Curriculum Framework

Integrated Bachelor of Education-Master of Education Special Education
(Specific Learning Disability)

Integrated B.Ed.-M.Ed. Spl.Ed.(SLD)

Norms, Regulations & Course Content

2024

Effective from Academic Session 2024-25

Three Years Duration

REHABILITATION COUNCIL OF INDIA
(Statutory Body of the Ministry of Social Justice & Empowerment)
Department of Empowerment of Persons with Disabilities (Divyangjan)
Government of India
B-22, Qutab Institutional Area New Delhi – 110 016
Email: rehabstd@nde.vsnl.net.in, rehcouncil_delhi@bol.net.in
www.rehabcouncil.nic.in

Integrated B.Ed. – M.Ed. Special Education Programme

The Integrated B.Ed. – M.Ed. Special Education, Specific Learning Disability program has been developed to prepare the professional teacher committed to serving in the field of disability rehabilitation. The programme combines theory and practical along with internship to inculcate the philosophy of inclusive education. The component of research has been incorporated to enable the teacher trainer to innovate the proper methodology of the latent potential of any child in any environment. This will encourage professional teachers further to upgrade their knowledge and skill. Advancement of knowledge in the intricacies of pedagogical theory shall facilitate the professional teacher in developing the better way of instructions in the classroom.

The Integrated B.Ed. – M.Ed. Special Education, Specific Learning Disability program is a combination of B.Ed. Spl. Ed. and M.Ed. Spl. Ed. individual program. The curriculum frame work has been prepared very meticulously with all required knowledge ,experiences and hands on training components which will provide a strong initial foundation essentialto equip new teachers with the knowledge, competencies, skills, attitudes, awareness and confidence required to teach children in general and special education classrooms. It aims to prepare professionals with the ability for curriculum and instructional planning, educational management, technology, research and human resource development. The learners will also be trained to foster collaborative work with key professionals including parents and other professionals as part of a trans-disciplinary team.

The information technology revolution has taken a central role in the classroom and has potential to transform aspects of the curriculum. As the curriculum and instructional designer,a teacher with B.Ed., M.Ed. Integrated degree should have subject knowledge, advanced pedagogical skills, reflective practice and ability to adapt instruction to the needs of each individual as well as to the needs of the group of learners as a whole. The need of the hour is to integrate these with a working knowledge of information and communication technology.

Though disability rehabilitation has grown into a well-developed field in India, disability studies and research need impetus. Research enables conversion of knowledge into information that can be used by many. Objectivity and scientific thinking are essential for effective classroom practices as well as for undertaking research projects as part of their teaching career.

.A teacher with the Integrated B.Ed. – M.Ed. Special Education, Specific Learning Disability degree may become educational manager or curriculum planner or Teacher Educator, research remains a common thread in all or any of these roles. The research component in this program produces reflective practitioners, efficient managers and professionals engaged in academic pursuits.

I. Aim

The aim of the Integrated B.Ed. – M.Ed. Special Education, Specific Learning Disability program is of preparing teachers as education leaders. The major thrust of this programme would be professional preparation of teacher educators who would through this process be

equipped with the knowledge and competencies to facilitate and conduct initial preparation and continuing professional development of teachers. They would need to be necessarily equipped with the core competencies and knowledge related to teacher education, its philosophical underpinnings, research methodology, curriculum planning and be aware of best practices in the field of pedagogical interventions and adaptations for children with disabilities.

Objectives

After the completion of the course the teacher trainee will be able to:

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

b. Acquire knowledge & skills about nature and educational needs of children with disabilities.

c. Acquire knowledge & skills about nature and educational needs of children with Specific Learning Disability.

d. Develop conceptual understanding of education provisions and skills for working with children with various disabilities in Special and inclusive settings.

e. Enhance knowledge and skills for professional development.

f. Assist potential Teacher Educators to exert leadership in advocating and meeting educational needs of children with disabilities in various settings.

g. Offer Teacher Educators the opportunity to develop specialized capacity for leadership in curriculum, pedagogy and universal design to teach in inclusive classroom.

h. Build theoretical knowledge and skills in research methodologies and conduct research in order to enhance education of children with disabilities in all settings.

CURRICULUM FOR INTEGRATED B.Ed.- M.Ed. SPECIAL EDUCATION SPECIFIC LEARNING DISABILITY PROGRAMME

The curriculum of B.Ed. - M.Ed. Special Education (Specific learning Disability) Integrated Programme is developed with a focus on the following aspects –

- Incorporation of components of existing B.Ed. and M.Ed. Special Education (Specific Learning Disability) programme of Rehabilitation Council of India (RCI)

- Inclusion of new courses in Rehabilitation Sciences/Disability domain as per the need and prevailing trends of the country and at par with guidelines of UNCRPD, RPwD Act.2016 and NEP2020.

- Keeping the guidelines of NCTE in view to established parity between general and special streams of teacher preparation.

Eligibility for Admission

(a) Candidates with at least fifty percent marks either in the Bachelor's Degree and/or in the Master's degree in Sciences/ Social Sciences/ Humanities, Bachelor's in Engineering or Technology with specialization in Science and Mathematics with 55 % marks or any other qualification equivalent thereto, are eligible for admission to the program.

(b) The reservation and relaxation for SC/ST/OBC/PWD and other categories shall be as per the rules of the Central Government/ State Government, whichever is applicable.

Course Pattern (Semester)

The decision on Semester or non-semester nature of the course depends upon the pattern followed in the University concerned to which the College is affiliated.

Passing Minimum

The minimum marks for passing in the theory papers are 50% in each theory paper, 50% in practical and 50% in aggregate.

Nature of Evaluation

The institute implementing the course may decide on the internal or external or both the system of evaluation subject to the approval of the University concerned.

Improvement of Marks

The student will also be given opportunities for improvement of marks in the particular examination by reappearing in the specific paper in the next examination. The examination pattern of the special education programmes may be as per the regulations of the implementing Universities/Colleges of Education. However, the guidelines pertaining to the examination procedure prescribed by the Rehabilitation Council of India may also be adopted.

RCI will follow the 10-point grading system following letter grades recommended by the UGC[1] as given below:

Table 1: Grades and Grade Points

Letter Grade	Grade Point
O (Outstanding)	10
A+ (Excellent)	9
A (Very Good)	8
B+ (Good)	7
B (Above Average)	6
C (Average)	5
P (Pass)	4
F (Fail)	0
Ab (Absent)	0

a. A student obtaining Grade F shall be considered fail and will be required to reappear in the examination.
b. For non-credit courses 'Satisfactory' or "Unsatisfactory' shall be indicated instead of the letter grade and this will not be counted for the computation of SGPA/ CGPA.
c. The Universities can decide on the grade or percentage of marks required to pass in a course and also the CGPA required to qualify for a degree taking into consideration the recommendations of the statutory professional councils such as AICTE, MCI, BCI, NCTE, etc.
d. The statutory requirement for eligibility to enter as assistant professor in colleges and universities in the disciplines of arts, science, commerce, etc., is a minimum average mark of 50% and 55% in relevant postgraduate degree respectively for reserved and general category. Hence, it is recommended that the cut-off marks for grade B shall not be less than 50% and for grade B+, it should not be less than 55% under the absolute grading system. Similarly cut-off marks shall be fixed for grade B and B+ based on the recommendation of the statutory bodies (AICTE, NCTE etc.,) of the relevant disciplines.

RCI as Statutory Body recommends that the cut-off marks for Grade B shall not be less than 50% and for Grade B+, it should not be less than 55% under the absolute grading

Teacher-Student Ratio

> The staff-student ratio in the area of B.Ed. – M.Ed. Special Education Integrated program may be 1:15 as per the RCI norms. Considering the infrastructural facilities needed for Special Education and based on the tasks such as supervising practicum, a maximum number of 20students may be admitted for the B.Ed. – M. Ed Special Education Integrated program.

Faculty Requirement.

Phase/Year	No of Faculty for Disability Specialization	No of Faculty for Common Paper
1st	2	2
2nd	1	1
3rd	-	-
Total	3	3
Grand Total- 06		

Professor	Associate Professor	Assistant Professor
01	**01**	**04**

(**Note:** Faculty can be utilized for teaching in a flexible manner so as to optimize academic expertise available. Depending on the areas of specialization the faculty shall be shared between the various teaching education programs offered by the institution**).**

Infrastructural Facilities

Institutions / Colleges of Education / University Departments offering B.Ed-M.Ed Special Education (Integrated) program should have necessary infrastructural facilities such as the psychology laboratory, science laboratory, language laboratory, work experience laboratory, computer room, etc. In addition to the infrastructural facilities, aids and appliances necessary for the specialization concerned should also be available. The institution should have a model school for children with respective disabilities so that the student teachers can have practice teaching during the course. Until such a facility is made available in the premises of the institution, a model school in the locality can be adopted.

Certification as a Registered Professional

It is mandatory for every teacher of special education to obtain a "Registered Professional Certificate" from the Rehabilitation Council of India to work in the field of special education in India. As continuous professional growth is necessary for the renewal of the certificate, the teachers as well as educators in special education should undergo in-service programme periodically to update their professional knowledge. Amendments, if any, to the regulations of the course will be made periodically by the Rehabilitation Council of India. Any deviation from the above regulations should have the prior approval of the Rehabilitation Council of India.

DURATION OF THE COURSE

The duration of the Course is of Six Semesters, that is, three academic years, which can be completed in a maximum of four-year from the date of admission to the program.

Programme Structure
B. Ed. M. Ed. Spl. Ed. – 3 Years

Code	Area
A	THEORY: Core Courses
B	Cross Disability and Inclusive Education Courses
C	THEORY: Disability Specialisation Courses
D	Enhancing Professional Capacities (EPC) Courses
E	Practical Related to Pedagogy & Disability Specialisation
F	Supportive Skills / School Internships
G	Employability Skills
H	Dissertation
I	Elective Courses

Code	Area	Courses (Papers)	Credit	Hours	Instructional Hours	Notional Hours
A	THEORY: Core Courses	8	20	600	600	-
B	Cross Disability and Inclusive Education Courses	6	12	360	300	60
C	THEORY: Disability Specialisation Courses	6	14	420	420	-
D	Enhancing Professional Capacities (EPC) Courses	2	4	120	60	60
E	Practical Related to Pedagogy & Disability Specialisation	6	28	840	-	840
F	Supportive Skills / School Internships	4	24	720	-	720
G	Employability Skills	1	02	60	-	60
H	Dissertation	1	14	420	-	420
I	Elective Courses	1	2	60	60	-
	Total	**34**	**120**	**3600**	**1440**	**2160**

Theory -1440 Hours (60%) Practical -2160 Hours (40%)
B-5 and B-6 are skill-based courses and each includes 30 practical hours.

PROGRAM STRUTURE- INTEGRATED. B.ED.-M.ED. SPECIAL EDUCATION PROGRAMME (SPECIFIC LEARNING DISBAILITY)

Area A: Core Courses			
Course Code	Course Code	Credit	Hours
A1	Development in Education and Special Education	3	90
A2	Human Growth and Development	2	60
A3	Learning, Teaching and Assessment	2	60
A4	Curriculum Development & Educational Evaluation	3	90
A5	Research Methodology and Statistics	3	90
A6	Perspective in Teacher Education	3	90
A7	Pedagogy of Teaching (Special Reference to Disability) Any one a: Science (Special Reference to Disability) b: Mathematics (Special Reference to Disability) c: Social Studies (Special Reference to Disability)	2	60
A8	Pedagogy of Teaching (Special Reference to Disability) Any one d: Hindi / Regional Language (Special Reference to Disability) e: English (Special Reference to Disability)	2	60
	Total	**20**	**600**

Area B: Cross Disability and Inclusion

Course Code	Course Code	Credit	Hours
B1	Introduction to Disabilities	2	60
B2	Introduction to Education of Students with Disabilities	2	60
B3	Equitable & Inclusive Education	2	60
B4	Life Skills across Life Span	2	60
B5	Supportive Skills for the Education of Children with Disabilities	2	60
B6	Skill-Based Optional Course (anyone) A. Guidance and Counselling B. Positive Behaviour Supports C. Early Childhood Care & Education D. Community-Based Rehabilitation E. Application of ICT in Classroom F. Disability, SEDGS, and Gender	2	60
	Total	**12**	**360**

Area C: Disability Specialisation Courses			
Course Code	Course Code	Credit	Hours
C1	Identification, Assessment and Needs of Children with Specific Learning Disabilities	3	90
C2	Curriculum And Teaching Strategies for Children with Specific Learning Disabilities	3	90
C3	Intervention & Teaching Strategies - Specific Learning Disabilities	2	60
C4	Adulthood and Family Issues of Persons with Specific Learning Disabilities	2	60
C5	ICT & Assistive Technology for Persons with Specific Learning Disabilities	2	60
C6	Therapeutics and Assistive Devices for Persons with Specific Learning Disabilities	2	60
	Total	**14**	**420**

……Specific Disability in which B.Ed.-M.Ed. Program is offered (SLD/ID)

Area D: Enhancing Professional Capacities (EPC) Courses			
Course Code	Course Code	Credit	Hours
D1	Reading and Reflecting on Texts	2	60
D2	Drama and Art in Education	2	60
	Total	**4**	**120**

Area E: Practical Related to Pedagogy & Disability Specialisation

Course Code	Course Code	Credit	Hours
E1	Disability and Inclusion Visits & Writing Reports (Special Schools, Therapy centres, Rehabilitation organisations, and Inclusive Schools) Classroom observation	2	60
E2	Disability specialisation-IEP in special schools ……….	5	150
E3	Lesson Planning & Development of TLM-group teaching in special schools	6	180
E4	Execution of Lesson (Teaching Practice) subject teaching in regular schools	3	90
E5	Field Engagement / Internship as a Teacher Trainer I	8	240
E6	Field Engagement / Internship as a Teacher Trainer II	4	120
	Total	**28**	**840**

Area F: Supportive Skills / School Internships			
Course Code	Course Code	Credit	Hours
F1	Supportive skill training -Assistive technology, other accessibility measures	4	120
F2	Internship in disability specialisation	10	300
F3	Internship at Inclusive School	6	180
F4	Internship in Other Disability special school	4	120
	Total	**24**	**720**
Area G – Employability Skills			
Course Code	Title	Credit	Hours
G		2	60
	Total	**2**	**60**

Area H: Dissertation			
Course Code	Course Code	Credit	Hours
H 1 & H2	Dissertation	14	420
	Total	**14**	**420**

*Universities have the flexibility to develop the protocols and work distribution.

Area I: Elective Courses Note: Any one to be offered			
Course Code	Course Code	Credit	Hours
I 1	Educational Management	2	60
I 2	Educational Technology	2	60
I 3	Guidance and Counselling	2	60
	Total	**2**	**60**

Area A: Core Courses			
Course Code	**Course Code**	**Credit**	**Hours**
A1	Development in Education and Special Education	3	90
A2	Human Growth and Development	2	60
A3	Learning, Teaching and Assessment	2	60
A4	Curriculum Development & Educational Evaluation	3	90
A5	Research Methodology and Statistics	3	90
A6	Perspective in Teacher Education	3	90
A7	Pedagogy of Teaching (Special Reference to Disability) Any one a: Science (Special Reference to Disability) b: Mathematics (Special Reference to Disability) c: Social Studies (Special Reference to Disability)	2	60
A8	Pedagogy of Teaching (Special Reference to Disability) Any one d: Hindi / Regional Language (Special Reference to Disability) e: English (Special Reference to Disability)	2	60
	Total	**20**	**600**

Developments in Education and Special Education

Course Code: A1   **Credits: 03**   **Hours: 90**

Introduction

The course aims to develop sound understanding on how both education and special education have been developed in the country. This would include a critical appreciation in the learners about various legislations, policies and programs those have influences the growth in the field of special and inclusive education. The course would also provide learning opportunities to understand the challenges in the field and address these with appreciation of prospective in special and inclusive education.

Objectives

After completing this Course, the learner should be able to:

- Describe development of education system in India;
- Explain the development of special education system in India;
- Discuss the implications of international and national legislations, policies and programmes on promotion of education of persons with disabilities
- Analyse the opportunities, challenges and barriers that individuals with disabilities experience in educational institutions;
- Critically examine the perspectives in special and inclusive education.

Unit 1: Overview of Education: It's Dimensions and Development

1.1 Aims of education: education as social sub-system
1.2. Dimensions of education: education as investment, education and human rights, education for ethical development
1.3. Education as purposive and continuous process, education for culture: socio-cultural changes
1.4. Development of education during ancient and Vedic period, Medieval period, Pre-independence period
1.5. Development of education post-independence period (including growth of school education) and educational reorganization

Unit 2: Overview of Special Education in India

2.1. Tracing Education for Persons with Disabilities in India: historical perspective of education of persons with disabilities in India (starting from Vedic and epic literature) and development during 20th century
2.2. Post-independence period (including constitutional provision and directive principles) and changing models of disability and emerging concept of education for person with disability (right based approach)
2.3. Changing perspectives in education of persons with disabilities from segregation to inclusive;
2.4. Access and enrolment: nature and severity of disability, types of schools attended, growth of schools; identification, early intervention as facilitator for educational access
2.5. Impact of technological advances and researches in special and inclusive education

Unit 3: Development of Special Education: Contribution of Legislations & Policies

3.1. Contribution of key international instruments in development of special education: UNESCO convention against discrimination, convention of the rights of persons with disabilities 2006,

Review of efforts made by international organization: UNESCAP, UNICEF, WHO, UNDP, Sustainable Development Goal 4

3.2. Contribution of Indian legislations in development of special education for promoting education of person with disabilities: Rehabilitation Council of India Act, 1992, PWD Act 1995; National Trust Act 1999; RTE Act 2009; Rights of Persons with Disabilities Act 2016,

3.3. Review of various national commissions, policies on education (NEP 1986, POA 1992, NEP 2020); Review of national policies with respect to persons with disability (2006) and draft national policy on persons with disabilities (2022)

3.4. Review of national programme to promote education of persons with disabilities: IEDS, DPEP, SSA, RMSA, SMSA, NIOS and its implication on education of persons with disabilities,

3.5. Govt. schemes and provisions for education of persons with disabilities; reviews of contributions of national institutions for empowerment of disabilities, Growth and role of NGOs in promoting education of persons with disabilities: historical perspective, contribution of international and national as well local NGOs

Unit 4: Challenges in Education of Persons with Disabilities

4.1. Equality of Opportunities and Education and persons with disabilities, socially economically disadvantaged groups, commitment to the education of all through schooling regardless of ability: Identifying issues and addressing challenges

4.2. Need and significance enrolment and retention of persons with disabilities: Identifying issues and addressing challenges to promote enrolment and retention of children with disabilities,

4.3. Accessibility: need and significance; improving accessibility of -built environments: classroom, laboratories, playground, canteen and other areas of school, accessibility in communication, reading and writing,

4.4. Adaptation and reasonable accommodation in teaching learning process, learning resources and support: Identifying issues and addressing challenges

4.5. Status of support systems and resources for special and inclusive education: issues and challenges; required support system to meet diverse learning need of individuals, support and resources for home-based education, need for collaboration for support and resources

Unit 5: Prospectives in Special and Inclusive Education

5.1. Quality Issues in Special and Inclusive Education: Quality education leads to quality learning outcome vis-à-vis gross enrolment, teacher education vis-à-vis quality special and inclusive education, Various reports on status of education among students with disabilities

5.2. Critical review on poor quality special and inclusive education: visible schools and non-visible learning, Quality issues in open schooling

5.3. Quality assurance in special and inclusive education: measures to prevent exclusion, assessing inclusion- inclusion index, assessing quality of inclusive practices

5.4. Quality assessment of special school and home-based schooling, future of quality assurance in special and inclusive education: auditing and accreditation of special and inclusive institutions

5.5. Currents Trends and Future Perspectives in Special and inclusive Education: Inclusive classrooms-collaboration of general and special education teachers, connecting early intervention and pre-school education with successful of inclusive and special schooling, integrating technology and acknowledging twice exceptional (2E) children

Course work/Practical/Field Engagement
- **Assignment:** Prepare and submit an assignment of 1000 words describing the status of special education/educating children with disabilities and diverse needs during Vedic, Medieval and Pre-independence Period
- **Visit:** Visit to a special school and an inclusive school of your locality. Gather data from both schools on enrolment, retention, accessibility, adaptations and accommodations of children with disabilities. Interpret the results and compare both schools.
- **Group Activity:** Conduct a focus group discussion or a symposium on quality assessment for special and inclusive schools and prepare recommendations. Post the recommendations on social media or discussion forum.

Transaction
Learners' engagement through interactive lectures, group discussion through case study and problem-based approach s as well as submission of assignments. The learning further needs to be strengthened through practicum activities, field engagement through visit. The assessment also needs to be in continuous basis.

Recommended Readings
Compendium of Schemes (2014). Department of Empowerment of Persons with Disabilities, Ministry of Social Justice and Empowerment, Govt. of India.
Dimitriadi, S. (2014). Diversity, special needs, and inclusion in early year education. SAGE India.
Julka, A. (2014). Evaluation of the Implementation of the Scheme IEDSS in India. Department of Education of Groups with Special Needs. NCERT, New Delhi.
Julka, A., Mukhopadhyay, S., Vyas, S., Sharma, M, Anupriya, C., & Salin, D. (2014). Including Children with Special Needs: Primary Stage. NCERT, New Delhi
Mishra, M., Pettala, R. (2023). Education of socio-economic disadvantaged groups: from marginalisation to inclusion. Routledge India
National University of Educational Planning and Administration (2014). Education for All Towards
Pangatungan, M. (2022). Special education book: a resource book for teachers and other professionals servicing students with disabilities. Palmetto Publishing.
Tilak J.B.G (2018). Education and development in India: critical issues in public policy and development. Springer Singapore.
UNESCO (2004). Education for All: The Quality Imperative. EFA Global Monitoring Report. Paris
UNESCO (2009). Report on Education for sustainable development.

Human Growth & Development

Course Code: A2 **Credit: 02** **Hours: 60**

Introduction

This course is designed to enable learners to become familiar with the dynamic aspects of human growth and development over the life span. Major theoretical perspectives in developmental psychology are included. Learners will gain a deeper understanding of transitions between major life phases, and a broad knowledge of development within each life stage. Through close observation of children in their natural environments the learners would be able to situate their theoretical knowledge within realistic frames. The course content will help learners to apply the knowledge in their profession.

Learning outcomes

After studying this course the student- teachers will be able to

- Explain the process of development with special focus on infancy, childhood and adolescence.
- Summarize the theoretical approaches on Human Development
- Critically analyze developmental variations among children.
- Comprehend adolescence as a period of transition and threshold of adulthood.

Unit1: Approaches to Human Development

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

Unit 2: Theoretical Perspectives on Human Development
2.1 Psychodynamic Theories
      2.1. 1 Sigmund Freud's Psychoanalytic Theory
      2.1.2 Erikson's Psychosocial Theory
2.2 Behaviourist Theories:
      2.2.1 Ivan Pavlov's Classical Conditioning Theory
      2.2.2 B. Frederick Skinner's Operant Conditioning Theory
2.3 Humanistic Theory and Social Theory
      2.3.1 Abraham Maslow's Theory
      2.3.2 Lev Vygotsky's Sociocultural Theory
2.4 Cognitive Theory
      2.4.1 Jean Piaget's Theory
2.5 Ecological theory
      2.5.1 Bronfenbrenner's Ecological Systems Theory

Unit 3: Prenatal and Early years (Zero -Eight years)
3.1 Prenatal development: Conception, stages and influences on prenatal development
3.2 Birth and Neonatal development: Screening the newborn -APGAR Score, Reflexes and

responses, neuro-perceptual development

3.3 Milestones and variations in Development

3.4 Environmental factors influencing early childhood development

3.5 Role of play in enhancing development

Unit 4: Early Adolescence (From nine years to eighteen years)

4.1 Emerging capabilities across domains of physical and social emotional

4.2 Emerging capabilities across domains related to cognition - metacognition, creativity, ethics

4.3 Issues related to puberty

4.4 Gender and development

4.5 Influence of the environment (social, cultural, political) on the growing child

Unit 5: Transitions into Adulthood

5.1 Psychological well-being

5.2 Formation of identity and self-concept

5.3 Emerging roles and responsibilities

5.4 Life Skills and independent living

5.5 Career Choices

Engagement with the field as part of course as indicated below

Hands on Experience

1. Observe children in early childhood education programme. Assess a child's strengths and needs across all developmental and behavioral dimensions in the early childhood years and record
2. Critically evaluate the intervention programme related health, nutrition and Education of young children
3. Discuss the theoretical approaches of human development in the seminar/workshop in the classroom
4. Writing Journal for reflection and case study

Suggested Readings

- Berk, L. E. (2000). Human Development. Tata Mc.Graw Hill Company, New York.

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

- Brisbane, E. H. (2004). The developing child. Mc.Graw Hill, USA.

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

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

- Hurlocl, E. B. (2005). Child growth and development. Tata Mc.Graw Hill Publishing Company, New York.

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

- 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 Mc.Graw Hill Publishing Company, New York.
- Santrock, J. W. (2006). Child Development., Tata Mc.Graw Hill Publishing Company, New York.
- Santrock, J. W. (2007). Adolescence. Tata Mc.Graw Hill Publishing Company, New Delhi.

Learning, Teaching and Assessment

Course Code: A 3   **Credits: 02**   **Hours: 60**

Introduction
This Course will initiate learners to understand learning theories and how these theories translate into teaching and learning actions. Assessment of learning as a continuous process is focused to identify the progress or difficulties faced by the students. The course addresses the learning needs of persons with disabilities, and the supports that the teacher needs to address in diverse educational settings.

Objectives
After completing this course the learner 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 teacher

- Demonstrate understanding of the teaching learning process including focus on students with and without diverse learning needs,

- Analyse the scope and role of assessment in teaching learning process including focus on students with and without disabilities.

Unit 1: Human Learning and Intelligence
1.1 Human learning: meaning, definition and concept formation
1.2 Learning theories:
  - Behaviourism: e.g. Pavlov, Thorndike, Skinner
  - Cognitivism: e.g. Piaget, Bruner
  - Social Constructivism: e.g.Vygotsky, Bandura
1.3 Intelligence:
- Concept and definition
- Theories: e.g. Two-factor, Multifactor, Triarchic Theory (Robert Steinberg)
1.4 Creativity: Concept, Definition and Characteristics
1.5 Implications for Classroom teaching and learning in special and inclusive class room settings

Unit 2: Learning Process and Motivation
2.1 Sensation: Definition and Sensory Process
2.2 Attention: Definition and Affecting Factors
2.3 Perception: Definition and Types
2.4 Memory, Thinking, and Problem Solving
2.5 Motivation: Nature, Definition and Maslow's Theory

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: Psychological, Social and Physical
3.5 Leadership role of teacher in special and inclusive Classroom, school and community

Unit 4: Overview of Assessment and School System
4.1 Assessment: Conventional meaning and constructivist perspective
4.2 'Assessment of Learning' and 'Assessment for Learning': Meaning and difference
4.3 Comparing and contrasting assessment, evaluation, measurement, test and examination
4.4 Formative and summative evaluation, Curriculum Based Measurement, with particular references to students with disabilities/diverse learning needs

4.5 Key concepts in evaluation: e.g. marks, credit, grading, choice, alternate certifications, transparency, internal-external proportion, improvement options

Unit 5: Assessment: Strategies and 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 Assessment of learners with diverse learning needs: Exemptions, concessions, adaptations and accommodations;

5.5 School examinations: Critical review of current examination practices and their assumptions about learning and development; Efforts for exam reforms: Comprehensive and Continuous Evaluation (CCE), 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)

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.

Course work/Practical/Field Engagement

1. 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.

2. Prepare a Self-study report on individual differences among learners.

4. Compile three curriculum based assessment tools in any one subject area by doing a web search, write a report.

Recommended 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.

- 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/

Curriculum Development and Educational Evaluation

Course Code: A4   **Credits: 3**   **Hours: 90**

Introduction

Changes in society constantly demand new knowledge and skills and require the continuous development of our educational system. This course will provide the learner the foundational know-how and theoretical underpinning of curriculum development from design and implementation to evaluation. Furthermore, education is a continuous process which begins with evaluation and ends with evaluation. This course intends to orient the learners with the foundation, scope and practices followed in educational evaluation. The course also takes the learners one step ahead by building an understanding of the contemporary evaluation practices as well as programme evaluation.

Objectives

After completing the course, the learners will be able to

- Analyse various foundations, theories, approaches, and models of curriculum development
- Demonstrate the use of different approaches and models to evaluate a curriculum
- Explain the key concepts in evaluation and describe the developments in evaluation
- Describe the scope of evaluation in education
- Describe the use of evaluation as an effective tool in teaching-learning process
- Describe the ways and means of evaluation of programmes

Unit 1: Curriculum Development and Curriculum Design

1.1   History, process, and principles of curriculum development
1.2   Types of curriculum design: Subject centered, Learner centered, Integrated, Core
1.3   Foundations of curriculum development: Philosophical, Psychological, Sociological, Political & Economic
1.4   Theories of Curriculum development: Structure oriented, Value-oriented, Content oriented & Process-oriented
1.5   Scientific and non-scientific perspectives, approaches, and models of curriculum development

Unit 2: Curriculum Evaluation

2.1   Importance and Need of curriculum evaluation
2.2   Agencies and Processes of curriculum evaluation
2.3   Approaches to curriculum evaluation: Scientific and humanistic, Intrinsic and pay-off, Formative and summative
2.4   Models of curriculum evaluation
2.5   Stakeholders in curriculum evaluation

Unit 3: Foundations of Educational Evaluation

3.1   Meaning of educational measurement, educational evaluation, and their relationship
3.2   Evolution of the functions of educational evaluation: Measurement, transparency, accountability, learning & decision making
3.3   Scope of educational evaluation: problem solving, accountability, knowledge construction, capacity building, organizational learning & advocacy and communication
3.4   Principles of educational evaluation
3.5   Types of educational evaluation: Process, outcomes & Holistic

Unit 4: Concepts and Processes Educational Evaluation

4.1   Evaluation of learning, for learning and as learning- Contexts, need and nature

4.2   Types of evaluation: Knowledge based, performance based, alternative and authentic and Tools of evaluation: Role play, concept maps, interviews, writing samples, projects, exhibitions, reflective journals, rubrics, rating scales

4.3   Equity & fairness in evaluation including adaptations and accommodations

4.4   Mastery Level Learning

4.5   Report writing: Format, content and mechanics

Unit 5: Programme Evaluation & Review

5.1   Concept, need, goals and tools

5.2   Evaluation of instructional programmes

5.3   Techniques of programme evaluation

5.4   Reliability, validity, and sensitivity in programme evaluation

5.5   Reviewing outcomes

Transaction

Group discussion, lecture-cum-discussion, panel discussion, school visits and teaching observations, individual assignment of lesson planning based on learning needs in the classroom. Workshops on developing tools for content and programme evaluation

Course Work/ Practical/ Field Engagement

- Write a 2000 word essay describing the curriculum in action in an inclusive school
- Interview various stakeholders of a curriculum to understand their perspectives about the various elements of a curriculum
- Design rubrics for evaluating student learning in for any two areas of learning/ subjects
- Observe and prepare a report on evaluation practices at any two levels in (i) a Mainstream and (ii) a Special school. Critically analyze the evaluation practices.
- Attend a programme and submit an evaluative report on the same

Recommended Readings

- Aggarwal, D. (2007).Curriculum development: Concept, Methods and Techniques. Book Enclave, New Delhi.
- Audrey Nicholls, A., Nicholls, S. Howard · (2018) .Developing a Curriculum: A Practical Guide. Taylor & Francis.
- Brady, L. & Kennedy, K. (2013). Curriculum Construction. Pearson Higher Education AU
- CIET(2006). The process of Making National Curriculum Framework-2005: A Video documentary both in Hindi and English, CIET, NCERT, New Delhi.
- Daniels, H., & Porter, J. (2011). Educational theories, Cultures and learning: A critical perspective. Routledge, London.
- Endeley, Margaret N.& Zama, Martha M.A. (2021). Perspectives in Curriculum Studies. Spears Book.
- Jacobs, H. H. (1997). Mapping the Big Picture: Integrating Curriculum and Assessment K-12 (Professional Development). Association for Supervision & Curriculum Development, Alexandria.
- Karami, H. (2018). Fairness Issues in Educational Assessment. Taylor & Francis.
- Moss. A. (2019). Curriculum Development in Elementary Education. EDTECH.
- Ornstein, A. C., Pojak, E. F., & Ornstein, S. B. (2006). Contemporary issues in curriculum. Allyn & Bacon, Boston.
- Scott, D. (2015). New Perspectives on Curriculum, Learning and Assessment. Springer International Publishing

- Stufflebeam, D.L. & Kellaghan, T. (Eds). (2012). International Handbook of Educational Evaluation. Springer Netherlands.
- Swarupa Rani, J. (2004). Educational Measurement and Evaluation. Discovery Publishing House
- Talla, M. (2012). Curriculum Development: Perspectives, Principles and Issues. Pearson Education India.
- V. Ravi. (2015). Curriculum Development. Lulu.com
- Waugh, C. K. & Gronlund, N.E. (2013). Assessment of Student Achievement. Pearson.
- Westbrook, J., Durrani, N., Brown, R., Orr D., Pryor J, Boddy, J., & Salvi, F. (2013). Pedagogy, Curriculum, Teaching Practices and Teacher Education in Developing Countries. Final Report. Education Rigorous Literature Review. Department for International Development.
- Wiggins, G., & Mc Tighe, J. (2005). Understanding by Design. Association for Supervision and Curriculum Development, Alexandria.
- Wiles, J. (2009). Leading Curriculum Development. Corwin Press, New Jersey.
- Wiles, J. W., & Bondi, J. C. (2010). Curriculum Development: A Guide to Practice. Prentice Hall, New Jersey.

Web Resources

https://oer.pressbooks.pub/curriculumessentials/chapter/chapter-factors-that-influence-curriculum-and-curriculum-evaluation/
https://www.sagepub.com/sites/default/files/upm-binaries/44333_12.pdf
https://discover.hubpages.com/education/Curriculum-Evaluation
https://www.sciencedirect.com/topics/social-sciences/curriculum-evaluation
https://oer.pressbooks.pub/curriculumessentials/chapter/curriculum-design-development-and-models-planning-for-student-learning-there-is-always-a-need-for-newly-formulated-curriculum-models-that-address-contemporary-circumstance-an/#:~:text=Curriculum%20design%20refers%20to%20the,Curriculum%20models%20guide%20these%20processes.
https://www.researchgate.net/publication/325088451_Curriculum_Design_and_Development
https://portal.ct.gov/-/media/SDE/Health-Education/curguide_generic.pdf

Research Methodology and Statistics

Course code: A5   **Credits: 2**   **Hours: 90**

Introduction:

Research methodology and statistics are indispensable components of academic learning that empower students with the essential tools to navigate the complexities of the modern academic and professional landscape. Research methodology serves as the guiding framework for the systematic exploration of knowledge, offering students a structured approach to investigating questions, testing hypotheses, and contributing to the ever-expanding body of information within their chosen fields. It equips them with the skills needed to design robust studies, select appropriate data collection methods, and employ rigorous analytical techniques.

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

- Describe the concept, meaning and methods of research in education and special education.
- Develop an understanding of the research process and acquire competencies for conducting a research.
- Apply suitable measures for data organization and analysis.
- Able to interpret the results and present research report
- Should be aware of the writing process for the paper of research and how it was published in a reputable publication

Unit 1: **Introduction to Research**

    1.1 Research: Concept, Meaning, and importance of research

    1.2 Need for Research in Education and Special Education

    1.3 Methods of Research

        Descriptive/Analytical,Applied/Fundamental,Quantitative/Qualitative, Conceptual/Empirical, Historical, Longitudinal, Cross-sectional, Ethnographic and clinical studies

    1.4 Research Design – Concept, meaning and Types – Features of good research design

    1.5 Research Proposal Writing

Unit 2: **Process of Research**

    2.1 Identification and formulation of Research Problem, Literature Review, Research Gap Analysis, Formulation of hypothesis, data collection, data analysis and reporting

    2.2 Hypothesis – Concept, Meaning, Definition, Types

    2.3 Sample and Sampling Techniques, Sampling Frame, Sample Error

    2.4 Variables – Concept, meaning, types of variables; Threats in Research

    2.5 Process of Tool Construction - Item selection, establishing norms, try out, pilot study, item analysis; Standardization of Tool – Establishing Reliability & Validity

Unit 3: **Data Analysis**

3.1 Data – Types of data: Primary and Secondary data, Data Collection: Methods and Organization of data: Array, Frequency, Grouped distribution

3.2 Data Analysis – Meaning, Importance and Types – Scales of Measurement - Normal distribution Curve, Standardization of data - Standard Score - Z Score

3.3 Parametric and Non Parametric tests – Concept and meaning

3.4 Process and Applications of Quantitative Research Methods and Analysis – Descriptive Statistics: Measures of central tendency and Dispersion: Mean, Median and Mode, Standard deviation and Quartile deviation,

3.5 Process and Applications of Qualitative Research Methods and Analysis – Grounded Theory, Ethnography and Case Study, Narrative/ Discourse and Visual Methodologies, Mixed method, Themes, Coding and Presentation

Unit 4: **Inferential Statistics**

4.1 Inferential Statistics – Student t-test, ANOVA, ANCOVA

4.2 Standard error of Mean, Confidence level, degree of freedom, one tail, two tail test - Type I and Type II Errors

4.3 Correlation: Product Moment, Biserial-r, point – biserial, Phi-Coefficient, Regression Analysis

4.4 Statistical Software Packages, SPSS, Jamovi, Amos etc.,

4.5 Graphical representation of data – Bar Diagram, Pie Chart, Scatter diagram, line Diagram, Doughnut, Bubble, Radar

Unit 5: **Research Reporting & Publication Ethics**

5.1 Research Reporting – Types - Steps in report writing – Precautions and Importance - Chapterization, Writing, Bibliography Format

5.2 Evaluating and Reviewing research reports and papers

5.3 Research Funding Agencies

5.4 Article Publication: Layout of a Research Paper - Journals in Education and Special Education – h-index, i10 index - SCI & SSCI indexed Journals

5.5 Ethical issues in Research and Research Publications– Ethical issues related to publishing: Plagiarism and self-plagiarism.

Transaction:
Lectures, Hands on exercises, Demonstrations, Reading and reflecting,
Course work/Practical/Field Engagement

- Field Visits to Research Institutions
- Workshops and Training Sessions
- Project(s) (Group/Small Group/Individual)
- Field Trips and Site Visits
- Analyze a set of data using computer application
- Assignment(s) (Group/Small Group/Individual)

Recommended readings
- **Basic Research and Statistics Book Material, Dr. B.R.Ambedkar Open University, Hyderabad, 2020**
- **Berg & Lune (2011), Qualitative Research Methods for the Social Sciences, Pearson Publication, Boston.**

- Bernard Ostle (2012), Statistics in Research: Basic Concepts and Techniques for Research Workers, Literary Licensing, LLC
- Best, J. W., & Kahn, J. V. (1996). Research in Education Prentice-Hall of India, New Delhi.
- **Bogdan & Biklen (2007), Qualitative research for education: An introduction to the methods (5thed). Pearson, Boston.**
- C. R. Kothari (2004), Research Methodology Methods & Techniques, New Age International (P) Limited, Publishers, New Delhi
- **Chaitanya Kumar (2021), Basic Research Methods and Statistics for Social Sciences Kindle Edition, Insha Publications**
- Cohen, J. (1988). Statistical Power Analysis for the Behavioral Sciences. Academic Press, New York.
- Dooley, D. (1997). Social Research Methods. Prentice-Hall of India, New Delhi.
- **Duncan Cramer (1996), Basic Statistics for Social Research: Step-by-Step Calculations & Computer Techniques Using Minitab**
- Greene, S., & Hogan, D. (2005). Researching children's experience. Sage Publication, London.
- Grewal, P.S. (1990). Methods of Statistical Analysis. Sterling Publishers, New Delhi.
- Guptha, S. (2003). Research Methodology and Statistical Techniques. Deep & Deep Publishing, New Delhi.
- Jitendra Kumar et. al.(2022), Basic Research Methodology and Statistics, Thakur Publication Private Limited
- Koul, L. (1996). Methodology of Educational Research. Vikas Publishing House, New Delhi.
- Lipsey (1990), Design Sensitivity: Statistical Power for Experimental Research, Sage Publications, Newbury Park, CA.
- Nancy et. al. (1999) Basic Research Methods and Statistics : An Integrated Approach: An integrated approach, S.Chand (G/L) & Company Ltd Publishers
- **P.K. Mohanty & S.K. Patel (2019), Basic Statistics 2nd Edition, Scientific Publishers**
- Potti, L.R. (2004). Research Methodology. Yamuna Publications, Thiruvananathapuram.
- **Robert et. al. (2012) Basic Statistics for Social Research: 38 (Research Methods for the Social Sciences), Jossey-Bass Publication**
- **Singh (2004) , Tests Measurement and Research Methods in Behavioural Science, Tata Mc Graw-Hill Publishing, New Delhi.**
- Vimal Agarwal (2022), Basic Research Methodology And Statistics, SBPD Publications
- Y.K. Singh (2006), Fundamental of Research Methodology and Statistics, New Age International (P) Limited, Publishers, New Delhi
- https://ori.hhs.gov/module-3-elements-research
- https://www.iedunote.com/research-process#:~:text=The%20research%20process%20aims%20to,findings%20in%20a%20research%20report.
- https://southcampus.uok.edu.in/Files/Link/DownloadLink/RM%20U1%20P1.pdf
- https://statisticsbyjim.com/basics/descriptive-inferential-statistics/
- https://makemeanalyst.com/basic-statistics-for-data-analysis/
- https://www.scribbr.com/methodology/research-ethics/

Perspectives in Teacher Education

Course Code: A6   **Credits: 03**   **Hours: 90**

Introduction

Teachers are the backbone of quality education vis-à-vis development of the country. Quality education is not only limited to students without disabilities but it includes students with disabilities. The teacher educators and master trainers must understand the need, process as well as issues and challenges involved in the training of teachers at pre-service and in-service levels for special and inclusive educational institutions. A sound understanding and analytic skills in the area would help them to plan and implement teacher education programme effectively.

Objectives

After completing this Course, the learner should be able to:

- Describe the linkage between teacher education and quality school education;
- Trace the history and developments with respect to teacher preparation for education of children with disabilities;
- Discuss the quality teacher preparation process in special and inclusive education;
- Explain pre-service teacher preparation in special and inclusive education;
- Appreciate importance of professional development and in-service programmes and develop capacity to plan and execute it as per specific need and purpose;

Unit 1: Understanding Teacher Education
  1.1. Concept of teaching, teacher and teacher education: Need and scope of teacher education and objectives of teacher education; Teacher education and school education: a symbolic and dialogic relationship
  1.2. Teacher education in pre-independence and post-independence India; Changing concept of teacher education in India
  1.3. Structure and Agencies of Teacher Education in India: National Curriculum Frameworks for Teacher Education
  1.4. Structure of Teacher Education in general at various levels
  1.5. Agencies of Teacher Education in general at various levels

Unit 2: Historical Perspectives of Teacher Preparation in Special and Inclusive Education
  2.1. Beginning of teacher preparation in special education in India,
  2.2. Establishment of national institute for various disabilities and development of professionals in special education
  2.3. Establishment of Rehabilitation Council of India and standardization of teacher education in special education in India, and role of national level institutions (e.g., UGC, NCERT) in promotion of teacher education in special education
  2.4. Role of Non-government organisation (NGOs) in promotion of teacher education in special education
  2.5. Factors Influencing Teacher Education in Special and Inclusive Education: Models of disability and service delivery models, National and international legislations and policies in disability, Schemes and programmes including IEDSS, DPEP, SSA, RMSA, SmSA, DDRS, Special and inclusive schools related factor

Unit 3: Teacher Preparation in Special and Inclusive Education

3.1. Requirement of special education teachers in India: achievements and targets; Special education teacher in special schools and inclusive school; Special education teacher in mainstream school: PTR and other requirements

3.2. Special education teacher training institutions: types and nature, Teacher Education in Special Education through Open and Distance Learning (ODL)

3.3. Role of RCI in teacher preparation in special education; Collaboration between regular and special education teacher training programmes

3.4. Competency based teacher education model for teacher preparation in special education, Quality management of teacher education in special education: addressing issues

3.5. UNESCO's perspective on preparing all teachers to teach all students; Addressing challenges of preparing special education teachers across countries

Unit 4: Pre-Service Teacher Education in Special and Inclusive Education

4.1. Teacher preparation at different levels (foundational stage to secondary stage), Teacher preparation for different types of disability

4.2. Preparation of teachers to support inclusive education; Cross disability and teacher preparation

4.3. Career prospects of teachers in special education, social status and job satisfaction, burn out of special education teachers

4.4. Curriculum, Transactional Modalities in Teacher Education in Special Education: Planning and design of teacher education curriculum for special education, Transaction of teacher education curriculum, Integrating Assistive Technology into teacher education programme

4.5. Assessment of performance of trainee teachers

Unit 5: Professional Development Programme in Special Education

5.1. Need and significance of Professional Development: Profession and professionalism with respect to teacher education in Special Education, Registration and renewal of registration as special education teacher- purpose and requirement; Professional ethics

5.2. Structure and Models of Professional Development Programme: Continued professional development in special and inclusive education: recommendation of NEP 2020, Self-learning for professional development, Professional development through virtual/online mode

5.3. Continued Rehabilitation Education (CRE) and Faculty development programme in special and inclusive education: structure and models;

5.4. Planning, Designing and Organising Professional Development Programme (PDP): Organising PDP enhancing engagement and learning: considerations for planning and designing, PDP through virtual/online mode: need, scope and significance, Delivering PDP through virtual/online mode: technological requirements and considerations, Assessment of PDP through offline and virtual/online mode, addressing issues and challenges in designing and organising PDP

5.5. In-service Teacher Education in Special and Inclusive Education: In-service teacher education and its linkage with quality of school education, Planning and designing training of in-service teacher in special and inclusive education

Course work/Practical/Field Engagement

- **Assignment:** Prepare and submit an assignment of 1000 words describing the status of teacher preparation to meet the requirements of inclusive set ups
- **Visit:** Prepare a checklist/schedule to collect information by visiting at least 5 educational institutions about competency of passed out special education student teachers. Take interview of at least 5 principals of schools having children with disabilities and analyze the data to suggest improvement in quality of training and the need for in-service training
- **Group Activity:** Prepare a checklist/schedule to collect information about curriculum transaction either in Diploma or B.Ed. in Special Education Courses in any Training Institute. Take interview of at least 10 student teachers and analyse the data to suggest improvement in quality of training

Transaction

Learners' engagement through interactive lectures, group discussion through case study and problem-based approach s as well as submission of assignments. The learning further needs to be strengthened through practicum activities, field engagement through visit. The assessment also needs to be in continuous basis.

Recommended readings

Alexander W. Siston, & Kumar P. (2021). Building teacher quality in India: examining policy frameworks and implementation outcomes (Edited book). Emerald Publishing Limited, Howard House, Wagon Lane, Bingley

Burns, M. (2023). Distance Education for Teacher Training: Modes, Models and Methods. (2nd Edition). Washington, DC: Education Development Center

Gupta, N. (2017). Major issues & challenges in special education in India. Horizon Books

Mohan Radha (2019). Teacher Education, 2nd Ed, Delhi, PHI Learning Pvt Ltd

Pathak, R. P. (2020). *Perspectives on teacher education.* Atlantic Publishers and Distributors (P) Ltd.

Paul T. Sindelar, Erica D. McCray, Mary T. Brownell, and Benjamin Lignugaris /Kraft (2014). *Handbook of research on special education teacher preparation* (Edited book). New York, NY: Routledge

Robert Houston W. & Haberman, M. & Sikula J. (1990). Handbook of research on teacher education. New York: Macmillan; London: Collier Macmillan

Pedagogy of Teaching Science

Course Code: A 7 (a)　　　　　**Credits: 02**　　　　　**Contact Hours: 60**

Introduction

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

Objectives

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

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

Unit 1: Nature and Significance of Science

1.1 Nature, Scope, Importance and Value of Science
2　Science As An Integrated Area of Study
3　Science and Modern Indian Society: Relationship of Science and Society
4　Impact of Science with Special Reference to Issues related with Environment, Industrialization and Disarmament
5　Role of Science for Sustainable Development

Unit 2: Planning for Instruction

2.1 Aims and Objectives of Teaching Science in Elementary and Secondary School
2.2 Bloom's Taxonomy of Educational Objectives and Writing Objectives in Behavioural Terms
2.3 Lesson Planning – Importance and Basic Steps. Planning Lesson for an Explanation, Demonstration, and Numerical Problem in Teaching of Sciences
2.4 Unit Planning – Format of A Unit Plan

2.5 Pedagogical Analysis: Meaning and Need. Guidelines for Conducting Pedagogical Analysis

Unit 3: Approaches and Methods of Teaching Sciences

3.1 Pedagogic principles, Process Approach, Direct Experience Approach, Inductive-Deductive Approach
3.2　Lecture, Demonstration, Discussion, Problem-solving, Concept-mapping, Programmed Instruction, Team Teaching, Seminar, Computer Assisted Learning (CAL)
3.3　Project Method, Survey, Field-inquiry and Heuristic Method

3.4 Creating Different Situations of Learning Engagement: Group Learning, Individual Learning, Small Group, Cooperative (Peer-Tutoring, Jigsaw, etc.), Situated/Contextual Learning with reference to Children with Disabilities

3.5 Constructivist, phenomenological and computational thinking approaches and their application in Teaching Science

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

4.1 Teaching Learning Aids – Need, Importance, Selection, Use and Classification of Aids Based on Type of Experience, Audio Visual Aids, Multimedia, Charts, and Models (Tactile and Visual)

4.2 Importance of science learning and enrichment activities- Science Circles, Topic-based and Project-based club (eg. Eco-club, Health and well-being club), Science Exhibition, activities in tinkering laboratory, Science journals for learners, science-tech activities, and Significance of enrichment activities with reference to Children with Disabilities

4.3 The Science Laboratory-Planning organization of Lab, storage, adaptation in science lab and apparatus, science apparatus for all learners(UD-equipment), Assistive technology for learning science and Virtual/digital/app-based science laboratory, Safety of learners and scientific Equipments, Significance of science lab (physical/virtual) with reference to Children with Disabilities

4.4 Aquarium, Vivarium – Role in learning science, setting, care & maintenance

4.5 Museum, Botanical, Zoological and Herbal Garden: Role in learning science, project and field work activities.

Unit 5: Assessment and Evaluation

5.1 Assessment and Evaluation- Concept, Nature and Need, Flexibility in assessment

5.2 Norm Referenced & Criterion Referenced Evaluation, School based Assessment: Concept and Significance, Holistic Assessment

5.3 Tools and Techniques for Formative and Summative Assessments

5.4 Preparation of Diagnostic Test, Achievement Test and holistic development report card.

5.5 Adaptations of Evaluation Procedure With Reference To Children With DisabilitiesTransaction

Transaction of this course will include active engagement of learners in science activities, interactive talks & lectures, demonstrations and observations, exposure to varied settings-science labs, virtual labs, schools and classrooms, field-trips to science-park/garden/museum/other science-learning establishments, projects and assignments, participation in quizzes, seminars, exhibitions and competitions.

Practical/ Field Engagement

- Preparation of a multimedia presentation on a topic from Science content keeping students with disabilities in view.
- Developing an Action Research Plan on a problem related to teaching and learning of Sciences to students with disabilities to students with disabilities.
- Curricular adaptations for teaching Sciences to students with disabilities.
- Designing/adaptation in science apparatus to facilitate participation of children with disabilities in

science-learning activities (any five of your choice).

- Exploring and using teaching- learning apps/e-content suitable to teach scientific concepts to children with disabilities in an inclusive classroom.

Recommended Readings

- Buxton, A. C. (2010). Teaching Science in Elementary and Middle School**.** NewDelhi: Sage Publications.

- Bybee, R. (2010). The teaching of science: 21st-century perspectives. Arlington, VA: NSTA Press, USA.

- Fensham, P.J. (1994). The content of Science: A constructive Approach to its Teaching and Learning**.**Washington, D.C: The Falmer Press.

- Gupta, V. K. (1995). Teaching and lLearning of Science and Technology. New Delhi: Vikas Publishing House Pvt. Ltd.

- Joshi, S. R. (2005). Teaching of Science.New Delhi: A.P.H Publishing Corporation.

- Kelley, P., & Gale, G. (1998). Towards Excellence: Effective education for students with vision impairments, Sydney: North Rocks Press.

- Lawson, E. A. (2010). Teaching Inquiry Science in Middle School, New Delhi: Sage Publications.

- Layton, D. (1989). Innovations in Science and Technology Education, New Delhi: Sterling Publishers.

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

- Mukhopadhyay, S., Jangira, N. K., Mani, M.N.G., & Raychowdhary, N. (1987). Sourcebook for training teachers of visually impaired, New Delhi: NCERT.

- Murray, L. J. (1988). Basic Skills – Science, Boston: John Murrey.

- NCERT (1982). Teaching Science in secondary schools, New Delhi: NCERT.

- NCERT (2013). Pedagogy of Science-Physical Science (Part-I). Textbook for B.Ed. New Delhi: NCERT.(available at www.ncert.nic.in)

- NCERT (2013). Pedagogy of Science-Physical Science (Part-II). Textbook for B.Ed. New Delhi:NCERT. (available at www.ncert.nic.in)

- NCERT (2016). In-Service Training ProgrammePedagogy of Science-Physical Science (Part-II). Textbook for B.Ed. New Delhi:NCERT. (available at www.ncert.nic.in)

- NCERT (2019). Pedagogy of Science. National Initiatives for School Heads' and Teachers Holistic Advancement. New Delhi:NCERT. (available at www.ncert.nic.in)

- NCERT (2019). School Based Assessment. National Initiatives for School Heads' and Teachers Holistic Advancement. New Delhi:NCERT. (available at www.ncert.nic.in)

- NIVH (1992). Handbook for the teachers for the visually handicapped, Dehradun

- Scholl, G.T. (1986). Foundations of education for blind and visually handicapped children and youth, New York: American Foundation for the blind.

- Sharma, R.C. (2005). Modern Science teaching, Delhi: Dhanpat Rai & Sons.

- Siddiqui, H. M. (2007). Teaching science, New Delhi: Balaji offset.
- Siddiqui, N.N., & Siddiqui, M.N. (1994). Teaching of science today & tomorrow, Delhi: Doaba House.
- Singh, V.K. (2014). Teaching Science and Mathematics to all Children at the Secondary Level (Inclusive Education). In-service Teachers Professional Development (ITPD) package for teachers of the secondary stage. Department of Education in Science and Mathematics, New Delhi:NCERT. (available at www.ncert.nic.in)
- NCERT (2015). Including Children with Special Needs-Upper Primary. New Delhi:NCERT. (available at www.ncert.nic.in)
- Starin, A., & Sund, B. (1983). Teaching science through discovery. Ohio: Charles E. Merril Publishing Company
- Tripathi, S. (2004). Teaching of Physical Science, Delhi: Dominant Publications.
- UNESCO (1966). Source Book for Science Teaching, Paris: UNESCO.
- Vaidya, N. (2003). Science Teaching in Schools, New Delhi: Deep & Deep Publishers.
- Vanaja, M. (2006). Teaching of Physical Science, Hyderabad: Neelkamal Publications.
- Rao, V.K. (2004). Science Education. APH Publishing Corp., New Delhi.

Pedagogy of Teaching Mathematics

Course Code: A7 (b) **Credits: 02** **Hours: 60**
Introduction

The course will help the student-teachers to generate their student's interest for learning maths and develop dispositions towards the subject. It is designed to equip the learners to teach maths using innovative methods, techniques and teaching learning materials for children with & without disabilities.

Objectives

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

- Explain the nature of Mathematics and its historical development with contribution of Mathematicians.
- Describe the aims and objectives of teaching Mathematics at school level.
- Demonstrate and apply skills to select and use different methods of teaching Mathematics.
- Demonstrate competencies of planning for teaching Mathematics, organizing laboratory facilities and equipment designing pupil centered teaching learning experiences.
- Demonstrate skills to design and use various evaluation tools to measure learner achievement in Mathematics.

Unit 1: Nature of Mathematics

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

Unit 2: Objectives and Instructional Planning in Mathematics

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

Unit 3: Strategies for Learning and Teaching Mathematics

> 3.1 Concept Formation and Concept Attainment: Concept Attainment Model for Learning and Teaching of Concepts
>
> 3.2 Learning By Exposition: Advanced Organizer Model
>
> 3.3 Methods of Teaching- 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.
>
> 3.4 Techniques of Teaching Mathematics: 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.
>
> 3.5 Creating Different Situations of Learning Engagement: Group Learning, Individual Learning, Small-Group, Cooperative (Peer-Tutoring, Jigsaw, etc.), Situational/ Contextual Learning and computational thinking,

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

> 4.1 Mathematics Laboratory- Concept, Need, and Equipment for Setting Up a Mathematics Laboratory, care and maintenance
>
> 4.2 Utilization of Learning Resources in Mathematics: Charts and Pictures, Weighing and Measuring Instruments, Drawing Instruments, Models, Concrete Materials, Surveying Instruments with reference to Children With Disabilities
>
> 4.3 Mathematics learning and enrichment activities-Mathematics Club, Topic-centred and

project based clubs, Quiz and debate clubs, Maths Olympiads and competitions

4.4 Mathematics learning devices: Abacus, Cussionaire Rods, Fractional Discs, Napier Strips

4.5 Technological support in learning mathematics- Virtual mathematics laboratory, Maths learning apps, assistive technology, e-contents and other digital materials, Calculators, Computers, Smart Boards, Multimedia Presentations, and Special, adapted and universally designed mathematical learning aids for Children With Disabilities

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 Preparation of Diagnostic, Achievement Test and holistic development report card.

5.5 Adaptations in Evaluation including techno-based evaluation Procedure for Students With Disabilities

Transactions

Transaction of this course will include active engagement of learners in mathematics learning activities, interactive talks & lectures, demonstrations and observations, exposure to varied settings-mathematics labs, virtual labs, schools and classrooms, field-trips for mathematical survey and Indian Knowledge System, projects and assignments, participation in quizzes, workshops and seminars, exhibitions and competitions.

Practical/ Field Engagement/ Project Work

- Preparation of a multimedia presentation on a topic with special reference to students with disabilities

- Designing procedures of assessment through multiple evidences to ensure understanding of mathematical concepts, skills and capacities (eg. Procedural fluency, Computational thinking, problem solving etc.)- designing individual and group activities for assessment, assignments, projects, real-life experiences, question papers, quizzes etc.

- Analyzing errors committed by school children in Mathematics and preparing a remedial plan

- Developing an Action Research proposal for a problem related to teaching and learning of Mathematics with reference to students with disabilities

Recommended Readings

- Carey, L.M. (1988). Measuring and Evaluating School Learning. Allyn and Bacon, Boston.

- Chambers, P. (2010).Teaching Mathematics. Sage Publication, New Delhi.
- Chapman, L.R. (1970). The Process of Learning Mathematics. Pregamon Press, New York.
- David, A.H., Maggie, M.K., & Louann, H.L. (2007). Teaching Mathematics Meaningfully: Solutions for Reaching Struggling Learners, Canada: Amazon Books.
- David, W. (1988). How Children Think and Learn. Blackwell Publishers Ltd., New York.
- Gupta, H. N., & Shankaran, V. (1984). Content-Cum-Methodology of Teaching Mathematics. NCERT, New Delhi.
- James, A. (2005). Teaching of Mathematics. Neelkamal Publication, New Delhi.
- Keeley, P. K., & Cheryl, T. R. (2011). Mathematics Formative Assessment. Sage Publications. London.
- Kumar, S. (2009). Teaching of Mathematics. Anmol Publications, New Delhi.
- Mangal, S.K. (1993). Teaching of Mathematics. Arya Book Depot, New Delhi.
- Mani, M. N. G. (1992). Techniques of Teaching Blind Children. Sterling Publishers, New Delhi.
- Mukhopadhyaya, S., Jangira, N. K., Mani, M.N. G., & Raychaudhary, N. (1988). Sourcebook for Training Teachers of Visually Handicapped. NCERT, New Delhi.
- NCERT (2012). Pedagogy of Mathematics. Textbook for B.Ed. New Delhi: NCERT.(available at www.ncert.nic.in)
- NCERT (2015). Including Children with Special Needs-Upper Primary Stage. New Delhi:NCERT. (available at www.ncert.nic.in)
- NCERT (2019). Pedagogy of Mathematics. National Initiatives for School Heads' and Teachers Holistic Advancement. New Delhi:NCERT. (available at www.ncert.nic.in)
- NCERT (2019). School Based Assessment. National Initiatives for School Heads' and Teachers Holistic Advancement. New Delhi:NCERT. (available at www.ncert.nic.in)
- NCERT (2022). National Curriculum Framework for Foundational Stage. New Delhi:NCERT.
- (available at www.ncert.nic.in)
- NCERT (2023). National Curriculum Framework for School Education. New Delhi:NCERT. (available at www.ncert.nic.in)
- Nemeth, A. (1973). Nemeth Code for Mathematics and Scientific Notation. American Printing House, Loviseville.
- Siddhu, K.S. (1990). Teaching of Mathematics. Sterling Publishers, New Delhi.

Pedagogy of Teaching Social Science

Course Code: A 7 (c)　　　　　　　　**Credits: 02**　　　　　　　　**Hours: 60**
Introduction

This course explores the scope of social science. It develops competencies in designing lesson plans and evaluations tools. It addresses the knowledge and understanding of the methodologies, approaches to teach social sciences at secondary level and also modify and adapt content-area curricula, materials and techniques for students with disabilities. The course also focuses on various skills and competencies that teachers need to develop.

Objectives

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

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

Unit I: Nature of Social Sciences

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

Unit II: Curriculum and Instructional Planning

2.1 Organization of social science curriculum at school level- considerations from Indian Knowledge System and rootedness in India, progressive from local to global, real and diverse, narratives and evidence-based, interdisciplinary, adequate, relevant and representations of socio-cultural capitals, livelihood and economy, democracy and governance, and humanistic values and environmental concerns.
2.2 Instructional Planning: Concept, need and importance
2.3 Unit plan and Lesson plan: need and importance
2.4 Procedure of Unit and Lesson Planning
2.5 Adaptation of unit and lesson plans for children with disabilities

Unit III: Approaches to teaching of Social Science

3.1 Curricular approaches: a) Coordination, b) Correlational, c) Concentric, d) Spiral, e) Integrated, f) Regressive

3.2 Methods of teaching social science: lecture, conversations, discussions and debates, socialized recitation, case-studies, evidence-survey, source-auditing, project method, Inquiry and analytic method, Reflective essays and critics, creativity (models and artefacts)

3.2.1. Devices and techniques of teaching social studies – Narration, description, illustration, questioning, assignment, field trip, story-telling, Role play,

Group and self-study, programmed learning, inductive thinking, Concept mapping, expository teaching and problem solving

3.3 The Social Science Laboratory-Planning organization of Lab, storage, accessible lab, equipment and resource materials, Assistive technology for learning social science and Virtual/digital/app-based social science laboratory, Significance of social science lab (physical/virtual) with reference to Children with Disabilities

3.4 Instructional material for teaching of social science: Time-lines & Genealogical charts, Maps & Globes, literatures and journals, textbooks and supplementary readers (in accessible formats), sources from ancient and contemporary arts, heritage and culture, museum multimedia, Television, Films & Filmstrips, Social science games and e-contents and digital materials

3.5 Adaptations of curriculum and resource materials for teaching social sciences to children with disabilities

Unit IV: Assessment and Evaluation of Learning in Social Science

4.1 Assessment and Evaluation-Concept, nature and purpose, flexibility in assessment

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

4.3 Assessment: tools and techniques of School Based Assessment, assessment of holistic development

4.4 Construction of diagnostic test, teacher made achievement test and holistic development report card

4.5 Adaptations of Evaluation Procedure for children with disabilities

Unit V: Social Science Teacher as a Reflective Practitioner

5.1 Being a reflective practitioner- use of action research

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

5.3 Case study- Need and Importance for a School Teacher

5.4 Development of a Professional Portfolio/ Teaching Journal

5.5 Competencies for teaching Social science to children with disabilities

Transaction

The student-teachers should be encouraged to read literature, research studies and articles. They will be encouraged to participates in journal clubs, social science circles, local economy survey, livelihood audits, role play in students' parliament, democratic decision making, action-research (eg. e-commerce), case study (eg. digital economy), quizzes, seminars, field trips, lectures, demonstrations, school visits and observations to teach this course.

Course Work/ Practical/ Field Engagement

- Develop an Action Research Plan on a problem related to teaching and learning in Social Science
- Adapt teaching learning materials for a child with disability
- Develop questions and achievement tests in social science

- Organize activities like quiz, mock-parliament, field trips & survey, exhibitions and any other social science enrichment activities in schools.
- Designing e-content related to social science curriculum for children with disabilities in an inclusive classroom.

Recommended Readings

- Aggarwal, J. C. (2008). Principles, methods & techniques of teaching. Vikas Publishing House Pvt Ltd., Meerut.

- Aggarwal, J.C. (2008). Teaching of social studies: A practical approach. Vikas Publishing House Pvt Ltd., Meerut.

- Batra, P. (2010). Social Science Learning in Schools Perspective and Challenges. Sage Publications Pvt. Ltd., New Delhi.

- Chauhan, S. S. (2008). Innovations in teaching learning process. Vikas Publishing House Pvt Ltd., New Delhi.

- Dhand, H. (2009). Techniques of Teaching. APH Publishing Corporation, New Delhi.

- Duplass, J. A. (2009). Teaching elementary social studies. Atlantic Publishers, New Delhi.

- George, A. M., & Madam, A. (2009). Teaching Social Science in Schools, NCERT, New Delhi.

- Mangal, S.K. (2004). Teaching of Social Science, Arya Book Depot, Delhi.
- Mangal, U. (2005). Samajik Shikshan, Arya Book Depot, New Delhi.
- NCERT (2023). National Curriculum Framework for School Education. New Delhi:NCERT. (available at www.ncert.nic.in)
- NCERT (2014). Package in Social Sciences for Professional Development of In-Service Teachers. New Delhi:NCERT. (available at www.ncert.nic.in)
- NCERT (2019). Pedagogy of Social Science. National Initiatives for School Heads' and Teachers Holistic Advancement. New Delhi:NCERT. (available at www.ncert.nic.in)
- NCERT (2019). School Based Assessment. National Initiatives for School Heads' and Teachers Holistic Advancement. New Delhi:NCERT. (available at www.ncert.nic.in)
- Rai, B.C. (1999). Methods of Teaching Economics. Prakashan Kendra, Lucknow.

- Sharma, R.A. (2008). Technological foundation of education. R.Lall Books Depot., Meerut.

- Sharma, R.N. (2008). Principles and techniques of education. Surjeet Publications, Delhi.

- Singh, Y.K. (2009). Teaching of history: Modern methods. APH Publishing Corporation, New Delhi.

- Stone, R. (2008). Best Practices for Teaching Social Studies: What Award-Winning Classroom Teachers Do. Corwin, CA.

पाठ्यक्रम कोड : **A8 (a)**   क्रेडिट : **03**   अवधि : **९० घंटे**

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 बहुसांस्कृतिक पहलुओं और बहुभाषावाद से संबंधित मुद्दों के लिए भी एक आधार प्रदान करेगा |

उद्देश्य & izLrqr ikB~;Øe }kjk शिक्षार्थी &

- O;fDr rFkk lekt ds thou vkSj fodkl esa fgUnh Hkk’kk ds ;ksxnku ls ifjfpr gksaxsA
- ewyHkwr Hkk’kk dkS”kyksa vkSj Hkk’kk vf/kxe esa mudh Hkwfedk dk vuqHko djsaxsA
- bdkbZ fu;kstu vkSj ikB ;kstuk dh izfØ;k ds dq”ky gksaxsA
- fgUnh f”k{k.k ds fof”’V O;kogkfjd mn~ns”;ksa ds fu/kkZj.k vkSj ys[ku esa l{ke gksaxsA
- fgUnh f”k{k.k ds vf/kxe y{;ksa dh izkfIr ds fy, iz;ksT; f”k{k.k fof/k;ksa dk iz;ksx djsaxsA
- fgUnh f”k{k.k ds mn~ns”; dh lgt izkfIr ds fy, lgk;d midj.kksa ds fuekZ.k vkSj mi;ksx esa n{k gksaxsA
- Hkk’kk vf/kxe esa fo|ky; vk/kkfjr vkadyu izfof/k ds mi;ksx dq”kyrkiwoZd djsaxsA
- Hkk’kk vf/kxe esa fo|kfFkZ;ksa dh dfBukb;ksa ds fujkdj.k ds fy, fØ;kRed vuqla/kku dk iz;ksx djsaxsA

ikB~;oLrq

bdkbZ १ & fgUnh भाषा dh izd`fr, iz;ksT;rk और संवर्धन A

१.१ fgUnh Hkk’kk dk ukedj.k] laLd`r ls fgUnh ds mn~Hko dh izfØ;kA

१.२ fgUnh Hkk’kk esa mnwZ] vaxzsth vkSj laLd`r ls lekfo’V izR;;A

१.३ fo”oHkk’kk vkSj Hkfo’; Hkk’kk ds :Ik esa fgUnh के fodkl dk vkadyuA

१.४ gUnh lkfgR; dk lkekU; ifjp;A

१.५ gUnh x| lkfgR; dh fo/kk,¡ & dgkuh] ukVd vkSj egkdkO;] miU;kl] ;k=k fooj.k vkRedFkk vkSj laLej.kA

bdkbZ २ & भाषा vf/kxe dh izd`fr vkSj ikB fu;kstu

२.१ fgUnh f”k{k.k ds y{; vkSj mn~ns”;A

२.२ bdkbZ fu;kstuu dk izR;;] bldk egÙko vkSj fuekZ.k-fof/kА

२.३ ikB;kstuk dk ifjp;] mi;ksx vkSj egÙkoA

२.४ ikB;kstuk ds pj.k, संरचना, उपागम vkSj mudk fØ;kUo;uA

२.५ fgUnh f'k{k.k ds KkukRed] cks/kkRed] dkS''kykRed vkSj :fpxr mn~ns'';ksa
dk fu/kkZj.kА

bdkbZ ३ & fgUnh dh fofo/k fo/kkvksa ds f'k{k.k dh fof/k;ksa dk ifjp; vkSj mi;ksx

३.१ x| एवं i| f'k{k.k dh vko'';drk vkSj mi;ksfxrkА

३.२ x| f'k{k.k dh vFkZcks/k] o;k[;k fo''ys'k.k vkSj la;qDr fof/k dk ifjp; vkSj
budh leh{kkА

३.३ i| f'k{k.k dh "kCnkFkZ dFku] [k.MkUo;] O;kl तथा leh{kk fof/k dk ifjp; vkSj
budh

mi;qDrrk dk vkadyuA

३.४ O;kdj.k f'k{k.k dh vko'';drk vkSj mi;ksfxrkА

३.५ O;kdj.k f'k{k.k dh fuxeu] vkxeu] Hkk''kkklaxZ vkSj ikB~;&iqLrd fof/k;ksa dk
ewY;kaduA

bdkbZ ४ & भाषा vf/kxe& f'k{k.k esa lgk;d lkefxz;ksa dk iz;ksx

४.१ f'k{k.k midj.kksa dk lanHkZ] egÙko vkSj ykHkA

४.२ vf/kxe&f'k{k.k ds n`'';] JO;, स्पर्श midj.kksa ds izdkjA

४.२.१ n`''; midj.k & ";keiV~V] pkVZ] uD''kk] ekufp=] izfr:i] dk;Z''kkly izfr:i
vkSj ¶yS''k

dkMZ, lkadsfrd Hkk''kk dh वीडियो तथा अनुशीर्षक, v[kckj] if=dkvksa vkSj
iqLrdksa इत्यादि

ds iz;ksx dh fof/k vkSj vH;klA

४.२.२ JO; midj.k & dkWEiSDV fMLd] JO; iqLrd] Msth iqLrdksa] vkbZ&ikWM
इत्यादि ds iz;ksx dh

fof/k vkSj vH;klA

४.३.३ स्पर्श midj.k & वास्तविक वस्तुएं, व्यक्ति, वस्तु, आवागमन, पशु-पक्षी, पेड़-पौधे इत्यादि
के स्पर्शात्मक -izfr:i, स्पर्शात्मक uD''kk] स्पर्शात्मक ekufp=] मानव-शरीर dk स्पर्शात्मक-
izfr:i, ब्रेल-लिपी में पाठ्यपुस्तके. एवं अन्य स्पर्शात्मक शिक्षण- अधिगम lgk;d सामग्री
इत्यादि ds :i esa iz;ksx dh fof/k vkSj mi;ksfxrkА

४.४ oS|qnf.od midj.kksa & Vsyhfotu] dEI;wVj, MhthVy iqLrd, ई-सामग्री, सॉफ्ट-वेयरस,
मोबाइल

एप्पस vkSj fo''otky ds lgk;d rduhd o midj.kksa ds :i esa iz;ksx dh fof/k vkSj
mi;ksfxrkA

४.५ Hkk''kk vf/kxe esa Hkk''kk iz;ksx''kkyk (HkkSfrd o vkHkk''kh) ds iz;ksx dh
fof/k vkSj leh{kkА

bdkbZ ५ & भाषा vf/kxe ds vkadyu o ewY;kadu dh izfof/k

५.१ vkadyu o ewY;kadu dh ladYiuk] mn~ns''; vkSj egÙko] a vkadyu प्रक्रिया में
लचीलापन A

५.२ aaआंकलन के विभिन्न प्रकार तथा उपकरण, fo|ky; vk/kkfjr vkadyu dk lanHkZА

५.३ ys[ku iBu] J`rys[k] lqys[k] rhozys[ku] =qfVeqDr ys[ku vk''kqHkk''k.kk]
dkO;ikB] xhr] vfHku;] laokn] fØdyki vkSj usr`Ro ds xq.kksa dk izfof/k }kjk

ewY;kadu तथा उनके ds Hkk’kk vf/kxe dk lap;ho`Ùk cukuk

५.४ त्रुटियों की पहचान व विश्लेषण, नैदानिक परीक्षण और उपचारात्मक उपाय |

५.५ fnO;kax fo|kfFkZ;ksa के लिए vkadyu प्रक्रिया में अनुकूलन और उनके सर्वांगीण विकास का आंकलन कर रिपोर्ट तैयार करनाA

पाठ्यक्रम के 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 की बहुसांस्कृतिक 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/izk;ksfxd dk;Z/ अधिगम केंद्रों पर कार्य &

- vk/kqfud Hkk’kk ds :Ik esa fgUnh ds xq.kksa vkSj fLFFr dk vuqla/kku fooj.kA
- fgUnh f’k{k.k dh fdUgh nks v/kuqru fof/k;ksa dk ifjp; ,oa buds mi;ksx dh rqyukRed leh{kkA
- fgUnh f’k{k.k ds Jo.k okpu vkSj ys[ku vf/kxe ds lVhd ewY;kadu esa fo|ky; vk/kkfjr vkadyu dh izfof/k ds mi;ksx dk fooj.kA
- fpUru nSufUnuh] iksVZQksfy;ks vkSj vkykspukRed fooj.kh ds mi;ksx dh leh{kk vkSj budh izfrd`fr dk izLrqfrdj.kA

lanHkZ iqLrdsa &

- ik.Ms;] JqfrdkUr (२०१०). fgUnh f’k{k.k % vfHkuo vk;ke],fDll ifCyds”kal] nfj;kxat] ubZ fnYyh
- eaxy]mek (२००५). fgUnh f’k{k.k vk;Z cqd fMiks djksy ckx] ubZ fnYyh
- ik.Ms;] jke”kdy (२००५). fgUnh f’k{k.k fouksn iqLrd efUnj
- “kqDy] jkepUn (२००६).z fgUnh lkfgR; dk bfrgkl] jktdey izdk”ku] ubZ fnYyh
- yky]jeu fcgkjh (२००२). fgUnh f’k{k.k] jLrksxh izdk”ku] esjB
- flag]lkfo=h (२००४). fgUnh f’k{k.k] bUVjus”kuy ifCy”kax gkml] esjB
- रा.शै. अ. प्र. प. (२०१४). विशेष आवश्यकता वाले बच्चों का समावेशन-प्राथमिक स्तर, राष्ट्रीय शैक्षिक अनुसंधान और प्रशिक्षण परिषद, नई दिल्ली : रा.शै. अ. प्र. प. (www.ncert.nic.in)
- रा.शै. अ. प्र. प. (२०१५). विशेष आवश्यकता वाले बच्चों का समावेशन-उच्च प्राथमिक स्तर, राष्ट्रीय शैक्षिक अनुसंधान और प्रशिक्षण परिषद, नई दिल्ली: रा.शै. अ. प्र. प. (www.ncert.nic.in)
- रा.शै. अ. प्र. प. (२०१९). विद्यालय आधारित आंकलन | स्कूल प्रमुखों और शिक्षकों की समग्र उन्नति के लिए राष्ट्रीय पहल, नई दिल्ली: रा.शै. अ. प्र. प. (www.ncert.nic.in)
- रा.शै. अ. प्र. प. (२०१९). भाषा शिक्षण-शास्त्र| स्कूल प्रमुखों और शिक्षकों की समग्र उन्नति के लिए राष्ट्रीय पहल, नई दिल्ली: रा.शै. अ. प्र. प. (www.ncert.nic.in)

Pedagogy of Teaching English

Course Code: A8 (b)   **Credits: 02**   **Hours: 60**

Introduction

This course will enable the learners to gain a strong knowledge base in nature of English language & literature, instructional planning and evaluation. It will help learners in applying theory to practice in designing own materials and in planning lessons in preparation for teaching-learning in inclusive classes. The course offers learners the opportunity to explore in-depth aspects of English and to find out about the approaches and current practices of language teaching in relation to Indian and international contexts. The course also equips learners with analytical and investigative skills and provides a foundation in issues related to English language teaching, second language pedagogy, language acquisition, multicultural aspects of language and multilingualism.

Objectives

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

- Explain the principles of language teaching, and evolution and trends in English literature.
- Prepare an instructional plan in English.
- Adapt various approaches and methods to teach English language.
- Use various techniques to evaluate the achievement of the learner in English.

Unit I: Nature of English Language & Literature

1.1 Principles of Language Teaching

1.2 Language Proficiency: Basic Interpersonal Communication Skills (BICS) and Cognitive Academic Language Proficiency(CALP)

1.3 English Language in the school context: An Evolutionary Perspective

1.4 Current Trends in Modern English Literature in Indian context

1.5 Teaching as second language in Indian context.

Unit II: Instructional Planning

2.1 Aims and objectives of Teaching English at different stages of schooling

2.2 Instructional Planning: Need and Importance

2.3 Unit and lesson plan: Need and Importance

2.4 Procedure of Unit and Lesson Planning

2.5 Planning and adapting units and lessons for children with disabilities

Unit III: Approaches and Methods of Teaching English

3.1 Difference between an approach and a method

3.2 Task based approach, collaborative learning, experiential learning, reflective, inquiry-based approach, language across curriculum, communicative language teaching, Bilingual, Multilingual, Eclectic and Constructive approach

3.3 Method Teaching of Prose, Poetry, Drama, Grammar and Vocabulary- i) Translation method. ii) Structural – Situational method. iii) Direct method iv) integrative method

3.4 Development of four basic language skills: Listening (comprehension), Speaking (communication), Reading, and Writing

3.5 Accommodation in approaches and techniques in teaching children with disabilities

Unit IV: Instructional Materials

4.1 Importance of instructional material and their effective use

4.2 The use of the instructional aids for effective teaching of English: Multimedia including chalk, digital/smart, flannel Board, Pictures/ Picture-cut-outs, Charts, Tape-records, Radio, Television, mobile phone, Films & Filmstrips, Projector, Language Laboratory, Virtual lab, Language games, reading cards, Worksheets, Handouts, and literature.

4.3 Construction of a teacher made learning materials and other resurces for English proficiency

4.4 Language learning and enrichment activities-storytime, book review, reading buddies, book club, language circles, quizzes, discussions, debates, script writing and composing, creative writing, writing portfolio

4.5 Adaptations of teaching material for children with disabilities

Unit V: Assessment and Evaluation

5.1 Assessment and Evaluation - Concept and Need, Flexibility in assessment

5.2 Assessing Language skills and Language elements (Vocabulary, Grammar and Phonology)

5.3 Tools and techniques of Assessment, School Based Assessment in English language, Assessment of Holistic Development

5.4 Error Analysis, Diagnostic Tests, Identification of Hard Spots and Enrichment measures

5.5 Adaptation of Evaluation Tools and Formats for Children with Disabilities, designing of Individualized assessment procedure and holistic development report card.

Transaction

Transaction of this course will include active engagement of learners in English teaching-learning activities, interactive talks & lectures, literature-review, demonstrations and observations, exposure to varied settings-language labs, virtual labs, schools and classrooms, field-trips for multicultural aspects of language and plurality, projects and assignments, preparation of e-contents and digital learning materials, participation in quizzes, workshops and seminars, exhibitions and competitions.

Course Work/ Practical/ Field Engagement

- Design teaching programme based on error analysis
- Develop an Action Research Plan for measuring the effectiveness of a given teaching approach in English
- Develop work sheet (interactive including language games)

- Prepare worksheets to enrich vocabulary among secondary students with disabilities
- Develop lesson plans for the teaching of prose and poetry
- Critically analyze any one poem or essay of a well known poet or writer

Recommended Readings

- Agnihotri, R.K., & Khanna, A.L.(1996). English Grammar in context. Ratnasagar, Delhi.

- Allen, H., & Cambell, R. (1972). Teaching English as second Language, McGraw Hill, New York.

- Bharthi, T., & Hariprasad, M. (2004). Communicative English, Neelkamal Publications, Hyderabad.

- Bhatia, K.K. (2006). Teaching and Learning English as a Foreign Language. Kalyani Publishers, New Delhi.

- Bhatia, K.K., & Kaur, N. (2011). Teaching and Learning English as a Foreign Language. Kalyani Publishers, Ludhiana.

- Bindra, R. (2005). Teaching of English. Radha Krishan Anand and Co., Jammu.

- Grellet, F.(1980). Developing Reading Skills, Cambridge University Press, New York.

- Krashen, D. (1992). Principles and Practice in Second Language Acquisition. Pergamum Press Oxford.

- Krishna Swamy (2003). Teaching English: Approaches, Methods and Techniques. Macmillan Publication, New Delhi.

- NCERT (2014). Including Children with Special Needs-Primary Stage. New Delhi:NCERT. (available at www.ncert.nic.in)

- NCERT (2015). Including Children with Special Needs-Upper Primary Stage. New Delhi:NCERT. (available at www.ncert.nic.in)

- NCERT (2019). Pedagogy of Languages. National Initiatives for School Heads' and Teachers Holistic Advancement. New Delhi:NCERT. (available at www.ncert.nic.in)

- NCERT (2019). School Based Assessment. National Initiatives for School Heads' and Teachers Holistic Advancement. New Delhi:NCERT. (available at www.ncert.nic.in)

- NCERT (2022). National Curriculum Framework for Foundational Stage. New Delhi:NCERT. (available at www.ncert.nic.in)

- NCERT (2023). National Curriculum Framework for School Education. New Delhi:NCERT. (available at www.ncert.nic.in)

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

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

- Shaik, M. & Gosh, R.N. (2005). Techniques of Teaching English. Neelkamal Publications, Hyderabad.

- Sharma, P. (2011). Teaching of English: Skill and Methods. Shipra Publication, Delhi.

Area B: Cross Disability and Inclusion			
Course Code	**Course Code**	**Credit**	**Hours**
B1	Introduction to Disabilities	2	60
B2	Introduction to Education of Students with Disabilities	2	60
B3	Equitable & Inclusive Education	2	60
B4	Life Skills across Life Span	2	60
B5	Supportive Skills for the Education of Children with Disabilities	2	60

B6	Skill-Based Optional Course (anyone)
	  G. Guidance and Counselling
	  H. Positive Behaviour Supports
	  I. Early Childhood Care & Education
	  J. Community-Based Rehabilitation
	  K. Application of ICT in Classroom
	  L. Disability, SEDGS, and Gender
		2	60

	Total	**12**	**360**

Introduction to Disabilities

Course Code: B1   **Credits: 02**   **Hours: 60**

Introduction

This course is designed to provide an overview to disabilities. While specifically understanding the types and needs of various disabilities, the course also aims to develop knowledge and understanding about vital provisions as per the Rights of Persons with Disabilities Act (RPwD 2016) for empowering persons with disabilities. The course also intends to develop sensitivity towards persons with disabilities which is essential while working and teaching children with disabilities

Objectives: After completing the course, the learners willbe 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

Unit I: Basics of disability

1.1   Exceptionality: Concept, Types, Strengths and Characteristics

1.2   Diversity, Difficulty, Delay & Disability in learners

1.3   Myths and realities about disabilities. 2E- "twice exceptional"

1.4   21 Specified disabilities in RPwD (2016) and their educational implications

1.5   International Classification of Functioning (ICF) framework of WHO; inaccessible environments as a source of barriers for learners with disabilities

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

2.1 Respect for difference and acceptance of persons with disabilities as part of human diversity

2.2 Benchmark disabilities & high support needs

2.3 Reasonable accommodations, equality and equity

2.4 Accessibility & barrier free environment for different disabilities

2.5 Effective participation and inclusion

Unit 3 Characteristics, incidence, prevalence, types, and needs of persons with;

3.1 Locomotor disabilities and Muscular Dystrophy

3.2 Cerebral Palsy and other neurological conditions

3.3 Blindness and Low vision

3.4 Hearing impairment

3.5 Speech and language disabilities

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

4.1 Intellectual disability

4.2 Autism Spectrum Disorder

4.3 Specific Learning Disabilities

4.4 Multiple disability and deafblindness

4.5 Other disabilities included in the RPwD (2016)

Unit 5: Sensitivity while working with persons with disabilities

5.1 Use of respectable and 'person first' language and preserve identity

5.2 Avoid labeling except for certification purposes.

5.3 Uphold abilities and not limitations

5.4 Understand intersectionality of disability

5.5 Eliminate stereotypes

Transactions

Lectures, readings, group discussions and debates

Course work/Field engagements

- Making awareness posters for avoiding labeling , upholding strengths
- Awareness programs on celebrating days allocated for specific disabilities
- Gathering state wise data about incidence of disability

Recommended 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 text book 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.

- Johnstone, D. (2001). An introduction to disability. David Fulton Publisher.

- 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. Kaniska Publication.

- 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.

Web links
- https://depwd.gov.in/acts
- http://www.ccdisabilities.nic.in/resources/disability-india
- https://niua.in/intranet/sites/default/files/2458.pdf
- https://cdnbbsr.s3waas.gov.in/s3e58aea67b01fa747687f038dfde066f6/uploads/2023/11/202311292033291428.pdf
- https://www.nhfdc.nic.in/upload/nhfdc/Persons_Disabilities_31mar21.pdf

Introduction to Education of Students with Disabilities

Course Code: B2   **Credits: 02**   **Hours: 60**

Introduction

This course will enable the learners to gain knowledge about the developments in education of children with disabilities based on philosophical transformations, Govt initiatives, legal and policy provisions, technology and research. The course will also provide knowledge about various educational options and their infrastructural requirements and pedagogical practices. Learners, who will be special educators after successfully completing the program, would also understand their current role responsibilities and futuristic skills for education of children with disabilities.

Objectives

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

- Discuss the developments on the basis of advancements that rationalize the change in trends in the education of children with disabilities
- Describe the national initiatives and provisions for education children with disabilities and their families
- Explain the infrastructural requirements and pedagogical practices for various educational set ups
- Explain and undertake their role responsibilities as a special educator
- Discuss the readiness required for the future for education of students with disabilities

Unit 1: Changing perspectives in the education of children with disabilities

1.1 Paradigm shift in the disability rehabilitation models & its impact on education of Children with disabilities

1.2 Understanding the segregated special education, integrated education and inclusive education from the lens of policy provisions and recommendations of National Acts provisions, Education commissions, Disability and Education policies, and International frameworks

1.3 Technological advancements leading to changing perspectives towards education of children with disabilities

1.4 Research in neuroscience and neuroplasticity contributing for early childhood education and intervention

1.5 Concept of 'high returns on early investment' facilitating early identification and intervention and education of children with disabilities

Unit 2: Current initiatives for education of children with disabilities

2.1 Initiatives by various Ministries in setting up of CDEIC and DIEC centers and training of Aganwadis for facilitating early identification and intervention for inclusive education

2.2 Setting up and supporting of special schools, centers, vocational education; provisions of various Govt schemes

2.3 'Divyanjan' as SEDGs and their educational empowerment; provisions in NEP 2020 and National Curricular Framework for Foundational Stage (2022), National Curricular Framework for School Education (2023)

2.4 Training regular school teachers, norms for special educators, standards for teacher pupil ratio for inclusive education and accommodations for learning as directed by Supreme Court judgment (2021)

2.5 Reservation of seats under RTE (2009) Act and creating barrier free environment in schools and e-content guidelines, provisions of open schooling

Unit 3: Changing role of a special educator

3.1 Sensitizing community and Aganwadis for early identification and intervention, development of soft skills, attending skills and knowledge of ICT

3.2 Home visits and need based home training, informed choices, supporting for conducting

surveys as mentioned in RPwD Act (2016)

3.3   Assisting families in availing facilities in schemes, concessions and preparation of UDID card and data management

3.4   Working with general school teachers for inclusive pedagogy and supporting basic skills for learning for children with different disabilities

3.5   Undertaking action research and attending continuous rehabilitation and professional development programs

Unit 4: Setting up of the special centres and curricular strategies in special schools

4.1   Early intervention (below 3 years) infrastructural requirements, cross disability curriculum, school readiness programs and transition planning

4.2   Foundational and preparatory (3 yrs to 11 yrs) infrastructural requirements and pedagogical practices

4.3   Middle school (11yrs to 14 years) and secondary (14 yrs to 18 years) infrastructural requirements and pedagogical practices, supporting career education of students with disabilities.

4.4   Pedagogical practices for high support needs, multiple disabilities and independent living skills

4.5   Maintaining school records and conducting parent meetings and programs for families

Unit 5: Futuristic requirements for education of students with disabilities

5.1   Using technological tools and apps for easing and enhancing communication, reading, writing and computing

5.2   Blended and Web-Based educational service for distance learning for reaching the unreached

5.3   UDL (Universal designs for learning) frameworks

5.4   AI (Artificial intelligence) tools to surpass communication barriers, AI-powered assistive robots for assisting students with socio-emotional challenges; AI tools for collecting and preserving data for monitoring progress, fine-tuning teaching strategies, and identify potential learning roadblocks.

5.5   Education for life and career skills: Critical thinking, problem solving, reasoned decisions, financial literacy, entrepreneurship skills, collaborations and risk taking abilities

Transaction:

Lectures, Symposiums, Desk reviews, Focus Group Discussions

Course work/Field engagements

- Visits to various educational set ups
- Interacting with Adults with disabilities and Senior retired professionals
- Readings and reflections of biographies and institutional reports
- Flow chart of accessing Govt schemes

Recommended readings

- Ajay Singh, Mark Viner, Chia Jung Yeh (2020). Special Education Design and Development Tools for School Rehabilitation Professionals, IGI Global, USA

- Ange Anderson (2019). Virtual Reality, Augmented Reality and Artificial Intelligence in Special Education: A Practical Guide to Supporting Students with Learning Differences, Routledge; 1st edition

- B S Chavan, Wasim Ahmad, Raj Kumari Gupta (Eds). Comprehensive Textbook on Disability (2022) ISBN: 978-93-5465-551-7 (2022), Jaypee brothers medical publishers, New Delhi

- Catlin Tucker, Katie Novak (2022). The Shift to Student-Led: Reimagining Classroom Workflows with UDL and Blended Learning, Impress, LP

- Chandra, S. (2023). Universal Design for Learning Addressing the Barriers, IP Innovative Publication Pvt Ltd
- Curricular framework for cross disability early intervention and school readiness, Pehal and Nipun, published by RCI, AYJNISHD (D) and Pratham
- Disability and Inclusion: From rationale to reality, Ratan Sarkar, Dr. Mumtaz Begum Eds:, New Delhi ISBN: 978-81-8435-469-0Adyayan Publishers & Distributors,
- Dr. Behzad Maqbool, Prof. Jayanthi Pujari (Editor). Changing Scenario and Emerging Trends in Special Education. Neelkamal publications
- Dr. K. Ravikanth Rao and Dr. P. Dinakar (2016). Life Skills Education. Neelkamal publishers, Hyderbad
- Edward A. Polloway, James R. Patton, Loretta Serna, Jenevie W. Bailey (2012). Strategies for Teaching Learners with Special Needs, Pearson publisher
- G, Shirly., Kunnath, S K., Varghese, A., George, V M., (Eds) (2019). Disability: an overview. Trivandrum, NISH. ISBN: 9788193985007.
- G. Lokanadha Reddy (2015). Role Performance of Special Education Teachers: Problems and Prospects. Discovery Publishing Pvt.Ltd
- Himangshu Das & Rajesh Ramachandran (2022). Challenges in Transition: Autism Spectrum Disorder Eds, ISBN: 978-81-957612-1-0, published by NIEPMD, Chennai (www.niepmd.tn.nic.in/publications)
- Keith Strorey, Paul Bates, Dawn Hunter (2008). The Road Ahead Transition to Adult life for Persons with Disabilities. Training Resource Network, Inc
- Khursheed Ahmad Butt (2022). National Higher Education Policy 2020: How to Make It Happen? Atlantic Publishers and Distributors (P) Ltd
- Lawrence, Arul A.S & Thiyagarajan, P, (2021). Nation building through skill development. Tamil Nadu Open University. ISBN 978-81-951793-1-2
- Mangal, S. K., Mangal, Shubhra (2019). Creating An Inclusive School. PHI Learning Pvt. Ltd
- Manpreet Singh Manna, Balamurugan Balusamy, Meenakshi Sharma, Prithi Samuel (2023). Blended Learning and MOOCs-A New Generation Education System. Taylor & Francis group
- Marilyn Friend (2007) Special Education: Contemporary Perspectives for School Professionals. Pearson publication
- Mark Viner, Ajay Singh, Michael F. Shaughnessy (2022). Research Anthology on Inclusive Practices for Educators and Administrators in Special Education, IGI Global, USA
- Mubarak Singh (2010). Education of Children with Special Needs, 01 Edition, Kanishka Publishers Distributors
- Narayan, Jayanthi (2005). Creating play environment for children with sensory Impairment & additional disabilities
- Nawale, Arvind & Nivargi, M & Gangane, A & Tiwari, Sandya. (2018). An Introduction to Life Skills. Macmillan Publishers ISBN: 9387914887
- Neeru Gupta (2017). Major Issues & Challenges in Special Education in India. Horizon books
- S.L. Sharma, B.S. Ghuman and Shital Parkash (Eds.) (2018). Higher Education In India: The Changing Scenario. Rawat publications.
- Samuel Kai Wah Chu, Rebecca B. Reynolds, Nicole J. Tavares, Michele Notari, Celina Wing Yi Lee (2018) 21st Century Skills Development Through Inquiry-Based Learning From

Theory to Practice. Springer Nature, Singapore

- Satish Chandra (2023). Universal Design for Learning Addressing the Barriers, IP Innovative Publication Pvt Ltd
- Verma. P, Panshikar, A & Gupta, Y (Eds.) (2019), Be the difference: equality & equity in education. New Delhi, ISBN: 978-93-82884-94-1 S R publishing house.
- Yukti Sharma (2021). Inclusive Education Perspectives Praxis And Pedagogy, Pearson India

Web based readings

- https://cbseacademic.nic.in/web_material/Manuals/handbook-inclusive-education.pdf
- https://ici-s.umn.edu/files/qTxnhxmNxT/inclusive-education-strategies-textbook
- https://main.sci.gov.in/supremecourt/2016/6641/6641_2016_3_1501_30887_Judgement_28-Oct-2021.pdf
- https://manuu.ac.in/DDE-SelfLearnmaterial/BEDD116DST_July4.pdf
- https://n20.ncert.org.in/pdf/publication/otherpublications/tiicsnups101.pdf
- https://ncert.nic.in/accessibility.php
- https://ncert.nic.in/pdf/CWSN-FAQs.pdf
- https://ncert.nic.in/pdf/publication/otherpublications/SpecialNeeds.pdf
- https://niepid.nic.in/Educating%20Children%20With%20Learning%20Problems.pdf
- https://unesdoc.unesco.org/ark:/48223/pf0000186611
- https://www.bdu.ac.in/cde/docs/ebooks/B-Ed/I/CONTEMPORARY%20INDIA%20AND%20EDUCATION.pdf
- https://www.education.gov.in/sites/upload_files/mhrd/files/document-reports/Confluence.pdf
- https://www.education.gov.in/sites/upload_files/mhrd/files/infocus_slider/NCF-School-Education-Pre-Draft.pdf
- https://www.education.gov.in/sites/upload_files/mhrd/files/NEP_Final_English_0.pdf
- https://www.hzu.edu.in/bed/Basics-in-Education%20(NCERT).pdf
- https://www.niepid.nic.in/Handbook%20on%20EIC.pdf
- https://www.oecd.org/education/school/50293148.pdf
- https://www.researchgate.net/publication/373041128_Combining_Artificial_Intelligence_with_Special_Education
- https://www.ugc.gov.in/e-book/SKILL%20ENG.pdf
- https://www.unicef.org/eap/media/6421/file/Education%20for%20every%20ability.pdf
- https://www.unicef.org/media/126506/file/UNICEF-Right-to-Education-Children-Disabilities-ENG.pdf
- https://www2.ed.gov/documents/ai-report/ai-report.pdf

Equitable and Inclusive Education

Course Code: B 3 **Credits: 02** **Hours: 60**

Introduction:

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.

Objectives: After completing the course the learner 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.

Unit 1: Introduction to Inclusive Education & Policy Perspectives

1.1 Disability & Diversity; Diversity in Classrooms (Learning Styles, Linguistic & Socio-Cultural Multiplicity),

1.2 Marginalisation vs. Inclusion; Meaning & Definition of Inclusive Education; Understanding Barriers to Inclusive Education (Physical, Educational and Attitudinal)

1.3 Paradigm shift in Education of Children with Disabilities: Segregation, Integration, Inclusion, equity and inclusive education. Approaches to disability and service delivery models, Principles of equity and inclusive education.

1.4 Historical perspective of Equitable and Inclusive education (National and International), National Commissions, Policies, Frameworks, Acts and International Declarations, Conventions, Frameworks Promoting Inclusive Education.

1.5 Guidelines on developing conducive and safe learning environment- Accessible Code for Educational Institutions (2022), Guidelines for the Development of e-Content for Children with Disabilities (2021); and Guidelines on School Safety and Security (2021)

Unit 2: Adaptations, Reasonable Accommodations & Planning

2.1 Curricular Adaptations and Reasonable Accommodations: Concept, Need and Implications.

2.2 Disability-Specific Adaptation: Requirements & Approaches

2.3 Communication & Language for Inclusive Classroom: Planning and Adaptations

2.4 Participation in Curricular and Co - Curricular Activities: Planning and Adaptations

2.5 Adaptations of Assessments Strategies for facilitating learning in an Inclusive Classroom

Unit 3: Inclusive Academic Instructions

3.1 Universal Design & Addressing Diversity: Meaning, Key Principles

3.2 Universal Design for Learning: Understanding Principles and Application to Classrooms

3.3 Inclusive Classroom Environment.

3.4 Differentiated Instructions & 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 Emerging roles of teachers / special educators as facilitator, leadership, reflective teacher, counsellor, agent of change
3.6   Integration of ICT for Inclusion, Assistive Technology, Whole School Development and Collaborations.
4.4   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 role of using motivation and teaching emotional regulation
5.4   Creating predictable environments
5.5   Differentiating between shutdowns, meltdowns, tantrums and fears.

Transactions
Group discussions following videos and visits. A debate for Inclusion vs. Segregation. Self-study for legislations and frameworks. Presentations and critical analysis of laws and policies.

Course work / Practical / Field Engagement
- Visit Special Schools for at least two 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

Recommended Readings
- Bartlett, L. D., & Weisentein, G. R. (2003). Successful Inclusion for Educational Leaders. New Jersey: Prentice Hall.
- Chaote, J. S. (1991). Successful Mainstreaming. Allyn and Bacon.
- Choate, J. S. (1997). Successful Inclusive Teaching. Allyn and Bacon.
- Daniels, H. (1999). Inclusive Education. London: Kogan.
- Deiner, P. L. (1993). Resource for Teaching Children with Diverse Abilities, Florida: Harcourt Brace and Company.
- Dessent, T. (1987). Making Ordinary School Special. Jessica Kingsley Pub.
- Gargiulo, R.M. Special Education in Contemporary Society: An Introduction to Exceptionality. Belmont: Wadsworth.
- Gartner, A., & Lipsky, D.D. (1997). Inclusion and School Reform Transferring America's Classrooms. Baltimore: P. H. Brookes Publishers.
- Giuliani, G.A. & Pierangelo, R. (2007). Understanding, Developing and Writing IEPs. Corwin press: Sage Publishers.
- Gore, M.C. (2004) . Successful Inclusion Strategies for Secondary and Middle School Teachers, Crowin Press, Sage Publications.
- Hegarthy, S. & Alur, M. (2002). Education of Children with Special Needs: from Segregation to Inclusion, Corwin Press, Sage Publishers.
- Karant, P., & Rozario, J. ((2003). Learning Disabilities in India. Sage Publications.
- Karten, T. J. (2007). More Inclusion Strategies that Work. Corwin Press, Sage Publications.

- King-Sears, M. (1994). Curriculum-Based Assessment in Special 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.
- Rayner, S. (2007). Managing Special and Inclusive Education, Sage Publications.
- Ryandak, D. L. & Alper, S. (1996). Curriculum Content for Students with Moderate and Severe Disabilities in Inclusive Setting. Boston, Allyn and Bacon.
- Sedlak, R. A., & Schloss, P. C. (1986). Instructional Methods for Students with Learning and Behaviour Problems. Allyn and Bacon.
- Stow L. & Selfe, L. (1989). Understanding Children with Special Needs. London: Unwin Hyman.
- Turnbull, A., Turnbull, R., Turnbull, M., & Shank, D.L. (1995). Exceptional Lives: Special Education in Today's Schools. 2nd Ed. New Jersey: Prentice-Hall Inc.
- Vlachou D. A. (1997). Struggles for Inclusive Education: An Ethnographic Study. Philadelphia: Open University Press.
- Westwood, P. (2006). Commonsense Methods for Children with Special Educational Needs - Strategies for the Regular Classroom. 4th Edition, London Routledge Falmer: Taylor & Francis Group.

Supportive Skills for Education of Children with Disabilities

Course Code: B5   **Credits: 2**   **Hours: 60**

Introduction:

This course is designed to assist the learners in developing the basic skills required for communication and undertaking educational practices for students with disabilities. It is introduced as a core course so that the learners are equipped with information, fundamentals and essential accommodations for students with different disabilities who have varied learning and communication needs.

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

- Create a welcoming, safe and a barrier free learning environment for students with disabilities
- Communicate with students using ISL, Tactile signs , speech reading techniques or AAC methods
- Exhibit readiness for use of basics of Braille script and mobility orientation
- Use technology for facilitating learning
- Describe the basic assistance required for children for overcoming literacy and numeracy issues and functional skills

Unit 1: Welcoming and safe school environment

1.1 Creating positive school climate, inclusive school policy, use of auditory, visual and tactile signage and icons

1.2 Safe corridors, classrooms, windows with grills and student friendly spaces including toilets and drinking water

1.3 Teaching and non-teaching staff displaying positive attitude and using inclusive respectable language

1.4 Creating buddy systems, prevention of bullying, POCSO committee and redressal cell

1.5 The power of embracing mistakes, rectifying and learning from failures

Unit 2: Basics of ISL, Tactile signs & Speech reading for students with HI or deafblindness or other disabilities

2.1 Finger spelling and signing basic vocabulary of names, numbers, colours, days, months and question forms

2.2 Signing class essentials such as homework, attendance, transport, family members, school subjects and school activities

2.3 Signing essential communications for curricular and cross curricular activities

2.4 Manual alphabets for tactile signs; hand shapes, positions and movement of hands

2.5 Speech/lip reading skills and oral transliteration for educational settings

Unit 3: Basics of Braille and mobility orientation for Low vision or VI

3.1 Pre-Braille skills for the development of tactile sense

3.2 Introduction to Braille alphabets in English, Hindi and Braille of regional languages. Numerals, numbers and signs and symbols of basic operation in Braille

3.3 Colour contrasts and large print for low vision. Use of tactile shapes for denoting various objects for school environment.

3.4 Orientation and mobility instructions and pre cane skills and protective techniques

3.5 Use of Multimedia books, screen readers and magnifiers.

Unit 4: Adapted communication aids and AAC Methods for students with CP and ASD

4.1 Communication cards, & displays, gupshup books, text to speech and speech to text

4.2 Use of adapted reading and writing instruments and appropriate positioning for students with CP

4.3 Use of structured, visual strategies, for creating sensory friendly and predictable environment for ASD

4.4 Using interests and motivation, self-stimulatory behaviour and echolalia to promote learning

4.5 Using AACs to foster communication and learning in students with CP and ASD

Unit 5: Supporting academic learning for students with ID and SLD

5.1 Support in academics – Literacy and numeracy skills for students with SLD and ID. Use of prior knowledge, colour coding, chunking, graphic organizers and collaborative reading groups for reading

5.2 Use of tablets, laptops, calculators for numeracy. Multimedia books for reading, sketching, pointing and use of transparency and fading strategy for writing and numeracy

5.3 Functional academics for specific students with ID who have difficulty in learning academics: Use of suitable learning and functional aids. Breaking learning tasks into small steps,

5.4 Self-help skills - adaptations in the gadgets used to suit the need of the students.

5.5 Adaptations of tools and instruments, for safety of students with ID in work stations.

Transaction

Lectures and readings for Unit 1. Demonstration and hands on training for all supportive skills for Units 2, 3, 4 and 5

Course work/Practical/Field Engagement

- Visit and inclusive school and prepare a report on school climate, ethos and culture
- Observation records of supportive skills as videos, photographs with permission
- Developing a portfolio based on supportive skills

Recommended readings

- Advances in Information Communication Technology and Computing: Proceedings of AICTC 2022. (2023). Germany: Springer Nature Singapore.
- Aggarwal, K. (2002). Handbook for parents of children with Disabilities. Planning Commission. Govt. of India.
- Asmita. H. (2006).Language and Communication. Kanishka Publication, New Delhi.
- Bouck, E. C. (2015). Assistive Technology. United States: SAGE Publications.
- Children with Visual Impairments: A Parents' Guide. (2006). United States: Woodbine House.
- Creating Inclusion and Well-being for Marginalized Students
- Dash, M. (2000). Education in India: Problems and Perspectives. India: Atlantic Publishers and Distributors.
- Dickinson, C., Hernandez Trillo, A., Crossland, M. (2022). Low Vision - E-Book: Principles and Management. Netherlands: Elsevier Health Sciences.
- Dr. Premananda Mishra, K Srinivas Reddy, Dr. K. Sridevi (2021). Introduction to Disabilities. Neelkamal Publishers, Hyd
- Dr. Sr. Alice Mathew. Learning Disabilities and Remediation, Neelkamal Publications, Hyd
- Elaine Sutherland, Lesley-Anne Barnes Macfarlane (Eds) (2016) Implementing Article 3 of the United Nations Convention on the Rights of the Child, Best Interests, Welfare and Well-being. Cambridge University Press
- Foundations of Vision Rehabilitation Therapy. (2020). United States: APH Press, American Printing House for the Blind.

- Gargiulo, R. M., Kilgo, J. L. (2018). An Introduction to Young Children With Special Needs: Birth Through Age Eight. United States: SAGE Publications.
- Garry Hornby James M. Kauffman (eds) (2021). Special and Inclusive Education: Perspectives, Challenges and Prospects. MDPI, Switzerland
- Gordon-Gould, P. & Hornby, G. (2023). Inclusive education at the crossroads: Exploring special needs provision in global contexts. Routledge.
- Hamblin, T. & Bose, S. (2003). Cognitive Development, IICP, Kolkata
- Hamblin, T. & Bose, S. (2003). Motor Development, IICP, Kolkata
- Hamblin, T. & Bose, S. (2003). Play, IICP, Kolkata
- Hornby, G. & Greaves, D. (2022). Essential evidence-based teaching strategies: Ensuring optimal academic achievement for students. New York: Springer.
- Indian Sign Language Class I. (2021). (n.p.): Haryana Welfare Society for Persons with Speech and Hearing Impairment.
- Judy Sebba, Richard Byers, Richard Rose (1993). Redefining the Whole Curriculum for Pupils with Learning Difficulties Paperback. David Fulton publishers.
- Linda Goldman (2017). Whole-School Approaches to Supporting Children's Grief, Loss, and Trauma. Jessica Kingsley Publishers
- M. V. Manoj Kumar (ed)(2023). Computer Assistive Technologies for Physically and Cognitively Challenged Users. Bentham Science Publishers
- NIMH (2003) Educating children with learning problems inn primary schools. Secunderabad: NIMH
- Organization, W. H. (2010). Community-based Rehabilitation: CBR Guidelines. Philippines: World Health Organization.
- Paul, R., Norbury, C. (2012). Language Disorders from Infancy through Adolescence - E-Book. United Kingdom: Elsevier Health Sciences.
- Richard Byers, Richard Rose (2005). Planning the Curriculum for Pupils with Special Educational Needs A Practical Guide. David Fulton Publishers
- Richard Rose (2005).Becoming a Primary Higher Level Teaching Assistant (Higher Level Teaching Assistants Series). First edition, learning matters.
- Sense International India (2017). Handbook on Deafblindness. Ahmedabad India
- Shantanu Dey (2021). Handbook of E-Pedagogy. Clever Fox Publishing, Chennai
- Sibnath Deb (2018). An Empirical Investigation Into Child Abuse and Neglect in India-Burden, Impact and Protective Measures. Springer Nature, Singapore
- Tomkins, W. (2012). Indian Sign Language. United States: Dover Publications.
- Warrick, A. & Kaul, S. (2002). Everyone is Talking: Making Communication Displays, IICP, Kolkata
- Warrick, A. & Kaul, S. (2002). Everyone is Talking: Using Communication Displays, IICP, Kolkata

Web based reading
- https://dsel.education.gov.in/sites/default/files/update/SOP_WASH.pdf
- https://ies.ed.gov/ncee/wwc/Docs/practiceGuide/wwc_foundationalreading_040717.pdf
- https://mdu.ac.in/UpFiles/UpPdfFiles/2022/Jan/4_01-10-2022_16-23-18_Reading-Difficulties-Disabilities.pdf
- https://mural.maynoothuniversity.ie/2709/1/KD_Exploring_Language_and_Communication.pdf
- https://niepid.nic.in/LEARNING%20DISABILITIES.pdf
- https://niepmd.tn.nic.in/documents/Book_on_Deafblindness_040820.pdf
- https://pubs.asha.org/toc/persp/7/6

- https://www.apa.org/pi/disability/resources/assessment-disabilities
- https://www.cbm.org/fileadmin/user_upload/Publications/Guidelines_on_best_practice_for_persons_living_with_deafblindness_EN.pdf
- https://www.niepid.nic.in/Education%20of%20children%20with%20deafblindness.pdf
- https://www.researchgate.net/publication/226930226_Learning_Difficulties_Literacy_and_Numeracy_Conversations_Across_the_Fields
- https://www.unicef.org/india/media/1191/file/Making-Schools-Accessible.pdf
- https://divyangjan.depwd.gov.in/islrtc/

Guidance and Counseling

Course Code: B 6(A)   **Credits: 02**   **Hours: 60**

Introduction:

Guidance and counselling are vital in helping children and their families to cope with stress and to find the right way to plan their programmes in education, vocation and daily living activities. This course will empower the learners of this course to understand guidance and counselling, the types and context of counselling and apply the counselling and guidance skills to help students and their families.

Objectives

After completing this course the learners will be able to

- Describe the concept and meaning of Counseling and Guidance.

- Apply the skills of guidance and counseling in classroom situations and with families of the students.

- Describe the process of development of self-image and self-esteem.

- Discuss the types of counseling and guidance in special school and inclusive settings.

- Narrate the importance and scope of family counseling

Unit 1: Introduction to Guidance and Counseling

1.1 . Guidance and Counseling: Definition and Aims

1.2 . Areas of Guidance and Counseling

1.3 Core conditions in counseling

1.4 Skills and competencies of a Counselor

1.5 Role of the teacher in guiding and counseling students with special educational needs.

Unit 2: Applying Guidance and Counseling skills

2.1. Differentiating counseling and guidance

2.2. Ethics in counseling – e.g. Confidentiality, anonymity, respect, empathy

2.3. Counselor as a good listener

2.4. Guiding the students and their families on specific issues e.g, family issues, concerns on academic performance, special educational needs

2.5. Counseling on specific issues e.g. Career counseling, family issues that emotionally affect the students such as separation/death of dear ones, other traumatic conditions

Unit 3: Enhancing Self Image and Self Esteem
      3.1.Concept of Self as a human being.

      3.2.Understanding emotions, feelings and changes

      3.3.Growth to autonomy

      3.4.Personality development – role of the counselor

      3.5.Role of teacher in developing in children, self-esteem and respecting feelings of others

Unit 4: Guidance and Counseling in Inclusive Education
      4.1.Current status with reference to Indian schools
      4.2.Types of Counseling: non directional, Child-centered, supportive, family members

      4.3.Guidance in Formal and Informal situations: Within and outside classroom, vocational guidance

      4.4.Group guidance: Group leadership styles and group processes

      4.5.Challenges in group guidance

Unit 5: Family counseling of students with special educational needs
      5.1. Importance of establishing rapport with the family members.
      5.2. Addressing family as a unit with focus on the student with special educational need.
      5.3. Counseling siblings and other extended family members
      5.4. Connecting home and school – collaboration with school teachers and family
      5.5. Record maintenance of guidance and counseling interventions.

Transaction

The transaction for this course should be done with a perspective to enhance in the learners the ability to become a "People-helper". 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.

Course work/Practical/Field Engagement
      I. Counselling and report writing on a selected client/family

      II. Conduct of a simulated parent counselling session

      III. Review documents on vocational guidance and write an essay.

Recommended Readings

- Naik, P.S. (2013). Counselling Skills for Educationists. New Delhi: Soujanya Books.
- Nayak, A.K. (1997). Guidance and Counselling. New Delhi: APH Publishing.
- 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.
- Mehrotra, N (2016). A resource book on disability studies in India, https://www.jnu.ac.in/Faculty/nilika/A%20READER%20ON%20DISABILITY%20STUDIES%20IN%20INDIA.pdf
- https://egyankosh.ac.in/bitstream/123456789/46291/1/BESE-132B4E.pdf
- https://www.niepid.nic.in/Protocol_Psy.pdf
- https://www.mheducation.co.in/counselling-and-guidance-9781259005077-india

<h2>Positive Behaviour Supports</h2>

Course Code: B6 (B)   **Credits: 02**   **Hours: 60**

Introduction: Aligned with the principles of inclusive education, Positive Behaviour Supports foster a positive atmosphere in which all individuals feel supported, valued and encouraged. A crucial aspect of effective special education, PBS helps us understand and address behaviours that may otherwise seem challenging and also promote an inclusive environment where students with disabilities are actively engaged and included in all aspects of school life. This thereby facilitates the learning, growth and development along with the overall well-being of all individuals including those with disabilities.

Objectives:

After undertaking the course the learners will be able to

- Develop an understanding of the underlying principles and assumptions of positive behaviour support
- Use various measures of behavioural assessment.
- Integrate techniques and methods of positive support in teaching and learning environments.
- Select suitable strategies for managing challenging behaviours.

Unit 1: Understanding Behaviour
1.1   Behaviour – Definition, features
1.2   Understanding behaviours – 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: Promoting Positive Support
2.1   Functional Analysis of Behaviour
2.2   Differentiating between shutdowns, meltdowns and tantrums
2.3   Understanding focused interests and motivations
2.4   Importance and benefits of self-stimulatory behaviours
2.5   Understanding sensory processing

Unit 3: Positive Strategies for Behaviour Support
3.1   Proactive, Active and reactive strategies
3.2   Using interests to promote positive behaviours
3.3   Using structure and visual strategies to promote positive behaviour
3.4   Providing choices, agency and control
3.5   Teaching emotional regulation

Unit 4: Key Elements
4.1   Fostering safe and positive relationships
4.2   Fair and predictable consequences
4.3   Differentiated instructions
4.4   Significance of environmental modifications
4.5   Creating sensory-friendly, predictable environments

Unit 5: Developing Behaviour Support Plans
5.1   Understanding individual behaviour
5.2   Limitations and negative impact of the use of aversive and punishment procedures
5.3   Data-driven decision making
5.4   Collaboration and teamwork
5.5   Writing Individualised Positive Behaviour Support Plan

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

Course work/Practical/Field Engagement

- Observation and functional analysis of the behaviour
- Development of an individualised PBS plan in different settings: educational, home, public places

Recommended Readings

https://www.unicef.org/easterncaribbean/media/1191/file/7-Key-Steps-to-Implementing-Positive-Behavioural-Systems-at-You-School-2017.pdf

Early Childhood Care and Education

Course Code: B 6 (C)   **Credits: 02**   **Hours: 60**

Introduction

The course is designed to provide the learners with an insight into importance of early childhood period especially the critical period of growth and development. Knowledge about the Domains of development and important milestones of typical children in this course will help in identifying delays, at risk children and refer them for assessments. The identified young children with disabilities could be supported through interventional play based activities in an ECCE program. So the overall aim of the course is to facilitate inclusion ECCE practices right from the start.

Objectives

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

- Explain the various domains of development.
- Describe ways to identify at risk children and use screening tools
- Describe the provisions and requirements for ECCE
- Enumerate the inclusive early education pedagogical practices.
- Describe the requirements for school readiness and transitioning

Unit 1: The Early Years: An Overview

1.1 Growth and development – Factors affecting growth and development, Principles of development, ages and stages of development
1.2 Critical period of development and Neural Plasticity
1.3 Sensitive Periods of Learning: Maria Montessori's Framework & Windows of opportunity for learning
1.4 Domains of development: 1)Physical, motor & health 2) Communication and language, 3) Cognition, 4) Socio-emotional and 5) Approaches to learning
1.5 Significant milestones under each domain and red flags

Unit2: Early Childhood Education & Intervention

2.1 Young children at risk as a result of physical and environmental factors and those resulting from individual and family circumstances.
2.2 Developmental checklists for screening & referrals
2.3 Developmental Systems Model for Early Intervention
2.4 Cross disability approach for early intervention
2.5 Play as a tool for screening children

Unit 3: Requirements and provisions for Inclusive ECE
3.1 Service Delivery systems for ECCE and EI : ICDS under Ministry of Women & Child development, DECIC under MoH and CDEIC under DEPwD of MSJ&E
3.2 The ecosystem model for inclusive ECCE: Provisions at individual (child and family outcomes) micro system (Peer and teacher interactions), meso system (curriculum and

professional team approach), exosytem (community participation), and macro-level (national policy provisions).

3.3 National and Global provisions: UNCRC (1989) & Protocols, The commission for protection of child rights (2005), Prohibition of child marriage Act (2006),POCSO (2012), Juvenile Justice (Care and Protection of Children) Act (2015), Child labour (Prohibition and Regulation) Amendment Act (2016) NEP 2020 provisions for ECCE

3.4 Setting up of Inclusive ECCE: Infrastructural requirements, curriculum and collaborative practices

3.5 Importance of Natural Environments and role of family in developing Individualized Family Service Plan (IFSP)

Unit 4 Inclusive Pedagogical practices

4.1 Integrating Theories of Development into pedagogical practices

4.2 Types and Stages of play – Symbolic play and its importance for the children with Disabilities

4.3 UDL based activities in ECCE

4.4 Developing Creativity, critical thinking, language, communication, Literacy, Numeracy through Activity Based Learning

4.5 Developing musical, aesthetic, scientific &cultural Skills in young children

Unit 5 School Readiness and Transitions

5.1 Children's readiness for school and school readiness for children

5.2 Indicators of school readiness

5.3 NIPUN Bharat's Goals and competencies for school readiness

5.4 Transitioning from Home to inclusive ECCE

5.5 Transitioning from inclusive ECCE to inclusive schools

Practical/ Field Engagements

- Developing a journal on developmental milestones & learning timelines of children from 0 to 8 years
- Participation in workshop & develop five creative teaching learning materials for children in inclusive early childhood education programs
- Develop and IFSP and a Transition plan

Transactions

Visits, Observations & Workshops.

Suggested Readings

- Barbour, N., & Seefeldt, C. (1998). .Early Childhood Education. An Introduction (4th Ed). U.K: Prentice Hall.
- Broman, B. C. (1978). The Early Years in Childhood Education. Chicago: Rand McNally College Publishing Company.
- Catron, C.E., & Allen, J. (1993). Early Childhood Curriculum. New York: MacMillanPublishing Company.
- Costello, P.M. (2000). Thinking Skills & Early Childhood Education. London: DavidFulton Publishers.
- Dahlberg, G., Moss, P. & Pence, A. (2007). Beyond Quality in Early Childhood

Careand Education. (2ⁿᵈ Ed.). New York: Routledge Publication.

- Desparabhu, S. (2019). Early Childhood Special Education – An Introduction. Kanishka Publishers, Distributors. New Delhi

- Dunn, S.G., & Dunn, K. (1992). Teaching Elementary students through their individual learning styles: Practical approaches for grades 3-6. Massachusetts: Allyn & Bacon.

- Cross Framework for Cross Disability Early Intervention & School Readiness PEHAL (Birth to 3 years) NIPUN Inclusive (3 to 6 years) RCI DEPwD of MSJE https://rehabcouncil.nic.in/sites/default/files/pratham_book.pdf

- Guralnick, M.J. (2005). The Developmental Systems Approach to Early Intervention:Brookes Publication.

- Klausmeir, H. J., & Sipple, T.S. (1980). Learning & Teaching Concepts. A strategy fortesting applications of theory. New York: Academic Press.

- Mohanty, J., & Mohanty, B. (1999). Early Childhood Care and Education. Delhi: Offset Printers.

- Mohite, P. & Prochner, L. (2008). Early Childhood Care and Education. Concept publishing Company. New Delhi.

- NCFFS (2022) National Curricular for Foundational Stage , NCERT,DOSEL, MoE New Delhi

- Sen Gupta, M. (2009). Early Childhood Care and Education. PHI Learning Private Limited. New Delhi.

- Venkatacharya, P., Reddy, K. S. & Shridevi, k. (2018). Early Childhood Care and Education. Neelkamal Publications Private Limited. New Delhi.

Web references
- https://depts.washington.edu/chdd/guralnick/pdfs/overview_dev_systems.pdf
- https://wcd.nic.in/sites/default/files/national_ecce_curr_framework_final_03022014%20%282%29_1.pdf
- https://ncert.nic.in/dee/pdf/smooth_successful.pdf
- https://ncert.nic.in/pdf/VidyaPravesh_Guidelines_GradeI.pdf
- https://www.right-to-education.org/issue-page/early-childhood-care-and-education
- https://itpd.ncert.gov.in/pluginfile.php/1541285/mod_resource/content/1/1_7_eng_ecce_in_india.pdf

Community-Based Rehabilitation

Course Code: B6 (D)   **Credits: 02**   **Hours: 60**

Introduction:
The course is designed to help the learners understand the importance of Community Based Rehabilitation, and its impact on the lives of persons with other disabilities. The course will also facilitate the learning about mobilising the resources from the community and its utilisation for the benefit of persons with disabilities and their families. The course content provides inputs about role of OPDs, siblings' groups, SHGs and will help to gain knowledge about participatory approach in CBR.

Objectives
After completing this course the learners will be able to
- Explain the concept, principles and scope of community-based rehabilitation.
- Learn the strategies for promoting public participation in CBR.
- Apply suitable methods for preparing persons with disability for rehabilitation within
- the community.
- Provide need-based training to persons with disabilities.
- Develop an understanding of the role of government and global agencies in CBR.
- Develop an understanding of the roles played by OPD members and siblings

Unit 1: Introduction to Community Based Rehabilitation (CBR)
1.1 Concept and Definition of CBR
1.2 Principles of CBR
1.3 Difference between CBR and Institutional Living
1.4 Socio-cultural and Economic Contexts of CBR
1.5 Scope and Inclusion of CBR in Government Policies and Programs

Unit 2: Preparing Community for CBR
2.1 Awareness Program-Types and Methods
2.2 Advocacy - Citizen and Self
2.3 Focus Group Discussion
2.4 Family Counselling and Family Support Groups
2.5 CBR and Corporate Social Responsibility

Unit 3: Preparing Persons with Disability for CBR
3.1 School Education: Person-Centred Planning, and Peer Group Support
3.2 Transition: Individual Transition Plan, Development of Self Determination and Self Management Skills
3.3 Community Related Vocational Training
3.4 Skill Training for Living within Community
3.5 Community Based Employment and Higher Education

Unit 4: Inclusive Community Development
4.1 Community, Disability and Development
4.2 Mapping of resources in the community
4.3 Advocacy and collaboration with government departments
4.4 Identifying needs of families and developing IFSP
4.5 Disability and poverty

Unit 5: Mobilising Community for inclusion of persons with disabilities
5.1 Promoting OPD and their roles in CBR
5.2 Promoting Sibling Groups
5.3 Inclusion of PwDs in SHG
5.4 Inclusion of PwDs in Panchayat-Raj
5.5 Participatory approach of CBR

Transaction
Besides the lecture method the topics in this course may be transacted through discussion on selected case studies, classroom seminar/debates and visit to community to interact with OPDs and SHGs.

Course work / Field Engagement
- Visit an ongoing CBR program and write a report on its efficacy
- Organize a community awareness program
- Conduct a focus group discussion on a selected disability issue with school/college
- students

Recommended readings

• Loveday, M. (2006). The HELP Guide for Community Based Rehabilitation Workers:
A Training Manual. Global-HELP Publications, California.
• McConkey, R. and O'Tool, B (Eds). Innovations in Developing Countries for People
with Disabilities, P.H. Brookes, Baltimore.
• Neufelt, A. and Albright, A (1998). Disability and Self-Directed Employment:
Business Development Model. Campus Press Inc. York University.
• Peat, M. (1997). Community Based Rehabilitation, W.B. Saunders Company.
• Scheme of Assistance to Disabled for Purposes of Fitting of Aids/Appliances(2014).
Ministry of Social Welfare, Govt. of India, New Delhi.
• Scheme of Assistance to Organizations for Disabled Persons, Ministry of Social
Welfare, Govt. of India, New Delhi.
• WHO .(1982). Community Based Rehabilitation — Report of a WHO International
Consultation, Colombo, Sri Lanka, 28 June- 3 July. WHO (RHB/IR/82.1)
• WHO .(1984). "Rehabilitation For AIl" in World Health Magazine, WHO, Geneva.

Application of ICT in Education

Course Code: B6(E)   **Credits: 02**   **Hours: 60**

Course Description

This course has dual purpose: firstly it aims to orient the teacher trainee to various applications of Information and Communication Technology in teaching learning process; and secondly it intends to orient the learners to understand the scope and application of ICT for students with disabilities. The course includes uses of all kinds of media and computer in order to give hands on experience of applying ICT in various learning environments as well to familiarize the student teacher with different modes of computer-based learning.

Learning Outcomes

After completing the course, the learners will be able to

- Gauge the varying dimensions in respect of ICT and Applications in Special Education.
- Delineate the special roles of ICT Applications.
- Acquire Familiarity with Different Modes of Computer-Based Learning.
- Describe the application of ICT in Inclusive setups
- Explain the policy provisions for ICT

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

1.1 Meaning, Definitions and Importance of ICT
1.2 Scope of ICT in Teaching Learning Process, Assessment, Administration and Research
1.3 Role of ICT in 'Construction of Knowledge' (Constructivism & ICT)
1.4 Integrating ICT in Special Education and its Application
1.4 Challenges of ICT in Education

Unit 2: ICT, Computer and Communications

2.1 Communicative Skills & ICT (Supporting Listening, Speaking, Reading & Writing for different groups)
2.2 Mass Communication Media: Radio, Television, Newspaper, Magazines, Internet based Social Media
2.3 Computers: Functional Knowledge, Using Word Processing, Spreadsheet and Presentation Software
2.4 Computer as a Learning Tool: Effective Browsing; Cross Collating Knowledge from Varied Sources
2.5 Communication with Stakeholders & Use of ICT

Unit 3: Visualising Technology-Supported Learning Situations

3.1 Preparation of Learning Schemes and Planning Interactive Use of ICT
3.2 Developing PPT Slide Show for Classroom
3.3 Organising virtual classroom and virtual meetings
3.4 Organizing Teleconferencing and Video-Conferencing
3.5 Assessment Strategies and Scope of ICT

Unit 4: ICT Ecosystem for Inclusive Education

4.1 Creating ICT Ecosystem in the school for inclusive education– hardware, software –
4.2 Use of OERs; Free and Open Source Software (FOSS)
4.3 Assistive Technologies and ICT for planning and classroom management
4.4 MOOCs, e groups, e-forums, etc (National level Initiatives)
4.5 E-Classroom: Concept, and Required Adaptations for Students with Disabilities

Unit 5: Policy, Legal & Ethical Concerns

5.1 Security Threats and Measures; Cyber privacy and Netiquette
5.2 National Level initiatives for promotion of E-learning
5.3 Ethical Practices; Cyber laws and Child Safety
5.4 International and National Policy concerns on Use of ICT in education
5.5 Overview of WCAG (Web Content Access Guidelines)

Course Work/ Practical/ Field Engagement (any Two of the following)

I. Develop a script on any topic of your choice. Conduct an interview with an expert on the selected topic to prepare an audio or video program of 15 minutes duration
II. Prepare a PPT by inserting photos and videos on a topic of your choice
III. Create your email account as well as design a blog
IV. Enrol and complete MOOC courses in Swayam Portal
V. Analyse OERs on National Platform, write the features and characteristics of these OERs

Suggested Reading

- Kozma, R.B. (2003). Technology, Innovation, and Educational Change: A Global Perspective: A Report of the Second Information Technology in Education Study, Module 2. International Society for Technology in Education.
- Abbot, C. (2001). ICT: Changing Education. Routledge Falmer.
- Florian, L., & Hegarty J. (2004). ICT and Special Educational Needs: A Tool for Inclusion. Open University Press, Maidenhead.
- CEMCA (2016). Resource Book on ICT Integrated Teacher Education. The Commonwealth Educational Media Centre for Asia (CEMCA).
- UNESCO (2023). UNESCO's ICT Competency Framework for Teachers

Disability, SEDGs, and Gender

Course Code: B 6 (F)   **Credits: 02**   **Hours: 60**

Introduction

This course will prepare learners to develop an understanding about the intersectionality of disability with Gender and other Socio Economic disadvantaged Groups (SEDGs). The purpose is to inculcate the human oneness and valuing and respecting 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 empowerment of persons with disabilities belonging to different socio-economically disadvantaged groups (SEDGs). The expected long term benefit is to develop knowledge, skills and attitude among learners about the sensitivity and vital points of considerations while planning and executing learning activities for students with disabilities belonging to diverse SEDGs.

Objectives

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

- Develop an understanding of human rights based approach in context of disability, human values and co-existence of disability among socio-economically disadvantaged groups..
- Explain the socio-demographic perspectives of gender and disabilities, compounding impact of gender and disability, legal safeguard 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 role of a teacher.
- Illustrate the challenges in education of students residing in difficult and aversive geographical terrains, educational initiative and 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.

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 & programmes, 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 - 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 disability and their roles and responsibilities, socialization of boys, girls and transgender with disability in family and society.

2.3 Legal safe guards for girls and transgender with and without disability- Constitutional provisions, PWDV Act 2005, POCSO-2012, 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 valorization, implications for teaching and learning in different learning centres.

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

Unit 3: Disability and Socio-cultural groups

3.1 Socio-Cultural Groups- Constitutional and social identities, educational and social rights, policy and programmes for scheduled tribes, scheduled castes, other backward classes, 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 disadvanatgedness, lack of resources and supports, underrepresentation in schools.

3.4 Educational initiatives: Identification of untapped talents among SEDGs, inclusion fund, up gradation 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, dessert, 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 programmes, intervention in aspirational districts, PM- New15 point programmes, 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, 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 scheduling of learning activities and timings, adaptation in curriculum, teaching-learning, assessment, 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, employment.

5.2 Disability in migrant community, 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, 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 abused, 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 programmes, short-term mitigating interventions and long term sustainable interventions, educational opportunities in mobile schools, schools on wheel/tents, porta-cabin schools, learning in shelter homes, services of counselors, 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 mechanism, working with family in distress, identifying and use of strengths within at risk community, resourcefulness and service provision in crisis situation, inter and intra linkages in community and bridging the gap between the school and community.

Transaction

This course has been designed to provide the student teachers a socio-cultural perspective to disability. It aims to promote awareness about the space for disability equity and rehabilitation within the human rights system. As such the transaction of the course topics should be done through focus group discussions, issue-based classroom interactions in addition to lectures and seminars. Field-visits, cross-sectional survey, case studies, assignments and projects should be added to strengthen the transactional process and learning.

Course work/Practicum/Field Engagement

- Design activity- log to establish a Gender Justice Club or Disability Support Circle in school.
- Study the case of a woman with disability and submit a report.
- Explore internet and document case-studies of transgender with disability
- Review selected paper/s authored by 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 to observation homes/shelter homes/homes of construction workers, migrant families in your locality, interact with CwDs and families at risk and prepare a package programme for her/his holistic development.

Recommended Readings

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

- 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.

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

- 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.

- Meekosha, H. (2004). Gender and Disability. Sage Encyclopaedia of Disability.

- 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 (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.

- 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.

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

- 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 (nd). 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.

- 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 Prtection of Children) Act, 2015, available at https://www.indiacode.nic.in/bitstream/123456789/8864/1/201602.juvenile2015pdf.pdf

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

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

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

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

- The Transgender Persons (Protection of Rights) Act 2019 https://thc.nic.in/Central_Governmental_Acts/Transgender_Persons_(Protection_of_Rights)_Act,_2019.pdf

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

Area C: Disability Specialisation Courses			
Course Code	**Course Code**	**Credit**	**Hours**
C1	Identification, Assessment and Needs of Children with….	3	90
C2	Curriculum And Teaching Strategies for Children with….	3	90
C3	Intervention & Teaching Strategies (Disability Specialization)	2	60
C4	Adulthood and Family Issues / Psycho-Social and Family Issues	2	60
C5	ICT & Assistive Technology	2	60
C6	Therapeutics and Assistive Devices	2	60
	Total	**14**	**420**

Disability Specialization Specific Learning Disability

IDENTIFICATION, ASSESSMENT AND NEEDS OF CHILDREN WITH SPECIFIC LEARNING DISABILITIES

Course Code: C1

Credits: 03

Hours: 90

Introduction

This course aims to develop in the learners, an understanding of Specific Learning Disabilities (SLD), approaches and techniques of assessment, areas of assessment and the types of tests for identifying a student with SLD. It is expected that the learners will develop insight in the use of the tests, know how to develop appropriate tools for identification of learning problems and interpret the findings from various assessments to plan an intervention programme. Along with this, the last unit covers issues related to assessment, and legal provisions for students with SLD

Objectives
After completing the course, the learner will be able to:
- *Discuss the concept, the history, causes and types of SLD.*
- *Describe various approaches and techniques of assessment.*
- *Discuss the various areas of assessment related to SLD*
- *Explain the meaning and concept of screening, identification, and assessment of children with learning disability.*
- *Analyse the needs and the future trends.*

Unit 1: Introduction to Specific Learning Disability (SLD)
1.1 Meaning, Concept and Definition, of Specific Learning Disability
1.2 Historical Perspective of Specific Learning Disability
1.3 Prevalence and Incidence of SLD, Etiology of SLD- medical, social, Neuro-biological
1.4 Types of SLD (Dyslexia, Dysgraphia, Dyscalculia, Dysphasia, Dyspraxia, Specific Language Impairment, Non-Verbal Learning Disability), Associated conditions: ADHD, Emotional Regulation Disorders
1.5 Implications of SLD as an invisible disability; myths/misconceptions, and facts.

Unit 2: Approaches and Methods of Assessment
2.1 Definition, scope, and purpose of assessment; sources of assessment data
2.2 Principles for selection of tools for assessment in various settings – assessment in regional Indian languages.
2.3 Assessment approaches: Neuro-Developmental approach, Psycho-linguistic approach, Cognitive approach, Behavioural approach, Task Analytic approach, Response to Intervention
2.4 Methods of Assessment: Observation, Interviews, Case Study, Sociometric, Error analysis/Miscue Analysis
2.5 Guidelines and procedure for assessment of SLD for certification in India

Unit 3: Areas of Assessment
3.1 Perceptual and Motor
3.2 Cognitive including memory, executive functioning, and Social-Emotional
3.3 Readiness skills
3.4 Language (Receptive: Reading- accuracy, reading comprehension, and fluency and Expressive: writing - handwriting, spelling and written expression)
3.5 Mathematics (number sense and language, math's facts and computation, problem solving)

Unit 4: Assessment of SLD
4.1 Concept of screening and identification; differential diagnosis
4.2 Identification criteria – Latest DSM

4.3 Types of assessment tools – Criterion referenced tests, norm referenced tests, Teacher Made Tests (TMTs), curriculum-based tests, curriculum-based assessments, Curriculum Based Measurements (CBM), portfolios, checklists, rating scales, anecdotal records, observation schedules.
Standardized / Formal tools – Screening tools (BCSLD, DALI, PRASHAST), IQ assessment (WISC, SPM, CPM), Diagnostic (DTLD, DTRD, Aston Index, NIMHANS SLD Index), Achievement (GLAD, WRAT, Stanford Diagnostic Reading Test, Stanford diagnostic Maths Test, Woodcock Johnson Test of Achievement

4.4), Psychological assessment tools (Bender Gestalt Visuo-Motor Test, Wechsler's Memory Scale, Dyslexia Screening Tests, Woodcock Johnson Test of Cognitive Ability, Test of Thinking Ability)

4.5 Guidelines and procedure for assessment of SLD for certification in India, report writing.

Unit 5: Trends and Issues
5.1   Ethical issues in assessment
5.2   Responsive reporting and communication
5.3   Collaboration and consultation between team members
5.4   Legal Provisions and Issues
5.5   Advocacy

Transaction
The course is developed for M.Ed. level. Thus, provide the trainees with theoretical basis of understanding the various types of LD. Use lecture, discussion, and demonstrations to link the classification of different specific LDs (e.g., dyslexia, dyscalculia, dysgraphia, dysphasia) with their neurobiological basis. The specific disabilities have to be understood as manifesting deficits in the curricular areas. Hence, a comparison has to be made with the skills in the curriculum hierarchies at different grade levels. Language assessment has to include both – oral language assessment (listening and speaking) as well as written language assessment (reading and writing). The discussion on the trends and issues should focus on international as well as national scenario. Presentation of seminars by students and discussions will enrich the learning experience.

Course Work/ Practical/ Field Engagement
• Seminar on various types of Learning Disabilities .
• Debate on the various assessment approaches and methods.
• Preparation of an assessment tool for identifying learning problems. in a given area (Include Indian languages)
• Report on the current tools/tests used in inclusive schools for identifying students with SLD
• Preparation of an awareness booklet with explanation of SLD and the legal provisions available
• Develop TMTs to assess various domains and curricular areas
• Conduct assessments and write reports to communicate assessment outcomes

Recommended Readings
 • Bender,W. N. (1995). Learning Disabilities, Characteristics, Identification and Teaching Strategies, Allyn Bacon, New York.

• Choate, J, S., & Enright, B, E. (1994) : Curriculum-Based Assessment and Programming. Allyn & Bacon, New York.

• Das, J. P.(2009): Reading difficulties and dyslexia. SAGE Publications Pvt. Ltd, New Delhi

• Harwell, J, M., & Shoup, C. D. (2003). Ready-to-Use Information and Materials for Assessing Specific Learning Disabilities: Complete Learning Disabilities Resource Library, Volume I

• Harwell, J, M., & Jackson, R, W. (2008). The Complete Learning Disabilities Handbook: Ready-to-Use Strategies and Activities for Teaching Students with Learning Disabilities

• Janet W. L. (2011).Learning Disabilities and Related Mild Disabilities. Cengage Learning publishing. London.

• Jena, S.P.K. (2013). Specific Learning Disabilities: Theory to Practice. Sage Publications, New Delhi.

• Karanth, P., Rozario, J. (2003). Learning disabilities in India : Willing the mind to learn. Sage, New Delhi.

• Lerner, J. W. (2000). Learning Disabilities. Houghton Mifflin, Boston.

• McCardle, P., Miller, B., Lee, J. R., & Tzeng, O. J.L. (2011). Dyslexia across Languages: Orthography and the Brain-Gene-Behavior Link. Brookes Publishing Company, New Jersery.

• Pierangelo, R., & Giuliani, G. A. (2012). Assessment in Special Education: A Practical Approach. Pearson Education, Boston.

• Raj, F, (2010). Breaking Through – A hand book for parents and teachers of children with specific learning disabilities. Vifa Pub, Secunderabad.

•   Roopesh, B.N. (2021). Specific Learning Disability Assessment and Interpretation: NIMHANS SLD Battery and Beyond, Indian Journal of Mental Health.

• Russo, C, J. (2011). The Legal rights of students with disabilities: International Perspectives. Rowman & Littlefield, Lanham.

• Smith, C., & Strick, L. (2010). Learning Disabilities: A to Z: A Complete Guide to Learning Disabilities from Preschool to Adulthood. Free Press, London.

•   Subramanyam, A. (Eds). (2023). IPS Specific Learning Disorders: An Indian Perspective. Jaypee Brothers Medical Publishers

• Swanson, H. L., & Harris, K, R. (2014). Handbook of Learning Disabilities (2nd ed.). The Guilford Press, New Jersey.

• Venkateshwarlu, D. (2005): Diagnosis and remediation of mathematical difficulties. Neel Kamal publications, New Delhi.

• Werts, M. G., Culatta, R. A., & Tompkins, J. R.(2011). Fundamentals of special education: What every teacher needs to know. Pearson Education, Inc., New Jersey.

• Wong, B., & Butler, D. L.(2012). Learning about learning disabilities. (4th ed.). Academic Press, San Diego.

• 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

• 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.

Web resources

https://www.naset.org/publications/ld-report/introduction-to-learning-disabilities

https://files.eric.ed.gov/fulltext/ED606380.pdf

https://www.researchgate.net/publication/282374731_Response_to_Intervention_Early_Identificati on_of_Students_with_Learning_Disabilities

https://www2.hu-berlin.de/transcience/Vol6_No1_2015_91_107.pdf

https://www.researchgate.net/publication/359117434_Identification_of_Learning_Disabilities_in_In dia_Current_Challenges_and_Issues

https://www.adcet.edu.au/oao/for-disability-practitioners/screening-for-indicators-of-a-specific-learning-disability#:~:text=This%20process%20involves%20testing%20that,the%20domains%20of%20educ ational%20psychology.

https://www.ncbi.nlm.nih.gov/pmc/articles/PMC6345134/

https://www.researchgate.net/publication/353571165_Specific_Learning_Disability_Assessment_an d_Interpretation_NIMHANS_SLD_Battery_and_Beyond

https://ldaamerica.org/info/sld-evaluation-linking-cognitive-assessment-data-to-learning-strategies/

https://indianmentalhealth.com/pdf/2021/vol-8-issue1/5.%20Review%20Article_Specific%20Learning%20Disability.pdf

https://niepid.nic.in/Grade%20Level%20Assessment%20Device%20For%20Children.pdf

https://www.asha.org/policy/tr1994-00140/

https://www.sciencedirect.com/science/article/abs/pii/S1876201820306195

https://journals.lww.com/indianjpsychiatry/fulltext/2023/65070/revisiting_specific_learning_disord er_in_context.1.aspx

https://users.phhp.ufl.edu/rbauer/ebpp/evidence_based_assessment_ld.pdf

http://www.iapsych.com/articles/flanagan2010.pdf

https://www.verywellfamily.com/how-learning-disabilities-can-affect-behavior-2161916

www.DyslexiaIDA.org

https://www.accessibletextbooksforall.org/stories/creating-learn-my-way-epub-and-reader

https://www.twinkl.co.in/

CURRICULUM DESIGNING, DEVELOPMENT AND ADAPTATION FOR SPECIFIC LEARNING DISABILITY

Course Code: C2

Credit: 03
Hours: 90

Introduction
The thrust of this course is to comprehend the key ideas related to curriculum, curriculum designing, curriculum adaptation, and curriculum evaluation.

The first unit is about different designs of curriculum wherein the UDL needs to be looked at from the inclusive education perspective. The second unit needs to be studied as the emphasis is on inclusion, hence curriculum hierarchies are essential to be understood. Unit three and four are about instructional planning and adaptations that will benefit students with Specific Learning Disability. Unit five is on evaluation where different kinds of evaluation must be studied, to be able to choose the appropriate tool for evaluation.

Objectives
After completing the course, the learners will be able to:
* *Describe curriculum design, its steps, approaches, principles, and domains.*
* *Describe curriculum development, its approaches, principles, and bases.*
* *Discuss the structure, and scope of content across various curricular areas and subjects*
* *Discuss the different ways of instructional design and planning, instructional models, curricular approaches.*
* *Demonstrate skills in applying different adaptations and modifications for inclusive education.*

Unit 1: Curriculum Designing

1.1 Meaning, Definition, Concept of Curriculum Design.

1.2 Principles of Curriculum Design and Inclusive Curriculum Design.

1.3 Approaches of Curriculum Design (subject centered, learner centered, learning centered) and Types of curriculum - Core, collateral, support, hidden.

1.4 Curriculum Domains-Personal, Social, Academics, Recreational and Community living.

1.5 Curriculum evaluation- concept, nature, types, and implications in learning

Unit 2: Curriculum Development.
2.1 Meaning, Definition, Concept, Principles of Curriculum development.

2.2 Bases and Models of Curriculum development.

2.3 Approaches to curriculum development– Developmental, Functional, System approach,

2.4 Social Learning, Task Analytic Approach, Ecological approach

2.5 Steps in developing curriculum, challenges of developing curriculum for inclusion, Difference between Curriculum Design & Curriculum development.

Unit 3: Curriculum Hierarchies
2.1   Reading (English and any regional language)
2.2   Writing
2.3   Mathematics
2.4   Science

2.5   Social studies

Unit 4: Instructional designing and planning
4.1   Instructional design and planning: Meaning and steps, ADDIE Model, Dick and Carey Model.
4.2 Curricular approaches related to persons with Learning Disability, Instructional Efficiency approach (Konrad, Helf and Joseph, 2011).
4.3   Instructional planning: pyramid plan, unit plan, and lesson plan.
4.4   Taxonomies of learning – Cognitive (Bloom's and Anderson's), Psychomotor & Affective.
4.5   Instructional models – Direct instruction, Explicit direct instruction, Gradual release of responsibility, 5E instructional model.

Unit 5: Adaptation, Modification, Accommodation
5.1   Definition and concept of adaptation, modification, accommodation; implications for students with SLD
5.2   Environmental adaptations – nature and types; Curriculum adaptations - Principles and steps of adaptation
5.3   Differentiated instruction – Meaning, process, and strategies.
5.4   Individualized Education Programme/Plan - Need, scope, and process of development
5.5   Examination Provisions - CBSE, ICSE, IB, IGCSE, NIOS and various state boards.

Transaction
Experiential method, discussion, debates, connecting with teachers, undertaking surveys etc. will give the student-teachers perspectives on this course. Collaborations with general education teachers for inputs in unit two will be helpful to understand the scope of the curriculum that a student with SLD needs to access in different subject areas.

Coursework/ Practical/ Field Engagement
- 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.

Recommended Readings
• Angela, L., & Angela, S. (2011). Alternative Approaches to Assessing Young
Children, Second Edition. Brookes Publishing Company, Baltimore.
• Hodkinson, A., & Vickerman, P. (2009). Key issues in special educational needs and
inclusion. SAGE, Los Angeles.
Jones, S. (2000). Accommodation and modifications for students with hand writing problems and/or dysgraphia
Joyce, S. C. (2003). Successful Inclusive Teaching: Proven Ways to Detect and
Correct Special Needs. Pearson, London.
• Joyce, S. C. et al., (1987).Assessing and programming basic curriculum skills. Allyn
& Bacon, Boston.
• Margo, A. M., & Thomas E. S. (2009). The Inclusive Classroom: Strategies for
Effective Differentiated Instruction. Pearson, London.
• Karten, T. J. (2010). Inclusion strategies that work! Research-Based Methods for the
classroom. Corwin, California.

• William, N. B. (2007). Differentiating Instruction for Students With Learning Disabilities: Best Teaching Practices for General and Special Educators. Corwin, California

https://council-for-learning-disabilities.org/wp-content/uploads/2017/07/CLD_EL_LD_Reading2016-FINAL.pdf
www.nichcy.org/training/contents.asp
www.Idonline.org/Id_indepth/writing/dysgraphia/
.https://www.bdadyslexia.org.uk/
www.Idonline.org/Id_indepth/writing/dysgraphia

INTERVENTION AND TEACHING STRATEGIES FOR CHILDREN WITH SPECIFIC LEARNING DISABILITY

Course Code: C3   **Credit: 02**
                                                                       Hours: 60

Introduction

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

Objectives

After completing the course, the learners will be able to
- Discuss the purpose, scope, and principles of educational intervention.
- Describe various teaching approaches, methods, and strategies for CWSLD.
- Demonstrate the use of intervention and teaching strategies in Language development.
- Demonstrate the use of intervention and teaching strategies in the various academic areas (reading, writing, mathematics).
- Demonstrate the use of intervention and teaching strategies in life skills.

Unit 1: Educational Interventions: Conceptual Framework and strategies for Processing Deficit

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, Cascade of services, Response to Intervention and Issues and ethics in educational intervention.
1.4   Strategies for enhancement of attention, perception, and memory skills.
1.5   Strategies for developing thinking and meta-cognitive skills.

Unit 2: Teaching Approaches, Methods, and Strategies

2.1 Universal Design for Learning (UDL), Differentiated Instruction (DI), Individualized Educational Programming. (IEP).
2.2 Trends and Issues: Direct instruction, Constructivism, Connectivism.
2.3 Perceptual motor approach (Kephart, Barsch, Frostig) and Multi-Sensory approach (Fernald, Orton-Gillingham, Montessori).
2.4 Behavioral approach (Precision Teaching, Applied Behavior Analysis).
2.5 Cognitive approach (Meta Cognition, Cognitive Behavior Management) and Collaborative Learning Approach.

Unit 3: Interventions for Language Development

3.1 Language: concept and components/structure.

3.2 Systems of language.

3.3 Bilingualism and multilingualism.

3.4 Approaches to language intervention: psycho-linguistic, language experience approach, whole language approach.

3.5 Strategies for language development; Natural language stimulation, Expansion of language, Vocabulary building, Games, Storytelling, Drama, Role play.

Unit 4: Intervention for Academic areas (Reading, Writing, Mathematics)

4.1 Principles of intervention in reading, writing and mathematics.

4.2 Strategies for developing word recognition skills, fluency, and comprehension.

4.3 Strategies for developing handwriting, spelling, and written expression.

4.4 Strategies for developing mathematical concepts, computation and problem solving.

4.5 Strategies for Reading and writing across the curriculum, accommodations in the mainstream classroom, differentiation, and inclusion in the classroom.

Unit 5: Intervention in Life Skills - strategies and techniques

5.1   Developing social skills - Social competencies, self-regulation, and self-advocacy.

5.2   Developing study skills – Note Taking, Organizational and Test Taking skills.

5.3   Developing 21st century skills - Collaboration, communication, creativity, critical thinking.

5.4   Soft skills - Presenting self, time management, decision making, mindfulness.

5.5   Preparation for independent living; Career planning, leisure, and recreation.

Transaction

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

Course Work/ Practical/ Field Engagement

• Prepare an educational intervention plan/tool for a given process

• Prepare an educational intervention plan/tool for a given skill

• Plan a parental meet to discuss the intervention goals

• Collaborate with a specific subject teacher to set an intervention goal

• Conduct a workshop for mainstream teachers on educational interventions/classroom strategies

Recommended Readings

• Bird, R. (2013). The Dyscalculia Toolkit: Supporting Learning Difficulties in Maths. Sage, Los Angeles.

• Cummings, C. (2000). Winning Strategies for Classroom Management Teaching. Book News, Inc., Portland.

• Das, J. P. (2009). Reading difficulties and dyslexia: An interpretation for teachers. Sage Publications, New Delhi.

• Harwell, J. M., & Jackson, R, W. (2008). The Complete Learning Disabilities Handbook: Ready-to-Use Strategies and Activities for Teaching Students with

Learning Disabilities. Jossey Bass Inc, San Francisco.

• Karten, T, J. (2007). More Inclusion Strategies that work- aligning student strength with standards. Corwin Press, CA.

• Lee. S H., Harris K, R., & Graham, S. (2003). Handbook of Learning Disabilities. The Guilford Press, New York.

• Lerner, J. W. (2011). Learning Disabilities. Houghton Mifflin Brookes, Boston.

• Martin, L, C. (2009). Strategies for Teaching Students with Learning Disabilities: Corwin Press, CA.

• Mather, N., & Goldstein, S. (2001). Learning Disabilities and Challenging Behaviors: A Guide to Intervention and Classroom Management, Brookes Publishing Company, Baltimore.

• Narayan, J. (2002). Educating children with learning problems in the primary school. NIMH, Secunderabad.

• Pandey J., & Thapa K. (2008). Perspectives on learning disabilities in India: Current practices and prospects. Sage Publications, New Delhi.

• Raj, F (2010) Breaking Through – A hand book for parents and teachers of children with specific learning disabilities, Vifa Publication, Secunderabad.

• Reddy L. G., Ramaa R., & Kusuma, A. (2000) Learning Disabilities: a practical Guide to Practitioners. Discovery Publishers, New Delhi.

• Tomlinson, C, A. (1999). The Differentiated Classroom: Responding to the Needs of All Learners. ASCD, Alexandria.

• Venkateswanshu, D. (2005). Diagnosis and remediation of mathematical difficulties. Neel Kamal publications, New Delhi.

-http://www.childdevelopmentinfo.com/learning/learning_disabilities.shtml
https://dsel.education.gov.in/sites/default/files/2021-06/CWSN_E-Content_guidelines.pdf
https://www.accessibletextbooksforall.org/accessible-epub-guide
https://www.cricksoft.com/uk/clicker

Course Code: C 4   **Credits: 02**
                                                                          Hours: 60

Introduction

This course deals with aspects of adults with Specific Learning Disability (SLD) who may be requiring support for a better independent functioning. From unit one to five the focus moves from knowing how needs change their manifestations to aspects of specific areas that interfere with learning and interactions. The paper also covers strategies that will help them deal with situations appropriately.

Objectives

After completing the course, the learner will be able to
- *Explain the concept of psychosocial domain, psychosocial issues in children with SLD.*
- *Discuss the challenges experienced by the families and their solutions.*
- *Describe the needs of young adults with learning disabilities, aspects related to adaptive behavior in young adults.*
- *Discuss strategies to maintain relationships and promote independent living for young adults' wit SLD.*
- *Highlight the role of various support systems for inclusion of Individuals with SLD.*

Unit 1: Overview of Psycho-social domain

1.1 Psychosocial domains- meaning and components (Cognitive, Affective, Social).
1.2 Stages of psychosocial development (Erickson's Theory).
1.3 Psycho-social characteristics of children with SLD at different stages of psychosocial development.
1.4 Manifestations of psychosocial behavior of a child with SLD at home, school, and society.
1.5 Impact of attitude of society on psycho-social development of children with SLD.

Unit 2: Family Dynamics

2.1 Meaning and definition of family, types of family and its functioning.
2.2 Parenting styles and home environment.
2.3 Needs and concerns of child with SLD.
2.4 Needs, concerns, and role of family.
2.5 Empowering Parents - Family counselling, Resource management, Legal provisions.

Unit 3: Young Adults with SLD: Promoting Adaptive Behaviours

3.1 Concept and characteristics of young adults.
3.2 Academic, Cognitive and Social-emotional Characteristics of young adults with SLD.
3.3 Impact of SLD on transition of young adults with SLD.
3.4 Reasoning, Problem solving and Informed decision making: strategies and methods.
3.5 Communication skills and Time management: Concept and strategies.

Unit 4: Maintaining Relationships and Independent Living

4.1 Empathy, cue sensitivity, personal space, alternative thinking, and consequences: concept and strategies.
4.2 Personal care (self and family), Self-image, self-concept, and stress management.
4.3 Social Skill training, Financial Management (Money transaction, Budgeting, Banking, Saving) and Transition planning (Career planning and job placement).
4.4 Leisure and recreation - Social, Physical, Psychological, and Cultural aspects
4.5 Sexuality and Gender Education.

Unit 5: Support systems for inclusion
5.1   Role of Self-help groups
5.2   Role of Social network
5.3   Role of media in awareness and attitude building
5.4   Role of educational institute, non-governmental organization.
5.5   Networking and liaising with students, parents, community, society,

Transaction
It's imperative for the students to have hands-on training in all the areas. A lot of research work, planning programmes, discussions, debates, presentations, must be the methodology of the entire paper. Program Based Learning, field trips, watching a movie must be incorporated for a thorough understanding of the issues at hand.

Course Work/ Practical/ Field Engagement
   • Develop a social skills programme to enhance participation of adolescents with SLD in a group.
   • Watch films and discuss the various relationships and the behaviours exhibited by individuals with SLD.
   • Create a handbook/ 'Do it yourself' manual that can help a young adult with SLD be able to manage relationships.
   • Plan a programme for leisure /recreation in the neighborhood for the students with SLD.
   • Conduct a survey to collect data about diverse inclusion practices in workplace for adults with SLD.
   • Read an autobiography / biography of an adult with SLD and submit a report on the challenges experienced and coping strategies used by that individual.

Recommended Readings
   • Brunswick, N. (2012). Supporting dyslexic adults in higher education and the workplace. Wiley-Blackwell, Malden.
   • Cooper, B., & Widdows, N. (2008).The Social Success Workbook for Teens: Skill Building Activities for Teens with Nonverbal Learning Disorder, Asperger's Disorder, and Other Social-Skill Problems. Instant Help, Oakland.
   • Ford, A., Thompson, J., & Shaywitz, S. (2007). On Their Own: Creating an Independent Future for Your Adult Child With Learning Disabilities and ADHD: A Family Guide. William Morrow, London.
   • Goldstein, S., Naglieri, J. A., & DeVries, M. (2011). Learning and Attention Disorders in Adolescence and Adulthood: Assessment and Treatment. John Wiley &

Sons, Inc., New Jersey.
- Greenbaum, J., & Markel, G. (2000). Helping Adolescents with ADHD & Learning Disabilities: Ready-to-Use Tips, Techniques, and Checklists for School Success. The Center For Applied Research In Education
- Gregg, N., & Deshler, D. D. (2011). Adolescents and Adults with Learning Disabilities and ADHD: Assessment and Accommodation. The Guilford Press, London.
- Karten, T. J. (2009): Inclusion strategies that work for adolescent learners!. Corwin, California.
- Kelly, K., & Ramundo, P. (2006). You Mean I'm not Lazy, Stupid or Crazy?!: The Classic Self-Help Book for Adults with Attention Deficit Disorder. Scribner, New Jersey.
- Quinn, P.O., Maitland, T.L., & Ische, B. (2011).On Your Own: A College Readiness Guide for Teens with ADHD/LD. Magination Press, New York.
- Reid, R., Lienemann, T.O., & Hagaman, J. L. (2013). Strategy Instruction for Students with Learning Disabilities, Second Edition (What Works for Special-Needs Learners).Guilford Press, New York.
- Rodis, P., Garrod, A., & Boscardin, M.L. (2000). Learning Disabilities and Life Stories. Pearson, London.
- Shapiro, J., & Rich, R. (1999). Facing Learning Disabilities in the Adult Years: Understanding Dyslexia, ADHD, Assessment, Intervention, and Research. Oxford University Press, New York.
- Simpson, C., & Spencer, V. (2009). College Success for Students with Learning Disabilities: Strategies and Tips to Make the Most of Your College Experience. Prufrock Press, New Jersey.
- Sonnet, H. (2009). Activities for Adults With Learning Disabilities: Having Fun, Meeting Needs. Jessica Kingsley Publication.
- Subramanyam, A. (Eds). (2023). IPS Specific Learning Disorders: An Indian Perspective. Jaypee Brothers Medical Publishers

Web Resources
https://ldaamerica.org/info/adults-with-learning-disabilities-an-overview/
https://www.ldonline.org/ld-topics/adults-ld/characteristics-adults-specific-learning-disabilities
https://www.readandspell.com/learning-disabilities-in-adults
https://www.ncbi.nlm.nih.gov/pmc/articles/PMC8151592/
https://pubmed.ncbi.nlm.nih.gov/35526492/
https://www.researchgate.net/publication/51778878_The_Impact_of_Learning_Disabilities_on_Adulthood_A_Review_of_the_Evidenced-Based_Literature_for_Research_and_Practice_in_Adult_Education
https://ldaamerica.org/adults/?audience=Adults
https://www.ldac-acta.ca/causes/for-adults/#1513271506760-042f059b-46f3
https://dsf.net.au/CMSPages/GetFile.aspx?guid=b0dcc8a3-daa9-4709-8723-5020b342c63f

ICT & ASSISTIVE TECHNOLOGY

Course Code: C5 **Credit: 02**

Hours: 60

Introduction

This course covers the integration of technology in the teaching learning process of the students with Specific Learning Disability. The focus of the course must be on what the technology device or software does for the individual/student not on the device itself. The units progress from understanding the meaning scope, to the use of technology for teaching and learning and ends with the issues that one faces while dealing with technology.

Objectives

After completing the course, the learners will be able to
• Explain the meaning, scope, and use of technology
• Describe the application of technology
• Use the various types of technology for presenting, engaging and engaging students with SLD in classrooms
• Discuss the trends and issues related to the use of technology

Unit 1: Concept of Technology

1.1 Meaning, need and significance of technology in education of children with SLD
1.2 ICT : Meaning and scope
1.3 Assistive technology (AT): Meaning and scope
1.4 Role & use of AT for children with SLD
1.5 Technology integration vs technology use in the curriculum

Unit 2: Application of Technology

2.1 Implications of use of technology for inclusion
2.2 Application of Technology for lesson planning, creating worksheets, report writing
2.3 SETT (Student, Environment, Task and Tools) Framework and quality indicators of AT
2.4 Computer assisted instructions and Computer managed instructions
2.5 Cybernetics, E-Learning, use of internet and web search

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

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

Unit 4: Technology for Classroom Engagement

4.1 Classroom engagement – Meaning and components

4.2 Reading, Writing & Mathematics - Talking books, recorder, optical character recognition , speech recognition systems, alternative writing surfaces , pencil grips , podcast, proof reading software, talking calculators, electronic math worksheets, fluidity software

4.3 Organising - Sticky notes, highlighter pens, or highlighter tape, graphic organisers, digital organisers

4.4 Types of programmes - Drill & practice, simulations, games, tutorial

4.5 Consideration for selection of programmes and tools in an inclusive class

Unit 5: Trends & Issues in Using Technology
4.1 Digital natives & digital immigrants

4.2 From isolation to inclusion

4.3 Parent/family involvement

4.4 Cyber safety

4.5 Evaluation of impact of technology– Social, ethical, and human

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

Coursework/ Practical/ Field Engagement
• Develop low-cost material for presentation (for teachers)

• Develop low-cost material for engagement

• Develop low-cost material for expression

• Conduct a survey on the kind of assistive technology used in the schools for students with Specific Learning Disability and present the findings

Essential Readings
• Amy, G. D., & Deborah, N. (2011). Assistive Technology in the Classroom:Enhancing the School Experiences of Students with Disabilities. Pearson, London.

• Dian, P. B., & Brian R. B. (2011). Assistive Technology for People with Disabilities. Pearson, London.

• Joan, G. (2011). The Ultimate Guide to Assistive Technology in Special Education: Resources for Education, Intervention, and Rehabilitation. Prufrock Press Inc., Texas.

• Kimberly, S. V. (2005). Teaching by Design: Using Your Computer to Create Materials for Students with Learning Differences. Woodbine House, Bethesda.

• Cook, A.M., & Polgar, J.M. (2012). Essentials of Assistive Technologies. Mosby, Missouri.

• Lever-Duffy, J., & McDonald. J. (2010). Teaching and Learning with Technology. Pearson, London.

• Newby, T.J. (2010). Educational Technology for Teaching and Learning (4th Edition). Pearson, London.

Senjam , S. S.(Ed.) (2021). An Introduction to Assistive Technology. United Kingdom: Nova Science Publishers.

• West. T.G. (2009). In the Mind's Eye: Creative Visual Thinkers, Gifted Dyslexics, and the Rise of Visual Technologies. Prometheus Books, New York.

https://www.readingrockets.org/topics/learning-disabilities/articles/assistive-technology-kids-learning-disabilities-overview

https://www.aicte-india.org/sites/default/files/AT/Assistive%20technology%20for%20learning.pdf

https://www.ldao.ca/introduction-to-ldsadhd/what-helps/assistive-technology/

https://exceptionalchildren.org/blog/sett-framework-and-evaluating-assistive-technology-remotely

THERAPEUTICS AND ASSISTIVE DEVICES

Course Code: C 6   **Credits: 03**
                                                               Hours: 90

Introduction

The purview of Specific Learning Disabilities is very vast and varied. It may include difficulty in language acquisition, reading, writing and mathematical skills. Even within these broad categories there may be manifestations in different areas. The success often relies on a combination of therapeutic and assistive technology. The current course will enable learners to understand the role of these therapeutic and assistive devices. They will be able to define concepts related to therapies and assistive devices, differentiate between the various therapies, their types and the procedures involved. The course aims at enabling the learners to understand the role of these therapies and assistive devices in enhancing the individuals' ability to successfully negotiate the environment and to overcome the disadvantage they are placed in, due to their disability.

Objectives
After completing the course, the learner will be able to
- Define the concept of therapeutics and assistive devices.
- Identify the need for therapeutics and assistive devices.
- Describe different types of therapies and assistive devices.
- Describe how therapeutic and assistive devices can impact the lives of individuals with SLD.
- Explain the importance of collaboration and team work.

Unit 1: Introduction to Therapeutics
1.1   Concept, scope and need for therapeutics
1.2   Types of therapies – occupational therapy, speech and language, and counselling
1.3   Assessment of needs and decision making for therapeutic intervention
1.4   Service delivery models [clinics, in-school]
1.5   Collaboration through multi, inter, trans-disciplinary, and collaborative consultative approach

Unit 2: Occupational Therapy
2.1   Occupational therapy: concept and importance
2.2   Assessment and identification of needs
2.3   Areas of occupational therapy - attention, motor, percepto-motor, sensory integration
2.4   Classroom interventions and use of assistive devices
2.5   Evaluating results, reviewing and setting goals

Unit 3: Speech and Language Therapy
3.1   Speech and language therapy: concept and importance
3.2   Components of speech and language therapy
3.3   Assessment and identification of the needs

3.4   Classroom interventions
3.5   Evaluating results, reviewing and setting goals

Unit 4: Counselling Therapy
4.1   Counselling: concept, importance and scope
4.2   Principles, ethics and basic skills in counseling
4.3   Assessment and identification of the needs
4.4   Therapies in counseling: Behavioural, cognitive, cognitive-behavioural, play therapy, art-based therapies, bibliotherapy
4.5   Classroom intervention, monitoring progress and providing feedback

Unit 5: Assistive Technology
5.1   Assistive Technology: Concept, Importance and Role
5.2   Assessment and Identification of the Needs: SETT framework and WATI framework
5.3   Types of Assistive technologies for specific learning needs: organization, reading, writing, mathematics, language
5.4   Benefits and challenges of using assistive technology
5.5   Information and Communication Technology for individuals with SLD

Transactions

This course will involve direct teaching through lectures to set a base. The students will be expected to use computer laboratory in order to understand the application of software to ensure learning to the maximum extent. Students can make presentations on assessment of needs and use specific child profile to match the appropriate therapeutics and assistive device. Also the success can be evaluated through classroom observations. Visits to institution, clinics and other places where therapeutic interventions and assistive devices can be observed. Students can attend workshops by experts like counsellors, therapists and IT professionals to bridge the gap between the therapy and classroom. They can assist the inclusive classroom teacher to help improvise learning in the classroom by conducting workshops for them. Assignments on need analysis, setting targets, evaluating goals and reporting it to the therapists can be given to the students. Discussions on ethical issues and responsive communication between professionals can be organized. Demonstrations on strategies for classroom intervention using therapy and showing its benefits can be a part of the transaction process.

Practicum/ Field Engagement
- Conduct a collaborative meeting with a therapist to set targets and goals for a student with SLD
- Visit a therapeutic clinic and prepare a report on the visit based on observations of the procedures being followed
- Observe a child in the classroom and report the results pre and post therapy
- Assess a child for assistive technology needs and make recommendations
- Demonstrate 5 techniques or tools used in therapy by either an OT or a ST for in-class intervention
- Conduct a demonstration of a Circle Time for mainstream teachers to help them provide in-class support for a child with counselling needs

- Discuss the benefits of therapy with a parent
- Conduct a workshop for teachers on when and how to make referrals for therapeutic intervention
- Conduct a hands-on workshop for teachers using ICT as an assistive device

Recommended Readings

- Anderson, C., & Van Der, G. A. (2005). Speech and Language Therapy: Issues in professional practice. Whurr, London.
- Creek, J. (2008). The Core Concepts of Occupational Therapy: A Dynamic Framework for Practice. Churchill Livingstone, Edinburgh.
- Feltham, C. (2010). Critical Thinking in Counselling and Psychotherapy. Sage, London.
- Feltham, C., & Horton, I. (2012). The Sage Handbook of Counselling and Psychotherapy. Sage, London.
- Hatcher, C. (2011). Making Collaborative Practice Work: A Model for Teachers and SLTs. J & R Press, Guilford.
- Kersner, M. (2001). Speech and Language Therapy: The Decision Making Process When Working with Children. David Fulton Publishers Ltd., London.
- Paul, R., & Norbury, C. (2012). Language Disorders from Infancy through Adolescence: Listening, Speaking, Reading, Writing, and Communicating (4th ed.). Elsevier, Mosby.
- Pendleton, H, M., & Schultz-Krohn, W. (2013). Pedretti's Occupational Therapy: Practice Skills for Physical Dysfunction (7th ed.). Elsevier, Mosby.
- Raskind, M. H. (2000). Assistive technology for children with learning disabilities. Bridges to Reading (2nd ed.). Schwab Foundation for Learning. San Mateo, CA.
- Raskind, M. H., & Higgins, E. L. (1999). Speaking to Read: The Effects of Speech Recognition Technology on the Reading and Spelling Performance of Children with Learning Disabilities. Annals of Dyslexia, 49, 251-281.
- Schell, B. A. B., Gillen, G., & Scaffa, M., (2014). Willard and Spackman's Occupational Therapy. LWW; Twelfth, New York.
- Speake, J. (2003). How to Identify and Support Children with Speech and Language
- Difficulties. LDA, London.
- Subramanyam, A. (Eds). (2023). IPS Specific Learning Disorders: An Indian Perspective. Jaypee Brothers Medical Publishers

Web Resources
http://www.pbs.org/parents/education/learning-disabilities/strategies-for-learningdisabilities/assistive-technology-devices/
https://www.ldatschool.ca/assistive-technology/
https://www.ncbi.nlm.nih.gov/pmc/articles/PMC5736156/
https://www.jstor.org/stable/1511326
https://files.eric.ed.gov/fulltext/ED593577.pdf

Area D: Enhancing Professional Capacities (EPC) Courses			
Course Code	Course Code	Credit	Hours
D1	Reading and Reflecting on Texts	2	60
D2	Drama and Art in Education	2	60
	Total	**4**	**120**

Reading and Reflecting on Texts

Course code: D1   **Credits: 02**   **Hours: 60**

Introduction

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

Objectives

After completing the course, the learners will be able to

- Discuss the role and importance of literacy in education
- Describe the difference between reading and reading comprehensions and the skills required.
- Narrate about the different types of texts.
- Discuss writing as a processes and a product
- Detail out the procedure for independent writing

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 Literacy of second language & 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, directing, and argumentative
3.3 Responding to text - reports, policy documents, news, editorial, academic articles, advertisement, resume, story books 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

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

Course Work/ Practical/ Field Engagement
• 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

Recommended Readings
• Baniel, A. (2012). Kids beyond limits. Perigee Trade, New York.
• McCormick, S. (1999). Instructing students who have literacy problems.Merrill, New Jersy.
• 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 Jersy.
• 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.
---http://www.asercentre.org
https://www.landmarkoutreach.org/wp-content/uploads/Challs-Stages-of-Reading-Development.pdf
https://www.learner.org/wp-content/uploads/2019/06/RWD.DLU1_.ChallsStages.pdf

DRAMA AND ART IN EDUCATION

Course Code: D2   **Credits: 02**   **Hours: 60**

Introduction: The rich Indian field of art may be translated into our education system to give exposure to a variety of art forms, learning and appreciating it as well as using it within teaching, advocating and sensitizing. This paper is an opportunity to facilitate the art within learners and the lives they impact. The paper also aims to understand modifications and adaptations that can facilitate the participation of individuals with a disability.

Appropriate learning alternatives are to be provided to learners with disability. E.g. as required, a candidate with blindness must get alternative learning opportunities and evaluative tasks for visual art or a candidate with deafness for music art.

Objectives
After completing the course learner 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 at cultural and community events

Unit 1: Introduction to Art Education
1.1 Art and art education: Meaning, scope and perspectives
1.2 Breaking the stereotypes: understanding diversity and different perspectives within artistic expression
1.3 Artistic expression: Creative and emotional expression and regulation
1.4 Power of Art: classroom and beyond (e.g. changing disability narratives, sensitization and advocacy activities)
1.5 Adaptations, modifications, and strategies to facilitate learning and participation in cultural and community settings

Unit 2: Performing Arts: Dance and Music
2.1 Range of activities related to dance and music
2.2 Experiencing, responding and appreciating dance and music
2.3 Exposure to selective basic skills required for dance and music
2.4 Enhancing learning through movement, dance and music: strategies and adaptations
2.5 Adaptations, modifications, and strategies to facilitate participation in cultural and community settings

Unit 3: Performing Arts: Drama
3.1 Range of activities related to performing arts
3.2 Experiencing, responding and appreciating drama
3.3 Exposure to selective basic skills
3.4 Enhancing learning through role plays and drama: strategies and adaptations
3.5 Adaptations, modifications, and strategies to facilitate participation in cultural and community settings

Unit 4: Visual Arts
4.1 Range of activities related to visual arts
4.2 Experiencing, responding and appreciating visual arts
4.3 Exposure to selective basic skills
4.4 Enhancing learning through visual arts: strategies and adaptations

4.5   Adaptations, modifications, and strategies to facilitate participation in cultural and community settings

Unit 5: Media and Electronic Arts
5.1   Range of art activities in media and electronic art forms
5.2   Experiencing, responding and appreciating media and electronic arts
5.3   Role of ICT and exposure to selective basic skills
5.4   Enhancing learning through media and electronic art: strategies and adaptations
5.5   Adaptations, modifications, and strategies to facilitate participation in cultural and community settings

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

Course Work/ Practical/ Field Engagement
- 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
- Develop and implement community sensitisation and awareness activities (e.g. Nukkad natak, art show, awareness campaigns or posters, any other events)
- Using different art forms to change the narrative of disability from "special," or "overcoming", to diversity, an integral part of our cultural narrative, artistic expression
- Review Indian and international disabled artists and companies in different art forms

Recommended Readings
- 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.
- Gair, S. B. (1980). Writing the arts into individualized educational programs. Art Education, 33(8), 8–11.
- 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.
- Nyman, L., &. Jenkins, A. M. (1999). Issues and approaches to art for students with special needs (pp. 142–154).National Art Education Association, Reston, VA.
- 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.

Area E: Practical Related to Pedagogy & Disability Specialisation			
Course Code	Course Code	Credit	Hours
E1	Disability and Inclusion Visits & Writing Reports (Special Schools, Therapy centres, Rehabilitation organisations, and Inclusive Schools) Class room observation	2	60
E2	Disability specialisation-IEP in special schools (ID/SLD)	5	150
E3	Lesson Planning & Development of TLM-group teaching in special schools	6	180
E4	Execution of Lesson (Teaching Practice) subject teaching in regular schools	3	90
E5	Field Engagement / Internship as a Teacher Trainer I	6	180
E6	Field Engagement / Internship as a Teacher Trainer II	6	180
	Total	28	840

Practical Related to Pedagogy & Disability Specialization

Specific Learning Disability

<div align="center">**SPECIFIC LEARNING
DISABILITY(SLD)
DISABILITY AND INCLUSION**</div>

Course Code: E1   **Credits: 02**

Hours: 60

1. Visits organisations working in the area of disabilities (e.g. Special Schools, Therapy centres, Rehabilitation organisations, and Inclusive Schools). Write a report on one organisation of each type (special school, rehabilitation organisation, inclusive school, therapy centre) and submit for evaluation.

2. Class room observation

**Disability
Focus**

**Educational
Setting**

Hrs. (45)

Tasks for the learners   **Description**

SLD   Centres/ inclusive schools/ alternative schools for students with learning challenges

30   Observation of the students with SLD 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 30 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

10

(2 Hrs each in each disability
)

Classroom Observation and Report

Minimum 15 school
Periods.
3 school Periods in each Special school.
 Write a report and submit.

Any
Disability

Inclusive School available in the neighbourhood

5   Classroom Observation and Report

Minimum 8 school Periods Write a report and submit.				

Note:

- *Schedule for practical for E-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/ education, therapy centres or services being provided in the Resource room/ Home based education or vice versa with other disability.*

DISABILITY SPECIALISATION

Course Code: E 2   **Credits: 05**

Hours: 150

Content   **Educational**

Hours   **Tasks for learners**

Individualised teaching
(IEP)

Alternative
school/   Special
school/ Inclusive school

Development of

60   Assess two students with SLD/ learning challenges to diagnose their learning needs. Develop their IEPs and implement at least 20 lessons for each student. Write a report and submit.

teacher made tests
(TMTs)

Institute	60	Develop three TMTs - one each for assessment of process deficits and skill deficit, and one for evaluation of content (subjects). Submit the TMTs.

Administration of   tests   and report writing

Alternative school/   Special school/   Inclusive school

60   Administer three standardised tests to two students with SLD / learning difficulties. Write   assessment reports and submit.

Note:
- *Schedule for the practical shall be included in the timetable and required working days allocated.*
- *The tasks mentioned are essential and the content/hours may be adapted as per feasibility and accessibility.*
- *Assessment, IEP and all lesson plans must be approved by the supervisor before execution.*

LESSON PLANNING & DEVELOPMENT OF TLM

Course Code: E 3   **Credits: 06**

Hours: 180

Sr. No.

**Disability
Focus**

Tasks for the learners   Educational

Setting

Hours Description

1.   General/
      inclusive

Lesson planning and development of TLM for micro teaching

| Institute | 10 | Plan 5 subject teaching lessons for students in general schools using different micro teaching skills. Develop appropriate TLM to teach the planned content as required by the micro skill. |

2.   SLD   Lesson planning and development of TLMs

Special School/Inclusi ve School/ Alternative school/ Clinics

60   Plan 20 lessons for students with SLD/ learning difficulties to teach curricular skills, provide interventions for process deficits, teach co- curricular skills. The lessons must be in different areas and at different levels. Develop appropriate TLM to teach the planned content.

3.   Other disability

Lesson planning and development of TLMs

Special school 25   Plan 10 lessons for students with any disability other than SLD. The 10 lessons must be in different subject areas and for students at different levels. Develop appropriate TLM to teach the planned content.

4.   Inclusion   Lesson planning and development of TLMs

Inclusive school

25   Plan 10 lessons for students in inclusive schools using the UDL framework. The 10 lessons must be in different subject areas and for students in different grades. Develop appropriate TLM to teach the planned content.

Note:
- *Each lesson must be guided by the supervisor to ensure the incorporation of appropriate pedagogy.*
- *Documents of all the lessons taught and the relevant TLM must be made available to the external examiner during the final practical examination.*

EXECUTION OF LESSONS (TEACHING PRACTICE)

Course Code: E 4   **Credits: 03**

Hours: 90

Sr. No.

Disability
Focus

Tasks for the learners   Educational

Setting

Hours   **Description**

1.   General/
      inclusive

Execution of micro teaching lessons

Institute 10 Execute 5 subject teaching lessons for students in general schools using different micro teaching skills using appropriate TLMS.

2. SLD Execution of lessons Special School/Inclusi ve School/ Alternative school/ Clinics

60   Execute 20 lessons for students with SLD/ learning difficulties
        to teach curricular skills,
        provide interventions for process deficits, teach co- curricular skills using appropriate
        TLMs. The lessons must be in different areas and at different levels.

3   Other disability

Execution of lessons	Special school	25	Execute 10 lessons for students with any disability other than SLD using appropriate TLMs. The 10 lessons must be in different subject areas and for students at different levels.

4   Inclusion Execution of lessons   Inclusive school

Note:

25   Execute 10 lessons for students in inclusive schools using the UDL framework. The 10 lessons must be in different
subject areas and for students in different grades. Develop appropriate TLM to teach the planned content.

- 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.

PREPARATION AS A TEACHER EDUCATOR

Course Code: Area E 5

Credits: 08
Hours: 240

In area E1 of the practical, each learner is expected to complete three sets of tasks
1. Prepare and deliver a minimum of four lectures from the prescribed course curriculum for B.Ed. Spl. Ed. – Specific Learning Disability. The chosen lecture topics should be from across the different courses in the syllabus. All lectures content and notes must be approved by the faculty prior to delivering the lectures. The lectures must incorporate innovative teaching methodologies including ICT integration. The lectures shall be supervised and evaluated by the concerned faculty member while it is being taught.
2. Guide the B.Ed. Spl. Ed. trainees to develop the lesson plans for their practice of teaching practical. The learners must guide a minimum of 10 lessons for different B.Ed. Spl. Ed. trainees in different subjects. The guided lessons must be submitted to the faculty for final approval and evaluation.
3. Observe and supervise the B.Ed. Spl. Ed. trainees during their practice of teaching. A minimum of 10 lessons must be supervised using a marking scheme provided by the faculty. A written report for each lesson that is observed must be submitted for evaluation.

DISABILITY SPECIFIC TRAINING

Course Code: E 6:   **Credits: 04**
                                                              Hours: 120

Each learner is expected complete four tasks to gain deeper insights in working with students with SLD

1. Complete case work by working with a student with SLD for a period of one academic year. The learner must assess the student using standardised tests and teacher made tests (TMTs), plan an IEP for a period of one academic year, implement the IEP, monitor progress, and evaluate the student and the IEP under the guidance of a supervisor. The learner shall present the case work and the performance shall be evaluated following a viva vocé.

2. Conduct a systematic observation to identify the behaviours of a student with SLD that requires modification. An observation report along with a behaviour management plan must be submitted for evaluation.

3. Observe the assessment of at least three students with learning difficulties conducted by special educators and/or clinical psychologists and submit an observation report.

4. Assess at least three students with learning challenges using standardised tests and TMTs under the guidance of a supervisor and submit the assessment reports for evaluation.

Area F: Supportive Skills / School Internships			
Course Code	**Course Code**	**Credit**	**Hours**
F1	Supportive skill training -Assistive technology, other accessibility measures	4	120
F2	Internship in disability specialisation	10	300
F3	Internship at Inclusive School	6	180
F4	Internship in Other Disability special school	4	120
	Total	**24**	**720**

Supportive Skills / School Internships
Specific Learning Disability

SUPPORTIVE SKILL TRAINING - ASSISTIVE TECHNOLOGY, OTHER ACCESSIBILITY MEASURES

Course Code: F1   **Credits: 4**   **Hours: 120 hours**

All the practical work in the area E and the internship in Area F require to have the assistive technology and accessibility measures incorporated suitably. The assistive devices, or the assistive technology to be used while transacting the curricular content must be identified. Measures must be taken to fulfill the needs. Use of technology during individualised and group teaching, adoption of teaching used blended mode and simulation of teaching using the technology must be demonstrated. In addition, the following tasks must be undertaken.

Sr. No.

Task for the learners

Hours   **Description**

1   AT and ICT
            use

2   Curriculum adaptation

30   Identify the accessibility needs of students in the given context.
       The learner must conduct the assessment of two students with SLD for the AT and ICT
       needs. Create a plan to incorporate AT and ICT for classroom teaching. Submit a report
       along with the illustrative low-cost devices/ aids.

90   Adapt two chapters in two different subjects at two different levels for students with SLD.
       Submit the curriculum adaptation along with the required aids and TLMs.

INTERNSHIP IN DISABILITY SPECIALISATION

Course Code: F2   **Credits: 10**
Hours: 300

Internship involves placement of the B.Ed. Spl. Ed. learner in a special school for students with learning difficulties / clinic / centre catering to students with SLD for a period of 6 weeks. During the placement the learner is expected to work with students in all the classes ranging from primary school to secondary school. The internship should be guided by faculty supervisor.
The 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. Assessment of students using formal and informal tools and identify the specific learning problems (atleast one in each level/class) and write a comprehensive report .
2. Develop an appropriate individualised educational plan (IEP) (current level, annual goals, short term objectives, methods and material and evaluation) and implement using appropriate method and material/TLM (atleast 7 sessions for each child each session not less than 45 minutes.).
3. Collaborate with the class teachers and plan group teaching lessons for each class in at least two different areas. After getting the lessons plans approved teach in the respective classes. (At least 4 lessons /class).
4. Organise at least one parent training programme, one cultural programme, social event 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 learner.

INTERNSHIP AT INCLUSIVE SCHOOL

Course code: F 3   **Credits: 4**
                                                                  Hours: 120

The internship should be guided by faculty supervisor. The internship will be for 2 weeks. The learner is expected to be present in the placement premises on the working days during the internship. The 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. Assessment of students with special educational needs in the inclusive class using formal and informal tools and identify the specific learning problems (at least two students in different classes), consult the respective class teacher and write a comprehensive report.
2. Develop an appropriate educational programme with accommodation and modification for each of the students. Collaborate with the class teachers and plan group teaching lessons for each inclusive class where the assessed students are placed. (at least two lessons for each student to be taught in inclusive class with all other students).
3. In addition, plan and co teach/team teach with the class teacher in different inclusive classes in at least three different subjects (in each class co teach two lessons.)
4. Organise at least one parent training programme, one cultural programme, social event or sports event in school in consultation with the principal and respective class teacher with inclusion in focus.
5. Any other academic/ cultural activity in the school for which the school authorities seek the involvement of the learner.

INTERNSHIP IN OTHER DISABILITY SPECIAL SCHOOL

Course code: F 4
Credits:6
Hours: 180

The internship will be guided by the course supervisor, lasting for 3 weeks**.** The learner is expected to be present in the placement premises on the working days during the internship.

The learner must carry out the following during the placement period and report after getting the certificate and endorsement of the school authority.

1. Observe the classes. With the help of the class teacher assess at least 3 children with the specific disability using the appropriate tools and write a report.
2. Develop an educational plan, and with the approval of the concerned teacher execute the lessons for the children who were assessed (at least 3 lessons each).
3. Develop at least 5 lessons in suitable class levels in different subjects, get it approved by the teacher and teach the whole class group with the supervision of the class teacher.
4. Organise at least one parent training programme /one cultural programme /social event/ 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 learner.

Area G – Employability Skills			
Course Code	**Title**	**Credit**	**Hours**
G		**2**	**60**
	Total	**2**	**60**

Area H: Dissertation			
Course Code	**Course Code**	**Credit**	**Hours**
H1 & H2	Dissertation*	14	420
	Total	**14**	**420**

*Universities have the flexibility to develop the protocols and work distribution.

Dissertation Guidelines

Every institution, college, or university is entitled to enforce its own regulations and procedures regarding dissertations for postgraduate students. Still, they ought to adhere to the following framework:

- Clearly communicate the expectations for the dissertation in terms of scope, justification, implications, and importance of originality and contribution to the field and make them identify key theories, methodologies, and gaps in existing research.
- Provide a structure outlining the requirements, format, assessment criteria, data collection methods and tools.
- Develop a realistic timeline for the dissertation process, including milestones for proposal submission, literature review completion, data collection, analysis, and final submission and a mechanism for regular review of the progress.
- Emphasize the importance of ethical research practices and follow them stringently.
- Share relevant resources and literature based on the latest developments in the field of specialization and ensure that the final draft adheres to general guidelines and quality standards.
- Disseminate the outcomes and publish the research findings.

Area I - Elective Courses			
Note: Any one of the following courses from I 1 to I 3 to be offered			
Course Code	**Title**	**Credit**	**Hours**
I 1	Educational Management	2	60
I 2	Educational Technology	2	60
I 3	Guidance and Counseling	2	60
Total		**2**	**60**

Educational Management

Course Code: I 1   Credits:02   Hours: 60

Introduction

Educational management is a field of study and practice concerned with the operation of educational organizations. The field draws links from diverse disciplines such as economics, general management & Information technology. The course content included in the present program hence includes inputs from varied disciplines and is envisaged to equip the learners to understand and know- how's of managing educational institutes on the basis of total quality management principles.

Objectives

After completing the course, the learners will be able to

- Explain the basic concepts and fundamental areas of management
- Describe the skills required for enhancing institutional quality for sustained development
- Enumerate the skills required for capacity building of human resources
- Explain the skills needed to manage data for various information management processes
- Prepare cost effective budgets, proposals and describe ways of managing financial resources

Unit1: Educational Management: An Overview
    1.1 Definition &Concept
        1.1.1   Management as an art, science, organization, person, and a discipline
        1.1.2   Functions and skills of educational management
        1.1.3   Principles, process, and models of educational management
    1.2   Approaches to and theories of management
    1.3   Styles of management: autocratic, laissez-faire, transactional, contingency
    1.4   Leader *vs.* Manager: Role competencies
    1.5   Educational leadership and educational system

        1.5.1   Concept, characteristics, and factors /skills of leadership
        1.5.2   Theories of educational leadership
        1.5.3   Types of educational leadership

Unit 2: Total Quality Management (TQM) in Education

        2.1   Concept of Quality and issues in quality management of educational institutes
        2.2   Educational applications of TQM
        2.3   Assessment of educational institutions
        2.4   Strategic planning & sustainable development
    2.5   Implementing TQM

Unit3: Human Resource Management
    3.1   Manpower planning, talent acquisition & management

3.2   Employee benefits, welfare and performance appraisal systems-360 degree approach.

3.3   Training, development, and capacity building

3.4   Organisational behaviour; climate and culture

3.5   Individual & group dynamics, conflict management & negotiations

Unit 4: Educational Management Information Systems (EMIS)

4.1   Need, relevance and national agencies for EMIS

4.2 Internal & external stakeholders of EMIS

4.3   Tools & process for collecting and disseminating data & using information

4.4   Constituting indicators & data monitoring plans

4.5   Dissemination, distribution &publication of data

Unit5: Financial Management

5.1   Need and importance of financial management in educational institutes

5.2   Basic concepts in accounting

5.3   Importance and types of budgeting

5.4 Resource mobilization and allocation

5.5   Proposal writing for funding in educational institutes

Transaction

Lectures, Field visits, Self-study

Course Work/Field Work

- Proposal writing for fund raising of an educational institution
- Review performance appraisals from 2 educational institutions one each from a teacher training college and other from special school

Recommended Readings

- Bhardwaj, K. S., (2014). Human Resource Development in Education. Partridge Publication, Gurgaon.
- Bush, T., & Paul, L. S. (2006). Principles and Practice of Educational Management. Chapman A Sage Publications Company, London.
- Chatterjee, B. K. (2011). Finance for Non–Finance Managers. Jaico Publishing House, New Delhi.
- Deshmukh,A.V.,&Naik.A.P.(2010).EducationalManagement.HimalayaPublishing
- House Pvt. Ltd., Mumbai.
- Dessler, G. (2012). Human Resource Management. Prentice Hall, London.
- Dimmock, C. (2012). Leadership in Education: Concept, Themes and Impact. Routledge, New York.
- Kumar, H. U. (2012). Education and Human Resource management **ISBN:** 9780198076681
- Leithwood,K.,&Jantzi,D.(1999).Changing Leadership for Changing Times. Open University Press, London.

- Lewls, T.(2012).Financial Management Essentials: A Handbook for NGOs.
- Mathis, R.L.,& Jackson, J.H.(2010).Human resource management(13thed.).
- Mehta, D. (2022). Educational Administration. PHI Learning Private Limited. New Delhi
- Mohanty, J. (2008). Educational Administration, Supervision and School Management (2nd Revised and Enlarged Edition)
- Mukhopadhyay, M. (2011). Total Quality Management in Education. Sage publications India Pvt. Ltd. NewDelhi.
- Nkomo, S.M., Fottler, M.D., & McAfee, R. B. (2010). Human resource management applications: Cases, exercises, and skill builders(7thed.).
- Pande, S.,& Basak, S.(2012).Human Resource Management. Text and Cases. Amazon Digital South Asia Services, Inc.
- Rajni Bala (2006). Education Planning and Development. Alfa Publications. New Delhi.
- Rao, N. P. (2011). Education and Human Resource Management ISBN 10: 8170247330 - ISBN 13: 9788170247333 - APH Publishing Corporation – New Delhi
- Rayner, S. (2007). Managing Special and Inclusive Education. Sage Publications Ltd. London.
- Rao, V. K. R. V. (1966). Education and human resource development. Allied Publishers, Bombay.
- Senge, P. (2007).A Fifth discipline resource. Schools that lead: Nicholas Brealey Publishing, London.
- Shapi, J.(N.K).Writing a Funding Proposal.
- Ulrich,D.,& Brockbank,W.(2005).The HR Value Proposition. Boston: Harvard Business School Press.(ISBN-13:978-1591397076 or ISBN-10:1591397073)

Web references

https://online.marymount.edu/what-is-educational-leadership

https://www.researchgate.net/publication/256303007_Educational_leadership_and_management_in_an_international_school_context

EDUCATIONAL TECHNOLOGY

Course Code: I 2   **Credits: 02**   **Hours: 60**

Objectives:
After completing the course teacher educators will be able to
- Explain the meaning, nature, scope and evolution of ET and ICT in education.
- Examine the teaching-learning system and potential of ICT and its effectiveness in education.
- Design, develop and use various digital teaching learning resources.
- Integrate suitable ICT effectively in teaching-learning evaluation, administration and other learning support systems.

Unit 1: Educational Technology

1.1 Definition and Scope of Educational Technology in special and inclusive education;
1.2 Need and Role of Educational Technologists in India
1.3 Growth of conceptual framework of Educational Technology: ET1, ET2, ET3 …
1.4 Methods & Models Instructional designs
1.5 Critical Issues in ICT: Globalisation, Legal, Ethical, and Socio-political issues

Unit 2: Communication and Teaching-Learning Resources

2.1 Concept and Principles of Instructional Technology; Communicative Skills & ICT
2.2 Communication Process; Use of Communication Technologies in the teaching-learning process.
2.3 Non-digital teaching-learning resources (eg. TV, Radio, Audio-Visual Resources).
2.4 Digital teaching learning resources (eg. Online Libraries, Repositories of Presentations, Video Lectures, digital materials).
2.5 Digital Literacy: Concerns and Challenges

Unit 3: Use of ICT in Various Aspects of Education

3.1 ICT in Educational Research (ICT Tools for locating literature; data collection, data analysis etc.)
3.2 ICT for assessment of/for learning
3.3 ICT & Accessibility Issues
3.4 ICT Resources for Designing an Online Course or Digital Learning Content
3.5 Learning Management Systems (LMS): Concept, standards, its application in education

Unit 4: ICT and Open Access

4.1 Open access: Meaning, Issues and policies
4.2 ICT & IPR: copyright, trademarks, patents and exceptions for PwDs;
4.3 OER in Education – Conceptual Issues, benefits and Repositories
4.4 Policies and other documents on ICT in School and Teacher Education
4.5 Potentials of ICT for equitable education - Access, participation, Skill Development and lifelong learning

Unit 5: E-Learning & Learning Management

5.1 E-Learning: Nature and Types
5.2 Developing e-content/learning objects: Design and technical aspect

5.3 Continuous Professional Development (CPD) of teachers through MOOC, webinars, etc.

5.4 National Initiatives on E-learning and ICT Integrated Education

5.5 Guidelines for the development of an e-learning course and content

Course Work/ Practical/ Field Engagement

VI.   Prepare a video lecture of 15 minutes using accessibility features

VII.   PPT by inserting photos and videos on a topic of your choice

VIII.   Create your email account as well as design a blog

IX.   Enrol and complete MOOC courses in Swayam Portal related with teacher education

X.   Write a review paper on MOOC programmes or other National Initiatives on e-learning

XI.   Prepare and plan an educational display on a bulletin board using charts, diagrams, graphs, posters, cartoons and comics

XII.   Prepare a storyboard in any one unit of a subject for a child with disability

XIII.   Present or publish a research paper on the application of ICT in education

XIV.   Seminar on issues in the application of ICT in inclusive education

Suggested Readings:

- Abbott, C. (2001). ICT: Changing Education. London: Routledge Falmer. (chap 3&7; pg. 28-44, 102-118)

- Bates, A. (2015). Teaching in a digital age. Retrieved from http://opentextbc.ca/teachinginadigitalage/ Brooks, D. W., & Nolan ,D. E., & Gallagher, S. M. (2002). Web-Teaching: A Guide to Designing Interactive Teaching for the World Wide Web (Second ed.). New York: Kluwer Academic Publishers. (chap 1-6, 10, 15,16; pg 1-106, 169-182, 235-264)

- Dunn, L., Morgan, C., O'Reilly, M., & Parry, S. (2004). The student assessment handbook: New directions in Traditional and online assessment. London: Routledge Falmer, Taylor & Francis Group. (chap 6,13,16,17; pg 41-46,105-120,143-170)

- Fallows , S., & Bhanot, R. (2002). Educational Development through Information and Communications Technology. London: Kogan Page. (chap 1, 9, 11-13, 17,18; pg. 1-7, 100-112, 122-149, 182-209)

- Kats , Y. (2010). Learning Management System Technologies and Software Solutions for Online Teaching: Tools and Applications. New York: Information Science Reference. (chap 1- 4,7,16; pg. 1-80, 120-137,291-313)

- Reddi, U. V. (Ed.). (2003). Educational Multimedia: A Handbook for Teacher-Developers. New Delhi: Commonwealth Educational Media Centre for Asia. (chap 5-9, pg. 27-62)

- Song, H. &. (2010). Handbook of Research on Human Performance and Instructional Technology. Hershey: Information Science Reference. (chap 7; pg. 119-130)

- Bracey , B., & Culver , T. (Eds.). (2005). Harnessing the Potential of ICT for Education: A Multistakeholder Approach. New York: The United Nations Information and Communication Technologies Task Force. (pg. 32-62, 153-158 & 185-190)

- Dabbagh, N. (2005). Pedagogical models for E-Learning: A theory-based design framework. International Journal of Technology in Teaching and Learning, 1(1), 25-44.

- Florian, L., & Hegarty, J. (Eds.). (2004). ICT and Special Educational Needs: A tool for inclusion . Berkshire: Open University Press. (chap 1; 7-20)

- Kasinathan, G. (2009). ICTs in School Education - Outsourced versus Integrated Approach, Policy Brief. Retrieved August 10, 2011, from IT for Change: https://www.itschool.gov.in/pdf/Study_by_IT4Change_Bangalore1307.10.pdf

- Koehler, M. J., & Mishra, P. (2009). What is technological pedagogical content knowledge? Contemporary Issues in Technology and Teacher Education, 9(1), 60-70.

- Kwan, R., Fox , R., Chan , F. T., & Tsang , P. (Eds.). (2008). Enhancing Learning Through Technology: Research on Emerging Technologies and Pedagogies . Singapore: World Scientific Publishing. (chap 1,13; pg. 1-16,201-216) 3

- Leask, M. (Ed.). (2001). Issues in Teaching using ICT. London : Routledge Falmer. (chap 1,8; pg. 3-14, 105-115)

- Mishra, P., & Koehler, M. J. (2006). Technological Pedagogical Content Knowledge: A framework for teacher knowledge. Teachers College Record, 108(6), 1017-1054. doi: 10.1111/j.1467-9620.2006.00684.x.

- Monteith, M. (Ed.). (2004). ICT for Curriculum Enhancement. Bristol : Intellect Books. (chap 2,3,8,9; pg. 26-56, 113-139) Pritchard, A. (2007). Effective Teaching with Internet Technolog

- Mukhopadhyay, M (1990). Educational Technology Challenging Issues. Sterlings Publisher's Pvt. Ltd. New Delhi.

- Rosenberg, M.J. (2001). E-Learning. McGraw Hill, New York.

Guidance & Counselling

Course Code: I 3   **Credits: 02**   **Hours: 60**

Introduction: Guidance and counselling are vital in supporting individuals with disabilities and their families to deal with their environment on a daily basis, as well as explore opportunities and plan for the future. This paper will empower the learners of this course to understand guidance and counselling, the types and context of counselling and apply the counselling and guidance skills to help students and their families as well as to create a supportive environment around them.

Objectives: After completing this course, the learner will be able to
- Appreciate the issues of 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 across different settings.
- Analyze the concerns faced by individuals with disabilities and their families in the contemporary world.

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 the learner with families of individuals with disabilities
1.4 Role of the learner with individuals with disabilities
1.5 Ethical and legal considerations

Unit 2: Micro Skills of Counselling
2.1 Building a positive environment, safe space and relationship
2.2 Non-judgemental and unconditional acceptance
2.3 Active listening (Verbal and Nonverbal)
2.4 Empathetic Responding
2.5 Building cultural and contextual sensitivity

Unit 3: Building Competency and Enhancing Skills in Settings
 3.1 Promoting autonomy and choices
3.2 Building self-esteem and self-confidence
 3.3 Promoting positive mental health and wellbeing
 3.4 Empowering individuals with disabilities to advocate
 3.5 Need and means for referrals, collaboration and community engagement

Unit 4: Guidance and Counselling across Settings
4.1 Formal school and informal educational setups
4.2 Vocational and Employment Setups
4.3 Residential, assisted living centres
4.4 Career Guidance and Legal Rights
4.5 Understanding intersectionality (gender and sexuality, region, religion and caste, socioeconomics and culture etc.)

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 Role of peers, staff, and family
5.5 Accessibility to mental health, legal and allied services

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.

Course Work/ Practical/ Field Engagement
- Observation of counselling sessions with persons with disabilities and their families
- Role plays of a parent counselling session
- 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.

Recommended Readings
- Kapunan, R.R. (2004). Fundamentals of Guidance and Counselling. Rex Printing Company, Phillipines.
- Mehrotra, N (2016). A resource book on disability studies in India, https://www.jnu.ac.in/Faculty/nilika/A%20READER%20ON%20DISABILITY%20STUDIES%20IN%20INDIA.pdf
- Naik, P.S. (2013). Counselling Skills for Educationists. New Delhi: Soujanya Books.
- Nayak, A.K. (1997). Guidance and Counselling. New Delhi: APH Publishing.
- Pal, O.B. (2011). Educational and Vocational Guidance and Counselling. Soujanya Books, New Delhi.
- Rao, V. K., & Reddy, R.S. (2003). Academic Environment: Advice, Counsel and Activities. New Delhi: Soujanya Books.
- Shah, A. (2008). Basics in Guidance and Counselling. New Delhi: Global Vision Publishing House.
- Sharma, V.K. (2022). Administration and Training of Educational and Vocational Guidance. New Delhi: Soujanya Books.

Web resources
https://egyankosh.ac.in/bitstream/123456789/46291/1/BESE-132B4E.pdf
https://www.niepid.nic.in/Protocol_Psy.pdf
https://www.mheducation.co.in/counselling-and-guidance-9781259005077-india