और संस्कृत से समाविष्ट प्रत्यय।
1.3 विश्वभाषा और भविष्य भाषा के रूप में हिन्दी के विकास का आंकलन।
1.4 हिन्दी साहित्य का सामान्य परिचय।
1.5 हिन्दी गद्य साहित्य की विधाएँ - कहानी, नाटक और महाकाव्य, उपन्यास, यात्रा विवरण, आत्मकथा और और संस्मरण।

इकाई 2 भाषा अधिगम की प्रकृति और पाठ नियोजन।

2.1 हिन्दी शिक्षण के लक्ष्य और उद्देश्य।

2.2 इकाई नियोजन का प्रत्यय, इसका महत्त्व और निर्माण विधि।

2.3 पाठयोजना का परिचय, उपयोग और महत्त्व।

2.4 पाठयोजना के चरण, संरचनाए उपागम और उनका क्रियान्वयन।

2.5 हिन्दी शिक्षण के ज्ञानात्मक, बोधात्मक, कौशलात्मक और रूचिगत उद्देश्यों का निर्धारण।

इकाई 3 हिन्दी की विविध विधाओं के शिक्षण की विधियों का परिचय और उपयोग।

3.1 गद्य एवं पद्य शिक्षण की आवश्यकता और उपयोगिता।

3.2 गद्य शिक्षण की अर्थबोध, व्याख्या, विश्लेषण और संयुक्त विधि का परिचय और इनकी समीक्षा।

3.3 पद्य शिक्षण की शब्दार्थ कथन, खण्डान्वय, व्यास तथा समीक्षा विधि का परिचय और इनकी उपयुक्तता का आंकलन।

3.4 व्याकरण शिक्षण की आवश्यकता और उपयोगिता।

3.5 व्याकरण शिक्षण की निगमन, आगमन, भाषा संसर्ग और पाठ्य-पुस्तक विधियों का मूल्यांकन।

इकाई 4 भाषा अधिगम-शिक्षण में सहायक सामग्रियों का प्रयोग।

4.1 शिक्षण उपकरणों का संदर्भ, महत्त्व और लाभ।

4.2 अधिगम-शिक्षण के दृश्य, श्रव्य, स्पर्श उपकरणों के प्रकार।

4.2.1 **दृश्य उपकरण**-श्यामपट्ट, चार्ट, नक्शा, मानचित्र, प्रतिरूप, कार्यशील प्रतिरूप और फ्लैश कार्ड, सांकेतिक भाषा की वीडियो तथा अनुशीर्षक, अखबार, पत्रिकाओं और पुस्तकों इत्यादि के प्रयोग की विधि और अभ्यास।

4.2.2 **श्रव्य उपकरण**-कॉम्पैक्ट डिस्क, श्रव्य पुस्तक, डेजी पुस्तकों, आई-पॉड इत्यादि के प्रयोग की विधि और अभ्यास।

4.2.3 **स्पर्श उपकरण**-वास्तविक वस्तुएं, व्यक्ति, वस्तुए आवागमन, पशु-पक्षी, पेड़-पौधे इत्यादि के स्पर्शात्मक, प्रतिरूप, स्पर्शात्मक नक्शा, स्पर्शात्मक मानचित्र, मानव-शरीर का स्पर्शात्मक प्रतिरूप।

4.3 ब्रेल-लिपी में पाठ्यपुस्तकें एवं अन्य स्पर्शात्मक शिक्षण, अधिगम सहायक सामग्री इत्यादि के रूप में प्रयोग की विधि और उपयोगिता।

4.4 वैद्युदण्विक उपकरणों-टेलीविजन, कम्प्यूटर, डीजीटल पुस्तक, ई-सामग्री, सॉफ्ट-वेयरस, मोबाइल एप्स और विश्वजाल के सहायक तकनीक व उपकरणों के रूप में प्रयोग की विधि और उपयोगिता।

4.5 भाषा अधिगम में भाषा प्रयोगशाला (भौतिक व आभासी) के प्रयोग की विधि और समीक्षा।

इकाई 5 भाषा अधिगम के आंकलन व मूल्यांकन की प्रविधि।

5.1 आंकलन व मूल्यांकन की संकल्पना, उद्देश्य और महत्त्व, आँकलन प्रक्रिया में लचीलापन।

5.2 आँकलन के विभिन्न प्रकार तथा उपकरण, विद्यालय आधारित आंकलन का संदर्भ।

5.3 लेखन, पठन, श्रृतलेख, सुलेख, तीव्रलेखन, त्रुटिमुक्त लेखन, आशुभाषण, काव्यपाठ, गीत, अभिनय, संवाद, क्रियाकलाप और नेतृत्व के गुणों का प्रविधि द्वारा मूल्यांकन तथा उनके भाषा अधिगम का संचयीवृत्त बनाना।

5.4 त्रुटियों की पहचान व विश्लेषण, नैदानिक परीक्षण और उपचारात्मक उपाय।

5.5 दिव्यांग विद्यार्थियों के लिए आँकलन प्रक्रिया में अनुकूलन और उनके सर्वांगीण विकास का आंकलन कर रिपोर्ट तैयार करना।

पाठ्यक्रम का संचालन ।

इस पाठ्यक्रम के संचालन में हिंदी शिक्षण-अधिगम की गतिविधियां, पारस्परिक चर्चा और व्याख्यान, साहित्य-समीक्षा, प्रदर्शन और अवलोकन, विभिन्न अधिगम केंद्र, जैसे- भाषा प्रयोगशालाओं, आभासी प्रयोगशालाओं, स्कूलों और कक्षाओं इत्यादि में शिक्षार्थियों की सक्रिय भागीदारी शामिल होगी। इसके अतिरिक्त हिंदी भाषा के बहु सांस्कृतिक पहलू और बहुलता को समझाने हेतु विभिन्न परिवेशों में अकादमिक-भ्रमण; परियोजनाएं और ई-सामग्री और डिजिटल शिक्षण सामग्री की तैयारी, क्विज़ कार्यशालाओं और संगोष्ठियों, प्रदर्शनियों और प्रतियोगिताओं में भागीदारी के अवसर प्रदान किए जाएंगे।

पाठ्यक्रम कार्य/प्रायोगिक कार्य/अधिगम केंद्रों पर कार्य ।

- आधुनिक भाषा के रूप में हिन्दी के गुणों और स्थिति का अनुसंधान विवरण।
- हिन्दी शिक्षण की किन्ही दो अधनुतन विधियों का परिचय एवं इनके उपयोग की तुलनात्मक समीक्षा।
- हिन्दी शिक्षण के श्रवण, वाचन और लेखन अधिगम के सटीक मूल्यांकन में विद्यालय आधारित आँकलन की प्रविधि के उपयोग का विवरण।
- चिन्तन दैनन्दिनी, पोर्टफोलियो और आलोचनात्मक विवरणी के उपयोग की समीक्षा और इनकी प्रतिकृति का प्रस्तुतिकरण।

सुझावात्मक मूल्यांकन

लिखित परीक्षा, कक्षा प्रस्तुति, कार्यशाला, असाइनमेंट, प्रैक्टिकम, प्रारंभिक मूल्यांकन, आंतरिक और टर्मिनल सेमेस्टर परीक्षा।

संदर्भ पुस्तकें

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Content Cum Pedagogy of Language 2 at Preparatory Stage for Students with Intellectual Disabilities

Course Code: 4.2.3 (ID) **Credits: 2** **Semester: 4**

About the Course

Children at preparatory stage quickly learn languages, especially through their mother tongue. Effective language teaching requires maximum exposure, rich textbook content, and skilled teachers. Student teachers need to understand language of nature, scope, history, principles, and methods to effectively develop children's language, communication and speech skills and address their social and psychological needs. The course will give exposure to all such aspects to the student teachers. This course equips student teachers with an understanding of children's language learning and social-psychological aspects. It covers language of nature, scope, history, principles, and methods. Additionally, it helps them analyze textbook content—vocabulary, structure, sound, forms—and develop lesson plans. The course also emphasizes assessment, including formal, informal, formative, summative, and 360-degree methods, to continuously evaluate language skills

Learning outcomes

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

- Relate the historical perspectives of language, Policy perspectives of the language, psychological, sociological, and philosophical perspective of teaching and learning theories of language development.
- Analyse the nature, scope, meaning, and functions of language, principles, characteristics, Language as system of systems, Language acquisition and language learning
- Learn about instructional planning, and the methods, approaches, and materials used for teaching language.
- Highlight the importance of learning resources and teaching aids, develop engaging activities using various materials, analyze preparatory stage textbooks for grammar and vocabulary, and create fun lesson plans.
- Use Assessment and Evaluation of Language Education

Course content

Unit 1: Historical Perspectives of Language

1.1 History of language evolution.
1.2 Policy perspectives of the language historically
1.3 Language policy in school education- RTE, NCFs etc.
1.4 Psychological, sociological, and philosophical perspective of teaching and learning English.
1.5 Theories of language development

Unit 2: Nature and Scope of Language

2.1 Nature, need, aims, objective and scope of teaching language- listening, speaking, reading, writing.
2.2 Meaning, characteristics, principles, and functions of a language.
2.3 Language as system of systems; language and identity; language and power; language and gender; language: culture and society, home language and school language, language as a set of skills.
2.4 Linguistic system- the organization of sounds; the structure of sentences; the concept of universal grammar; nature and structure of meaning; phonetics, syntax, semantics, pragmatics, grammar, phonetics, etc.

2.5 Language acquisition and language learning; first language (L1) and second language (L2) and practices for the promotion of multilingualism. challenges in language learning due to multilingualism.

Unit 3: Approaches and Methods of Teaching English

3.1 Concept of speech sound production, acquisition of speech and language normal milestones, Compare the terms such as speech vs language, normal vs abnormal speech, verbal vs nonverbal communication, listening vs hearing etc.

3.2 Concept of language, communication and its functions

3.3 Task based approach, collaborative learning, experiential learning, reflective, inquiry-based approach, language across curriculum, communicative language teaching, Bilingual, Multilingual, Eclectic and Constructive approach Method Teaching of Prose, Poetry, Drama, Grammar and Vocabulary - Translation method Structural, Situational method, Direct method, integrative method for students with intellectual disabilities with necessary adaptations, accommodations and modifications

3.4 Development of four basic language skills: Listening (comprehension), speaking (communication), functional reading, and functional writing for students with intellectual disabilities with necessary adaptations, accommodations and modifications

3.5 Adaptation, Accommodation and Modification in teaching language skills for Students with Intellectual Disabilities.

Unit 4: Instructional Material Resources and Textbook Analysis

4.1 Teaching Learning Aids and Resources: Types of teaching learning materials: flash cards, games, images, audio recordings, audio-video presentations, speeches of kids and great speakers, television channels, e-resources, language laboratory, pictorial presentation of sounds.

4.2 Use of language laboratory: exposure to different sounds, practice, recording children's pronunciations with feedback, virtual presentations of Indian and regional stories.

4.3 Resources for effective language teaching: children's literature, films, age-appropriate language games, storybooks, newspapers, magazines, art and craft, community radio, MHRD/NCERT initiatives like NROER and e-pathshala.

4.4 Textbook Analysis and Planning for Teaching Language: Understanding the textbook. Content analysis and lesson planning. Analysis of skills in the subject matter, including sound, vocabulary, and structure.

4.5 Language learning and enrichment activities- story time/telling, book review, reading buddies, book club, language circles, quizzes, discussions, debates, script writing and composing, creative writing, writing portfolio

Unit 5: Assessment and Evaluation of Language Education

5.1 Holistic Assessment Strategies: Assessment of language learning based on learning outcomes, strategies for continuous assessment, school-based assessment, qualitative assessment; formative and summative assessment, formal, informal, and 360-degree assessment, self and peer assessment.

5.2 Assessment of speech and language difficulties in students with intellectual disabilities.

5.3 Error Analysis, Diagnostic Tests, Identification of Hard Spots and Enrichment measures

5.4 Challenges of assessment and evaluation in language

5.5 Role of Special Educators in teaching language skills of students with intellectual disabilities.

Suggested Coursework / Practicum

- Prepare a report on the status of languages given in the constitution of India and language policies given in NEP 2020.

- Make a list of Vocabulary that is used normally in daily routine work.
- Develop two lesson plans for teaching language skills.
- Select four stories from children's literature and identify teaching points from each story used for developing oral expression at this level and submit a detailed report.
- Observe your surroundings, environment, people, and animals and prepare activities to teach vocabulary from them.
- Develop activity-based tests for assessing children's language skills.
- Identify and prepare different teaching aids for children with special needs.
- Identify and list Language (English) related errors common among students.
- Prepare a list of resources/materials for language assessment.

Suggestive mode of transaction

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

Suggestive assessment

Classroom presentation, assignments, workshop, practicum, written test, sessional and terminal examination.

Suggested readings

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Agnihotri, R.K. & Khanna, A.L. (eds.) (1994). Second language acquisition. New Delhi: Sage Publications.

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Agnihotri, R.K. and Vandhopadhyay, P.K. (ed.) (2000). Bhasha, bhubhashita or hindi: Ekanth samvaad, New Delhi: Shilalekh

Butler, A. and Turbill, J. (1984). Towards Reading-Writing Classroom. New York: Primary English Teaching Association Cornell University.

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Krashen, S. (1982). Principles and practice in second language acquisition. Pergamon Press Inc.

Kumar, K. (2000). Childs language and the teacher. New Delhi: National Book Trust.

Lightbown, P. M & Spada, N. (1999). How Languages are Learned Oxford: Oxford University Press

M.C. Chaturvedi, Position of language in school curriculum in India, New Delhi, NCERT 1995.

Mangal, S.K., (2009): Educating Exceptional Children: An Introduction to Special Education, New Delhi, Prentice Hall of India Pvt. Ltd.

Morgan, J. & Rinvolucri, M. (1983). Once upon a time: Using stories in the language classroom. Cambridge: Cambridge University Press.

National Curriculum Framework 2005; NCERT, December 2005.

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NCERT: Rolding in Language and language teaching Book-I, Publication Division, NCERT, New Delhi.

Panda, K.C., (1997): Education of Exceptional children, New Delhi, Vikas Publishing House Pvt. Ltd.

Parrot M. (1993). Tasks for language teachers Cambridge: Cambridge University Press

Richards, J. & Lockhart, C. (1994). Reflective Teaching in Second Language Classrooms.Cambridge: Cambridge University Press

Sandhya Singh (2019): Bhasha Sangam Part-I&II NCERT publications
Sarason, S. (1999). Teaching as a performing art. Teachers College Press, New York.
Sharma, Bharti (2011) Inclusive Education: Needs, Practices and Prospects. Kanishka Publishers, Distributors, New Delhi
Singh, Dolly (2010). Special Educational Needs (SEN): Strategies, Guidelines and Initiatives. Kanishka Publishers, Distributors, New Delhi-110002
Slatterly, M. & Willis, J. (2001). English for primary teachers: A handbook of activities & classroom language. Oxford: Oxford University Press
T.A. Subbarao (1992): A Manual on Developing Communication Skills in Mentally Retarded Persons, NIEPID publications
Wright, A. (1989). Pictures for Language Learning. Cambridge: Cambridge University Press.

Content Cum Pedagogy of Mathematics at Preparatory Stage for Students with Intellectual Disabilities

Course Code: 4.2.4 (ID) **Credits: 2** **Semester: 5**

About the Course

This course will help the student teachers to value and appreciate Mathematics as a discipline and as patterns of understanding of basic concepts in the primary years. The course will help the student-teachers to generate their student's interest for learning maths and develop dispositions towards the subject that lays foundations for understanding more complex concepts in later years. It is designed to equip the learners to teach maths using innovative methods, techniques and teaching learning materials for children with disabilities. This course encourages students to move teaching of mathematics from rote to problem based real-world context with relevant hands-on experiences or through activity-based projects. The student teachers will be able to understand ways to modify content, develop assessments in alternative formats, use adaptive technology that assesses learning and not mere recall of facts.

Learning outcomes

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

- Explain the nature of Mathematics and its historical development in the context of contribution of Mathematicians.
- State the different methods and approaches to teach mathematics for students with intellectual disabilities.
- Understand the various student centric teaching and learning tools/aids, ICT tools, assistive technology that promotes active engagement of learners to know, understand, or be able to do based on their learning experiences.
- Orient about the instructional material resources in teaching mathematics for students with disabilities
- Associate the role of a special educator as a facilitator of learning – with appropriate assessment, evaluation, innovative interventions that promotes student learning in collaboration with the school team

Course content

Unit 1: Nature, Aims, Scope and Historical Perspectives of Mathematics

1.1 Meaning, Definitions & Nature of Mathematics.

1.2 Importance of Mathematics Education - Mathematics in real life situation, Mathematics and other branches of knowledge, Mathematics and problem solving & ability to think mathematically.

1.3 Vision & Aims of Teaching of Mathematics: National Curriculum Framework-2005, NCFTE-2009, With special reference to Position Paper National Focus Group on Teaching of Mathematics -2006 (NCERT).

1.4 Mathematics in different civilisations: Roman civilization, Egyptian civilisation, Mayan civilisation and Indus Valley civilisation, and Blind Mathematicians in history.

1.5 Contributions to Mathematics – Indian Vaidik Ganit and contributions of Indian Mathematicians – Aryabhata, Bhaskaracharya, Baudhayana, Madhavan, P.C Mahanalobis and Ramanujam.

Unit 2: Approaches and Methods of Teaching Mathematics

2.1 Functional Mathematics: Precomputation skills, coordinal and ordinal numbers, computational skills, methods of teaching mathematical applications- money, time, capacity,

weight, mass length distance, measurement and computations for students with intellectual disabilities with necessary adaptations, accommodations and modifications

2.2 Recognise ways to overcome anxiety over mathematics - Myths & Anxiety about Mathematics, Psychological Approaches of Teaching Mathematics: Behaviourist Vs Constructivist Approach, Multi-sensory approach to engage learners with gradual progression with scaffolding support.

2.3 Methods of Teaching- Mathematics experiencing activities, Inquiry-based teaching-learning, Lecture, Discussion, Demonstration, Inductive-Deductive, Analytic-Synthetic, Problem-Solving, Project and Integrating Science, Technology, Engineering, Arts and Mathematics (STEAM) approach, Virtual Manipulatives, Ganit mala, gamification etc.

2.4 Techniques of Teaching Mathematics: During Indian Knowledge System/Indigenous, knowledge and practices, Oral Work, Written Work, Drill-Work, Brain- Storming and Computer Assisted Instruction (CAI), integration of arts, sports and science in teaching mathematics for students with intellectual disabilities with necessary adaptations, accommodations and modifications.

2.5 Integration of yoga, music, dance, skits, value education, peace education in mathematics for students with intellectual disabilities at preparatory stage

Unit 3: Instructional Material Resources in Teaching Mathematics for Students with Disabilities

3.1 Mathematics Laboratory- Concept, Need, and Equipment for Setting Up a Mathematics Laboratory, care and maintenance, maths corner, or mathematics laboratory and library.

3.2 Utilization of Learning Resources in Mathematics: Charts and Pictures, Weighing and Measuring Instruments, Drawing Instruments, Models, Concrete Materials, Surveying Instruments with reference to Children with Disabilities

3.3 Mathematics learning and enrichment Activities-Mathematics Club, Topic-centred and project-based clubs, Quiz and debate clubs, Maths Olympiads and competitions

3.4 Mathematics learning devices: Abacus, Cussionaire Rods, Fractional Discs, Napier Strips

3.5 Technological support in learning mathematics- Virtual mathematics laboratory, Maths learning apps, assistive technology, e-contents, CBSE exemptions and other digital materials, Calculators, Computers, Smart Boards, Multimedia Presentations, and Special, adapted and universally designed mathematical learning aids for Children with Disabilities

Unit 4: Teaching, Learning Aids and Resources

4.1 Multi-Sensory Instructions, scaffolded learning, differentiated and individualized instructions, interactive elements in student engagement, and use of positive reinforcement.

4.2 Learner Centered Teaching Learning Materials – large print, non-print and digital media for both online and offline classroom teaching -learning (2-D, 3-D Models-Concrete objects, objects of references, enlarged flash cards, Worksheets, multimedia, voice/text output devices, Taylor frame, Abacus, ICT).

4.3 Concept, need & development of Mathematics club & Mathematics corner or laboratory.

4.4 Mathematical environment around the child: converting school common areas with tactile signs or markers using numbers, shapes, patterns, measurements, label trees with their heights, circumference, geometric garden beds for mobility, mathematical ideas by field trips, outdoor explorations including orientation and mobility training etc.

4.5 Teaching learning aids & resources for children with intellectual disabilities and other associated conditions.

Unit 5: Assessment and Evaluation for Mathematics Learning

5.1 Assessment and Evaluation- Concept, Importance and Purpose, Flexibility in assessment.

5.2 Error Analysis, Diagnostic Tests, Identification of Hard Spots and Remedial Measures
5.3 Tools and Techniques for Formative and Summative Assessments of Learner Achievement in Mathematics, School Based Assessment in Mathematics and assessment of holistic development.
5.4 Adaptations in Evaluation including techno-based evaluation Procedure for Students with Disabilities
5.5 Role of Special Educator in teaching mathematics of students with intellectual disabilities in inclusive classroom

Suggested Coursework / Practicum

- Observe the children around you or a school doing maths in every day contexts. Make a journal of your observations that used maths in real time contexts.
- Meet people in the community including those not formally literate who use mathematics as vegetable sellers, or such retail trade, folk songs or rhymes that uses mathematics, numerical practices various people use in capturing everyday tasks.
- Visit a place of historical or architectural relevance to see patterns, sequences, spatial reasoning and geometry.
- Design a simple game using basic concept of mathematics for student with intellectual disability.
- Implement the Individualised Educational Plan or group educational plan for learning of Mathematics and suggest ways to ensuring alignment with learning outcomes of reliant text book.
- Develop games or puzzles incorporating mathematic concepts,
- Develop a plan of action for developing a Maths corner or Maths laboratory.
- Enumerate and anaylze the assessment strategies used in some classes.
- Research effective math assessment practices in similar schools.
- Review student products in regard to quizzes and tests, identify for patterns of strengths and weaknesses.
- Develop and design a field-based project for children in the Preparatory stage.
- List out the pedagogical issues in the NEP 2020 in regard to teaching mathematics for students with high support needs

Suggestive mode of transaction

- Activity based, lecture cum demonstrations, constructive, experimental based, case study discussion.
- Assignments on promoting competency and equity in learning any simple concept in mathematics for students with vision or hearing loss.

Suggestive assessment

Classroom presentation, workshop, assignments, practicum, sessional and terminal semester examination.

Suggested readings

Effective Differentiated Instruction. Pearson, London.
Margo, A. M., & Thomas E. S. (2009). The Inclusive Classroom: Strategies for
NCERT (2006). Math-Magic Book 3 Textbook in Mathematics for Class III.
NCERT (2007). Math-Magic Book 4 Textbook in Mathematics for Class IV.
NCERT (2008). Math-Magic Book 5 Text book in Mathematics for Class V.
NCERT (2012). Pedagogy of Mathematics: Textbook for two-year B.Ed. Course.

Vijaylaxmi Myredi & Jayanthi Narayan (1998) Functional Academics for students with Mental Retardation, NIEPID publications
Joyce, S. C. et al., (1987). Assessing and programming basic curriculum skills. Allyn & Bacon, Boston.
Karten, T. J. (2010). Inclusion strategies that work! Research-Based Methods for the classroom. Corwin, California.

Journals

Journal for Research in Mathematics Education (JRME). Publisher: National Council of Teachers of Mathematics (NCTM).
Journal of Mathematics Teacher Education. Publisher: Springer
Mathematics Teacher: Learning and Teaching PK-12 (MTLT). Publisher: National Council of Teachers of Mathematics (NCTM)

Online links

The World of Blind Mathematics https://www.ams.org/notices/200210/comm-morin.pdf
https://openjournals.libs.uga.edu/tme/index
https://www.perkins.org/resource/digital-math-summary-page/
https://cafedissensus.com/2016/08/14/mathematics-education-for-all-as-if-children-with-disabilities-count/
https://earlymath.erikson.edu/wp-content/uploads/2018/12/Viewpoint_FindingJoyinKindergartenMathematics.pdf
https://thirdspacelearning.com/us/blog/math-games-for-grade-3/
https://www.ncetm.org.uk/
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https://fisherpub.sjf.edu/cgi/viewcontent.cgi?article=1300&context=education_ETD_masters

Content Cum Pedagogy World Around Us at Preparatory Stage for Students with Intellectual Disabilities

Course Code: 4.2.5 (ID) **Credits: 2** **Semester: 5**

About the Course

World Around Us (WAU) is concerned with the exploration, investigation, and development of an understanding of the natural, human, social and cultural dimensions of local and wider environments. It provides opportunities to engage in active learning, use a wide range of skills, and acquire open, critical, and responsible attitudes. This course aims to develop an understanding of the nature, scope, and importance of the World Around Us as a composite discipline and its synergies with Science, Social Sciences and Environmental Education. The objective of the course is to equip student teachers with a theoretical and practical understanding of the nature, content and pedagogy of teaching this subject to students with intellectual disabilities in the preparatory stage. The pedagogy lends itself to experiential, concept-based learning (e.g., maintaining flowerpots/ kitchen garden, visits to the local markets or parks etc.). This course will enable student teachers to organize and assess learning opportunities for students with intellectual disabilities and to modify assessments, teaching and evaluation processes that facilitate the development of necessary knowledge and attitude for social and environmental issues This course demands the engagement of learners with social and natural environments to develop competency, sensitivity, and appreciation to explore and engage with the environment.

Learning outcomes

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

- Explain the nature, scope, objectives, historical perspectives and values of teaching-learning and identify and reflect upon linkages between World Around Us and other disciplines
- Analyse the Pedagogical concern, teaching learning aids resources, methods and approaches to teach students with intellectual disabilities
- Design and integrate textbook analysis and planning for teaching-learning world around us teaching-learning resources using principles of UDL suitable to teach students with intellectual disabilities
- Use varied assessment strategies to map the learning progress in the light of learning outcomes in the World Around Us.
- Apply Innovative and Research Practices in school and also role of special educators

Course content

Unit 1: Nature, Scope & Historical Perspective of World Around Us

1.1 Definition, nature, scope, importance of learning about the world around us
1.2 Historical development, objectives and value of teaching-learning World Around Us
1.3 Linkages with other disciplines
1.4 Place in the school curriculum and application in real life
1.5 Critical review of recommendations and suggestions of committees, commissions and policies

Unit 2: Pedagogical Concerns, Teaching-Learning Aids and Resources

2.1 Approaches of teaching-learning (e.g., inductive-deductive, constructivist, experiential learning, art-integrated learning, interdisciplinary and multidisciplinary)
2.2 Critical, creative and analytical pedagogical adaptations for students with intellectual disabilities.
2.3 Methods of teaching and learning - Concrete, Representational and Abstract (CRA), Problem-Based Learning, (PBL), Storytelling, contextual learning, movement-based

activities, games (board games with manipulatives), problem-solving, STEM and STEAM, project-based, collaborative, cooperative, and blended learning

2.4 Promoting a learning environment through a laboratory/resource/activity room that is learner-centred, interactive, demonstrative and explorative, promotes scientific inquiry, hands-on access and participation in a clear, logical, systematic, real-world context.

2.5 Identification, design, management and integration of teaching-learning materials including the environment, print material (e.g., reflective journals, charts, 2-D, 3-D models, games, toys, flashcards, worksheets, textbooks, teachers' manual/ handbook, e-books, e-documents, presentations) and non-print material (multimedia, television, websites, animations, audios, videos, images, simulations, digital repository, AR, VR and AI-based digital resources and OERs).

Unit 3: Textbook Analysis and Planning for Teaching-Learning World Around Us

3.1 Review the textbook for teaching pedagogy and content (e.g., food, cloth, flowers, rivers, and forests etc.) from the Pedagogical Content Knowledge (PCK) perspective

3.2 Select the relevant content, facts, and concepts, and develop annual plans, unit plans, and lesson plans with reference to outcome-based experiential learning and principles of Universal Design for Learning, to meet the varying needs of students with intellectual disabilities

3.3 Develop instructional material, TLMs and identify resources and their effective use (e.g., flashcards, games, images, audio recordings, audio-video presentations, speeches of kids and great speakers, television channels, e-resources, laboratory, pictorial presentation, films, age-appropriate games, storybooks, newspapers, magazines, art-based activities etc.)

3.4 Explore the use of instructional aids for effective teaching: smartboards, chalkboards, flannel boards, pictures/ picture-cut-outs, charts, voice notes, reading cards, worksheets, handouts, tabs and PowerPoint presentations, educational kits) and integration of ICT, art, games, toys, AT, and AACs in online/offline teaching to enhance learning experiences while teaching intellectual disabilities

3.5 Develop a functional curriculum, and modify approaches and techniques best suited to the strengths of intellectual disabilities with necessary adaptations, accommodations and modifications

Unit 4: Assessment and Evaluation

4.1 Application, relevance, validity, reliability, and fairness of the different types of assessments (e.g., formative, summative, 360-degree, continuous and comprehensive assessment, group assessment and peer assessments)

4.2 Performance assessment: assessment of group activities, field observations, creating platform and portfolio management, assessment of skills, assignments, projects, and presentations.

4.3 Modification of assessments to ensure fairness, accessibility and evaluation of student's understanding of concepts rather than the ability to memorize the meaning of a question (e.g., extended time, simplified instructions, brief, bulleted response, Start with Multiple choice questions, fill in the blanks, Complete the chart (e.g. food chain ____- frog-___-eagle); using visuals in question paper (e.g., when will they go back? which number is greater , Which number is smaller), gradually build skills to short answer questions and then long answer questions)

4.4 Incorporating positive and constructive written feedback focusing on the facilitation of knowledge acquisition without the use of aversive and punishment procedures.

4.5 Self-reflection, and receiving feedback on assessment, teaching and evaluation practices to improve student engagement and interest in the subject matter.

Unit 5: Innovative and Research Practices

5.1 Meaning, need, importance and scope of innovative practices.

5.2 Creating a portfolio of innovative, experiential (online/offline) practices: leveraging language games, role-playing, theatre, and media to engage learners, utilizing interactive methods like quizzes, buzz groups, and brainstorming to foster participation; emphasizing collaborative learning through discussions, group activities, and presentations incorporating storytelling, recitations, and role-play, games and toys; integrating training games and higher-order thinking questions for deeper comprehension etc.

5.3 Innovative accommodation, adaptation and modification in approaches and techniques in teaching students with disabilities

5.4 Action research, reflection, and research-based practice in school.

5.5 Psychological, sociological and philosophical perspectives of teaching and learning a subject, role of a teacher in facilitating learning the concepts of the subject.

Suggested Coursework / Practicum

- Organize essay/poster-making competitions to bring about awareness about our surrounding environment and sensitize the community at large about environmental concerns.
- Develop e-content on selected topics such as food, clothes, honeybees, flowers, markets, animals and plants, forests etc.
- Organize workshops to evolve art-integrated/ games etc.
- Develop strategies to teach plants, animals, forests, numbers, shapes, and making houses by following the STEM/ STEAM approach.
- Develop a project on practices to conserve the environment with a special focus on ancient Indian practices.
- Develop 2-D/3-D models, charts, and flashcards to teach topics such as Foods We Eat, Garden, The Valley of Flowers etc.
- Visit different websites to identify activities/ games/toys to teach topics such as seeds, fruits, earthquakes, web of life, eating together, and prepare digital repositories.
- Develop strategies to teach topics like rivers, mountains, forests, and earthquakes with the help of a VR device.
- Prepare a plan to develop a Resource Room/ Activity Room for EVS in your Institution.
- Analyze the textbooks of Grades III, IV and V to identify facts, concepts, and generalizations.
- Develop innovative lesson plans by following art-integrated/ toy and game-integrated pedagogy to teach various topics.
- Develop rubrics to assess the progress of learners.
- Prepare an Achievement Test based on TOS, administer to a group of learners, analyze their achievement, identify learning difficulties, and conduct remedial sessions for learners with learning difficulties.
- Prepare and manage a portfolio, story-telling pedagogy, and prepare an innovative ICT-integrated lesson plan.
- Make a case study of learners with distinct characteristics, identify problems and conduct action research.

Suggestive mode of transaction

- Learners are encouraged to conduct hands-on observations and critically review the materials.
- Field visits
- Hands-on experiential demonstrations
- Activity-based, discovery-based, role-playing dramatizations
- Audio-video resources

- Lectures and discussions
- Presentations and projects
- Self-study and use of online resources
- Workshops and seminars

Suggestive assessment

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

Suggested readings

(D. El. Ed.), Block -2, Curriculum and Pedagogy of EVS. https://nios.ac.in/media/documents/dled/Block2_505.pdf

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CEE. (2007). Joy of Learning: Handbook of Environmental Education Activities; CEE for NCERT.

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Performing and Visual Art in Education for Students with Intellectual Disabilities at Preparatory Stage

Course Code: 4.2.6 (ID) **Credits: 2** **Semester: 6**

About the Course

India has an excellent historical backdrop as well as contemporary talents in the field of art. Students with disabilities have special hidden talents as a teacher we need to nurture. The primary objective of this course is to cultivate an understanding of art and its various forms that equip all students with its contributions to appreciate it in the broader realm of knowledge. Students with Intellectual Disabilities will learn how to use visual arts, and performing art to enhance teaching and capture their imaginations. Teacher Educators will learn how to adapt, modify, accommodate to tailor teaching to individual needs with intellectual disabilities by using performing and visual art.

Learning outcomes

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

- Exhibit Basic understanding in art appreciation, art expression and art education.
- Discuss pedagogy of performing and visual art for students with intellectual disability
- Designs level appropriate activities to all children with required adaptation, accommodation and modification for students with ID in visual and performing arts.
- Conducts appropriate assessment and evaluation of Art skills all students including students with ID
- Find and relates relevant research, emerging trends, and innovations in making of an activity-oriented classroom in art education for all students including students with ID

Course content

Unit 1: Introduction to Art Education

1.1 Art and art education: Meaning, scope and difference
1.2 Artistic expression: Meaning and strategies to facilitate
1.3 Art therapy: Concept and application to students with and without disabilities
1.4 Linking Art Education with Multiple Intelligences
1.5 Understanding emerging expression of art by students

Unit 2: Pedagogy of Performing & Visual Art

2.1 Meaning, Nature and scope of teaching art
2.2 Aims and objectives of teaching art & importance of art in education.
2.3 Correlation of art with other school subjects. Bloom's taxonomy of instructional objectives in education.
2.4 Dance and Music: Facilitating interest among students with intellectual disabilities: planning and implementing activities.
2.5 Enhancing learning through dance and music for students with intellectual disability: Strategies and Adaptations

Unit 3: Learning Resources and Planning for Teaching Performing and Visual Art

3.1 Planning and designing teaching of Performing and Visual Art in Languages, Sciences, Social Sciences and Mathematics accommodations and modifications for students with ID.
3.2 Visit to Museums, architectural sites, galleries, and art studios places of performance nature parks, sensory gardens, exhibitions, ability/craft melas, biosphere reserves, wildlife sanctuaries, art village etc for students with intellectual disability.

3.3 Knowledge of basic skills in Performing arts – Music, Dance and Theatre, Role Play, Puppetry, Mime, Skit, Nukkad Natak that are socially relevant and region specific. Knowledge of basic skills in Visual art types: Sketching and Painting, Sculpture with necessary adaptations, accommodations and modifications for students with ID

3.4 Use Applied Art Graphic Art Textile design for students with intellectual disabilities with necessary adaptations, accommodations and modifications

3.5 Role of teacher in teaching performing and visual art for students with disabilities at preparatory stage.

Unit 4: Assessment and Evaluation

4.1 Assessment and Evaluation: Concept, need and types

4.2 Strategies for Continuous Assessment, Formal, Informal and 360-degree Assessment with necessary adaptations, accommodations and modifications for students with ID.

4.3 UDL Based Performance Assessment

4.4 Basic Steps of Rubric Building, and Criteria Assessment and Feedback Mechanism.

4.5 Direct purposeful experiences, contrived experiences, listening to songs and observing visual art and Dramatized experiences (self-participation) with multiple options for expression and engagement.

Unit 5: Innovative Practices

5.1 Developing and Integrating UDL based technology into the teaching-learning process.

5.2 Use of audios - videos, ICT resources-including AI, online learning, art-making software etc. with necessary adaptations, accommodations and modifications for students with ID

5.3 Use of Platforms along with National Teacher's Portal, DIKSHA SWAYAM.

5.4 Fusion of Art and Literature with necessary adaptations, accommodations and modifications for students with ID

5.5 Integration of art and music with necessary adaptations, accommodations and modifications for students with ID

Suggested Coursework / Practicum

- Visit to a Monument, a Public Event, an Art exhibition for divyangjan (Divyakala mela, purple fest, etc.), Play, Concert, performing art events for divyangjan (Divyakala shakti, etc.), etc.
- Warm up exercises of dance and body balance. Imitation of; moving objects, birds & animals, people, and machines with necessary adaptations, accommodations and modifications for students with ID.
- Knowledge of classical or folk instrumental music and writing a descriptive report of an instrument.
- Present an art form of their choice and signify its relevance in the teaching-learning process of students with ID.
- Group work (preferably of 4 student teachers): Short documentary on learning resources available in different regions especially for students with ID. (Each group of 4 student-teachers can work on one region)

Suggestive mode of transaction

Narration, Demonstration, Field-based Experience and Case Studies. Discussions, Demonstration, Field-based Experience.

Suggestive assessment

Workshop and practicum. Written test, classroom presentation, and workshop.

Suggested readings

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Vaze, P. (1999). How to Draw and Paint Nature. Jyosna Prakashan, Mumbai

Content Cum Pedagogy of Physical Education and Yoga for Students with Intellectual Disabilities at Preparatory Stage

Course Code: 4.2.7 (ID) **Credits: 2** **Semester: 6**

About the Course

Physical Education is an integral and vital component of school curricula that facilitates the development of basic movements, motor skills, awareness of rules, and participation in activities/games and can impact an individual's mental, emotional, intellectual, and social development and well-being. Children with disabilities are often excluded from physical education activities, however using developmentally appropriate methods to prevent exhaustion and injuries can promote coordination, strength, speed and endurance. Beginning with active participation for all in simple fun group games can gradually transition to more formal games and team sports in higher classes. This stage focuses on local games, refining skills and combining them into fundamental movement forms, such as rolling, throwing, catching, dribbling, kicking, and striking. The focus is on basic skills, the joy of participation, and appropriate behaviours and attitudes during activities. Yoga, combined with physical education, has a synergistic effect on improving fitness and motor performance. This course covers the basics of Physical Education and Yoga, its importance, and its interconnectedness with other disciplines. The curriculum will widen the student teacher's knowledge about ancient sports and Yoga, and develop an understanding and skills in the field of sports, games and yoga asanas and adaptations that facilitate the participation of students with intellectual disabilities.

Learning outcomes

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

- Understand the aims, objectives and competencies for teaching Physical Education and Yoga and state the deep rootedness of Yoga and Physical Education and Yoga to Indian culture.
- Describe the history, concept, scope, principles and methods of Yoga practice for students with intellectual disabilities.
- Understand the disciplinary content knowledge, and application of pedagogical content knowledge to teaching of physical and Yoga as an integral part of the school curriculum and explore interlinkages across other school subjects to train students that are differentiated to meet the needs of students with intellectual disabilities.
- Explore the various methods, adaptations, modifications, teaching-learning materials/tools and equipment differentiated to the learning needs of students with intellectual disabilities.
- Select appropriate assessment and evaluation tools according to the purpose, age groups, and differentiated needs of students with intellectual disabilities.

Course content

Unit 1: History, Principles and Foundation of Physical Education

1.1 Aim objectives Meaning, definition and importance of Physical Education
1.2 Evolution of Physical Education as a school subject. evolution, scope and functions of Adapted Physical Education-scope and functions
1.3 Foundations of Physical Education (Psychological, Social and Cultural) and its principles
1.4 Relevance of Adapted Physical Education for students with intellectual disabilities
1.5 Sports organisations for persons with disabilities: Special Olympics Bharat, Paralympics, Abilympics etc.

Unit 2: Introduction to Yoga

2.1 Aim objectives Meaning definition need and importance of Yoga.
2.2 Historical Background of Yoga

2.3 Types of Yoga: The Astanga Yoga, Yoga in the Bhagavad-Gita and Asanas and Benefits of Yoga and Asanas
2.4 Difference between yogic practices, games and sports and physical exercises
2.5 International Yoga Day and their protocols, Yoga Geet (Yoga Song), Yoga education centres across India, competitions in Yog-asanas.

Unit 3: Pedagogical Analysis of Physical Education and its Content

3.1 Pedagogical analysis for Adaptive Physical education and Yoga – with reference to students with intellectual disabilities
3.2 Theoretical framework for teaching adapted physical education and yoga Social Cognitive theory, theory of Planned Behaviour and emotional response
3.3 Methods and strategies teaching Yoga and Adapted Physical Education (APE)
3.4 Teaching Learning Aids for Physical Education and Yoga: Adaptations, modifications for students with ID
3.5 Self-assessment tools to motivate and reinforce a fit mind-body value/s SAI Khelo India Fitness Assessment Test.

Unit 4: Assessment and Evaluation for Teaching of Yoga and Physical Education

4.1 Assessment and evaluation in Physical Education and Yoga: concept, importance, and principles, data gathering, providing feedback.
4.2 Evaluation methods and tests in Physical Education for students with intellectual disabilities
4.3 Adaptation of physical education activities and Yoga, Adaptation of Games and Sports – both Indoor and Outdoor for students with intellectual disabilities
4.4 Preparation of fitness report
4.5 Participation of students with intellectual disabilities in recreational leisure sports and games

Unit 5: Innovative Practices

5.1 Innovative Practices in Sports and Yogic Activities with individualized strategies for students with ID.
5.2 Differentiated instructions for Physical movement with sports skills and Yoga.
5.3 Professional Competencies and role of Physical Education Teacher and Yoga instructor in developing and facilitating innovative educational concepts of Yoga and Physical Education.
5.4 Professional Development Activities and Continuing Rehabilitation Education (CRE) programs in Sports and Yoga.
5.5 Action Research, Reflection and Evidence-Based practice, Ethical considerations and Skill and performance-based practice in sports and yogic activities.

Suggested Coursework / Practicum

- Visit a playground and observe children playing different games. Make a list of tasks that help children build social relationships and a strong social dynamic. Understand the challenges experienced by autistic children on playgrounds.
- Survey any four local indoor games and sports (e.g., pachisi, pallanguzhi, ashta chamma, ludo and snakes and ladders, chowpar, chowka bara, gullidanda, stapoo, goli etc.). Write the benefits of these games and adaptations required to facilitate the participation of autistic children.
- Plan a regime for morning assembly including simple Brain Gym or Calisthenics exercises on the principles of UDLs. Highlight the challenges likely to be experienced by autistic children and helpful accommodations.
- Develop an inclusive lesson plan that integrates two disciples of school education with a game/sports/yoga for students with intellectual disabilities.

- Prepare low-cost teaching-learning materials and TPCK integrated learning resources for the teaching of Physical Education and Yoga.
- Write learning outcomes and competencies for two topics of physical education and yoga.
- Critical evaluation of the book of on Adaptive Physical Education or Yoga for the Special Child in terms of content and prepare an essay.

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
- Development and implementation of TLMs and lesson plans

Suggested readings

Bagsvaerd, Denmark: HoStorm. Barron, H. M., & Mchee, R. (1997). A practical approach to measurement in physical education. Philadelphia:

Bangsbo, J. (1994). Fitness training in football: A scientific approach.

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https://ncert.nic.in/pdf/publication/otherpublications/tiyhwlups1.pdf
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https://www.supportrealteachers.org/adapted-physical-education.html
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https://www.shapeamerica.org/MemberPortal/prodev/LMS/roadmap-to-adapted-physical-education.aspx
https://pcsadaptedpe.weebly.com/print-and-online-resources.html

Needs of persons with Disability at the Preparatory stage (Multiple Disabilities) (I)

Course Code: 4.2.1-I (MD) **Credits: 2** **Semester: 3**

About the Course

This coursework provides a multidimensional perspective on understanding persons with Multiple Disabilities who may have a combination of physical disabilities (like cerebral palsy) and sensory impairments (such as vision or hearing loss), Intellectual disabilities along with other developmental delays or co-occurring of Autism with cerebral palsy and with chronic medical conditions like Epilepsy or Genetic disorder. Given the nature of needs these learners may have an impact on their motor development affecting mobility, daily activities of self-care, family/caregiver involvement to support these students. The course intends to develop capacities of student teachers with the knowledge and skills to promote learning in children with Multiple Disabilities, understand the nature of diversity within the persons with Multiple Disabilities, discuss assessment tools or diagnostic methods used in identifying these disabilities. The course aims to stress the significance of a collaborative team approach involving professionals from various fields such as psychology, medicine, education, and therapy to ensure accurate identification, intervention and holistic support for individuals and their families. The learners should acquire comprehensive knowledge of different assessment procedures that will enable them to plan on how to teach children across both special school and inclusive settings.

Learning outcomes

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

- Acquire basic knowledge in the area of Multiple Disabilities and deaf blindness.
- Explain the identification and assessment procedures applied to Multiple Disabilities including deaf blindness.
- Relate the physical and functional aspects of multiple disabilities to understand the learning characteristics and determine the needs for supports and scaffolding to promote learning.
- Comprehend the behavioral management of children with Multiple Disabilities.
- Understand the Hearing, Speech and Communication aspects of persons with Multiple Disabilities.

Course content

Unit 1: Concept of Multiple Disabilities

1.1 Basic Anatomy- Skeletal, Muscular, Nervous System

1.2 Definition and manifestations of Multiple Disabilities - cognitive motor, neuro- behavioral, neuro-anatomical and neuro-physiological, global developmental delays- meaning and concept.

1.2.1 **Locomotor Impairment**-Hansens' disease, arthritis, kyphosis, scoliosis and rickets.

1.2.2 **Neurological impairment**-encephalitis, meningitis, head injury, Motor Neuron Disease, Mucopolysaccharidosis, Inborn Errors of Metabolism (IEM), Chromosomal abnormality

1.2.3 **Deaf blindness** and additional conditions with special reference to syndromes like Congenital Rubella Syndrome, Usher Syndrome and CHARGE syndrome, dwarfism, and combinations of conditions like ASD associated with physical disabilities and highlighting the primary characteristics, challenges associated with each type.

1.3 Understanding Multiple Disabilities through the lenses of Diagnostic and Statistical Manual of Mental Disorders (DSM), ICD (International Classification of Diseases), and ICF (International Classification of Functioning, Disability, and Health.

1.4 Understanding characteristics of Multiple Disabilities – delayed motor milestones, physical impairments, cognitive impairment, communication, sensory sensitiveness, medical, educational, family supports, and behavioural issues.

1.5 Educational placement avenues for children with Multiple Disabilities in the context of levels of support across domains.

Unit 2: Identification and Assessment of Persons with Multiple Disabilities

2.1 Assessment and evaluations: Concept, Types and role of intersectionality (Social, economic, age, gender, abilities, geographical location. Rural/urban setting, accessibility, concomitant conditions.)

2.2 Functional assessment for programming and teaching. Norm Referenced Tests (NRT), Criterion Referenced Tests (CRT), Curriculum based assessment and Developmental Checklists for assessment and programming of children with Multiple Disabilities (Portage Guide, Upanayan, Carolina Curriculum for pre special needs, Callier Azuza, The Oregon Project for Preschool Children Who Are Blind or Visually Impaired, INSITE Model, Functional behaviour assessments (FBA), Assessment of basic language and learning skills)

2.3 Interpretation of assessment results with reference to school, home, and community settings

2.4 Multi-disciplinary approach to assessment. Involvement of various disciplines nature of coordination of multi-disciplinary team referral agencies and linkages, networking for identification of children with Cerebral Palsy, Multiple disabilities and Deaf blindness.

2.5 Role of multi-purpose rehabilitation workers, professionals, and special educators in identification of persons with Cerebral Palsy, Deaf blindness and Multiple disabilities.

Unit 3: Physical and functional Assessment

3.1 Sensory assessment of vision, tactile, vestibular and techniques of sensory Stimulation & integration including Sensory Profiling

3.2 Motor assessment of fine and gross motor skills in the context of Orthoses and adaptive seating, mobility systems, adaptive feeding, life style equipment -Physiotherapy, Occupational Therapy- their implication and adaptation for classroom management

3.3 Assessment of orientation and mobility skills, positioning, lifting, carrying, transfer of persons. Developmental Assessment- Gross, Motor and Functional Measurement Scale (GMFMS)

3.4 Assessment and management of daily living skills in feeding, swallowing and chewing, dressing & undressing, toileting, bathing & grooming, and mealtime activities, medical assessments, including vision, hearing, mobility, and health evaluations, evaluating overall health status and needs)

3.5 Role of ICT in assessment and use of Assistive devices in assessment and assessments for augmentative and alternative assessments to help identify the most suitable communication aids or strategies, considering factors like sensory abilities and motor skills

Unit 4: Learning characteristics of students with Multiple Disabilities

4.1 Determine and address different learning needs of students with Multiple Disabilities– tactile materials, auditory cues, visual aids, and movement-based activities, environmental factors.

4.2 Principles of learning style in instructional programming and associate it to teaching children with Multiple Disabilities -multi-sensory approach, Calendar systems, Learning Media assessment, adapted/modified curriculum, differentiated, functional meaningful learning, AAC, collaborative team approach, environmental considerations.

4.3 Principles of teaching – active engagement of learner, real world context, clear objectives, scaffolding, collaboration with team, low to high tech assistive technology.

4.4 Understanding the impact of a lack of Early Intervention on children with Multiple Disabilities and the impact of the combination of disabilities on learning in students with Multiple Disabilities.
4.5 Role of learning styles in evaluation of students with Multiple Disabilities.

Unit 5: Hearing, Speech, Language and Communication Aspects.

5.1 Speech, Language and Communication definition and assessment.
5.2 Structure and functions of speech mechanism.
5.3 Describe the nature of receptive and expressive language needs in the context of associated conditions - oro-motor/hearing/vision/cognitive impairment – resulting in speech motor disorder, articulation disorder, voice. Fluency disorder.
5.4 Hearing and Speech disorders- Classroom management. Home training and role of Parents
5.5 An introduction to Augmentative and Alternate communication (Pragmatic / functional communication in classroom and home activities to enhance communicative skills of children with Multiple Disabilities)

Suggested Coursework / Practicum

- Develop presentations about Cerebral Palsy or Multiple Disabilities, differences and neurodiversity to create positive awareness and appreciation amongst educators, other professionals and in general community.
- Essay on stress and challenges in families of children with multiple disabilities.
- Develop a detailed learning profile for three different students with MD while ensuring different genders, ages and settings (special school, inclusive school, home) are represented.
- Develop a detailed report on meaningful intervention and early communication with children with multiple disabilities
- Develop a plan of action for "managing epilepsy in school" care plan.
- Develop a plan to make Multiple Disability in regard to mobility, barrier free access -across environments and supports in their everyday settings (e.g., inclusive school classroom, special school classroom, tuition or hobby class, home etc.)
- Develop a non-academic curriculum with focus on co-curricular activities such as team spirit or hobbies
- Develop teaching aids for specific lesson plans
- Develop a plan for a student with multiple disabilities to begin the process of advocating for their needs

Suggestive mode of transaction

Learners are encouraged to critically review all materials

- Observations
- Demonstrations
- Hands-on experiences
- Field visits
- Audio-video resources
- Lectures and discussions
- Presentations and projects
- Workshops and seminars
- Online resources
- Self-study

Suggestive assessment

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

Suggested readings

Alsop, L (2002) Understanding Deaf blindness: Issues, Perspectives, and Strategies. Hope, Inc A Resource Manual for Understanding and Interacting with Infants, Toddlers and Preschool

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Banerjee, R.; Kundu, M. & Banerjee, A. (1995)., Feeding: for the child with Cerebral Palsy, IICP, Calcutta

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https://www.unicef.org/eca/media/31131/file/Assessing%20disability%20of%20children%20report.pdf
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https://www.thoughtco.com/assessing-students-with-special-needs-3110248
https://niepmd.tn.nic.in/documents/Book_on_Deafblindness_040820.pdf
https://www.pathstoliteracy.org/

Needs of persons with Disability at the Preparatory stage (Multiple Disabilities) (II)

Course Code: 4.2.1-II (MD) **Credits: 2** **Semester: 3**

About the Course

The course intends to develop capacities of learners in understanding, planning and designing tailored student centric intervention and teaching strategies for persons with MD. The Learner should acquire comprehensive knowledge about planning intervention strategies that cover all aspects of learning, along with effective tools and strategies to create inclusive and empowering learning environments for individuals with multiple disabilities.

Students with multiple disabilities have concomitant impairments namely combination/s and continuum of varying degrees of cognitive, orthopaedic. sensory impairments. The course aims to stress the significance of a collaborative team approach involving professionals from various fields such as psychology, medicine, education, and therapy to ensure accurate identification, assessment of needs given the nature of learning characteristics of the students to make decisions related to intervention and holistic support for individuals and their families. The teams can facilitate delivery of instructions, interventions and related services. The learners should acquire comprehensive require the skills and expertise of all teams' members to support the student within and across the school Effective program is built on the importance of partnerships between the educational and families. The focus includes a range of instructional and assistive technologies that foster in student self-determination, participation and choice that are guiding values of equity and inclusion. The learner should gain comprehensive knowledge about the value of ICT and Assistive technology needed to enhance learning and educational experiences for people (children and Adults) with MD

Learning outcomes

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

- Explain the principles and apply intervention across the developmental continuum intervention from early stage to across various stages for students with multiple disabilities.
- Explain the principles and apply therapeutic methods.
- Describe appropriate teaching methods, techniques and strategies for persons with multiple disabilities and deaf blindness.
- Understand Universal Design of Learning and specific strategies used for sensory impairment.
- Demonstration of teaching strategies.

Course content

Unit 1: Early experiences. interaction with the surroundings to attain potential developmental and learning goal

1.1 Purpose, concepts, principles of early development, learning experiences through tailored intervention and importance of brain plasticity to build strong relationships as the foundational driver for early learning.

1.2 Teaching self-help skills, feeding and oro-motor skills including mealtime-nutrition support.

1.3 Multimodal approaches to facilitate development of Language, communication (difference between touch and vision and its impact on interaction) and speech, sensory integration, cognition, social emotional skills, learning to play.

1.4 Enabling critical transition from home to pre-school and school –teaching Pre-requisite skills emergent literacy numeracy and foundational skills training for reading, writing, arithmetic and other related skills.

1.5 Individualized Family Support Plan (IFSP)

Unit 2: Therapeutic Intervention Strategies

2.1 Applied Behaviour analysis (ABA) and Positive Behaviour support.
2.2 Overview of NDT, SIT, Hydrotherapy and Occupational Therapy
2.3 AAC - Total Communication, Hand under Hand, Hand over Hand, Tactile Sign Language
2.4 Adapted Sports and Games (Special Olympics, Paralympics& Abilympics)
2.5 Visual and Performance arts (dance, music, drama and yoga theatre art), Animal assisted therapy, social skills training, and recreational activities

Unit 3: Educational instruction, adaptations, accommodations, and modifications -

3.1 UDL principles for content decisions (what student learns) process decisions (engaging students in learning) and product decisions (student demonstration of learning)
3.2 Learning Media Assessment – cognitive skills, sensory abilities, motor skills, communication skills to determine appropriate Learning media.
3.3 Key elements of adaptations, accommodations and modifications to support students in their school settings.
3.4 Approach to alternate assessment – fundamental importance of communicative competences, alignment of curriculum, instruction and assessment. UDL and assessment accessibility.
3.5 Discrete Trial training, Themes, Mind mapping, Calendar system, Probing Teaching Strategies and Techniques,

Unit 4: Instructional Strategies and methods for teaching learning

4.1 Strategies to promote cognitive development, exposure to wide variety of literacy materials and integrating inclusive community referenced instruction with academic goals. vocabulary development, establishment of routines.
4.2 Communication components – Form, Function, Content, Social - Alternative Augmentative Communication, Hand under hand, Hand over hand Teaching Sign Language and Tactile Sign Language
4.2 .1 systematic and embedded methods of instructions- natural cues, prompts, fading assistance.
4.2.2 (a) The learner and environment, (b) discrepancy analysis (activities, skills and priority instructional goals), (c) interventional options (guided practice, instructional adaptation, use of assistive technology or omit the task) (d) Implement & Evaluate.
4.2.3 Creating educational adaptations, accommodations and modifications aligned to the needs of students with multiple disabilities.
4.3 Teaching Braille (pre skills and braille skills)
4.4 Calming strategies for differentiated learning – individualised schedule, sensory friendly environment, adapted seating, physical accessibility.
4.5 Embedded Systematic Instruction: Integration of Academic, Social and Functionals skills

Unit 5: Assistive Technology to Enhance Social Skills, Orientation and Mobility

5.1 Concept, Meaning and Definitions of Social Communication, Orientation and Mobility – regular cane usage and Smart Cane usage.
5.2 Prerequisites, Importance, Functions, Types and/or Modes of Communications
5.3 Assistive Listening Devices, Assistive Mobility Devises, Use of Social Media Use of Browser
5.4 Technology in Sports, Dance, Drama and Music
5.5 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)

Suggested Coursework / Practicum

- Write an essay on gaps in Early Intervention – Policy to Practice.
- State the ideologies and beliefs a teacher must adopt to implement the process of individualised adaptations for learning.
- Develop a detailed report on meaningful early intervention and early communication with children with multiple disabilities
- Following a home visit identify the environmental barriers and suggest some low cost modifications.
- Essay on modalities of Receptive (Input) Communication- touch cues, object cues, tangible symbols, gestures, manual signs and vocalisation and Expressive communication – generalised body movements, object cues, tangible symbols, gestures, vocalisation, manual signs and speech (with or without Augmetation)
- Choosing Augmentative and Alternative communication in a classroom environment
- Develop a plan to make Multiple Disability in regard to mobility, barrier free access -across environments and supports in their everyday settings (e.g., inclusive school classroom, special school classroom, tuition or hobby class, home etc.)
- Essay on hand over hand guidance and Hand under Hand guidance
- Develop a non-academic curriculum
- Develop teaching aids for specific lesson plans
- Develop a plan for a student with multiple disabilities to begin the process of advocating for their needs

Suggestive mode of transaction

Learners are encouraged to critically review all materials

- Observations
- Demonstrations
- Hands-on experiences
- Field visits
- Audio-video resources
- Lectures and discussions
- Presentations and projects
- Workshops and seminars
- Online resources
- Self-study

Suggestive assessment

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

Suggested readings

Alberto, P.A. & Trontman, A: C. (1995). Applied Behaviour Analysis for Teachers (4th edition). London: Merrill Publishing Company.

Asmita.H. (2006). Language and Communication. Kanishka Publication, New Delhi.

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Connolly, B. Montgomery, P (2005) Therapeutic Exercise in Developmental Disabilities. New Jersey: Slack Inc.
Carol, S.L. (2002). Early Childhood Assessment. Wiley, New York.
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Evans, P., & Verma, V. (1990). Special Education. Past Present and Future. The Faimer Press.
ICD – 10- World Health Organization. (2015). World Heald Organizaton, Geneva. \
INSITE CURRICULUM. Vol 1 and Vol 2). SKI-HI Institute
Harris, J. C., MD. (2010). Intellectual Disability: A guide for families and professionals: A Guide for Families and Professionals. Oxford University Press, USA.
Jacobson, W. H. (2012). The Art and Science of Teaching Orientation and Mobility to Persons with Visual Impairments.
Downing, J. (2010). Academic Instruction for Students with Moderate and Severe Intellectual Disabilities in Inclusive Classrooms. Corwin Press.
Karthik. M. (2011). Introduction to Occupational therapy and occupational therapy marketing
King-Sears, H.E. (1994). Curriculum Based Assessment in Special Education. Singular Publishing Group, San Diego.
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Michel. H. (2003). Comprehensive Handbook of Psychological Assessment, Volume 3, Behavioural Assessment. Wiley, Singapore.
Miller, M. (2007). Physical Therapy of Cerebral Palsy. Springer, New York.
Narayan, J., & Myreddi, V., & Rao, S. (2002). Functional Assessment Checklist for Programming. NIMH, Secunderabad.
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Panda, K.C. (1997) Education of Exceptional Children. Vikas Publications. New Delhi
Porter, S., (2013). Tidy's Physiotherapy. Elsevier, Edinburgh.
Sadhana. R. (2006). Fundamentals of Speech & Speech teaching. Kanishka Publication, New Delhi.
Sharma, P. (1995). Basics on Development and Growth of a Child. Reliance Publishers, New Delhi
Sense International India (2017). Handbook on Deafblindness. Ahmedabad India
Subba Rao, T.A. (1992). Manual on Developing Communication Skills in Mentally Retarded Persons. NIMH, Secunderabad.
Taylor, R.L. (1993). Assessment of Exceptional students Educational and Psychological Procedures. Allyn & Baccon, Boston.

Online links

Rowland, L, (2009). Communication Matrix https://documents.nationaldb.org/products/Parent-Comm-Matrix-Final.pdf
https://deafblindness.info/wp-content/uploads/2021/11/Screening-and-Assessment-Formats.pdf

हिंदी भाषा का शिक्षणशास्त्र

(Pedagogy of Teaching Hindi)

पाठ्यक्रम कोड : 4.2.2 (MD) **क्रेडिट : 2** **सेमेस्टर: 4**

परिचय

बहु-विकलांगता (एमडी) वाले बच्चे के सीखने के अनुभवों में भाषा एक केंद्रीय भूमिका निभाती है।बच्चों में भाषा और साक्षरता विकास को बढ़ावा देने से संचार को बढ़ावा मिलता है और सुनने, पढ़ने, संचार (मौखिक और गैर-मौखिक) और लिखने जैसे अधिक जटिल कार्यों के लिए उनके मौजूदा ज्ञान का निर्माण होता है।यह पाठ्यक्रम शिक्षार्थियों को हिंदी भाषा और साहित्य, निर्देशात्मक योजना और मूल्यांकन की प्रकृति को समझने में सक्षम बनाएगा। यह शिक्षार्थियों को समावेशी कक्षाओं में भाषा शिक्षण-अधिगम के सिद्धांतों पर आधारित पाठ की योजना तैयार करने एवं उससे संबंधित अधिगम-सामग्री के निर्माण करने में सहायक होगा। यह पाठ्यक्रम शिक्षार्थियों को हिंदी भाषा के गहन पहलुओं की विवेचना करने और हिंदी भाषा शिक्षण के दृष्टिकोण और वर्तमान प्रथाओं के बारे में जानने का अवसर प्रदान करेगा। भारतीय व अंतर्राष्ट्रीय संदर्भों के संबंध में यह पाठ्यक्रम शिक्षार्थियों में विश्लेषणात्मक और अनुसंधानात्मक कौशल-क्षमता का भी विकास करेगा। हिंदी भाषा शिक्षण, अन्य भाषा शिक्षाशास्त्र, भाषा अधिग्रहण, भाषा के बहु सांस्कृतिक पहलुओं और बहुभाषावाद से संबंधित मुद्दों के लिए भी एक आधार प्रदान करेगा।

अधिगम के परिणाम

प्रस्तुत पाठ्यक्रम द्वारा विद्यार्थी

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

पाठ्यवस्तु

इकाई 1 हिन्दी भाषा की प्रकृति, प्रयोज्यता और संवर्धन।

1.1 हिन्दी भाषा का नामकरण, संस्कृत से हिन्दी के उद्भव की प्रक्रिया।
1.2 हिन्दी भाषा में उर्दू, अंग्रेजी और संस्कृत से समाविष्ट प्रत्यय।
1.3 विश्वभाषा और भविष्य भाषा के रूप में हिन्दी के विकास का आंकलन।
1.4 हिन्दी साहित्य का सामान्य परिचय।
1.5 हिन्दी गद्य साहित्य की विधाएँ - कहानी, नाटक और महाकाव्य, उपन्यास, यात्रा विवरण, आत्मकथा और संस्मरण।

इकाई 2 भाषा अधिगम की प्रकृति और पाठ नियोजन।

2.1 हिन्दी शिक्षण के लक्ष्य और उद्देश्य।

2.2 इकाई नियोजन का प्रत्यय, इसका महत्त्व और निर्माण विधि।

2.3 पाठयोजना का परिचय, उपयोग और महत्त्व।

2.4 पाठयोजना के चरण, संरचनाए उपागम और उनका क्रियान्वयन।

2.5 हिन्दी शिक्षण के ज्ञानात्मक, बोधात्मक, कौशलात्मक और रूचिगत उद्देश्यों का निर्धारण।

इकाई 3 हिन्दी की विविध विधाओं के शिक्षण की विधियों का परिचय और उपयोग।

3.1 गद्य एवं पद्य शिक्षण की आवश्यकता और उपयोगिता।

3.2 गद्य शिक्षण की अर्थबोध, व्याख्या, विश्लेषण और संयुक्त विधि का परिचय और इनकी समीक्षा।

3.3 पद्य शिक्षण की शब्दार्थ कथन, खण्डान्वय, व्यास तथा समीक्षा विधि का परिचय और इनकी उपयुक्तता का आंकलन।

3.4 व्याकरण शिक्षण की आवश्यकता और उपयोगिता।

3.5 व्याकरण शिक्षण की निगमन, आगमन, भाषा संसर्ग और पाठ्य-पुस्तक विधियों का मूल्यांकन।

इकाई 4 भाषा अधिगम-शिक्षण में सहायक सामग्रियों का प्रयोग।

4.1 शिक्षण उपकरणों का संदर्भ, महत्त्व और लाभ।

4.2 अधिगम-शिक्षण के दृश्य, श्रव्य, स्पर्श उपकरणों के प्रकार।

4.2.1 **दृश्य उपकरण**-श्यामपट्ट, चार्ट, नक्शा, मानचित्र, प्रतिरूप, कार्यशील प्रतिरूप और फ्लैश कार्ड, सांकेतिक भाषा की वीडियो तथा अनुशीर्षक, अखबार, पत्रिकाओं और पुस्तकों इत्यादि के प्रयोग की विधि और अभ्यास।

4.2.2 **श्रव्य उपकरण**-कॉम्पैक्ट डिस्क, श्रव्य पुस्तक, डेजी पुस्तकों, आई-पॉड इत्यादि के प्रयोग की विधि और अभ्यास।

4.2.3 **स्पर्श उपकरण**-वास्तविक वस्तुएं, व्यक्ति, वस्तुए आवागमन, पशु-पक्षी, पेड़-पौधे इत्यादि के स्पर्शात्मक, प्रतिरूप, स्पर्शात्मक नक्शा, स्पर्शात्मक मानचित्र, मानव-शरीर का स्पर्शात्मक प्रतिरूप, ।

4.3 ब्रेल-लिपी में पाठ्यपुस्तकें एवं अन्य स्पर्शात्मक शिक्षण, अधिगम सहायक सामग्री इत्यादि के रूप में प्रयोग की विधि और उपयोगिता।

4.4 वैद्युदण्विक उपकरणों - टेलीविजन, कम्प्यूटर, डीजीटल पुस्तक, ई-सामग्री, सॉफ्ट-वेयरस, मोबाइल एप्स और विश्वजाल के सहायक तकनीक व उपकरणों के रूप में प्रयोग की विधि और उपयोगिता।

4.5 भाषा अधिगम में भाषा प्रयोगशाला (भौतिक व आभासी) के प्रयोग की विधि और समीक्षा।

इकाई 5 भाषा अधिगम के आंकलन व मूल्यांकन की प्रविधि।

5.1 आंकलन व मूल्यांकन की संकल्पना, उद्देश्य और महत्त्व, आँकलन प्रक्रिया में लचीलापन।

5.2 आँकलन के विभिन्न प्रकार तथा उपकरण, विद्यालय आधारित आंकलन का संदर्भ।

5.3 लेखन, पठन, श्रृतलेख, सुलेख, तीव्रलेखन, त्रुटिमुक्त लेखन, आशुभाषण, काव्यपाठ, गीत, अभिनय, संवाद, क्रियाकलाप और नेतृत्व के गुणों का प्रविधि द्वारा मूल्यांकन तथा उनके भाषा अधिगम का संचयीवृत्त बनाना।

5.4 त्रुटियों की पहचान व विश्लेषण, नैदानिक परीक्षण और उपचारात्मक उपाय।

5.5 दिव्यांग विद्यार्थियों के लिए आँकलन प्रक्रिया में अनुकूलन और उनके सर्वांगीण विकास का आंकलन कर रिपोर्ट तैयार करना।

पाठ्यक्रम का संचालन।

इस पाठ्यक्रम के संचालन में हिंदी शिक्षण-अधिगम की गतिविधियां, पारस्परिक चर्चा और व्याख्यान, साहित्य-समीक्षा, प्रदर्शन और अवलोकन, विभिन्न अधिगम केंद्र, जैसे- भाषा प्रयोगशालाओं, आभासी प्रयोगशालाओं, स्कूलों और कक्षाओं इत्यादि में शिक्षार्थियों की सक्रिय भागीदारी शामिल होगी। इसके अतिरिक्त हिंदी भाषा के बहु सांस्कृतिक पहलू और बहुलता को समझाने हेतु विभिन्न परिवेशों में अकादमिक-भ्रमण; परियोजनाएं और ई-सामग्री और डिजिटल शिक्षण सामग्री की तैयारी, क्विज़ कार्यशालाओं और संगोष्ठियों, प्रदर्शनियों और प्रतियोगिताओं में भागीदारी के अवसर प्रदान किए जाएंगे ।

पाठ्यक्रम कार्य/प्रायोगिक कार्य/अधिगम केंद्रों पर कार्य।

- आधुनिक भाषा के रूप में हिन्दी के गुणों और स्थिति का अनुसंधान विवरण।
- हिन्दी शिक्षण की किन्ही दो अधनुतन विधियों का परिचय एवं इनके उपयोग की तुलनात्मक समीक्षा।
- हिन्दी शिक्षण के श्रवण, वाचन और लेखन अधिगम के सटीक मूल्यांकन में विद्यालय आधारित आँकलन की प्रविधि के उपयोग का विवरण।
- चिन्तन दैनन्दिनी, पोर्टफोलियो और आलोचनात्मक विवरणी के उपयोग की समीक्षा और इनकी प्रतिकृति का प्रस्तुतिकरण।

सुझावात्मक मूल्यांकन

लिखित परीक्षा, कक्षा प्रस्तुति, कार्यशाला, असाइनमेंट, प्रैक्टिकम, प्रारंभिक मूल्यांकन, आंतरिक और टर्मिनल सेमेस्टर परीक्षा।

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Content and Pedagogy of Language (L2) Multiple Disabilities (MD)

Course title: English Language L 2

Course Code: 4.2.3 (MD) **Credits: 2** **Semester: 4**

About the Course

Language plays a central role in the learning experiences of a child with Multiple Disabilities (MD). Fostering language and literacy development in children promotes communication and build on their existing knowledge for more complex tasks like listening, reading, communicating (verbal and non-verbal) and writing. Language is a complex system of communication that involves the use of symbols, sounds, gestures, signing or written characters to convey meaning. Student teachers need to understand language nature, scope, characteristics of students, and methods to effectively develop children's language skills and address their social, psychological needs and barriers to access those needs. As students have a combination of motor, cognitive, and sensory impairments language acquisition and speech development may not take place for students with MD at the same rate and therefore student teachers have to use multi- sensory approach and learning experiences best suited to their access to learning experiences. This coursework trains teachers to use strategies that are differentiated, student centered, assistive technology enabled with UDL approach -multiple means of representation, engagement, action and expression.

Learning outcomes

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

- Explain the history, theory of language development, principles of language teaching, evolution and contemporary trends in English language.
- Adapt various pedagogical approaches and methods to teach English language and across other subject teaching in collaboration with other professionals.
- Prepare an instructional plan – accommodations/adaptations/modifications to teach the language of English based on
- Develop student centered teaching learning materials to promote access to content, multisensory engagement – tactile, visual, auditory, multisensory learning kit, interactive ICT/adaptive technology.
- Use various techniques to evaluate the achievement of the learner in English.

Course content

Unit 1: Nature, scope, principles and functions of Language

1.1 Relationship between language and cognition, language and meaning and language and learning.

1.2 Theories of language development in early years – Behaviourist theory, Nativist theory (Naom Chomsky), Social interactionist theory (Lev Vygotsky), Cognitive development theory (Piaget) and Ecological systems theory (Urie Bronfenbrenner)

1.3 Listening, speaking, reading and writing.

1.4 Multifaceted nature of Language – Verbal, Non-Verbal communication and Augmentative and Alternative communication (AAC).

1.5 Evolutions and trends in teaching English language teaching – Functions of teaching English to promote and develop – communication, cognitive, social, emotional development, academic achievement, personal autonomy (self-advocacy), and independence in daily living skills.

Unit 2: Pedagogical Approaches to teaching language

2.1 Difference between an approach and method.

2.2 Ways to promote Language learning environment in the context of needs of learners with multiple disabilities - Role of play as a vehicle for language development, encouraging literacy rich environment through:
Early reading for children (e.g., calendars, meanings of objects), Exposure to print or tactile book print awareness and/or pre-Braille or Braille for children, Different approaches for teaching reading (e.g., whole language, phonetics), experiential learning as a basis for reading (e.g., experiences box, tactile story books, making shopping lists, personal passport about self and family, developing diaries to encourage reading and to enhance the memory of the child.

2.3 Task based approach, co-operative learning, language across curriculum, communicative language teaching, Bilingual, Eclectic and Constructive approach

2.4 Method of Teaching of Prose, Poetry, Drama, Grammar and Vocabulary- i) Translation method. ii) Structural – Situational method. iii) Direct method

2.5 Accommodation, Adaptation and Modification and in approaches and techniques in teaching children with disabilities (CP, Db, MD,)

Unit 3: Adaptation to Textbook content - for alignment, inclusion of diverse learners, decision on pedagogical approaches and real-world applications.

3.1 Importance of Activity based learning (ABL)

3.2 Instructional Planning: Need and Importance

3.3 Unit and lesson plan: Need and Importance

3.4 Procedure of Unit and Lesson Planning

3.5 Role of Special Educator in inclusive planning, adapting (Following nine points of curriculum adaptation), executing, and evaluating units and lessons for students with disabilities (CP, DB, MD)

Unit 4: Teaching Learning Aids and Resources for instructions.

4.1 Importance of instructional material and their effective use

4.2 The use of the instructional aids for effective teaching of English: Smart boards, Chalk Board, Flannel Board, Pictures/ Picture-cut-outs, Charts, Voice notes, Television, Films & Filmstrips, Language Laboratory, Language, games, reading cards, Worksheets, Handouts, TABs and Power Point Presentation, Educational Kits

4.3 Construction of a teacher made test for English proficiency, Different approaches for teaching reading (e.g., whole word, phonetics), Need for experiential learning as a basis for reading

4.4 Teaching portfolio

4.5 Adaptations of teaching material and ICT for children with disabilities (CP,DB,MD,)- Communication boards, communication cards, objects, pictures). and low/high technology, organising vocabulary (people, verbs, things, feelings, places, time). Early reading for students (e.g., calendars, meanings of objects), Exposure to print and/or Braille for children, developing E- content.

Unit 5: Assessment, Intervention and Evaluation by the teacher educator.

5.1 Evaluation - concept and need.

5.2 Testing language skills and language elements (vocabulary, grammar and phonology)-

5.3 Adaptation of evaluation tools for children with disabilities-Learning Media Asssessment, and Comprehensive and Continuous Evaluation (CCE)

5.4 Individualized assessment for children with disabilities

5.5 Error analysis, diagnostic tests and enrichment measures.

Suggested Coursework / Practicum

- Design teaching programme based on error analysis and submit.
- Develop a strategy to rectify any common error in the use of English.
- Develop a language game to teach any language element.
- Prepare worksheets to enrich vocabulary among students with (CP, DB, MD)
- and submit.
- Carry out Learning Media Assessment.
- Develop lesson plans for the teaching of prose and poetry
- Critically analyze any one poem or essay of a well-known poet or writer
- Make an AAC device (low technology) for a child.
- Observe children using a communication system and make recommendations for changes or value additions.
- Use the learning media assessment to find who can use Braille and who can use large print.

Suggestive mode of transaction

- Workshops, seminars and presentations.
- Lectures, demonstrations and discussions for theory-based topics.
- Use instructional material in practice teaching lessons.
- Adaptation in material and evaluation should be taught through workshops and specific case studies

Suggestive assessment

Classroom presentation, workshop, assignments, practicum, sessional and terminal semester examination.

Suggested readings

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Bharthi, T., & Hariprasad, M. (2004). Communicative English, Neelkamal Publications, Hyderabad.

Bhatia, K.K. (2006). Teaching and Learning English as a Foreign Language. New Delhi: Kalyani Publishers

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Content Cum Pedagogy of Teaching Mathematics (Multiple Disabilities)

Course Code: 4.2.4 (MD) **Credits: 2** **Semester: 5**

About the Course

This course will help the student teachers to value and appreciate Mathematics as a discipline and as patterns of understanding of basic concepts in the primary years. The course will help the student-teachers to generate their student's interest for learning maths and develop dispositions towards the subject that lays foundations for understanding more complex concepts in later years. It is designed to equip the learners to teach maths using innovative methods, techniques and teaching learning materials for children with disabilities. This course encourages students to move teaching of mathematics from rote to problem based real-world context with relevant hands-on experiences or through activity-based projects. The student teachers will be able to understand ways to modify content, develop assessments in alternative formats, use adaptive technology that assesses learning and not mere recall of facts. Student teacher shall explore action research on early childhood mathematics teaching and learning.

Learning outcomes

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

- Explain the nature of Mathematics and its historical development in the context of contribution of Mathematicians.
- State the different pedagogical approaches to teaching mathematics for students with multiple disabilities.
- Analyse maths text book at the preparatory stage to draw content to facilitate planning for accommodations, adaptations or modifications for students with MD.
- Understand the various student centric teaching and learning tools/aids, ICT tools, assistive technology that promotes active engagement of learners to know, understand, or be able to do based on their learning experiences.
- Associate the role of a special educator as a facilitator of learning – with appropriate assessment, evaluation, innovative interventions that promotes student learning in collaboration with the school team, conduct action research of innovative practices that links theory to practice.

Course content

Unit 1: Nature, Aims, Scope and Historical Perspectives of Mathematics

1.1 Meaning, Definitions & Nature of Mathematics.

1.2 Importance of Mathematics Education - Mathematics in real life situation, Mathematics and other branches of knowledge, Mathematics and problem solving & ability to think mathematically.

1.3 Vision & Aims of Teaching of Mathematics: National Curriculum Framework-2005, N.C.F.T.E.-2009, With special reference to Position Paper National Focus Group on Teaching of Mathematics -2006 (NCERT).

1.4 Mathematics in different civilisations: Roman civilization, Egyptian civilisation, Mayan civilisation and Indus Valley civilisation, and Blind Mathematicians in history.

1.5 Contributions to Mathematics – Indian Vaidik Ganit and contributions of Indian Mathematicians – Aryabhata, Bhaskaracharya, Baudhayana, Madhavan, P.C Mahanalobis and Ramanujam.

Unit 2: Pedagogical approaches to teaching mathematics in the preparatory stage

2.1 Recognise ways to overcome anxiety over mathematics - Myths & Anxiety about Mathematics, Psychological Approaches of Teaching Mathematics: Behaviourist Vs Constructivist Approach, Multi-sensory approach to engage learners with gradual progression with scaffolding support.

2.2 State learning- centred approaches of teaching Mathematics- 5E's Learning Model, concept mapping & activity-based learning (ABL)

2.3 Describe methods for teaching and learning Mathematics – Concrete, Representational and Abstract (CRA), Problem Based Learning, (PBL), Storytelling, contextual learning, movement-based activities, games (board games with manipulatives) – clear, logical, real-world context, interactive and systematic.

2.4 Ways to promote mathematics learning environment -learner centred, interactive, explorative that promotes access and participation – Maths corner, or mathematics laboratory and library.

2.5 Understand the building blocks of teaching mathematics –such as number sense, shapes, spatial skills, classification, ordering, sorting, estimation, basic geometry, and the introduction of mathematical reasoning.

Unit 3: Textbook Analysis for adaptation and planning for Teaching mathematics.

3.1 Meaning, needs and steps of Pedagogical analysis in regard identifying needs for accommodations or modifications based on learner needs and modes of access.

3.2 Review the text book for content adaptation or modification in teaching Mathematics using suitable accommodations or simplify or supplement lessons or develop functional maths curriculum for appropriate learning experiences for students with low to high support needs such as visual/tactile aids/braille/ audio formats.

3.3 Develop yearly plans, unit plans, lesson plans & planning Mathematics for All (including high support students – functional maths). (Lesson Plans Based multi-sensory approach, on the Principles of Universal Design for Learning-in terms of representation, engagement and expression).

3.4 Integrate ICT in teaching maths both for online/offline teaching to enhance learning experiences.

3.5 Application of ICT tools & assistive devices in teaching students with multiple disabilities – speech to text or text to speech, communication devices/AAC (low or high tech), interactive smart boards, virtual manipulatives.

Unit 4: Teaching, Learning Aids and Resources

4.1 Describe multi-sensory instructions, scaffolded learning, differentiated and individualized instructions, interactive elements in student engagement, and use of positive reinforcement.

4.2 Identify and select learner cantered teaching learning materials – large print, non-print and digital media for both online and offline classroom teaching -learning (2-D, 3-D Models-Concrete objects, objects of references, enlarged flash cards, Worksheets, multimedia, voice/text output devices, Taylor frame, Abacus, ICT).

4.3 State the concept, need & development of Mathematics club & Mathematics corner or laboratory.

4.4 Develop a Mathematical environment around the child: converting school common areas with tactile signs or markers using numbers, shapes, patterns, measurements, label trees with their heights, circumference, geometric garden beds for mobility, mathematical ideas by field trips, outdoor explorations including orientation and mobility training (measuring distances, estimating quantities, or identifying geometric shapes) etc.

4.5 Apply teaching learning aids & resources for children with Cerebral Palsy, Deaf blindness or Multiple Disabilities (for example ID with sensory/motor impairment)

Unit 5: Role of Special Educator in assessment, evaluation, action research and innovative practices.

5.1 Develop a caring and supportive learning environment, individualized educational plan in collaboration general educator, coordinate with therapists, and communicate with parents.

5.2 State the concept & significance of assessment and evaluation: Assessment of Learning Vs Assessment for Learning (Performance based, Portfolio assessment, interactive maths Quizzes and Games, Manipulative based assessment (digital or concrete), Observational assessment.

5.3 Develop tools and techniques for Formative, Summative Assessments and Diagnostic assessment of learner achievement in Mathematics.

5.4 Describe the emerging trends in assessment - Self Assessment, Peer Assessment, assessment through assignments, participation in different activities, Continuous and Comprehensive Assessment & Inclusive Evaluation.

5.5 Conducting Action Research on any one topic - number sense, cardinality, cordiality, structures in sets, structured part-whole relations, relative benefits of number line versus finger patterns or use of manipulable (concrete or virtual) to promote maths learning.

Suggested Coursework / Practicum

- Observe the children around you or a school doing maths in every day contexts. Make a journal of your observations that used maths in real time contexts.
- Meet people in the community including those not formally literate who use mathematics as vegetable sellers, or such retail trade, folk songs or rhymes that uses mathematics, numerical practices various people use in capturing everyday tasks.
- Visit a place of historical or architectural relevance to see patterns, sequences, spatial reasoning and geometry.
- Design a simple game using basic concept of mathematics for student with multiple disability.
- Implement the Individualised Educational Plan or group educational plan for learning of Mathematics and suggest ways to ensuring alignment with learning outcomes of reliant text book.
- Develop games or puzzles incorporating mathematic concepts,
- Develop a plan of action for developing a Maths corner or Maths laboratory.
- Enumerate and anaylze the assessment strategies used in some classes.
- Research effective math assessment practices in similar schools.
- Review student products in regard to quizzes and tests, identify for patterns of strengths and weaknesses.
- Develop and design a field-based project for children in the Preparatory stage.
- List out the pedagogical issues in the NEP 2020 in regard to teaching mathematics for students with high support needs

Suggestive mode of transaction

- Activity based, lecture cum demonstrations, constructive, experimental based, case study discussion.
- Assignments on promoting competency and equity in learning any simple concept in mathematics for students with vision or hearing loss.

Suggestive assessment

Classroom presentation, workshop, assignments, practicum, sessional and terminal semester examination.

Suggested readings

Joyce, S. C. et al., (1987). Assessing and programming basic curriculum skills. Allyn & Bacon, Boston.
Karten, T. J. (2010). Inclusion strategies that work! Research-Based Methods for the classroom. Corwin, California.
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https://openjournals.libs.uga.edu/tme/index
https://www.perkins.org/resource/digital-math-summary-page/
https://cafedissensus.com/2016/08/14/mathematics-education-for-all-as-if-children-with-disabilities-count/
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Content cum Pedagogy World Around Us at Preparatory Stage-Course (Multiple Disabilities)

Course Code: 4.2.5 (MD) **Credits: 2** **Semester: 5**

About the Course

World Around Us (WAU) is concerned with the exploration, investigation, and development of an understanding of the natural, human, social and cultural dimensions of local and wider environments. It provides opportunities to engage in active learning, to use a wide range of skills, and to acquire open, exploratory, critical, and responsible attitudes. The understanding of one's world, including people, the environment, and daily experiential activities will help appreciate the importance and place in the school curriculum. This course aims to develop understanding about the nature, scope, and importance of the World Around Us as a composite discipline and its interconnectedness with other disciplines – Science, Biology, History, Mathematics, Language Art, Visual/Tactile Preforming Art, and communication. The course emphasizes varied approaches, different methods, and techniques for effective teaching learning of WAU to develop various skills among students with Multiple Disabilities with possible combinations of cognitive, motor and sensory impairments. The main aim of this course is to develop and assess pedagogical strategies in view of pedagogical content analysis and the WAU us are interconnected and its relationships. The pedagogy at this stage will lend itself to the development of pre-vocational capacities, for example, maintaining flowerpots/ kitchen garden, clay modelling dialogue with community helpers where products from farm to local markets to our table comes. The WAU demands engagement of learner with social, natural environment, flora and fauna for developing awareness, sensitivity and appreciation to explore and engage with the environment responsibly. The use of different innovative practices and action research will equip them to develop the necessary knowledge and skills among learners to be mindful towards social and issues. ICT integration for immersive, interactive and virtual experiences to explore environments far and wide.

Learning outcomes

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

- Explain the nature and scope, objectives and values of teaching-learning that supports interdisciplinary understanding and demonstrates the interconnectedness of knowledge between and across World Around Us and other disciplines.
- Adopt and adapt various methods/strategies of pedagogical process and device modalities to design and develop differentiated student centric teaching-learning aids and resources in teaching-learning of World Around Us.
- Organise various resources used in teaching-learning of World Around Us, analyze the content of World Around Us textbooks from Pedagogical Content Knowledge perspective.
- Design lesson plans for various content in World Around Us, create appropriate learning experiences, outcome based experiential learning and evaluate various methods of assessment including use varied assessment strategies to map the learning progress of students with MD.
- Practice ways to adapting/modify and deliver content aligned to the textbook and student teachers involves systematic inquiry through action research to promote self-reflection and improve teaching practice as it bridges theory to practice.

Course content

Unit 1: Nature and Scope of World Around Us & Historical Perspective

1.1 Definition, Nature, Scope and Importance of the World Around Us. & Historical development of the World Around Us.

1.2 Aims, Objectives and Values of teaching-learning World Around Us

1.3 Linkages of World Around Us with other disciplines-Science, Geography, History, Mathematics, Language Arts, Performing Arts, Social studies, Home Economics and Technology.

1.4 State importance of children learning through WAU about different ecosystems, the interdependence of living organisms, and the importance of biodiversity as they are naturally curious at this stage of development.

1.5 Recommendations/Suggestions of various Committees, Commissions and Policies and their guidance in making learning interactive and contemporary.

Unit 2: Pedagogical Concerns of World Around Us & Teaching-Learning Aids and Resources

2.1 Approaches of teaching-learning World Around Us such as multi-sensory learning, interactive experiential learning, collaborative learning, incorporate real objects (natural samples and sensory kits that they can touch, smell and manipulate), constructivist, experiential learning, art-integrated learning, and ways to collaborate with professionals from other disciplines like Allied Health, and parents/caregivers.

2.2 Recognize and analyze pedagogical concerns related to assessment, planning, delivery and evaluation of curricular experiences of student with Multiple Disabilities. (with focus on Individualized, Differentiated, tailored curriculum design and delivery of teaching learning experiences)

2.3 State the concept, definition, role and importance of teaching-learning aids and resources in the World Around Us for teaching students with Multiple Disabilities.

2.4 Methods of teaching-learning World Around Us- project based, multi-sensory experiential learning (Visual/Tactile/Auditory/Gustatory/Olfactory), school garden project, real time environmental exploration of water, sensory garden, animals, nature/farm walks, gardening, environmental stories, role play, visual supports, audio recording of sounds of nature, scientific inquiry, hands-on-activity, discovery, inquiry, concept-mapping, collaborative and blended learning.

2.5 Types, identification and integration of teaching-learning materials such as natural environment, print-non-print materials (such as real objects, experience box, charts, 2-D and 3-D models, games, toys, flash cards, large print worksheets/ textbook, tactile story books, experience boxes, portfolios, presentations) and non-print material (interactive white boards, multimedia, radio, TV, websites, animations, audios, videos with subtitle, images, simulations, digital repository, AR, VR and AI based). Types, design, management and practices in resource/activity room that promotes exploration of flora.

Unit 3: Textbook Analysis, and Planning for Teaching-Learning World Around Us

3.1 Understanding the textbook, analyzing World Around Us content such as food, cloth, flowers, rivers, flora and fauna, forests/habitats - adapted or modified or simplified from the Pedagogical Content Knowledge (PCK) perspective.

3.2 Selecting the content that is accessible, engaging, relevant and simple connected to everyday lives, identifying facts, concrete concepts with focus on interdependence, adaptation and conservation (animal and plant species), and generalizations (like conservation of natural resources), sustainability (recycling/segregation of waste).

3.3 Analyzing, organizing, and planning appropriate learning strategies/experiences to meet the diverse needs of students with Multiple Disabilities.

3.4 ICT integrated, educational video and animations, virtual field trips, art integrated activities, use of Geographic Information Systems (GIS), games, toys, sports integrated) and learning experiences.

3.5 Unit planning and lesson planning with special reference to outcome based experiential learning.

Unit 4: Differentiated student-centred Assessment and Evaluation & ICT Integration

4.1 Assessment based on learning outcomes with suitable accommodations, or modifications on content related to World Around Us.

4.2 Strategies for continuous assessment, school-based assessment, formative and summative assessment, formal, informal, and 360-degree assessment, self and peer assessment.

4.3 Performance assessment: assessment of group activities, field observations, creating platform and portfolio management, assessment of skills, assignments, projects, and presentations.

4.4 Importance of developing test blue print/s to match what is being taught and assessed to enhance student learning. basic steps of question paper setting (alternative formats based on learner needs), types of test items and preparing answer key and criteria for school, assessment and feedback mechanism in teaching-learning.

4.5 Use of ICT in the classroom: Smart boards, AAC, immersive learning experiences using AR or VR, virtual field trips, tactile graphics, handheld assistive technologies like switch or button activated devices, screen readers, magnifiers, audio descriptions, recordings, and soundscapes from the environment.

Unit 5: Role of Special Educator in developing innovative, differentiated, interactive learning practices through content adaptation, modifications, or simplifications to enhance curricular experiences of students with multiple disabilities and action research.

5.1 Meaning, need, importance and scope of innovative practices to meet the diverse learning needs of students with Multiple Disabilities.

5.2 Types of innovative practices (online/offline): quizzes, buzz groups, snowballing, brainstorming, discussion and group learning, debates, recitations and storytelling, presentations, role play, games and toys for learners,

5.3 Case study, asking and framing questions including higher order thinking questions.

5.4 Carry out Action research that promotes self-reflection in student teachers and bridges learning theories/principles to practice adapted to the needs of diverse learners.

5.5 Psychological, Sociological and Philosophical Perspective of teaching and learning a subject, Role of a teacher in facilitating learning the concepts of the subject.

Suggested Coursework / Practicum

- Organize essay/ poster making competition to bring about awareness about our surrounding environment and sensitize community at large about environmental concerns.
- Develop e-Content on selected topics such as food, clothes, honeybees, flowers, market, animals and plants, forests etc.
- Organize workshops to evolve art-integrated/ games etc.
- Develop strategies to teach plants, animals, forests, numbers, shapes, making house by following STEM/ STEAM approach.
- Develop a project on practices to Reduce, Recycle and Reuse for conservation of environment.
- Develop 2-D/3-D models, charts, flash cards to teach topics such as Foods We Eat, Garden, The Valley of Flowers etc.
- Visit different websites to identify activities/ games/toys to teach topics such as seeds, fruits, earthquakes, web of life, eating together, and prepare digital repositories.
- Develop strategies to teach topics like rivers, mountains, forests, earthquakes with the help of VR device.
- Prepare a plan to develop Resource Room/ Activity Room for EVS in your Institution.
- Analyze the textbooks of Grades III, IV and V to identify facts, concepts, and generalizations.

- Develop innovative lesson plans by following art-Integrated/ toy and game-Integrated pedagogy to teach various topics.
- Develop rubrics to assess the progress of learners.
- Prepare an Achievement Test based on TOS, administer on a group of learners, analyze their achievement, identify learning difficulties, and conduct remedial sessions for learners with learning difficulties.
- Prepare and manage portfolio, Story-telling pedagogy, prepare innovative ICT integrated lesson plan.
- Make a case study of one learner with distinct characteristic, identify problems and conduct action research.

Suggestive mode of transaction

The course will be transacted through activity based, discovery based, role playing, dramatization, small group work, pair work, interactive methods such as group discussions, peer tutoring, workshops, observations, presentations, and seminars.

Suggestive assessment

Observation of students' activity, correcting their worksheets, short formal tests in alternative formats, periodical summative assessment, Seminars, demo lessons, practical tasks, and hands-on activities will be appropriately used to assess the learning outcomes. Student teachers will also be encouraged to prepare an e-portfolio to showcase their learning and skills.

Suggested readings

Brewis, L. (2010). Including Children with Cerebral Palsy in the Early Years Foundation Stage. Featherstone Education Limited.

CEE. (2007). Environmental Education in the Indian school system: Status Report.

CEE. (2007). Joy of Learning: Handbook of Environmental Education Activities; CEE for NCERT.

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NCERT (1991): Elementary Teacher Education Curriculum, Guidelines and Syllabi, New Delhi.

NCERT (2006). Environmental Studies Looking Around Textbook for class III.

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NIOS Learning Environmental Studies at Primary Level, Diploma in Elementary Education (D.El.Ed.), Block -3, Assessment, Reporting and Remediation in EVS. https://nios.ac.in/media/documents/dled/Block3_505.pdf.

Pre-Nursery Environmental Studies Book for Children Age 2- 5 Years. 2019. Published by Dreamland Publications.

Online links

https://www.ecoedhub.com/strategies-for-teaching-environmental-education.html

Importance of Teaching-Learning of EVS at Primary Level. https://nios.ac.in/media/documents/dled/Block1_505.pdf
Teaching Science in Special Education https://autismclassroomresources.com/teaching-science-special-education-classroom/

Content cum Pedagogy of Art Education at Preparatory Stage

Course Code: 4.2.6 (MD) **Credits: 2** **Semester: 6**

About the Course

This course is primarily to develop conceptual understanding and applications skills to practice teaching-learning of Arts and Art Integrated Learning for students at the Preparatory stage. Art Integrated learning curricular experiences enables student teacher to quickly and easily source and plan engaging, art integrated explorations with hands, ears, foot, and body. Learning through Arts is joyful and experiential approach to engage with students who may then explore and experiment with art materials and art forms to make things, narrate or play out their experiences, creativity, emotions and imaginations. Art Integrated learning is an ideal subject that gives students the natural platform to make mistakes, learn from their mistakes. Art as a pedagogy is more about immersive experiences, reflections and not limited to a final Art product. Art Integrated learning is very therapeutic especially for students who are non-verbal as it integrates the cognitive, psycho-motor and social emotional channels for communication. Student teachers will through this course develop the knowledge and understanding of practice of visual, tactile as well as performing arts which includes Assistive Technologies (AT) as enablers to explore Arts. Access is equal to Experience and Art can be a medium for providing for students with Multiple Disabilities. Assistive Technology can significantly enhance art education for students with Multiple Disabilities (CP/DB/MD) by providing student centered tools and resources that accommodate diverse abilities and learning styles. Student teachers will gain the knowledge and articulate ways to apply art education strategies to meet the diverse needs of the students while providing scaffolds to student's creative thinking. Art as a subject provides students teacher the experiences of Teaching art which requires a thoughtful approach that combines understanding of content and effective pedagogical strategies and its linkages across language, EVS or mathematics.

Learning outcomes

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

- Understand, and analyse the need for Arts in Education for holistic development of students including define the meaning of Visual, Tactile, Performing Art.
- Pedagogical approaches to teaching Art in Education and Education in Art.
- Create awareness of rich cultural heritage, traditions and artists and to develop skills for integrating different Art forms across school curriculum in the context of developmental and access level of student.
- Apply content knowledge of arts teaching and learning processes across authentic contexts and demonstrate judgment and decision-making in selection of art activities and materials that are modified or adapted for young children with Multiple Disabilities.
- Demonstrate an appreciation for the role of creative expression in the individual through hands-on classroom experience.

Course content

Unit 1: Nature and scope of teaching Art

1.1 Meaning, Nature and Scope of teaching Art and its linkages with traditional art forms, traditions and practices.

1.2 Overview of major theories and philosophies in art education, including major contributors of Art Integrated Education – Multiple Intelligences, Shantiniketan, Kalakshetra, Reggio Emilia Approach, Art of Visual thinking. Educational toys by Arvind Gupta and Initiatives of Artists with Disabilities.

1.3 Understand the history of Art Education and role of Art in Inclusive Education – integrative interdisciplinary approach.

1.4 State the pedagogical approaches in Art Education – constructivist, collaborative, inquiry based, integrative and reflective.

1.5 Discuss ways to promote Choice Based Art, Play based Learning, Project based Learning, design thinking (knowing your learner)

Unit 2: State and appreciate various forms of Art in Learning

2.1 State the objectives of Art Integrated Education and importance of Art in education and its role as therapeutic intervention through integration of art in motor skills development (e.g., tearing, pasting, quilling, coiling, and pinching, hopping, jumping, balancing, bending, stretching etc.), enhancing sensory awareness and efficiency, building skills of observation, communication, associative thinking etc.

2.2 Examine the various forms of Visual Art and Crafts (puppetry/collage)- materials and techniques.

2.3 Nature and Types of Performing Arts (Kinaesthetic Art) for students with cognitive, motor, sensory needs.

2.4 Discuss the various forms and medium of Tactile Art –fibre art, sculpture, modelling, textured, textured collages, rangoli, 3D Art from Waste, pottery, weaving in small frames, and relief art (to raise or emboss).

2.5 Describe nature of Braille Art and Tactile Art.

Unit 3: Planning, Designing and transactions Pedagogical analysis and the process of learning through Art.

3.1 State the pedagogical principles of Art Integrated Learning that promotes – interdisciplinary approach, experiential learning, collaborative approach and student centred.

3.2 Identify key thematic areas and types of art forms for Pedagogical Content Knowledge across other subjects by identifying of concepts from a Chapter/ unit that promotes cultural awareness, engagement, creativity and innovation in students.

3.3 List basic elements of art such as line, shape, colour, texture, space, form, principles of design namely pattern, balance, emphasis, variety, movement and contrast through use of Art materials and art techniques including sensory experiences in Art.

3.4 Select and prepare appropriate, process-oriented art experiences for students with Multiple Disabilities.

3.5 Discuss ways to develop interdisciplinary learning, individualised educational plan, ICT integration, adapt tools/materials and scaffolding to support students at every step of art experience.

Unit 4: Teaching Learning Resources and Processes – adaptations and modifications

4.1 Examine ways to develop Art education by adapting or modifying elements of Art, Art materials/supplies, and art techniques for students with multiple disabilities.

4.2 State the key considerations for Art Integrated learning environment – space, materials, organisation and labelling of materials, adjustable height work/table surfaces, safety equipment (goggles/head caps), adapted tools/equipment (ergonomic brushes or stylus), and access to mixed media (digital art – Haptic tools) exploration.

4.3 Enabling a safe and accessible space that motivates art explorations and participation of students with MD to collaborate with peers to explore art.

4.4 List out the various adaptive technology in Art Integrative learning – ergonomic tools – brushes, grips, scissor alternatives, speciality art supplies (easy to grip crayons), digital art tools – Tablets, voice-controlled devices (art through voice), switch activated devices, AAC, AR and VR for immersive art experiences.

4.5 Art appreciation and exploration through visits of museums, historical exhibitions, play art, dance or music colleges/institutions, architectural places of interest, Art performances.

Unit 5: Role of Special Educator in Assessment and Evaluation through Art Integrated Learning

5.1 Assess and evaluate the specific preferences, abilities and needs of each student including sensory needs in the context of accommodations or modifications currently accessed by the student for other subject areas.

5.2 Plan, advocate and facilitate for inclusionary Art experiences through adaptive art tools/equipment including Universal Design Art surfaces (ergonomic brushes or grips, titled or adjustable tables or floor space for foot artists)

5.3 Adapt and modify Art experiences with collaboration and support of occupational therapist, speech therapist, subject teachers to integrated Assistive devices through Art Software, AAC, Sensory Integration tool, sensory regulation equipment (weighted blanket) and art environment, interactive white board or smart boards, tactile or sensory art supplies.

5.4 Evaluate students art work using multi-modal approach – portfolio, checklists, anecdotal observations of engagement, skills and interactions performance-based assessments.

5.5 Preparing worksheets and workbooks, audios, videos, paintings/visuals, and crafts.

Suggested Coursework / Practicum

- Design an Art Appreciation project on; a Heritage Walk, visit to a Monument, a public event, an Art exhibition, Play, Concert etc.
- Portfolio of visual artwork or Art Journals
- Audio/Visual records/presentation of performing art assignments.
- Records of School Experience work on Art Education.
- Records of School Experience work of children on use of Art as Pedagogy.

Suggestive mode of transaction

Demonstration, Field-based experience, Storytelling stories, sharing lived experience by Artists with disability, Classroom discussions, Self-study, Field observations, and preparation of study reports. Classroom presentations, discussion forums, observation, research report, engaging in dialogue.

Suggestive assessment

Written test, classroom presentation, workshop, assignments, practicum, sessional and terminal semester examination

Suggested readings

Byron, L. (2018). Art for All: Planning for Variability in Visual Arts Classroom. (2018). Cast.Inc.

Charles, K. (2009). Drawing with your Perkins Brailer Perkins School for the Blind.

Guay, D. P. (2006). Reaching and Teaching Special Needs through Art. National Art Education Assn.

Martin, N. Art as an Early Intervention Tool for Children with Autism. (2009). Jessica Kingsley Publication.

MHRD. (2020). National Education Policy 2020. Ministry of Human Resource Development. Government of India. New Delhi.

MHRD. (2020). National Education Policy 2020. Ministry of Human Resource Development. Government of India. New Delhi.

NCERT (2006). Position Paper National Focus Group on Arts, Music, Dance and Theatre, New Delhi: NCERT.

NCERT (2019), Art Integrated Learning—Guidelines

NCERT (2019). Art Integrated Learning—Guidelines. Retrieved from https://ncert.nic.in/pdf/notice/AIL-Guidelines-English.pdf

NCERT (2023) Handbooks on Art Integrated Learning for Teachers Teaching Classes I-V

NCERT (2023). Handbook on Art Integrated Learning for teachers teaching classes VIVIII. Retrieved from https://ncert.nic.in/deaa/pdf/ArtIntegratedLearning-HandbookClasses%20VI-VIII.pdf
NCERT. (2005). National Curriculum Framework 2005. National Council of Educational Research and Training, New Delhi.
NCERT. (2015), Training Package on Art Education for Primary Teachers, Volume I. Retrieved from https://ncert.nic.in/deaa/pdf/tpaev101.pdf
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NCERT. (2023). National Curriculum Framework 2023 (draft). National Council of Educational Research and Training, New Delhi.
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Shafton, H. G. (2012). Making Art Special. CreateSpace Independent Publishing Platform.
UNESCO. (2006). Road map for Arts Education. The world conference on Art education: Building creative capacities for the 21st century. Portugal: Lisbon
UNESCO. (2010). The Seoul Agenda: Goals for the development of arts education. The second world conference on Arts Education. Ministry of culture, sports and Tourism. Republic of Korea.

Online links

https://www.wheelpower.org.uk/sports/wheelchair-dance/
https://theartofeducation.edu/
https://artforall.ae/
https://www.magazine.artconnect.com/resources/initiatives-for-disabled-artists-you-should-know
https://disabilityarts.online/

Content Cum Pedagogy of Teaching Physical Education and Yoga at Preparatory Stage (Multiple Disabilities)

Course Code: 4.2.7 (MD) **Credits: 2** **Semester: 6**

About the Course

Physical Education is an integral and vital component of school curricula, determining an individual's wellbeing throughout life. It involves developing basic movements, motor skills, awareness of rules, and participation in activities/games. Physical Education is essential for mental, emotional, intellectual, and social development, and overall wellness. It helps develop strength, speed, endurance, and coordination of abilities. Adapted Physical Education (APE) is physical education that has been adapted or modified so it is as appropriate for the person with a disability as it is for a person without one. Tailored and age-specific methods should be used to prevent exhaustion and injuries, and children with impairments should not be excluded from physical education activities. Play, action, and doing are the best teaching-learning methods for students at this stage as they enjoy fun games and simple group games, gradually transitioning to more formal games in higher classes. Moderate to vigorous physical activity is desirable, as it strengthens muscles and bones. Yoga, combined with physical education, has a synergistic effect on improving fitness, subjective well-being and gross and fine motor performance. Incorporate native games which are low on equipment cost and easily available. This course covers the basics of Physical Education and Yoga and its importance at the Preparatory Stage. It discusses the origin, aim, scope, and current opportunities in sports and games. It also explores native sports and Yoga as a means of living, recreation and wellness. The course also discusses the various facets of Physical Education and its interconnectedness with other disciplines. This curriculum also developed for the student teachers to widen their knowledge, understanding and skills in the field of sports, games and yoga asanas. This course provides a chance and exposure to the learners to be able to choose physical education and yoga as a career.

Learning outcomes

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

- Understand the aims, objectives and competencies for teaching Physical Education and Yoga and state the deep rootedness of Yoga and Physical Education and Yoga to Indian culture.
- Describe the history, concept, scope, principles and methods of Yoga practice for students
- Understand the disciplinary content knowledge, application of pedagogical content knowledge to teaching of physical and Yoga as an integral part of the school curriculum and explore interlinkages across other school subjects to train students that are differentiated to meet the needs of students with multiple disabilities.
- Explore the various methods, adaptations, modifications, teaching learning materials/tools and equipment differentiated to the learning needs of students with multiple disabilities.
- Select appropriate assessment and evaluation tools according to purpose, age groups, differentiated needs of the student with MD.

Course content

Unit 1: History, Principles and foundation of Physical Education and Applied Physical education

1.1 Meaning, definition, aim and objectives of Physical Education, need and importance of Physical Education for fitness and misconceptions about Physical Education for individuals with Disabilities.

1.2 Review the history of Physical Education, Pre-Post Independence as a school subject and state the history, evolution, scope and functions of Adapted Physical Education.

1.3 State the foundations of Physical Education (Psychological, Integration with Education, Social, Cultural and Physical) and its principles – Holistic, Individualized, Inclusive promoting safe health by modifying Fitness, Intensity, Time and Type Safety and Health and Progressive development.

1.4 Explain the relevance of Applied Physical Education in multidisciplinary team context– Physical, Occupational therapists, special educators to develop and implement Adaptive Physical Education.

1.5 Recall the history of Physical Education Post-Independence in India as a school subject and organisations and schemes that promote sports for persons with disability- Special Olympics Bharat, Para Olympics and Evaluate the need for Adapted Physical Education (APE) and Sports through the lens of International Classification of Functioning, Disability and Health (ICF) for students with disability to ensure it is inclusive, engaging, and tailored to the individual needs of each to promote quality of life, reduce pain, mitigate deformities

Unit 2: Introduction to Yoga

2.1 Meaning, need, definition, importance, aims and objectives of Yoga in Physical Education and well-being.

2.2 Brief orientation of Yoga in early Upanishads (Gheranda Samhita), The Yoga Sutra: General consideration, Invocation/Prayer.

2.3 The Astanga Yoga: Yama, Niyama, Asana, Pranayama, Pratyahara, Dharana, Dhyana, Yoga in the Bhagavad-Gita - Karma Yoga, Raja Yoga, Jnana Yoga and Bhakti Yoga, Asanas oriented body posture and movements: Sitting Posture, Standing posture, prone posture, Supine posture, Neck Movement, Shoulder movement, Trunk movement, Knee movement, Asanas: Technique and Dos and Don't and its impact on various systems of the body with physical postures, breathing exercises, and meditation. Interconnectedness to Yoga and Physical education, classification of asanas with special reference to Physical Education – flexibility, strength, balance, coordination, endurance and stamina.

2.4 Influences of relative, meditative posture on various system of the body, fundamental movements of joints, difference between yogic practices, games and sports and physical exercises, International Yoga Day and their protocols, Yoga Geet (Yoga Song), Yoga education centers across India, competitions in Yog-asanas.

2.5 Benefits of Yoga and Asanas in Schools – improves attention and memory, self-regulation; self-confidence; feeling of subjective wellbeing, physical fitness, social and Physical well-being.

Unit 3: Pedagogical Analysis of Physical Education, its content, tools, equipment's and modes of delivery of teaching/training.

3.1 Pedagogical analysis of content for identification of minor and major concepts for Adaptive Physical education and Yoga – with adaptation/modifications of equipment/s, technique and protective gears to promote gentle, supportive movements to support various physical abilities.

3.2 Evaluation of contents of Yoga and Physical Education textbooks to develop specially designed instruction related to the instructional content, method of instructional delivery (adaptations or modifications, users of ambulatory devices or wheelchairs) and the performance methods and criteria for evaluating the meaningful experiences of the student with Multiple Disabilities.

3.3 Develop tools for teaching Yoga and Adapted Physical Education (APE) – Visual schedule, Yoga cards with yoga sequence and posture (visual/tactile cards), use of assistive props such as yoga blocks, straps, bolsters, and chairs to support poses, alignment and stability, strategies

to provide hands-on assistance to guide children into poses, ensuring they are comfortable and safe. Use visual or tactile aids, demonstrations, and tactile feedback to help children understand the poses and techniques to promote physical well-being, breathing and stamina.

3.4 State and set goals and objectives for APE and Yoga guided by theorical frameworks namely Social Cognitive theory, theory of Planned Behavior and emotional response to physical activities, Self-assessment tools to motivate and reinforce a fit mind-body value/s.

3.5 Design of indigenous Physical Education based on Frequency, Intensity, Time, and Type (FITT) principle and Yoga activities.

Unit 4: Methods of Teaching in Physical Education & Yoga, Adaptation of equipment, training strategies for teaching Physical Education and Yoga

4.1 Motor Educative Process, importance of equipment and its modifications, differentiated teaching techniques – clear and simplified 1-2 step instruction with Visual, Auditory and Kinesthetic supports, individualized teaching techniques implemented based on principles of skill training namely Task analysis, Prompting, Fading, Repetition, Consistent routines, environmental access, block auditory or visual distractions, padded floors, clear pathways as examples.

4.2 General guidelines, precautions and safety measures while practicing Physical Education activities and Yoga, with opening routines (warm up activities), transition and closing routines techniques and fault/error correction through immediate corrections/feedback/guided practice during Physical activities and Yoga.

4.3 Teaching/Training/Learning Aids/Materials: concept, definition, role and importance for use across various settings (indoor and outdoor) tailored to train students with Multiple Disabilities. List types of assistive props such as non-slip mats, stepping stones, padded floors/walls, mats, height adjustable ball hoops/goal post, soft/textured balls, yoga blocks, straps, bolsters, and chairs to support poses, alignment and stability, Fitbit, balance boards, Wobble boards, Weighted blankets or Vests, SensiBalls, Textured Therapy balls, Posterior or Anterior Walkers, Gait trainers, Wheelchair adaptations, catching mitts, Adapted fitness equipment (cardio and strength training), adapted weights, Video and Animation for Yoga and PE, Interactive VR/AR Yoga or Physical fitness activities, aromatherapy for relaxation to promote Emotional/Psychological Well-being through Physical education and Yoga for children with Multiple Disabilities.

4.4 Fundamental skill activities to promote eye-hand, cognitive and motor movements – tandem process (e.g Walking with correct ergonomics). Benefits of Practical and Classroom/outdoors teaching aids – fitness aids, cones, belts, medicine balls, audio-visual aids.

4.5 Brief description of activity zone equipment: play kits, toys, sports equipment, sports Balloon, trampolines wall/floor padding, Spot Markers, Hoops, Task Tents, Bean Bags, Heart Rate Monitors, Presentation Technique – personal and technical preparation; Show and Tell, Play, try out and identify steps in presentation as per group requirements.

Unit 5: Assessment and Evaluation for Teaching of Yoga and Physical Education

5.1 Assessment and evaluation in Physical Education and Yoga: concept, importance, and principles, data gathering, providing feedback.

5.2 Various evaluation methods and tests in Physical Education to be carried out in consultation and guidance of collaborative team – special educator, physical therapist, Yoga or PE teacher and occupational therapist and carry out formative and summative evaluation including the process and outcome evaluation.

5.3 Adapt and modify SAI Khelo India Fitness components Assessment Test including test protocols, equipment's, testing procedures, and document qualitative and quantitative data

(Heart rate, Pedometer and self-report to evaluate physical fitness and well-being and develop a follow-up action plan.

5.4 Preparation of Fitness Report Card and Feedback.

5.5 Training students for Special Olympics Bharat, All India Sports Council for the Deaf, school/district/national level competitions, regular evaluation of performance (ensuring all safety precautions with oversight of allied health and medical team) to test endurance, stamina, balance, coordination, cardio-vascular endurance/stability- obstacle course, ball skills (overhead or throw forward, backward), target throw games, relay races with tactile or visual guide, (for students on wheel chairs), balance beam walking or in line walking, fit stations with different exercises like sit-ups, modified push-ups, leg lifts, and arm circles. Scooty board or tricycle race, or dance and music with changes in tempo (including wheel chair users).

Suggested Coursework / Practicum

- Conduct pedagogical analysis of the content for any two topics of Adaptive Physical education and Yoga and prepare a report.
- Critical evaluation of the book of on Adaptive Physical Education or Yoga for the Special Child in terms of content and prepare an essay.
- Write learning outcomes and competencies for two topics of APE and Yoga.
- Prepare a chart on the benefits of Yoga.
- Survey of local and traditional Indian games and sports – pachisi, pallanguzhi, ashta chamma, snakes and ladders, chowpar, chowka bara, gullidanda, goli, and local games.
- Design and promote any traditional Indian games and sports
- Review of NEP 2020; NCF for School Education, 2023; preparing a report on role and status of Physical Education and Yoga.
- Planning a regime for Brain Gym or Calisthenics exercises for morning assembly, Planning Recreational games, outdoor group activities. Organize competition at class/school level,
- Preparation of low-cost teaching-learning sports equipment materials.
- Development of an inclusive lesson plan that integrates two disciples of school education with a game/sports/Yoga.
- Make a report enlisting the professional ethics for Physical Education and Yoga.
- Construction of an Achievement test/ Table of Specialization. Preparation of question banks covering all aspects of Bloom's Taxonomy
- Visit a playground and observe children playing different games and submit a report on ways to make it accessible and safe. Make a list of tasks that help children build social relationships and a strong social dynamic.
- Prepare a plan for action research in any area of Applied Physical Education.

Suggestive mode of transaction

Short Lecture cum discussion/demonstration, group task and presentation, observation, seminar, experiential learning, skill development, report writing, project writing, organizing demonstrations and activities in simulated situations in fun competition, school visits, sports park visit

Suggestive assessment

Written test, classroom presentation, workshop, assignments, practicum, formative assessment, internal and terminal semester examination.

Suggested readings

Adi S. Benefits of Sports Activities with FITT Principles During the Covid-19 Pandemic in a "New Normal" Life for Health. In4th International Conference on Sports Sciences and Health (ICSSH 2020) 2021 Jul 8 (pp. 121-126).

Arvind Bahadur Singh: 2021. Method in Physical Education. Sports Publication, New Delhi.

Bhardwaj, A. (2003). New media of educational planning. NewDelhi: Sarup of Sons.

Bhatia, & Bhatia, (1959). The principles and methods of teaching. New Delhi: Doaba House.

Brown, F. Y. (2000). How to use yoga. Delhi: Sports Publication.

Bucher. C. A. (n.d.) Foundation of physical education. St. Louis: The C.V. Mosby Co.

Burney, K, Elizabeth. K, Gabriel Zeisf, Moore Justin B. How fitting is F.I.T.T.? A perspective on a transition from the sole use of frequency, intensity, time, and type in exercise prescription. Physiology & Behavior:199(2019): 33–34.

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. 4th Edition, Kaivalyadhama.

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Kochar, S.K. (1982). Methods and techniques of teaching. New Delhi: Sterling Publishers Pvt. Ltd.

Mohan, V. M. (1969). Principles of physical education. Delhi: Metropolitan Book Dep.

National Health Mission. Ministry of Health and Family Welfare: https://nhm.gov.in/

NCERT (2023). Health and Physical Education. Effects of Physical Activities on Human Body. Textbook for Xth class. New Delhi.

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Nixon, E. E. & Cozen, F.W. (1969). An introduction to physical education. Philadelphia: W.B. Saunders Co.

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Pandy, L.K. (1977). Methods in Physical Education.Delhe: Metropolitan Book Depo.

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Shankar, G. (1998). Holistic approach of yoga. New Delhi: Aditya Publishers. Shekar, K. C. (2003). Yoga for health. Delhi: KhelSahitya Kendra.

Singh, H. (1984). Sports training, general theory and methods. Patiala: NSNIS.

William, J. F. (1964). The principles of physical education. Philadelphia: W.B. Saunders Co

Online links

https://yoga.ayush.gov.in/public/assets/front/pdf/CYP-2023-English.pdf

https://www.cbse.gov.in/cbsenew/documents//HEALTH%20MANUAL%20VOL%201.pdf

https://www.supportrealteachers.org/adapted-physical-education.html

https://www.pecentral.org/adapted/adaptedwhatis.html

https://www.shapeamerica.org/MemberPortal/prodev/LMS/roadmap-to-adapted-physical-education.aspx

https://pcsadaptedpe.weebly.com/print-and-online-resources.html

Needs of Persons with Disability at the Preparatory Stage

Course Code: 4.2.1-I (SLD) **Credits: 2** **Semester: 3**

About the Course

This course is designed to equip student teachers with the knowledge and skills necessary to effectively support and teach students with Specific Learning Disabilities (SLD) in the preparatory stages of education. The course provides a comprehensive overview of SLD, including understanding its various types, screening and assessment methods. The student teachers will learn the ways for conducting assessment across various domains of learning as well as different curricular areas viz. reading, writing, and mathematics. The skills in development and use of these tools will help them in conducting comprehensive assessment for programme planning.

Learning outcomes

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

- Explain the concept, aetiology, and manifestations of SLD across the life span and cultures
- Describe and differentiate amongst different types of Specific Learning Disabilities and their manifestations
- Discuss the characteristics, deficits and challenges faced by children with SLD
- Demonstrate an understanding of assessment tools and evaluation process, curricular areas and domains

Course content

Unit 1: Introduction to Specific Learning Disability (SLD)

1.1 Specific Learning Disability: History, Definition & Concept
1.2 Prevalence and Aetiology of SLD
1.3 Specific Learning Difficulties and Neurodiversity
1.4 Co-morbidity with SLD – ADHD
1.5 SLD across the life span and cultures

Unit 2: Types of SLD

2.1 Specific Learning Disorder with impairment in Reading
2.2 Specific Learning Disorder with impairment in Written expression
2.3 Specific Learning Disorder with impairment in Mathematics
2.4 Dyspraxia
2.5 Non-verbal LD

Unit 3: Understanding Specific Learning Disability at Preparatory stage

3.1 Characteristics of Specific learning disabilities
3.2 Information Processing and deficits
3.3 Perception types and Perceptual deficits
3.4 Metacognition and Self-Regulation in Learning
3.5 Social, Emotional, and Behavioural Challenges

Unit 4: Assessment and Evaluation

4.1 Concept of screening and identification, Assessment and Evaluation
4.2 Identification criteria – Latest DSM criteria
4.3 Standardised tools and interpretation of reports – WISC, CPM, DTLD, DTRD, BCSLD, GLAD, Aston Index, WRAT, NIMHANS Index of SLD, Dyslexia Assessment in Languages of India (DALI)

4.4 Informal tools - CRTs and NRTs
4.5 Construction and use of TMTs, portfolios, checklists, rating scales, anecdotal records, observation schedules; report writing

Unit 5: Assessment of various Domains and Curricular Areas

5.1 Domains of SLD Assessment: Need and importance
5.2 Assessment of Motor, Perceptual, Cognitive, and Social-Emotional Domains
5.3 Assessment of Readiness skills and Oral Language Skills
5.4 Assessment of Reading skills, Spelling skills, and Writing Skills
5.5 Assessment of Mathematics Skills

Suggested Coursework / Practicum

- Analyze and diagnose cases based on case profiles.
- Create TMTs (Teacher Made Tests) to assess various domains and curricular areas.
- Movie review to understand the condition of SLD.

Suggestive mode of transaction

Case studies, discussions, demonstrations, hands on training, classroom presentation, workshops, assignments

Suggestive assessment

Written test, classroom presentation, workshop, assignments, practicum, formative assessment, internal and terminal semester examination.

Suggested readings

Bender, W. (2008). Learning disabilities: Characteristics, identification, and teaching strategies. Ohio: Pearson/Allyn and Bacon

Hayes, A.M., Dombrowski, E., Shefcyk, A., and Bulat, J. (2018). Learning disabilities screening and evaluation: Guide for low- and middle-income countries. RTI Press Publication No. OP-0052-1804. Research Triangle Park, NC: RTI Press. https://doi.org/10.3768/rtipress.2018.op.0052.1804

Jena, S.P.K. (2013). Specific learning disabilities: Theory to practice. Sage Publications, New Delhi

Kapur, M., John, A., Rozario, J., & Oommen, A. (2002). NIMHANS Index of Specific Learning Disabilities, NIMHANS, Bangalore.

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

Lee. S H., Harris Karen R., & Graham, S. (2003). Handbook of learning disabilities. The Guilford Press, New York.

Lerner, J. W., & Beverely, J. (2014). Learning disabilities and related disabilities: Strategies for success. New York: Cengage Learning

Nakra, O. (2023). Children and Learning Difficulties. Allied Publishers.

Raj, F. (2010). Breaking Through – A hand book for parents and teachers of children with specific learning disabilities. Vifa Pub, Secunderabad.

Reddy L. G., Ramaa, R., & Kusuma, A. (2000). Learning disabilities: A practical guide to practitioners. Discovery Publishers, New Delhi.

Salvia, J., Ysseldyke, J, E. and Bolt, S. (2007). Assessment in special and inclusive education. Boston: Houghton Mifflin Company

Swarup, S. & D.H. (1993). Diagnostic Test of Learning Disability (DTLD). Centre of Special Education, SNDT Women's University

Swarup, S. & D.H. (2000). Diagnostic Test of Reading Disorders (DTRD). Centre of Special Education, SNDT Women's University

Swarup, S. & D.H. (2000). Behaviour Checklist for Screening the Learning Disabled (BCSLD) Centre of Special Education, SNDT Women's University

Venkateshwarlu, D. (2005). Diagnosis and remediation of mathematical difficulties. Neel Kamal publications, New Delhi.

Interventions for Persons with Disability at the Preparatory Stage

Course Code: 4.2.1-II (SLD) **Credits: 2** **Semester: 3**

About the Course

This course will provide insight into the conceptual framework of the area of educational interventions. It will familiarize the student teachers with the strategies and techniques of
how interventions in the areas deficit and affected can enhance performance of students with SLD. The course will prepare the student teachers to work with students with SLD in clinical as well as classroom set up, be it through a pull-out programme or inclusive education programme. The student teachers will also be informed of the provisions for students with SLD during the examinations.

Learning outcomes

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

- Explain the purpose and define the principles of educational intervention
- Demonstrate the use of the intervention and teaching strategies in the process areas
- Demonstrate the use of the intervention and teaching strategies in the various curricular (reading, writing, mathematics) areas
- Demonstrate the use appropriate technology to support students with SLD

Course content

Unit 1: Conceptual Framework of Educational Intervention

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

Unit 2: Educational Interventions for Processing Deficit (strategies and techniques)

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

Unit 3: Reading and Writing Interventions

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

Unit 4: Interventions for Mathematics

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

Unit 5: Supporting students with SLD

5.1 Technology Supports: Meaning and scope
5.2 Role and use of ICT and Assistive Technology
5.3 Inclusive Teaching approaches: Differentiated instruction, Response to intervention (RTI) Universal design for learning (UDL), Individualized Education Plans (IEPs), Adaptions & Modifications
5.4 Examination Provisions - CBSE, ICSE, IB, IGCSE, NIOS and various state boards
5.5 Parent Collaboration: Need and strategies

Suggested Coursework / Practicum

- Develop an educational intervention plans for process deficits
- Develop education intervention plans in any curricular area
- Review the available ICT and assistive technology tools for students with SLD and submit a report
- Conduct a survey to find out about the awareness of examination provisions for students with SLD in parents and mainstream school teachers
- Create appropriate TLM to develop deficit skills in students with SLD

Suggestive mode of transaction

Case studies, discussions, demonstrations, hands on training, classroom presentation, workshops, assignments

Suggestive assessment

Classroom presentation, assignments, workshop, practicum, written test, sessional and terminal examination.

Suggested readings

Bender, W. (2008). Learning disabilities: Characteristics, identification, and teaching strategies. Ohio: Pearson/Allyn and Bacon

Hayes, A.M., Dombrowski, E., Shefcyk, A., and Bulat, J. (2018). Learning disabilities screening and evaluation: Guide for low- and middle-income countries. RTI Press Publication No. OP-0052-1804. Research Triangle Park, NC: RTI Press. https://doi.org/10.3768/rtipress.2018.op.0052.1804

Jena, S.P.K. (2013). Specific learning disabilities: Theory to practice. Sage Publications, New Delhi

Kapur, M., John, A., Rozario, J., & Oommen, A. (2002). NIMHANS Index of Specific Learning Disabilities, NIMHANS, Bangalore.

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

Lee. S H., Harris Karen R., & Graham, S. (2003). Handbook of learning disabilities. The Guilford Press, New York.

Lerner, J. W., & Beverely, J. (2014). Learning disabilities and related disabilities: Strategies for success. New York: Cengage Learning

Nakra, O. (2023). Children and Learning Difficulties. Allied Publishers.

Raj, F. (2010). Breaking Through – A hand book for parents and teachers of children with specific learning disabilities. Vifa Pub, Secunderabad.

Reddy L. G., Ramaa, R., & Kusuma, A. (2000). Learning disabilities: A practical guide to practitioners. Discovery Publishers, New Delhi.

Salvia, J., Ysseldyke, J, E. and Bolt, S. (2007). Assessment in special and inclusive education. Boston: Houghton Mifflin Company

Venkateshwarlu, D. (2005). Diagnosis and remediation of mathematical difficulties. Neel Kamal publications, New Delhi.

हिंदी भाषा का शिक्षणशास्त्र

(Pedagogy of Teaching Hindi)

पाठ्यक्रम कोड : 4.2.2 (SLD) **क्रेडिट : 2** **सेमेस्टर: 4**

परिचय

अधिगम अक्षमता (Specific Learning Disability) वाले बच्चे के सीखने के अनुभवों में भाषा एक केंद्रीय भूमिका निभाती है। बच्चों में भाषा और साक्षरता विकास को बढ़ावा देने से संचार को बढ़ावा मिलता है और सुनने, पढ़ने, संचार (मौखिक और गैर-मौखिक) और लिखने जैसे अधिक जटिल कार्यों के लिए उनके मौजूदा ज्ञान का निर्माण होता है। यह पाठ्यक्रम शिक्षार्थियों को हिंदी भाषा और साहित्य, निर्देशात्मक योजना और मूल्यांकन की प्रकृति को समझने में सक्षम बनाएगा। यह शिक्षार्थियों को समावेशी कक्षाओं में भाषा शिक्षण-अधिगम के सिद्धांतों पर आधारित पाठ की योजना तैयार करने एवं उससे संबंधित अधिगम-सामग्री के निर्माण करने में सहायक होगा। यह पाठ्यक्रम शिक्षार्थियों को हिंदी भाषा के गहन पहलुओं की विवेचना करने और हिंदी भाषा शिक्षण के दृष्टिकोण और वर्तमान प्रथाओं के बारे में जानने का अवसर प्रदान करेगा। भारतीय व अंतर्राष्ट्रीय संदर्भों के संबंध में यह पाठ्यक्रम शिक्षार्थियों में विश्लेषणात्मक और अनुसंधानात्मक कौशल-क्षमता का भी विकास करेगा । हिंदी भाषा शिक्षण, अन्य भाषा शिक्षाशास्त्र, भाषा अधिग्रहण, भाषा के बहु सांस्कृतिक पहलुओं और बहुभाषावाद से संबंधित मुद्दों के लिए भी एक आधार प्रदान करेगा।

अधिगम के परिणाम

प्रस्तुत पाठ्यक्रम द्वारा विद्यार्थी

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

पाठ्यवस्तु

इकाई 1 हिन्दी भाषा की प्रकृति, प्रयोज्यता और संवर्धन।

1.1 हिन्दी भाषा का नामकरण, संस्कृत से हिन्दी के उद्भव की प्रक्रिया।
1.2 हिन्दी भाषा में उर्दू, अंग्रेजी और संस्कृत से समाविष्ट प्रत्यय।
1.3 विश्वभाषा और भविष्य भाषा के रूप में हिन्दी के विकास का आंकलन।
1.4 हिन्दी साहित्य का सामान्य परिचय।
1.5 हिन्दी गद्य साहित्य की विधाएँ - कहानी, नाटक और महाकाव्य, उपन्यास, यात्रा विवरण, आत्मकथा और संस्मरण।

इकाई 2 भाषा अधिगम की प्रकृति और पाठ नियोजन।

2.1 हिन्दी शिक्षण के लक्ष्य और उद्देश्य।

2.2 इकाई नियोजन का प्रत्यय, इसका महत्त्व और निर्माण विधि।

2.3 पाठयोजना का परिचय, उपयोग और महत्त्व।

2.4 पाठयोजना के चरण, संरचनाए उपागम और उनका क्रियान्वयन।

2.5 हिन्दी शिक्षण के ज्ञानात्मक, बोधात्मक, कौशलात्मक और रूचिगत उद्देश्यों का निर्धारण।

इकाई 3 हिन्दी की विविध विधाओं के शिक्षण की विधियों का परिचय और उपयोग।

3.1 गद्य एवं पद्य शिक्षण की आवश्यकता और उपयोगिता।

3.2 गद्य शिक्षण की अर्थबोध, व्याख्या, विश्लेषण और संयुक्त विधि का परिचय और इनकी समीक्षा।

3.3 पद्य शिक्षण की शब्दार्थ कथन, खण्डान्वय, व्यास तथा समीक्षा विधि का परिचय और इनकी उपयुक्तता का आंकलन।

3.4 व्याकरण शिक्षण की आवश्यकता और उपयोगिता।

3.5 व्याकरण शिक्षण की निगमन, आगमन, भाषा संसर्ग और पाठ्य-पुस्तक विधियों का मूल्यांकन।

इकाई 4 भाषा अधिगम-शिक्षण में सहायक सामग्रियों का प्रयोग।

4.1 शिक्षण उपकरणों का संदर्भ, महत्त्व और लाभ।

4.2 अधिगम-शिक्षण के दृश्य, श्रव्य, स्पर्श उपकरणों के प्रकार।

4.2.1 **दृश्य उपकरण**-श्यामपट्ट, चार्ट, नक्शा, मानचित्र, प्रतिरूप, कार्यशील प्रतिरूप और फ्लैश कार्ड, सांकेतिक भाषा की वीडियो तथा अनुशीर्षक, अखबार, पत्रिकाओं और पुस्तकों इत्यादि के प्रयोग की विधि और अभ्यास।

4.2.2 **श्रव्य उपकरण**-कॉम्पैक्ट डिस्क, श्रव्य पुस्तक, डेजी पुस्तकों, आई-पॉड इत्यादि के प्रयोग की विधि और अभ्यास।

4.2.3 **स्पर्श उपकरण**-वास्तविक वस्तुएं, व्यक्ति, वस्तुए आवागमन, पशु-पक्षी, पेड़-पौधे इत्यादि के स्पर्शात्मक, प्रतिरूप, स्पर्शात्मक नक्शा, स्पर्शात्मक मानचित्र, मानव-शरीर का स्पर्शात्मक प्रतिरूप।

4.3 ब्रेल-लिपी में पाठ्यपुस्तकें एवं अन्य स्पर्शात्मक शिक्षण, अधिगम सहायक सामग्री इत्यादि के रूप में प्रयोग की विधि और उपयोगिता।

4.4 वैद्युदण्विक उपकरणों - टेलीविजन, कम्प्यूटर, डीजीटल पुस्तक, ई-सामग्री, सॉफ्ट-वेयरस, मोबाइल एप्स और विश्वजाल के सहायक तकनीक व उपकरणों के रूप में प्रयोग की विधि और उपयोगिता।

4.5 भाषा अधिगम में भाषा प्रयोगशाला (भौतिक व आभासी) के प्रयोग की विधि और समीक्षा।

इकाई 5 भाषा अधिगम के आंकलन व मूल्यांकन की प्रविधि।

5.1 आंकलन व मूल्यांकन की संकल्पना, उद्देश्य और महत्त्व, आँकलन प्रक्रिया में लचीलापन।

5.2 आँकलन के विभिन्न प्रकार तथा उपकरण, विद्यालय आधारित आंकलन का संदर्भ।

5.3 लेखन, पठन, श्रृतलेख, सुलेख, तीव्रलेखन, त्रुटिमुक्त लेखन, आशुभाषण, काव्यपाठ, गीत, अभिनय, संवाद, क्रियाकलाप और नेतृत्व के गुणों का प्रविधि द्वारा मूल्यांकन तथा उनके भाषा अधिगम का संचयीवृत्त बनाना।

5.4 त्रुटियों की पहचान व विश्लेषण, नैदानिक परीक्षण और उपचारात्मक उपाय।

5.5 दिव्यांग विद्यार्थियों के लिए आँकलन प्रक्रिया में अनुकूलन और उनके सर्वांगीण विकास का आंकलन कर रिपोर्ट तैयार करना।

पाठ्यक्रम का संचालन ।

इस पाठ्यक्रम के संचालन में हिंदी शिक्षण-अधिगम की गतिविधियां, पारस्परिक चर्चा और व्याख्यान, साहित्य-समीक्षा, प्रदर्शन और अवलोकन, विभिन्न अधिगम केंद्र, जैसे- भाषा प्रयोगशालाओं, आभासी प्रयोगशालाओं, स्कूलों और कक्षाओं इत्यादि में शिक्षार्थियों की सक्रिय भागीदारी शामिल होगी। इसके अतिरिक्त हिंदी भाषा के बहु सांस्कृतिक पहलू और बहुलता को समझाने हेतु विभिन्न परिवेशों में अकादमिक-भ्रमण; परियोजनाएं और ई-सामग्री और डिजिटल शिक्षण सामग्री की तैयारी, क्विज़ कार्यशालाओं और संगोष्ठियों, प्रदर्शनियों और प्रतियोगिताओं में भागीदारी के अवसर प्रदान किए जाएंगे।

पाठ्यक्रम कार्य/प्रायोगिक कार्य/अधिगम केंद्रों पर कार्य ।

- आधुनिक भाषा के रूप में हिन्दी के गुणों और स्थिति का अनुसंधान विवरण।
- हिन्दी शिक्षण की किन्ही दो अधनुतन विधियों का परिचय एवं इनके उपयोग की तुलनात्मक समीक्षा।
- हिन्दी शिक्षण के श्रवण, वाचन और लेखन अधिगम के सटीक मूल्यांकन में विद्यालय आधारित आँकलन की प्रविधि के उपयोग का विवरण।
- चिन्तन दैनन्दिनी, पोर्टफोलियो और आलोचनात्मक विवरणी के उपयोग की समीक्षा और इनकी प्रतिकृति का प्रस्तुतिकरण।

सुझावात्मक मूल्यांकन

लिखित परीक्षा, कक्षा प्रस्तुति, कार्यशाला, असाइनमेंट, प्रैक्टिकम, प्रारंभिक मूल्यांकन, आंतरिक और टर्मिनल सेमेस्टर परीक्षा।

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Content Cum Pedagogy of Language 2 (English) at Preparatory Stage

Course Code: 4.2.3 (SLD) **Credits: 2** **Semester: 4**

About the Course

Children aged 6 to 8 years quickly learn languages, especially through their mother tongue. Effective language teaching requires maximum exposure, rich textbook content, and skilled teachers. Student teachers need to understand language nature, scope, history, principles, and methods to effectively develop children's language skills and address their social and psychological needs. The course will give exposure to all such aspects to the student teachers. This course equips student teachers with an understanding of children's language learning and social-psychological aspects. It covers language nature, scope, history, principles, and methods. Additionally, it helps them analyze textbook content—vocabulary, structure, sound, forms—and develop lesson plans. The course also emphasizes assessment, including formal, informal, formative, summative, and 360-degree methods, to continuously evaluate language skills. It also fosters research aptitude in student teachers, enhancing their analytical skills to address children's language learning challenges. It highlights innovations and diverse pedagogical practices, promoting lifelong learning through seminars, conferences, public speaking, creative writing competitions and orientation programs.

Learning outcomes

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

- Understand the nature, scope, meaning, and functions of language, principles, characteristics, historical/policy perspectives, aims, and objectives of teaching language.
- Discuss the pedagogy of teaching oral language skills
- Explain ways to teach written language skills
- Conduct textbook analysis and develop appropriate teaching learning material for language teaching
- Discuss ways of conducting language assessment and evaluation of students with SLD

Course content

Unit 1: Foundations and Perspectives of Language

1.1 Meaning, characteristics, principles, and functions of a language.
1.2 Language, speech, and communication: Difference
1.3 Theories of language development, Language acquisition and language learning; first language (L1) and second language (L2).
1.4 Language as a system: Form, content, and use
1.5 Historical and Policy Perspectives of Language:

Unit 2: Pedagogy of Teaching Oral Language (Listening skills and Speaking Skills)

2.1 Need, importance, perspectives, aims, objectives, and principles of teaching language listening skills
2.2 Listening Skills: Strategies and activities to enhance passive and active listening, phonemic drills, pronunciation, rhythm, rhyme, intonation
2.3 Need, importance, perspectives, aims, objectives, and principles of teaching speaking skills
2.4 Speaking Skills: Strategies and activities to develop speaking skills
2.5 Classroom based activities for supporting listening and speaking skills: Collaborative and co-operative teaching learning strategies; Universal Design for Learning, Differentiated Instruction

Unit 3: Pedagogy of Teaching Written Language (Reading Skills and Writing Skills)

3.1 Need, importance, perspectives, aims, objectives, and principles of teaching Reading skills
3.2 Reading Skills: Strategies to enhance Phonological awareness, phonics, vocabulary, reading comprehension, reading fluency
3.3 Need, importance, perspectives, aims, objectives, and principles of teaching Writing skills
3.4 Writing Skills: Strategies to enhance handwriting skills, spelling skills, grammar skills, ideation, written expression skills
3.5 Classroom based activities for supporting reading skills and writing skills: Collaborative and co-operative teaching learning strategies; Universal Design for Learning, Differentiated Instruction

Unit 4: Teaching Aids, Resources, and Text Book Analysis

4.1 Teaching Learning Aids and Resources: Importance and Types of teaching learning materials
4.2 Use of language laboratory
4.3 Resources for effective language teaching: children's literature, films, age-appropriate language games, storybooks, newspapers, magazines, art and craft, community radio, MHRD/NCERT initiatives like NROER and e-pathshala.
4.4 Textbook Analysis and Planning for Teaching Language: Understanding the textbook. Content analysis and lesson planning. Analysis of skills in the subject matter
4.5 Development of lesson plans for language skills development.

Unit 5: Assessment and Evaluation in Language Education

5.1 Oral language assessment: areas, strategies, and activities
5.2 Reading skills assessment: areas, strategies, and activities
5.3 Writing skills assessment: areas, strategies, and activities
5.4 Standardised tests for assessment of language skills: DTRD, DTLD, GLAD, Aston Index, CTOPP, WRAT
5.5 Adaptations, accommodations, modifications for language assessment

Suggested Coursework / Practicum

- Prepare a report on the status of languages given in the constitution of India and language policies given in NEP 2020.
- Select four stories from children's literature and identify teaching points from each story used for developing oral expression at this level and submit a detailed report.
- Develop activity-based tests for assessing children's language skills.
- Develop language teaching aids for students with SLD
- Conduct language assessment of 2 students with language learning difficulties and submit assessment reports
- Identify and list Language (English) related errors common among students.

Suggestive mode of transaction

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

Suggestive assessment

Classroom presentation, assignments, workshop, practicum, written test, sessional and terminal examination.

Suggested readings

Agnihotri, R.K. (2007). Towards a pedagogical paradigm rooted in multiliguality.International Mulilingual Research Journal, Vol.(2) 1-10

Bender, W. (2008). Learning Disabilities: Characteristics, Identification, and Teaching Strategies, Ohio:Pearson/Allyn and Bacon

Butler, A. and Turbill, J. (1984). Towards Reading-Writing Classroom. New York:Primary English Teaching Association Cornell University.Chennat, S. (Ed.). Disability Inclusion and Inclusive Education. Springer, Singapore. ISBN 978-981-15-0524-9

Hayes, A.M., Dombrowski, E., Shefcyk, A., and Bulat.,J (2018). Learning Disabilities Screening and Evaluation Guide for Low- and Middle-Income Countries. RTI Press Publication No. OP-0052-1804. Research Triangle Park, NC: RTI Press. https://doi.org/10.3768/rtipress.2018.op.0052.1804

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Jena, S.P.K. (2013). Specific Learning Disabilities: Theory to Practice. Sage Publications, New Delhi

Kumar, K. (2000). Childs language and the teacher. New Delhi: National Book Trust.

M.C. Chaturvedi, Position of language in school curriculum in India, New Delhi, NCERT 1995.

Mangal, S.K., (2009): Educating Exceptional Children: An Introduction to Special Education, New Delhi, Prentice Hall of India Pvt. Ltd.

Morgan, J. & Rinvolucri, M. (1983). Once upon a time: Using stories in the language classroom. Cambridge: Cambridge University Press.

Nakra, O. (2023). Children and Learning Difficulties. Allied Publishers.

National Curriculum Framework 2005; NCERT, December 2005.

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NCERT: Rolding in Language and language teaching Book-I, Publication Division, NCERT, New Delhi.

Raj, F. (2010). Breaking Through – A hand book for parents and teachers of children with specific learning disabilities. Vifa Pub, Secunderabad.

Reddy L. G., Ramaa, R., & Kusuma, A. (2000). Learning Disabilities: A practical Guide to Practitioners. Discovery Publishers, New Delhi.

Singh, Dolly (2010). Special Educational Needs (SEN): Strategies, Guidelines and Initiatives. Kanishka Publishers, Distributors, New Delhi-110002

Slatterly, M. & Willis, J. (2001). English for primary teachers: A handbook of activities & classroom language. Oxford: Oxford University Press

Content cum Pedagogy of Mathematics at Preparatory Stage

Course Code: 4.2.4 (SLD) **Credits: 2** **Semester: 5**

About the Course

The course on Content cum Pedagogy of Mathematics for teachers at the preparatory stage, with a focus on students with Specific Learning Disabilities (SLD), aims to develop a robust understanding of key mathematical concepts and the unique challenges faced by students with SLD. It seeks to empower teachers with diagnostic skills to identify and assess the areas, alongside the ability to adapt and tailor instructional methods to cater to diverse learning needs. Teachers will master a variety of evidence-based instructional strategies, including the use of manipulatives, visual aids, and technology, to make mathematics accessible and engaging for all students. The course emphasizes the importance of differentiated instruction, scaffolding, and formative assessment to monitor and support students' progress effectively. Additionally, it fosters the creation of a positive and inclusive classroom environment that encourages a growth mindset, critical thinking, and collaborative learning. Teachers will also become adept at integrating educational and assistive technologies to enhance learning experiences and outcomes.

Learning outcomes

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

- Explain the nature of Mathematics and its historical development in the context of contribution of Mathematicians.
- Discuss the different pedagogical approaches to teaching mathematics for students with specific learning disabilities.
- Analyse maths text book at the preparatory stage to draw content to facilitate planning for accommodations, adaptations or modifications for students with SLD.
- Understand the various student centric teaching and learning tools/aids, ICT tools, assistive technology that promotes active engagement of learners to know, understand, or be able to do based on their learning experiences.
- Associate the role of a special educator as a facilitator of learning – with appropriate assessment, evaluation, innovative interventions that promotes student learning in collaboration with the school team.

Course content

Unit 1: Nature, Aims, Scope and Historical Perspectives of Mathematics

1.1 Meaning, Definitions & Nature of Mathematics.
1.2 Importance of Mathematics Education
1.3 Vision & Aims of Teaching of Mathematics: National Curriculum Framework-2005,
1.4 N.C.F.T.E.-2009, With special reference to Position Paper National Focus Group on
1.5 Teaching of Mathematics -2006 (NCERT),

Unit 2: Pedagogy of Teaching Mathematics at The Preparatory Stage

2.1 Areas of teaching mathematics
2.2 Approaches of teaching mathematics
2.3 Methods of math teaching
2.4 Techniques & activities of teaching Mathematics
2.5 Creating a positive math learning environment: physical & psychological

Unit 3: Textbook Analysis for Adaptation and Planning for Teaching Mathematics.

3.1 Meaning, needs and steps of Pedagogical analysis

3.2 Review of math textbook: Scope & steps
3.3 Math Competencies & skills at the preparatory level
3.4 Develop yearly plans, unit plans, lesson plans & planning Mathematics for All
3.5 Developing IEP for math learning for students with SLD – process & areas

Unit 4: Teaching, Learning Aids and Resources

4.1 Teaching Learning Aids and Resources: Importance and Types of teaching learning materials
4.2 State the concept, need & development of Mathematics club & Mathematics corner or laboratory.
4.3 Identify various teaching learning materials and resources both for offline and online based learning
4.4 Select various teaching learning material and resources based on the needs and learning preferences of the learners
4.5 Integrating various assistive technological devices and ICT tools for math learning

Unit 5: Role of Special Educator in Assessment and Evaluation

5.1 Concept & significance of assessment and evaluation: Assessment of Learning Vs Assessment for Learning
5.2 Tools and techniques for Formative, Summative Assessments and Diagnostic Assessment of learner achievement in Mathematics
5.3 Emerging trends in assessment - Self Assessment, Peer Assessment, assessment through assignments, participation in different activities, Continuous and Comprehensive Assessment & Inclusive Evaluation
5.4 Standardised tests for assessment of math skills: GLAD, WJ- IV ACH, KTEA – 3, WRAT5
5.5 Adaptations, accommodations, modifications for maths assessment

Suggested Coursework / Practicum

- Conduct a detailed case study to assess and develop an IEP for a student with math difficult
- Administer and analyze diagnostic tests for identifying specific learning difficulties in mathematics
- Design differentiated lesson plans incorporating manipulatives and visual aids.
- Create and implement technology-integrated lesson plans for supporting students with SLD in mathematics
- Design a simple game using basic concept of mathematics for student with SLD.
- Facilitate group projects promoting collaborative problem-solving and mathematical thinking.

Suggestive mode of transaction

Activity based, lecture cum demonstrations, constructive, experimental based, case study discussion, simulated classroom environments, online platforms, presentations, collaborative projects and assignments

Suggestive assessment

Classroom presentation, workshop, assignments, practicum, sessional and terminal semester examination.

Suggested readings

Carpenter, T. P., Franke, M. L., & Levi, L. (2014). Young Children's Mathematics: Cognitively Guided Instruction in Early Childhood Education. Heinemann.

Indira Gandhi National Open University (IGNOU). (2006). *Learning Mathematics at Elementary Level*. New Delhi, India: IGNOU.

Moomaw, S., & Hieronymus, B. (2015). Teaching Mathematics in Early Childhood*. Redleaf Press.
National Council of Educational Research and Training (NCERT). (2006). Mathematics: Textbook for Class 3. New Delhi, India: NCERT.
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Roy, S., & Banerjee, S. (2011). *Mathematics Education: Pedagogical Concerns*. Kolkata, India: Pratham Books.
The Early Math Collaborative. (2014). Big Ideas of Early Mathematics: What Teachers of Young Children Need to Know*. Pearson Education.
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Bhattacharya, D. (2019). Innovations in teaching mathematics at the primary level: An Indian perspective. Journal of Indian Education, 45(2), 52-68.
Bryant, D. P., Bryant, B. R., Gersten, R., Scammacca, N., & Chavez, M. M. (2008). Mathematics intervention for first- and second-grade students with mathematics difficulties: The effects of tier 2 intervention delivered as booster lessons. Remedial and Special Education, 29*(1), 20-32. https://doi.org/10.1177/0741932507309712
Choudhary, P., & Singh, R. (2018). Strategies for effective mathematics teaching in Indian classrooms. Educational Quest: An International Journal of Education and Applied Social Sciences, 9(3), 185-191.
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Kumar, A. (2020). Assessing the impact of digital tools on mathematics learning in rural India. Journal of Mathematics Teacher Education, 12(4), 273-288.
Sharma, R., & Patel, K. (2021). Pedagogical practices in Indian primary mathematics education: A review.The Primary Teacher, 46(1), 37-50.

Content cum Pedagogy World Around Us at Preparatory Stage

Course Code: 4.2.5 (SLD) **Credits: 2** **Semester: 5**

About the Course

The objective of the "Content and Pedagogy for the World Around Us" course at the preparatory stage (grades 3-5) is to prepare teacher trainees to deliver a comprehensive and integrated curriculum that encompasses social studies and environmental science. The course aims to develop trainees' abilities to create dynamic and engaging lesson plans that foster critical thinking, inquiry, and a deep understanding of the interconnectedness of global and local issues. It seeks to equip future educators with strategies for culturally responsive teaching, enabling them to connect academic content with students' diverse backgrounds and experiences. Additionally, the course focuses on fostering environmental stewardship and civic responsibility among young learners, preparing trainees to inspire students to be informed, thoughtful, and active participants in their communities and the broader world.

Learning outcomes

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

- Explain the nature and scope, objectives and values of teaching-learning
- Identify and reflect upon linkages between world around us and other disciplines,
- Analyze the place of world around us in school curriculum in the light of various committees, commissions & policies, adopt and adapt various methods/strategies of pedagogical process while teaching learning world around us appropriately,
- Create awareness about practices to conserve the environment,
- Describe the role and importance of teaching-learning material in world around us,
- Integrate various teaching-learning resources in teaching-learning of world around us, design teaching-learning aids for world around us,
- Manage various resources used in teaching-learning of world around us,
- Analyze the content of world around us textbooks from pedagogical content knowledge perspective,
- Organize and plan appropriate learning strategies for teaching-learning of world around us,
- Prepare a plan to develop resource/ activity room for world around us,
- Design lesson plans for various content in world around us, create appropriate learning experiences with reference to outcome based experiential learning and reflect upon various methods of assessment in world around us,
- Use varied assessment strategies to map the learning progress in the light of learning outcomes in the world around us.

Course content

Unit 1: Nature And Scope of World Around Us & Historical Perspective

1.1 Definition, Nature, Scope and Importance of the World Around Us.
1.2 Historical development of the World Around Us.
1.3 Aims, Objectives and Values of teaching-learning World Around Us
1.4 Place of the World Around Us in school curriculum and Linkages of World Around Us with other disciplines.
1.5 Recommendations/Suggestions of various Committees, Commissions and Policies and their analysis.

Unit 2: Pedagogy of Teaching World Around Us & Teaching-Learning Aids and Resources

2.1 Approaches of teaching-learning World Around Us: Interdisciplinary and Multidisciplinary
2.2 Methods and metacognitive strategies of teaching-learning World Around Us

2.3 Concept, definition, role and importance of teaching-learning aids and resources in the World Around Us.
2.4 Types, identification and integration of teaching-learning materials
2.5 Critical, Creative and Analytical pedagogical concerns in teaching-learning World Around Us with special reference to SLD.

Unit 3: Textbook Analysis and Planning for Teaching-Learning World Around Us

3.1 Meaning, needs and steps of Pedagogical analysis
3.2 Review of world around us textbook: Scope & steps
3.3 World around us Competencies & skills at the preparatory level
3.4 Develop yearly plans, unit plans, lesson plans & planning for World around us for All
3.5 Developing IEP for world around us learning for students with SLD – process &

Unit 4: Assessment and Evaluation & ICT Integration

4.1 Assessment based on learning outcomes of World Around Us
4.2 Strategies for continuous assessment, school-based assessment, formative and summative assessment, formal, informal, and 360-degree assessment, self and peer assessment.
4.3 Performance assessment: assessment of group activities, field observations, creating platform and portfolio management, assessment of skills, assignments, projects, and presentations.
4.4 Test based on Table of Specification (TOS) and its importance
4.5 Use of ICT in the classroom: function, limitations and integration of ICT

Unit 5: Innovative and Research Practices,

5.1 Meaning, need, importance and scope of innovative practices.
5.2 Types of innovative practices (online/offline): quizzes, buzz groups, snowballing, brainstorming, discussion and group learning, debates, recitations and storytelling, presentations, role play, games and toys for learners,
5.3 Case study, asking and framing questions including higher order thinking questions.
5.4 Action research, reflection, and research-based practice in school.
5.5 Psychological, Sociological and Philosophical Perspective of teaching and learning a subject, Role of a teacher in facilitating learning the concepts of the subject.

Suggested Coursework / Practicum

- Organize essay/ poster making competition to bring about awareness about our surrounding environment and sensitize community at large about environmental concerns.
- Develop e-Content on selected topics such as food, clothes, honeybees, flowers, market, animals and plants, forests etc.
- Organize workshops to evolve art-integrated/ games etc.
- Develop strategies to teach plants, animals, forests, numbers, shapes, making house by following STEM/ STEAM approach.
- Develop a project on practices to conserve environment with special focus on ancient Indian practices.
- Develop 2-D/3-D models, charts, flash cards to teach topics such as Foods We Eat, Garden, The Valley of Flowers etc.
- Visit different websites to identify activities/ games/toys to teach topics such as seeds, fruits, earthquakes, web of life, eating together, and prepare digital repositories.
- Develop strategies to teach topics like rivers, mountains, forests, earthquakes with the help of VR device.
- Prepare a plan to develop Resource Room/ Activity Room for EVS in your Institution.

- Analyze the textbooks of Grades III, IV and V to identify facts, concepts, and generalizations.
- Develop innovative lesson plans by following art-Integrated/ toy and game-Integrated pedagogy to teach various topics.
- Develop rubrics to assess the progress of learners.
- Prepare and manage portfolio, Story-telling pedagogy, prepare innovative ICT integrated lesson plan.

Suggestive mode of transaction

The course will be transacted through activity based, discovery based, role playing, dramatization, small group work, pair work, interactive methods such as group discussions, peer tutoring, workshops, observations, presentations, and seminars.

Suggestive assessment

Observation of students' activity, correcting their worksheets, short formal written tests, periodical summative assessment, Seminars, demo lessons, practical tasks, and hands-on activities will be appropriately used to assess the learning outcomes. Student teachers will also be encouraged to prepare an e-portfolio to showcase their learning and skills.

Suggested readings

Singh, M., & Chauhan, M. (Eds.). (2017). Pedagogy for Social Studies: Issues, Innovations, and Initiatives. New Delhi: Orient BlackSwan.

Menon, N. (2018). Teaching Environmental Studies: A Pedagogy for School Teachers. New Delhi: Sage Publications India Pvt Ltd.

Mohanty, J., & Mohanty, B. (2019). Teaching Social Studies and Environmental Education: From Theory to Practice. New Delhi: PHI Learning Private Limited.

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Rao, R. N. (2018). Integrating Social Studies and Environmental Education: Challenges and Opportunities. International Journal of Social Sciences and Humanities, 6(2), 145-160.

Kumar, S., & Gupta, A. (2016). "Exploring Inquiry-Based Learning in the Context of Social Studies Education: An Indian Perspective." Journal of Social Studies Education Research, 7(2), 112-127.

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Sharma, S., & Verma, S. (2017). "Pedagogical Approaches to Teaching Social Studies in Indian Schools: A Comparative Study." Asia-Pacific Journal of Education Research and Development, 4(1), 45-60.

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Patel, A. (2018). "Integrating Environmental Education in the School Curriculum: Challenges and Solutions." *Indian Education Network*. Retrieved from https://www.indianeducationnetwork.com/integrating-environmental-education

Content cum Pedagogy of Art Education at Preparatory Stage

Course Code: 4.2.6 (SLD) **Credits: 2** **Semester: 6**

About the Course

This course is primarily to develop conceptual understanding and application skills to practice teaching-learning of Arts and Art Integrated Learning at Preparatory stage. It includes knowledge, understanding and practice of visual as well as performing arts which are important components of the content and pedagogy for this stage. The well-being and fulfillment of an individual's potential is the common thread in all art forms as they have a natural potential to connect with the learners and help in their learning and development. Art is considered as the basis of learning at this stage, may it be the language, EVS or Mathematics, as it involves all faculties and senses of the learner and engages him/her in play and make without fear. Arts are natural to the children of this age (it is no different for students with SLD) and help them make meaning of the new learning through the known and concrete means. Learning through the arts is a joyful and experiential approach to engage children in; observation, imagination, exploration, making things, playing with material, narrating their experience, finding links and meaning to the new subjects and concepts. Making mistakes and learning from the mistakes is common to all the learners, and art integrated learning provides the natural platform for it. Art experience in art as pedagogy is a process of learning and not the final product of art, hence they can explore, experiment, and express without fear of failing. Arts by nature add to the mental wellness of each learner and learn at his/her own pace. This part of the course is to prepare facilitators of the Preparatory stage to understand and learn techniques of visual and performing arts on one hand, and practice pedagogy of learning art joyfully on the other.

Learning outcomes

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

- Understand and analyse the need for Arts in Education for holistic development of the learner
- Explain the meaning of Visual and Performing Arts
- Describe the art forms under these two categories – visual and performing
- Explain the importance of Arts in learning and development of children at Preparatory Stage
- Create and presents different art work (visual and performing) aesthetically using appropriate techniques and skills,
- Differentiate between Art as 'a Subject' and Art as 'Pedagogy'
- Design age and stage appropriate activities in visual as well as performing arts
- Discover their own artistic preferences through exposure to various Indian Art traditions, practices in visual and performing art forms and enjoys creative expression (verbal and non-verbal)
- Design Art Integrated Learning (AIL) experience in Languages, Sciences and Mathematics, skillfully for making learning experiential and joyful for each child
- Find relevant links of Indigenous Knowledge, Traditions and Practices with the content and concepts of the subjects
- Apply Art as an assessment tool

Course content

Unit 1: Art Education – Importance, Types (Visual and Performing)

1.1 Art Education: Meaning, concept, nature, purpose, and importance of art education at Preparatory Stage
1.2 Role of folk and traditional arts and crafts in learning and development of young children
1.3 Types of art forms suitable for the Preparatory stage

Visual arts & crafts: Knowledge of; drawing & painting, hand and thumb painting and printing, experimentation with thread and blot painting, block printing using simple blocks of shapes, paper collage, tearing & pasting, paper folding and paper crafts, folk paintings on walls, clay modeling (folk traditions of the region specific), simple poster making, sand painting, rangoli making with used flowers and fallen leaves, soft toy making, weaving, Mask and puppet making paper mache etc.

'Performing arts': basic knowledge of 'Sur' and 'Taal', seven notes (sargam) playing regional instruments and singing prayers, action songs, folk compositions related to festivals and celebrations etc., Basic knowledge of Dance and Movement; warm up exercises of dance and theatre, body balance, body movement, stretching and bending, action dance based on subject content of Language, EVS and Mathematics.

1.4 Drama and puppetry: role play, mime, fancy dress, use of props, playing with finger puppets, stick puppets, puppets with music and action on poems/ stories/ social messages etc.

1.5 Knowledge of Indian traditional art and craft forms and their linkages with languages, EVS and Mathematics skills

Unit 2: Content Planning and Implementation of Art as Pedagogy

2.1 Selection of content/theme/topics for creating, subject content from the preparatory curriculum, folktales, folk stories, epics, comic characters, cartoons etc.

2.2 Art Integrated Learning (AIL) and multiple intelligence, AIL and socio-emotional development, AIL and inclusiveness

2.3 Planning for AIL

2.3.1 Tools for creating varied sounds. Singing folk songs/prayers/patriotic songs with actions in solo and in group.

2.3.2 Dance and movement- encourage observation and copying of, moving objects, birds & animals, people, and machines. Experimentation with movement and dance, based on beats and rhythm (laya and tala). Games and exercises to understand the body and its balance.

2.4 Designing Activities, worksheets, workbooks for the experience of different art methods and techniques.

2.5 Developing art-based icebreakers and warmups, body exercises, art integrated learning of new concepts. Exploration of traditional sources of arts and its linking with new learning in subjects.

Unit 3: Pedagogy of Art

3.1 Pedagogy of arts and art as pedagogy for experiential learning: Concepts and difference.

3.2 Art as Pedagogy (Art Integrated Learning): brief introduction of the meaning and concept, nature and its scope (developmental, nurturing, organic, holistic, creative, therapeutic, inclusive, cultural, value based) at Preparatory stages, Art as pedagogy for the holistic learning (cognitive, psycho-motor and affective domains) and development of students with SLD

3.3 Visual Arts: Known to unknown and concrete to abstract content and concepts. Process over product – more weightage to the process of creating art than the final product. Performing Arts: exercise to enhance sensory awareness and efficiency, observation, communication, associative thinking; building situations with imaginary objects and people.

3.4 Participatory learning, using action songs, dances, role play, hot seating, improvisations, mime, creating stories, songs etc., Strategies such as encouraging listening and identifying different sounds.

3.5 Use of non-verbal expressions of basic moods such as happiness, love, anger, compassion, like and/dislike, kind and caring etc. Knowledge and use of signs, symbols, and hand gestures

(mudras) to express feelings., Knowledge of face make up and skill to use make – up for painting subject and theme-based faces. Making and using props for engaging attention of the learners.

Unit 4: Art Integrated learning

4.1 Visual Arts: Drawing & painting, printing, making blocks with available material, tearing & pasting, quelling and other paper crafts, wall painting (folk traditions of the region specific), clay modeling (slab, coil and pinching methods, relief work), poster making, rangoli making, mask and puppet making, soft toy making, weaving etc.

4.2 Creating art through experimentation with different mediums and techniques. Conscious display of lines, forms, compositions, colours, texture etc. Developing narratives in visuals, composition of an imagined situation, illustrated story, comic strips.

4.3 Performing Arts: listening and identifying different sounds, making, and playing one folk musical instrument, Learning, and singing folk songs, prayers, patriotic songs (three compositions each). Warm up exercises (body stretching, bending, hopping, jumping, balancing etc.) dance and movement, bird & animal dance, learning and performing any one folk dance of the region, performing nine emotions (Rasa) through non-verbal modes, learning use of hand gestures (mudras), creating props for dance and drama performances, periodic performances in college/institution functions.

4.4 Writing a drama script, composing an action song, composing a dance drama. Lesson plans on integration of visual and performing arts with language, EVS and Mathematics.

4.5 Implementation of AIL in actual situation (classroom management, organizing and managing materials, seating arrangements, organizing skills of group and cooperative learning, display of students work, organizing field trips and excursions, organizing resources for presentations and performances etc.).

Unit 5: Assessment and evaluation

5.1 Integrated Learning (AIL) in languages, Mathematics and EVS.
5.2 AIL based mock sessions before school experience programme (SEP).
5.3 AIL for Assessment: 'Of', 'As', and 'For' Learning.
5.4 Designing and managing records and portfolios of each learner.
5.5 Preparing worksheets and workbooks, audios, videos, paintings/visuals, and crafts.

Suggested Coursework / Practicum

- Design an Art Appreciation project on; a Heritage Walk, visit to a Monument, a public event, an Art exhibition, Play, Concert etc.
- Portfolio of visual artwork.
- Audio/Visual records/presentation of performing art assignments.
- Records of School Experience work on Art Education.
- Records of School Experience work of children on use of Art as Pedagogy.

Suggestive mode of transaction

Demonstration, Field-based experience, Storytelling/success stories, Classroom discussions, Self-study, Field observations, and preparation of study reports. Classroom presentations, discussion forums, observation, research report, engaging in dialogue.

Suggestive assessment

Written test, classroom presentation, workshop, assignments, practicum, sessional and terminal semester examination.

Suggested readings

MHRD. (2020). National Education Policy 2020. Ministry of Human Resource Development. Government of India. New Delhi.

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NCERT (2006). Position Paper National Focus Group on Arts, Music, Dance and Theatre, New Delhi: NCERT.

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NCERT (2023). Handbook on Art Integrated Learning for teachers teaching classes VIVIII. Retrieved from https://ncert.nic.in/deaa/pdf/ArtIntegratedLearning-HandbookClasses%20VI-VIII.pdf

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NCERT. (2015), Training Package on Art Education for Primary Teachers, Volume II. Retrieved from https://ncert.nic.in/deaa/pdf/tpaev201.pdf

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UNESCO. (2006). Road map for Arts Education. The world conference on Art education: Building creative capacities for the 21st century. Portugal: Lisbon

UNESCO. (2010). The Seoul Agenda: Goals for the development of arts education. The second world conference on Arts Education. Ministry of culture, sports and Tourism. Republic of Korea.

Physical Education & Yoga

Course Code: 4.2.7 (SLD) **Credits: 2** **Semester: 6**

About the Course

Physical Education is an integral and vital component of school curricula, determining an individual's wellbeing throughout life. It involves developing basic movements, motor skills, awareness of rules, and participation in activities/games. Physical Education is essential for mental, emotional, intellectual, and social development, and plays a critical role in a child's overall wellness. It helps develop strength, speed, endurance, and coordination of abilities. Age-specific methods should be used to prevent exhaustion and injuries, and children with impairments should not be excluded from physical education activities. Play, action, and doing are the best teaching-learning methods for children at this stage. Physical education should revolve around active participation in fun games and simple group games, gradually transitioning to more formal games in higher classes. This course covers the basics of Physical Education and Yoga and its importance at the Preparatory Stage. It discusses the origin, aim, scope, and current benefits of sports and games. It also explores ancient sports and Yoga as a means of living and wellness. The course also discusses the various facets of Physical Education and its interconnectedness with other disciplines. This course provides a chance to the learners to be able to choose physical education and yoga as a career.

Learning outcomes

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

- Develop an understanding of the concept of Physical Education and Yoga and their deep rootedness in Indian culture
- Describe the scope, importance and potential of Physical Education and Yoga at the school level
- Discuss the importance of Physical Education as an integral and essential part of the school curriculum at all stages
- Establish interlinked multidisciplinary, scientific approach among Physical Education, Yoga, and other school subjects,
- Explain the aims and objectives of Physical Education and Yoga at the preparatory stage

Course content

Unit 1: History, Principles and Foundation of Physical Education

1.1 Meaning, aims and objectives of Physical Education.
1.2 Foundations of Physical Education and their principles: Biological, Philosophical, Sociological and Psychological
1.3 Relevance of Physical Education in multidisciplinary context and its relationship with education and special education
1.4 History (Pre-Independence and Post-Independence) of Physical Education in India as a school subject; Contribution of Akhadas and Vyayamshalas
1.5 Importance of Physical Education and Sports for Children with SLD

Unit 2: Introduction to Yoga

2.1 Meaning, Need, and Importance of Yoga; Aims and Objectives of Yoga in Physical Education and Sports; Difference between yogic practices, games, and sports and physical exercises
2.2 Orientation of Yoga in Early Upanisads (Gheranda Samhita), The Yoga Sutra: General Consideration, Invocation/Prayer. International Yoga Day and it's Protocols
2.3 Classification of asanas with special reference to physical education and other indigenous activity and Indian traditional knowledge.

2.4 Influences of relative, meditative posture on various systems of the body; Fundamental movements of joints;
2.5 Role of Physical Education and Yoga Teacher for children with SLD

Unit 3: Pedagogical Analysis of Physical Education and its content

3.1 Pedagogical analysis of content for identification of minor and major concepts for adapted physical education and yoga
3.2 Concept of personal health and hygiene, Yoga and Personality Development
3.3 Evaluation of contents of yoga and physical education textbooks
3.4 Tools for teaching yoga and mindfulness and their modules
3.5 Writing of objectives in Physical Education and Yoga, Self-assessment tool and process in Physical Education and Yoga

Unit 4: Methods of Teaching in Physical Education & Yoga, Teaching Learning Aids and Resources for Teaching Physical Education and Yoga

4.1 Teaching Technique – Lecture method, Command method, Demonstration method, Imitation method, project method etc.; Teaching Procedure – Whole method, whole – part – whole method, part – whole method; Presentation Technique – Personal and technical preparation; Command-Meaning, Types and its uses in different situations.
4.2 General guidelines, precautions and safety measures while practicing Physical Education activities and Yoga, follow up techniques and fault/ error and its correction technique applied in Physical Activities and Yoga, Various types of class formations for physical education activities, and yoga practice.
4.3 Teaching Learning Aids/Materials
4.4 Benefits of Practical and Classroom/outdoors teaching aids – fitness aids, cones, belts, medicine balls, audio-visual aids
4.5 Brief description of activity zone equipments: play kits, toys, sports equipment, sports Balloon, trampolines and spongy mattress, Kids athletics game, Spot Markers, Hoops, Task Tents, Bean Bags, Heart Rate Monitors

Unit 5: Assessment and Evaluation for Teaching of Adapted Physical Education

5.1 Assessment and evaluation in Physical Education: concept, importance, and principles
5.2 Various evaluation methods and tests in Physical Education
5.3 SAI and Khelo India Fitness components Assessment Test
5.4 Preparation of Fitness Report Card and Feedback.
5.5 Types of competitions for the evaluation of performance

Suggested Coursework / Practicum

- Write learning outcomes and competencies for two topics of physical education and yoga.
- Prepare a chart on the benefits of yoga.
- Plan an adapted sport for students with SLD.
- Development of an inclusive lesson plan that integrates two disciples of school education with a game/sports/yoga.

Suggestive mode of transaction

Short Lecture cum discussion/demonstration, group task and presentation, observation, seminar, experiential learning, skill development, report writing, project writing, organizing demonstrations and activities in simulated situations in fun competition, school visits, sports park visit

Suggestive assessment

Written test, practicum, formative assessment, internal and terminal semester examination.

Suggested readings

Arvind Bahadur Singh: 2021. Method in Physical Education. Sports Publication, New Delhi
Bhardwaj, A. (2003). New media of educational planning. NewDelhi: Sarup of Sons.
Brown, F. Y. (2000). How to use yoga. Delhi: Sports Publication.
Bucher, C. A. (n.d.) Foundation of physical education. St. Louis: The C.V. Mosby Co.
Deshpande, S. H. (2014). Physical Education in Ancient India. Amravati: Degree college of Physical education.
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National Health Mission. Ministry of Health and Family Welfare: https://nhm.gov.in/
NCERT (2023). Health and Physical Education. Effects of Physical Activities on Human Body. Textbook for Xth class. New Delhi.
NCERT (2023). Health and Physical Education. Physical Education: Relationship with other Subjects. Textbook for Xth class. New Delhi.
Recommended dietary intakes for Indian sports men and women, 1985 National Institute of Nutrition. Dietary guidelines for Indians – A Manual, 1998
Shankar, G. (1998). Holistic approach of yoga. New Delhi: Aditya Publishers.
Shekar, K. C. (2003). Yoga for health. Delhi: KhelSahitya Kendra.

Identification of Children with Visual Impairment and Assessment of Needs (Preparatory Stage)

Course Code: 4.2.1-I (VI) **Credits: 4** **Semester: 3**

About the Course

This course will give an opportunity to student-teachers to understand the process of seeing, anatomy and physiology of the eye, common eye disorders, psycho-social and educational implications of blindness and low vision, factors affecting, the effects of blindness and low vision, and so on. This course will also allow prospective teachers to gain an in-depth understanding of the needs of multiple disabilities with visual impairment

Learning outcomes

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

- Describe the process of seeing including the functioning of the eye, its different parts, and its anomalies.
- Explain the etiology of visual impairment.
- Develop skills to identify and assess children with visual impairment.
- Describe the implications of visual impairment and identify their needs.
- Describe reasonable accommodation needed for students with visual impairment at the Preparatory stage.

Course content

Unit 1: Understanding Vision and Process of Seeing

1.1 Anatomy and Physiology of Eye; Process of Seeing, Visual Perception
1.2 Visual acuity, degree of vision, visual field, colour vision, and contrast sensitivity; Concept and Definitions of Blindness and Low Vision (WHO & RPwD Act, 2016)
1.3 Development of vision in a child
1.4 Common Eye Disorders: Different Refractive Errors; Vitamin-A deficiency, Cataract, Glaucoma, Corneal ulcer, trachoma and other infectious diseases, Strabismus, Nystagmus & Amblyopia,
1.5 Eye Disorders related to receptive aspects: Albinism, Retinal detachment, Retinitis pigmentosa, Retinopathy of prematurity, Cortical Visual Impairment, Optic atrophy and macular degeneration, etc.

Unit 2: Identification and Assessment of Visual Impairment

2.1 Identification of Visual Impairment: Screening Checklists for Teachers
2.2 Clinical assessment of vision – Concept, need, procedure, and interpretation.
2.3 Functional assessment of vision: Concept, need, and methods; tools for functional assessment of vision
2.4 Psychological Assessment of the students with visual impairment; Different adapted tests
2.5 Assessment of Visual Impairment with additional disabilities.

Unit 3: Implications of Visual Impairment

3.1 Psycho-social & Educational Implications of Visual Impairment
3.2 Factors affecting adjustment to visual impairment: Age at onset of visual impairment, degree of residual vision, type of vision loss, prognosis, and socio-economic status of the family
3.3 Effect of visual impairment on growth and development: Physical, Motor, Language, Socio-emotional, and Cognitive development
3.4 Coping strategies to overcome the implications of visual impairment.

3.5 Implications of Visual Impairment with associated disabilities.

Unit 4: Understanding Needs of Students with Visual Impairment

4.1 Personal, Educational, Social, and psychological needs of students with visual impairment.
4.2 Emerging Needs of Adolescents with Visual Impairment
4.3 Need for Learning Expanded Core Curriculum (ECC) Skills for Children with Visual Impairment
4.4 Need for Adapted Teaching Methods & materials, Strategies and techniques.
4.5 Needs of students with visual impairment with associated conditions.

Unit 5: Reasonable Accommodation for Students with Visual Impairment

5.1 Reasonable accommodation and curricular adaptations for students with visual impairment.
5.2 Concept development in students with visual impairment: Converting visual concepts into accessible experiences, Mediated teaching-learning.
5.3 Importance and features of accessible laboratories and libraries for children with visual impairment.
5.4 Effective adapted strategies for teaching students with visual impairment with associated conditions.
5.5 Adaptation in evaluation procedure for children with visual impairment: Challenges and solutions.

Suggested Coursework / Practicum

- Present a seminar on the implications of visual impairment on the personality of the visually impaired
- Use checklists prepared by various organizations (NCERT, NIEPVD, and others) for the identification of vision-related problems
- Prepare materials on early identification of visual impairment and prevention of visual impairment.
- Prepare a list of indicators for early identification for visual impairment.

Suggestive mode of transaction

Presentation, discussion, workshop, Assignment(s) (Group/Small Group/Individual), Project(s) (Group/Small Group/Individual), Field Experience, Small Group, Lecture-cum-Demonstration, Tests, & Experiential training.

Suggestive assessment

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

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.
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
Mittal, S.R., et.el. (2007). 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., Roy Choudary, 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. https://nivh.gov.in/pdfdoc/qualityindicators.pdf
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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
Scholl, G. T. (1986). Foundations of the education for blind and visually handicapped children and youth: Theory and Practice. AFB Press, New York.
Punani, B., & Rawal, N. (1993). Handbook: Visual Impairment. Ashish Publishing House, New Delhi.
Bright Hub Education. (2012). Identifying Students with Visual Impairment.
http://www.brighthubeducation.com/special-ed-visual-impairments/69240-early-signs-of-visual-impairment-in-a-child/

Intervention and Teaching Strategies for Children with Visual Impairment (Preparatory Stage)

Course Code: 4.2.1-II (VI) **Credits: 2** **Semester: 3**

About the Course

This course is aimed at helping a student-teacher to understand the intervention and teaching strategies in teaching school curricular areas such as environmental science, arithmetic, and languages. Further, they will have an opportunity to appreciate theoretical perspectives of interventions and teaching strategies. These students will also gain an understanding of teaching different curricular areas to children with visual impairment.

Learning outcomes

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

- Explain various theoretical perspectives related to intervention & teaching strategies.
- Demonstrate techniques for teaching arithmetic to children with visual impairment.
- Acquire the necessary competencies and skills for teaching environmental science.
- Acquire and apply necessary skills for adapting teaching learning material for various curricular areas.
- Describe the process of visual efficiency training and classroom management for children with low vision.

Course content

Unit 1: Theoretical Perspectives

1.1 Understanding teaching methods, approaches and strategies
1.2 Intervention – Concept, Scope, and Importance for congenital and adventitious visually impaired Students
1.3 Concept, scope, and importance of interventions. Role of Special teachers/educators
1.4 Learning media assessment: meaning, importance, and techniques of teaching Braille /Print; Pre-requisite skills for learning Braille.
1.5 Enriched teaching for concepts development: Converting visual concepts into accessible experiences; Mediated teaching-learning

Unit 2: Classroom Management for Students with Visual Impairment

2.1 Creation of stimulating school environment, Providing first-hand experience in the classroom, and non-visual learning experiences
2.2 Classroom Management in special and inclusive educational Settings seating arrangement, adapted furniture, illumination, color contrast, etc.
2.3 Techniques and procedures for developing proficiency in reading and writing skills
2.4 Pedagogical Strategies – Cooperative learning, Peer tutoring, reflective teaching, multisensory teaching
2.5 Classroom management and strategies for students with visual impairment having additional disabilities.

Unit 3: Learning Braille & Transaction of language

3.1 History of Development of Braille & tactile scripts; standardization of Bharti Braille
3.2 Standard English Braille Grade 1 & Bharti Braille (Regional Language), Braille writing devices
3.3 Improving reading and writing competency, Drills of Braille reading & writing, Selection of preferred mode of reading and writing (Braille or Large Print)

3.4 Transaction of language: Methods and materials
3.5 Adaptation in language teaching

Unit 4: Transactions of Arithmetic's and Environmental Science (EVS)

4.1 Problems of Learning/ Teaching Arithmetic's and EVS;
4.2 Specific teaching aids and equipment used in the teaching of mathematics (e.g., Taylor Frame, Abacus, Geometrical Aids, and Tactile charts).
4.3 Mental arithmetic's, basic calculations
4.4 Specific teaching resources (e.g. models, tactile maps, charts, OERs, etc.)
4.5 Adaptations in Methods & Strategies (Learning by doing, concrete experiences, Play Method, Observation Method, Dramatization, Narration, Explanation, Storytelling, Role Play)

Unit 5: Transactions of other ECC Components

5.1 Independent living skills
5.2 Sensory training
5.3 Orientation & Mobility skills: need, concept, and importance
5.4 Orientatioon & Mobility skills - Pre-cane, cane skills, and protective skills
5.5 Recreation and leisure skills

Suggested Coursework / Practicum

Coursework / Practical / Field Engagement

- Prepare and use two teaching-learning materials for teaching arithmetic's / environmental science/ Language
- Prepare a short concept paper (about 500 words) on developing a science laboratory for children with visual impairment.
- Covert Poems and short stories in to Braille
- Plan and support student with visual impairment in learning ECC skills
- Present a seminar on creating a stimulating environment for students with visual impairment.
- Organise Workshops for making TLMs, Use of existing resources, and use no/cost or low-cost classroom support resources.
- Presentation of classroom management.
- Prepare a local or outstation trip with students with visual impairment. / Prepare Storytelling and Narration strategies for CwVI with CwVI at Preparatory stage.
- Plan and execute Lessons to teach O&M (and other Independent Living Skills) with CwVI at Preparatory stage

Suggestive mode of transaction

Presentation, discussion, workshop, Assignment(s) (Group/Small Group/Individual), Project(s) (Group/Small Group/Individual), Field Experience, Small Group, Lecture-cum-Demonstration, Tests, & Experiential training supported

Suggestive assessment

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

Mason, H., & McCall, 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, London.
Dodds, A. (1988). Mobility training for visually handicapped people. Croom Helm. London.
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.
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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.
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हिंदी भाषा का शिक्षणशास्त्र

(Pedagogy of Teaching Hindi)

पाठ्यक्रम कोड : 4.2.2 (VI) **क्रेडिट : 2** **सेमेस्टर: 4**

परिचय

यह पाठ्यक्रम शिक्षार्थियों को हिंदी भाषा और साहित्य, निर्देशात्मक योजना और मूल्यांकन की प्रकृति को समझने में सक्षम बनाएगा। यह शिक्षार्थियों को समावेशी कक्षाओं में भाषा शिक्षण-अधिगम के सिद्धांतों पर आधारित पाठ की योजना तैयार करने एवं उससे संबंधित अधिगम-सामग्री के निर्माण करने में सहायक होगा। यह पाठ्यक्रम शिक्षार्थियों को हिंदी भाषा के गहन पहलुओं की विवेचना करने और हिंदी भाषा शिक्षण के दृष्टिकोण और वर्तमान प्रथाओं के बारे में जानने का अवसर प्रदान करेगा। भारतीय व अंतर्राष्ट्रीय संदर्भों के संबंध में यह पाठ्यक्रम शिक्षार्थियों में विश्लेषणात्मक और अनुसंधानात्मक कौशल-क्षमता का भी विकास करेगा। हिंदी भाषा शिक्षण, अन्य भाषा शिक्षाशास्त्र, भाषा अधिग्रहण, भाषा के बहु सांस्कृतिक पहलुओं और बहुभाषावाद से संबंधित मुद्दों के लिए भी एक आधार प्रदान करेगा।

अधिगम के परिणाम

प्रस्तुत पाठ्यक्रम द्वारा विद्यार्थी

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

पाठ्यवस्तु

इकाई 1 हिन्दी भाषा की प्रकृति, प्रयोज्यता और संवर्धन।

1.1 हिन्दी भाषा का नामकरण, संस्कृत से हिन्दी के उद्भव की प्रक्रिया।
1.2 हिन्दी भाषा में उर्दू, अंग्रेजी और संस्कृत से समाविष्ट प्रत्यय।
1.3 विश्वभाषा और भविष्य भाषा के रूप में हिन्दी के विकास का आंकलन।
1.4 हिन्दी साहित्य का सामान्य परिचय।
1.5 हिन्दी गद्य साहित्य की विधाएँ - कहानी, नाटक और महाकाव्य, उपन्यास, यात्रा विवरण, आत्मकथा और संस्मरण।

इकाई 2 भाषा अधिगम की प्रकृति और पाठ नियोजन।

2.1 हिन्दी शिक्षण के लक्ष्य और उद्देश्य।
2.2 इकाई नियोजन का प्रत्यय, इसका महत्त्व और निर्माण.विधि।

2.3 पाठयोजना का परिचय, उपयोग और महत्त्व।

2.4 पाठयोजना के चरण, संरचनाए उपागम और उनका क्रियान्वयन।

2.5 हिन्दी शिक्षण के ज्ञानात्मक, बोधात्मक, कौशलात्मक और रूचिगत उद्देश्यों का निर्धारण।

इकाई 3 हिन्दी की विविध विधाओं के शिक्षण की विधियों का परिचय और उपयोग।

3.1 गद्य एवं पद्य शिक्षण की आवश्यकता और उपयोगिता।

3.2 गद्य शिक्षण की अर्थबोध, व्याख्या, विश्लेषण और संयुक्त विधि का परिचय और इनकी समीक्षा।

3.3 पद्य शिक्षण की शब्दार्थ कथन, खण्डान्वय, व्यास तथा समीक्षा विधि का परिचय और इनकी उपयुक्तता का आंकलन।

3.4 व्याकरण शिक्षण की आवश्यकता और उपयोगिता।

3.5 व्याकरण शिक्षण की निगमन, आगमन, भाषा संसर्ग और पाठ्य-पुस्तक विधियों का मूल्यांकन।

इकाई 4 भाषा अधिगम-शिक्षण में सहायक सामग्रियों का प्रयोग।

4.1 शिक्षण उपकरणों का संदर्भ, महत्त्व और लाभ।

4.2 अधिगम-शिक्षण के दृश्य, श्रव्य, स्पर्श उपकरणों के प्रकार।

4.2.1 **दृश्य उपकरण-**श्यामपट्ट, चार्ट, नक्शा, मानचित्र, प्रतिरूप, कार्यशील प्रतिरूप और फ्लैश कार्ड, सांकेतिक भाषा की वीडियो तथा अनुशीर्षक, अखबार, पत्रिकाओं और पुस्तकों इत्यादि के प्रयोग की विधि और अभ्यास।

4.2.2 **श्रव्य उपकरण-**कॉम्पैक्ट डिस्क, श्रव्य पुस्तक, डेजी पुस्तकों, आई-पॉड इत्यादि के प्रयोग की विधि और अभ्यास।

4.2.3 **स्पर्श उपकरण**-वास्तविक वस्तुएं, व्यक्ति, वस्तुए आवागमन, पशु-पक्षी, पेड़-पौधे इत्यादि के स्पर्शात्मक, प्रतिरूप, स्पर्शात्मक नक्शा, स्पर्शात्मक मानचित्र, मानव-शरीर का स्पर्शात्मक प्रतिरूप।

4.3 ब्रेल-लिपी में पाठ्यपुस्तकें एवं अन्य स्पर्शात्मक शिक्षण, अधिगम सहायक सामग्री इत्यादि के रूप में प्रयोग की विधि और उपयोगिता।

4.4 वैद्युदण्विक उपकरणों - टेलीविजन, कम्प्यूटर, डीजीटल पुस्तक, ई-सामग्री, सॉफ्ट-वेयरस, मोबाइल एप्स और विश्वजाल के सहायक तकनीक व उपकरणों के रूप में प्रयोग की विधि और उपयोगिता।

4.5 भाषा अधिगम में भाषा प्रयोगशाला (भौतिक व आभासी) के प्रयोग की विधि और समीक्षा।

इकाई 5 भाषा अधिगम के आंकलन व मूल्यांकन की प्रविधि।

5.1 आंकलन व मूल्यांकन की संकल्पना, उद्देश्य और महत्त्व, आँकलन प्रक्रिया में लचीलापन।

5.2 आँकलन के विभिन्न प्रकार तथा उपकरण, विद्यालय आधारित आंकलन का संदर्भ।

5.3 लेखन, पठन, श्रृतलेख, सुलेख, तीव्रलेखन, त्रुटिमुक्त लेखन, आशुभाषण, काव्यपाठ, गीत, अभिनय, संवाद, क्रियाकलाप और नेतृत्व के गुणों का प्रविधि द्वारा मूल्यांकन तथा उनके भाषा अधिगम का संचयीवृत्त बनाना।

5.4 त्रुटियों की पहचान व विश्लेषण, नैदानिक परीक्षण और उपचारात्मक उपाय।

5.5 दिव्यांग विद्यार्थियों के लिए आँकलन प्रक्रिया में अनुकूलन और उनके सर्वांगीण विकास का आंकलन कर रिपोर्ट तैयार करना।

पाठ्यक्रम का संचालन ।

इस पाठ्यक्रम के संचालन में हिंदी शिक्षण-अधिगम की गतिविधियां, पारस्परिक चर्चा और व्याख्यान, साहित्य-समीक्षा, प्रदर्शन और अवलोकन, विभिन्न अधिगम केंद्र, जैसे- भाषा प्रयोगशालाओं, आभासी प्रयोगशालाओं, स्कूलों और कक्षाओं इत्यादि में शिक्षार्थियों की सक्रिय भागीदारी शामिल होगी । इसके अतिरिक्त हिंदी भाषा के बहु सांस्कृतिक पहलू और बहुलता को समझाने हेतु विभिन्न परिवेशों में अकादमिक-भ्रमण; परियोजनाएं और ई-सामग्री और डिजिटल शिक्षण सामग्री की तैयारी, क्विज़ कार्यशालाओं और संगोष्ठियों, प्रदर्शनियों और प्रतियोगिताओं में भागीदारी के अवसर प्रदान किए जाएंगे ।

पाठ्यक्रम कार्य/प्रायोगिक कार्य/अधिगम केंद्रों पर कार्य ।

- आधुनिक भाषा के रूप में हिन्दी के गुणों और स्थिति का अनुसंधान विवरण।
- हिन्दी शिक्षण की किन्ही दो अधनुतन विधियों का परिचय एवं इनके उपयोग की तुलनात्मक समीक्षा।
- हिन्दी शिक्षण के श्रवण, वाचन और लेखन अधिगम के सटीक मूल्यांकन में विद्यालय आधारित आँकलन की प्रविधि के उपयोग का विवरण।
- चिन्तन दैनन्दिनी, पोर्टफोलियो और आलोचनात्मक विवरणी के उपयोग की समीक्षा और इनकी प्रतिकृति का प्रस्तुतिकरण।

सुझावात्मक मूल्यांकन

लिखित परीक्षा, कक्षा प्रस्तुति, कार्यशाला, असाइनमेंट, प्रैक्टिकम, प्रारंभिक मूल्यांकन, आंतरिक और टर्मिनल सेमेस्टर परीक्षा।

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Content Cum Pedagogy of Language 2 (English) at Preparatory Stage for Learners with Visual Impairment

Course Code: 4.2.3 (VI) **Credits: 2** **Semester: 4**

About the Course

Children aged 9 to 12 years quickly learn languages, especially through their mother tongue. Effective language teaching requires maximum exposure, rich textbook content, and skilled teachers. Student teachers need to understand language nature, scope, history, principles, and methods to effectively develop children's language skills and address their social and psychological needs. The course will give exposure to all such aspects to the student teachers. This course equips student-teachers with an understanding of children's language learning and social-psychological aspects. It covers language nature, scope, history, principles, and methods. Additionally, it helps them analyse textbook content—vocabulary, structure, sound, forms—and develop lesson plans. The course also emphasizes assessment, including formal, informal, formative, summative, and 360-degree methods, to continuously evaluate language skills. It also fosters research aptitude in student teachers, enhancing their analytical skills to address children's language learning challenges. It highlights innovations and diverse pedagogical practices, promoting lifelong learning through seminars, conferences, public speaking, creative writing competitions and orientation programs.

Learning outcomes

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

- Understand the nature, scope, meaning, and functions of language, principles, characteristics, historical/policy perspectives, aims, and objectives of teaching language.
- Identify language learning needs of learners with visual impairment, different language skills, roles of language in communication, and the use of language in various contexts.
- Learn about instructional planning, and the methods, approaches, and materials used for teaching language.
- Understand the importance of learning resources and teaching aids, develop engaging activities using various materials, analyse preparatory stage textbooks for grammar and vocabulary, and create fun lesson plans.
- Identify and implement tools and techniques for assessing language learning.
- Understand the need and scope of research and innovations in language teaching-learning, and plan and conduct action research.
- Develop and use innovative activities and integrate ICT in language teaching-learning.
- Recognize the teacher's role as a facilitator of learning.

Course content

Unit 1: Foundations and Perspectives of Language

1.1 Meaning, characteristics, principles, and functions of a language. Need and importance of teaching a language (language as a medium for exchange of ideas, transmission of knowledge from generation to generation, knowledge sharing, language as a medium of preservation of culture and values). Psychological, sociological, and philosophical perspective of teaching and learning English.

1.2 Language as a system of systems; language and identity; language and power; language and gender; language: culture and society, home language and school language, language as a set of skills. Principles of language teaching: linguistic, sociological, and psychological.

1.3 Language policy in school education, Right to Education Act - provisions and implications for language teaching. Language education in NCFs.

1.4 Language acquisition and language learning. Linguistic system - the organization of sounds; the structure of sentences; the concept of universal grammar; nature and structure of meaning; phonetics, syntax, semantics, pragmatics, grammar, phonetics, etc.

1.5 Historical and Policy Perspectives of Language: History of language evolution, Policy perspectives of the language historically. Theories of language development.

Unit 2: Pedagogical Concerns of Language

2.1 Aims and objectives of teaching language: listening, speaking, reading, writing.

2.2 Development of language skills: listening, speaking, reading, writing, grammar, vocabulary, and dictionary skills. Strategies, activities, methods, and approaches for integrating these skills. Vocabulary development through short stories and poetry.

2.3 Promoting social, cultural, national, traditional, and indigenous values through content. Teaching values via Indian fiction, non-fiction, stories, and poetry. Instilling concerns for nature, animals, and environment through content.

2.4 Developing communication and higher-order skills: creative thinking, questioning, and critical writing.

2.5 Listening activities: passive and active listening, factors affecting skills, phonemic drills, pronunciation, rhythm, rhyme, intonation, oral expression types and activities. speaking skills: storytelling, dialogues, situational conversations, role plays, simulations, speech, games and contexts, language laboratories, pictures, authentic materials, and multi-media resources. Reading: mechanics, sub-skills, importance, techniques (aloud, silent, extensive, intensive), study skills. Writing: stages, process, types (poetry, short stories, letters, diary, articles, dialogues, speeches).

Unit 3: Teaching Aids, Resources, and Textbook Analysis

3.1 Teaching Learning Aids and Resources: Types of teaching learning materials: flash cards, games, images, audio recordings, audio-video presentations, speeches of kids and great speakers, television channels, e-resources, language laboratory, pictorial presentation of sounds.

3.2 Use of language laboratory: exposure to different sounds, practice, recording children's pronunciations with feedback, virtual presentations of Indian and regional stories.

3.3 Resources for effective language teaching: children's literature, films, age-appropriate language games, storybooks, newspapers, magazines, art and craft, community radio, MHRD/NCERT initiatives like NROER and e-Paathsala.

3.4 Textbook Analysis and Planning for Teaching Language: Understanding the textbook. Content analysis and lesson planning for the use of children with visual impairment. Analysis of skills in the subject matter, including sound, vocabulary, and structure.

3.5 Development of various lesson plans for language skills development.

Unit 4: Research, Innovation and ICT Integration in Language Teaching-Learning

4.1 Exploring the necessity of research in enhancing language teaching-learning methodologies. Implementing action research, reflection, and evidence-based practices to refine teaching strategies.

4.2 Recognizing the significance and potential scopes for innovations in language education.

4.3 Exploring Diverse Innovative Practices: Leveraging language games, role-playing, theatre, and media to engage learners. Utilizing interactive methods like quizzes, buzz groups, and brainstorming to foster participation. Emphasizing collaborative learning through discussions, group activities, and presentations Incorporating storytelling, recitations, and role-play to enhance language skills. Integrating training games, case studies, and higher-order thinking questions for deeper comprehension.

4.4 Understanding the Role of ICT in Language Education: Defining the meaning and assessing the need for ICT integration in language teaching-learning. ICT tools available and their benefits, limitations, and precautions in language education. Importance of utilizing online and electronic resources for skill development.

4.5 Challenges and Issues with Online/E-resources: Identifying major issues associated with the use of online and electronic resources in language education. Developing strategies to overcome challenges and optimize the use of online resources for effective teaching-learning outcomes.

Unit 5: Comprehensive Assessment and Evaluation in Language Education

5.1 Holistic Assessment Strategies: Assessment of language learning based on learning outcomes, strategies for continuous assessment, school-based assessment, qualitative assessment; formative and summative assessment, formal, informal, and 360-degree assessment, self and peer assessment.

5.2 Assessing Language Skills and Proficiency: Evaluating language skills - listening, speaking, reading, and writing (LSRW). Assessing grammar, communication, expressions, and reasoning abilities to measure language proficiency. Analysing presentations and group activities to assess communication effectiveness and collaborative skills.

5.3 Effective Test Design and Evaluation Criteria: Understanding the significance of Table of Specification (TOS) in test design and alignment with learning objectives.

5.4 Implementing basic steps for question paper setting considering various types of test items. Developing answer keys and establishing criteria for scoring and assessment.

5.5 Establishing a robust feedback mechanism to provide constructive feedback to students and improve teaching-learning practices. Ensuring validity, and reliability in assessment procedures to enhance the credibility of evaluation outcomes.

Suggested Coursework / Practicum

- Prepare a report on the status of languages given in the constitution of India and language policies given in NEP-2020.
- Make a list of Vocabulary that is used normally in daily routine work.
- Develop four lesson plans for teaching language skills.
- Select four stories from children's literature and identify teaching points from each story used for developing oral expression at this level and submit a detailed report.
- Observe your surroundings, environment, people, and animals and prepare activities to teach vocabulary from them.
- Develop activity-based tests for assessing children's language skills.
- Identify and prepare different teaching aids for children with visual impairment.
- Identify and list Language (English) related errors common among students with visual impairment.
- Prepare an outline for action research based on your experience of the difficulties faced during school experience.

Suggestive mode of transaction

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

Suggestive assessment

Classroom presentation, assignments, workshop, practicum, written test, sessional and terminal examination.

Suggested readings

National Curriculum Framework 2005; NCERT, December 2005.

National Curriculum Framework 2005; Position Paper, National Focus Group on Teaching of English: NCERT, 2006.

Lightbown, P. M & Spada, N. (1999). How Languages are Learned Oxford: Oxford University Press

Morgan, J. & Rinvolucri, M. (1983). Once upon a time: Using stories in the language classroom. Cambridge: Cambridge University Press.

Wright, A. (1989). Pictures for Language Learning. Cambridge: Cambridge University Press.

Parrot M. (1993). Tasks for language teachers Cambridge: Cambridge University Press

Richards, J. & Lockhart, C. (1994). Reflective Teaching in Second Language Classrooms. Cambridge: Cambridge University Press

Slatterly, M. & Willis, J. (2001). English for primary teachers: A handbook of activities & classroom language. Oxford: Oxford University Press

F.L. Pillons, The techniques of language teaching, London, Languaon 1975.

M.C. Chaturvedi, Position of language in school curriculum in India, New Delhi, NCERT 1995.

A.S. Remby, A guide to pattern and usage in English, Oxford University Press.

NCERT: Rolding in Language and language teaching Book-I, Publication Division, NCERT, New Delhi.

Sarason, S. (1999). Teaching as a performing art. Teachers College Press, New York.

Mangal, S.K., (2009): Educating Exceptional Children: An Introduction to Special Education, New Delhi, Prentice Hall of India Pvt. Ltd.

Panda, K.C., (1997): Education of Exceptional children, New Delhi, Vikas Publishing House Pvt. Ltd.

Sharma, Bharti (2011) Inclusive Education: Needs, Practices and Prospects. Kanishka Publishers, Distributors, New Delhi

Singh, Dolly (2010). Special Educational Needs (SEN): Strategies, Guidelines and Initiatives. Kanishka Publishers, Distributors, New Delhi-110002

Agnihotri, R.K. & Khanna, A.L. (eds.) (1994). Second language acquisition. New Delhi: Sage Publications.

Agnihotri, R.K. (1999). Bachchon ki bhashaaseekhne ki kshamata, bhag 1 or 2. ShakshikSandarbh. Bhopal: Eklavya.

Agnihotri, R.K. (2007). Hindi: An essential grammar. London: Routledge

Agnihotri, R.K. (2007). Towards a pedagogical paradigm rooted inmultiliguality. InternationalMulilingual Research Journal, Vol. (2) 1-10

Agnihotri, R.K. and Vandhopadhyay, P.K. (ed.) (2000). Bhasha, bhubhashita or hindi: Ekanthsamvaad, New Delhi: Shilalekh

Butler, A. and Turbill, J. (1984). Towards Reading-Writing Classroom. NewYork: Primary English Teaching Association Cornell University.

Krashen, S. (1982). Principles and practice in second language acquisition. Pergamon Press Inc.

Kumar, K. (2000). Childs language and the teacher. New Delhi: National Book Trust.

Content and Pedagogy of Teaching Mathematics for Learners with Visual Impairment

Course Code: 4.2.4 (VI) **Credits: 2** **Semester: 5**

About the Course

This course will help the student teachers to value and appreciate Mathematics as a discipline and as patterns of understanding of basic concepts in the primary years. The course will help the student-teachers to generate their student's interest for learning maths and develop dispositions towards the subject that lays foundations for understanding more complex concepts in later years. It is designed to equip the learners to teach Mathematics using innovative methods, techniques and teaching learning materials for children with visual impairment. This course encourages students to move teaching of mathematics from rote to problem based real-world context with relevant hands-on experiences or through activity-based projects. The student teachers will be able to understand ways to modify content, develop assessments in alternative formats, use adaptive technology that assesses learning and not mere recall of facts. Student teacher shall explore action research on early childhood mathematics teaching and learning.

Learning outcomes

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

- Explain the nature of Mathematics and its historical development in the context of contribution of Mathematicians.
- State the different pedagogical approaches to teaching mathematics for Learners with visual impairment.
- Analyse Mathematics text book at the preparatory stage to draw content to facilitate planning for accommodations, adaptations or modifications for Learners with visual impairment.
- Understand the various student centric teaching and learning tools/aids, ICT tools, assistive technology that promotes active engagement of learners to know, understand, or be able to do based on their learning experiences.
- Associate the role of a special educator as a facilitator of learning – with appropriate assessment, evaluation, innovative interventions that promotes student learning in collaboration with the school team, conduct action research of innovative practices that links theory to practice.

Course content

Unit 1: Nature, Aims, Scope and Historical Perspectives of Mathematics

1.1 Meaning, Definitions & Nature of Mathematics.

1.2 Importance of Mathematics Education - Mathematics in real life situation, Mathematics and other branches of knowledge, Mathematics and problem solving & ability to think mathematically.

1.3 Vision & Aims of Teaching of Mathematics: National Curriculum Framework-2005, N.C.F.T.E.-2009, with special reference to Position Paper National Focus Group on Teaching of Mathematics -2006 (NCERT).

1.4 Mathematics in different civilisations: Roman civilization, Egyptian civilisation, Mayan civilisation and Indus Valley civilisation, and Blind Mathematicians in history.

1.5 Contributions to Mathematics – Indian Vaidik Ganit and contributions of Indian Mathematicians – Aryabhata, Bhaskaracharya, Baudhayana, Madhavan, P.C Mahalanobis and Ramanujam.

Unit 2: Pedagogical approaches to teaching mathematics in the preparatory stage

2.1 Recognise ways to overcome anxiety over mathematics - Myths & Anxiety about Mathematics, Psychological Approaches of Teaching Mathematics: Behaviourist Vs Constructivist Approach, Multi-sensory approach to engage learners with gradual progression with scaffolding support.

2.2 State learning- centred approaches of teaching Mathematics- 5E's Learning Model, concept mapping &activity-based learning (ABL)

2.3 Describe methods for teaching and learning Mathematics – Concrete, Representational and Abstract (CRA), Problem Based Learning, (PBL), Storytelling, contextual learning, movement-based activities, games (board games with manipulatives) – clear, logical, real-world context, interactive and systematic.

2.4 Ways to promote mathematics learning environment -learner centred, interactive, explorativethat promotes access and participation–Maths corner, or mathematics laboratory and library.

2.5 Understand the building blocks of teaching mathematics –such as number sense, shapes, spatial skills, classification, ordering, sorting, estimation, basic geometry, and the introduction of mathematical reasoning.

Unit 3: Textbook Analysis for adaptation and planning for teaching mathematics.

3.1 Meaning, needs and steps of Pedagogical analysis in regard identifying needs for accommodations or modifications based on learner needs and modes of access.

3.2 Review the text book for content adaptation in teaching for students with visual impairment.

3.3 Develop yearly plans, unit plans, lesson plans & planning on the Principles of Universal Design for Learning

3.4 Integrate ICT in teaching Mathematics to enhance learning experiences.

3.5 Application of ICT tools & assistive devices in teaching students with Visual impairment.

Unit 4: Teaching-learning Resources in Mathematics for Students with Disabilities

4.1 Learning Resources in Mathematics with reference to children with Visual impairment

4.2 Mathematics learning and enrichment activities for children with disabilities.

4.3 Mathematics learning devices: Abacus, Taylor frame, geometry kit, Fractional Discs, Napier Strips.

4.4 Technological support in learning mathematics for children with visual impairment.

4.5 Special, adapted and universally designed mathematical learning aids for children with visual impairment.

Unit 5: Assessment and evaluation for Mathematics learning

5.1 Concept, Importance and Purpose of assessment and evaluation of mathematics.

5.2 Flexibility provisions in mathematics assessment and evaluation of children with visual impairment.

5.3 Techniques for Formative and Summative evaluation in mathematics.

5.4 Preparation of Diagnostic, Achievement Test and holistic development report card.

5.5 Adaptations in Evaluation including techno-based evaluation Procedure for Students with visual impairment

Suggested Coursework / Practicum

- Observe the children around you or a school doing mathematics in every day contexts.
- Implement the Individualised Educational Plan or group educational plan for learning of Mathematics and suggest ways to ensuring alignment with learning outcomes of reliant text book.

- Develop games or puzzles incorporating mathematic concepts for students with visual impairment.
- Develop a plan of action for developing a mathematics corner or laboratory.
- Enumerate and analyse the assessment strategies used in mathematics classes.
- Research effective mathematics assessment practices in similar schools.
- Review student products in regard to quizzes and tests, identify for patterns of strengths and weaknesses.
- Develop and design a field-based project for children in the Preparatory stage.
- List out the pedagogical issues in the NEP 2020 in regard to teaching mathematics for students with visual impairment.

Suggestive mode of transaction

Activity based, lecture cum demonstrations, constructive, experimental based, case study discussion. Assignments on promoting competency and equity in learning any simple concept in mathematics for students with vision or hearing loss.

Suggestive assessment

Classroom presentation, workshop, assignments, practicum, sessional and terminal semester examination.

Suggested readings

Joyce, S. C. et al., (1987). Assessing and programming basic curriculum skills. Allyn & Bacon, Boston.
Karten, T. J. (2010). Inclusion strategies that work! Research-Based Methods for the classroom. Corwin, California.
NCERT (2006). Math-Magic Book 3 Textbook in Mathematics for Class III.
NCERT (2007). Math-Magic Book 4 Textbook in Mathematics for Class IV.
NCERT (2008). Math-Magic Book 5 Text book in Mathematics for Class V.
NCERT (2012). Pedagogy of Mathematics: Textbook for two-year B.Ed. Course.
Margo, A. M., & Thomas E. S. (2009). The Inclusive Classroom: Strategies for Effective Differentiated Instruction. Pearson, London.

Online links

https://www.ams.org/notices/200210/comm-morin.pdf
https://openjournals.libs.uga.edu/tme/index
https://www.perkins.org/resource/digital-math-summary-page/
https://cafedissensus.com/2016/08/14/mathematics-education-for-all-as-if-children-with-disabilities-count/
https://earlymath.erikson.edu/wp-content/uploads/2018/12/Viewpoint_FindingJoyinKindergartenMathematics.pdf
https://thirdspacelearning.com/us/blog/math-games-for-grade-3/
https://www.ncetm.org.uk/
https://www.ncetm_five_big_ideas_updated_feb_2024.pdf
https://www.youcubed.org/
https://fisherpub.sjf.edu/cgi/viewcontent.cgi?article=1300&context=education_ETD_masters

Content cum Pedagogy World Around Us at Preparatory Stage for Learners with visual impairment

Course Code: 4.2.5 (VI) **Credits: 2** **Semester: 5**

About the Course

World Around Us (WAU) is concerned with the exploration, investigation, and development of an understanding of the natural, human, social and cultural dimensions of local and wider environments. It provides opportunities to engage in active learning, to use a wide range of skills, and to acquire open, critical, and responsible attitudes towards the environment sustainability. This course aims to develop understanding about the nature, scope, and importance of the World Around Us as a composite discipline and its synergies with Science, Social Sciences and Environmental Education. This will help student teachers to appreciate the historical development of the World Around Us and its place in the school curriculum. The objective of the course is to prepare student-teachers for the current challenges and to equip them with theoretical and practical understanding of the nature and content of the subject. The course emphasizes varied approaches, different methods, and techniques for effective teaching learning of WAU to develop various skills among students including those with visual impairment. The course would help student-teachers to gain a deeper understanding of the ways in which learners make sense of their world. The main aim of this course is to develop and assess pedagogical strategies in view of pedagogical content analysis. This will ensure that learners develop a holistic view of the world, with an understanding of relationships and independence. The pedagogy at this stage will lend itself to the development of pre-vocational capacities. This course will enable student-teachers to organize and assess learning opportunities to help learners in developing the necessary skills and concerns for social and critical issues. This will ultimately develop critical thinking, attitudes, and values among learners. The objective of the course is to provide student-teachers with an understanding about innovative and research practices in the World Around Us so that they can build an ability to deal concepts in an innovative and effective manner. The world around us demands engagement of learner with social and natural environment for developing various competencies, sensitivity, and appreciation to explore and engage with the environment. They develop a basic understanding of actions they can take to help themselves and others. The use of different innovative practices and action research will equip them to develop the necessary skills among learners including visually impaired to deal with concerns for social and critical issues. ICT integration provides an opportunity to engage learners in interactive and virtual experiences of unreachable environments and related issues. Developing professional competencies among student teachers imparts expertise in making them as World Around Us facilitators and provides them with a variety of high-quality experiences.

Learning outcomes

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

- explain the nature and scope, objectives and values of teaching-learning and identify and reflect upon linkages between World Around Us and other disciplines,
- analyse the place of World Around Us in school curriculum in the light of various Committees, Commissions & Policies, adopt and adapt various methods/strategies of pedagogical process while teaching learning World Around Us appropriately as per the needs of children with visual impairment,
- create awareness about practices to conserve the environment, describe the role and importance of teaching-learning material in World Around Us,
- integrate various teaching-learning resources in teaching-learning of World Around Us, design teaching-learning aids for World Around Us,

- manage various resources used in teaching-learning of World Around Us, analyse the content of World Around Us textbooks from Pedagogical Content Knowledge perspective and the perspectives of visual impairment
- Organize and plan appropriate learning strategies for teaching-learning of World Around Us, prepare a plan to develop resource/activity room for World Around Us,
- design lesson plans for various content in World Around Us, create appropriate learning experiences with reference to outcome based experiential learning and reflect upon various methods of assessment in World Around Us,
- use varied assessment strategies to map the learning progress in the light of learning outcomes in the World Around Us.

Course content

Unit 1: Nature and Scope of World Around Us & Historical Perspective

1.1 Definition, Nature, Scope and Importance of the World Around Us & Historical development of the World Around Us.
1.2 Aims, Objectives and Values of teaching-learning World Around Us
1.3 Linkages of World Around Us with other disciplines.
1.4 Place of the World Around Us in school curriculum.
1.5 Recommendations/Suggestions of various Committees, Commissions and Policies and their analysis.

Unit 2: Pedagogical Concerns of World Around Us & Teaching-Learning Aids and Resources

2.1 Approaches of teaching-learning World Around Us: interdisciplinary and multidisciplinary approaches.
2.2 Critical, Creative and Analytical pedagogical concerns in teaching-learning World Around Us with special reference to higher-order thinking.
2.3 Methods of teaching-learning World Around Us such as lecture cum demonstration, discussion, problem-solving, STEM and STEAM, project based, scientific inquiry, hands on activity, discovery, inquiry, concept-mapping, collaborative and cooperative learning, blended learning, Computer Assisted Learning (CAL) and Heuristic Method.
2.4 Concept, definition, role and importance of teaching-learning aidsand resources in the World Around Us.
2.5 Types, identification and integration of teaching-learning materials such as environment, print material (such as reflective journals, charts, 2-D and 3-D models, games, toys, flash cards, worksheets, textbook, teachers' manual/ handbook, laboratory manual and digital material such as e-books, e-documents, presentations) and non-print material (multimedia, radio, TV, websites, animations, audios, videos, images, simulations, digital repository, Augmented Reality (AR), Virtual Reality (VR) and Artificial Intelligence (AI) based digital resources and Open Education Resources (OERs). Tactile and Multisensory Aids, Types, design, management and practices of resource/activity room, virtual laboratories.

Unit 3: Textbook Analysis and Planning for Teaching-Learning World Around Us

3.1 Understanding the textbook, analyzing World Around Us content for the use of students with visual impairment from the Pedagogical Content Knowledge (PCK) perspective, Bloom's Taxonomy of educational objectives and writing objectives in behavioural terms.
3.2 Selecting the content, identifying facts, concepts, and generalizations.
3.3 Analyzing, organizing, and planning appropriate learning strategies
3.4 ICT integrated, art integrated, games, toys, sports integrated and learning experiences.
3.5 Unit planning and lesson planning with special reference to outcome based experiential learning.

Unit 4: Assessment and Evaluation & ICT Integration

4.1 Assessment based on learning outcomes of World Around Us with special reference of students with visual impairment

4.2 Strategies for continuous assessment, school-based assessment, formative and summative assessment, formal, informal, and 360-degree assessment, self and peer assessment.

4.3 Performance assessment: assessment of group activities, field observations, creating platform and portfolio management, assessment of skills, assignments, projects, and presentations.

4.4 Test based on Table of Specification (TOS) and its importance; basic steps of question paper setting, types of test items and preparing answer key and criteria for school, assessment and feedback mechanism in teaching-learning. Development of Blue print for assessment. Adaptation for learners with visual impairment.

4.5 Use of ICT in the classroom: artificial intelligence, machine learning, block chains, smart boards, handheld computing devices, adaptive computer testing for student development, Specific features, functions and limitations of use and integration ICT.

Unit 5: Innovative and Research Practices

5.1 Meaning, need, importance and scope of innovative practices.

5.2 Types of innovative practices (online/offline): quizzes, buzz groups, snowballing, brainstorming, discussion and group learning, debates, recitations and storytelling, presentations, role play, games and toys for learners,

5.3 Case study, asking and framing questions including higher order thinking questions.

5.4 Action research, reflection, and research-based practice in school.

5.5 Psychological, Sociological and Philosophical Perspective of teaching and learning a subject, Role of a teacher in facilitating learning the concepts of the subject.

Suggested Coursework / Practicum

- Organize essay/poster making competition to bring about awareness about our surrounding environment and sensitize community at large about environmental concerns.
- Develop e-Content on selected topics such as food, clothes, honeybees, flowers, market, animals and plants, forests etc.
- Organize workshops to evolve art-integrated/ games etc.
- Develop strategies to teach plants, animals, forests, numbers, shapes, making house by following STEM/ STEAM approach.
- Develop a project on practices to conserve environment with special focus on ancient Indian practices.
- Develop 2-D/3-D models, charts, flash cards to teach topics such as Foods We Eat, Garden, The Valley of Flowers etc. for the use of children with visual impairment
- Visit different websites to identify activities/ games/toys to teach topics such as seeds, fruits, earthquakes, web of life, eating together, and prepare digital repositories.
- Develop strategies to teach topics like rivers, mountains, forests, earthquakes.
- Prepare a plan to develop Resource Room/ Activity Room for EVS in your Institution.
- Analyze the textbooks of Class 3 to 5 to identify facts, concepts, and generalizations for students with visual impairment
- Develop innovative lesson plans by following art-Integrated/ toy and game-Integrated pedagogy to teach various topics.
- Develop rubrics to assess the progress of learners.

- Prepare an Achievement Test based on TOS, administer on a group of learners, analyze their achievement, identify difficulties, and conduct remedial sessions for learners with visual impairment.
- Prepare and manage portfolio, Story-telling pedagogy, prepare innovative ICT integrated lesson plan.
- Make a case study of learners with visual impairment, identify problems and conduct action research.

Suggestive mode of transaction

The course will be transacted through activity based, discovery based, role playing, dramatization, small group work, pair work, interactive methods such as group discussions, peer tutoring, workshops, observations, presentations, and seminars.

Suggestive assessment

Observation of students' activity, correcting their worksheets, short formal written tests, periodical summative assessment, Seminars, demo lessons, practical tasks, and hands-on activities will be appropriately used to assess the learning outcomes. Student teachers will also be encouraged to prepare an e-portfolio to showcase their learning and skills.

Suggested readings

CEE. (2007). Environmental Education in the Indian school system: Status Report.

CEE. (2007). Joy of Learning: Handbook of Environmental Education Activities; CEE for NCERT.

CEE; (2007). Tbilisi to Ahmedabad: The journey of Environmental Education –A Source Book; CEE; Ahmedabad.

NCERT. (2005). National Curriculum Framework-2005

NCERT. (2009). Project Books on Environmental Education for classes VI, VII, VIII, IX and X.

NIOS Learning Environmental Studies at Primary Level, Diploma in Elementary Education (D.El.Ed.), Block -2, Curriculum and Pedagogy of EVS. https://www.nios.ac.in/media/documents/dled/Block2_505.pdf

NIOS. Learning Environmental Studies at Primary Level, Diploma in Elementary Education (D.El.Ed.), Block -1, Importance of Teaching-Learning of EVS at Primary Level. https://nios.ac.in/media/documents/dled/Block1_505.pdf

KVS. Source Book on Assessment in VS https://zietmysoredigtallibrary.files.wordpress.com/2016/06/source-book-evs.pdf

NCERT (1991): Elementary Teacher Education Curriculum, Guidelines and Syllabi, New Delhi.

NCERT (2006). Environmental Studies Looking Around Textbook for class III.

NCERT (2007). Environmental Studies Looking Around Textbook for class IV.

NCERT (2008). Environmental Studies Looking Around Textbook for class V.

NCERT (2017). Learning Outcomes at Elementary stage.

(D.El.Ed.), Block -2, Curriculum and Pedagogy of EVS. https://nios.ac.in/media/documents/dled/Block2_505.pdf

NIOS Learning Environmental Studies at Primary Level, Diploma in Elementary Education (D.El.Ed.), Block -3, Assessment, Reporting and Remediation in EVS. https://nios.ac.in/media/documents/dled/Block3_505.pdf

Content cum Pedagogy of Art Education at Preparatory Stage for Learners with visual impairment

Course Code: 6.2.6 (VI) **Credits: 2** **Semester: 6**

About the Course

This course is primarily designed to develop conceptual understanding and application skills to practice teaching-learning of Arts and Art Integrated Learning at Preparatory stage relevant for learners with visual impairment. It includes knowledge, understanding and practice of visual as well as performing arts which are important components of the content and pedagogy of the ISITEP programme for this stage. The well-being and fulfillment of an individual's potential is the common thread in all art forms as they have a natural potential to connect with the learners and help in their learning and development. This is more so in the case of learners with visual impairment. Art is considered as the basis of learning at this stage, may it be the language, EVS or Mathematics, as it involves all faculties and senses of the learner and engages him/her in play and make without fear. Arts are natural to the children of this age and help them make meaning of the new learning through the known and concrete means. Learning through the arts is a joyful and experiential approach to engage children, including children with visual impairment, in: observation, imagination, exploration, making things, playing with material, narrating their experience, finding links and meaning to the new subjects and concepts. Making mistakes and learning from the mistakes is common to all the learners including children with visual impairment, and art integrated learning provides the natural platform for it. Art experience in art as pedagogy is a process of learning and not the final product of art, hence they can explore, experiment, and express without fear of failing. Arts by nature add to the mental wellness of each learner and learn at his/her own pace. This part of the course is to prepare facilitators of the Preparatory stage to understand and learn techniques of visual and performing arts on one hand, and practice pedagogy of learning Art joyfully on the other.

Learning outcomes

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

- understands and analyses the need for Arts in Education for holistic development of the learners with Visually impaired,
- defines meaning of Visual and Performing Arts with clear understanding of the art forms under these two categories,
- explains the importance of Arts in learning and development of children at Preparatory Stage
- creates and presents different art work (visual and performing) aesthetically using appropriate techniques and skills,
- differentiates between Art as 'a Subject' and Art as 'Pedagogy',
- designs age and stage appropriate activities in visual as well as performing arts skillfully,
- discovers their own artistic preferences through exposure to various Indian Art traditions, practices in visual and performing art forms and enjoys creative expression (verbal and non-verbal)
- design Art Integrated Learning (AIL) experience in Languages, Sciences and Mathematics, skillfully for making learning experiential and joyful for each child including children with visually impaired,
- finds relevant links of Indigenous Knowledge, Traditions and Practices with the content and concepts of the subjects.

Course content

Unit 1: Visual and Performing Art Education – Importance, and Types

1.1 Art Education: Meaning, concept, nature, and purpose of art education. Importance of Art Education in Cognitive, Psycho-motor and Socio-emotional development.

1.2 Role of folk and traditional arts and crafts in learning and development of young children including visually impaired.

1.3 Types of art forms suitable for the Preparatory stage for children with visual impairment;

1.3.1 **Visual arts & crafts:** Learning Knowledge of; tearing & pasting, paper folding and paper crafts, clay modeling, soft toy making, weaving, Mask and puppet making, paper mache etc.

1.3.2 **Performing arts:** basic knowledge of 'Sur' and 'Taal', seven notes (sargam) playing regional instruments and singing prayers, action songs, folk compositions related to festivals and celebrations etc., Basic knowledge of Dance and Movement; warm up exercises of dance and theatre, body balance, body movement, stretching and bending, action dance based on subject content of Language, EVS and Mathematics

1.4 Drama and puppetry: role play, mime, fancy dress, use of props, playing with finger puppets, stick puppets, puppets with music and action on poems/ stories/ social messages etc.

1.5 Knowledge of Indian traditional art and craft forms and their linkages with languages, EVS and Mathematics skills suit with learners with visual impairment.

Unit 2: Content Planning and Implementation of Art as Pedagogy (Need of the learners with visual impairment to be kept in mind while teaching this unit)

2.1 Selection of content/theme/topics for creating subject content from the preparatory curriculum, folktales, folk stories, epics, comic characters, cartoons etc.

2.2 Art Integrated Learning (AIL) and multiple intelligence, AIL and socio-emotional development, AIL and inclusiveness with available research evidence: Concept, and types.

2.3 Tools for creating varied sounds. Singing folk songs/prayers/patriotic songs with actions in solo and in group. In dance and movement- encourage observation and imitation, moving objects, birds & animals, people and machines. Experimentation with movement and dance, based on beats and rhythm (laya and tala). Games and exercises to understand the body and its balance.

2.4 Designing Activities, worksheets, workbooks for the experience of different art methods and techniques.

2.5 Develop art-based icebreakers and warmups, body exercises, art integrated learning of new concepts. Exploration of traditional sources of arts and its linking with new learning in subjects.

Unit 3: Pedagogy of Art

3.1 Pedagogy of arts and art as pedagogy for experiential learning.

3.2 Art as Pedagogy (Art Integrated Learning): brief introduction of the meaning and concept, nature and its scope (developmental, nurturing, organic, holistic, creative, therapeutic, inclusive, cultural, value based) at Preparatory stage, Art as pedagogy for the holistic learning (cognitive, psycho-motor and affective domains) and development of each learner including visually impaired

3.3 **Visual Arts:** Known to unknown and concrete to abstract content and concepts. Process over product – more weightage to the process of creating art than the final product.

Performing arts: Exercise to enhance sensory awareness and efficiency, observation, communication, associative thinking; building situations with imaginary objects and people.

3.4 Participatory learning, using action songs, dances, role play, hot seating, improvisations, mime, creating stories, songs etc., Strategies such as encouraging listening and identifying different sounds.

3.5 Use of non-verbal expressions of basic moods such as happiness, love, anger, compassion, like and/dislike, kind and caring etc. Knowledge and use of signs, symbols, and hand gestures (mudras) to express feelings., Knowledge of face make up and skill to use make – up for painting subject and theme-based faces. Making and using props for engaging attention of the learners.

Unit 4: Art Integrated learning

4.1 Visual Arts: Tactile drawing & painting, printing using blocks, tearing & pasting, quelling and other paper crafts, clay modeling (slab, coil and pinching methods, relief work), mask and puppet making, soft toy making, weaving etc.
4.2 Creating art through experimentation with different mediums and techniques.
4.3 Conscious display of raised lines, forms, compositions, texture etc. Developing narratives in visuals and tactual, composition of an imagined situation, illustrated story, comic strips.
4.4 Performing Arts: listening and identifying different sounds (sound: identification, localization and discrimination), making, and playing one folk musical instrument, Learning, and singing folk songs, prayers, patriotic songs. Warm up exercises (body stretching, bending, hopping, jumping, balancing etc.) dance and movement, bird & animal dance, learning and performing any one folk dance of the region, performing nine emotions (Rasa) through non-verbal modes, learning use of hand gestures (mudras), creating props for dance and drama performances, periodic performances in college/institution functions.
4.5 Writing a drama script, composing an action song, composing a dance drama. Lesson plans on integration of visual and performing arts with language, EVS and Mathematics.

Unit 5: Assessment and Evaluation

5.1 Art Integrated Learning (AIL) in languages, Mathematics and EVS.
5.2 AIL based mock sessions before school experience programme (SEP).
5.3 Conceptual understanding of AIL for Assessment of `As' `Of' and `For' Learning. Implementation of AIL in actual situation (classroom management, organizing and managing materials, seating arrangements, organizing skills of group and cooperative learning, display of students work, organizing field trips and excursions, organizing resources for presentations and performances etc.).
5.4 Designing and managing records and portfolios of each learner.
5.5 Preparing worksheets and workbooks, audios, videos, paintings/visuals, and crafts.

Note: Needs of and suitability as well applicability for learners with visual impairment to be kept in mind while teaching this course.

Suggested Coursework / Practicum

- Design an Art Appreciation project on; a Heritage Walk, visit to a Monument, a public event, an Art exhibition, Play, Concert etc.,
- Portfolio of visual artwork.
- Audio/Visual records/presentation of performing art assignments.
- Records of School Experience work on Art Education.
- Records of School Experience work of children on use of Art as Pedagogy.

Suggestive mode of transaction

Demonstration, Field-based experience, Storytelling/success stories, Classroom discussions, Self-study, Field observations, and preparation of study reports. Classroom presentations, discussion forums, observation, research report, engaging in dialogue.

Suggestive assessment

Written test, classroom presentation, workshop, assignments, practicum, sessional and terminal semester examination.

Suggested readings

MHRD. (2020). National Education Policy 2020. Ministry of Human Resource Development. Government of India. New Delhi.

MHRD. (2020). National Education Policy 2020. Ministry of Human Resource Development. Government of India. New Delhi.

NCERT (2006). Position Paper National Focus Group on Arts, Music, Dance and Theatre, New Delhi: NCERT.

NCERT (2019), Art Integrated Learning—Guidelines

NCERT (2019). Art Integrated Learning—Guidelines. https://ncert.nic.in/pdf/notice/AIL-Guidelines-English.pdf

NCERT (2023) Handbooks on Art Integrated Learning for Teachers Teaching Classes I-V

NCERT (2023). Handbook on Art Integrated Learning for teachers teaching classes VIVIII. https://ncert.nic.in/deaa/pdf/ArtIntegratedLearning-HandbookClasses%20VI-VIII.pdf

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

NCERT. (2015), Training Package on Art Education for Primary Teachers, Volume I.
https://ncert.nic.in/deaa/pdf/tpaev101.pdf

NCERT. (2015), Training Package on Art Education for Primary Teachers, Volume II. https://ncert.nic.in/deaa/pdf/tpaev201.pdf

NCERT. (2023). National Curriculum Framework 2023 (draft). National Council of Educational Research and Training, New Delhi.

NCERT. (2023). National Curriculum Framework 2023 (draft). National Council of Educational Research and Training, New Delhi.

UNESCO. (2006). Road map for Arts Education. The world conference on Art education: Building creative capacities for the 21st century. Portugal: Lisbon

UNESCO. (2010). The Seoul Agenda: Goals for the development of arts education. The second world conference on Arts Education. Ministry of culture, sports and Tourism. Republic of Korea.

Physical Education & Yoga at Preparatory Stage for Learners with visual impairment

Course Code: 4.2.7 (VI) **Credits: 2** **Semester: 6**

About the Course

Physical Education is an integral and vital component of school curricula, determining an individual's wellbeing throughout life. It involves developing basic movements, motor skills, awareness of rules, and participation in activities/games. Physical Education is essential for mental, emotional, intellectual, and social development, and plays a critical role in a child's overall wellness. It helps develop strength, speed, endurance, and coordination of abilities. Age-specific methods should be used to prevent exhaustion and injuries, and children with visual impairments should not be excluded from physical education activities. Play, action, and doing are the best teaching-learning methods for children at this stage. Physical education should revolve around active participation in fun games and simple group games, gradually transitioning to more formal games in higher classes. Moderate to vigorous physical activity is desirable, as it strengthens muscles and bones which is essential as mobility is limited due to visual impairment. Yoga, combined with physical education, has a synergistic effect on improving fitness and motor performance. The Preparatory Stage focuses on refining skills and combining them into fundamental movement forms, such as rolling, throwing, catching, dribbling, kicking, and striking. The focus should be on basic skills, the joy of playing, and appropriate behaviors and attitudes during activities. Local games should be preferred and encouraged during this stage.

This course covers the basics of Physical Education and Yoga and its importance at the Preparatory Stage. It discusses the origin, aim, scope, and current benefits of sports and games. It also explores ancient sports and Yoga as a means of living and wellness. The course also discusses the various facets of Physical Education and its interconnectedness with other disciplines. This curriculum also developed for the learners to widen their knowledge, understanding and skills in the field of sports, games and yoga asanas. This course provides a chance to the learners to be able to choose physical education and yoga as a career. In the present age physical education and yoga has gained more importance as people are getting conscious about their health and well being.

Learning outcomes

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

- develop an understanding of the concept of Physical Education and Yoga and their deep rootedness in Indian culture.
- describe the scope, importance and potential of Physical Education and Yoga at the school level.
- realize the importance of Physical Education as an integral and essential part of the school curriculum at all stages.
- establish interlinked multidisciplinary, scientific approach among Physical Education, Yoga, and other school subjects,
- explain the aims and objectives of Physical Education and Yoga at the preparatory stage,
- write aim, objectives and competencies for teaching Physical Education and Yoga.
- motivates the learners to seek more information.

Course content

Unit 1: History, Principles and Foundation of Physical Education

1.1 Meaning, definition, aim and objectives of Physical Education, Need and importance of Physical Education for fitness and holistic development in present era, Misconceptions about Physical Education.

1.2 Foundation of Physical Education (Biological, Philosophical, Sociological and Psychological) and its principles.

1.3 Relevance of Physical Education in multidisciplinary context for children with visual impairment.

1.4 History of Physical Education in Pre & Post-Independence India as a school subject. Contribution of Akhadas and Vyayamshalas other organisation towards promoting Health and Physical Education for children with visual impairment in India.

1.5 Aim and objectives of Adaptive Physical Education. Role of Physical Education Teacher for children with visual impairment, scientific posture, Introduction to Special Olympics, Para Olympics etc.

Unit 2: Introduction to Yoga

2.1 Meaning, Need, Definition and Importance of Yoga, Aims and Objectives of Yoga in Physical Education and Sports

2.2 Brief orientation of Yoga in Early Upanisads (Gheranda Samhita), The Yoga Sutra: General Consideration, Invocation/Prayer

2.3 The Astanga Yoga: Yama, Niyama, Asana, Pranayama, Pratyahara, Dharana, Dhyana, Yoga in the Bhagavad Gita –(Karma Yoga, Raja Yoga, Jnana Yoga and Bhakti Yoga), Asanas oriented body posture and movements: Sitting Posture, Standing posture, prone posture, Supine posture, Neck Movement, Shoulder movement, Trunk movement, Knee movement, Asanas: Technique and Dos and Don't and its effect on various system of the body, Classification of asanas with special reference to physical education and other indigenous activity and Indian traditional knowledge.

2.4 Influences of relative, meditative posture on various system of the body, Fundamental movements of joints, Difference between yogic practices, games and sports and physical exercises, International Yoga Day and their Protocols, Yoga Geet (Yoga Song), Yoga education centers in India and abroad, competitions in Yog-asanas

2.5 Benefits of Yoga and Asanas in Schools – improves concentration and memory; respect for peers and others; self-regulation; self-confidence; feeling of wellbeing; physical fitness, Food for Thought.

Unit 3: Pedagogical Analysis of Physical Education and its content

3.1 Pedagogical analysis of content for identification of minor and major concepts for physical education and yoga, listing learning outcomes, planning activities, experiments, observation, and evaluation procedure in an inclusive setup of contents - Physical Education, Physical Fitness and its Importance, Concept of personal health and hygiene, Yoga and Personality Development, Yogic Practices for Personality Development, Anuloma-Viloma, Pranayama (Alternate Nostril Breathing) Bhastrika Pranayama, Meditation.

3.2 Evaluation of contents of yoga and physical education textbooks.

3.3 Tools for teaching yoga and mindfulness and their modules, Describe Blooms taxonomy of Physical Education and Yoga.

3.4 Objectives in Physical Education and Yoga, Self-assessment tool and process in Physical Education and Yoga.

3.5 Design of indigenous physical education and yoga activities.

Unit 4: Methods of Teaching, Learning Aids and Resources in Physical Education & Yoga

4.1 Motor Educative Process, Importance of Gadgets and Devices, Teaching Technique – Lecture method, Command method, Demonstration method, Imitation method, project method etc., Teaching Procedure – Whole method, whole – part – whole method, part – whole method, Presentation Technique – Personal and technical preparation, Command-Meaning, Types and its uses in different situations.

4.2 General guidelines, precautions and safety measures while practicing Physical Education activities and Yoga, follow up techniques and fault/ error and its correction technique applied

in Physical Activities and Yoga, Various types of class formations for physical education activities, yoga practice.

4.3 Teaching Learning Aids/Materials: concept, definition, role and importance in classroom teaching and practical training learning the subject, Types of Teaching Learning Aids/Materials: non-print and digital media for offline/ online classroom, artificial and natural spaces

4.4 Fundamental skill activities cognitive and motor process (e.g Walking with correct mechanism). Benefits of Practical and Classroom/outdoors teaching aids – fitness aids, cones, belts, medicine balls, audio-visual aids,

4.5 Brief description of activity zone equipments: play kits, toys, sports equipment, sports Balloon, trampolines and spongy mattress Kids athletics game, Spot Markers, Hoops, Task Tents, Bean Bags, Heart Rate Monitors, Presentation Technique – personal and technical preparation; steps in presentation as per group requirements.

Unit 5: Assessment and Evaluation for Teaching of Physical Education

5.1 Assessment and evaluation in Physical Education: concept, importance, and principles, providing feedback.

5.2 Various evaluation methods and tests in Physical Education.

5.3 Sports Authority of India (SAI) and Khelo India Fitness components, Assessment Test, Scoring Procedure Testing Procedure Effect and Observations Follow up

5.4 Preparation of Fitness Report Card and Feedback.

5.5 Competitions for the evaluation of performance: types of competition.

Suggested Coursework / Practicum

- Conduct pedagogical analysis of the content for any two topics of physical education and yoga and prepare a report.
- Critical evaluation of the book of health and physical education for yoga contents and prepare a report.
- Write learning outcomes and competencies for two topics of physical education and yoga.
- Prepare a chart on the benefits of yoga.
- Survey of local and traditional Indian games and sports – pachisi, pallanguzhi, ashta chamma, snakes and ladders, chowpar, chowka bara, gullidanda, goli, and local games.
- Design and promote any adapted games and sports.
- Planning a regime for Calisthenics exercises for morning assembly, Planning Recreational games, outdoor group activities, Organizing competitions at class/school level, Practice of all pranayams and asanas.
- Development of an inclusive lesson plan that integrates two disciples of school education with a game/sports/yoga.
- Make a report enlisting the professional ethics for Physical Education and Yoga.
- Visit a playground and observe children playing different games. Make a list of tasks that help children build social relationships and a strong social dynamic.
- Prepare a plan for action research in any area of Physical Education.

Suggestive mode of transaction

Short Lecture cum discussion/demonstration, group task and presentation, observation, seminar, experiential learning, skill development, report writing, project writing, organizing demonstrations and activities in simulated situations in fun competition, school visits, sports park visit

Suggestive assessment

Written test, classroom presentation, workshop, assignments, practicum, formative assessment, internal and terminal semester examination.

Suggested readings

https://schoolfitness.kheloindia.gov.in/UploadedFiles/SampleData/ AdminManual.pdf

National Health Mission. Ministry of Health and Family Welfare: https://nhm.gov.in/

NCERT (2023). Health and Physical Education. Effects of Physical Activities on Human Body. Textbook for Xth class. New Delhi.

NCERT (2023). Health and Physical Education. Physical Education: Relationship with other Subjects. Textbook for Xth class. New Delhi.

Recommended dietary intakes for Indian sports men and women, 1985 National Institute of Nutrition. Dietary guidelines for Indians – A Manual, 1998

Bucher, C. A. (n.d.) Foundation of physical education. St. Louis: The C.V. Mosby Co.

Deshpande, S. H. (2014). Physical Education in Ancient India. Amravati: Degree college of Physical education.

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.

Obertuffer, (1970). Delbert physical education. New York: Harper & Brothers Publisher.

Sharman, J. R. (1964). Introduction to physical education. New York: A.S. Barnes & Co.

William, J. F. (1964). The principles of physical education. Philadelphia: W.B. Saunders Co

https://yoga.ayush.gov.in/public/assets/front/pdf/CYP-2023-English.pdf

Arvind Bahadur Singh: 2021. Method in Physical Education. Sports Publication, New Delhi

https://www.cbse.gov.in/cbsenew/documents//HEALTH%20MANUAL%20VOL%201.pdf

Brown, F. Y. (2000). How to use yoga. Delhi: Sports Publication.

Gharote, M. L. & Ganguly, H. (1988). Teaching methods for yogic practices. Lonawala: Kaixydahmoe. Rajjan,

S. M. (1985). Yoga strentheningofrelexation for sports man. New Delhi: Allied Publishers.

Shankar, G. (1998). Holistic approach of yoga. New Delhi: Aditya Publishers. Shekar, K. C. (2003). Yoga for health. Delhi: KhelSahitya Kendra.

Bhardwaj, A. (2003). New media of educational planning. NewDelhi: Sarup of Sons.

Bhatia, & Bhatia, (1959). The principles and methods of teaching. New Delhi: Doaba House.

Kochar, S.K. (1982). Methods and techniques of teaching. New Delhi: Sterling Publishers Pvt. Ltd.

Pandy, L.K. (1977). Methods in Physical Education.Delhe: Metropolitan Book Depo.

Singh, H. (1984). Sports training, general theory and methods. Patials: NSNIS.

Uppal, A.K., (1999). SportsTraining.New Delhi: Friends Publication.

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 teacher will be able to:

- Differentiate between language, communication and cognition.
- Explain the importance of preserving linguistic diversity and promoting mother tongue-based education.
- Highlight guidelines of NEP 2020 in language teaching, focusing on mother tongue instruction and inclusive practices.
- Develop high-quality language teaching resources for inclusive classrooms.
- Demonstrate social tolerance and effective communication through bilingual and multilingual education practices.

Course content

Unit 1: Understanding Language, Communication and Cognition

1.1 Introduction to Language, Communication and Cognition; Language as a means of communication and language as a medium of cognition
1.2 Types of Communication (linguistic and non-linguistic communication, formal and informal communication, verbal and nonverbal communication, gestures, Sign Language)
1.3 Language and Society: Functions of language, Multilingualism in India, Language variations and standardization
1.4 Language acquisition and language learning, Barriers to language and communication in the context of different disabilities
1.5 Teaching of Mother Tongue (L1) in the context of different disabilities

Unit 2: Language Skills and Instruction in Special Schools/ Inclusive Schools

2.1 Aims and objectives of teaching the First Language at different stages of schooling and language skills (listening, speaking, reading and writing)
2.2 Listening Skills (Comprehension) in the context of different disabilities
2.3 Speaking Skills (Communication) in the context of different disabilities
2.4 Reading Skills in the context of different disabilities
2.5 Writing Skills in the context of different disabilities

Unit 3: Approaches and Methods of Teaching the First Language in Special and Inclusive Schools

3.1 Principles of teaching language.
3.2 Approaches to teaching language (Task-Based Approach, Collaborative Learning, Experiential Learning, Reflective, Inquiry-Based Approach, Language Across Curriculum, Communicative Language Teaching, Bilingual, Multilingual, Eclectic, and Constructive Approach etc.)
3.3 Methods of teaching language (Natural, Structural and Combined Method)
3.4 Techniques of Teaching Language (Directed Activity, News, Stories, Poems, Total Physical Response etc.)
3.5 Reasonable Accommodations and Exemptions in Teaching Language to Children with Disabilities

Unit 4: Creating Language Teaching Materials

4.1 Principles of developing language teaching materials
4.2 Designing age-appropriate and inclusive learning resources
4.3 Utilizing digital & ICT tools for language teaching
4.4 Creating dictionaries and other reference materials for language teaching
4.5 Developing culturally relevant and inclusive teaching aids for diverse learners

Unit 5: Enhancing Language Teachers' Skills

5.1 Understanding the socio-cultural context of languages in education
5.2 Techniques for effective language instruction in classrooms
5.3 Professional development for language teachers
5.4 Strategies for inclusive education and effective communication in multilingual environments
5.5 Assessment and evaluation in language teaching

Suggested Coursework / Practicum

- Development of inclusive language teaching materials and hands-on training sessions for different educational Settings Inclusive and special schools.
- Classroom Observation and analysis of multilingual education settings.
- Participation in language teaching practicum.
- Research Project on language education for diverse learners.
- Fieldwork involving language preservation efforts in educational contexts.
- Interactive field visits to multilingual classrooms and community language centres.
- Developing collaborative projects with peers on language education practices.
- Community engagement activities to understand and document socio-cultural contexts.

Suggestive mode 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.

Suggestive 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

Agnihotri, R. K. (2015). Multilingual Education in India: A Case for English Language Teaching. Springer.

Baron, J. & Watkins, P. (2023). Pragmatics in Language Teaching: From Research to Practice. Routledge, Denver.

Clare, A. Gregrson, T., & Mercer, S. (2024). Positive language education: Teaching global life skills in the language classroom. Routledge, Denver.

Cummins, J., & Hornberger, N. H. (2008). Encyclopaedia of Language and Education. Springer.

Goh, C.C. & Liu, X. (2023). Confident speaking: Theory, Practice, and Teacher inquiry. Routledge.

Khanna, A. L., Agnihotri, R. K., and Gupta, S. A. (2017). Trends in Language Teaching, The Orient Blackswan Pvt. Ltd.

Kroth, R. L. & Edge, D. (1997). Strategies for communicating with parents and families of Exceptional Children. Denver: Love Publishing Company.

Mishan, F. & Kiss, T. (2024). Developing Intercultural language materials. Routledge.

Puar, S. S. (2017). Language across the Curriculum, Twenty first Century Publications, Patiala

Skutnabb-Kangas, T., & Phillipson, R. (1994). Linguistic Human Rights: Overcoming Linguistic Discrimination. Mouton de Gruyter.

Spiro, J. & Paran, A. (2023). Becoming a reading teacher: Connecting research and practice.

Trenholm, S. (2021). Thinking through communication: An introduction to the study of Human communication. Routledge

Journals

Agnihotri, R. K. (2007). Towards a Pedagogical Paradigm rooted in multiliguality. International Multilingual Research Journal, 1(2). 79-88.

Language, Culture, and Curriculum.

Journal of Multilingual and Multicultural Development.

Online links

National Education Policy 2020: [NEP 2020]. http://www.education.gov.in/nep/about-nep and http://education.gov.in/national-education-policy

UNESCO World Atlas of Languages: [UNESCO] (https://en.unesco.org/world-atlas-of-languages) http://en.wal.unesco.org/world-atlas-languages

Portals

Central Institute of Indian Languages: [CIIL] https://www.ciil.org/

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.

Suggestive mode 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.

Suggestive 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

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

Indian Sign Language (ISL) Textbooks by HWSPSHI for Foundation till Class VIII

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) **Credits: 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 completion of this course, the student teacher 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

Course content

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.

Suggestive 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.

Suggestive 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:

- Exhibit a basic understanding of art appreciation, art expression, and art education.
- Understand the diversity within artistic expression.
- Apply art as 'critical pedagogy' in classrooms.
- Adapt and modify activities to enhance learning and teach through art forms.
- Promote inclusive art and facilitate participation in cultural and community events.
- Understand and explain the principles of inclusive art.
- Analyze and evaluate case studies of inclusive art programs.
- Develop and implement strategies for creating inclusive art projects.
- Advocate for accessibility and representation in the art community.
- Collaborate with diverse groups to create inclusive art experiences.

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

Suggestive mode of transaction

Demonstration, Field-based experience, Storytelling/success stories, Classroom discussions, Self-study, Field observations, and preparation of study reports. Classroom presentations, discussion forums, observation, research report, engaging in dialogue.

Suggestive 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

कलासमेकित अधिगम: दिशानिर्देश (2019) राष्ट्रीय शैक्षिक अनुसन्धान और प्रशिक्षण परिषद् नई दिल्ली। ISBN 978-93-5292-212-3

कलाशिक्षापर प्रशिक्षण पैकेज खंड 1: प्राथमिक शिक्षकों के लिए (2018) राष्ट्रीय शैक्षिक अनुसन्धान और प्रशिक्षण परिषद् नई दिल्ली। ISBN 978-93-5292-105-8

कलाशिक्षापर प्रशिक्षण पैकेज खंड 2: प्राथमिक शिक्षकों के लिए (2018) राष्ट्रीय शैक्षिक अनुसन्धान और प्रशिक्षण परिषद् नई दिल्ली। ISBN 978-93-5292-106-5

संगीत शिक्षक संदर्शिका उच्च प्राथमिक स्तर: छठीसे आठवीं तक (2018) राष्ट्रीय शैक्षिक अनुसन्धान और प्रशिक्षण परिषद् नई दिल्ली। ISBN 978-93-5292-020-4

Joy of Theatre: Teachers Handbook Upper Primary Stage Class 6 to 8 (2018) NCERT ISBN 978-93-5292-017-4

Baniel, A. (2012). Kids beyond limits. Perigee Trade, New York.

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 21st-century skills for the rehabilitation and inclusion of persons with disabilities.

Learning outcomes

After completion of 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.

Suggestive mode 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.

Suggestive assessment

- Fostering curiosity and engagement of student teachers with the chosen themes through diverse instructional methods, including regular assessments and constructive feedback.
- Group discussions, presentations, research projects, peer evaluations, simulations, and role plays can also be done for assessment.

Suggested readings

शर्मा स., राव ब. एवं कथूरिया स. (2023) भारतीय ज्ञान परंपरा विविध आयाम । शिप्रा पब्लिकेशन्स। ISBN 978-9391978334 ।

शर्मा, स. कु. (2023) भारतीय प्रज्ञा परंपरा का पुण्य प्रवाह। नेशनल बुक ट्रस्ट भारत। ISBN 978-9354917967 ।

राठोड, अ. (2023) भारतीय ज्ञान परंपरा. नवीन शैक्षणिक धोरणानुसार महागातील सर्व विद्यापीठांसाठी। श्री साईनाथ प्रकाशन: नागपूर। ISBN 978-93-84642-99-0 ।

पाण्डेय, ह. (2023) भारतीय ज्ञान परम्परा विमर्श। भारत-भारती प्रकाशक एवं पुस्तक विक्रेता।

पांडेय, न. कु, (2023) भारत की ज्ञान प्रणाली। सत्यम पब्लिशिंग हाउस।

शुक्ला, र. कु. (2021) भारतीय ज्ञान परंपरा और विचारक। प्रभात प्रकाशन। ISBN 978-9390378142 ।

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Indian Council of Historical Research (ICHR): https://ichr.ac.in/
Sahitya Akademi: https://sahitya-akademi.gov.in/
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National Digital Library of India (NDLI): https://ndl.iitkgp.ac.in/
Digital Library of India: http://www.dli.ernet.in/
Project Madurai (Sangam Literature): https://www.projectmadurai.org/
Indian Knowledge Systems (IKS) Division: https://iks.iitgn.ac.in/
Indira Gandhi National Centre for the Arts (IGNCA): https://ignca.gov.in/

Teacher and Society

Course Code: 5.5 **Credits: 2** **Semester: 2**

About the Course

Teacher in general and special as well as inclusive education teacher have the key role in nurturing young lives and shaping positive and inspired future generations. NEP 2020 says 'do everything to empower teachers and help them to do their job as effectively as possible' as teachers are second to mothers in having opportunity to work with children during the most impressionable years in their life and contributing so much to the development of both individual and society. The focus of the course is on developing an understanding among student teachers of the roles of teachers in the emerging Indian society in the context of globalization with efforts to promote national spirit and characteristics in our education system.

Learning outcomes

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

- Discuss the relationship between teacher beliefs, values, character, life history, social and cultural context.
- Explain the teacher role and characteristics- the personal and professional self.
- Demonstrate an ability to develop positive classrooms through engaging in the ethic of care and inclusion.
- Demonstrate an ability to critically reflect on personal and collective practice so as to improve learning and teaching.

Course content

Unit 1: Understanding the Personal and Professional Aspects of Teacher

1.1 Exploring the personal and general context of teacher: Teacher beliefs, values and aspirations, diverse identities and life history
1.2 Exploring the social context of teacher: Social contexts and commitment to learning and education
1.3 Exploring the professional context of teacher: Qualifications, attitude, aptitude, experience and exposure
1.4 The Charismatic Teacher, the Communicator Teacher, the Missionary Teacher, the Competent Teacher, the Learning Teacher and the Reflective Practitioner
1.5 The Reflexive Practitioner: Nurturing the professional capital through collaborative and/or collective engagement with self, others, social context.

Unit 2: Nurturing the Teacher: A Dialogue beyond the Curricular Goals

2.1 Teaching: One profession, many roles
2.2 Teaching Character: Nurturing Teachers for joy, life-fulfilment, peace of mind and personal growth of every individual
2.3 Holistic Teacher Development: Nurturing the Panchakoshas
2.4 Teacher Values and Belief in the context of current Philosophies of Education and Teaching
2.5 Developing an Ethic of Care in Teacher Education: Nurturing the teacher towards a pedagogy of care and inclusion

Unit 3: Understanding and Fostering Teacher Agency

3.1 Teacher Agency: The concept and role in shaping education system of tomorrow
3.2 Individual, Cultural and Structural Dimensions of Teacher Agency

3.3 Role of Teacher Discourses, Philosophy, Relationships, Networks and Professional Development in shaping Teacher Agency
3.4 Challenges and Issues in fostering Teacher Agency- non-performance, non-academic engagement, systemic apathy, policy and practice gaps
3.5 Role of Teacher in shaping the education policy, practice and reform

Unit 4: Teacher as an Architect of the new India

4.1 Engaging in Cortical Education: Dialogue on power relations associated with Gender, Ethnicity, Culture, Disability, Poverty, Social Class for realizing the true human potential
4.2 Being a Critical Teacher: Raising debates around rapid technological advancement and impact on individual, family and social life
4.3 Being a Critical Teacher: Preventing the growing isolation and impact on psycho- social health and well-being
4.4 Being a Critical Teacher: Protecting the interest of students in the changing relationship between the 'state' and the 'market' and minimising their impact on formal education
4.5 Being a Critical Teacher: Conceptualizing 'teacher' , teaching and teacher roles towards 'globalization' and reconstructing nationalism shaping the socio-political milieu

Unit 5: Special and Inclusive Education Teacher – The Power house for Social Justice and Student Empowerment

5.1 Special and Inclusive Education Teacher**:** The charismatic teacher with belief, values and aspiration to make education as right for students with disabilities and empower them along with their families
5.2 Special and Inclusive Education Teacher: The true professionalism with positive attitude, qualifications, experience with a mind and heart of learning teacher for continuous professional development and capacity building
5.3 Special and Inclusive Education Teacher: A nurturing teacher for human flourishing with emphasis on students' socio-emotional learning (SEL)
5.4 Special and Inclusive Education Teacher: As Fostering Teacher Agency in shaping education policy, practice and reform for social justice, inclusion and student empowerment
5.5 Special and Inclusive Education Teacher: Being a critical teacher as an architect of new India's inclusive and right based education.

Suggested Coursework / Practicum

- Undertake a case study of any teacher education institution on student teachers' response to needs of students, their beliefs, attitudes and values.
- Write a biography on any of your favourite special or inclusive educator.

Suggestive mode 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.

Suggestive 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

Suggestive mode 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

Suggestive assessment

- Written assignments and reports
- Practical demonstrations and project work

- Presentations and seminars
- Quizzes and examinations
- Participation in class activities and discussions

Suggested readings

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.

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 completion of this course, the student teacher 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.

Course content

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
1.5 Descriptive/Analytical, Applied/Fundamental, Quantitative/Qualitative, Conceptual/ Empirical

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-applied-research
https://in.indeed.com/career-advice/career-development/quantitative-skills
https://ebooks.inflibnet.ac.in/hsp16/chapter/interpretation/
https://www.london.ac.uk/study/courses/moocs/understanding-research-methods
https://www.jite.org/documents/Vol17/JITEv17IIPp163-179Rodafinos4907.pdf

Adapted Sports, Nutrition, Yoga and Understanding Self

Course Code: 5.8 **Credits: 2** **Semester: 7**

About the Course

This course focuses on the benefits of Yoga for healthy living and the importance of the practice of yoga for promoting the optimal state of physical, emotional, intellectual, social, and spiritual wellbeing of a person including persons with different disabilities. Yoga as a way of life is characterized by peace and tranquility, harmony and health, love and happiness, precision, and efficiency. The course seeks to engage special and inclusive student teachers with these ideas. The focus of the course is on being mindful of self (body, mind, emotions, thoughts, and actions). Course components will include brief history of yoga, principles and different types and streams of yoga, practices (Kriyas, Āsana, Pranayama, Bandha & mudra, Dhāraṇa & Dhyāna, etc), meditation and reflective practices, and the importance of these aspects in becoming an effective teacher with equal weightage to the theory and practicum. The course is also having focus on understating various adaptation in sports and physical education as per the need of persons with various disabilities.

Learning outcomes

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

- Understand the basic principles and practices of Sports, Physical Education and Yoga.
- Instruct the Physical Activities, Sports and Yoga practices for Healthy Living.
- Develop professionalism among students to conduct, organize Adapted Physical Education, Sports and Yoga events at school and community.
- Explain the importance of Yoga and how it helps an individual in understanding self for persons with various disabilities.
- Describe the importance of practicing Yoga Asana for individuals including persons with disabilities.
- Practice basic Yoga Asanas/ Kriyas for persons with and without disabilities.

Course content

Unit 1: Introduction to Sports and Physical Education

1.1 Meaning, definition aims and objectives of Physical Education, Sports
1.2 History of Sports and Physical Education (Ancient Greece, Ancient and Modern Olympics, Asian & Commonwealth Games), Post-Independence Period – Various Policies, Institutions, SAI, Khelo India, Fit India Movement
1.3 Characteristics and Measurements of Standard Track and Field for various games
1.4 Principles of Officiating and duties of Officials: Athletics, Sports and Games
1.5 Brief concept of Education in relation to Sports and Physical Education: Applications in Education and their Pedagogy

Unit 2: Adapted Sports and Physical Education for Persons with Disabilities

2.1 Individualization and adaptations in Sports and Physical Education
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.

Suggestive mode of transaction

Lectures, demonstrations, hands-on experience, projects, practicals, interactive sessions, assignments, seminars, intramural & extramural.

Suggestive assessment

Assessment based on practical activities as suggested above, organizing and participating any event of sports, nutrition or Yoga of persons with disabilities, assignments, group discussion, internal tests and term end evaluation.

Suggested readings

Bucher, C. A. (n.d.) Foundation of physical education. St. Louis: The C.V. Mosby Co.
Budhe, A.A. (2015) Career aspects and Management in Physical Education, Sports Publication, New Delhi.
Coalter, R. F. (2013). Sport for Development: What game we playing. Routledge.
Deshpande, S. H. (2014). Physical Education in Ancient India. Amravati: Degree college of Physical education.
Gharote, M. L. & Ganguly, H. (1988). Teaching methods for yogic practices. Lonawala: Kaivalyadhama.
IAAF (2008). IAAF Track and Field Facilities Manual. https://athleticssa.org.za/SportsInfo/IAAF-Track-and-Field-Facilities-Manual-2008-Edition-Chapters.pdf
Jagirdar, M.A. (2015). Officiating, Coaching, Training Methods and Recreation in Physical Education. New Delhi: Khel Sahitya Kendra
Kumar, Ajith. (1984) Yoga Pravesha. Bengaluru: Rashtrothanna Prakashana.
Mohan, V. M. (1969). Principles of physical education. Delhi: Metropolitan Book Dep. Nixon, E. E. & Cozen, F.W. (1969). An introduction to physical education. Philadelphia: W.B. Saunders Co
Muller, J. P. (2000). Health, Exercise and Fitness. Delhi: Sports.
Nagendra, H. R. & Nagarathna, R. (2002). Samagra Yoga Chikitse. Bengaluru: Swami Vivekananda Yoga Prakasana
Pinto, J. and Shetty, R.K. (2021). Introduction to Physical Education. Mangalore: Louis Publications
Russell, R.P. (1994). Health and Fitness Through Physical Education. USA: Human Kinetics.
Shekar, K. C. (2003). Yoga for health. Delhi: Khel Sahitya Kendra.
Singh, H. (1991), Science of Sports Training, DVS Publication, New Delhi.
Uppal, A.K. (1992). Physical Fitness. New Delhi: Friends Publication.
Vanik, A.K. (2017). Officiating and Coaching. 1st Edition, New Delhi: Friends Publications (India)
William, J. F. (1964). The principles of physical education. Philadelphia: W.B. Saunders Co.

Online links

https://egyankosh.ac.in/bitstream/123456789/46355/3/Block-1.pdf
http://egyankosh.ac.in//handle/123456789/46354

Positive Behavioural Interventions and Supports

Course Code: 5.9 a **Credits: 2** **Semester: 2**

About the Course

Positive Behaviour Interventions and Support (PBIS) is the current trend in helping students to learn and exhibit the appropriate behaviour contextually. The PBIS strategies are not just directed towards students with disabilities but planned in such a way that all students in the school benefit from it. If planned and implemented in the right manner, PBIS is one of the best ways to help students in special as well as inclusive educational settings. The techniques involve the students in planning the behavioural expectations and the consequences if not followed thus making the whole process a participatory technique. This unit will elaborate on the planning and implementation of PBIS in schools.

Learning outcomes

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

- Explain the concept and historical perspectives of behaviour.
- Narrate the need for implementing schoolwide positive behavioural strategies.
- Plan positive behavioural intervention and support (PBIS) for the class.
- Demonstrate competency in implementing the three-tier system of PBIS.
- Illustrate the role of teachers and other stakeholders in implementing schoolwide PBIS.

Course content

Unit 1: Understanding Behaviour

1.1 Behaviour – Historic perspective, classical conditioning, operant conditioning, and other methods used in promoting appropriate behaviour
1.2 Understanding behaviours – Definition, features, topography, and functions of behaviour
1.3 Understanding the communicative and non-communicative functions of behaviours
1.4 Role of internal factors (pain, hormones, sleep, physical and mental health, and medication)
1.5 Role of external factors (unpredictability, lack of clarity, sudden changes)

Unit 2: Positive Behavioural Intervention and Support

2.1 Concept and focus: Promoting academic success and facilitating positive behaviour
2.2 Basic elements of the practice of PBIS: expected outcome, evidence-based practices, collection of data
2.3 Basis of PBIS: Fostering safe and positive relationships, fair and predictable consequences, and review of environmental modifications
2.4 Extent of support based on the nature of the behaviour being addressed
2.5 Overall classroom environment and management

Unit 3: Implementing PBIS

3.1 The three-tier system of implementing PBIS – Tier 1 Primary Prevention, Tier 2 Secondary Prevention and Intervention, Tier 3 Tertiary Prevention, and Intervention
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

Suggestive mode 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.

Suggestive assessment

- Group work on the topic and submission.
- Individual work on working with a class group implementation of PBIS with the class teacher.
- Other relevant class assignments.

Suggested readings

Bradshaw, C. P., Reinke, W. M., Brown, L. D., Bevans, K. B., & Leaf, P.J. (2008). Implementation of school-wide positive behavioural interventions and supports (PBIS) in elementary schools: Observations from a randomized trial. Education and Treatment Children, 31(1), 1– 26. http://www.educationandtreatmentofchildren.net/

Dunsmoor, J.E., Murphy, G.L. (2015). Categories, concepts, and conditioning: how humans generalize fear. Trends Cognitive Science; 19(2):73-7. doi: 10.1016/j.tics.2014.12.003

Polloway, E.A., Patton, R.P, and Serna, L., (2008). Strategies for teaching learners with special needs. Ohio: Pearson

Timothy and William, J (2019) Applied behavioural analysis. Boston: Pearson Publishers.

What is School-Wide Positive Behavioural Intervention and Supports? (2010). Positive Behavioural Intervention and Support. http://pbis.org/school/what_is_swpbs.aspx

Whitman, M.A. (1975) Behaviour Modification: Introduction and Implications, 24 DePaul L. Rev. 949. Available at: https://via.library.depaul.edu/law-review/vol24/iss4/6

Websites

https://www.pbis.org/resource/references-for-the-evidence-base-of-pbis
https://www.researchgate.net/deref/http%3A%2F%2Fpbi.sagepub.com%2F

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Culturally responsive practices and PBIS. Annotated bibliography. https://files.eric.ed.gov/fulltext/ED601040.pdf
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Guidance & 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.

Suggestive mode 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.

Suggestive assessment

- Evaluation of a written report on a selected family.
- Evaluation of a simulated parent counselling session.

Suggested readings

Kapunan, R.R. (2004). Fundamentals of Guidance and Counselling. Rex Printing Company, Philippines.
Naik, P.S. (2013). Counselling Skills for Educationists. New Delhi: Soujanya Books.
Nayak, A.K. (1997). Guidance and Counselling. New Delhi: APH Publishing.
Pal, O.B. (2011). Educational and Vocational Guidance and Counselling. Soujanya Books, New Delhi.
Rao, V. K., & Reddy, R.S. (2003). Academic Environment: Advice, Counsel and Activities. New Delhi: Soujanya Books.
Shah, A. (2008). Basics in Guidance and Counselling. New Delhi: Global Vision Publishing House.
Sharma, V.K. (2022). Administration and Training of Educational and Vocational Guidance. New Delhi: Soujanya Books.

Online links

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Portals

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https://nhm.gov.in/index1.php?lang=1&level=2&sublinkid=1043&lid=359

Life Skills Across Life Span

Course Code: 5.9 c **Credits: 2** **Semester: 8**

About the Course

Teaching life skills is essential for fostering independence, social integration, employability, and overall well-being throughout the lifespan of individuals with disabilities. The skills evolve over a period of time along with the individual with a disability and their environment. Keeping a life span perspective is crucial as it plays a significant role in the holistic development and independence of individuals with special needs throughout their lifespan. It empowers them to lead fulfilling lives and actively participate in their communities.

Learning outcomes

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

- Critically evaluate the necessity and relevance of appropriate life skills development.
- Make individualized adaptations to teach skills to diverse learners.
- Plan for transitions at various life stages.
- Understand and implement strategies to promote Socio- Emotional Learning (SEL) and other critical life skills in individuals with disabilities.
- Explain the collaborative approaches in life skill education

Course content

Unit 1: Foundations of Life Skills Education

1.1 Introduction to life skills
1.2 Theoretical frameworks supporting life skills development
1.3 Developmentally appropriate life skills across different life stages
1.4 Relevance of life skills for children with disabilities
1.5 Ethical, inclusive and experiential practices

Unit 2: Adapting Life Skills for Diverse Learners

2.1 Adaptive and differentiated instruction in life skills
2.2 Assistive technology, AACs in teaching life skills
2.3 Individualized Education Plans (IEPs) for life skills
2.4 Addressing challenges
2.5 Transition planning for life after school

Unit 3: Promoting Socio-Emotional Learning (SEL) and Personal Competencies

3.1 Understanding emotions and emotional regulation
3.2 Strategies for emotional regulation and self-management
3.3 Social awareness and empathy
3.4 Parent, caregiver and professional's role in supporting social and emotional learning
3.5 Methods for influencing the socio-emotional development of individuals with special needs: insights from current research

Unit 4: Teaching Critical Life Skills

4.1 Perspective taking, critical thinking and problem-solving, executive functioning
4.2 Social (interpersonal skills and conflict resolution), Communication skills (Verbal, non-verbal, AACs) and Emotional Regulation (identification, expression and stress management)
4.3 Self-care, personal hygiene, privacy and sexuality, and independent living

4.4 Financial literacy and functional life skills (home, educational, training and employment setup)
4.5 Leadership and self-advocacy, community participation, rights, leisure and recreation

Unit 5: Collaborative Approaches in Life Skills Education

5.1 Interdisciplinary collaboration
5.2 Family-professional partnerships
5.3 Community engagement for life skills
5.4 Peer-mediated instruction
5.5 Real-life education through life skills: innovations and best practices in special education

Suggested Coursework / Practicum

- Develop worksheets and TLMs to teach essential life skills.
- Develop and execute lesson plans to group teach selected life skills to individuals under 10 years of age essential in inclusive classrooms.
- Develop and execute lesson plans to group teach selected life skills to individuals over 10 years of age essential in educational settings.
- Develop and execute lesson plans to individually teach selected life skills essential in a workplace.

Suggestive mode of transaction

The concepts may be explained through real-life examples and selected case studies. Learners may be encouraged to conduct hands-on observations and critically review the materials.

- Lectures and discussions
- Field visits
- Hands-on experiential demonstrations
- Workshops and seminars
- Self-study and use of online resources
- Presentations and projects

Suggestive 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

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.

Pearson, D., Kennedy, F. C., Talreja, V., Bhat, S., & Newman-Taylor, K. (2021). Thriving in adversity: Do life skills programs work for developing world children? A pragmatic randomized controlled trial. Social Behavior and Personality: an international journal, 49(9), 1-13.

Pearson, D., Kennedy, F., Talreja, V., Bhat, S., & Newman-Taylor, K. (2020). The Life Skills Assessment Scale: Norms for young people aged 17–19 and 20–22 years. Social Behavior and Personality: an international journal, 48(4), 1-15.

Rani, K. N., Mohanraj, J., Indira, B., & Lakshmi, B. S. (2012). Step by Step: Learning Language and Life Skills. Pearson Education India.

Subasree, R., Nair, A. R., & Ranjan, R. (2014). The Life Skills Assessment Scale: the construction and validation of a new comprehensive scale for measuring Life Skills. IOSR Journal of Humanities and Social Science (IOSR-JHSS), 19(1), 50-58. https://dreamadream.org/life-skills-assessment-scale/

Online links

Life Skills Curriculum in India and research (https://dreamadream.org/life-skills-curriculum/ & https://dreamadream.org/financialstype/research-papers/)

Singhal N. (2022). Independence in Self-Care Routines: A Curriculum for Professionals and Parents of Children with Autism and Developmental Conditions. Developed with support from DST, GOI.

Portals

https://aif.org/wp-content/uploads/2018/10/Lifeskills-2018a_MAST.pdf
https://www.unicef.org/india/media/2571/file/Comprehensive-lifeskills-framework.pdf
https://www.autismspeaks.org/life-skills-and-autism
https://www.autismlevelup.com/
https://www.ugc.gov.in/pdfnews/4874522_Draft-Curriculum-for-Life-SKill-Jeevan-Kaushal.pdf

Citizenship, Sustainability and Environmental Education

Course Code: 5.10 **Credits: 2** **Semester: 8**

About the Course

The paper on “Citizenship, Sustainability, and Environmental Education" is important in promoting inclusive and equitable views when addressing current global challenges This work places importance around the articulation of citizenship and sustainability principals and its focus on the lived experience and needs of people with disabilities. Essential topics include inclusive environmental policies and accessible sustainable practices, and the course highlights the role of individuals with disabilities in civic engagement and environmental stewardship. It raises awareness of the links between disability and environmental issues, and advocates for full and effective participation of all citizens in sustainable development.

Learning outcomes

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

- Analyse the intersections between disability, citizenship, and environmental education to develop inclusive educational practices.
- Develop accessible educational tools and activities that are broad-based, catering for a wide range of learning requirements.
- Evaluate current environmental policies and practices from a disability perspective to identify areas for improvement.
- Advocate for inclusive environmental and sustainability initiatives within educational and community settings.
- Implement strategies for promoting active citizenship and environmental stewardship among students with disabilities.

Course content

Unit 1: Introduction to Citizenship Education and Disability

1.1 Overview of Citizenship Education, definitions, principles, and importance, discussion and presentation on citizenship education principles applied in real-life scenarios
1.2 Citizenship Education through rights-based lens: Understanding disability, social models vs. medical models and rights-based model with case studies
1.3 Disability Justice and Accessibility: Legal frameworks and policies supporting citizens with disabilities to fulfil their rights and responsibilities as citizens, practical political analysis activity
1.4 Historical Perspectives: The history of disability rights movements and their impact on citizenship education, group project on the impact of disability rights movement
1.5 Global and Local Best Practices: Examples of inclusive citizenship education programs, field visits and or virtual meetings with the organizations

Unit 2: Sustainable Development Goals (SDGs)

2.1 Introduction to Sustainability Development Goals (SDGs)
2.2 Intersection of Disability and SDGs: How disability intersects with each SDG, Group activity to analyze the intersection of disability with SDGs, presentations
2.3 Sustainability Practices Contextualized to India: Focusing on the disability community
2.4 Global and Local Perspectives: Inclusive Sustainability practices around the world
2.5 Success stories and Case Studies: Successful sustainability initiatives involving individuals with disabilities

Unit 3: Inclusive Environmental Policies and Practices

3.1 Environmental Policies: Overview of major environmental policies and their implications
3.2 Intersections between Disability and Environmental Policies: Ensuring environmental policies are inclusive for individuals with disabilities
3.3 Climate Change and Disability: Exploring the specific impacts of climate change on people with disabilities and the importance of inclusive climate action plans, project work along with presentations.
3.4 Role of Accessible Technology: Assistive technologies in promoting sustainability and environmental education.
3.5 Case Studies: Inclusive environmental policies and practices in action

Unit 4: Active Citizenship and Advocacy

4.1 Active Citizenship: Definitions, importance, and how it relates to individuals with disabilities
4.2 Advocacy Skills: Strategies and tools for effective advocacy
4.3 Community Engagement: Encouraging participation and leadership of individuals with disabilities in community initiatives
4.4 Collaborative Efforts: Building partnerships between schools, communities, and organizations including Indian NGOs working at these intersections
4.5 Role Models and Ambassadors: Importance of role models and ambassadors (e.g., Purple Ambassadors during Purple Fest) in promoting disability inclusion

Unit 5: Practical Strategies for Educators

5.1 Curriculum Development: Designing inclusive and accessible curricula for citizenship and environmental education
5.2 Instructional Strategies: Effective teaching methods and techniques for diverse learners, considering the Indian educational context
5.3 Assessment and Evaluation: Inclusive assessment strategies to measure student learning and progress
5.4 Resource Development: Creating and utilizing accessible resources and materials
5.5 Implementation and Reflection: Practical application of course concepts and reflective practices for continuous improvement

Suggested Coursework / Practicum

- **Reflective Journals:** Students keep a weekly reflective journal about their learning experiences, insights and how they would use course concepts in actual world scenarios.
- **Case Study Analysis:** Case-Based Analysis of Inclusive Citizenship Education, Sustainability and Environmental policies. Students will identify strengths, weaknesses, and opportunities for improvement from a disability perspective.
- **Inclusive Curriculum Design Project:** The student will develop an inclusive curriculum or educational program that incorporates citizenship education, sustainability, and environmental education with respect to students with disabilities
- **Advocacy Campaign Plan:** The student trainee will be building an Advocacy Campaign to Promote Inclusive Environmental and Sustainability Practices in a Community or in an educational setting.
- **Field Experience:** The student trainee will participate in a field experience or service-learning project with an organisation that promotes sustainability and/or disability advocacy. This could include things like collaborating with local environmental groups, taking part in accessible green initiatives, or sponsoring inclusive educational programmes**.**
- Developing a mini advocacy campaign by the student trainees with the support of the faculty

- **Group Presentations:** The student trainee will work in small groups to study a specific course-related topic and present their results to the class. Accessible green technologies, inclusive policy analysis, and successful community projects are some of the possible topics.
- **Resource Development:** The student trainee will create accessible educational resources, such as lesson plans, multimedia presentations, or teaching aids, to encourage the integration of citizenship, sustainability, and environmental education via a disability perspective**.**

Suggestive mode 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.

Suggestive assessment

Reflective Journals, Case Study Analysis, Inclusive Curriculum Design Project, Advocacy Campaign Plan, Group Presentations, Field Experience, Final Exam.

Suggested readings

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://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://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	6.2.1 xx	Disability Specific	2
2	6.2.2 xx	Disability Specific	2
3	6.2.3 xx	Disability Specific	2
4	6.2.4 xx	Disability Specific	2
5	6.2.5 xx	Disability Specific	2
6	6.2.6 xx	Internship	10
Total			**20**

xx represents respective disabilities e.g.
6.2.1ASD ,6.2.2HI, 6.2.3 ID, 6.2.4 MD, 6.2.5 SLD, 6.2.6VI

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

Sr. No.	Course	Semester	Credits
1	6.2.1 (ASD): School Observation	5	2
2	6.2.2 (ASD): Demonstration Lessons (Teaching Practice)	6	2
3	6.2.3 (ASD): School Based Research Projects	7	2
4	6.2.4 (ASD): Internship	7	10
5	6.2.5 (ASD): Development of TLM	8	2
6	6.2.6 (ASD): Supportive Skill Training	8	2
TOTAL			**20**

AUTISM SPECTRUM DISORDERS

School Observation

Course Code: 6.2.1 (ASD) **Credits: 2**

Semester: 5 **Hours: 60**

About the Course

Visits to different organisations will help learners understand autism and its varied manifestations for children of different ages. This practical will equip the learners with the pivotal skills required for communicating and teaching. This practical is therefore designed to observe and learn the variations in the availability and use of resources, communication, and teaching-learning processes in group and individual settings and various setups.

Learning outcomes

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

- Describe the setting and functioning of different organisations (preschools, inclusive, and special schools, therapy centres)
- Understand classrooms with autistic students with respect to organisation, student-teacher interactions, teaching methods used

Course content

Settings The practical will be done in ALL the following Settings

- ASD specific school
- Inclusive school

Suggested Mode of Transaction

At each of the above-mentioned settings, the learner is expected to do the following:

1. Prepare a participatory, observational (not a supervisory) report including:
   - Infrastructural facilities, resources available, services offered
   - Availability and role of different professionals incl the student: teach ratio
   - Daily routines, activities and interventions (type, duration, etc.)
   - Curricular and co-curricular content and transaction
   - Communication modalities of the students with ASD-
   - Nature of support provided including child-specific support in each activity
   - Documentation maintained for each person
   - Quality of education delivery along with justification
   - Any other relevant information, learning and impressions

In each setting, identify two children (one autistic and one non-autistic) and document:

- Information collected from initial intake in consultation with teachers and/or parents
- Screening or diagnostic assessment conducted using appropriate tool

2. Write an overall essay based on the overall, consolidated learning from all three settings. The essay should reflect your understanding of –

- Neurotypical and neurodiverse development
- Commonalities and differences in strengths and needs of different autistic people
- Different ways needs may be addressed
- Ways these techniques may be adapted across different settings and individuals
- Summary observations or suggestions about priority areas to consider

Suggested Mode of Assessment

There will be 3 submissions, 1 from each setting and an overall essay. All submissions must include –

- A comprehensive portfolio with all relevant documents of observations, reports, proof of attendance, feedback received etc.
- A certification of completion that is evaluated and endorsed by the teaching institution

All demonstrations and submissions may be graded by the teaching institute using marking schemes/ rating scales/ rubrics.

Please Note

- The learning and practice opportunities must be provided in all semesters. Evaluation of this practical will be made in the above-mentioned semester.
- Observations mentioned are essential for a minimum of 30 hours or 10 days in each setting. The schedule for respective visits shall be included in the timetable and days may be allocated.
- For a holistic learning experience, the learner will benefit from working with variability in the profiles of autistic individuals e.g., different ages, genders, grades, learning styles, sensory profiles and skill sets.
- The tasks mentioned are essential. The content/hours may be adapted as per feasibility and accessibility. For instance, if schools for a specific disability are not available in the nearby area, the same may be conducted at education or therapy centres or services being provided in the resource room.
- Access to information and observations and all interactions with autistic individuals must be with consent from and under the supervision of trained educators and/or parents.
- Care must be taken to respect the consent, confidentiality and dignity of the autistic person and their families

Demonstration Lessons (Teaching Practice)

Course Code: 6.2.2 (ASD) **Credits: 2**

Semester: 6 **Hours: 60**

About the Course

Teaching practice allows student teachers to practice the art and science of teaching, under the supervision and support of experienced teachers. This particular practical is an opportunity for aspiring teachers to understand and practice instructional strategies, and classroom management in school. This field experience provides a challenging nonetheless rewarding experience of working with students in actual classrooms and acquiring professional identity and competence.

Learning outcomes

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

- Develop teaching skills through practical engagement in special schools and inclusive schools
- Demonstrate the use of the various skills with their peers
- Write lesson plans using the appropriate format
- Demonstrate the application of various teaching strategies in simulated settings

Course content

Settings The practical will be done in ALL the following Settings

- ASD specific school
- Inclusive school

Suggested Mode of Transaction

At each of the above-mentioned settings, the learner is expected to do the following:

1. Assist educators in the implementation of classroom activities and management
2. Identify one autistic child and document a comprehensive report including –

- Observations from the initial intake, assessments, review of documents and services received and interactions with teachers and/or parents
- In consultation with the educators, develop a total of 10 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

Suggested Mode of Assessment

There will be 2 submissions, one for each child. All submissions must include –

- A comprehensive portfolio with all relevant documents of observations, reports, TLMs, proof of attendance, feedback received etc.
- A certification of completion that is evaluated and endorsed by the teaching institution

All demonstrations and submissions may be graded by the teaching institute using marking schemes/ rating scales/ rubrics.

Please Note

- The learning and practice opportunities must be provided in all semesters. Evaluation of this practical will be made in the above-mentioned semester.
- Observations mentioned are essential for a minimum of 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.

School Based Research Projects

Course Code: 6.2.3 (ASD) **Credits: 2**

Semester: 7 **Hours: 60**

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

Course content

Settings The practical will be done in ALL the following Settings

- Inclusive school

Suggested Mode of Transaction

At each of the above-mentioned settings, the learner is expected to do the following:

1. Discuss with supervisor and decide on a research project, for example:
   - Comparative study of the use of autism-specific strategies in special and inclusive schools
   - Experience of speaking and non-speaking autistic students in the school environment (what works and what does not)
   - Survey of reasons for inclusion and dropout of autistic students from inclusive school
   - Survey of parental perspectives on the use of AACs for autistic children
2. Depending on the focus area, design / select an accessible tool to conduct independent observations of settings or individuals, for instance -
   - Infrastructural facilities, family context, resources available, services offered, documentation maintained
   - Access to different professionals//services incl the student: teach ratio
   - Daily routines, activities and interventions (type, duration, etc.)
   - Participation in curricular and co-curricular activities (e.g., content, transaction)
   - Activities (design, execution and adaptations) and TLMs (creativity, and appropriateness)
   - Available support for communication, academic, and non-academic activities
   - Peer, parent and educator interactions
   - Implicit/unspoken rules and expectations in different settings and activities and their impact on the autistic learner
   - Ethical considerations
   - Any other relevant information, learning and impressions
3. Write a research thesis

Suggested Mode of Assessment

There will be 1 submission- the research thesis
Observations and submissions must include -

- A comprehensive portfolio with all relevant documents of observations, reports, proof of attendance, feedback received etc.
- A certification of completion that is evaluated and endorsed by the teaching institution

All demonstrations and submissions may be graded by the teaching institute using marking schemes/ rating scales/ rubrics.

Please Note

- Observations mentioned are essential for a minimum of 30 hours or 10 days in each setting. The schedule for respective visits shall be included in the timetable and days may be allocated.
- For a holistic learning experience, the learner will benefit from working with variability in the profiles of autistic individuals e.g., different ages, genders, grades, learning styles, sensory profiles and skill sets.
- The tasks mentioned are essential. The content/hours may be adapted as per feasibility and accessibility. For instance, if schools for a specific disability are not available in the nearby area, the same may be conducted at education or therapy centres or services being provided in the resource room.
- Access to information and observations and all interactions with autistic individuals must be with consent from and under the supervision of trained educators and/or parents.
- Care must be taken to respect the consent, confidentiality and dignity of the autistic person.

Internship

Course Code: 6.2.4 (ASD) **Credits: 10**

Semester: 7 **Hours: 300**

About the Course

This is a comprehensive practicum focused on autism spectrum disorders within special school settings. This immersive program provides hands-on experience supporting special educators, honing teaching skills, and contributing to holistic development. Learners will gain exposure to diverse setups, including classrooms and extracurricular activities while collaborating closely with experienced teachers as well as autistic teachers/mentors to get an in-depth understanding of the challenges as well as insights into the domain of special education, and the direct perspective from the autistic community. The internship emphasizes individualized mentorship, cultural sensitivity, inclusivity, and the integration of technology into teaching strategies. Upon completion, participants will possess a strong foundation to apply theoretical knowledge in real-world teaching scenarios and develop professional competencies in adaptation, collaboration, problem-solving, and participative decision-making.

Learning outcomes

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

- Demonstrate teaching skills and collaboration skills in the classroom/school
- Conduct assessment of students with ASD
- Develop IEPs
- Implement IEPs
- Adapt curriculum and lessons for students with ASD
- Identify the ICT and AT needs of students with ASD

Course content

Settings The internship will be done in ALL the following Settings

Suggested Mode of Transaction

At each of the above-mentioned settings, the learner is expected to do the following:

1. Identify two autistic children and document the following for each student:

- A formal assessment conducted by the learner to identify the specific learning concerns and profile of strengths of the student in consultation with the respective educators and/or parents
- Appropriate IEP with accommodations and modifications developed by the learner in consultation with the class teachers
- The necessary TLMs and the assistive technology identified
- Planning and implementation (in collaboration with the teachers) of a total of 15 group teaching lessons and a total of 15 individual (1:1) teaching lessons on the following:
  - Academic concepts from three different subjects
  - Non-academic activity (e. g. arts, sports, or other age-appropriate life skills)
  - ADL / self-care
  - Communication
  - In consultation with the management and/or teachers, do the following –
  - Assist special educators as per the timetable in everyday group and 1:1 activities and management e.g., preparing TLMs, adapted books, checking schedules, taking classes, implementing lesson plans etc.
  - Organise a parent training/sensitisation program conducted by speaking and non-speaking autistic advocates and mentors

- Facilitate participation of autistic persons in cultural programs (e.g., sports day, festival celebration, picnics, melas, field trips, camps etc.) designed and executed to
- Liaison with the necessary government authorities to facilitate access to necessary certificates, exemptions and concessions for the families
- Prepare a list of neurodiversity-affirming and non-ableist vocabulary

Suggested Mode of Assessment

There will be a total of 3 submissions, one for each child and one for participation in other school activities. All submissions must include:

- A comprehensive portfolio with all relevant documents of observations, reports, TLMs, proof of attendance, feedback received etc.
- A certification of completion that is evaluated and endorsed by the teaching institution

All demonstrations and submissions may be graded by the teaching institute using marking schemes/ rating scales/ rubrics.

Please Note

- Observations mentioned are essential for a minimum of 300 hours.
- The schedule for respective visits shall be included in the timetable and days may be allocated.
- For a holistic learning experience, the learner will benefit from working with variability in the profiles of autistic individuals e.g., different ages, genders, grades, learning styles, sensory profiles and skill sets.
- The tasks mentioned are essential. The content/hours may be adapted as per feasibility and accessibility. For instance, if schools for a specific disability are not available in the nearby area, the same may be conducted at education or therapy centres or services being provided in the resource room.
- Access to information and observations and all interactions with autistic individuals must be with consent from and under the supervision of trained educators and/or parents.
- Care must be taken to respect the consent, confidentiality and dignity of the autistic person.

Development of TLM

Course Code: 6.2.5 (ASD) **Credits: 2**

Semester: 8 **Hours: 60**

About the Course

Lesson plans are essential tools for educators, that aid in imparting knowledge, skills, and competencies. It assists in guiding content delivery, organization, communication, and assessment. Through careful planning, educators engage students with accessible content, align activities with objectives, and ensure relevance. This practical component is focused on training learners in making effective lesson planning and preparing Teaching Learning Materials (TLMs) under the guidance of supervisors.

Learning outcomes

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

- Develop teaching-learning materials tailored for special schools and inclusive schools.
- Use TLMs creatively, appropriately and effectively in teaching autistic learners.

Course content

Settings The internship will be done in ALL the following Settings

- ASD specific school
- Inclusive school

Suggested Mode of Transaction

At each of the above-mentioned settings, the learner is expected to identify one autistic learner and document the following:

1. Information from initial intake, assessment, IEPs and Lesson Plans
2. In consultation with the teacher and/or parents, develop individualised TLMs. The TLMs may incorporate principles of Universal Design of Learning (UDL) and are appropriate for various learning styles (Visual / Auditory / Kinaesthetic / Reading / Tactile / combination of all). Appropriate TLMs must be developed for the following:
    - Academic concepts being learnt in three different subjects
    - Non-academic activity (e.g., arts, sports, or other co-curricular activity)
    - ADL / self-care
    - Communication

Suggested Mode of Assessment

There will be 2 submissions, one for each child. All submissions must include –

- A comprehensive portfolio with all relevant documents of observations, reports, TLMs, proof of attendance, feedback received etc.
- A certification of completion that is evaluated and endorsed by the teaching institution

All demonstrations and submissions may be graded by the teaching institute using marking schemes/ rating scales/ rubrics.

Please Note

- The learning and practice opportunities must be provided in all semesters. Evaluation of this practical will be made in the above-mentioned semester.
- Observations mentioned are essential for a minimum of 30 hours or 10 days in each setting. The schedule for respective visits shall be included in the timetable and days may be allocated.

- For a holistic learning experience, the learner will benefit from working with variability in the profiles of autistic individuals e.g., different ages, genders, grades, learning styles, sensory profiles and skill sets.
- The tasks mentioned are essential. The content/hours may be adapted as per feasibility and accessibility. For instance, if schools for a specific disability are not available in the nearby area, the same may be conducted at education or therapy centres or services being provided in the resource room.
- Access to information and observations and all interactions with autistic individuals must be with consent from and under the supervision of trained educators and/or parents.
- Care must be taken to respect the consent, confidentiality and dignity of the autistic person.

Supportive Skill Training

Course Code: 6.2.6 (ASD) **Credits: 2**

Semester: 8 **Hours: 60**

About the Course

This practical allows the learners to acquire essential skills that are crucial to support autistic learners. The aim is to empower educators with the fluency and skill development necessary for fostering conducive inclusive learning environments and enhancing the overall educational experience for autistic individuals.

Learning outcomes

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

- Acquire supportive skills to effectively communicate and teach learners with ASD using Assistive Technologies, Functional Academic Skills, learner-centred personalised communication systems and AACs (low-tech, mid-tech and high-tech) etc.
- Acquire skills necessary to effectively communicate with and teach autistic individuals.

Course content

Settings The practical will be done in ALL these Settings

- ASD specific school
- Inclusive school

Suggested Mode of Transaction

At each of the above-mentioned settings, the learner is expected to identify one autistic learner and document the following:

1. Information from initial intake
2. Observation and understanding sensory needs of the student in consultation with the OT and/or parents
3. A plan developed in consultation with the teacher and/or parents, to facilitate –

- Development of a leisure skill
- Participation in a community activity (e.g., tuition centre, hobby class, going to a restaurant or for a movie, an upcoming wedding or vacation)

4. Relevant communication strategies including AACs and visual supports
5. Prepare the necessary TLMs and the assistive technology identified

Suggested Mode of Assessment

There will be 2 submissions, one from each setting. All submissions must include –

- A comprehensive portfolio with all relevant documents of observations, reports, TLMs, proof of attendance, feedback received etc.
- A certification of completion that is evaluated and endorsed by the teaching institution

All demonstrations and submissions may be graded by the teaching institute using marking schemes/ rating scales/ rubrics.

Please Note

- The learning and practice opportunities must be provided in all semesters. Evaluation of this practical will be made in the above-mentioned semester.
- Observations mentioned are essential for a minimum of 30 hours or 10 days in each setting. The schedule for respective visits shall be included in the timetable and days may be allocated.

- For a holistic learning experience, the learner will benefit from working with variability in the profiles of autistic individuals e.g., different ages, genders, grades, learning styles, sensory profiles and skill sets.
- The tasks mentioned are essential. The content/hours may be adapted as per feasibility and accessibility. For instance, if schools for a specific disability are not available in the nearby area, the same may be conducted at education or therapy centres or services being provided in the resource room.
- Access to information and observations and all interactions with autistic individuals must be with consent from and under the supervision of trained educators and/or parents.
- Care must be taken to respect the consent, confidentiality and dignity of the autistic person.

School Experience and Field Engagement (Practicals)
Preparatory stage

School experience provides knowledge on professional competencies essential for teachers to handle students with hearing impairment (SwHI) in preparatory stage i.e. 3rd to 5th Grades. SwHI are also referred to as Deaf & Hard of Hearing (D&HH) students as per their 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 SwHI at the Preparatory 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.

The 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 supportive skills for handling disabilities. 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	6.2.1 (HI): Visits & Observation	5	2
2	6.2.2 (HI): Supportive Skill Training	6	2
3	6.2.3 (HI): Developing TLM & Assistive Technology	7	2
4	6.2.4 (HI): Internship & Practice Teaching	7	10
5	6.2.5 (HI): Demonstrations	8	2
6	6.2.6 (HI): School Based Research Projects	8	2
TOTAL			**20**

Visits & Observation

Course Code: 6.2.1 (HI) **Credits: 2** **Semester: 5**

About the Course

Visits to different organizations 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. It will also give the trainees an opportunity to build relationship with the stakeholders etc. The school observation by the student teachers is aimed at helping them build perspective in the schooling system, student needs, pedagogies, and assessment.

Learning outcomes

- Gain knowledge of different communication methods used in educating learners who are DHH.
- Observe the existing infrastructure available in the schools (classrooms, libraries, laboratories, playground, sanitation, drinking water facility, inclusive facilities, safety and security usage of assistive devices, reading corners, fun zones).
- Observe and reflect on the teaching-learning processes for learners who are DHH.
- Develop skills required for communicating and teaching students who are DHH.
- Identify best practices and suggest improvements for the quality of education delivery in special schools and related organizations.
- Observe and report the process of conducting different activities in the school.
- Observe and document the availability and usage of TLM, including ICT.
- Study various assessment processes adopted in different types of schools for holistic development of children.
- Describe various schooling systems for children who are DHH.
- Describe the processes, practices, and overall environment of special schools.
- Establish rapport with stakeholders in special schools and related organizations.
- Understand and describe the processes of conducting various activities in special schools.
- Describe the available infrastructure and its utility in special schools.
- Reflect on and summarize relationships among stakeholders in special schools.
- Analyse various assessment processes in special schools.
- Prepare and present comprehensive profiles and reports on the schools and organizations observed.

Course content

- Meaning and nature of school observation process
- Differences between monitoring and observation
- Theory and practices of school observation components
- Schooling systems for children with hearing impairments
- 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

- School information (context, vision, mission, association with boards)
- School infrastructure
- Accessibility Provisions for Children with Disabilities
- Inclusiveness at all levels
- Teacher-student ratio
- Teaching-learning process:
    - Academic plan
    - Classroom activities
    - Assessment
- School Development Plan (SDP)
- Academic calendar
- Administrative processes:
    - Maintenance of students' records
    - Maintenance of teachers' records
- Cultural activities
- Sports activities
- Annual Day
- National and social functions
- School management
- School discipline
- Interpersonal relationships
- Understanding different types of students and their needs
- Development and use of ICT and TLMs
- Engagement of parents and community members in school activities
- Office management
- Assessment processes, including 360-degree holistic assessment
- Overall progress of the school (planning, organizing, staffing, directing, motivating, and controlling)
- Challenges faced and overcoming them

Educational settings

Special schools for children who are DHH, Inclusive schools, Cross Disability Schools, Community Based Education, Speech and Hearing Clinics and others.

Activities to be conducted

Sl. No.	Tasks	Specific Activities
1	Visits to special schools, inclusive schools, Deaf Associations, Training Centres which use a) Educational Bilingualism b) Total Communication c) Oral-aural approach	• Study the infrastructure, resources available in special school, Deaf Associations, Training Centres and observe the various services being offered. • Identify the communication mode being used by the school. • List the best practices offered by the schools/ organizations visited. • Gather data on students in classes III to V, focusing on their linkage with foundational and middle stages. • Visit three types of schools to observe the variety of schooling systems and establish rapport with stakeholders. • Write a report on the quality of education delivery in the special schools and inclusive school /organizations visited based on the feedback from students who are DHH. • Include the suggestions on what can be done to make it better.
2	Observe the classroom lessons and various activities in various settings	• Observe classroom teaching process and practices in special school and inclusive school. • Observe activities related to the development of foundational literacy and numeracy • Observe the pedagogic practices for Grades III-V and activity-based, art-integrated, and sports integrated pedagogy. • Observe the infrastructural facilities like classrooms, libraries, laboratories, playground (both indoor and outdoor), sanitation, drinking water facility, inclusive facilities, safety and security usage of assistive devices and other facilities like reading corner and fun zones. • Observe school teaching process using play, • discovery, and activity-based and prepare a report. • Observe and document the usage of TLM and ICT. • Observe and report educational assessment tools and their usage. The assessment should be holistic in nature assessment related to and as recommended in NEP 2020 and NCFSE. • Reflect on teaching-learning strategies. Reflect on effective classroom teaching-learning strategies.

3	Visit to speech and hearing center/clinic	• Observe hearing assessment in children of various age groups (5 nos.). • Observe hearing aid trial and fitting in children of various age groups (5 nos.). • Listen to speech of children with and without hearing loss and identify the nonsegmental, segmental & suprasegmental parameters (5 children. • Observe speech assessment (screening) (5 children). • Carry out speech assessment (screening)- 5 nos. • Observe speech assessment using standardized tool (5 children). • Observe listening check of children's hearing devices (5 children). • Observe individual speech teaching sessions (5 children). • Observe group teaching sessions (3 sessions). • Plan and execute lesson plan for teaching non-segmental, segmental and suprasegmental aspects of speech (3 children).

Submissions

a) Reports including reflections on infrastructure, facilities and teaching-learning process. Reports can be written or as ISL video submission.
b) Reports including reflections on teaching-learning process. Reports can be written or as ISL video submission.

Suggested modes of transaction

Observation, Interaction, Discussion, Reviewing available literature on special education and hearing impairment, Collection of relevant documents and data.

Competence/Artifact	Method of Assessment	Assessed By
Involvement and active participation during visits	Observations	Teacher Educator
Comprehensive school profile and reports	Presentation & reflection	Teacher Educator

Suggested readings

Hubbard, R.S. & Power, B.M. (2003). The Art of Classroom Inquiry. A Handbook for Teacher-Researchers. Pearson Education. Canada. ISBN:978-0325005430
Cashmere, A (2004). The Art of Classroom Inquiry: A Handbook for Teacher-Researchers.Journal of Cathlic Education https.//doi.org//10.15365/joce.0704092013
O'Leary, M. (2020). Classroom Observation. Guide to the Effective Observation of Teaching and Learning.Routledge: London.DOU: https://doi.org/10.4324/9781315630243
Matt, O (2013), Classroom Observation –Aguide to the effective observation of teaching and learning 101.3140/RG.2.2.34417.07523
Tunnel, K. (2024). Classroom Observations: Strategies for Improved Effectiveness. Retrieved educationaadvanced.com/resources/blog/classroom-observations.

Links

Tools for Classroom Observation
Education World Teacher Observation Resources
Edutopia Observation and Assessment
NEA Classroom Observation Resources

Supportive Skill Training

Course Code: 6.2.2 (HI) **Credits: 2** **Semester: 6**

About the Course

The student teachers are by this time acquainted with the various education placements, gained hands-on experiences from pre-internship school observation and internship phases, and they have developed a comprehensive understanding of education. Being a teacher for teaching learners who are DHH, the student teacher is expected to develop few skills in Indian Sign Language (ISL), development of skills pertaining to grammar and its components, developing of skills in one handed finger spelling, two handed fingerspelling, Indian manual alphabets and Indian Sign Systems (ISS). The student teacher is also expected to build skills in adaptations of text and conducting of CBR activities.

Learning outcomes

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

- Develop skills in learning and using Indian Sign Language.
- Use one-handed finger spelling and two-handed finger spelling,
- Conduct Community Based Rehabilitation activities.
- 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.

Course content

The course content includes:

- Compilation of educational resources accessible through ISL
- Basic and advanced ISL communication techniques
- Expansion of ISL vocabulary for teaching various subjects
- Application of ISL grammar in bilingual educational settings
- Delivery of abstract concepts and creative expressions in ISL
- Understanding regional variations in ISL and their implications for teaching

Educational settings

Special schools for children who are DHH, Inclusive schools, Deaf Associations, Training Centers, Other Organizations which use ISL.

Activities to be conducted

Sr. No.	Tasks	Specific Activities
1	Project work in Grammar	Prepare a Grammar Diary with appropriate illustrations on aspects such as parts of speech • Person number gender-concord • Case markers & tenses • Question forms • Types of sentences & Transformations • Idioms & Proverbs

		(*The purpose of this project is to develop competency and understanding of basic grammar)*
2	Text book Adaptations	• Text Adaptation for language/subject teaching in the following areas – Knowledge, Language, Illustrations Presentation styles Evaluation • Use ICT skill for text book adaptations. 5 lessons in different classes with different subjects. A trainee can use adaptation for execution of the practice teaching lesson in the class room.
3	Conducting of CBR Activities	• Participate in or conduct Parents Meeting - Each teacher trainee must prepare and discuses one issue for 5 to 10 minutes during parent meeting and submit the report. • Conduct awareness programme in slums or rural area involving following areas - 1) Prevention 2) Identification 3) Intervention
4	ICT skill	• Prepare lessons using ICT comprised of work sheets (minimum 5 out of 20 lesson plans from Area-I) • Conduct classes with the use of computer / Smart board / PPT Presentations. • Prepare educational video recordings for teaching subject (minimum 2 video recording of 10 to 15 minutes)
5	Skill Development in ISL, finger spelling, signing system	• Develop skills in ISL – Indian Sign Language • Develop basic skills of Finger spelling - One Handed Finger spelling (OHFS), Two Handed Finger spelling (THFS), Indian Manual Alphabets (IMA), • Develop basic skills in Indian Signing System (ISS) (Manual Code for spoken Indian languages)
6.	Compilation of resources available for educational content through ISL	Create a list of at least 10 different resources (Websites / YouTube channels / Apps / online courses etc.) available for learning educational content through ISL, along with links and topics.
7.	Teaching Concepts using ISL in various subjects	• Observe subject wise e-content available in ISL (SIGN LIBRARY, ISLRTC, NIOS etc.) • Observe lessons in ISL given by deaf instructors. • Deliver lessons using educational bilingualism in ISL and taking feedback from deaf instructors on the ISL quality and grammar.
8	ISL Communication	• Learn and practice ISL Communication during classes through basic vocabulary, sentences & questions. • Practice dialogues in ISL about various topics.
9	ISL Vocabulary for teaching subjects/ papers	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)
10	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

11	Abstract Concepts in ISL	Understand and deliver abstract educational concepts in ISL
12	Creative Expressions 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).
13	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 deaf students.
14	Strategies for developing listening and spoken language	• Observe and learn various strategies used in developing listening skills in learners who are DHH. • Develop appropriate use of speech and language stimulation techniques and strategies for development of spoken language in DHH learners. • Observe and learn aspects of care and maintenance of hearing devices used by children who are DHH. • Observe and learn skills essential for counselling and guiding parents of DHH learners about listening and spoken language development.

Submissions

- Grammar diary
- Adaptation content
- Minutes of the CBR meeting and report on the awareness programme in terms of the place, beneficiaries, time supported by the photos.
- PPTs and Educational Videos.
- Videos showing sign language, Finger Spelling and Indian Sign System.
- Lesson plans and activities for developing listening skills and specific language skills in learners who are DHH.

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 and Reflection and discussion on regional variations in ISL
- Practice dialogues in ISL on various educational topics.
- Start expanding ISL vocabulary relevant to teaching different subjects.
- Learn and apply basic ISL grammar principles in educational contexts.

Suggested assessment

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

Suggested readings

Knoors, H., Marschark, M. (2014). Teaching Deaf learners. Psychological and Developmental Foundations.USA:Oxford University Press.ISBN:987654321
Caroline, G., Joanna, E.C., Paul, P.V. (2022). Deaf and Hard of Hearing Multilingual learners:Foundations, Strategies and Resources.Routledge.ISBN:9781003259176
Robertson, L. (2014). Literacy and deafness: Listening and Spoken Language.Plural Publishing.ISBN 9781597565578
Marschark,M. & Knoors, H.(2012).Educating Deaf Children: language, cognition and learning: Deafness & Education International.14.136-160.10.1179/1557069X12Y0000000010
Chonggo, W. & Fu, W.& Cheng, L. & Wang, Y. & Duan, S. (2021). Teaching with Picture Books on Deaf and Hard of Hearing Student's Creativity.Journal of Deaf Studies and Deaf Education.26.278.295

Developing TLM & Assistive Technology

Course Code: 6.2.3 (HI) **Credits: 2** **Semester: 7**

About the Course

The student teachers are by this time acquainted with the various education placements, gained hands-on experiences from pre-internship school observation and internship phases, and they have developed a comprehensive understanding of education. The experiences and understanding the student teachers have gained will help them to develop/create Teaching Learning Materials (in various forms such as Programmed Learning Materials, Educational videos, teachers' handbooks, flashcards, story books, toys, games, posters, collages, innovative lesson plans using different pedagogies, to mention a few). These materials developed by the student teachers would in turn may be helpful to both the school students with whom he/she has interacted during school experiences and the student teachers. 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:

- Demonstrate proficiency in creating TLMs aligned with UDL principles.
- Utilize ICT and AI tools effectively in educational resource development.
- Develop TLMs catering to diverse learning styles and specific educational needs.
- Understand the significance of TLMs in enhancing teaching and learning outcomes.
- Reflect on the role of TLMs in promoting quality special or inclusive education practices.
- Assess the need for Teaching Learning Materials and prepare innovative TLM,
- Collate information about the resources in UDL for different lessons at different stage.
- Collect details of relevant TLMs for specific groups of children- CWSN, kinaesthetic learners, visual learners, auditory learners addressing individual differences.
- Prepare videos on ISL and develop PPT as TLMs

Course content

The course content includes:

- Principles of Universal Design for Learning (UDL)
- Information and Communication Technology (ICT) tools in education
- Artificial Intelligence (AI) in educational resources
- Development of TLMs for diverse learning needs

Educational settings

Special Schools for leaners with DHH and other disabilities, Inclusive Set-ups

Activities to be conducted

Sr. No.	Tasks	Specific Activities
1	Development of Teaching Learning Material (TLM) based on principles of Universal Design of Learning (UDL) including Information and Communication	• Collate list of resources in UDL for different lessons. (Including list of existing e-content in ISL, ICT tools, web resources etc.) • Development of TLMs for various lessons appropriate for various learning styles in classroom (Visual / Auditory / Kinaesthetic / Reading / Tactile/ combination of all)

	Technology (ICT), and use of Artificial Intelligence (AI)	• Preparing TLMs such as Videos in ISL / PPTs or TLM using ICT for the teaching practice lessons related to curriculum (5 topics of any subjects) • Develop TLMs for developing pre reading and pre writing skills (At least 3 each, including one in ISL) • Develop TLM for literacy development in DHH students. (At least 3 each, including one in ISL) • Prepare teaching-aids based on UDL for teaching children with special needs in an Inclusive Set-up • Develop at least two low-cost learning resources as per the local contexts for Preparatory stage and presentation/ exhibition.

Submissions

- TLMs
- List of existing resources
- Manual of TLM preparation highlighting the objectives that will be achieved by its use, the material used, the process of its development and its use during classroom transaction.

Suggested modes of transaction

- Workshops
- Group discussions
- Field visits and interaction
- Analysis of existing local-specific learning resources, toys
- Exhibition of TLM and presentation of reflective reports on the use of learning resources, including toys.

Suggested 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

Leslie, K.C., Low, R., Jin, P.& Sweller, J. (2012). Redundancy and expertise reversal effects when using educational technology to learn primary scholl science. Educational Technology Research and Development.Vol.60.No.1.pp1-13.DOI:10.1007/11423-011-9199-0.

Giangreco, M.F., Doyle, M.B & Lucangeli, D. (20212). Educating students with disabilities in regular classes. Scholar Works.Retrieved Scholarworks.uvm.edu/cessfac/32

Giangreco,M.F.& Doyle,M.B(2000).Curricular and Instructional Considerations for Teaching Students with Disabilities in General Education Classrooms. In Inclusive Education ebook ISBN:9781410602480

Meyer,A.,Rose,D.H.&Gordon,D.(2014).Universal Design for learning:Theory and Prcatice,Wakefield,MA CAST Professional Publishing. ISBN:9780989867405

Green,J.L.(2011).The Ultimate Guide to Assistive Technology in Special Education :Resources for Education, Intervention and Rehabilitation, Prufrock Press.ISBN:1593637195

Clinton, G.& Brad, H. (2012). Creativity in the training and practice of instructional designers. Educational Technology Research and Development.60.111-130.10.1007/1423-011-9216-3

Internship & Practice Teaching

Course Code: 6.2.4 (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 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 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 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 disability specialization. The internship will culminate with trainees reflecting on their experiences and contributions to inclusive education.

Learning outcomes

- Upon completion of the internship, student teachers will be able to:
- Explain the overall functioning of special and inclusive schools for DHH learners.
- 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 learners who are DHH.
- 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.
- Assist in adapting curriculum and designing inclusive assessments that accommodate the varying needs and abilities of students in both inclusive and special school settings.
- Develop a research aptitude to conduct action research for issues faced during the internship.
- Contribute to the design and delivery of ISL curriculum and vocabulary lessons for stakeholders in special schools focusing on children with hearing impairments, culminating in a final presentation summarizing the internship experience and key learnings from both inclusive and special school placements.
- Enhanced Teaching Skills: Participants will develop and refine pedagogic skills tailored for CWHI.
- Practical Experience: Hands-on teaching practice in diverse educational settings.
- Resource Development: Ability to create and implement effective TLM and utilize technology.
- Holistic Understanding: Comprehensive knowledge of school operations and administrative processes.
- Professional Networks: Expanded professional connections with deaf associations and educational institutions.
- ISL Proficiency: Enhanced skills in ISL and bilingual education methodologies.
- Research Aptitude: Development of a research-oriented mindset to address challenges in special education.

- Career Readiness: Preparedness for professional roles in special and inclusive education environments.

Course content

- Different methods and strategies in special education of DHH.
- Lesson planning and implementation.
- Peer lesson observation.
- Management of substitute classes.
- Various TLMs, including ICT tools and their application in teaching-learning.
- Achievement and diagnostic tests.
- Analysis of test results.
- Assembly activities.
- Action research and case studies

Educational settings

- Special schools/ Deaf Associations/Training Centres with Deaf teachers which use

a) Educational Bilingualism
b) Total Communication
c) Oral-aural approach

- Inclusive Schools
- Other settings with mentors who use ISL

Activities to be conducted

Sr. No.	Tasks	Specific activities
1	Practicing functioning as a Special Educator - Intern/ Assistant Teacher for the DHH	• 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 reflecting on how to make the teaching learning process better.
2	Assisting Special educators in classroom activities and management Curriculum Adaptation for Special and Inclusive school	• Assist special educators in classroom activities and management such as prayers, sharing news in the assembly, checking devices, attendance, home work/class work, writing diaries for the students. preparing TLM, teaching practice sessions recapitulation, and break times, conducting / organizing cultural activities. • Assist in adapting lesson and materials to ensure they are inclusive and accessible for students with hearing impairment. • Collaborate with teachers to develop strategies for inclusive teaching.
3	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.
4	Understanding beyond classrooms	Participate in school committee meetings, planning different activities such as sports, picnics, trips, visits,

		Parent Teacher Association (PTA) meeting, competitions, Celebrations, annual gatherings, medical camp/check ups
5	Development of (TLM), Worksheet	Develop 3 Teaching Learning Material (TLM) and 10 worksheets for the assigned class.
6	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.
7	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.
8	Compilations of language teaching material news, conversation, stories and unseen pictures	Compile language material news, conversations, stories and unseen pictures, Directed activities
9	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.
10	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 Deaf Teacher / Mentor in organizing and conducting awareness about importance of ISL, Deaf Community and Deaf Culture at the early intervention centers/ hospitals/ police stations/ schools / govt. agencies / employers etc. (At least four) • Write the report of these awareness sessions, including feedback from the stakeholders and recommendations for the follow ups.
11	Assisting Deaf Teacher/Mentor in Teaching ISL	Assist Deaf Teacher/Mentor in designing specific curriculum and teaching ISL to various stakeholders
12	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.
13	Assisting Deaf Teacher/Mentor in Educational Bilingualism	• Assist Deaf Teacher/Mentor in creating educational content videos in ISL. • Assist Deaf Teacher/Mentor in lesson planning for live sessions on academic topics.
14	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.

15	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
16	Lesson Planning and practice teaching for different subjects using the different modes of communication (EB, TC, oral) a) Educational Bilingualism b) Total Communication c) Oral-aural approach	• Explore the latest practices & formats in lesson planning for special school and inclusive school. • Lesson planning and teaching from Grade III to V and for different school subjects: Language, Maths, Environment English-30 lessons) • Lesson planning based on play, discovery, and activity-based learning. • Integrate hands on/ experiential learning, aspects of social emotional learning and relevant life skills while planning the lessons. • Design relevant TLMs appropriate to the lessons.
17	Lesson planning for cross-curricular activities	Lesson Planning and teaching for various cross curricular activities such as theatre, arts, sports, activities, social emotional learning and other life skills related areas (5 plan in each area)
18	Assessment and implementation of Individualised Educational Plan (IEP) for school readiness	Prepare IEP for one CwHI (10 IEP for each student) a) Assessment of the student b) Preparing IEPs based on the result of assessment c) Implementation of IEP

Submissions

- Journal
- Reports with reflections (Reports can be written or in ISL video format)
- Compiled lists as specified above
- Developed TLM
- Developed videos
- Adapted material
- Prepared tools
- Developed charts

Suggested modes of transaction

Observation, Interaction, Discussions, Teaching in the classroom, Analysis and reporting, Collection of relevant documents and data.

Suggested 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
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	Minimum 5 lessons for each pedagogical method	Teacher-Educator, School Mentor
Overall feedback on student-teacher performance	Observation and Interaction	School Head
End-of-Program Presentation	Presentation	Teacher-Educator

Suggested readings

Ambrose SE, VanDam M, Moeller MP. Linguistic input, electronic media, and communication outcomes of toddlers with hearing loss. Ear & Hearing. 2013; 35:139–147.

Blair JC, Peterson ME, Viehweg SH. The effects of mild sensorineural hearing loss on academic performance of young school-age children. Volta Review. 1985;87(2):87–93.

Briscoe J, Bishop DVM, Frazier Norbury C. Phonological processing, language, and literacy: A comparison of children with mild-to-moderate sensori-neural hearing loss and those with specific language impairment. Journal of Child Psychology and Psychiatry. 2001; 42:329–340.

Chomsky N. Rules and representations. Behavioral and Brain sciences. 1980;3(01):1–15.

Davis JM, Elfenbein J, Schum R, et al. Effects of mild and moderate hearing impairments on language, educational, and psychosocial behavior of children. Journal of Speech and Hearing Disorders. 1986; 51:53–62.

Demonstrations

Course Code: 6.2.5 (HI) **Credits: 2** **Semester: 8**

About the Course

Teaching practice allows student teachers to practice the art and science of teaching under the supervision and support of experienced teachers. This practicum provides a challenging yet rewarding experience of working with students in actual classrooms, particularly focusing on learners who are 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.

Learning outcomes

After completing this course, student teachers will be able to:

- Develop and execute lesson plans for various educational levels and subjects.
- Implement different modes of communication (Educational Bilingualism, Total Communication, Oral-Aural Approach) in teaching.
- Integrate experiential learning, social-emotional learning, and life skills into their teaching practices.
- Create and utilize relevant Teaching Learning Materials (TLMs) and bilingual videos.
- Assess and implement Individualized Educational Plans (IEPs) for school readiness in learners with DHH.
- Gain practical experience in teaching both special and inclusive school settings.
- Demonstrate effective lesson planning and execution across various educational levels and subjects.
- Implement different modes of communication (Educational Bilingualism, Total Communication, Oral-Aural Approach) in teaching.
- Integrate experiential learning, social-emotional learning, and life skills into their teaching practices.
- Create and utilize relevant Teaching Learning Materials (TLMs) and bilingual videos.
- Assess and implement Individualized Educational Plans (IEPs) for school readiness in learners with DHH.
- Gain practical experience in teaching both special and inclusive school settings.

Course content

- Lesson planning at different educational levels and for various subjects
- Cross-curricular teaching activities
- Individualized Educational Plans (IEPs) assessment and implementation
- Bilingual educational video creation
- Practical teaching in special and inclusive schools

Educational settings

Special schools for children who are DHH which use Educational Bilingualism, Total Communication and Aural oral approach, Inclusive schools.

Activities to be conducted

Sr. No.	Tasks	Specific Activities
1	Demonstration of Model Lesson	At least 10 model lesson to be delivered in Class III to V

		(two subject lessons at each level in a special school or inclusive set-up and at least two activity lessons related to developing social emotional learning in deaf students)
2	Pre-CI Councelling	Atleast five pre-counselling sessions for parents whose child has been selected as a candidate for Cochlear Implantation. Counsel about the do and don't's after the CI Counsel about the safety measures to be kept in mind after conducting CI Demo of the troubleshooting care and maintenance of the Implantable device.
3	Age-appropriate topics on School Safety and Security (Comprehensive Sexuality Education)	- Orient the learners about good touch and bad touch. - Teach and demonstrate about whom to call in case of emergency and whom to approach if they feel insecure. - Provide guidance on reproductive health and menstruation.
4	Demonstration/Exhibition of the prepared TLM by the trainees	Conducting exhibition of the prepared TLM and discussing the procedures of preparing the TLM Demonstration about development of ICT based lessons.
5	Creating bilingual videos for teaching topics at different levels and of different subjects	Create bilingual videos (ISL & English/Hindi/other language) for teaching topics at different levels and of different subjects. (At least 5)
6	Demonstration of behavior management in classrooms	Provide behaviour management strategies for children with hearing impairment. Demo of administering checklist on Behaviour management, scoring the checklist and writing the interpretation.
7	Demonstration of ISL Skills	- Fluent Communication in ISL - Explanation of abstract topics in ISL from the subjects in Class III to V - Creativity in ISL (story-telling, presentation, news, drama etc.)

Competence/Artifact	Method of assessment	Assessed By
Classroom teaching skills and assessment tools (including learning standards)	Simulated Presentation	Teacher- Educator
Reflective group discussions/workshop	Observations	Teacher- Educator
Artefacts (Lesson Plans, TLM, Curated Videos) and action research procedures	Evaluation	Teacher- Educator

Suggested readings

Ramsden,P.(2003).Learning to teach in Higher Education.DOI:https://doi.org/10.43241/978020350711
Marzono.R.J., Pickering, Debra, J., Pollock, J.E.(2001).Classroom Instruction that works. Research based strategies for increasing student achievement. ISBN:0-87120-504-1
Saphier, J., Haley-Speca,M.A. and Gower,R.(2008). The Skillful teacher.Building your teaching skills.Research for better teaching .Inc.Acton 5

Paul,C.B., Betty,D,R & Sandy,H.S.(2012).Teaching Reading in today's Elementary achools.Wadsworth.ISBN-111/356602-9781111356606
Hardin,C.J.(2012).Effective Classroom Mgt.Models and Strategies for Today's Classrooms.Pearson ISBN:013705503X

School Based Research Projects

Course Code: 6.2.6 (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.

In this preparatory stage course, special education teacher trainees will delve into the development of essential tools for enhancing educational practices within inclusive and special school settings. Through collaborative efforts with educators and specialists, trainees will focus on the design and development of screening, diagnosis, assessment, and intervention tools tailored to meet the diverse needs of students with disabilities. By actively engaging in each stage of tool development, trainees will gain practical experience and insights into addressing the educational, cognitive, and behavioral needs of students within special education contexts. This course serves as a foundational step in equipping trainees with the necessary skills and knowledge to promote inclusive education practices and support the holistic development of students with diverse needs.

Learning outcomes

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

- Develop screening tools for identifying disabilities in students within special education contexts through collaboration with educators and specialists.
- Design diagnostic tools and protocols for accurately assessing disabilities in school children, considering diverse needs in special education.
- Create assessment tools and strategies to evaluate the educational, cognitive, and behavioral needs of students with disabilities in special education settings.
- Design evidence-based intervention strategies tailored to address the identified needs of students with disabilities in special education contexts, fostering inclusive practices.
- 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 have 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 who have DHH and those with other disabilities.
- Study the effectiveness of interventions for learners who have DHH and those with 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 may include:
    - Learning progress and outcomes in different subjects.
    - School-based assessments.
    - Learners' diversity and inclusion.
    - Participation in arts, games, and sports.

Educational settings

Special schools for children who are DHH, inclusive schools, Deaf Associations, training centers.

Activities to be conducted

Sr. No.	Tasks	Specific Activities
1	Development of Screening Tools	Collaborate with educators and specialists to design and develop screening tools tailored for identifying disabilities in school children within special education contexts.
2	Development of Diagnosis Tools and data analysis	Design and develop diagnostic tools and protocols for accurately assessing and diagnosing educational difficulties in school children, considering the diverse needs of special education students.
3	Development of Assessment Tools and data analysis	Create assessment tools and strategies for evaluating the grade appropriateness and bridging the gap
4	Development of Intervention Tools	Design evidence-based intervention strategies and resources tailored to address the identified needs of students with disabilities in special education contexts.
5.	Undertaking a school-based research project	Undertake a school-based research project on areas such as: • Impact of language deprivation on academic, social and emotional development, • Current state of literacy and educational standards in special & inclusive schools, • Perspectives of DHH learners on their preferred mode of communication, • Perspectives of parents about the impact of communication barriers on educational achievement.
6.	Systematic Review of literature on education of learners with DHH and other disabilities from last decade	• Systematic Review of literature on education of learners who are DHH and those with other disabilities from last decade • Identification of the best practices and the way forward
7.	Development of Accessible Research Tools	Development of research tools such as Bilingual Survey (ISL and English / local language) for accessible research practices
8.	Best practices while conducting research with deaf learners	Ethics and ethical concerns for conducting research on DHH students Summarizing the best practices while conducting research for learners with DHH and other disabilities

Development of Research Tools: Tailoring research tools to the needs of preparatory stage students.
Systematic Review of Literature: Reviewing literature relevant to preparatory stage education.

School-Based Research Project: Researching issues related to literacy and numeracy development in preparatory stage.
Best Practices in Research: Documenting best practices in research with preparatory stage deaf learners.

Submissions

- Developed screening tool
- Developed diagnostic tool
- Developed assessment tool
- Developed intervention tools
- Research reports and reflections

Suggested modes of transaction

- Discussions with teacher educators, school heads, mentors, and peers for problem identification and intervention development.
- Finalization of research project proposals through discussions.
- Document analysis, stakeholder interactions, and field visits.
- Sharing and presenting research outcomes.

Suggested 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.

Weblinks

https://academic.oup.com/book/2478/chapter-abstract/142759224?redirectedFrom=fulltext

PRACTICAL: INTELLECTUAL DISABILITY (ID) AT PREPARATORY STAGE

Sr. No.	Course	Semester	Credits
1	6.2.1(ID): School Observation	5	2
2	6.2.2(ID): Individualized Educational Programme (IEP)	6	2
3	6.2.3(ID): Group Teaching in Special Schools & Inclusive Schools	7	2
4	6.2.4(ID): Internship and Practice Teaching	7	10
5	6.2.5(ID): Development of TLM and Assistive Devices	8	2
6	6.2.6(ID): School Based Research Projects	8	2
TOTAL			**20**

School Observation

Course Code: 6.2.1 (ID) **Credits: 2** **Semester: 5**

About the Course

The student teachers need to gain hands-on experiences from various activities organized by the school at an entry level to relate their knowledge to the critical concept. School observation offers an opportunity to learn the processes and practices in a school setup. To expose the student-teacher at various settings (special and inclusive), different levels of educational intervention levels. School observation will also prepare the student-teacher to build relationships with various stakeholders. The school observation by the student-teachers is aimed at helping them build perspective in the schooling system, student needs, pedagogies, and assessment.

Learning outcomes

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

- get acquainted with various schooling systems and experience the processes, practices, and overall environment of the school.
- establish a rapport with all the stakeholders of the school system.
- observe the process of conducting different activities in the school.
- observe the existing infrastructure available in the schools (classrooms, libraries, laboratories, playground, sanitation, drinking water facility, mid-day meal facility, inclusive facilities, safety and security, rainwater harvesting).
- observe and document the availability and usage of TLM, including ICT.
- study various assessment processes adopted in different types of schools for holistic development of children.
- prepare and present a comprehensive profile of the schools observed (including classroom processes)
- study the engagement of parents and other community members in school activities.

Course content

1. Visits to organizations working in disabilities (e.g. Special Schools, Therapy centers, Rehabilitation organizations, and Inclusive Schools).
2. Classroom observation.

The detail descriptions are as follows:

Disability Focus	Educational Setting	Tasks for the Student-teachers	Description
ID	Special school of Students with Intellectual Disabilities (SwID)	Observation of groups from early intervention, /Preparatory level to secondary/prevocational levels.	Minimum 10 school Periods. Write a report and submit.
Cross Disability	Inclusive School (Preparatory stage) available in the neighborhood	Classroom observation and report	Minimum 10 school periods Write a Report and Submit

Activities to be conducted

- Visit three different primary level schools with observation formats developed in the institute and get acquainted with various schooling systems. Establish rapport with all stakeholders.

- Collect information about the demography of students in classes in pre-primary to preparatory group or (I to V) and understand the linkage of the pre-primary stage with the preparatory stage through interaction with teachers, students and staff.
- Observe school processes and transactions of the curriculum through experiential learning and prepare a report.
- Study the available opportunities for learning interdisciplinary subjects.
- Observe the organization of various activities like- classroom teaching-learning processes, laboratory activities, library activities, sports and games, debate/elocution/essay writing and other competitions
- Interact with School heads and subject teachers to understand how students are evaluated by following different tools and techniques of evaluation, how examinations are conducted, how answers are assessed, and how the result is communicated to parents in at least two different types of schools.

Suggested modes of transaction

- Observation
- Interaction
- Discussion
- Reviewing the available literature on the different settings
- Collection of relevant documents and data (primary and secondary data)

Suggestive mode of assessment

- Report writing using developed formats/tools
- Case study
- Analysis of the collected data
- Preparing a comprehensive report of the schools observed

Individualized Educational Programme (IEP)

Course Code: 6.2.2 (ID) **Credits: 2** **Semester: 6**

About the Course

An Individualized Education Program (IEP) is a customized educational plan designed to meet the unique needs of Students with Disabilities. The IEP outlines specific goals, accommodations, and services that the student requires to succeed academically. Understanding and implementing IEPs is crucial for the student teachers as it ensures that they can provide appropriate support and instruction tailored to each student's needs. It is crucial for student-teachers to receive training on how to develop and execute IEPs, strategies for differentiating instruction, methods for effective collaboration with special education professionals, and techniques for engaging families in the IEP development and implementation process. This comprehensive approach ensures that teacher-educators are well-equipped to foster an inclusive learning environment that promotes the academic and social growth of all students.

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

- Develop IEP based on the assessment details gathered.
- Select priority goals for teaching
- Derive specific objectives and priority the goals
- Write the IEP including the above details, teaching strategies and evaluation methods
- Implement the IEP as planned using appropriate teaching strategies and TLM
- Document progress

Task of the student Trainee:

- Based on the comprehensive educational/current level assessment data, the trainee shall
- select priority goals, develop an IEP for two students with different severity levels of ID.
- Implement the IEP for a period of maximum 30 sessions for each student, using appropriate strategies and teaching learning material
- Monitor progress and maintain task analysis data/periodic/continuous evaluation data

Carry out the term end evaluation and submit report including all the details of planning, implementation and evaluation of IEP and the TLMs for the two students.

Important Note: The theory content on IEP and Teaching strategies are in Semester III in detail. Therefore, the teaching faculty has to ensure that the relevant content on IEP and teaching strategies for carrying out IEP practical's is taught to the student trainee during this practical's.

Group Teaching in Special Schools & Inclusive Schools

Course Code: 6.2.3 (ID) **Credits: 2** **Semester: 7**

About the Course

Teaching practice allows student teachers to practice teaching, under the supervision and support of experienced teachers in special schools/inclusive schools/resource room. This particular practical is an opportunity for aspiring teachers to create and implement engaging, differentiated instruction that fosters inclusion and helps to maximize student participation and progress. The course also covers development of appropriate low-cost, innovative, content specific TLM and teaching aids, strategies for managing group dynamics, framing appropriate general and specific objectives, incorporating specific teaching skills, adapting curriculum materials, and utilizing assistive technologies to support learning understand and practice instructional strategies, and classroom management in schools. This field experience provides a challenging nonetheless rewarding experience of working with students with and without disabilities in actual classrooms and acquiring professional identity and competence.

Learning outcomes

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

- Assess the current level of functioning of each student in the given curricular domain
- Plan lesson for the group, on a specific topic, keeping in mind the level of functioning of each student in curricular and co-curricular areas, (blending cocurricular areas where
- possible, into teaching a concept.)
- Organise suitably the group activity that all students can perform, and modify for those
- who needs a modification
- Organise suitable TLM and/or ICT support for the lesson.
- Teach the lesson and evaluate the achievement among the students

Task of the student trainee in Special School

- The student trainee will work with groups of students with ID, executing at
- least 15 lessons (10 curricular and 05 co-curricular) with suitable adaptation and modifications.
- The trainee will work on curricular areas with different class groups of students so as to have experience with all severity levels and types.
- The trainee can select co-curricular areas to blend into teaching concepts leading towards
- holistic learning.
- After the class, self-evaluation, peer evaluation and the teacher's evaluation are to be carried out.

Task of the student trainee in Inclusive School/Resource Room

Lesson planning and execution on different levels for all subjects at preparatory level in resource room/inclusive school

Execute at least 10 lessons with suitable adaptation and modifications, suitable TLM and use the principle of UDL.

After the class, self-evaluation, peer evaluation and the teacher's evaluation are to be carried out.

The student trainee should submit all the corrected lesson plans, evaluations and the TLM used and details of web access/ICT on completion of the practicals

The trainee may consult the special teacher/regular teacher/subject teacher (in that special school/inclusive school/resource room) of the group of students for which a lesson is to be planned. Each lesson plan is to be submitted before implementation for approval. The trainee will not be allowed to conduct the instruction class unless the lesson plan is approved by the master trainer
Note: Besides classrooms practice teaching, each trainee has to observe the teaching of the

special educator (05) /general educator/resource teacher (05) lessons and submit a report of observation.

Suggested modes of transaction

- Lecture cum demonstration,
- Field observations,
- Development of appropriate lo-cost, local and innovative TLM and teaching aids,
- Usage of technology and Assistive technology,
- Framing appropriate objectives (general and specific)

Suggestive mode of assessment

- Classroom/ group teaching skills
- Lesson Plan record file (having work samples/work sheets)
- TLMs (local, low cost, innovative) developed and used/Teaching aids
- Oral viva

Internship and Practice Teaching

Course Code: 6.2.4 (ID) **Credits: 10** **Semester: 7**

About the Course

This course also focuses on developing pedagogical skills and content knowledge necessary for delivering high-quality instruction in school subjects (Language and Non-languages). The course emphasizes the importance of educating student teachers on microteaching skills, development and designing of Lesson Plans integrating technology, involving principles of UDL, and development of suitable TLM in order to suit the learning needs of all learners. Additionally, it covers classroom management techniques and the integration of technology to enhance teaching and learning. The educators will gain the expertise to foster a positive and inclusive classroom environment, thereby promoting critical thinking, and support student achievement across all subject areas in regular schools.

This course offers teacher educators an invaluable opportunity to gain practical experience and apply theoretical knowledge in real classroom settings. This immersive program is designed to bridge the gap between academic preparation and professional practice, allowing student teachers to work alongside experienced teachers in diverse educational environments. Throughout the internship, educators will engage in planning and developing lesson plans, and delivering lessons, managing classroom dynamics, assessing student progress, and adapting instructional strategies to meet the needs of all learners. The course emphasizes reflective practice, encouraging student trainees to evaluate their teaching methods, receive constructive feedback, and make continuous improvements. Additionally, the internship provides exposure to various aspects of school functioning, including collaboration with teachers, communication with parents, and participation in professional development activities. This course will help student teachers to develop a deeper understanding of the teaching profession, enhanced their instructional skills, and gained the confidence needed to succeed as effective educators.

This course allows the learners to acquire essential skills that are crucial to work with high support needs with ID. The aim is to empower educators to assess, work in coordination with the multidisciplinary team, support the parents/siblings/caretakers and to create awareness /sensitization towards the condition and other associated conditions.

Learning outcomes

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

- The students will be able to understand the core skills of micro teaching for the related subjects for students at preparatory stage.
- Prepare a lesson plan incorporating suitable accommodations and by using UDL components.
- Assess students with high support needs.
- Work in coordination with the multidisciplinary team.
- Work with parents/siblings/caretaker to help the child with high support need lead towards independent Living.
- Create awareness / sensitization towards the condition and other associated conditions.
- Demonstrate teaching skills through practical engagement in inclusive schools.
- Illustrate the use of the various skills for students with their peers
- Demonstrate the application of various teaching strategies and technology in simulated settings
- Conduct assessment of students using both formal and informal tools.
- Develop and design lesson plan for group teaching in special and inclusive school settings.
- Collaborate with class teachers to conduct lesson plans

- Develop awareness material regarding disability issues and challenges for parents and community members.

Course content

Sr. No.	Content	Credit
6.2.4 (a)	Practice Teaching	02
6.2.4 (b)	Internship at Working with High Support Needs with Intellectual Disabilities	02
6.2.4 (c)	Internship at Special School	03
6.2.4 (d)	Internship at Inclusive School	03

Practice Teaching

Course Code: 6.2.4 (a) (ID)

Course content

1. Micro teaching
2. Teaching subjects in regular schools/inclusive schools.

The details are as follows:

Sr. No.	Tasks for the Student-Teachers	Disability Focus	Educational Setting	Description
1	a. Micro teaching & simulated teaching on selected skills	General – student teachers	Institute / Respective college	5 lessons (Demonstration of Micro teaching Skills
2	**Macro Teaching** **A.** Lesson planning and Teaching for subjects selected *a.* Languages *b.* Non-Languages	General /Inclusive	General / inclusive	15 lessons Use technology at least in 5 lessons, and suitable TLM
	B. Lesson planning and Teaching with focus on adaptation, evaluation *a.* Languages *b.* Non-Languages	General/ inclusive	General / inclusive	15 lessons Use technology at least in 5 lessons, and suitable TLM In inclusive classroom make suitable accommodations, and use Universal design for learning (UDL)

Suggestive mode of transaction

- Demonstration of micro-teaching skills
- Preparation of lesson plans
- Use of multimedia presentations, handouts
- Lecture cum discussion method
- Utilize real-life scenarios, case studies, and role-playing exercises
- Foster teamwork and peer learning among students
- Group discussions

Suggestive mode of assessment

- Classroom presentations
- Delivery of lesson plan, content/pedagogical knowledge, content clarity
- Effectiveness, clarity and quality of lesson plan delivery
- Teacher-pupil engagement
- Oral viva
- Practical record of Lesson Plans
- TLM developed (low cost, local, innovative)

Internship at Working with High Support Needs with Intellectual Disabilities

Course Code: 6.2.4 (b) (ID)

Task of the student trainee

- Collect information from therapist and professionals.
- the trainee will assess two students having sever/profound disabilities requiring high support need using the tool Checklist for Programming of Students with Profound Mental Retardation (FACP.*PMR*) and other national and international tools.
- Trainee will also assess the need for technological support and assistive/adaptive devices
- Work with two of them at school/therapy centre/home environment.
- Help the parents/siblings/care giver/ to learn the techniques that are specific to the student such as adaptation, modification, accommodation.
- Create awareness / sensitization towards the condition, misconception, government schemes, disability certificate, UDID card and any other.

Please Note

- **Access to information and observations and all interactions with individuals with ID 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 students with ID.**

Internship at Special School (Preparatory Level)

Course Code: 6.2.4 (c) (ID)

Internship involves placement of the student trainee/learner in a special school for students with intellectual disability period of three weeks or 15 working days. During the placement the learner is expected to work in all the classes ranging from early intervention/preschool to preparatory stage. The internship should be guided by faculty supervisor. The student trainee/ learner is expected to carry out the following activities and submit report endorsed by the school authority along with the certification of completion of internship.

1) Informal Assessment of students using informal tools (observation of child in the classroom/academic activities/playground behavior/teachers' perceptions and observations/students record, work samples, achievement records, medical history, family history, developmental milestones) and write a case study/report.
2) Formal Assessment of students using formal tools (e.g. MDPS/FACP/BASIC-MR/GLAD/ISAA,) to identify the specific learning problems (at least one in each level/class) and write a comprehensive report.
3) Develop an appropriate Individualized Educational Plan (IEP) (current level, annual goals, short term objectives, methods and material and evaluation) and implement using appropriate method and material/TLM (at least 15 sessions for each child) accommodations and modification.
4) Collaborate with class teachers and plan group teaching lessons for each in at least two different areas. After getting the lessons plans approved teach in the respective classes. (at least 15 lessons).
5) Development of awareness material regarding disability issues and challenges for parents and community members.
6) Organise/participate at least one parent training programme, one cultural programme, social event or sports event in a school in consultation with the principal and respective class teacher.
7) Any other academic/ cultural activity in the school for which the school authorities seek the involvement of the student trainee.

Suggested Mode of Assessment

Competence/Artifact	Method of assessment	Assessed by
Observation of pupil and classroom practices	Informal Assessment of students using informal tools	Teacher Educator
Assessment of student/pupil	Formal Assessment of students using formal tools (e.g. MDPS/FACP/BASIC-MR/GLAD/ISAA,)	Teacher Educator
Individualized Planning and execution	Develop an appropriate Individualized Educational Plan (IEP)	Teacher/faculty Mentor
Collaboration with stakeholders	Collaborate with class teachers and plan group teaching lessons	Teacher/faculty Mentor
Development of awareness materials	Development of awareness materials regarding issues and challenges	Teacher/faculty Mentor

Internship at Inclusive School (Preparatory Level)

Course Code: 6.2.4 (d) (ID)

Internship involves placement of the student trainee/learner in an inclusive school for students with intellectual disability for a period of three weeks or 15 working days. During the placement the learner is expected to work in all the classes ranging from early intervention/preschool to preparatory stage. The internship should be guided by faculty supervisor. The student trainee/ learner is expected to carry out the following activities and submit report endorsed by the school authority along with the certification of completion of internship.

1) Informal Assessment of students using informal tools (observation of child in the classroom/academic activities/playground behavior/teachers' perceptions and observations/students record, work samples, achievement records, medical history, family history, developmental milestones) and write a case study/report.
2) Formal Assessment of students using formal tools (e.g. MDPS/FACP/BASIC-MR/GLAD/ISAA,) to identify the specific learning problems (at least one in each level/class) and write a comprehensive report.
3) Develop an appropriate educational programme with accommodations and modification for one case selected/identified. Collaborate with the class teachers and plan group teaching lessons for each inclusive class where the assessed students are placed. (at least 5 lessons for each student to be taught in inclusive class with all other students.
4) Use technology effectively for all the activities during internship.
5) Collaborate with class teacher and plan group teaching lessons for each class at least in two different areas. After getting the lessons plans approved teach in the respective classes. (at least 15 lessons).
6) Development of awareness material regarding disability issues and challenges for parents and community members.
7) Organise/participate at least one parent training programme, one cultural programme, social event or sports event in a school in consultation with the principal and respective class teacher.
8) Any other academic/ cultural activity in the school for which the school authorities seek the involvement of the student trainee.

Suggested Mode of Assessment

Competence/Artifact	Method of assessment	Assessed by
Observation and assessment of pupil	Informal Assessment of students using informal tools and Formal Assessment of students using formal tools	Teacher Educator
Collaboration with stakeholders	Collaborate with class teachers and plan group teaching lessons	Teacher/faculty Mentor
Educational program planning and execution	Develop an appropriate educational programme with accommodations and modification for one case selected/identified. Use technology effectively.	Teacher Educator
Development of awareness materials	Development of awareness materials regarding issues and challenges	Teacher/faculty Mentor

Development of TLM and Assistive Devices

Course Code: 6.2.5 (ID) **Credits: 2** **Semester: 8**

About the Course

This course is designed to empower educators with the skills and knowledge needed to create and utilize effective educational resources and tools for delivering quality lesson plans and impart curriculum content effectively within diverse learning environments. This course emphasizes the importance of innovative and adaptive TLM that caters to the varied needs of students, including those with disabilities. Participants will learn to design and develop a wide range of TLMs, including assistive devices such as visual aids, manipulatives, digital resources, and interactive activities, that enhance student engagement and comprehension within the classroom. The course also covers the selection and implementation of assistive devices, such as speech-to-text software, audio books, and specialized input devices, to support students with physical, sensory, or cognitive challenges. Teacher educators will gain the expertise to create inclusive and accessible learning experiences that foster academic success and independence for all students.

Learning outcomes

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

- Identify the accessibility, needs of students in given context.
- Recognize the need for assistive devices/assistive technology to be used while transacting the curricular content.
- Develop teaching-learning materials tailored for special schools and inclusive schools.
- Selection and use of TLMs creatively, appropriately and effectively in teaching learners with ID.
- Selection and use of TLMs in home-based settings using the available resources, availing TLMs under ADIP scheme

Course content

The students are required to conduct internet searches, develop an illustrative record/ folder on Assistive Technology for persons with intellectual disability and associated conditions. In addition, any TLM that the student may have developed for classroom transaction that involved technology may also be included and certified by the respective course coordinator/tutor and submitted during the final practical examination.

The TLMs may incorporate principles of Universal Design of Learning (UDL) and are appropriate for various learning styles (Visual / Auditory / Kinaesthetic / Reading / Tactile / combination of all). Appropriate TLMs must be developed for the following:

- Academic concepts being learnt in three different subjects
- Non-academic activity (e.g., arts, sports, or other co-curricular activity)
- ADL / self-care
- Communication

Suggested Mode of Assessment

There will be 2 submissions, one for each child.
All submissions must include -

- A comprehensive portfolio with all relevant documents of observations, reports, TLMs, proof of attendance, feedback received etc.
- A certification of completion that is evaluated and endorsed by the teaching institution

All submissions may be graded by the teaching institute using marking schemes/ rating scales/ rubrics.

School Based Research Projects

Course Code: 6.2.6 (ID) **Credits: 2** **Semester: 8**

About the Course

Educational research provides a vast landscape of knowledge on topics related to teaching and learning, curriculum and assessment, students' cognitive and affective needs, cultural and socio-economic factors of schools, and many other factors considered viable to improving schools. The purpose of educational research is to engage in disciplined inquiry to generate knowledge on topics significant to the students, teachers, administrators, schools, and other educational stakeholders. Just as the topics of educational research vary, so do the approaches to conducting educational research in the classroom. Your approach to research will be shaped by your context, your professional identity, and paradigm (set of beliefs and assumptions that guide your inquiry). These will all be key factors in how you generate knowledge related to your work as a Special educator. Action research is an approach to educational research that is commonly used by educational practitioners and professionals to examine, and ultimately improve, their pedagogy and practice and teaching strategies. When students are actively engaged in learning, the classroom can be dynamic and uncertain, demanding the constant attention of the educator. Action research offers one path to more deliberate, substantial, and critical reflection that can be documented and analysed to improve an educator's practice.

Learning outcomes

After completing this course, student teachers will be able to:

- Identify and formulate appropriate research problem.
- Prepare plans of action for undertaking school-based research.
- Identify research design and prepare data collection tools.
- Collect and analyse data with appropriate statistical measures.
- Implement and evaluate interventions to address identified problems.
- Reflect on and share research experiences through reports and presentations.

Course content

Sr. No.	Tasks	Specific activities
1	Systematic Review of Literature on priority areas of research on Intellectual Disability (ID)	Systematic Review of Literature on Intellectual Disability, Current trends in supporting implications for Inclusion of PWID. Identification of the best practices and the way forward.
2	Undertaking a school-based research project related to Intellectual Disability.	Undertaking a school-based research project on areas such as: • Innovative teaching techniques for PWID. • Development of CRT and Teacher made Test • Accommodations and modifications for students with ID in inclusive settings. • Perspectives of parents, caregivers about various aspects of caregiving for students with ID. • Socio emotional issues • Issues related to success in Preparatory Stage to Adulthood and Old Age.
3	Best practices while conducting research with Persons with Intellectual Disability (ID)	• Success stories • Innovative technology related teaching learning materials • Reasonable accomodation

Submissions

Research reports with plagiarism check report

Suggested modes of transaction

- Discussions with teacher educators, school heads, mentors, and peers for problem identification and intervention development.
- Finalization of research project proposals through discussions.
- Document analysis, stakeholder interactions, and field visits.
- Sharing and presenting research outcomes.
- Publication and conference presentations

Suggested assessment

Competence/Artifact	Method of Assessment	Assessed By
Progress report (weekly/monthly)	Observation/review	Faculty Guide
Research Report	Presentation and submission of Report	Panel of expert

6.2.0 SCHOOL EXPERIENCE

About the Course

Field engagement is a vital component of teacher education programmes in the field of general as well as special, therapy centres and inclusive education. This practical engagement allows pre-service teachers to participate in various activities and tasks related to the teaching profession under guided supervision. Through these immersive experiences the student teachers gain a comprehensive understanding of school processes, actively engage in school activities, and internalize essential school-related ethics, values, and norms.

This module is designed to ensure that student teachers specializing in Multiple Disabilities are well-prepared to enter the teaching profession with practical experience, a deep understanding to support this unique, diverse and sometimes complex needs of these group of learners with Multiple Disabilities (combinations of CP/Db/MD) in special and inclusive settings to promote effective learning. Student teacher can develop into effective, compassionate, and skilled educators who make a meaningful difference in the lives of students with Multiple Disabilities. This model thus bridges the gap between theoretical knowledge through practical applications that provide learning opportunities across all developmental domains.

Outline of the components:

Sr. No.	Course	Credits	Semester	Description
6.2.1 MD	School Observation	2	5	Visits to various types of special schools and organizations that work with students with multiple disabilities.
6.2.2 MD	Demonstration Lessons	2	6	Teaching practice in special schools and inclusive schools
6.2.3 MD	School Based Research Projects	10	7	12 weeks of working in school(s) as an integral part of the system
6.2.4 MD	Internship in Teaching	2	7	Identification of issues, research design, intervention during school internship, and research report preparation
6.2.5 MD	Development of TLM	2	8	Development of lesson plans and teaching-learning materials (TLMs) for use in special and inclusive schools
6.2.6 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 6.2.1: 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 6.2.2: Demonstration Lessons**
- Develop teaching skills through practical engagement in special schools and inclusive schools
- **Course 6.2.3: 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 6.2.4: School-based Research Projects**
- Gain extensive, hands-on experience by working in school(s) for 12 weeks, integrating into the school system as active participants.
- Apply theoretical knowledge in real-world teaching scenarios and develop professional competencies in adaptation, modifications, collaboration, problem-solving, and participative decision-making.
- **Course 6.2.5: 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 6.2.6: 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: 6.2.1 (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 people with Multiple Disabilities.
- Different ways the needs of the student may be addressed
- Summary observations or suggestions in regard to priority areas to consider.
- Ways these techniques may be adapted across different settings and individuals

Submissions

There will be a total of 4 submissions. All submissions must include -

- A comprehensive portfolio with all relevant documents of observations, reports, proof of attendance, feedback received etc.
- A certification of completion that is evaluated and endorsed by the teaching institution

Evaluations

All submissions may be graded by the teaching institute on a 10-point scale. A minimum grade of 6 is required for successful completion.

Please Note

- Observations mentioned are essential for a minimum of 30 hours or 10 days in each setting.
- The schedule for respective visits shall be included in the timetable and days may be allocated.
- For a holistic learning experience, the learner will benefit from working with variability in the profiles of students with Multiple Disabilities e.g., different ages, genders, grades, and 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: 6.2.2 (MD) **Credits: 2** **Semester: 6**

About the Course

Teaching practice allows student teachers to practice the art and science of teaching, under the supervision and support of experienced teachers. This particular practical is an opportunity for aspiring teachers to understand the role and operation in regard to instructional strategies, classroom management and nature of school culture. This field experience provides a challenging nonetheless rewarding experience of working with students in actual classrooms and acquiring professional identity and competence.

Learning outcomes

After completing this course, student teachers will be able to:

- Deliver model lessons in both special and inclusive educational settings.
- Demonstrate proficiency in using AAC tools and techniques to explain abstract concepts.
- Address age-appropriate topics on Comprehensive Sexuality Education (CSE) for students.
- Reflect on and improve their teaching practices through live demonstrations and interactive sessions.
- Create and present educational materials such as PowerPoint presentations, posters, and ole plays.

Settings

Teaching practice will be done in all of these Settings

- Special school – serving students with Multiple Disabilities
- Inclusive schools

Tasks

For each of these settings do the following:

1. Identify one child with Multiple Disabilities.
2. Observe their assessment (including functional visual assessment), review the available documentation, services received and interactions with parents
3. Develop and submit a total of 15 Lesson Plans in -
    - Academic concepts from three different subjects
    - Non-academic activity (e. g. arts, adapted sports, or other age-appropriate life skills)
    - ADL / self-care/ Orientation and Mobility
    - Communication
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: 6.2.3 (MD) **Credits: 2** **Semester: 7**

About the Course

School-based research in middle grade by trainee teachers pursuing teacher education can be a valuable opportunity for students to apply theoretical knowledge in a real-world setting while gaining hands-on experience. They provide hands-on experiences that shape the aspiring teachers, preparing them for the diverse and dynamic world of neurodiverse learners. It enriches and contributes to the overall development of the teacher trainee. The student teacher's professional skills and knowledge is necessarily developed by individual in their own distinctive contexts be they mentors, teachers or students or their families and due to these interactions in these distinctive contexts may provide opportunities for learning about interesting new ideas which they might be able to use in developing their practice through this school-based research. This experience will provide trainee teachers answers to their questions that come up during reflective practices.

Learning outcomes

- 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 children with multiple disabilities in the last decade. Identification of the best practices and the way forward
3	Formulate the research hypotheses	Develop plan of action with timelines
4	Get consent and clearances	Select the student participant, collect baseline data, data collection and triangulation.
5	Undertaking a school-based research project	Undertaking a school-based research project on areas such as: Implementation of UDL with students in preparatory grade.

		Investigate the impact of various teaching methods (e.g., project-based learning, explicit instruction, or technology integration) on students with multiple disabilities -Effectiveness of technology tools (AAC (low-High tech), speech to text etc. - Impact of language deprivation on academic, social, and emotional development - Current state of literacy and educational standards in special & inclusive schools - Perspectives of caregivers about the impact of communication barriers
6	Best practices while conducting research with students with multiple disabilities	Summarizing the best practices while conducting research with students with multiple disabilities. Transition from foundational setting to preparatory school setting

Methods

Case study, quasi experimental study, surveys and interviews, observations, Action research

Submissions

There will be a total of 2 submissions. All submissions must include -

- 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: 6.2.4 (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:

- Develop and execute lesson plans for skills.
- Implement different modes of communication (AAC/Total Communication, Oral-Aural Approach) in teaching.
- Integrate experiential learning, social-emotional learning, and life skills into their teaching practices.
- Assess and implement Individualized Educational Plans (IEPs) for students with multiple disabilities.
- Gain practical experience in teaching both special and inclusive school settings.
- Preparation of lesson plans for cross-curricular activities
- Explain the overall functioning of special and inclusive schools for students with multiple disabilities.
- Describe and appreciate the different roles played by a special educator in these settings.
- Experience the importance of teacher-student relationships for effective teaching in special education.
- Develop age-appropriate and disability-sensitive pedagogic skills.
- Apply different pedagogies and teaching strategies in real-life classrooms that serves students with Multiple disabilities.
- Create and utilize appropriate teaching-learning materials (TLM) and technology.
- Develop necessary planning and execution skills to conduct school activities.
- Foster school-community relationships for the benefit of students with MD.
- Create student portfolios and comprehensive progress reports.
- Understand the importance of maintaining different types of records in special education settings.
- Develop a research aptitude to conduct action research for issues faced during the internship.

Setting

An internship will be done in the following setting:

- MD (CP/Db/MD) specific school

Tasks

The learner is expected to carry out the following –

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 tactile art), adapted sports (for example Frame Football (posterior walking frames) or wheelchair basketball) , or other age-appropriate life practical skills like shopping skills or public transport system)
- Personal safety and rights - and making sense of personal growth and development (puberty and bodily changes) respect for self and others, and to understand the importance of healthy relationships.
- ADL / self-care /orientation and mobility
- Communication

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: 6.2.5 (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) for students with multiple disabilities. Additionally, how technology can be integrated in teaching-learning practices is explored through Information and Communication Technology (ICT). Lesson plans are essential tools for educators, that aid in imparting knowledge, skills, and competencies. It assists in guiding content delivery, organization, communication, and assessment. Through careful planning, educators engage students with accessible content, align activities with objectives, and ensure relevance. Emphasis will be placed on enhancing engagement, accessibility, and educational outcomes through innovative lesson planning and resource development. Teaching Learning Materials of good quality with (i) innovations, (ii) low-cost materials, (iii) local context, and (iv) modern technology (for digital learning materials) which will enhance students' engagement, interest, and practical learning.

Learning outcomes

Upon completion of the course, student teachers will be able to:

- Develop TLMs based on Universal Design for Learning (UDL) principles, incorporating Information and Communication Technology (ICT).
- Compile a repository of UDL resources suitable for various subjects and learning levels.
- Create TLMs catering to different learning styles (Visual, Auditory, Kinaesthetic, Reading, Tactile, and combinations thereof).
- Design TLMs such as sign language. (Hand over Hand or Hand under Hand) videos, PPTs, and ICT-based materials for teaching practice across curriculum topics.
- Develop TLMs specifically for reading, writing skills, and literacy development in students, with appropriate accommodations.
- Demonstrate proficiency in creating TLMs aligned with UDL principles.
- Develop TLMs catering to diverse learning styles and specific educational needs.
- Understand the significance of TLMs in enhancing teaching and learning outcomes.
- Reflect on the role of TLMs in promoting quality special or inclusive education practices.

Setting

Visit will be done in the following:

- Schools or Centres serving students with CP/Db/MD
- Inclusive school

Tasks

In each of these settings, the learners are expected to do the following

1. Submit a detailed report for one student with Multiple Disability based on
    - Information from initial intake (in consultation with the teachers and/or parents)
    - Observation/documentation of their assessment, IEPs and Lesson Plans
2. In consultation with the teacher and/or parents, develop TLMs to teach. In addition to being individualised to the learner with MD, the TLMs developed must be based on principles of Universal Design of Learning (UDL) and appropriate for various learning styles (Visual / Auditory / Kinaesthetic / Reading / Tactile / combination of all). Appropriate TLMs must be developed for the following:
    - Academic concepts being learnt in three different subjects
    - Non-academic activity (e.g., arts, sports, or other co-curricular activity)
    - ADL / self-care / orientation and mobility

- Communication

Submissions

There will be a total of 2 submissions. All submissions must include -

- A comprehensive portfolio with all relevant documents of observations, reports, TLMs, proof of attendance, feedback received etc.
- A certification of completion that is evaluated and endorsed by the teaching institution

Evaluations

All submissions may be graded by the teaching institute on a 10-point scale. A minimum grade of 6 is required for successful completion.

Please Note

- The learning and practice opportunities must be provided in semesters 5-8. Evaluation of this practical will be made in the above-mentioned semester.
- Observations mentioned are essential for a minimum of 30 hours or 10 days in each setting.
- The schedule for respective visits shall be included in the timetable and days may be allocated.
- For a holistic learning experience, the learner will benefit from working with variability in the profiles of students with variability of co-occurring conditions of MD e.g., different ages, genders, grades, and skill sets.
- The tasks mentioned are essential. The content/hours may be adapted as per feasibility and accessibility. For instance, if schools for a specific disability are not available in the nearby area, the same may be conducted at education or therapy centres or services being provided in the resource room.

Supportive Skill Training

Course Code: 6.2.6 (MD) **Credits: 2** **Semester: 8**

About the Course

The teaching of supportive skills training for students with multiple disabilities will help them to adapt and participate fully in both educational and social activities that are crucial to support students with multiple disabilities. The aim is to empower educators with the fluency and skill development necessary for fostering conducive inclusive learning environments and enhancing the overall educational experience for learnings with Multiple Disabilities.

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

Upon completion of the course, student teachers will be able to:

- Compile resources for educational content accessible AAC or ATs.
- Demonstrate proficiency in using AAC or other modes of communication for teaching purposes.
- Expand Core vocabulary for teaching various subjects.
- Deliver abstract educational concepts and creative expressions in classrooms.
- Describe the requirements for the government scheme for students with multiple disabilities and connect the same to the student and families where appropriate.
- Enable a collaborative approach to teaching students who have Sensory Integration or Modulation issues and develop activities to regulate them in natural contexts.
- Support and counsel the parents in preparation for middle school.
- Enable self-advocacy skills using AAC
- Acquire supportive skills to effectively communicate and teach learners with MD using Assistive Technologies, functional academic skills, learner-centred personalised communication systems and AACs (low-tech, mid-tech and high-tech) etc.
- Acquire skills necessary to effectively communicate with and teach students with MD.

Setting

- Special school for students with MD
- Home – customised home support program
- Community access (school or community neighbourhood, orientation and mobility, public transport system)

Tasks

At each of the above-mentioned settings, the learner has to identify one student with MD and document the following:

1. Information from initial intake
2. Observation and understanding sensory and motor needs of the student in consultation with the PT/ OT and/or parents
3. A plan developed in consultation with the teacher and/or parents, to facilitate any two skills namely –

- Focus on functional activities for students with high support needs, eg swallowing, eating, drinking, planning for shopping, making shopping lists, using story boxes or ways to stay safe, social conversation skills,
- Travel, Orientation & Mobility Skills,
- Teach personal safety skills by providing Knowledge, Skills and Attitudes related to
  : To provide factual information about human development, anatomy, and reproduction.
  : To develop skills in communication, decision-making, and critical thinking

: To foster respect for self and others, and to understand the importance of healthy relationship
- Development of a leisure skill
- Participation in a community activity (e.g., tuition centre, hobby class, going to the market or shopping centre or for a movie, an upcoming wedding or vacation)

4. Relevant communication strategies including AACs, Calendar systems and visual supports
5. 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.*

6.0 School Experience

Course Code	Course Title	Credit	Semester
6.2.1 SLD	School observation and Visit Reports • Visits (Special Schools, Therapy centres, Rehabilitation organisations, and Inclusive Schools) and report writing • Class room observation/ observation in clinical setups and report writing	2	5
6.2.2 SLD	Pre-internship Practice (Demonstration lessons, Peer teaching) • Lesson planning • Simulated teaching	2	6
6.2.3 SLD	School Based Research Project	2	7
6.2.4 SLD	Internship • Classroom and school engagement • Screening students for at-risk for SLD/ learning difficulties/ Developmental Disability • Curriculum Adaptation	10	7
6.2.5 SLD	Creating Teaching Learning Material	2	8
6.2.6 SLD	Supportive Skill Training • Development of Teacher Made Tests • Administration of tests and Report Writing • Social Emotional Learning	2	8
Total		**20**	

School Observation and Visit Reports

Course Code: 6.2.1 (SLD) **Credits: 2** **Semester: 5**

About the Course

The practical course 'school observation and visit reports' is an extremely important practicum component as it provides exposure to the student teachers to the school settings and institutions that work in the area of special education and disability rehabilitation. The students' teachers will use the formats / proformas given to them for noting their observations and submitting reports.

Learning outcomes

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

- Describe the setting and functioning of the organisation (Special Schools, Therapy centres, Rehabilitation organisations, and Inclusive Schools) visited
- Describe the classrooms with students with learning difficulties (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 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 and Multiple Disabilities	Classroom Observation and Report	Minimum 8 school Periods. 3 school Periods in each Special school. Write a report and submit.
At-risk for SLD/ Developmental Disability	Clinical set up	Observation and Report	Minimum 4 cases Write a report and submit.

Please Note

- *Schedule for practical 6.1 shall be included in the time table.*
- *Observations as mentioned are essential. However, if schools for other disabilities are not available in the nearby area, the same may be conducted as observation at inclusive school, therapy centres or services being provided in the Resource room/ Home based education or vice versa with other disability.*

Course Evaluation

The student teacher will submit reports of the visits and observations

Pre-internship Practice (Demonstration lessons, Peer teaching)

Course Code: 6.2.2 (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 students' teachers' demonstration of lessons will be evaluated by teacher educators using marking schemes / rubrics

School Based Research Project

Course Code: 6.2.3 (SLD) **Credits: 2** **Semester: 7**

About the Course

This course requires the student teachers to undertake action research while they are placed in the school for internship. Action research enables teachers to reflect on their understanding of various school processes to bring the desired change through careful analysis and planning. The project could be an individual or collaborative project. Undertaking school-based research will project foster critical thinking, problem-solving, collaboration. The school-based research project is to be undertaken during the school internship period so that it provides the student teachers with a platform to apply knowledge, understanding, techniques, methods, and approaches in an actual classroom situation. During the school internship, the student teachers will identify school practices and challenges through involvement in different activities, design relevant interventions, analyze data and prepare reports.

Learning 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

Course content

- Action research: concept and importance of action research/case study
- Steps of conducting action research/case study
- Data analysis: Techniques
- Report writing

Content

The assessment of the school-based research project will be continuous.

The teacher educators, as well as mentors, will be involved in the assessment of the activities using marking schemes / rating scales/ rubrics.

Internship

Course Code: 6.2.4 (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 SLD/ learning difficulties/ At-risk for SLD for a period of 6 weeks. During the placement the learner is expected to work with students with SLD / learning difficulties/ At-risk for SLD at the preparatory stage. The internship should be guided by faculty supervisor.

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

The student teacher is expected to carry out the following activities and submit report endorsed by the school authority along with the certification of completion of internship.

Sr. No.	Content	Description	Credits
1	Classroom and school engagement	1) Conduct individual remedial lessons for students with SLD/ learning difficulties (at least 10 lessons) 2) Collaborate with the class teachers and plan team teaching lessons for students in different subjects. After getting the lessons plans approved teach in the respective classes. (at least 10 lessons). 3) Plan and execute 10 lessons for students in inclusive/ alternative schools using the UDL framework. The lessons must be in different subject areas. 4) Organise at least one parent training programme, one cultural programme, social events, or sports event in school in consultation with the principal and respective class teacher. 5) Any other academic/ cultural activity in the school for which the school authorities seek the involvement of the student teacher.	6
2	Screening students for SLD	Screen students for SLD using formal and informal tools and write a report.	2
3	Curriculum Adaptation	Adapt two chapters in two different subjects for students with SLD. 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

Please Note

- *Each lesson must be guided by the supervisor to ensure the incorporation of appropriate pedagogy.*
- *Schedule for the practical shall be included in the timetable and required working days allocated.*
- *All lesson plans must be approved by the supervisor before execution.*
- *All execution must be done in the presence of a supervisor.*
- *Feedback must be received from the supervisor in the format prescribed by the institute.*

Creating Teaching Learning Material

Course Code: 6.2.5 (SLD) **Credits: 2** **Semester: 8**

About the Course

Teaching Learning Material (TLMs) are materials and aids that are used by teachers to bring in more clarity during their teaching. TLMs support the transaction of the lesson and can serve the purpose of engaging the students during the lessons. TLMs that are created specifically for different purposes, subjects, using different material make the lessons engaging and effective. TLMs of different kinds have different uses; they also need to be used differently to make them effective. This course will provide the student teachers these insights and teach them how to create the various TLMs and use them effectively.

Learning 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.

Supportive Skill Training

Course Code: 6.2.6 (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 students 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 at-risk for SLD/ learning difficulties
- 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 with SLD/ learning difficulties

Course content

Sr. No.	Content	Description
1	Development of teacher made tests (TMTs)	Develop two TMTs - one each for assessment of process deficits and skill deficit.
2	Administration of tests and report writing	Administer one test to a student with SLD/ learning difficulties. Write assessment report.
3	Social Emotional Learning	Develop activities in the social-emotional domain to help students with SLD/ learning difficulties

Course Evaluation

- Evaluation of the submitted TMT using appropriate rubrics/ marking scheme
- Evaluation of the submitted assessment report using appropriate rubrics/ marking scheme
- Evaluation of the submitted activities using appropriate rubrics/ marking scheme

6.0 School Experience (Disability Specific Practicals, including Internship) at Preparatory Stage

Outline of Activities under School Experience at Preparatory Stage

Sr. No.	Course	Semester	Credits
1	6.2.1 (VI): School Observation	5	2
2	6.2.2 (VI): Supportive Skill Training	6	2
3	6.2.3 (VI): Developing TLM & Assistive Technology	7	2
4	6.2.4 (VI): Internship	7	10
5	6.2.5 (VI): Expanded Core Curriculum Skills practical	8	2
6	6.2.6 (VI): School Based Research Projects	8	2
Total			**20**

School Observation

Course Code: 6.2.1 (VI) **Credits: 2** **Semester: 5**

About the Course

This practical course is aimed at providing first-hand experience to prospective teachers in observing how children with visual impairment are taught various curricular areas in different educational settings. For this purpose, the student teachers will be required to visit different organizations which will help them to understand visual impairment and its implications. It will equip them with the basic skills needed for teaching at the preparatory stage. Therefore, this course is designed to provide exposure to the teaching-learning processes (group/individual, one-to-one), various methods of teaching, and the infrastructure in various setups.

Learning outcomes

- Observe the existing infrastructure available in the primary schools.
- Observe and reflect on the teaching-learning processes for children with visual impairment.
- Develop preparatory skills required for teaching children with visual impairments.
- Identify best practices and suggest improvements for the quality of education delivery in primary schools for the visually impaired and related organizations.
- Observe and report the process of conducting different activities in the primary school.
- Observe and document the availability and usage of TLM.
- Study various assessment processes adopted in different types of primary schools for the holistic development of children.

Educational Settings

Special Primary or inclusive School for children with visual impairment.

Course contents

No.	Tasks	Specific activities	Submissions
1	Visits to the primary Center for Children with Visual Impairment	• Study the infrastructure, and resources available in a special primary school/ Training Centre 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 teaching-learning process.
2	Classroom teaching observation at different levels and of different subjects.	• Observe the teaching of children with visual impairment. • Observe various activities such as conversation, visits, directed activity, and story-telling/ poems and ensure observation for teaching various class subjects. • Write the observation reports at different levels of the preparatory stage and of different subjects. • Include the learnings & insights, feedback, and areas of improvement in the observation report.	Observation Report for each observation. Presentation by student-teacher sharing the summary of their observations & reflections.

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: 6.2.2 (VI) **Credits: 2** **Semester: 6**

About the Course

The Supportive Skill Training in Information and Communication technology allows the student trainees to acquire essential skills that are crucial for effective communication and accessibility in the context of visual impairment. This combines comprehensive training in Expanded Core Curriculum components. The aim is to empower educators with the fluency and skill development necessary for fostering conducive inclusive learning environments and enhancing the overall educational experience for individuals with visual impairment.

Learning outcomes

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

- Develop skills in Preparing Reading Readiness Pre-Braille Materials
- Demonstrate Sensory training for optimal use of remaining senses.
- Apply Independent Living Skills to students with visual impairment.
- Develop proficiency in Orientation and Mobility skills.
- Provide Hands-on training on ECC components.

Educational Settings

Special primary schools for children with visual impairment and Inclusive schools.

Course contents

Sr. 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: 6.2.3 (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 Preparatory 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 content

No.	Tasks for Teacher Educators	Specific activities	Submission
1	Development of Teaching Learning Material (TLM) based on principles of Universal Design of Learning (UDL) including Information and Communication Technology (ICT), and use of Artificial Intelligence (AI)	Develop TLMs for developing pre-Braille reading and writing skills (At least 3 each) Development of TLMs for various lessons appropriate for children with visual impairment and low vision in the classroom. Preparation of TLMs using ICT for the teaching practice lessons related to the curriculum (5 topics of any subjects).	TLMs and List of prepared resources

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: 6.2.4 (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 primary schools along with the regular teacher in supporting children with visual impairment
- Work in special schools at 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

Special Primary or inclusive School for children with visual impairment.

Course contents:

Sr. 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. Practicing lessons in co-curricular teaching	• 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
3	Teaching Pre-Braille skills to children with visual impairment at Nursery school	Develop pre-braille activities using low-cost 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 record-keeping for students with visual impairment.	Plans of use of ICT
8	Teaching use of various aids and appliances to children with visual impairment at primary schools	Familiarization with Taylor Frame and abacus. Teaching children basic Mathematics operations in classes 3 to 5 using Taylor Frame and abacus	Plans of use of various aids

Note:

1) Certificate from the school head grading the performance on a 5-point scale. Candidates below a score of 3, repeat the placement
2) For items each teacher trainee will be assigned a class and the class teacher is expected to support as the long-term mentor for the student placed in her / his class.

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 in Special Schools	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: 6.2.5 (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 preparatory 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

Special Primary or inclusive School for children with visual impairment.

Course Contents:

Sr. No.	Tasks for Student-teacher	Specific activities	Submission
1	Case study	• Functional assessment of the child assigned. • Planning of intervention in identified deficit areas. • Implementation of remedial lessons using appropriate TLM. • Report writing	Case study report
2	Individualized Educational Plan	• Functional Assessment of the Child Assigned • Identification of areas of intervention • One annual plan for intervention of identified deficit areas in consultation with teachers and parents	IEP report
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 & Poem transcribed in Braille.	Pre-Braille material and stories/poem 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 of activities file

School Based Research Projects

Course Code: 6.2.6 (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

Educational setting

Special Primary or inclusive School for children with visual impairment.

Course content

Sr. No.	Tasks for Teacher Educators	Specific activities	Submission
1	Select a research area that needs immediate attention	Development of Research Tools such as UDL for accessible research practices	Research reports.
2	Develop a research proposal	Systematic Review of Literature on education of children with visual impairment from last decade. Identification of the best practices and the way forward	
3	Conduct 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 community-based rehabilitation (CBR).
- Develop an understanding of the role of government and global agencies in CBR.
- Develop strong linkages between people with disabilities and the community.

Course content

Educational Settings Community

- Visit an ongoing CBR programme and write a report on its efficacy.
- Identify barriers for participation in the community: attitudinal, architectural, communication, programmatic, transportation, social.
- Organize community awareness programmes related to disabilities: causes and prevention of disabilities, street play on breaking myths and stereotypes related to disabilities.
- Work with Anganwadi's for early identification and early intervention.
- Learn about the various government schemes for the PwDs on health, nutrition, and education and the role of government and global agencies in CBR.
- Volunteer in camps for identification, assessment, fitments of aids, and UDID cards in the community.
- Develop activities where families can volunteer to engage PwDs in community work (for e.g., giving important role to PwDs in the building festival celebrations).
- Identify the health centers and any other organizations catering to the needs of PwDs and share the information with PwDs.
- Identify companies offering jobs to PwDs and create awareness about the job possibilities for PwDs with some adaptations and accommodations at workplace.

Suggested Mode of Transaction

Placement in the community for experiential learning, Projects, Non-participatory observations, Discussions, Presentations, Seminars.

Suggestive mode of assessment

- Ongoing continuous assessment of the work being done by the learners, project report submission, journal writing, and seminar assessment, etc.
- Developing a CBR project plan using Participatory Rural Appraisal (PRA) techniques

1) Selection of PRA team members
2) Objectives
3) Formation of sub-topics
4) Selection of methods, designs and respondents
5) Interview
6) Sub-team meeting
7) Whole team meeting and
8) Report writing

Suggested readings

Loveday, M. (2006). The HELP Guide for Community Based Rehabilitation Workers: A Training Manual. Global-HELP Publications, California.
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WHO. (1984). "Rehabilitation For All" in World Health Magazine, WHO, Geneva.

Web links

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http://nirdpr.org.in/nird_docs/sb/sb080720.pdf
https://rehabcouncil.nic.in/sites/default/files/CBID/An_Overview_English.pdf

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Acknowledgement

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