

Curriculum Framework

**Bachelor of Art/Bachelor of Commerce/
Bachelor of Science Bachelor of Education Special Education
B.A./B.Com./B.Sc.B.Ed.Spl.Ed.**

Norms, Regulations & Course Content

March,2017

**Effective from Academic Session 2017-18
Four Years Duration**



**Rehabilitation Council 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

GENERAL REGULATIONS OF B. A. / B.COM. / B.SC. B.Ed. SPECIAL EDUCATION

04 YEAR INTEGRATED PROGRAMME

Preamble

“The Constitution of India ensures equality, freedom, justice and dignity of all individuals and implicitly mandates an inclusive society for all including persons with disabilities.” Indeed, it is universally recognized now that persons with disabilities constitute valuable human resources for societies. Meaningful education alone can enable them to face the challenges of life effectively, participate actively in community activities and thus become useful assets. The inception of the Rights of Persons with Disabilities Act, 2016 (RPwD Act 2016), is a milestone to work out best strategies to implement the Act in comprehensive manner for the empowerment of Divyangjan of India. The new provisions & categories of disabilities, have been made in accordance with the recommendation of UN Convention held in 2006, wherein India was also a signatory and ratified to these mandates. The RPwD Act, 2016 is a benchmark towards making Inclusion a reality. It is, therefore, incumbent upon us all to redouble our efforts with utmost vigour and sincerity to create educationally enabling environments for our children with disabilities. The UN Convention on the Rights of Persons with Disabilities which our Government has already ratified in October 2007 recognizes through Article 24, the right of persons with disabilities to education. For realizing this right, the Convention calls upon Member-States, inter-alia, to ensure that children with disabilities are not excluded from free and compulsory primary and secondary education, on the basis of disability and that they receive ‘effective individualized support measures in environments that maximize academic and social development, consistent with the goal of full inclusion’.

In the light of the Sustainable Development Goals efforts are under way to equalize educational opportunities and in the case of children with disabilities, inclusive schools, special schools and other options are available for education as per the Right to Education Act 2009 and the Rights of Persons with Disabilities Act, 2016, to reach out to all children with special needs and special schools have also been recognized as basic human right for every child with disability. In India, several models of integrated education and inclusion were practiced in the past, but the coverage of children with

disabilities in general stream is far from satisfactory. For making inclusion successful many parameters should be applied and Human Resource Development is one of the vital ingredients to make inclusion successful. With a view to strengthen Human Resource Development in the areas of disability, Government of India through an Act of Parliament established Rehabilitation Council of India (RCI) in 1992. Though significant achievements have been made in human resources development, the availability of Special Teachers is far lesser than the huge demand.

As per Census 2011 in India, out of 121 Cr. populations, about 2.68 Cr. persons are “disabled” which is 2.21 percent of the total population. In the era where “Inclusive development” is being emphasized as the right path towards sustainable development, focused initiatives for the welfare of persons with disabilities are essential. This emphasizes the need for strengthening disability statistics in the country.

Para 48 of the National Policy for Persons with Disabilities, seeks to ensure “that every child with disability has access to appropriate pre-school, primary and secondary level education by 2020.” In order to work towards realizing this huge target, we need a large cadre of appropriately and adequately trained teachers, apart from other requisite support services and technologies. Our teachers have to play a decisive role in bringing about a qualitative change in the lives of persons with disabilities. They have to imbibe the desired positive attitudes towards disability, viewing it as a special challenge to human ingenuity and resourcefulness and not a terrible affliction or obstruction. They have to understand the real meaning of inclusion--a basic mindset, a philosophy of life and not just a matter of rhetoric or a cliché. And, of course, they have to acquire all necessary knowledge and skills for successful and efficient discharge of their onerous responsibilities.

With this backdrop the current Integrated B.A/B.Com/B.Sc B.Ed Special Education is revisited. After a lot of brainstorming and expert deliberations, this curriculum has been developed with the prime intention to empower special educators /educators to ensure education of students with disabilities in an Inclusive, Right based and barrier free environment. The proposed Integrated B.A/B.Com/B.Sc B.Ed Special Education course seeks to fulfil this important goal--preparing competent, creative, committed and confident teachers of children with disabilities. The curriculum attempts at striking a

balance between core knowledge (theory and pedagogy) and skills; cross disability knowledge and skills, as well as disability specific knowledge and skills. The role of special educators has changed drastically, with a shift from direct provider of instruction to facilitator and consultant. A teacher would need the first set of skills to develop a basic understanding of curriculum transaction and content pedagogical knowledge as well as change agent, collaboration, communication and time management skills. Provision of the second set would be required, since cross disability expertise is more relevant within the framework of inclusion; and a teacher would need the third set to specialise in one of the disabilities particularly for serving the needs of children with specific disability in Inclusive as well as special setting.

Inclusion is at the educational centre stage today and hence the role of special and general teachers need to be operationalized systematically. To give the program more pragmatic relevance, issues related to projected needs, employability, career and higher education options and entry level eligibility are given serious consideration so the opportunities for a special educator are at par with teachers in general education. It is expected that so far

separated general and special education would initiate more bilateral collaborations with each other to fulfil the global objective of EDUCATION FOR ALL.

2. Aims of the Programme

The **B A. / B.Com. / B.Sc. B.Ed. Special Education** programme aims to prepare teachers for children with special needs for various educational settings. The programme will prepare human resources to acquire both content knowledge and pedagogical skills to teach all children.

The objectives of B A/B.Com / B.Sc. B.Ed. Special Education Integrated programme are:

- To develop holistic perspectives which will help to student teacher to understand special needs in the context of education and its relationship with society, culture, economy, polity and history.
- To inculcate in every student teacher a sense of responsibility towards the society and respect for human life and dignity.
- To develop their overall personality and enhance their abilities to address intricate and complex educational related problems.
- To develop inter-disciplinary enquiry and practical skills for implementing child centred pedagogy.
- To develop skills for collaboration with various stakeholders.

- To acquire competence to teach and train children with benchmark disability in schools.

3. Areas of Disability Covered

- Autism Spectrum Disorder
- Blindness
- Low Vision
- Locomotor Disability
- Cerebral Palsy
- Deafblindness
- Hearing Impairment
- Intellectual Disability Specific Learning Disability, and
- Multiple Disability

4. Duration of the Programme

The duration of the course is 04 Academic Years (8 Semesters)

5. Eligibility for Admission

Candidates with atleast 50% marks in the senior secondary / + 2 or its equivalent are eligible for admission, considering the uniqueness of the programme, there is no exit facility at the end of third year. Therefore, every student should compulsorily complete four years once they decide to pursue this programme. Relaxation and reservation as per respective government norms.

6. Teacher-Student Ratio

The staff-student ratio in the area of **B A. / B.Com. / B.Sc. B.Ed. Special Education** programme may be 1:15. Considering the infrastructural facilities needed for Special Education and based on the tasks such as supervising practicum, a maximum number of 30 students in each group may be admitted for the Integrated B.A/B.Com./B.Sc. B.Ed. Special Education.

7. Faculty Requirement

Phase/Year	No of Faculty	Disability Specialization	No of Faculty for Common Paper	Guest / Visiting Faculty
1 st	04	02 01-Intellectual Disability & 01-Learning Disability	02	Physiotherapist, Occupational Therapist, Speech Therapist, Medical Professional
2 nd	02	01-Visual Impairment, 01-Hearing Impairment	-	Orientation and Mobility Trainer, Sign Language Specialist, Speech and Audiologist
3 rd	01	1Multiple Disability	-	Physiotherapist, Occupational Therapist, Speech Therapist, Orthotic and Prosthetic Specialist
4 th	01	1- Autism Spectrum Disorder	-	Sensory Integration Therapist and Speech, Clinical Psychologist Therapist, Yoga and Music Therapist
Total	07			

Professor	Associate Professor	Assistant Professor
-	01	06

The content of B.A./B.Com./B.Sc. should be as per the norms of respective University. B.Ed. Special Education content shall be as per RCI norms.

(Note: 1 Faculty can be utilized for teaching in a flexible manner so as to optimize academic expertise available. Depending on the areas of specialization and workload the faculty shall be shared between the various teaching education programmes offered by the institution).

(Note:2 Faculty of different discipline B.A./B.Com./B.Sc. will be utilized from existing department of the university as per UGC).

8. Infrastructural Facilities

Any University offering **Integrated B A. / B.Com. / B.Sc. B.Ed. Special Education** programme should have necessary infrastructural facilities such as, psychology laboratory, science laboratory, language laboratory, computer room, library etc. as per UGC norms for conducting B.A/ B.Com /B.Sc programme. The University should have an MoU with Inclusive Schools and other learning environment which will provide the student teachers with experiential learning to address diversity. In addition to the Infrastructural facilities, Resource room, Aids appliances and tools necessary for the specialization concerned should also be available.

8.1 Intellectual Disability

Devices and Materials Required

- LCD
- Computer with appropriate software
- Digital Recorder
- Smart Board and Black Board
- Teaching Material (Demonstration)
- Psychological test material set (for demonstration)
- Communication Board
- Play Therapy equipment set (for demonstration)
- iPad/ Smart Table

Specific Learning Disabilities

Devices and Material Required ;

Audio visual materials

Sensory training material

Text books of all school subjects i.e. language, maths, science, history, geography, environmental sciences,

- General knowledge books and Encyclopaedias

- Educational Materials like games, puzzles, reading material worksheets etc.
- Montessori Equipment
- Computer Aided Instructions
- Art craft materials
- Case Studies of students with Specific Learning Disability
- Audio Books
- Sensory training material
- Smart Apps, Smart Phones
- Screens
- Graphic Organisers
- Alternative Keyboards

Tests:

- a. Weschlers intelligence scale
- b. Bender: Gestalt V- M. Test
- c. P.P.V.Test
- d. Indian Adaptation of Stanford Binet Test of Intelligence by S.P.Kulshresta
- e. Marianne Frostig Test of Visuo Motor Perception
- f. Aston Index for Screening children with Learning Difficulties
- g. Behavioural checklist to screen the L.D.(BCSLD)
- h. Test of Thinking Strategies
- i. Diagnostic Test of Learning Disabilities (g, h, i, j, are by Dr. S. Swarup and Dr. D. H. Mehta –Centre of Special Education, SNDT Women's University, Mumbai)

Hearing Impairment

Aids and Appliances Required

1. Portable Audiometer
2. Diagnostic Audiometer
3. Speech Trainer
4. Digital Recorder
5. Individualized Hearing Aids (BTE, ITC,CIC etc.)
6. Ear Moulds
7. Hard Wire Sysytem
- 8.. Clinical Psychology test material
 - a) Bhatia's Battery Performance Test
 - b) Binet-Kamath's Test of Intelligence
 - c) Seguin Form Board
 - d) Draw-A-Man Test
 - e) Denver's Developmental Screening Test
 - f)Chatterjee's Non-Language Preference Record
 - g) Benton's Visual Retention Test
 - h) Minnesota Multi-phasic Personality Inventory
9. Mirrors – 4
10. Toys and Play Material
11. Ear Model and Larynx Model
12. Any other appropriate materials

Visual Impairment

Aids and Appliances Required

1. Braille slate and stylus
2. Braillers (Taj or Perkins)
3. Mathematical devices (Abacus, Taylor frame, Geometric device, tactile graphics.)
4. Tactile Aids (including the use of relief papers for preparing geometrical figures)
5. Reading readiness material.
6. An embossed political map of the World with the use of threads.
7. A Physical feature map of Asia.
8. Braille Embosser
9. Inch and Centimeter graph sheets using the Brailler.
10. A kit to develop the visual efficiency of a low vision child.
11. A kit for low vision assessment.
12. Materials for adapted physical education.
13. Optical and non-optical devices for low vision.
14. Teaching learning materials for teaching various subjects.
15. Mobility canes.
16. ICT device
17. Smart Apps, Smart Phone

Locomotor Impairment & Cerebral Palsy

Space, Devices and Material Required

(A) Locomotor Impairment

1. Prosthesis (UL & LL)
2. Orthosis (UL & LL)
3. Wheel Chair
4. ICT based Learning Aids

(B) Cerebral Palsy

1. Learning and functional Aids
2. Achievement Tests
3. Adaptive equipments for teaching activities for daily living
4. Peg Boards (Fine Motor Activity), Hand Gym, Grippers
5. Assessment Tools - Wee FIM/FIM and GMFM (Gross Motor Function Measure)

(C) General

1. Rexine mats and bolsters, wedges, low stools, therapy balls, balance board for physical management Samples of 10 mobility aids - crutches, walkers, wheelchairs
2. Samples of prosthetic and orthotic appliances (in centres where there are no referral centres such as Rehabilitation Unit such as NILD, DDRC Samples of adaptive furniture and wheelchairs - cut-out trays, floor tables, adaptive seating
3. Samples of material used for ADL (mealtime management, bathing, use of toilet, dressing etc.)
4. Samples of Alternative and Augmentative Communication devices - display boards message books, Voice Output communication Aids (VOCAS),

5. ICT systems for persons with complex communication needs and severe physical disabilities
6. Mirror
7. Sensory Stimulation Toys
8. Assessment tests and checklists on all developmental areas
9. Audio-visuals on assessment and intervention

Autism Spectrum Disorder

Assessment & teaching material

- Diagnostic & Statistical Manual-Revised (DSM-V)
- International Classification of Diseases-(ICD-10)
- Modified Checklist for Autism in Toddlers (M-CHAT)
- Childhood Autism Rating Scale (CARS)
- Asperger Syndrome Diagnostic Scale
- Language Assessment Tool (LAT-NIMH)
- Assessment of Basic Language & Learning Skills
- Resource Books on Makaton Signs & Symbols (Indian Version)
- Picture Exchange Communication System (PECS)
- Directory of Sign Language (Ram Krishna Mission)
- Indian Scale for Assessment of Autism (ISAA)

9. Award of Degree

As per UGC Specifications:

Bachelor of Arts Bachelor of Education (Special Education)

OR

Bachelor of Commerce Bachelor of Education (Special Education)

OR

Bachelor of Science Bachelor of Education (Special Education)

The students also will be awarded degree for B.A./B.Com/B.Sc. B.Ed.Spl.Ed. at the end of 4th Year.

10. Certification as a Registered Professional

Passed out candidates will get registered as “**Special Educator**” in Developmental Disabilities/ Sensory Impairment in Central Rehabilitation Register of Rehabilitation Council of India.

11. Scope of the Course

The programme is focused on providing Bachelor's Degree i.e., B.A. /B.Com./B.Sc. along with B.Ed. Special Education. Students will be trained to deal with the special educational needs of children across disabilities. This will help to develop skilled rehabilitation professionals “**Special Educator (Special Education)**” as per the demands of Inclusive Education and Right to Education Act 2009. Passed out candidates

may work as Special Educators in various Special/Regular/Integrated/Inclusive schools, National & International NGO's also be a member of Rehabilitation Centre/ Hospital.

12. Eligibility to Offer this programme:

Only University shall be permitted to offer this programme.

COURSE WISE PROGRAMME STRUCTURE BACHELOR OF EDUCATION SPECIAL EDUCATION

FIRST SEMESTER

Course Title	Lectures (L) Hours Per Week	Tutorial (T) Hours Per Week	Practical (P) Hours Per Week	Total Hours	Total Credit
Nature and Needs of Various Disabilities	3	1	-	60	4
Family, Community and Children with Disabilities	3	1	-	60	4
Educational Psychology and Persons with Disabilities-I	1	1	-	30	2
Practical: • Institutions visit	-	-	2	30	1
Total				180	11

SECOND SEMESTER

Educational Psychology and Persons with Disabilities-II	1	1	-	30	2
Educational Planning and Management, Curriculum Designing and Research	3	1	-	60	4
Cotemporary India and Education	3	1	-	60	4
Practical: • Psychology Practical	-	-	2	30	1
Total				180	11
Summer Internship I (Intellectual Disability)					

THIRD SEMESTER

Assessment and Curriculum Planning for Students with Intellectual Disability	3	1	-	60	4
Learning Disabilities: Introduction and Assessment	3	1	-	60	4
Practical: <ul style="list-style-type: none"> Intellectual Disability- IEP (01 Mild & 01 Moderate) 	-	-	2	30	1
Practical: <ul style="list-style-type: none"> Learning Disabilities- Curricular Adaptation 	-	-	2	30	1
<ul style="list-style-type: none"> Practical: Behaviour Modification 	-	-	2	30	1
Total				210	11

FOURTH SEMESTER

Introduction and Perspectives of Hearing and Visual Impairment	3	1	-	60	4
Education and Curricular Practices for Children with Hearing Impairment	3	1	-	60	4
Practical: <ul style="list-style-type: none"> Hearing Impairment- Audiometry and Hearing Aid 	-	-	4	60	2
Practical: <ul style="list-style-type: none"> Hearing Impairment – Speech 	-	-	4	60	2
Total				240	12
Summer Internship II (Hearing Impairment)					

FIFTH SEMESTER

Introduction to Autism Spectrum Disorders, Assessment and Curriculum Planning	3	1	-	60	4
Education and Curricular Practices for Children with Visual Impairment	3	1	-	60	4
Practical: <ul style="list-style-type: none"> Visual Impairment - Orientation and Mobility 	-	-	4	60	2
Total				180	10

SIXTH SEMESTER

Introduction to Locomotor Impairment, Cerebral Palsy and Multiple Disabilities	3	1	-	60	4
Assessment Intervention and Teaching Strategies for Students with Locomotor Impairment, Cerebral Palsy and Multiple Disabilities	3	1	-	60	4
Practical: <ul style="list-style-type: none"> Locomotor Impairment & Cerebral Palsy 	-	-	4	60	2
Practical: <ul style="list-style-type: none"> Visual Impairment- Braille 	-	-	4	60	2
Total				240	12
Summer Internship III (Visual Impairment)					

SEVENTH SEMESTER

Inclusive ducation	3	1	-	60	4
Teaching Strategies for Children with ASD	3	1	-	60	4
Teaching of English/ fgUnhf`k{k.kizfof/k@laLd`rf`k{k.kizfof/k	3	1	-	60	4
Teaching of Mathematics/ Teaching of Science/ Teaching of Social Science/Commerce	3	1	-	60	4
Practical: • Micro Teaching Skills	-	-	2	30	1
Practical: • Lesson plans in English/ fgUnhf`k{k.kizfof/k@ laLd`rf`k{k.kizfof/k	-	-	2	30	1
Practical: • Lesson plans in Mathematics/ Teaching of Science/ Teaching of Social Science/Commerce	-	-	2	30	1
Practical: • Multiple Disabilities	-	-	4	60	2
Total				390	21

EIGHTH SEMESTER**SPECIALIZATION PAPER****SENSORY IMPAIRMENT (VISUAL IMPAIRMENT& HEARING IMPAIRMENT)**

Drama and Art in Education	1	1	-	30	2
Application of ICT in Classroom	1	1	-	30	2
Technology and Education of Sensory Impairment	3	1	-	60	4
Braille and Assistive Devices	1	1	-	30	2
Orientation and Mobility	1	1	-	30	2
Practical : <ul style="list-style-type: none">Visual Impairment-Teaching Daily Living Skills and Assistive Devices	-	-	4	60	2
Practical : <ul style="list-style-type: none">Reading and Writing of standard English Braille	-	-	4	60	2
Practical : <ul style="list-style-type: none">Classroom Teaching in Special School for Visual Impairment	-	-	2	30	1
Practical : <ul style="list-style-type: none">Classroom Teaching in Inclusive School for	-	-	2	30	1

Visual Impairment					
Augmentative and Alternative Communication	1	1	-	30	2
Practical: • Learning and Practicing Indian Sign Language (ISL)	-	-	2	30	1
Practical: • Classroom Teaching in Special School for Hearing Impairment	-	-	2	30	1
Practical: • Classroom Teaching in Inclusive School for Hearing Impairment	-	-	2	30	1
Internship	-	-	4	60	2
Total				540	25

EIGHTH SEMESTER

SPECIALIZATION DEVELOPMENTAL DISABILITIES

(INTELLECTUAL DISABILITY, AUTISM SPECTRUM DISORDER, SPECIFIC LEARNING DISABILITY)

Drama and Art in Education	1	1	-	30	2
Application of ICT in Classroom	1	1	-	30	2
Technology and Education of Developmental Disabilities	3	1	-	60	4
Teaching Strategies and Curriculum Adaptations for Children with Intellectual Disability	3	1	-	60	4
Practical: <ul style="list-style-type: none">• Group Teaching in Special and Inclusive Schools for CWID	-	-	4	60	2
Practical: <ul style="list-style-type: none">• IEP- Autism Spectrum Disorder	-		4	60	2
Practical: <ul style="list-style-type: none">• Teaching Practice in Special and Inclusive Schools for ASD	-		4	60	2
Access to curriculum and curriculum adaptation for Learning Disability	3	1	-	60	4
Practical: <ul style="list-style-type: none">• Learning	-	-	4	60	2

Disability (IEP)					
Practical: <ul style="list-style-type: none"> Lesson planning and execution on different level of selected subject for Children with Specific Learning Disability 	-	-	4	60	2
Internship	-	-	4	60	2
Total				600	28

SEMESTER – I
NATURE AND NEEDS OF VARIOUS DISABILITIES – AN INTRODUCTION

Credits Units: 04
Hours : 60

Course Objectives:

After studying this paper, the student teacher will be able to

- Understand concept and characteristics, history, current trends and issues related to Disabilities
- Describe nature, characteristics of students with hearing & visual impairment.
- Describe nature, characteristics & types of locomotor disabilities & neurological dysfunctions
- Describe nature, characteristics & types of developmental disabilities (ID, ASD, ADHD and SLD)
- Describe nature, characteristics & types multiple disabilities

Course Contents:

UNIT1: Introduction to Disabilities (10 Hours)

- 1.1 Concept, Definitions and Characteristics of disability (ICIDH -1 ICF-2001& RPwD Act 2016)
- 1.2 Special Education: History, Definition and current trends
- 1.3 Service Delivery Systems
- 1.4 Etiological Factors and Prevention of disability
- 1.5 Demographic Information-NSSO and Census 2011

UNIT2: Sensory Impairment (Hearing Impairment and Visual Impairment) (10 Hours)

- 2.1 Hearing and Visual Impairment: Concept, Definitions and Characteristics
- 2.2 Classification and Types of Hearing Impairment
- 2.3 Classification and Types of Visual Impairment
- 2.4 Multi-sensory impairments (Deafblindness) and Associated Conditions
- 2.5 Emerging trends, Issues and range of services.

UNIT3: Locomotor Disabilities & Neurological Dysfunctions (10 Hours)

- 3.1 Concept, Definitions and Characteristics of Locomotor Disabilities:
- 3.2 Types of Locomotor Disabilities: Muscular Dystrophy, Spina Bifida, Osteogenesis Imperfecta, Poliomyelitis and Leprosy-cured
- 3.3 Concept, Definitions and Characteristics of Neurological Dysfunctions: Cerebral Palsy
- 3.4 Classification and Types of Cerebral Palsy
- 3.5 Emerging trends, Issues and range of services.

UNIT4: Developmental Disabilities (ID, ASD, ADHD and SLD) (10 Hours)

- 4.1 Emerging concept, Definitions, Classification and characteristics of Intellectual Disability.
- 4.2 Emerging concept, Definitions, Classification and characteristics of ASD.
- 4.3 Emerging concept, Definitions, Classification and characteristics of ADHD.
- 4.4 Emerging concept, Definitions, Classification and characteristics of SLD
- 4.5 Emerging trends, Issues and range of services

UNIT5: Multiple Disabilities (10 Hours)

- 5.1 Concepts, Definition and Characteristics of Multiple Disabilities
- 5.2 Types and combinations of Multiple Disabilities
- 5.3 Types of neurological impairments: encephalitis, meningitis, head injury, motor neuron diseases, mucopolysaccharidosis, inborn errors of metabolism
- 5.4 Specific syndromes: congenital rubella syndrome, usher syndrome, and CHARGE syndrome.
- 5.5 Emerging trends and Issues and range of services for children with multiple disability

Suggested Readings :

- Accardo, P.J., Magnusen, C., & Capute, A.J. (2000). Autism: Clinical and Research Issues. York Press, Baltimore,
- American Psychiatric Association.(2000). Diagnostic and Statistical Manual of Mental Disorders (4th ed. TR). Washington DC.
- Bala, M.J. (2004). Methods of Teaching Exceptional Children, Discovery, New Delhi.
- Browning, R. E. (2004). Teaching Students with Behaviour and Severe Emotional Problems,

Suggested Readings

- Higgins, J. (2003) Practical Ideas that Really Work for Students with Dyslexia and Other Reading Disorders, PRO-ED, Austin.
- Moyes, R.A. (2010). Building Sensory Friendly Classrooms to Support Children with Challenging Behaviors: Implementing Data Driven Strategies, Sensory World, Texas.
- Pierangelo, R., & Giuliani G.A. (2003). Transition services in Special Education, Allyn & Bacon.
- Reddy G.L., & Rama, R. (2000). Education of Children with Special Needs, New Delhi - Discovery Pub.
- Simpson, R. L., & Myles, B, S. (2008). Educating Children and Youth with Autism: Strategies for Effective Practice. (2nd edition) Pro Ed. Texas.
- Smith, D.D. (2003). Introduction to Special Education Teaching in an Age of opportunity, Allyn & Bacon.
- Strichart, S. S. (1993). Teaching Study Strategies to Students with Learning Disabilities, Allyn & Bacon, Boston.
- Swady, E.R. (1989). Diagnosis & Correction of Reading, Difficulties, Allyn & Bacon, Boston.

- Taylor, B. (1988). *Reading Difficulties: Instruction and Assessment*, Random House, New York.
- Wong, B. Y. L. (1996). *The ABCs of learning disabilities* (1st ed.) Academic Press, San Diego, CA.
- Bradford, L. J. & Hardy, W.G. (1979). *Hearing and Hearing Impairment*. New York: Grune and Stratton.
- Davis, H. & Silverman, S. R. (1970). *Hearing and Deafness - Part I*. Holt, London: Rinehart & Winston.
- Holbrook, C.M., & Koenig, A. J. (Eds.) (2000). *Foundations of Education, Vol I: History and Theory of Teaching Children and Youths with Visual Impairments*. (2nd ed): New York: AFB Press.
- Handbook on Deafblindness (2005). Sense International India. Retrieved online on 24/4/2015 from http://www.google.co.in/url?sa=t&rct=j&q=&esrc=s&source=web&cd=3&ved=0CD EQFjAC&url=http%3A%2F%2Fssa.nic.in%2Finclusive-education%2Ftraining-module-for-resource-teachers-for-disable-children%2FModule%25202%2520Deafblindness.pdf%2Fat_download%2Ffile&ei=LkY6VdGloIKymAW604CgDg&usg=AFQjCNHxJc9OazS1f-TSI_HgQqJKxWjs_A&sig2=LIBWuGnYE0OLPtpK5FCHEg&bvm=bv.91427555,d.dGY
- Kelley, P., & Gale, G. (1998). *Towards Excellence: Effective education for students with vision impairments*. Sydney: North Rocks Press.
- Lowenfeld, B. (1973). *Visually Handicapped Child in School and Society*; American Foundation for the Blind; New York.
- Lynas, W. (2000). *Communication options*. In J. Stokes (Ed), *Hearing Impaired Infants – Support in the first eighteen months*. London: Whurr Publishers Ltd.
- Martin, F. N., & Clark, J.G. (2009). *Introduction to Audiology*. 10th ed. Boston: Pearson Education.
- Martin, F.N., & Clark, J.G. (2012). *Introduction to Audiology*. 11th ed. Boston: Pearson Education.
- National Institute for the Visually Handicapped (2015). *Information Booklet on Visual Impairment in India*, Dehradun: Government of India.
- Nerbonne, M. A., & Schow, R.L. (2002). *Introduction to Audiologic Rehabilitation*. Boston: Allyn and Bacon.
- Nerbonne, M. A., & Schow, R.L. (2013). *Introduction to Audiologic Rehabilitation*. 6th ed. Boston: Pearson Education.
- Northern, J. L., & Downs, M. P. (2002). *Hearing in Children* (5th Ed.). Philadelphia: Williams & Wilkins
- Prescod, S. V. (1978). *Audiology Handbook of Hearing Disorders*. New York: Van Nostrand Reinhold Company.
- Sataloff, R. T., & Sataloff, J. (2005). *Hearing Loss*. (4th Ed.) London: Taylor & Francis.
- Sims, L.G., Walter, G.G., & Whitehead, R.L. (1981). *Deafness and Communication: Assessment and Training*. Baltimore: Williams and Wilkins.
- Warren, D.H. (1994). *Blindness and Children: An Individual Differences Approach*. New York: Cambridge University Press.

SEMESTER – I
FAMILY, COMMUNITY AND CHILDREN WITH DISABILITIES

Credits Units: 04
Hours : 60

Course Objectives: After studying this paper, the student teacher will be able to-

- Provide information and sensitize families and communities towards educational need of children with disabilities.
- Select organize and/or develop linkages to provide suitable services to persons with disabilities.

Course Contents:

Unit 1: Psychosocial Aspects and Disability (10 Hours)

- 1.1 Overview of psychosocial development; wellbeing and quality of life
- 1.2 Implications of hearing impairment on domains of psychosocial development
- 1.3 Role of family in psychosocial development of children with disabilities
- 1.4 Role of peers and community in psychosocial development of children with disabilities
- 1.5 Challenges and issues in psychosocial development of children with disabilities

Unit 2: Family Needs (15 Hours)

- 2.1 Identifying Family Needs for information, decision making, skill transfer and referral
- 2.2 Fostering family's acceptance of child's impairment and creating a positive environment
- 2.3 Building parents' confidence for making informed choices and Advocacy special focus on early intervention.
- 2.4 Supporting family in raising children with disabilities: Facilitating availing of concessions, facilities and scholarship & other benefits
- 2.5 Encouraging family participation in self-help groups and family support networking

Unit 3: Family Empowerment (15 Hours)

- 3.1 Encouraging family centred practices, parent self-efficacy belief and family involvement in child's learning and parenting
- 3.2 Encouraging family acceptance of listening devices and ensuring its regular use
- 3.3 Supporting family in fostering and developing communication and language
- 3.4 Involving family in fostering and developing play, recreation and values
- 3.5 Encouraging family involvement in educational programme and participation in community based rehabilitation programme

UNIT4 - Community Based Rehabilitation

(10 Hours)

- 4.1 Scope, need and importance
- 4.2 Organization of CBR-WHO Matrix
- 4.3 Types of programmes for community awareness and participation
- 4.4 Mass media and materials for community awareness
- 4.5 Universal Design- Barrier-free environment

UNIT V- Practicum

(10 Hours)

Student teacher will select a community such as a village/ a slum and identify children with special needs. Student Teacher will create awareness about various rehabilitation issues such as: cause and prevention of disabilities, education of children with special needs, etc. and submit a report.

Suggested Readings :

- Aggarwal. J.C. (1992). Development and planning of Modern Education. New Delhi Vikas Publishing House Pvt. Ltd.
- Anand. (1993). The Teacher & Education in Emerging Indian Society. New Delhi NCERT.
- Bhat. B.D. (1996). Educational Documents in India. New Delhi Arya Book Depot.
- Bhatia, Kamala and Bhatia, Balder. (1997). The Philosophical and Sociological Foundations. New Delhi Doaba House.
- Biswas. A. (1992). Education in India. New Delhi Arya Book Depot.
- Biswas. A. and Aggarwal, J.C. (1992). Education in India. New Delhi Arya Book Depot.
- Choudhary. K.C. and Sachdeva, L. (Eds) (1995). Total literacy by 2000.. New Delhi IAE Association.
- Mohanty, Jagannath. (1993). Indian Education in the Emerging Society. New Delhi Sterling publishers Pvt. Ltd.
- Sapra. C.L. and Ash Aggarwal, (Ed.,) (1987). Education in India Some critical Issues. New Delhi National Book Organisation.
- Saraswathi. T.S. (1999). Culture, Socialization and Human Development. Sage Publications.
- Steven. B. (1998). School and Society. Sage Publications.
- Suresh. D. (1998). Curriculum and child development. Bhargava.
- Taneja. V.R. (1998). Educational Thoughts and Practice. Delhi University Publications.
- Weber. O.C. (1990). Basic Philosophies of Education. New York Holt, Rinehart and Winston.

SEMESTER - I
EDUCATIONAL PSYCHOLOGY AND PERSONS WITH DISABILITIES -I

Credits Units: 02

Hours : 30

Course Objectives

After studying this paper, the student teacher will be able to-

- Acquire knowledge the nature and scope of educational psychology and other mental processes
- Get oriented on the principles and characteristics of different phases of human growth and development.
- Explore various approaches to learning, memory and their application in different educational settings.

Course Contents

UNIT1: Introduction to Educational Psychology (10 Hours)

- 1.1 Definition, Nature, and Scope of Psychology An overview
- 1.2 Educational Psychology: Scope and relevance to education.
- 1.3 Theories of motivation and its implications in Teaching-learning
- 1.4 Theories of attention and its implication in teaching-learning
- 1.5 Theories of perception and its implication in teaching-learning,

UNIT2 : Growth and Development (10 Hours)

- 2.1 Meaning, definition and principles of Growth and Development.
- 2.2 Influences of heredity and children with disabilities.
- 2.4 Developmental needs from infancy through adolescence .
- 2.3 Stages of development
- 2.5 Developmental delay/s and implications within diverse educational contexts.

UNIT3 : Learning &Memory (10 Hours)

- 3.1 Definition, Meaning of Learning .
- 3.2 Factors affecting learning.
- 3.3 Theories of learning (behavioural, cognitive and social), and their application to Education
- 3.4 Definition, meaning of Memory and strategies for enhancing memory
- 3.5 Definition, Meaning of Individual difference.

Suggested Readings :

- Chauhan, S.S. (2013). Advanced Educational Psychology. Jain Book Agency, Delhi.
- Panch, R. (2013). Educational Psychology: Teaching and Learning Perspective, McGraw Hill Education (India) Private Limited, New Delhi.
- Paul, P. (2009). Language and Deafness. Singular publication.
- Salvia, John, Ysseldyke, James, E. And Bolt, Sara. (2007). Assessment in Special and Inclusive Education. Houghton Mifflin Company, Boston.
- Whitcomb, S., & Merrell, K.W. (2012). Behavioral, Social, and Emotional Assessment of Children and Adolescents, Routledge, New York.
- Woolfolk, A., Misra, G., & Jha, A.K. (2012). Fundamentals of Educational Psychology, 11th edn, Pearson Publication, New Delhi.
- Geisinger, K.F. (2013). APA Handbook of Testing and Assessment in Psychology. Available at American Psychological Association, USA.
- Keibel, D., (1997). The management of Anxiety, B 1 Churchill Livingstone, New Delhi.
- World health organization. (1992). International Classification of Diseases, 10th Edition (ICD-10). W.H.O., Geneva.
- Hurlock, A.B. (1990). Developmental Psychology- A life span approach, Tata Mcgraw hill, New Delhi
- Narayan, J and Menon, D.K, (1989). Organization of special class in a regular school, Secunderabd: NIMH.
- Turnbull, A.P. and Schulz, J.B. (1979). Mainstreaming handicapped students: A guide for the classroom teacher. Boston: Allyn and Bacon, Inc.
- Turnbull, A.P. and Turnbull, H.R. (1986). Families, professionals and exceptionality: A special Partnership. Columbus, Ohio: Mrerill.
- Mohapatra C.S. (9Ed.) (2004). Disability Management in India: Challenges and Commitments, NIMH, Secunderabd, IIPA, New Delhi.
- Baine, D. (1988). Handicapped Children in Developing Countries: Assessment Curriculum and instruction, Canada: University of Alberta printing services.
- Peshawaria et al (1995). Understanding Indian Families having Persons with Mental Retardation, Secunderabd: NIMH
- Dever, R.B. (1988). Community Living Skills: A taxonomy. In Begab, M.J. (Ed). AAMR Monographs. Washington DC American Association on Mental Retardation.
- Kerlinger, F.N. (2004), Foundation of Behavioral Research, New Delhi: Surjeet Publications.
- Browder, M.D. (2000). Assessment of Individual with Severe Handicap, Baltimore: Paul H. Brookes Publishing Co.
- Narayan, J. Myreddi, V, Reddy, S and Rajgopal, P. (1995)., (1995)., FACP, Secunderabd, NIMH
- Jeychandran, P. and Vimala, V. (1992). MDPS, Chennai, Vijay Human Services.
- Bharava, Mahesh (2004), Exceptional Children Agra: H.P. Bhargava Book House.
- Panda. K.C. (1988), Exceptional Children, New Delhi: Vikas Publications

PRACTICAL

Institutional Visits

Credits Units: 01

Hours : 30

PRACTICUM:

Visits will be organized and evaluated in various institutions having models of special, and inclusive education. Each Student Teacher will reflect upon the nurturing and deterrent factors of the learning environments of the schools they attended. One Student Teacher from each group will present the identified factors of their group. Each Student Teacher has to submit 02 visit report on the prescribed format.

SEMESTER - II

EDUCATIONAL PSYCHOLOGY AND PERSONS WITH DISABILITIES -II

Credits Units: 02
Hours : 30

Course Objectives:After studying this paper, the student teacher will be able to

- Explain the different theoretical aspects of intelligence, aptitude and creativity
- Describe the concept of personality, assessment and its implication
- Explore the knowledge of guidance and counselling and its application in education

UNIT1: Intelligence, Aptitude and Creativity (10 Hours)

- 1.1 Meaning and definition of intelligence and aptitude.
- 1.2 Theories of intelligence- one factor, two factor and Gardner's view of multipleintelligence.
- 1.3 Concept of Creativity, its process, characteristics of creative people, and teacher's role in stimulating creativity.
- 1.4 Introduction to Psychological testing – objectives, principles and tests of intelligence, aptitude and creativity Seguin Form Board (SFB), Malin's Intelligence Scale for Indian Children (MISIC), Wechsler Intelligence Scale for Children-Revised (WISIC-R), Developmental Screening Test (DST), Vineland Social Maturity Scale (VSMS)
- 1.5 Using intelligence test, aptitude test and creativity test for persons with disabilities.

UNIT 2 : Personality (10 Hours)

- 2.1 Meaning and Definition of personality.
- 2.2 Theories of personality
- 2.3 Frustration and conflict, defence mechanisms.
- 2.4 Stress Management and signs and symptoms of mental illness.
- 2.5 Assessment of personality: types and implications

UNIT3: Guidance and Counselling (10 Hours)

- 3.1 Meaning nature and scope of guidance and counseling and role of family.
- 3.2 Approaches and techniques of guidance and counseling with reference to various disabilities.
- 3.3 Vocational guidance, assessment, training, avenues and perspectives
- 3.4 Positive Discipline and management of class room behavior problems.
- 3.5 Individual problems, sign & symptoms of mental illness and stress management through counseling and Yoga.

Suggested Readings :

- Chauhan, S.S. (2013). Advanced Educational Psychology. Jain Book Agency, Delhi.
- Panch, R. (2013). Educational Psychology: Teaching and Learning Perspective, McGraw Hill Education (India) Private Limited, New Delhi.
- Paul, P. (2009). Language and Deafness. Singular publication.
- Salvia, John, Ysseldyke, James, E. And Bolt, Sara. (2007). Assessment in Special and Inclusive Education. Houghton Mifflin Company, Boston.
- Whitcomb, S., & Merrell, K.W. (2012). Behavioral, Social, and Emotional Assessment of Children and Adolescents, Routledge, New York.
- Woolfolk, A., Misra, G., & Jha, A.K. (2012). Fundamentals of Educational Psychology, 11th edn, Pearson Publication, New Delhi.
- Geisinger, K.F. (2013). APA Handbook of Testing and Assessment in Psychology. Available at American Psychological Association, USA.
- Keibel, D., (1997). The management of Anxiety, B 1 Churchill Livingstone, New Delhi.
- World health organization. (1992). International Classification of Diseases, 10th Edition (ICD-10). W.H.O., Geneva.
- Hurlock, A.B. (1990). Developmental Psychology- A life span approach, Tata Mcgraw hill, New Delhi
- Narayan, J and Menon, D.K, (1989). Organization of special class in a regular school, Secunderabd: NIMH.
- Turnbull, A.P. and Schulz, J.B. (1979). Mainstreaming handicapped students: A guide for the classroom teacher. Boston: Allyn and Bacon, Inc.
- Turnbull, A.P. and Turnbull, H.R. (1986). Families, professionals and exceptionality: A special Partnership. Columbus, Ohio: Mrerill.
- Mohapatra C.S. (9Ed.) (2004). Disability Management in India: Challenges and Commitments, NIMH, Secunderabd, IIPA, New Delhi.
- Baine, D. (1988). Handicapped Children in Developing Countries: Assessment Curriculum and instruction, Canada: University of Alberta printing services.
- Peshawaria et al (1995). Understanding Indian Families having Persons with Mental Retardation, Secunderabd: NIMH
- Dever, R.B. (1988). Community Living Skills: A taxonomy. In Begab, M.J. (Ed). AAMR Monographs. Washington DC American Association on Mental Retardation.
- Kerlinger, F.N. (2004), Foundation of Behavioral Research, New Delhi: Surjeet Publications.
- Browder, M.D. (2000). Assessment of Individual with Severe Handicap, Baltimore: Paul H. Brookes Publishing Co.
- Narayan, J. Myreddi, V, Reddy, S and Rajgopal, P. (1995)., (1995)., FACP, Secunderabd, NIMH
- Jeychandran, P. and Vimala, V. (1992). MDPS, Chennai, Vijay Human Services.
- Bharava, Mahesh (2004), Exceptional Children Agra: H.P. Bhargava Book House.
- Panda. K.C. (1988), Exceptional Children, New Delhi: Vikas Publications

SEMESTER - II

EDUCATIONAL PLANNING AND MANAGEMENT, CURRICULUM DESIGNING AND RESEARCH

Credits Units: 04
Hours : 60

Course Objectives:

After studying this paper, the student teacher will be able to:

- Describe the concepts and scope of school organization, administration and management.
- Gain knowledge about the principles of curriculum construction.
- Conceptualise curriculum planning and its implementation in special education.
- Analyse the need of educational research.
- Define the use of simple statistical techniques in educational research.

Course Contents:

UNIT1: Educational Management

(10 Hours)

- 1.1 Definition, Meaning, Need, Scope of Educational Management.
- 1.2 Concept and Principles of Institutional Planning and Management
- 1.3 Monitoring/Inspection, supervision and mentoring.
- 1.4 Institutional Organization, Administration and Evaluation.
- 1.5 Types of Leadership and Organizational Climate

UNIT2: Curriculum

(10 Hours)

- 1.1 Definition, Meaning and Principles of Curriculum.
- 1.2 Principles of curriculum development
- 1.3 Curriculum planning, implementation and evaluation – implications for diverse needs and role of teacher
- 1.4 Curriculum adaptation, & implications disability wise
- 1.5 Importance of curricular activities and adaptation

UNIT3: Teaching Strategies

(10 Hours)

- 3.1 Theories of teaching learning
- 3.2 Approaches to teaching -cognitive, behavioural, and eclectic.
- 3.3 Instructional Design
- 3.4 Organizing individual, peer, small group, large group for teaching learning.
- 3.5 Teaching materials -aids and appliances, other equipment- development.

UNIT4 : Educational Technology

(10 Hours)

- 4.1 Definition, meaning and scope of educational technology and Information & Communication Technology (ICT) and its impact on education.
- 4.2 Role and types of audio-visual aids in teaching and application of multi-media in teaching and learning.

- 4.3 Individualized instruction -Programmed instruction, computer assisted instruction and interactive learning.
- 4.4 Environmental modifications and use of assistive technology for persons with Disabilities & Barrier free environment.
- 4.5 TLM: Importance, need and guidelines on use of TLM with reference to various Disabilities.

UNIT5: Educational Research

(10 Hours)

- 5.1 Definition, Need and scope of educational research
- 5.2 Principles of Research in Education.
- 5.3 Types of research - fundamental, applied and action
- 5.4 Tools of research.
- 5.5 Single subject Research design.

UNIT6: Educational Evaluation

(10 Hours)

- 6.1 Definition, Meaning, scope and types of evaluation.
- 6.2 Various types of tests.
- 6.3 Characteristics of a good test
- 6.4 Descriptive statistics - measures of central tendencies (Mean, Median, Mode); Standard Deviation, Rank Order Correlation.
- 6.5 Presentation of data - graphs, tables and diagrams.

Suggested Readings:

- Cima M Yeole. (1991). Educational Technology. Cima Myeole.
- Dipika Bhadres Shah, (1991). Educational Technology for developing teaching competency Gavendra Prakashan.
- Jaganath Mohanty. (1998). Studies in Educational Broadcasting. San subscription agency.
- Mangal K. (1990). Fundamentals of Educational technology. Prakash Brothers
- Ruhela Satyapal. (1991). Educational Technology, A systematic Text Book Associated Publishers.
- Sita Ram Sharma & A.L. Vohra. (1993). Encyclopaedia of Educational Technology. Anmol Publications.
- Tara Chand. (1992). Educational Technology. Anmol Publication.
- Aggarwal. Y.P. (1992) Research in Emerging Fields of Education concepts, trends and prospects. New Delhi Sterling Publishers.
- Aggarwal. Y.P. (1994). Better sampling. New Delhi Sterling Publishers.
- Anand. S.P. (1996). RCEB Tools for secondary class students. Bhubaneswar Shovan.
- Belok, Michael. V. (1993). Naturalistic Research Paradigms. Meerut: Anu Books.
- Buch. M.B. (1991). Fourth Survey of Research in Education. Vol I and II, New Delhi NCERT.
- Martyn, Hammersley. (1996). case Studies in classroom research. Philadelphia Open University Press.

- Shukla. S.P. (1996). Elements of Educational Research. Bombay Allied Publishers (P) Ltd.
- Young, Pauline. V. (1992). Scientific Social Surveys and Research, Bombay Asia Publishing House,
- D.ES, (1982). Handicapped Pupil and Special schools, Regulations. London HMSO.
- Govt. of India, Persons with Disability Act, 1995.
- Evens, P. and Varma. V (1990). Special Education Past, Present and Future, The Falmer Press.
- Zirpoli, T.J. & Mellor, K.J. (1993) Behaviour Management Application for Teachers and Parents Toronto Maxwell McMillan, Canada
- Julka, A. (2014) Including Children with Special Needs: Primary Stage. NCERT Publication.
- Julka, A. (2015) Including Children with Special Needs: Upper Primary Stage. NCERT Publication.
- Julka, A. (2016) Including Children with Special Needs: Primary Stage. NCERT Publication. Hindi translation
- Julka, A. (2017) Including Children with Special Needs: Upper Primary Stage. NCERT Under Publication.Hindi translation

SEMESTER II
CONTEMPORARY INDIA AND EDUCATION

Credits Units: 04

Hours : 60

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

- Explain the history, nature and process and Philosophy of education.
- Describe the concept of diversity.
- Evaluate contemporary issues and concerns of policies and legislations
- Analyse the role of educational system in the context of Modern Ethos.
- Develop an understanding of the trends, issues, and challenges faced by the contemporary Indian Education in global context.

Unit 1: Philosophical Foundations of Education 10 Hours

- 1.1 Education: Concept, definition and scope
- 1.2 Agencies of Education: School, family, community and media
- 1.3 Philosophies of Education: idealism, naturalism, pragmatism, existentialism, humanism, constructivism and connectionism
- 1.4 Classical Indian Perspective (Budhism, Jainism, Vedanta Darshan, Sankya Darshan)
- 1.5 Indian Philosophers (Aurobindo, Gandhi, Tagore, Krishna Murthy)

Unit 2: Understanding Diversity 10 Hours

- 2.1 Concept of Diversity
- 2.2 Types of Diversity: Gender, linguistic, cultural, socio-economic physical
- 2.3 Diversity in learning and play
- 2.4 Addressing diverse learning needs
- 2.5 Diversity: Global Perspective

Unit 3: Contemporary Issues and Concerns

10 Hours

- 3.1 Universalisation of School Education, Right to Education and Universal Access
- 3.2 Issues of a) Universal enrolment b) Universal retention c) Universal learning
- 3.3 Issues of quality and equity: Physical, economic, social, cultural and linguistic, particularly w.r.t girl child, weaker sections and disabled
- 3.4 Equal Educational Opportunity:
 - (i) Meaning of equality and constitutional provisions
 - (ii) Prevailing nature and forms of inequality, especially for vulnerable groups like socially disadvantaged
- 3.5 Diversity in Schooling: Public-private schools, rural-urban schools, single teacher schools and other forms of diversity such as regular and distance education system

Unit 4: Education Commissions and Policy (School Education)

10 Hours

- 4.1 Constitutional provisions on education
- 4.2 National Commissions and Policies: Education Commission (1964), NPE and POA (1986, 1992), National Policy for Persons with Disabilities (2006)
- 4.3 National Acts: RCI Act, 1992, , NT Act, 1999, RTE Act (2009 & 2012), RPwD Act 2016.
- 4.4 Programmes and Schemes: ADIP, DDRS , SSA (2000, 2011), RMSA, 2009, IEDSS, 2009 , National Curriculum Framework, 2005
- 4.5 International Conventions and Policies: Salamanca Declaration and Framework, 1994; UNCRPD, 2006; 2015; SDG, INCHEON strategies

Unit 5: Issues and Trends in Education

10 Hours

- 5.1 Challenges of education from preschool to senior secondary
- 5.2 Inclusive education as a rights based model
- 5.3 Role responsibility and relevance of special schools
- 5.4 Language issues in education
- 5.5 Community participation and community based education

Essential Readings

- National Policy on Education. (1986 & 92). Ministry of Human Resource Development Government of India, New Delhi.
- Right to Education Act. (2009). Ministry of Human Resource Development, Government of India, New Delhi.
- RPWD ACT 2016
- NCF, 2005

Suggested Readings

- Aggarwal. J. C. (1992). Development and Planning of Modern Education: New Delhi Vikas Publishing House Pvt. Ltd.
- Ain, L. C. (2010). Civil Disobedience, Book Review Literary Trust: New Delhi. Select chapters.
- Anand, S. P. (1993). The Teacher & Education in Emerging Indian Society, New Delhi: NCERT.
- Bhat. B. D. (1996). Educational Documents in India, New Delhi: Arya Book Depot.
- Bhatia, K. & Bhatia, B. (1997). The Philosophical and Sociological Foundations, New Delhi Doaba House.
- Biswas. A. (1992). Education in India, Arya Book Depot. New Delhi
- Biswas. A., & Aggarwal, J.C. (1992). Education in India, Arya Book Depot New Delhi.
- Chakravarty, S. (1987). Development Planning: The Indian Experience, Oxford University press: New Delhi.
- Chandra, B. (1997). Nationalism and Colonialism, Orient Longman: Hyderabad.
- Choudhary. K.C., & Sachdeva, L. (1995). Total literacy by 2000: New Delhi: IAE Association.

- Deaton A., & Dreze, J. (2008-2009). Poverty and Inequality in India in Raj Kapila and Uma Kapila (Ed.) in Indian Economy since Independence. Oxford University Press: New Delhi.
- Deshpande, S. (2004). Contemporary India: A Sociological View. Penguin: New Delhi.
- Dubey, S. C (2001). Indian Society, National Book Trust: New Delhi.
- Famous Speeches of Gandhi ji: Speech on the Eve of The Last Fast, January 12, 1948.
- <http://unesdoc.unesco.org/images/0023/002322/232205e.pdf>
- <http://www.gandhi-manibhavan.org/gandhicomelive/speech8.htm>
- <http://www.mk Gandhi.org/speeches/speechMain.htm>
- Jain, L.C. (2010). Civil Disobedience, Book Review Literary Trust, New Delhi.
- Jagannath. M. (1993). Indian Education in the Emerging Society, New Delhi Sterling publishers Pvt. Ltd.
- Jangira, N.K. (2012). NCERT Mother of Inclusive Education Address on Golden Jubilee of NCERT at RIE, Ajmer on 01 Sept. 2012.
- Kashyap, S. C. (2009). The Constitution of India, National Book Trust: New Delhi.
- Sapra. C. L., & Aggarwal, A. (1987): Education in India some critical Issues. New Delhi: National Book Organisation.
- Saraswathi, T. S. (1999). Culture, Socialization and Human Development, New Delhi: Sage Publications.
- Sen, A., & Dreze, J. (1997). India: Economic Development and Social Opportunity, Oxford India: Delhi.
- Speeches of Gandhi ji: Speech on the Eve of The Last Fast, January 12, 1948. Government of India.
- Steven, B. (1998). School and Society, New Delhi: Sage Publications.
- Suresh, D. (1998). Curriculum and Child Development, Agra: Bhargava.
- Taneja. V.R. (1998). Educational Thoughts and Practice, Delhi University Publications.
- Vaidyanathan, A. (1995). The Indian Economy: Crisis, Response and Prospects. Tracts of the Times. Orient Longman Publications: New Delhi.
- Weber. O.C. (1990). Basic Philosophies of Education, New York Holt, Rinehart and Winston.

PRACTICAL

Psychology Practical

Credits Units: 01

Hours : 30

PRACTICUM:

- a. Student teacher will conduct assessment by DST and VSMS on 02 cases and submit report.
- b. Student teacher will submit an observation report of any four psychological assessment given below:
SFB, DMT, MISIC, WISC-R, CPM/SPM, DAT/BLAT

SUMMER INTERNSHIP (Intellectual Disability)

Credits Units:

04 weeks

PRACTICUM

The Student Teacher will identify a child with Intellectual Disability/Learning Disability and submit a report on the following:

1. Case history.
2. Assessment of the child.
3. Assessment of Family needs.
4. Identification of community resources.
5. Planning and implementation of an Individualized Family Support Programme

SEMESTER III
ASSESSMENT AND CURRICULUM PLANNING FOR STUDENTS WITH
INTELLECTUAL DISABILITY

Credits Units: 04
Hours : 60

Course Objectives:

After studying this paper, the student teacher will be able to

- Describe various assessment tools, procedure and evaluation tools for students with ID.
- Develop an Individualized Educational Programme for students with ID
- Develop curriculum for students with ID at Pre-primary, Primary and Upper Primary level .
- Develop curriculum for students with ID at Secondary and Pre-vocational levels
- Conduct assessment at the stage of transition from school to work for students with ID

Contents:

UNIT1: Identification and Assessment of Students with Intellectual Disability(10 Hours)

- 1.1 Concept importance and tools of screening and identification, early intervention: importance, models and intervention strategies
- 1.2 Assessment - concept, definition, purpose, types & Areas (NRT & CRT, Teacher Made Test, Observation & Interview)
- 1.3 Assessment tools: Upanayan, Portage Guide, MDPS, FACP, BASIC-MR, GLAD, BASAL-MR
- 1.4 Assessment of challenging behaviours
- 1.5 Evaluation Methods-Continuous and Comprehensive Evaluation

UNIT 2: Individualised Education Programme(10 Hours)

- 2.1 Need, importance and Historical Perspective of IEP
- 2.2 Steps and Components of IEP
- 2.3 Developing, Implementation and Evaluation of IEP for PwID and its associated conditions
- 2.4 IFSP – Planning and writing
- 2.5 Application of IEP for Inclusion

UNIT3: Curriculum planning at Pre-primary, Primary and Upper Primary level (10 Hours)

- 3.1 Aims, Principles, approaches and types of curriculum development
- 3.2 Early identification and intervention programme for infants and toddlers with developmental delays.
- 3.3 Curriculum domains and planning curriculum at pre-primary and Pre-Primary level
- 3.4 Curriculum domains and planning curriculum at Upper Primary level.

- 3.5 Curriculum planning for individual needs and group teaching for pre-primary (Aarambh Package, primary and Upper Primary level children).

UNIT4: Curriculum planning at Secondary and Pre-vocational levels (10 Hours)

- 4.1 Curriculum domains and planning curriculum for secondary and Pre-vocational level
4.2 Curriculum transaction – indifferent Schools settings.
4.3 Functional Academics and Community based curriculum
4.4 Curriculum planning for transition from school to work
4.5 Curriculum development for Severe and Profound Intellectual Disability: Self Help, Mobility, Communication, Leisure and Recreational, Prevocational/Vocational.

UNIT5: Transitional and Vocational Assessment (10 Hours)

- 5.1 Support Intensity assessment
5.2 Vocational assessment- NIMH-VAPS
5.3 Transition from school to work, Transition Models
5.4 Employment Models- Open, Self, Supported, Sheltered, Inclusive, Home-based.
5.5 Vocational Training

Essential Readings

- Baine, D. (1988). Handicapped Children in Developing Countries, Assessment, Curriculum and Instruction. University of Alberta, Alberta,
- Evans, P. & Verma, V. (Eds.) (1990) .Special Education. Past Present and Future.
- Improving instruction. Allyn & Bacon, Boston.
- Longone, (1990). Teaching Retarded learners Curriculum and Methods for Mental Retardation, NIMH, Secunderabad.
- Myreddi, V., & Narayan, J. (1998). Functional Academics for students with Mild Mental Retardation, NIMH, Secunderabad.
- Myreddi, V., & Narayan, J. (2004). FACP – PMR, NIMH, Secunderabad.
- Narayan, J. (1990). Towards independence series 1 to 9. NIMH, Secunderabad
- Narayan, J. (2003) Educating children with learning problems in regular schools
- Narayan, J. (2003) Grade Level Assessment Device for Children with Learning Problems in Regular Schools, NIMH, Secunderabad
- Narayan, J., Myreddi, V. Rao, S. (2002). Functional Assessment Checklist for NIMH, Secunderabad.
- Overton, T. (1992). Assessment in Special Education: An Applied Approach. New Jersey
- Panda, K.C. (1997). Education of Exceptional Children. Vikas, New Delhi.
- Repp, A.C. (1983). Teaching the Mentally Retarded. Prentice Hall, New Jersey.

Suggested Readings

- Myreddi, V., & Narayan, J. (1998). Functional Academics for students with mental retardation - A guide for teachers. Secunderabad: NIMH.
- Narayan, & Kutty, A.T.T. (1989) .Handbook for Trainers of the Mentally Retarded

persons Pre-primary level. NIMH, Secunderabad.

- Narayan, J. (1999). School readiness for children with special needs. NIMH, Secunderabad.
- Peshwaria, R., & Venkatesan. (1992) .Behavioural approach for teaching mentally retarded children :A manual for teachers, NIMH, Secunderabad
- Polloway, E.A., & Patton, J.R. (1993). Strategies for teaching learners with special needs. New York: Macmillan Publishing Company.
- Pun, M. & Sen A.K. (1989) Mentally Retarded Children in India.
- Romila, S. (1997) .School Readiness programme. New Delhi: NCERT
- Sharma, P. (1995). Basics on Development and Growth of a child, New Delhi
- Subba Rao, T.A. (1992). Manual on Developing Communication Skills in Mentally Retarded Children
- Taylor, R.L. (1993). Assessment of Exceptional Students Educational and
- Van Riper, C.A. and Emerick. L. (1990). Speech Correction-An introduction to speech
- Video Films. (2002). Help them learn make it easy, NIMH, Secunderabad.

SEMESTER-III

SPECIFIC LEARNING DISABILITIES: INTRODUCTION AND ASSESSMENT

Credits Units: 04

Hours : 60

Course Objectives: After studying this paper, the student teacher will be able to :

- Describe the nature, concept, definition & types of Specific Learning Disabilities.
- Understand curricular skills for Children with Specific Learning Disabilities in Reading, Writing and Arithmetics.
- Demonstrate the assessment procedures for Specific Learning Disabilities.
- Analyse the language development and its implications for children with Specific Learning Disabilities.
- Explain the domains and tools for assessment.

Course Contents:

UNIT 1: Introduction to Specific Learning Disability (10 Hours)

- 1.1 Specific Learning Disability: Definition and Concept
- 1.2 Types of Specific Learning Disability
- 1.3 Etiology of Specific Learning Disability- Medical and Social
- 1.4 Co-morbidity with Specific Learning Disability – ADHD
- 1.5 Specific Learning Disability across the life span

UNIT 2: Cognitive Processes and Assessments of basic Curricular Skills (10 Hours)

- 2.1 Attention, Perception, Memory and Thinking
- 2.2 Motor skills
- 2.3 Readiness skills
- 2.4 Language
- 2.5 Reading, Writing, Spellings and Arithmetic skills

UNIT 3: Functional Assessment of Children with Specific Learning Disability (10 Hours)

- 3.1 Concepts of screening and Identification of children with learning disability
- 3.2 Error analysis approach identify children with Specific Learning Disability.
- 3.3 Functional Assessment of educational needs of children with Specific Learning Disability
- 3.4 Need for early identification and intervention
- 3.5 Intervention of late identified children and intervention strategies

UNIT 4: Language and Children with Specific Learning Disability (10 Hours)

- 4.1 Language Development and Bilingualism
- 4.2 Systems of Language

- 4.3 Oral Language – Listening and Speaking
- 4.4 Written Language – Reading and Writing
- 4.5 Language implications in Specific Learning Disability

UNIT 5: Methods, tools and tests of assessment

(10 Hours)

5.1 Use of assessment tests

- a) Wechsler's Intelligence Scale/ Indian Adaptation of Standord-Binet Test of Intelligence by S.P. Kulsreshtha/ Malins intelligence scale for children
- b) Ravens Progressive Matrices
- c) Bender Gestalt Visuo-Motor Test
- d) Grade Level Assessment Device (GLAD)
- e) Diagnostic Test of Learning Disability (DTLD)
- f) Diagnostic Test of Reading Disorders (DTRD)
- g) Aston Index for Screening Children with learning difficulties.

5.2 Interpretation of tests reports / results for educational programming

5.3 Observations and Interviews, Questionnaires, Rating Scales and Checklists

5.4. Differential Diagnosis

5.5 Writing a case report

PRACTICUM

(10 Hours)

- Prepare and conduct Functional screening and assessment.

Essential Readings

- Accardo, P.J., Magnusen, C., & Capute, A.J. (2000). Autism: Clinical and Research Issues. York Press, Baltimore,
- American Psychiatric Association.(2000). Diagnostic and Statistical Manual of Mental Disorders (4th ed. TR). Washington DC.
- Bala, M.J. (2004). Methods of Teaching Exceptional Children, Discovery, New Delhi.
- Browning, R. E. (2004). Teaching Students with Behaviour and Serve Emotional Problems,
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Suggested Readings

- Higgins, J. (2003) Practical Ideas that Really Work for Students with Dyslexia and Other Reading Disorders, PRO-ED, Austin.
- Moyes, R.A. (2010). Building Sensory Friendly Classrooms to Support Children with Challenging Behaviors: Implementing Data Driven Strategies, Sensory World, Texas.
- Pierangelo, R., & Giuliani G.A. (2003). Transition services in Special Education, Allyn & Bacon.
- Reddy G.L., & Rama, R. (2000). Education of Children with Special Needs, New Delhi - Discovery Pub.

- Simpson, R. L., & Myles, B, S. (2008). Educating Children and Youth with Autism: Strategies for Effective Practice. (2nd edition) Pro Ed. Texas.
- Smith, D.D. (2003). Introduction to Special Education Teaching in an Age of opportunity, Allyn & Bacon.
- Strichart, S. S. (1993). Teaching Study Strategies to Students with Learning Disabilities, Allyn & Bacon, Boston.
- Swady, E.R. (1989). Diagnosis & Correction of Reading, Difficulties, Allyn & Bacon, Boston.
- Taylor, B. (1988). Reading Difficulties: Instruction and Assessment, Random House, New York.
- Wong, B. Y. L. (1996) .The ABCs of learning disabilities (1st ed.) Academic Press, San Diego, CA.

Practical
Intellectual Disability: Case Studies – I.E.Ps (Mild & Moderate)

Credits Units: 01

Hours : 30

PRACTICUM

During this paper the Student Teacher is expected to develop under supervision IEP for the following students

2. Mild Intellectual Disability
 3. Moderate Intellectual Disability
- The trainee will collect background information including family background, birth and developmental history, school history, and any other significant information from the parents.
 - Relate other reports if any such as that of a psychologist, therapist, medical professional for planning.
 - Choose any assessment tool and conduct current level of assessment.
 - Select primary goals and specific objectives for teaching (four skills)
 - Plan and implement IEP for a specific duration, evaluation and report.

Practical
Specific Learning Disability:Curriculum Adaptation

Course Code:

Credits Units: 01

Hours : 30

PRACTICUM

The Student Teacher will be asked to adapt a chapter/unit from a selected school subject. The selection to be done with a specific child with learning disability in mind. The adaptation to be done as per the input provided during theory lectures on the same topic.

PRACTICAL
Behaviour Modification

Course Code:

Credits Units: 01

Hours : 30

PRACTICUM

The Student Teacher will select minimum two students with special needs having behavioural problems.

The Student Teacher should under the supervision:

- i. Conduct functional analysis and select target behaviours for correction.
- ii. Apply suitable management procedures to reduce maladaptive behaviour
- iii. Maintain records of each session
- iv. Incorporate the management principles in classroom situation
- v. Submit final report of the total intervention, which should include target behaviour, intervention, evaluation and critical remarks.
- vi. Trainee is expected to submit a case study report on each of the target groups and submit the report.

SEMESTER IV

INTRODUCTION AND PERSPECTIVES OF VISUAL AND HEARING IMPAIRMENT

Credits Units: 04
Hours : 60

Course Objectives:

After studying this paper, the student teacher will be able to:

- Describe the structure and functioning of eyes.
- Create an understanding to define visual impairment (blindness, low vision);
- Describe anatomy and physiology of eye including eye diseases;
- Describe the psychosocial implication including coping mechanism of visual impairment
- Criticize the impact of deafness and restoration by way of amplification devices.
- Explore the Communication options and strategies to facilitate communication in children with Hearing Impairment.

Course Contents:

UNIT I: Eye and Eye Care

(10 Hours)

- 1.1 Anatomy and Physiology of the Eye
- 1.2 Visual acuity, refraction, fusion and depth perception
- 1.3 Visual deficits - tunnel vision, loss of visual field, central scotoma, and low vision;
- 1.4 Refractive errors – myopia, hyperopia, astigmatism and presbyopia
- 1.5 Common eye diseases – cataract, glaucoma, traucoma, corneal ulcer, xerophthalmia, retinitis-pigmentosa, macular degeneration, optic atrophy

UNIT II: Historical Perspectives and Introduction of Hearing Impairment (10 Hours)

- 2.1 Hearing Impairment, Concept, Definitions, Classification and Characteristics
- 2.2 Hearing Impairment: development of education and rehabilitation in India and International perspective
- 2.3 Impact of hearing loss on communication, literacy
- 2.4 Educational and socio emotional implications of Hearing Impairment.
- 2.5 Coping with adolescence and transition planning

UNIT III: Psycho-social Implications of Visual Impairment

(10 Hours)

- 3.1 Visual Impairment: Concept, Definitions, Classification and Characteristics
- 3.2 Visual Impairment: development of education and rehabilitation in India and International perspective
- 3.3 Attitudinal factors- prenatal reactions, social misconceptions, /myths and stereotypes and how to address these barriers.
- 3.4 Effects of visual impairment on growth and development – physical, social, cognitive and emotional
- 3.5 Coping with adolescence and transition planning

UNIT IV: Hearing and Speech mechanism**(10 Hours)**

- 4.1 Structure of Ear and physiology of Hearing
- 4.2 Anatomy and Physiology of Respiratory, Phonatory, Articulatory and Resonatory System
- 4.3 Pre-requisites for development of Speech and language
- 4.4 Milestones in development of listening, language, speech
- 4.5 Milestones in development of Spoken language

UNIT V: Management of Hearing Loss**(10 Hours)**

- 5.1 Measurement of hearing, interpretation of Audiological information
- 5.2 Selection and Fitment of amplification devices and ear mould
- 5.3 Amplification and assistive listening devices, types, Care and maintenance
- 5.4 Creating a barrier free environment for hearing impairment children and role of technology and technological advancements
- 5.5 Classroom acoustics, its management and strategies for noise reduction.

UNIT VI: Speech Production and Evaluation**(10 Hours)**

- 6.1 Characteristics evaluation and management of Speech
- 6.2 Segmental, Non-segmental, and supra-segmental aspects of Speech
- 6.3 Description and Classification (Vowels, Consonants, Diphthongs)
- 6.4 Assessment and development / teaching of Speech
- 6.5 Speech intelligibility meaning, assessment and improvement

Essential Readings

- Bel, R.L. and Frisbie, D.A.(1991) 5th ed, Essentials of Educational Measurement, Prentice hall publication, New Jersey
- Brigrance, A.H. and Hargis, C.H. (1993) Educational Assessment, Charles C Thomas publication, USA
- Jalvi R, Nandurkar A., Bantwal A., (2006). Introduction to hearing impairment. New Delhi: Kanishka Publication.
- Jurs, S.G. and Wiersma, W.(1990) 2nd ed Educational Measurement and Testing, Allyn and Bacon publication, Boston
- Linn, R. L. and Gronlund, N. E. (1995) 7th ed Measurement and Assessment in Teaching, Prentice hall publication, New Jersey
- Martin, F. N. Clark, J.G. (2012). Introduction to Audiology. 11th ed. Boston: Pearson Education.
- Martin, FN & Clark, J.G. (2009). Introduction to Audiology. 10th ed. Boston: Pearson Education.

Essential Readings

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

SEMESTER IV

EDUCATION AND CURRICULAR PRACTICES FOR CHILDREN WITH HEARING IMPAIRMENT

Credits Units: 04

Hours : 60

Course Objectives: After studying this paper, the student teacher will be able to:

- Acquire the knowledge of Historical developments and current practices in education of children with HI.
- Criticize the issues in various aspects of education of children with HI including communication, literacy family participation and involvement.
- Develop an understanding of curricular strategies, adaptation and their implications for children with HI.
- Strategize to facilitate Inclusive Education for children with hearing impairment.
- Conceptualise the transitionphases of children with HI across different levels of education.

Course Contents:

UNIT1: Education of Children with HI

(10 Hours)

- 1.1.Early intervention for school readiness.
- 1.2.Communication Options – oralism, total communication, educational bilingualism
- 1.3.Educational placement option for Hearing impaired children
- 1.4. Organization and Management of Educational Programme.
- 1.5 Modes of communication for Hearing Impairment.

UNIT2: Challenges in Education of Children with HI

(10 Hours)

- 2.1 Communication and Literacy development
- 2.2 Instructional Strategies and Learning Environment
- 2.3 Educational Assessment and Evaluation
- 2.4 Family Participation and Involvement in education
- 2.5 Roles and Responsibilities of stakeholders

UNIT3: Curricular Strategies for Children with HI

(15 Hours)

- 3.1. Techniques and methods of teaching language
- 3.2. Development of literacy skills
- 3.3. Curricular Strategies and adaptations in inclusive schools
- 3.4.Assessment and development of IEP/ ITP
- 3.5. Acoustic modifications for children with HI

UNIT4: Inclusion of Children with HI

(10 Hours)

- 4.1. Pre-requisites for facilitating inclusion
- 4.2 Role-responsibilities of teachers to include children with hearing impairment

- 4.3. Resource facilities at schools for inclusion of children with hearing impairment
- 4.4 Creating social acceptance and attitudinal change towards children with hearing impairment
- 4.5 Role of community in inclusion

UNIT5: Transition of Children with HI

(15 Hours)

- 5.1 Definition, meaning and concept of transition
- 5.2 Supporting Lateral and Vertical Transitions.
- 5.3 Measuring educational programme outcomes
- 5.4 Developing an Individualized and Transition Plan.
- 5.5 Transition to Higher and Vocational Education.

Essential Readings

- Bel, R.L. and Frisbie, D.A.(1991) 5th ed, Essentials of Educational Measurement, Prentice hall publication, New Jersey
- Brigance, A.H. and Hargis, C.H. (1993) Educational Assessment, Charles C Thomas publication, USA
- Jalvi R, Nandurkar A., Bantwal A., (2006). Introduction to hearing impairment. New Delhi: Kanishka Publication.
- Jurs, S.G. and Wiersma, W.(1990) 2nd ed Educational Measurement and Testing, Allyn and Bacon publication, Boston
- Linn, R. L. and Gronlund, N. E. (1995) 7th ed Measurement and Assessment in Teaching, Prentice hall publication, New Jersey
- Martin, F. N. Clark, J.G. (2012). Introduction to Audiology. 11th ed. Boston: Pearson Education.
- Martin, FN & Clark, J.G. (2009). Introduction to Audiology. 10th ed. Boston: Pearson Education.
- Mathew, S. and Misra, A. (2010) Knowledge based evaluation of students with hearing impairment, Journal of NCED, Vol 2, Issue 1, page 26-33
- Newby, H. A., & Popelka, G. R. (1992). Audiology (6th ed.). New York: Appleton-Century-Crofts.
- Nitko, A. J. (1983) Educational Tests and Measurement, An Introduction, Harcourt Brace Publication, New York
- Northern, J.L. Downs, M.P. (2002). Hearing in Children. 5th Edition. Philadelphia: Lippincott Williams and Wilkins
- Patel, R.N. (1985), Educational Evaluation, Himalaya publication, Bombay
- Quigley & Paul, (1984) Language and deafness, College – Hill Press Inc. California
- Rehabilitation Council of India (2007). Status of Disability in India - 2007: Hearing Impairment and Deaf-blindness. New Delhi: Rehabilitation Council of India.
- UNICEF (2006), new trends in development evaluation. Retrieved from http://www.unicef.org/ceecis/new_trends_dev_evaluation.pdf

Suggested Readings

- Boyle, J. and Fisher, S. (2007) educational testing (A competence based approach), BPS Blackwell publication, Singapore
- Evens, P. and Varma.V (1990). Special Education Past, Present and Future, The Falmer Press

PRACTICAL
Hearing Impairment- Audiometry and Hearing Aid

Credits Units: 02

Hours : 60

PRACTICUM

Student teacher will prepare report by observing and submit report of each of the following.

1. Audiometer, its parts and functions
2. Hearing Assessment(2 cases one each of pure tone and free field)
3. Hearing Aid Trial of 2 children with hearing impairment
4. Interpretation of Un-aided and aided Audiogram
5. Ear-mould making

PRACTICAL
Hearing Impairment- Speech

Credits Units: 02

Hours : 60

PRACTICUM

1. Observe and report identification of various non-segmental, segmental and supra-segmental parameters of speech of five children with hearing impairment.
2. Assessing speech characteristics and evaluating intelligibility of two children with hearing impairment
3. Preparing word list for speech sounds of own language with the target speech sounds in initial medial and final position
4. Developing kit for speech assessment
5. Journal comprising description of production of various speech sounds
6. Lessons on evaluating and teaching speech.

SUMMER INTERNSHIP (Hearing Impairment)

Credits Units:

04 weeks

PRACTICUM

The Student Teacher will identify a child with hearing impairment and submit a report on the following:

1. Case history.
2. Speech and language assessment.
3. Individualized Intervention programme (IEP/ITP).
4. Skill development in communication, sign language, sign system, finger spelling.

SEMESTER-V

INTRODUCTION TO AUTISM SPECTRUM DISORDERS, ASSESSMENT AND CURRICULUM PLANNING

Credits Units: 04

Hours: 60

After studying this course, the Student Teacher will be able to:

- Perceive the concept of autism spectrum disorder (ASD)
- Distinguish between the neuro-cognitive Theories and Understanding ASD
- Follow the different criteria of identification, Screening and Diagnosis of ASD
- Employ the assessments for Planning Intervention: Methods, Tools
- Execute curricular Planning for Children with ASD

Course Contents:

Unit 1: Introduction to Autism Spectrum Disorders (ASD) 10 Hours

- 1.1 Concept and definition of Autism Spectrum Disorders
- 1.2 The ASD core impairments (DSM V)- social communication and social interaction; restricted, repetitive patterns of behaviour, interests or activities including sensory difficulties
- 1.3 Historical perspective to ASD
- 1.4 Prevalence and incidence of ASD
- 1.5 Theoretical perspective: Empathising-Systemising Theory, Central Coherence Theory, Executive Dysfunction Theory

UNIT 2: Neuro-cognitive Theories and Understanding ASD 10 Hours

- 2.1 Theory of Mind intersubjectivity
- 2.2 Central Coherence and Executive Functions
- 2.3 Understanding Asperger Syndrome and High Functioning Autism: An educational and social perspective.
- 2.4 Current Trends in Research
- 2.5 Current trends in Treatment and Education of ASD.

UNIT 3: Associated Conditions (10 Hours)

- 3.1 Intellectual Disability, Learning Disability.
- 3.2 Hyperactivity, ADHD, OCD, Depression
- 3.3 Seizure Disorders (including Landau-Kleffner Syndrome), Motor Coordination Disorder, Tourette Syndrome, Sensory Defensiveness.
- 3.4 Genetic and Metabolic Disorders (Fragile X, Angelmans, Tuberous Sclerosis & PKU)
- 3.5 Others (Semantic Pragmatic Disorder, Hearing Impairment, Visual Impairment, Cerebral Palsy).

UNIT 4: Identification, Screening and Diagnosis of ASD (10 Hours)

- 4.1 The PDDs and Evolving understanding of ASD and implications for Diagnosis (High functioning autism, Asperger's Syndrome, Semantic Pragmatic Disorder, PDD-NOS, etc)

- 4.2 Screening of ASD; Importance and administering of screening tools (CHAT and MCHAT, ABC, ASSQ, the Australian Scale for Asperger's Syndrome, CAST).
- 4.3 Administering the Diagnostic Tools (ADOS, ADI-R, CARS, GARS, ISSA)
- 4.4 Child and parent interviews subjectivity, Exposure and Experience)
- 4.5 Differential Diagnosis and Implications for Education.

UNITV: Assessments for Planning Intervention: Methods, Tools (10 Hours)

- 5.1 Understanding Needs of Assessment and Evaluation (Planning intervention with reference to strengths, emerging skills, and weaknesses, attention deficit, splinter skills, hyperlexia, rigidities and difficulties in organizing self, motor difficulties in Aspies – writing).
- 5.2 Assessing Curricular Needs : Early Learners, Intermediate Level, Advanced (Assessing attending skills, sensory integration, responding to instruction, requesting for reinforcers, pre-academic skills, Adaptive skills, Functional Academic skills, Independent Functioning, Interpersonal skills; and Prevocational and Vocational skills).
- 5.3 Assessing Curricular Needs in Mainstream Classrooms.
- 5.4 Assessment Tools – Vineland Social Maturity Scale, Assessment of Behaviour and Language Learning Skills, Psycho Educational Profile, and Adolescents and Adults Psycho Educational Profile.
- 5.5 Role of parents in conducting assessments with reference to the Indian context.

UNITVI: Curricular Planning for Children with ASD (10 Hours)

- 6.1 Developing IEPs (in different educational settings)
- 6.2 Planning for Individual Teaching
- 6.3 Planning for Group Teaching (Specialized as well as inclusive classroom)
- 6.4 Planning teaching intervention for adaptations (visual structures, schedules, social stories, activity based, experiential, concrete to abstract).
- 6.5 Data Collection, Evaluation, and Monitoring Progress.

Essential Readings

- American Psychiatric Association (2014). Diagnostic and Statistical Manual of Mental Disorders (5th Edition). Washington DC.
- Arya, S., Rao, L.G., Jayaram, M. & Deshpande, S.N. (2009). Indian Scale for Assessment of Autism. National Institute for the Mentally Handicapped, Secunderabad.
- Attwood, T. (2008). The complete guide to Asperger Syndrome. Jessica Kingsley Publications., London.
- Delcato, C. (1974). The ultimate stranger; the autistic child. Garden City, NY: Doubleday.
- Myles, B.S. and Simpson, R.L. (2003). Asperger's syndrome: A guide for educators and parents (2nd ed.), Autin, TX: PRO-ED.
- Siegel, B. (1996).: The World of Autistic Child. Oxford University Press. New York.

- Simpson, R. L, Smith Myles, B. (Eds.) (2008). Educating children and youth with autism: strategies for effective practice. (2nd edition) Pro Ed. Texas.
- T. Williams (2011). Autism Spectrum Disorders-From Genes to Environment. In Tech, Croatia.

Suggested Readings

- Bettelheim, B. (1967). The empty fortress: Infantile autism and the birth of self. New York: Free Press.
- Donald J. Cohen and Fred R.Volkmar (1997). Handbook of Autism and Pervasive Developmental Disorders, 2nd Edition. New York, NY. John Wiley and Sons, Inc.
- Frith, U. (1989). Autism. Explaining the Eeignigma. Oxford UK & Cambridge USA: Blackwell.
- National Resource Council, (2002). *Educating Children with Autism*. National Academic Press, Washington.

SEMESTER V

EDUCATION AND CURRICULAR PRACTICES FOR CHILDREN WITH VISUAL IMPAIRMENT

Credits Units: 04
Hours : 60

Course Objectives:

After studying this course, the Student Teacher will be able to:

- Integrate various approaches to be adopted in teaching children with visual impairment;
- Demonstrate expertise in teaching expanded core curricular skills to children with visual impairment;
- Identify the educational needs of children with low vision;
- Explain the nature and needs of visually impaired children with associated disabilities
- Demonstrate techniques of teaching language skills to children with visual impairment;

Course Contents:

UNIT 1: Approaches in Teaching Children with Visual Impairment (10 Hours)

- 1.1 Process of providing non-visual experience to visual ideas
- 1.2 Additional teaching for concept development and learning
- 1.3 Direct and Indirect Educational Services
- 1.4 Material Development and Presentations : General principles- Modification, Substitution, Duplication, Omission.
- 1.5 Curriculum Adaptation, Core curriculum, and Expanded Core Curriculum-Meaning, Need and Components

UNIT2: Teaching Expanded Core Curricular Skills (15 Hours)

- 2.1 Orientation and Mobility- Meaning and Importance; Training Techniques: Sighted Guide, Precane and Cane – Skills; Use of Maps;
- 2.2 Various daily living skills- Introduction and Importance; Training techniques: Personal grooming, Eating Skills and Etiquette, Identification of Currency Notes and Coins, Basics of Signature Writing.
- 2.3 Sensory Training: Importance, Objective and Procedures; Tactile Sense; Auditory Sense; Olfactory Sense; Kinesthetic Sense and Multisensory Approach.
- 2.4 Adapted Physical Education Activities, Yoga and Pre-vocational Activities.

UNIT 3: Expanded Core Curriculum Activities Continued Braille and Assistive Devices (10 Hours)

- 3.1 Louis Braille and Evolution of Braille; Continuing Relevance of Braille vis – a – vis Audio Material
- 3.2 Braille Signs for Hindi/Regional Language and English
- 3.3 Braille Devices

3.4 Other Devices- Mathematical Devices: Tayler frame and types, Abacus , Geometry Kit, Algebra Types; Geograpy: Maps- Releif, Embossed, Models; Science Material.

3.5 Schemes and Sources of Availability.

UNIT4: Education of Children with Low Vision

(10 Hours)

4.1 Assessment of low vision

4.2 Educational issues and challenges of children with low vision- Classroom furniture, seating arrangement, proper illumination and lighting, non-optical material.

4.3 Visual stimulation and visual efficiency

4.4 Low vision aids: magnifiers, large print materials and computers

4.5 Techniques of Teaching print to children with low vision

UNIT5: Visually Impaired Children with Additiional Disabilities (15 Hours)

5.1 Concept and types of additiional disabilities – Hearing impairment, Mental retardation,

5.2 Types of additiional disabilities –Locomotor and Neurological disorders and Learning disabilities

5.3 Deafblindness – learning needs, teaching strategies and material adaptations

5.4 Importance of Early intervention

5.5 Support services – Modification and Implications

Essential Readings

- Lowenfeld, B. (1971). Our blind children: Growing and learning with them, Springfield, Charles C. Thomas.
- Aggarwal, J.C. (2005). Curriculum development. Shipra Publication. Delhi
- Arora, V. (2005). Yoga with visually challenged.: Radhakrishna Publication, New Delhi
- Baratt, S. H. (2008). The special education tool kit. Sage Publication, New Delhi.
- Chapman, E. K. (1978). Visually Handicapped Children and Young People. Routledge and Kegan Paul, London.
- Cutter, J. (2006). Independent Movement and travel in Blind Children. IAP, North Carolina.
- Dickman, I.R. (1985). Making life more liveable. AFB, New York.
- Dodds, A. (1988). Mobolity training for visually handicapped people. Croom Helm. London.
- Jose, R. (1983). Understanding Low Vision. American Foundation for the Blind, New York.
- Kauffman, J.M., & Hallahan, D.P. (1981). Handbook of Special Education. Prentice Hall, New Delhi
- Kelly, A.V. (1997). The curriculum: theory and practice. Harper and Row, London.
- Lowenfeld, B. (1973). The Visually Handicapped Child in School. John Day Company, New York.

- Mangal, S. K. (2011) Educating Exceptional Children: An Introduction to Special Education. PHI Learning Pvt.Ltd., New Delhi.
- Mani, M. N. G. (1992). Techniques of teaching blind children. Sterling Publishers Pvt. Ltd., New Delhi.
- Mani, M. N. G. (1997). Amazing Abacus. S.R.K. Vidyalaya Colony, Coimbatore.
- Mason, H., & Stephen McCall, S.(2003) . Visual Impairment – Access to Education for Children and Young people. David Fulton Publishers, London.
- Mukhopadhyay, S., Mani, M.N.G., RoyChoudary, M., & Jangira, N.K. (1988). Source Book for Training Teachers of Visually Impaired. NCERT, New Delhi.
- Punani, B., & Rawal, N.(2000). Handbook for Visually Impaired. Blind Peoples' Association, Ahmedabad.
- Scholl, G. T. (1986). Foundations of the education for blind and visually handicapped children and youth: Theory and Practice. AFB Press, New York.
- Sharma, R. A. (2011). Curriculum development and instruction. R. Lall Book Depot, Meerut.
- Vijayan, P., & Gnaumi, V. (2010). Education of children with low vision. Kanishka Publication, New Delhi.
- Welsh, R., & Blasch, B. (1980). Foundation Orientation & Mobility.AFB, New York.
- Julka, A. Low Vision Children. NCERT PUBLICATION

Suggested Readings

- Ashcroft, S. C., & Henderson, F. (1963). Programmed Instruction in Braille. Stanwick House, Pittsburgh.
- Barraga, N. C. (1986). 'Sensory Perceptual Development'.in: G.T. Scholl (ed.) Foundations of the education for blind and visually handicapped children and youth: Theory and Practice. AFB Press, New York.
- National Curriculum Framework .(2005). Position paper National focus group in Education of Children with Special needs. NCERT,New Delhi.
- Status of Disability in India. (2012). Rehabilitation Council of India, New Delhi.
- Hodapp, R. M. (1998). Developmental and disabilities: Intellectual, sensory and motor impairment. Cambridge Uni. Press, New York.
- The expanded Core Curriculum. (2013). Retrieved from [http:// www.afb.org](http://www.afb.org)
- Wright, L. (2013). The Skills of Blindness: What should students know and when students know. Retrieved from [http:// www.lofob.org](http://www.lofob.org)

PRACTICAL-V
Visual Impairment: Orientation and Mobility

Course Code:

Credits Units: 02

Hours : 60

PRACTICUM

Students teachers will be imparted training in the following orientation and mobility facets

Orientation and Mobility

1. Sighted Guide Technique
2. Pre-cane skills
3. Cane techniques: long cane and smart cane
4. Knowledge and practice (if available) on electronic mobility devices
5. Preparation and use of Mobility Maps (Audio and Tactile)
6. Use of Public Transport

SEMESTER VI

INTRODUCTION TO LOCOMOTOR IMPAIRMENT, CEREBRAL PALSY AND MULTIPLE DISABILITIES

Credits Units: 04

Hours : 60

Course Objectives:

After studying this course, the Student Teacher will be able to:

- Define the basic Anatomy and Physiology of the Systems in human body.
- Describe the nature and needs of Cerebral Palsy.
- Summarize the characteristics and requirements of locomotor Disabilities.
- Discuss about the Nature and Adaptations required in multiple disabilities.
- Demonstrate the Deficits, assessment and Management of dual sensory impairment.

Course Contents:

UNIT 1: Introduction to Basic Anatomy and Physiology of the human body (12 Hours)

- 1.1 General introduction to the various systems of the body and their functions
- 1.2 The organizations of the nervous system: CNS, PNS, ANS and their functions
- 1.3 The mechanism of sound production, chewing, swallowing
- 1.4 Anatomy, structure and function of musculo-skeletal system, Maintenance of posture and balance and Gait
- 1.5 Properties of muscles, Reflexes and its pathology

Unit 2: Cerebral Palsy (CP) (12 Hours)

- 2.1. CP: Nature, Types and Its Associated Conditions
- 2.2. Assessment of Functional Difficulties of CP including Abnormalities of Joints and Movements (Gaits)
- 2.3. Provision of Therapeutic Intervention and Referral of Children with CP
- 2.4. Implications of Functional Limitations of Children with CP in Education and Creating Prosthetic Environment in School and Home: Seating Arrangements, Positioning and Handling Techniques at Home and School
- 2.5. Facilitating Teaching-Learning of Children with CP in School, IEP, Developing TLM; Assistive Technology to Facilitate Learning and Functional Activities

Unit 3: Amputees, Polio, Spinal Cord Injuries Spina-bifida and Muscular Dystrophy (12 Hours)

- 3.1. Definition, Meaning and Classification
- 3.2. Assessment of Functional Difficulties
- 3.3. Provision of Therapeutic Intervention and Referral
- 3.4. Implications of Functional Limitations for Education and Creating Prosthetic Environment in School and Home: Seating Arrangements, Positioning and Handling Techniques at Home and School
- 3.5. Facilitating Teaching-Learning: IEP, Developing TLM; Assistive technology

Unit 4: Multiple Disabilities and Other Disabling Conditions (12 Hours)

- 4.1 Multiple Disabilities: Meaning and Classifications
- 4.2 Various Combinations of Multiple Disabilities and Associated Conditions Such as Epilepsy, Motor and Sensory Conditions
- 4.3 Other Disabling Conditions such as Leprosy Cured Students, Tuberous Sclerosis and Multiple Sclerosis
- 4.4 Implications of Functional Limitations for Education and Creating Prosthetic Environment in School and Home: Seating Arrangements, Positioning and Handling Techniques at Home and School
- 4.5 Facilitating Teaching-Learning: IEP, Developing TLM; Assistive technology

UNIT 5: Dual Sensory Impairments (12 Hours)

- 5.1 Anatomy and Physiology of the eyes, ears and speech organs
- 5.2 Vision Deficits: - Tunnel vision, loss of visual fields, central scotoma, low vision, Refractive errors - Myopia, hypermyopia, presbyopia, astigmatism
- 5.3 Impact of visual impairments on motor & cognitive development
- 5.4 Functional visual assessment
- 5.5 Programme planning & management of visual disorders.

Suggested Readings;

- Archie. H. (2007). Children with cerebral palsy : A manual for therapists, parents.
- Functional classification of cerebral palsy
- Levitt, S., (2004). Treatment of Cerebral Palsy and Motor Delay, blackwell
- Michel.H. (2004). Comprehensive handbook of psychological assessment :behavioural
- Miller, M., (2007). Physical therapy of cerebral palsy, Springer
- Hogg.J. (1994) Making leisure provision for people with profound learning and multiple disabilities. London,Lahpman ,California

SEMESTER VI

ASSESSMENT INTERVENTION AND TEACHING STRATEGIES FOR STUDENTS WITH LOCOMOTOR IMPAIRMENT, CEREBRAL PALSY AND MULTIPLE DISABILITIES

Credits Units: 04
Hours : 60

Course Objectives:

After studying this course, the Student Teacher will be able to:

- Describe various assessment procedure, assessment tools and evaluation techniques.
- Administer different assessment for physical and functional skills.
- Discuss the assessment and management for Augmentative and Alternative Communication.
- Demonstrate competency to address the diverse need of children with multiple disabilities.
- Recognize developmental and behavioural aspects of multiple disabilities.
- Demonstrate techniques and strategies for classroom management.

Course Contents:

UNIT I: Types of Assessment (10 Hours)

- 1.1 Psychological, educational, behavioral and clinical assessment for varied ages and Severity levels.
- 1.2 Functional assessment for programming and teaching. Curriculum based assessment and Developmental Checklists for assessment and programming of children with LI, CP and MD.
- 1.3 Interpretation of assessment results and programmes planning with special reference to Indian Context.
- 1.4 Multidisciplinary approach to assessment. Involvement of various disciplines nature of coordination of multi-disciplinary team referral agencies and linkages, networking and follow up.
- 1.5 Role of multi-purpose rehabilitation worker, Para professionals and medical professional.

UNIT 2: Assessment of Physical and Functional skills (10 Hours)

- 2.1 Screening and Identification, Assessment of LI, CP and MD
- 2.2 Sensory assessment of vision, tactile, vestibular system
- 2.3 Motor assessment of fine and gross motor skills and Play based assessment in all developmental areas.
- 2.4 Assessment of orientation and mobility skills, Positioning, Lifting, Carrying, Transfer for persons with sensory impairments.

2.5 Assessment and management of daily living skills in feeding, dressing & undressing, bladder control, bathing & grooming and meal time activities.

UNIT 3: Assessment and Intervention for Augmentative and Alternative Communication (10 Hours)

- 3.1 Structure and functions of speech mechanism
- 3.2 Assessment and Access for students with neuromuscular disorders
- 3.3 Representations of vocabulary and vocabulary selection
- 3.4 Using and making communication displays
- 3.5 Use of technology for AAC, ICT and its impact on education

UNIT 4: Reading, Spelling, Mathematics and Writing difficulties and curriculum for children with Multiple Disabilities (10 Hours)

- 4.1 Reading and Mathematics difficulties- Nature, characteristics and manifestations
- 4.2 Process and principles of reading development, factors associated with reading, skills related to development of mathematics
- 4.3 Curricular content for children with MD– Pre-school (early intervention) / Early Childhood Years – infant Stimulation, sensory motor training, self-help, communication, pre-academic and Social skills.
- 4.4 Primary age level – self-help, concepts, Augmentative Communication, functional Academics, communication and domestic areas; at secondary level and prevocational Level –functional academics, prevocational skills, social competency skills. Occupational, domestic and Vocational training & Employment.
- 4.5 Curriculum for severely and profound individuals with multiple disabilities- multi-sensory approaches. Importance of curricular

UNIT 5: Developmental and Behavioural Aspects in relation to multiple disabilities (10 Hours)

- 5.1 Developmental stages – Physical, social, cognitive, language and emotional.
- 5.2 Developmental delays and their implications in the life cycle.
- 5.3 Adaptive deficits – self-help areas, emotional, social, cognitive and language areas.
- 5.4 Assessment of behavior
- 5.5 Ethical issues in Management strategies of maladaptive behavior in classroom settings.

UNIT 6: Classroom Management – Techniques & Strategies (10 Hours)

- 6.1 Behaviour Management Techniques
- 6.2 Classroom management and teacher effectiveness; classroom arrangements, time Management, delivery of instruction.
- 6.3 Types and Schedules of reinforcement in skill training, task analysis- concepts, steps and procedure- acquisition, maintenance, generalization and fluency.
- 6.4 Therapeutic support – their implications and adaptations in classroom, Guidance and counseling – role of home and school
- 6.5 Techniques of sensory Stimulation & integration.

Suggested Readings ;

- Amarjit Singh (2006). Classroom management, A reflective perspectives.
- Baine. D. (1988). Handicapped Children in Developing Countries, Assessment. Curriculum and Instruction. Alberta ; University of Albrata.
- Banerjee, R. Madhuchhanda, K & Arundhuti Banerjee (1998). Activities of Daily Living. Feeding, Dressing, Toileting.
- Banerjee, R. Madhuchhanda, K. & Ramu B. (1996). Activities of Daily Living. Behavioural Management. Clealiness..
- Guha, Aloka (1955). Compilation of Reading in Special Education, The Spastics Society of Tamil Nadu, Madras, India.
- Hogg, J. (1994). Making Leisure Provision for people with profound learning and multiple disabilities. London; Lahpman, California
- Jampala, M.B. (2004). Methods of teaching Exception Children.
- King – Sears, H.E. (1994) Curriculum Based Assessment in Special Education, San Diego Singular Publishing Group.
- Longone, J. (1990). Teaching Rearded learners Curriculum and Methods for Improving Instruction, Boston; Allyn and Baco
- MSJ & E (1999), Difficulties, Indian Association for Special Education & Rehabilitation & Handicapped Welfare Federation, New Delhi
- National Trust, New Delhi.
- Panda, K.C. (1997), Education of Exceptional Children, New Delhi ; Vikas Publications.
- Pandey R.S. and Advani L. (1955), Perspectives in Disability and Rehabilitation, New Delhi; Vikas Publication
- Poornima, J. (2006). Curriculum and Teaching.
- Poornima, J. (2006). Curriculum and Teaching.
- Prasad Lakshman (1994), Rehabilitation of the Physically handicapped, Konark Publishers Pvt. Ltd.
- Premavathy, V. (2006). Integrated & Inclusive education.
- Pruthivish, S. (2006). Community based rehabilitation of persons with disabilities.
- Ramar R. (2004) Intervention for slow learners.
- RCI (1998). Bridge Course Manual in the field of Locomotor Impairment and Associated Disabilities, 23-A, Shivaji Marg, New Delhi.
- Rehabilitation Council of India. Status of Disability in India – 2000; Ministry of SJ& E.
- Set of publications available with NIMH, Secunderabad, AYJNIHH, Mumbai
- Singh, J.P. (2005). Disability development in India.
- Tessa, H. & Sreela, B. (2002). Activities of Daily Living. Bating & Drinking & Sitting.
- Aggarwal, K. (2002). Handbook for parents of children with Disabilities. Planning Commission. Govt. of India.
- ASD manual by RCI.
- Asmita.H. (2006).Language and Communication.
- Baine, D. (1988). Handicapped Children in Developing Countries, Assessment, Curriculum and Instruction. Alberta: University of Albrta.

PRACTICALS VI

Locomotor Impairment and Cerebral Palsy

Credits Units: 02
Hours : 60

PRACTICUM

1. Two Case Studies (Cerebral Palsy- 02)

During this paper the Student Teacher is expected to plan and implement individualized programme for a specific duration, evaluation and report for at least two children with Locomotor Impairment and Cerebral Palsy (02 each).

- a) The trainee will collect background information including family background, birth and developmental history, school history, and any other significant information from the parents.
- b) Relate other reports if any such as that of a psychologist, therapist, medical professional for planning.
- c) Choose any assessment tool and conduct current level of assessment.
- d) Select primary goals and specific objectives for teaching/training (four skills)

2. Basic skills on handling, positioning, lifting, transference, and carrying

- a) Effective use of furniture and equipment & Access and Mobility
- b) Development of 05 adaptive teaching and functional aids for children with LI & CP.

SEMESTER VI

Visual Impairment- Braille

Credits Units: 02
Hours : 60

PRACTICUM

1. Reading and Writing Bharati Braille Hindi/Regional Language
2. Reading and Writing of English Braille (Grade I & II),

SUMMER INTERNSHIP III (Visual Impairment)

Credits Units: 02

04 weeks

PRACTICUM

The student teacher will identify a child with Visual impairment and submit a report on the following:

- Braille mathematical code: radicals, fractions, (mixed, complex and hyper complex), signs and symbols, of comparison, shape signs, Greek letters, indices, set symbols, trigonometric functions
- Use of the Braille Slate and stylus, Perkins Braille Writer, Note Takers, Embossers, Six –Key Text Entry System, Braille Translation Software.
- Transcription from text to Braille and vice versa in any language. Braille and Slate and stylus

SEMESTER VII
INCLUSIVE EDUCATION

Course Code:

Credits Units: 04
Hours : 60

Course Objectives:

After completing the paper the Student Teacher will be able to:

- Develop competency to screen, Assessment of students with learning difficulties
- Develop competency in planning and implementing special education methodology and training for students with learning difficulties
- Develop competency in curriculum adaptations and implementing remedial education methodology for students with learning difficulties
- Organize Resource Rooms for students with learning difficulties

Course Contents:

Unit 1: Introduction to Inclusive Education

(15 Hours)

- 1.1 Marginalisation vs. Inclusion: Meaning & Definitions
- 1.2 Changing Perspective in Education Integration & Inclusion
- 1.3 Diversity in Classrooms: Learning Styles, Linguistic & Socio-Cultural plurality
- 1.4 Principles of Inclusive Education: Access, Equity, Relevance, Participation & Empowerment
- 1.5 Barriers to Inclusive Education: Attitudinal, Physical & Instructional

Unit 2: Adaptations Accommodations and Modifications

(15 Hours)

- 2.1 Meaning, Difference, Need & Steps
- 2.2 Specifics for Children with Sensory Disabilities
- 2.3 Specifics for Children with Neuro-Developmental Disabilities
- 2.4 Specifics for Children with Loco Motor & Multiple Disabilities
- 2.5 Engaging Gifted Children

Unit 3: Inclusive Academic Instructions

(15 Hours)

- 3.1 Universal Design for Learning: Multiple Means of Access, Expression, Engagement & Assessment
- 3.2 Co-Teaching Methods: One Teach One Assist, Station-Teaching, Parallel Teaching, Alternate Teaching & Team Teaching
- 3.3 Differentiated Instructions: Content, Process & Product
- 3.4 Peer Mediated Instructions: Class Wise Peer Tutoring, Peer Assisted Learning Strategies
- 3.5 ICT for Instructions

Unit 4: Supports and Collaborations for Inclusive Education(15 Hours)

- 4.1 Stakeholders of Inclusive Education & Their Responsibilities
- 4.2 Advocacy & Leadership for Inclusion in Education

- 4.3 Family Support & Involvement for Inclusion
- 4.4 Community Involvement for Inclusion
- 4.5 Resource Mobilisation for Inclusive Education

Project on organization of a resource room

(15 Hours)

During this paper the trainee is expected to take a small project regarding the organization of a resource room and submit the records. The trainee will set up a resource room in regular school which will provide a student with special need the special assistance or coaching in those areas in which academically he/she is weak or facing problem academically.

Suggested Readings :

- Cark, G.M. & Kostoe, O.P. (1995) Career development and transition education for adolescents with disabilities (2nd edition). Boston : Allyn & Bacon
- Eaves, R.C. & Mc Laughlin, P.J. (1993) Recent advances in special education and rehabilitation. Boston : Andover Medical Publishers.
- King - Sears, M.E. (1994) Curriculum based assessment in special education. San Diego: Singular Publishing Group, Inc.
- Mann, P.H., Suiter, P.A. & Mc Clung, R.M. (1992) A guide for educating mainstreamed students. Boston : Allyn & Bacon.
- Narayan, J & Kutty, A.T.T. (1989) Handbook for trainers of the mentally retarded persons- Pre-primary level. NIMH, Secunderabad.
- Shell, M.E.(1993). Instruction of students with severe disabilities (4th edition). Toronto : Maxwell Macmillan Canada.
- West, C.K., Farmer, J.A. & Wolff, P.M. (1991). Instructional design. Implications from cognitive science. Englewood Cliffs (New Jersey) : Prentice Hall.
- Longhorn, F. (1988) A sensory curriculum for very special people. A practical approach to curriculum planning. Souvenir Press (Educational and Academic) Ltd.
- Carr, J & Collin, S (1992). Working towards independence – A practical guide to teaching people with learning disabilities. London : Jessica Kingsley.
- Hulme, C. (1992). Working memory and severe learning difficulties. Hove, Lawrence. Erlbawn.
- Hogg, J. (1994). Making leisure provision for people with profound learning and multiple disabilities. London : Lhapman, California.
- Farmer, R. (1994) changing services for people with learning disabilities. California Singular Pub. Group Allied, Hyderabad.
- Smith, C.R. (1994). Learning Disabilities : The interaction of learner task & setting (3rd

edition). Boston : Allyn & Bacon

- Michales, C.A (1994). Transition strategies for persons with learning disabilities. California, Singular Pub. Group.
- Sinha. B.L. (2001). Teaching learning & human behaviour. Anmol, New Delhi.
- Hoover, J.J. (1995). Teaching students with learning problems to use study skills - A teachers guide.
- Lokananda Reddy, G. et. al. (2000). Learning disabilities: A practical guide to Practitioners. Discovery Pub House, New Delhi.
- Rourke, B.P. and Del Dotto, J.E. (1994). Learning Disabilities : A Neuro-Psychological Perspective. Sage Pub, New Delhi.
- Myreddi V. & Narayan J. (1998). Functional Academics for students with mild mental retardation, NIMH, Secunderabad.
- Narayan J. (1990). Towards independence series 1 to 9. Secunderabad : NIMH, Secunderabad.
- Narayan J. (2003) Educating children with learning problems in regular schools NIMH, Secunderabad.
- Video Films. (2002). Help them learn make it easy. NIMH, Secunderabad

SEMESTER VII

INTERVENTION AND TEACHING STRATEGIES FOR CHILDREN WITH AUTISM SPECTRUM DISORDER

Credits Units: 04

Hours : 60

After studying this course, the Student Teacher will be able to:

- Follow the developmental approach for intervention of children with ASD
- Engage the children with ASD using behavioral approach
- Interpret cognitive approach in intervention for children with ASD
- relate to the social Approach in intervention for children with ASD
- Employ teaching methods and strategies in intervention for children with ASD

Course Contents:

Unit I: Developmental Approach

- 1.1. Early intervention, Early Start Denver Model
- 1.2. Floor time
- 1.3. LEAP (Learning Experience Alternative Program)
- 1.4. Sensory Integration
- 1.5. JASPER (Joint Attention Symbolic Play Engagement Regulation)

Unit II: Behavioural Approach

- 2.1 Applied behavioural analysis
- 2.2 Discrete trial training
- 2.3 TEACCH
- 2.4 Analysis of Verbal Behaviour
- 2.5 Pivotal Response Training

Unit III: Cognitive Approach

- 3.1 Theory of Mind
- 3.2 Meta-cognitive strategies
- 3.3 Cognitive behaviour modification
- 3.4 Teaching of reading and writing
- 3.5 Teaching arithmetic and related areas (money and time)

Unit VI: Social Approach

- 4.1 Social story
- 4.2 Comic strips
- 4.3 Peer-mediated programs
- 4.4 Sex education and Social behaviour
- 4.5 Self-regulation

Unit V: Teaching Methods and Strategies

5.1 Physical environment and classroom organization

5.2 Task analysis & reinforcement

5.3 Joint Action Routines

5.4 Visual Strategies

5.5 Visual Activity Schedules

Essential Readings

- Delaney, T. (2009). 101 Games and Activities for Children With Autism, Asperger's and Sensory Processing Disorders. McGraw-Hill Contemporary.
- Grandin, T. (1995). *Thinking in Pictures and Other Reports from My Life with Autism* Vintage Books.
- Greenspan, S.I. and Wieder, S. (2008). Engaging Autism: Using the Floortime Approach to Help Children Relate, Communicate, and Think . Da Capo Press Inc.
- Kasari, C. (2013). Targeted Treatment of Joint Attention, Symbolic Play, and Engagement Regulation for Children with Autism. Routledge.
- McClannahan, L.E. and Krantz, P.J. (2010). Activity Schedules for Children with Autism: Teaching Independent Behavior. Woodbine House Inc.,U.S.
- R.L. Simpson & B.S. Myles (2008). Educating Children and Youth with Autism: Strategies for effective practice, 2nd ed. Pro.Ed. Texas.
- Savner, J.L. & Myles, B.S. (2000). Making visual supports work in home and community: Strategies for individuals with autism and Asperger's Syndrome. Shawnee Mission, KS. Autism Asperger Publishing.
- T. Williams. (2011). Autism Spectrum Disorders - From Genes to Environment. In Tech, Croatia.
- W. Sailor, G. Dunlap, G. Sugai, & R.H. Horner (2009)). Handbook of positive behavior support (pp. 107–123). New York: Springer.

Suggested Readings

- Maag, J.W. (2004). Behavior management: From theoretical implications to practical applications (2nd ed.) Belmont, CA. Wadsworth/Thomson Learning
- Baron-Cohen, S. (2003a). The essential difference: The truth about the male and female brain. New York: Basic Books.
- Cooper, J.O., Heron, T.E., & Heward, W.L. (1987). Applied Behavior Analysis. Upper Saddle River, NJ, Prentice Hall.
- Frost, Lori A. & Andrew S. Bondy (1996). The Picture Exchange Communication System Training Manual. Cherry Hill, NJ: Pyramid Educational Consultants, Inc..
- Gray, C. (2000). The New Social Story Book. Arlington, TX: Future Horizons.
- Kathleen Ann Quill (1995). Teaching Children with Autism: Strategies to Enhance

Communication and Socialization. Albany, NY. Delmar Publishers, Inc.

- Maag, J.W. (2004). Behavior management: From theoretical implications to practical applications (2nd ed.) Belmont, CA. Wadsworth/Thomson Learning.
- Martin, N. (2009). Art as an early intervention tool for children with autism. Jessica Kinsley Publishers, PA.USA.
- Myles, B.S. and Simpson, R.L. (2003). Asperger's syndrome: A guide for educators andparents (2nd ed.), Autin, TX: PRO-ED.
- National Resource Council, (2002). *Educating Children with Autism*. National Academic Press, Washington.
- Peterson, S. (2000). Picture Exchange Communication System.
- Prior, M. (2003). Learning and behavior problems in Asperger syndrome. New York: Guilford Press.
- Schopler, E, Mesobov, G.B. ,& Kunc, L. J. (Eds.). (1998). *Asperger's Syndrome or High Functioning Autism?* Plenum Press, New York.
- Siegel, B. (1996).: The World of Autistic Child. Oxford University Press,. New York.

SEMESTER VII

PEDAGOGY OF TEACHING ENGLISH

Credits: 04

Contact Hours: 60

Introduction

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

Objectives

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

- Explain the principles of language teaching, and evolution and trends in English literature.
- Design 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, co-operative learning, and language across curriculum, Communicative language teaching, Bilingual, 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
- 3.4 Development of four basic language skills: Listening, Speaking, Reading, and Writing
- 3.5 Accommodation in approaches and techniques in teaching children with disabilities

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: Smart boards, Chalk Board, Flannel Board, Pictures/ Picture-cut-outs, Charts, Tape-records, Radio, Television, Films & Filmstrips, Overhead Projector, Language Laboratory, Language games, reading cards, Worksheets, Handouts, and Power Point Presentation
- 4.3 Construction of a teacher made test for English proficiency
- 4.4 Teaching portfolio
- 4.5 Adaptations of teaching material for children with disabilities

Unit V: Evaluation

- 5.1 Evaluation - Concept and Need
- 5.2 Testing Language skills and Language elements (Vocabulary, Grammar and Phonology)
- 5.3 Adaptation of Evaluation Tools for Children with Disabilities
- 5.4 Individualized assessment for Children with Disabilities
- 5.5 Error analysis, Diagnostic tests and Enrichment measures

Transaction

This course should be taught through a series of workshops, seminars and presentations. Lectures, demonstrations and discussions for theory based topics. Students should be encouraged to use instructional material in their practice of teaching lessons. Adaptations in pedagogy, material and evaluation should be taught through workshops and specific case studies

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

Essential Readings

- 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.

- Grellet, F.(1980). Developing Reading Skills, Cambridge University Press, New York.
- IGNOU CTE – 02 Certificate in Teaching of English (1989). The Structure of English, IGNOU, New Delhi.
- IGNOU EEG – 02 Elective Course in English (1989). The Structure of Modern English Blocks (1 to 7), IGNOU, New Delhi.

Suggested Readings

- Agnihotri, R.K., & Khanna, A.L. (Ed.) (1996). English Grammar in context, Ratnasagar, Delhi.
- Bhatia, K.K., & Kaur, N. (2011). Teaching and Learning English as a Foreign Language. Ludhiana: Kalyani Publishers.
- Bindra, R. (2005). Teaching of English. Jammu: Radha Krishan Anand and Co.
- Brumfit, C.J., & Johnson (Ed.) (1979). The communicative Approach to Language Teaching, Oxford University Press, Oxford.
- Bryne, D. (1988). Teaching Writing Skills, Longman, England.
- Krashen, D. (1992). Principles and Practice in Second Language Acquisition, Pergamum Press Oxford.
- Krishna Swamy (2003). Teaching English: Approaches, Methods and Techniques, Macmillan Publication, New Delhi.
- Sachdeva, M. S. (2007). Teaching of English. Patiala: Twenty First Century Publications.
- Sahu, B. K. (2004). Teaching of English. Ludhiana: Kalyani Publishers.
- Shaik, M. & Gosh, R.N. (2005). Techniques of Teaching English, Neelkamal Publications, Hyderabad.
- Sharma, P. (2011). Teaching of English: Skill and Methods. Delhi: Shipra Publication.

SEMESTER VII
PEDAGOGY OF TEACHING HINDI

Credits: 04
Hours: 60

पाठ्यक्रम के उद्देश्य – प्रस्तुत पाठ्यक्रम द्वारा विद्यार्थियों इस योग्य होंगे कि –

- व्यक्ति तथा समाज के जीवन और विकास में भाषा के योगदान से परिचित होंगे।
- मूलभूत भाषा कौशलों और भाषा अधिगम में उनकी भूमिका का अनुभव करेंगे।
- इकाई नियोजन और पाठ योजना की प्रक्रिया में कुशल होंगे।
- हिन्दी शिक्षण के विभिन्न व्यावहारिक उद्देश्यों के निर्धारण और लेखन में सक्षम होंगे।
- हिन्दी शिक्षण के अधिगम लक्ष्यों की प्राप्ति के लिए प्रयोज्य शिक्षण विधियों का प्रयोग करेंगे।
- हिन्दी शिक्षण के उद्देश्यों की सहज प्राप्ति के लिए सहायक उपकरणों के निर्माण और उपयोग में दक्ष होंगे।
- भाषा अधिगम में सतत एवं व्यापक मूल्यांकन प्रविधि के उपयोग कुशलतापूर्वक करेंगे।
- भाषा अधिगम में विद्यार्थियों की कठिनाइयों के निराकरण के लिए क्रियात्मक अनुसन्धान का प्रयोग करेंगे।
- चिन्तन दैनन्दिनी और पोर्टफोलियो निर्माण की प्रविधि का उपयोग करेंगे।

पाठ्यवस्तु

इकाई 1 – भाषा, हिन्दी भाषा की प्रकृति और प्रयोज्यता।

- 1.1 भाषा का प्रत्यय और उपयोगिता।
- 1.2 बोली, विभाषा और मानक भाषा का प्रत्यय।
- 1.3 शिक्षा, समाज, व्यापार, राजनीति, षोध एवं विकास में भाषा का योगदान।
- 1.4 हिन्दी भाषा का नामकरण, संस्कृत से हिन्दी के उद्भव की प्रक्रिया।
- 1.5 विष्वभाषा और भविष्य भाषा के रूप में हिन्दी का विकास का आकलन।
- 1.6 मूल-भूत भाषा कौशलों – श्रवण, वाचन, पठन और लेखन का परिचय।

इकाई 2 – पाठ्यवस्तु संवर्धन

- 2.1 हिन्दी साहित्य का सामान्य परिचय।
- 2.2 हिन्दी गद्य साहित्य की परम्परागत विधाएँ – कहानी, नाटक और महाकाव्य।
- 2.3 हिन्दी गद्य साहित्य की आधुनिक विधाएँ – उपन्यास, यात्रा विवरण, जीवनी, आत्मकथा और संस्मरण।
- 2.4 हिन्दी व्याकरण में उर्दू, अंग्रेजी और संस्कृत से समाविष्ट प्रत्यय।
- 2.5 माध्यमिक स्तर पर हिन्दी पाठ्यक्रम में हुए परिवर्तनों का आकलन।

इकाई 3 – भाषा अधिगम की प्रकृति और पाठ नियोजन

- 3.1 माध्यमिक स्तर पर हिन्दी शिक्षण के लक्ष्य और उद्देश्य।
- 3.2 इकाई नियोजन का प्रत्यय, इसका महत्त्व और निर्माणविधि।
- 3.3 पाठयोजना का परिचय, उपयोग और महत्त्व।
- 3.4 पाठयोजना के चरण और उनका क्रियान्वयन।
- 3.5 हिन्दी शिक्षण के ज्ञानात्मक, बोधात्मक, कौशलात्मक और रुचिगत उद्देश्यों का निर्धारण।
- 3.6 विभिन्न उद्देश्यों का व्यावहारिक षब्दावली में लेखन।
- 3.7 पाठ योजना के संरचनात्मक उपागम का परिचय और अभ्यास।

इकाई 4 – हिन्दी की विविध विधाओं के शिक्षण की विधियों का परिचय और उपयोग

- 4.1 माध्यमिक कक्षाओं में गद्य शिक्षण की उपयोगिता।
- 4.2 गद्य शिक्षण की अर्थबोध, व्याख्या, विप्लेशन और संयुक्त विधि का परिचय और इनकी समीक्षा।
- 4.3 माध्यमिक कक्षाओं के पाठ्यक्रम में पद्य के समावेश की उपयोगिता।

- 4.4 पद्य शिक्षण की षड्वर्ध कथन, खण्डान्वय, व्यास और समीक्षा विधि का परिचय और इनकी उपयुक्तता का आकलन।
- 4.5 माध्यमिक स्तर पर व्याकरण शिक्षण की आवश्यकता और उपयोगिता।
- 4.6 व्याकरण शिक्षण की निगमन, आगमन, भाषासंसर्ग और पाठ्य-पुस्तक विधियों का मूल्यांकन।

इकाई 5 – भाषा अधिगम-शिक्षण में सहायक सामग्रियों का प्रयोग

- 5.1 शिक्षण उपकरणों का सन्दर्भ, महत्त्व और लाभ।
- 5.2 अधिगम-शिक्षण के दृश्य उपकरणों के प्रकार।
- 5.3 दृश्य उपकरणों – ध्यामपट्ट, चार्ट, नक्शा, मानचित्र, प्रतिरूप, कार्यशील प्रतिरूप और फ्लैश कार्ड की प्रयोग विधि।
- 5.4 श्रव्य उपकरणों – कॉम्पैक्ट डिस्क व कैसेट्स के प्रयोग की विधि और अभ्यास।
- 5.5 मुद्रित श्रव्य उपकरणों –अखबार, पत्रिकाओं और पुस्तकों का सहायक उपकरणों के रूप में प्रयोग।
- 5.6 वैद्युदण्विक उपकरणों – टेलीविजन, कम्प्यूटर और विषजाल के सहायक उपकरणों के रूप में प्रयोग की विधि और उपयोगिता।
- 5.7 भाषा अधिगम में भाषा प्रयोगशाला के प्रयोग की विधि और समीक्षा।

इकाई 6 – भाषा अधिगम के मूल्यांकन की प्रविधि

- 6.1 मूल्यांकन की संकल्पना, उद्देश्य और महत्त्व।
- 6.2 सतत एवं व्यापक मूल्यांकन का सन्दर्भ।
- 6.3 लेखन, पठन, श्रुतलेख, सुलेख, तीव्रलेखन, त्रुटिमुक्त लेखन, आशुभाषण और काव्यपाठ का सतत एवं व्यापक मूल्यांकन प्रविधि द्वारा मूल्यांकन।
- 6.4 कक्षागत पाठ्यसहगामी गतिविधियों – गीत, अभिनय, संवाद, क्रियाकलाप और नेतृत्व के गुणों का सतत एवं व्यापक मूल्यांकन प्रविधि द्वारा मूल्यांकन।
- 6.5 विद्यार्थियों के भाषा अधिगम का संचयीवृत्त बनाना।

इकाई 7 – चिन्तनशील साधक के रूप में शिक्षक

- 7.1 अनुवर्ती चिन्तन की आवश्यकता और महत्त्व।
- 7.2 चिन्तन दैनन्दिनी और पोर्टफोलियो बनाना।
- 7.3 विद्यार्थियों की अधिगम समस्याओं के निदान और समाधान के लिए क्रियात्मक अनुसन्धान का प्रयोग।
- 7.4 पाठ्यक्रम, सहायक सामग्री और पाठ्यविधियों का आलोचनात्मक विवेचन।
- 7.5 पाठ्यक्रम, सहायक सामग्री और पाठ्यविधियों पर विद्यार्थियों और अभिभावकों की प्रतिक्रियाओं का संग्रह।

प्रायोगिक कार्य –

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

सन्दर्भ पुस्तकें –

- हिन्दी शिक्षण : अभिनव आयाम, डॉ. श्रुतिकान्त पाण्डेय, एक्सिस पब्लिकेशंस, दरियागंज, नई दिल्ली, 2010.
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- हिन्दी शिक्षण, रमन बिहारी लाल, रस्तोगी प्रकाशन, मेरठ, 2002.
- हिन्दी शिक्षण, सावित्री सिंह, इन्टरनेशनल पब्लिशिंग हाउस, मेरठ, 2004

SEMESTER VII
PEDAGOGY OF TEACHING SANSKRIT

क्रेडिट इकाईरू 04
अवधि रू 60 घंटे

पाठ्यक्रम के उद्देश्य – प्रस्तुत पाठ्यक्रम के अध्ययन एवं अभ्यास द्वारा विद्यार्थियों को –

- पुरातन किन्तु वैज्ञानिक गुणों से समृद्ध संस्कृत भाषा और इसके शिक्षण के महत्त्व से परिचित कराना।
- विद्यालयी पाठ्यक्रम में संस्कृत भाषा के स्थान और सीमाओं से अनभिज्ञ कराना।
- संस्कृत भाषा शिक्षण के लक्ष्य एवं उद्देश्यों का बोध कराना।
- अपेक्षित भाषा कौषलों का परिचय, अधिगम एवं अभ्यास कराना।
- संस्कृत भाषा शिक्षण की परम्परागत एवं आधुनिक प्रविधियों का परिचय एवं अभ्यास कराना।
- संस्कृत भाषा शिक्षण के लिए अपेक्षित गुणों एवं कौषलों का विकास कराना।
- भाषा अधिगम की प्रक्रिया में उपस्थित होने वाली कठिनाइयों एवं उनके निराकरण की विधियों से अभिज्ञ कराना।
- भाषा अधिगम मूल्यांकन की अधुनातन प्रविधियों का परिचय एवं अभ्यास कराना।

इकाई— एक

- 1.1 भाषा के रूप में संस्कृत के गुण और महत्त्व।
- 1.2 संस्कृत भाषा शिक्षण की आवश्यकता और लाभ।
- 1.3 त्रिभाषा सूत्र के अन्तर्गत विद्यालयी पाठ्यक्रम में संस्कृत का स्थान।
- 1.4 विद्यालयी पाठ्यक्रम में माध्यमिक एवं उच्च माध्यमिक स्तरों पर संस्कृत शिक्षण के उद्देश्य।

इकाई— दो

- 2.1 संस्कृत शिक्षण के आधारभूत सिद्धान्त
- 2.2 संस्कृत शिक्षण की विधियाँ – पाठ्यपुस्तक विधि, अनुवाद विधि।
- 2.3 संस्कृत शिक्षण की विधियाँ – प्रश्नोत्तर विधि, आगमन-निगमनात्मक विधि।
- 2.4 संस्कृत शिक्षण में सम्प्रेषणाधारित उपागम का प्रयोग।

इकाई— तीन

- 3.1 पाठयोजना का महत्त्व और उपयोग।
- 3.2 संस्कृत पाठयोजना में प्रत्यय संरचनावाद (कंस्ट्रक्टिविज़्म) उपागम का प्रयोग।
- 3.3 पाठयोजना निर्माण – गद्य पाठयोजना।
- 3.4 पाठयोजना निर्माण – पद्य पाठयोजना।
- 3.5 पाठयोजना निर्माण – व्याकरण पाठयोजना।

इकाई— चार

- 4.1 भाषा शिक्षण में सहायक सामग्रियों का उपयोग एवं महत्त्व।
- 4.2 सहायक सामग्रियों के प्रकार – दृश्य, दृश्य-श्रव्य, वैद्यदुष्विक (इलेक्ट्रॉनिक)।
- 4.3 संस्कृत भाषा शिक्षण में प्रयोज्य सहायक सामग्रियों की निर्माण विधि।
- 4.4 संस्कृत भाषा शिक्षण में पाठ्य-सहगामी क्रियाओं का महत्त्व और आयोजन विधि।

इकाई— पाँच

- 5.1 मूल्यांकन का उद्देश्य एवं महत्त्व।
- 5.2 सतत एवं व्यापक मूल्यांकन का सन्दर्भ एवं व्यवहार-विधि।
- 5.3 संस्कृत भाषा अधिगम मूल्यांकन में सतत एवं व्यापक मूल्यांकन प्रविधि का प्रयोग।
- 5.4 संस्कृत भाषा अधिगम मूल्यांकन के सन्दर्भ में सतत एवं व्यापक मूल्यांकन प्रविधि की उपादेयता।
- 5.5 प्रश्नों के प्रकार एवं प्रश्नपत्र निर्माण विधि।

परियोजना कार्य –

- माध्यमिक स्तर पर संस्कृत पाठ्यक्रम का आलोचनात्मक विश्लेषण।
- माध्यमिक स्तर पर संस्कृत शिक्षण के व्यावहारिक लाभों और सीमाओं का विवरण तैयार करना।
- संस्कृत भाषा शिक्षण में वैद्युदण्विक विशेषतः कम्प्यूटर की उपयोगिता का विवेचन।
- संस्कृत शिक्षण की परम्परागत एवं आधुनिक विधियों का तुलनात्मक अध्ययन।

सन्दर्भ पुस्तकें –

- शर्मा बेला रानी, (2002), मॉडर्न मैथड्स ऑफ संस्कृत टीचिंग, स्वरूप एण्ड संस, नई दिल्ली-110002.
- सफाया रघुनाथ (1962) संस्कृत शिक्षण विधि, पंजाब किताब घर, जालंधर।
- शर्मा सीताराम (1998) डेवलपमेण्ट ऑफ संस्कृत लिटरेचर एण्ड संस्कृत टीचिंग, पर्ल पब्लिशिंग, हाउस।

SEMESTER VII

PEDAGOGY OF TEACHING MATHEMATICS

Credits: 04

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 material for children with & without disabilities.

Objectives

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

- Explain the nature of Mathematics and its historical development with contribution of Mathematicians.
- Describe the aims and objectives of teaching Mathematics at school level.
- Demonstrate and apply skills to select and use different methods of teaching Mathematics.
- Develop 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, Aryabhata, 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- Lecture, Discussion, Demonstration, Inductive-Deductive, Analytic-Synthetic, Problem-Solving, and Project

3.4 Techniques of Teaching Mathematics: Oral Work, Written Work, Drill-Work, Brain Storming and Computer Assisted Instruction (CAI)

3.5 Creating Different Situations of Learning Engagement: Group Learning, Individual Learning, Small-Group, Cooperative (Peer-Tutoring, Jigsaw, etc.), and Situational/Contextual Learning

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

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 Bulletin Boards and Mathematics Club

4.4 Abacus, Cussionaire Rods, Fractional Discs, Napier Strips

4.5 Calculators, Computers, Smart Boards, Multimedia Presentations, and Special Aids and Appliances for Children with Disabilities

Unit 5: Assessment and Evaluation for Mathematics Learning

5.1 Assessment and Evaluation- Concept, Importance and Purpose

5.2 Error Analysis, Diagnostic Tests, Identification of Hard Spots and Remedial Measures

5.3 Tools and Techniques for Formative and Summative Assessments of Learner Achievement in Mathematics, Comprehensive and Continuous Evaluation in Mathematics

5.4 Preparation of Diagnostic and Achievement Test

5.5 Adaptations in Evaluation Procedure for Students with Disabilities

Practical/ Field Engagement/ Project Work Any one of the following

I. Pedagogical analysis of a unit of content from secondary school Mathematics Syllabus

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

III. Construction of a question paper based on current CBSE format/concerned State Board of education, preparing its Scoring key, and marking scheme

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

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

Transactions

Lecture cum demonstration, Workshops and Seminars

Essential 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.
- 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.
- 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.

Suggested Readings

- Keeley, P. K., & Cheryl, T. R. (2011). *Mathematics Formative Assessment*. Sage Publications. London.
- National Curriculum Framework. (2005). NCERT, New Delhi.
- National Curriculum Framework for Teacher Education. (2009). NCTE, New Delhi.
- Teaching of Mathematics (ES-342), Blocks 1-4. (2000). IGNOU, New Delhi.
- Text Books of Mathematics for Class-VI to X. (2006). NCERT, New Delhi.

SEMESTER VII
PEDAGOGY OF TEACHING SCIENCE

Credits: 04
Hours: 60

Introduction

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

Objectives

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

- Explain the role of science in day to day life and its relevance to modern society.
- Describe the aims and objectives of teaching science at school level.
- Demonstrate and apply skills to select and use different methods of teaching the content of sciences.
- Develop 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
- 1.2 Science as an Integrated Area of Study
- 1.3 Science and Modern Indian Society: Relationship of Science and Society
- 1.4 Impact of Science with Special Reference to Issues related with Environment, Industrialization and Disarmament
- 1.5 Role of Science for Sustainable Development

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 Behavioral 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 Process Approach, Direct Experience Approach, Inductive-Deductive Approach
- 3.2 Lecture, Demonstration, Discussion, Problem-solving, Concept-mapping, Programmed Instruction, Team Teaching, Seminar, Computer Assisted Learning (CAL)

3.3 Project Method and Heuristic Method

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

3.5 Constructivist Approach and its Use in Teaching Science

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 Co-Curricular Activities-Science Club, Science Exhibition, Science Text Books-Characteristics and Significance with reference to Children with Disabilities

4.3 The Science Laboratory-Planning Organization of Lab, Storage, Record Keeping and Safety of Scientific Equipment's with reference to Children with Disabilities

4.4 Aquarium, Vivarium – Role in Teaching with Setting & Maintaining

4.5 Museum, Botanical and Zoological Garden: Role in Teaching

Unit 5: Evaluation

5.1 Evaluation- Concept, Nature and Need

5.2 Norm Referenced & Criterion Referenced Evaluation, Comprehensive and Continuous Evaluation: Concept and Significance, Scholastic and Co-Scholastic Assessment

5.3 Tools and Techniques for Formative and Summative Assessments

5.4 Preparation of Diagnostic Test and Achievement Test

5.5 Adaptations of Evaluation Procedure With Reference To Children with Disabilities

Practical/ Field Engagement/Project Work Any one of the following

I. Pedagogical analysis of a unit from Science content.

II. Preparation of a multimedia presentation on a topic from Science content keeping students with disabilities in view.

III. Developing an Action Research Plan on a problem related to teaching and learning of Sciences to students with disabilities to students with disabilities.

IV. Construction of a diagnostic test for unit along with a remedial plan.

V. Comparative analysis of prescribed syllabus and textbooks of different Boards Curricular innovations in respective subject areas

VI. Curricular adaptations for teaching Sciences to students with disabilities.

Essential Readings

- Brown, R. (1978). Science instruction of visually Impaired Youth. New York: AFB.
- Buxton, A. C. (2010). Teaching Science in Elementary and Middle School. New Delhi: Sage Publications.
- Bybee, R. (2010b). 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 Learning of Science and Technology. New Delhi: Vikas Publishing House Pvt. Ltd.
- Henninen, K. A. (1975). Teaching of Visually Handicapped, Ohio: Charles E. Merrill Publishing Company.
- Joshi, S. R. (2005). Teaching of Science. New Delhi: A.P.H Publishing Corporation.
- Kelley, P., & Gale, G. (1998). Towards Excellence: Effective education for students with vision impairments, Sydney: North Rocks Press.
- 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.
- 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.
- Starin, A., & Sund, B. (1983). *Teaching science through discovery*. Ohio: Charles E. Merrill Publishing Company.

SEMESTER VII

PEDAGOGY OF TEACHING SOCIAL SCIENCE

Credits: 04
Contact Hours:

Introduction

This course explores the scope of social science. It develops competencies in designing lesson plans and evaluation 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.
- Demonstrate skills in preparation and use of support materials for effective social science teaching.
- Analyse the ability to organize co-curricular 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
- 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, discussion, socialized recitation, source and project method

- 3.2.1. Devices and techniques of teaching social studies – Narration, description, illustration, questioning, assignment, field trip, storytelling, Role play, Group and self-study, programmed learning, inductive thinking, Concept mapping, expository teaching and problem solving
- 3.3 Accommodations required in approaches for teaching children with disabilities
- 3.4 Instructional material for teaching of social science: Time-lines & Genealogical charts, Maps & Globes, Use of different types of Boards (Smart boards, Chalk Board, Flannel Board), Tape-records, Radio, Television, Films & Filmstrips, Overhead Projector, Social science games and Power Point Presentation
- 3.5 Adaptations of material for teaching children with disabilities

Unit IV: Evaluation of Learning in Social Science

- 4.1 Purpose of evaluation in social science
- 4.2 Techniques of evaluating learner achievement in social Science: Written and Oral tests, Observation Tools, Work Samples, Portfolio
- 4.3 Assessment: tools and techniques of Continuous and Comprehensive Evaluation (CCE) for curricular and co-curricular subjects
- 4.4 Construction of teacher made test
- 4.5 Diagnostic testing and enrichment techniques 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 chapters and articles. There may be quizzes, seminars, field trips, lectures, demonstrations, school visits and observations to teach this course.

Course Work/ Practical/ Field Engagement

- Prepare a unit of social science content for a given child with disabilities
- Develop an Action Research Plan on a problem related to teaching and learning in Social Science
- Adapt teaching learning materials for a child with disabilities
- Develop questions and achievement tests in social science
- Organize activities like quiz, mock-parliament, field trips, exhibitions and any other co-curricular activities in schools

Essential Readings

- Aggarwal, J. C. (2008). Principles, methods & techniques of teaching. UP: Vikas

Publishing House Pvt Ltd.

- Batra, P. (2010). Social Science Learning in Schools Perspective and Challenges, Sage Publications Pvt. Ltd; Pap/Com edition.
- Chauhan, S. S. (2008). Innovations in teaching learning process. UP: Vikas Publishing House Pvt Ltd.
- Dhand, H. (2009). Techniques of Teaching. New Delhi: APH Publishing Corporation.
- Duplass, J. A. (2009). Teaching elementary social studies. New Delhi: Atlantic Publishers.
- Mangal, U. (2005). Samajik Shikshan, Arya Book Depot, New Delhi.

Suggested Readings

- Aggarwal, J.C. (2008). Teaching of social studies: A practical approach. (4th ed). UP: Vikas Publishing House Pvt Ltd.
- George, A. M., & Madam, A. (2009). *Teaching Social Science in Schools: NCERT'S New Textbook Initiative*.
- Mangal, S.K. (2004). Teaching of Social Science, Arya Book Depot, Delhi.
- Rai, B.C. (1999). Methods of Teaching Economics, Prakashan Kendra, Lucknow.
- Sharma, R.A. (2008). Technological foundation of education. Meerut: R.Lall Books Depot.
- Sharma, R.N. (2008). Principles and techniques of education. Delhi: Surjeet Publications.
- Singh, Y.K. (2009). Teaching of history: Modern methods. New Delhi: APH Publishing Corporation.
- Stone, R. (2008). Best Practices for Teaching Social Studies: What Award-Winning Classroom Teachers Do, Corwin, CA.

SEMESTER VII

TEACHING OF COMMERCE

Credits Units: 04
Hours : 60

Course Objectives: After completing the course the student-teachers will able to:

- Define the concept, nature and scope of Commerce.
- Appreciate the need for teaching commerce as a separate discipline.
- Acquire skills in teaching Commerce.
- Develop competencies for designing unit and lesson plans as well as tools for evaluation of learning in Commerce.
- Demonstrate skills in preparation and use of support material for effective Commerce teaching.
- Develop the ability to organize co-curricular activities and community resources for promoting Commerce learning.

Course Contents:

UNIT I: Nature of Commerce

- 1.1 Meaning, nature, scope and concept of Commerce
- 1.2 Place of Commerce in Secondary School curriculum and its critical appraisal.
- 1.3 Relationship of Commerce with other subjects, such as, Economics, Law, Mathematics, Psychology, Sociology, Statistics, etc.

UNIT II: Enrichment of Commerce Content

- 2.1 Aims and objectives of teaching Commerce at the senior secondary stage
- 2.2 Formulation of objectives in terms of learning outcomes.
- 2.3 Understanding terminology of Commerce, such as, Book Keeping, Accountancy, Banking & Insurance, Marketing Management, Auditing and Tax.
- 2.4 Modern Trends in Commerce: e-commerce, use of computers in Commerce, Tally Package.
- 2.5 Recent advancements in Commerce teaching as vocational subject at Secondary level education

UNIT III: Approaches to teaching of Commerce

- 3.1 Methods of Teaching Commerce, their meaning, uses and critical analysis. Lecture Method, Discussion Method, Problem-Solving Method, Project Method, Survey Method, Inductive method – Deductive method
- 3.2 Techniques of teaching commerce subject: Questioning-Answering, Assignment, Observation, Explanation and Illustration.
- 3.3 Role of teacher in facilitating the learning conditions in Commerce at Secondary stage.

UNIT IV: Instructional Planning and Analysis of Curriculum

- 4.1 Analysis of Commerce curriculum (Std. 11th & 12th)
- 4.2 Relationship between syllabus and text book
- 4.3 Comparative analysis of prescribed syllabus and textbooks of Central Board of Secondary Education (CBSE) and Indian Certificate of Secondary Education (ICSE) for Commerce teaching at Secondary stage.
- 4.4 Necessity of planning of instruction in Commerce
- 4.5 Principles of Unit Planning
- 4.6 Basic Elements of Lesson Planning, Preparation of Lesson Plan for teaching Commerce

Unit V: Learning Support System for Commerce

- 5.1 Importance of Teaching Aids, Types and use of Teaching Aids in Commerce education
- 5.2 Development of teaching aids (Projected, non-projected, improvised and performing arts) required for commerce programme.
- 5.3 Utilization of Community Resources, Trade fairs, exhibitions etc.
- 5.4 Maintenance of Commerce Club
- 5.5 Organization of Com-fests, Events

Unit VI: Assessment of learning in Commerce

- 6.1 Evaluation – Characteristics, purpose and process
- 6.2 Tests and its types-Principles in Construction, administration and uses of Achievement tests – Diagnostic testing and Remedial teaching.
- 6.3 Action Research, Case Study
- 6.4 Assessment Tools: written and oral tests, portfolios, concept mapping, rubrics, poster presentations, experience reflections.
- 6.5 Continuous and Comprehensive Evaluation- concept and significance

Suggested Project/Practical Work:

Any two of the following

- Collection of e-learning resources in Education, Accountancy and Commerce
- Undertaking a project on the success story of a business establishment.
- Visit a site of commercial importance and prepare a report.
- Prepare a report on import / export procedure of business unit
- Critical appraisal of CBSE syllabus of Commerce
- Prepare a comparative analysis based on any two products launched in the current year.

Suggested References :

- Dixit, P. (2011) Teaching of Commerce, R. Lall Book Depot, Meerut.
- Monga, V. (2010) Teaching of Commerce, Twenty First Century Publications, Patiala.
- Venkataswaralu, K. et.al (2010), Methods of Teaching Commerce, Discovery Publishing House, New Delhi.

- Singh, Y.K. (2005), Teaching of Commerce, APH Publishing Corporation, New Delhi.
- Gupta, S. & Navta, S.S. (2002) Commerce education in the new millennium, Abhishek Publications, Chandigarh.
- Rao, Seema (2001), Teaching of Commerce, Anmol Publications Pvt. Ltd., Delhi.
- Aggarwal, J. C. (2000) Teaching of Commerce – A practical approach, Vikas Publishing House Pvt. Ltd., New Delhi.

Journals:

- Indian Journal of Commerce, Indian Commerce Association (ICA)
- The *Indian Journal of Commerce & Management Studies* (IJCMS)
- *Indian Journal of Finance* (IJF)
- *Indian Journal of Economics and Business* (IJEBS)
- The *Journal of Electronic Commerce in Organizations* (JECO)
- **Websites:**
- <http://cta.org.in/>
- http://www.ncert.nic.in/programmes/teacher_edu/pdfs/Commerce.pdf
- <http://www.preservearticles.com/2012032829097/the-development-of-commerce-teaching-history-in-india-essay.html>
- <http://www.waymadedu.org/StudentSupport/Effectiveteaching.pdf>
- <http://www.vidyasagar.ac.in/journal/Commerce/vol12/1st%20Article.pdf>
- http://www.cbse.nic.in/cce/cce-manual/initial_pages.pdf

SEMESTER VII

PRACTICAL Micro-teaching skills

Credits Units: 01
Hours : 30

PRACTICUM

The Student Teacher will demonstrate five skills of teaching namely probing question, stimulus variation, reinforcement, blackboard writing, illustrating with examples. The Student teachers will observe and demonstrate the through one micro lesson cycle on each skill and submit a file.

PRACTICALS VIII

Teaching Practices School Subject 1 (English/Hindi/Sanskrit)

Credits Units: 01
Hours : 30

PRACTICUM

- Student Teachers will observe 10 lesson plans in regular classroom for English/ Hindi/ Sanskrit teaching for which they will submit the reports.
- During this paper, the Student Teacher is expected to develop and teach 10 lessons in English/ Hindi/Sanskrit taking into account the standard of the class they are teaching with suitable teaching learning material and submit the records.

PRACTICALS VIII

Teaching Practices School Subject 2 (Maths/Science/Social Science/Commerce)

Credits Units: 01
Hours : 30

PRACTICUM

- Student Teachers will observe 10 lesson plans in regular classroom for Maths/Science/SocialScience teaching for which they will submit the reports.
- During this paper, the Student Teacher is expected to develop and teach 10 lessons in Maths/Science/Social Science taking into account the standard of the class they are teaching with suitable teaching learning material and submit the records

PRACTICAL VII

Multiple Disability

Credits Units: 01

Hours : 30

PRACTICUM

1. Individual Educational Assessment and programme Planning (IEP) for at least 2 Children with Multiple Disability. Preferably each child of a different combination of disability, age /severity level.
 - The trainee will collect background information including family background, birth and developmental history, school history, and any other significant information from the parents.
 - Relate other reports if any such as that of a psychologist, therapist, medical professional for planning.
 - Choose any relevant assessment tool and conduct current level of assessment.
 - Select primary goals and specific objectives for teaching/training (four skills)
2. Classroom teaching of children with Multiple Disabilities at various levels from Pre-primary, Primary, Secondary, Prevocational levels (Special and Inclusive settings). 30 lessons should be taught including 12 curricular and 8 co-curricular lessons, using suitable methods and materials
3. Skill training in Multiple Disabilities and additional disability areas such as Autism, Cerebral Palsy, deaf blindness and Sensory Impairments
4. Preparation of Instruction / Learning materials of Children with Multiple Disabilities

SPECIALIZATION SENSORY IMPAIRMENTS (VISUAL AND HEARING IMPAIRMENT)

SEMESTER VIII

DRAMA AND ARTS IN EDUCATION

Credits: 02

Hours: 30

Introduction

India has an excellent historical backdrop as well as contemporary talents in the field of art. However, it is debatable whether the same has been translated into our school system effectively. Do most of our students get exposure to a variety of activities involving knowing, exploring and appreciating art? Most probably they do not. It is time that we take a fresh look at what art education is and what role it plays in school education. More than anything, art education is also expected to enhance learning. And do teachers know how to go about it to achieve it? Here is an opportunity to facilitate the art within you which in turn will reflect art in within students.

For a student-teacher with disability appropriate learning alternatives are to be given by the college. For example, a candidate with blindness must get alternative learning opportunities and evaluative tasks for visual art or a candidate with deafness for music art – if and when needed.

Objectives

After completing the course student-teachers will be able to

- Explain art Education with reference to children with disabilities
- Interpret performing arts in terms of dance and music
- Relate to performing arts using drama
- Interpret the use of visual arts with reference to children with disabilities
- Appraise media and electronic arts with reference to children with disabilities

Unit 1: Introduction to art Education

- 1.1 Art and art education: Meaning, scope and difference
- 1.2 Artistic expression: Meaning and strategies to facilitate
- 1.3 Art therapy: Concept and application to students with and without disabilities
- 1.4 Linking Art Education with Multiple Intelligences
- 1.5 Understanding emerging expression of art by students

Unit 2: Performing Arts: Dance and Music

- 2.1 Range of art 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 Dance and Music: Facilitating interest among students: planning and mplementing

activities

- 2.5 Enhancing learning through dance and music for children with and without special needs: Strategies and Adaptations

Unit 3: Performing Arts: Drama

- 3.1 Range of art activities in drama
- 3.2 Experiencing, responding and appreciating drama
- 3.3 Exposure to selective basic skills required for drama
- 3.4 Drama: Facilitating interest among students: planning and implementing activities
- 3.5 Enhancing learning through drama for children with and without special needs: strategies and adaptations

Unit 4: Visual Arts

- 4.1 Range of art activities in visual arts
- 4.2 Experiencing, responding and appreciating visual art
- 4.3 Exposure to selective basic skills in visual art
- 4.4 Art education: Facilitating interest among students: planning and implementing activities
- 4.5 Enhancing learning through visual art for children with and without special needs: strategies and adaptations

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 Exposure to selective basic skills in media and electronic arts
- 5.4 Media and electronic arts: Facilitating interest among students: planning and implementing activities
- 5.5 Enhancing learning through media and electronic art for children with and without special needs: strategies and adaptations

Course Work/ Practical/ Field Engagement

- ‘hot seating’ activity for historical / contemporary personalities wherein students play the role of that personality to advocate his/her opinions/decisions/thought processes (for example, Akbar, Hitler, Galileo, Bhagat Singh etc)
- Portfolio submission of the basic skills exposed in any one of the art forms of choice
- Write a self reflective essay on how this course on art will make you a better teacher
- Learn and briefly explain how music notations are made. Submit a brief report OR learn and explain the concept of composition in visual art. Submit a brief report. OR make and submit a sample advertisement for a product OR Learn Mudras of a classical dance forms and hold a session for the students on that. Submit photo report of the same OR Carry out web search on Indian sculpture and submit a brief compilation
- Observe an art period in a special school and briefly write your reflections on it

Essential Readings

- Finlay, Victoria. The brilliant History of Color in Art. Getty Publications, China.
- Shirley, Greenway. (2000). Art, an A to Z guide. Franklin Watts: USA
- Vaze, Pundalik. (1999). How to Draw and Paint Nature. Jyosna Prakashan: Mumbai
- Ward, Alan. (1993) Sound and Music. Franklin Watts: New York.

Suggested Readings

- Baniel, Anat. (2012). Kids beyond limits. Perigee Trade: New York
- Beyer, E. London. (2000). The arts, popular culture and social change
- Efland, A. D. (1990). *A history of Art Education: Intellectual and social currents in teaching the visual arts*. New York, NY: Teachers College Press.
- 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. & B. J. Brueggemann (Eds.), Disability and the teaching of writing: A critical sourcebook. Boston, MA: Bedford/St. Martin's.
- Nyman, L. & A. M. Jenkins (Eds.), *Issues and approaches to art for students with special needs* (pp. 142–154). Reston, VA: National Art Education Association.

SEMESTER VIII

APPLICATION OF ICT IN CLASSROOM

Credit: 04
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.

Objectives

After completing the course the student teacher will be able to

- Classify Information Communication Technology (ICT) and Special Education.
- Define the using Media and Computers.
- Demonstrate the use of Visualising Technology-Supported Learning Situations.

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

- 1.1 Meaning and Scope of ICT and Its Role in 'Construction of Knowledge'
- 1.2 Possible Uses of Audio-Visual Media and Computers (Radio, Television, Computers)
- 1.3 Integrating ICT in Special Education With Reference To Articles 4 and 9 of UNCRPD and Goal 3 of Incheon Strategy
- 1.4 Three as of ICT Application—Access, Availability, Affordability
- 1.5 Overview of WCAG (Web Content Access Guidelines)

Unit 2: Using Media and Computers

- 2.1 Media: Radio and Audio Media- Script Writing, Storytelling, Songs, etc., Television and Video in Education, Importance of Newspaper in Education
- 2.2 Computers: Functional Knowledge of Operating Computers—On/Off, Word Processing, Use Of Power Point, Excel, ICT Applications for Access to Print
- 2.3 Computer as a Learning Tool: Effective Browsing Of The Internet for Discerning and Selecting Relevant Information, Survey of Educational Sites and Downloading Relevant Material; Cross Collating Knowledge from Varied Sources
- 2.4 Computer-Aided Learning: Application of Multimedia in Teaching and Learning, Programmed Instruction; Computer-Assisted Instruction; Interactive Learning
- 2.5 E-Classroom: Concept, Organizing E-Classroom and Required Adaptations for Students with Disabilities

Unit 3: Visualising Technology-Supported Learning Situations

- 3.1 Preparation of Learning Schemes and Planning Interactive Use of Audio-Visual Programme
- 3.2 Developing PPT Slide Show for Classroom Use and Using of Available Software or CDs with LCD Projection for Subject Learning Interactions
- 3.3 Generating Subject-Related Demonstrations Using Computer Software and Enabling Students to Plan and Execute Projects
- 3.4 Interactive Use of ICT: Participation in Social Groups on Internet, Creation of 'Blogs', Organizing Teleconferencing and Video-Conferencing
- 3.5 Identifying and Applying Software for Managing Disability Specific Problems

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

Essential Readings

- Abbot, C. (2001). *ICT: Changing Education*. Routledge Falmer.
- Florian, L., & Hegarty J. (2004). *ICT and Special Educational Needs: A Tool for Inclusion*. Open University Press.

Suggested Readings

- Kozma, R.B. (2003). *Technology, Innovation, and Educational Change: A Global Perspective: A Report of the Second Information Technology in Education Study, Module 2*. International Society for Technology in Education.

SEMESTER VIII

TECHNOLOGY AND EDUCATION OF SENSORY DISABILITY

Credit: 04

Hours: 60

Course Objectives: After completing the course student-teachers will be able to:

- Define various listening devices and describe ways of effective usage and maintenance.
- Create awareness and basic exposure to state-of -the-art technology for management of various aspects of speech.
- Identify the range of technological applications that can be used for facilitating communication and language.
- Describe and use different technologies for print access for children with visual impairment.
- Demonstrate understanding of computer based teaching-learning process.

Unit 1: Listening Devices and Classroom Acoustics

- 1.1 Listening devices: Types (Individual & Group), functioning of Hearing aids, classification of hearing aids based on style (body level, ear level), technology (analog, programmable, digital), Ling's six sound test and other outcome measures
- 1.2 Ear moulds: Types, Importance, Care & maintenance
- 1.3 Classroom amplification devices: Individual, Speech Trainer & group, Hard wire, loop induction, infra-red & FM systems, their importance in educational management
- 1.4 Cochlear Implant, middle ear implant, BAHA & Auditory Brainstem implant: Candidacy, components, functioning & importance with special reference to ADIP 2014 scheme
- 1.5 Comparison between individual hearing aids, group hearing aids & cochlear implant and their care & maintenance

Unit 2: Technology for Management for Speech

- 2.1 Computer based training aids/equipment for management of speech (Dr. Speech; Vaghmi; Speech viewer)
- 2.2 Use of computer based speech equipment for management of voice in children with hearing impairment
- 2.3 Use of computer based speech equipment for management of suprasegmental features of speech in children with hearing impairment
- 2.4 Basic infrastructure required for using computer based speech training

aids/equipment
2.5 Tele Speech Therapy

Unit 3: Technology Facilitating Language & Communication

- 3.1 Low cost technology and its application in development of teaching learning material
- 3.2 Electronic and web-based technology applications: TV, Digital recorders, Downloaded AV films, Search engines, Online learning material, Language apps
- 3.3 Web based technology for using and training of ISL
- 3.4 Sign to text and Text to sign technology
- 3.5 Augmentative and Alternative communication for children with Hearing Impairment with additional/associating concerns

Unit 4: Assistive Technologies for the Visually Impaired with Reference to School Subjects and Low Vision

- 4.1 Mathematics: Taylor Frame, Abacus, Geo Board, Algebra and Maths Types, Measuring Tapes, Scales, and Soft-wares for teaching Maths.
- 4.2 Science: Thermometers, Colour Probes, Scientific and Maths Talking Calculators, Light Probes, and Weighing scales and Soft-wares for teaching Science.
- 4.3 Social Science: Tactile/Embossed Maps, Charts, Diagrams, Models of Different Types, Auditory Maps, Talking compass, and GPS
- 4.4 Low vision devices: Optical, Non-Optical and Projective
- 4.5 Thermoform and Swell Paper technology and Softwares for developing tactile diagrams

Unit 5: Computer-Aided Learning

- 5.1 Social Media
- 5.2 Creation of Blogs
- 5.3 Tele-Conferencing
- 5.4 Distance Learning and ICT
- 5.5 e-Classroom: Concept and Adaptations for Children with Visual Impairment

Essential Readings

- Biwas, P. C. (2004). Education of children with Visual Impairment: in inclusive education. Abhijeet Publication, New Delhi.
- Bourgeault, S. E. (1969). The Method of Teaching the Blind: The Language Arts, Kuala Lumpur: American Foundation for the Overseas Blind.

- Chaudhary, M. (2006). Low Vision Aids. Japee Brothers, New Delhi.
- Lowenfeld, B. (1973). The Visually Handicapped Child in School. John Day Company, New York.
- Mani. M.N.G. (1997). Amazing Abacus. Coimbatore: S.R.K. Vidyalaya Colony.
- Mukhopadhyay, S., Mani, M.N.G., Roy Choudary, M., & Jangira, N.K. (1988). Source Book for Training Teachers of Visually Impaired. New Delhi: NCERT.
- Proceedings: Asian Conference on Adaptive technologies for the Visually Impaired (2009). New Delhi: Asian Blind Union
- Rapp, W.H. (YNK). Universal design for learning in action. Baltimore MD: Brooks
- Riekehof, Lottie L. (1978), The joy of learning signs, Gospel publishing House, Missouri
- Schirmer, Barbara R (2001). Psychological, Social and Educational Dimensions of Deafness. Boston: Allyn and Bacon
- Stewart, D.A. & Kluwin, T.N. (2001). Teaching Deaf & Hard of Hearing Students : Content , Strategies & Curriculum. London : Allyn & Bacon
- Taylor, Brian M., H. Gustav (2011). Fitting and Dispensing Hearing Aids. San Diego: Plural Publishing.
- Tweedie, J. (1987). Children's Hearing Problems, Their Significance, Detection and Management. Bristol: The Bath Press.
- Waldman, D., & Roush, J. (2010). Your child's Hearing Loss; A Guide for Parents. San Diego: Plural Publishing.

Suggested Readings

- Dillon, Harvey (2001). Hearing aids. New York: Thieme Medical Publications.
- Fatima, R. (2010). Teaching aids in mathematics; a handbook for elementary teachers. Kanishka Publication, New Delhi.
- Hersh, M.A., & Johnson, M. (2008). Assistive Technology for Visually Impaired and Blind People. Springer, London.
- Krumenacker, S. (2014). Hearing Aid Dispensing Training Manual. San Diego: Plural Publishing.
- Sanders, D. A. (1993). *Management of hearing handicap: Infants to elderly* (3rd ed.). Englewood Cliffs, NJ: Prentice-Hall.
- Sadao, K. C., & Robinson, N. B. (2010). Assistive Technology for young children: creating inclusive learning environments. Paul H Brooks, Baltimore.

SEMESTER VIII BRAILLE AND ASSISTIVE DEVICES

Credit: 02

Hours: 30

Introduction

Braille, the embossed system of reading and writing for the blind along with its inventor, Louis Braille (1809-1852), has opened a wide range of avenues and opportunities for effective mainstreaming and empowerment for Persons with Visual Impairment. In addition, a plethora of devices are now available which help the visually impaired to access meaningful education in all school-subjects as also skills of independent living and economic activities.

This course familiarizes the student-teachers with the importance and operational aspects of Braille, which has stood the test of time and competition for the last about 185 years. It also introduces them to basic devices used for teaching blind and low vision children.

It is hoped that through the study of the course, the learners will be motivated to know more about these and various other devices and technologies and be in a position to help children with visual impairment/their parents to procure the needed devices with ease and speed.

Objectives

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

- *Acquire basic information about Braille, its relevance and some important functional aspects.*
- *Get basic information on types and significance of different Braille devices.*
- *Get acquainted with the types and significance of basic devices relating to Mathematics, Science, Geography and Low Vision as also on sources of their availability.*

Unit 1: Braille

- 1.1 Louis Braille and the Evolution of Braille
- 1.2 Continuing Relevance of Braille vis-a-vis Audio Material
- 1.3 Braille Signs, Contractions and Abbreviations--English Braille
- 1.4 Braille Signs and Symbols—Hindi/Regional Language
- 1.5 Braille Reading and Writing Processes

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

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

Unit 3: Other Devices – Types, Description, Relevance

- 3.1 Mathematical Devices: Taylor Frame and Types, Abacus, Geometry Kit, Algebra Types
- 3.2 Geography: Maps--Relief, Embossed, Models
- 3.3 Science Material
- 3.4 Low Vision Aids--Optical, Non-Optical, Vision Training Material
- 3.5 Schemes and Sources of Availability

Course Work/ Practical/ Field Engagement (Any Two)

Each Student-Teacher will

- a. Observe at least five devices in use in at least five school periods.
- b. Draw up an item-wise price list of at least ten devices from different sources.
- c. Prepare a presentation – Oral/ Powerpoint – on the relevance of Braille for children with visual impairment.
- d. Prepare a report on the availability and use of Mathematical devices (at least two) in one special school and on inclusive school.
- e. Make a report on the application of at least two non-optical devices for children with low vision.

Essential Readings

- A Restatement of the Layout, Definitions and the Rules of the Standard English Braille System (1971). London: The Royal National Institute for the Blind.
- Ashkroft, S.C., & Henderson, F. (1963). Programmed Instruction in Braille. Pittsburgh: Stanwick House.
- Lowenfeld, B. (1969). Blind Children Learn to Read. Springfield: Charles C. Thomas.
- Mani, M.N.G. (1997). Amazing Abacus. Coimbatore: SRVK Vidyalaya.
- Manual on Bharti Braille (1980). Dehradun: NIVH
- Olson, M. R. (1981). Guidelines and Games for Teaching Efficient Braille Reading. New York: AFB.
- Proceedings: National Conference on Past and Present Status of Braille in India(2001). New Delhi: All India Confederation of the Blind.

Suggested Readings

- Hampshire, B. (1981). Working with Braille - A Study of Braille as a Medium of Communication. Geneva: UNESCO.

- Kusanjima, T. (1974). Visual Reading and Braille Reading. New York: AFB.
- Mani, M.N.G. (1992). Techniques of Teaching Blind Children. N.Delhi: Sterling Publishers.
- Mellor, M. C. (2006). Louis Braille A Touch of Genius. Boston: National Braille Press.

SEMESTER VIII

ORIENTATION AND MOBILITY

Credit: 02

Hours: 30

Introduction

Movement with independence in the environment has been stated to be one of the major challenges of vision loss. In order to facilitate their meaningful empowerment, therefore, it is necessary to provide students with visual impairment skills and techniques which enable them to cope with these challenges. Developments, especially during and after World War II, have led to the emergence of a large variety of such strategies, skills and technologies, which are covered under the discipline titled Orientation and Mobility.

So, the present course carrying the same title introduces the learners to various crucial aspects of this vital subject. It is hoped that through the study of the course, the student-teachers would be in a better position to understand the implications of vision loss with reference to independent movement. It would also enable them to get insights into basic skills and components essential for meaningful orientation and easy and graceful movement for the visually impaired.

Course Objectives: After completing the course the student-teachers will be able to

- *Describe the nature and scope of O&M as also the O&M related responsibilities of the special teacher.*
- *Acquire basic knowledge of human guide techniques.*
- *Describe pre-cane and cane travel skills and devices.*
- *Get acquainted with the importance and skills of training in independent living for the visually impaired.*

Unit 1: Introduction to Orientation and Mobility

- 1.1 Orientation and Mobility -- Definition, Importance and Scope
- 1.2 Basic Terminologies Associated with O&M: Trailing, Landmarks, Clues, Cues, Shoreline, Squaring Off, Clockwise Direction, Sound Masking, Sound Shadow
- 1.3 Roles of Other Senses in O&M Training
- 1.4 Special Responsibilities of Special Teacher/Educator with reference to O&M Training
- 1.5 Blindfold -- Rationale and Uses for the Teacher

Unit 2: Human/ Sighted Guide Technique

- 2.1 Grip
- 2.2 Stance
- 2.3 Hand Position
- 2.4 Speed Control

2.5 Negotiating: Narrow Spaces, Seating Arrangements, Staircases, Muddy paths

Unit 3: Pre-Cane Skills

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

Unit 4: Cane Travel Techniques and Devices

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

Unit 5: Training In Independent Living Skills

- 5.1 Self Care, Gait and Posture
- 5.2 Personal Grooming
- 5.3 Eating Skills and Etiquette
- 5.4 Identification of Coins and Currency Notes
- 5.5 Basics of Signature Writing

Course Work/Practical/ Field Engagement

Undertake any two of the following

- a. Act as a sighted guide in different situations/settings.
- b. Prepare a list of canes and other devices available with various sources along with prices.
- c. Undergo an experience of moving under a blindfold for a few minutes and describe it (about 200 words).
- d. Make a short PowerPoint/ oral presentation for about 5 minutes on the importance of O&M for the visually impaired.
- e. Draw up a list of important clues/cues/landmarks which the visually impaired student can use in the school.

Essential Readings

- Blasch, B. B., Weiner, W. R., & Welsh, R. L. (1997). Foundations of Orientation and Mobility (2nd ed.). New York: AFB Press.
- Cutter, Joseph (2006). Independent Movement and Travel in Blind Children.IAP,

North Carolina

- Fazzi, D.L. & Petersmeyer, B.A. (2001). *Imagining the Possibilities: Creative Approaches to Orientation and Mobility Instruction for Persons who are Visually Impaired.*: AFB Press, New York.
- Jaekle, Robert C. (1993). *Mobility Skills for Blind People: A Guide for Use in Rural Areas.* Christoffel Blinden Mission.
- Knott, N.I. (2002). *Teaching Orientation and Mobility in the Schools: An Instructor's Companion.* AFB Press, New York.
- Smith, A.J. & Geruschat, D. R. (1996). *Orientation and Mobility for Children and Adults with Low Vision.* In A. L. Corn & A. J. Koenig (Eds.), *Foundations of Low Vision: Clinical and Functional Perspectives* .: AFB Press, New York.

Suggested Readings

- Dodds, Allan (1986). *Mobility Training for Visually Handicapped People.* London: Croom Helm.
- Hill, Everett and Ponder, Purvis (1976). *Orientation and Mobility Techniques.* AFB, New York.
- Jacobson, W.H. (1993). *The Art and Science of Teaching Orientation and Mobility to Persons with Visual Impairments.* AFB Press, New York.
- Singh, J.P. (2003). *Technology for the Blind.* Kanishka Publication. New Delhi

PRACTICALS VIII
Visual Impairment- Teaching Daily Living Skills and Assistive Devices

Credits Units: 02
Hours : 60

PRACTICUM

1. Teaching 15 lessons related to activities of Daily Living to children with visual impairment in special schools
2. Assistive Devices
 - a) Use of Taylor frame, abacus, geometry kit, tactile drawing board and other mathematical devices
 - b) Use of screen reading, magnification software and other talking equipments
 - c) ICT in the classroom: JAWS, SUPERNOVA, MAGIC, SAFA
 - d) Use of adapted physical education equipment and appliances.
 - e) Duxbury Braille translation and production through Braille embosser
3. Transcription of Braille materials into print in English and Regional language and vice versa

PRACTICALS VIII
Visual Impairment- Reading And Writing Of Standard English Braille

Credits Units: 02
Hours : 60

PRACTICUM

1. Reading and writing English braille text. Transcription from print to Braille and vice-versa (grade II)
2. Braille mathematics code: radicals, fractions (mixed, complex and hyper complex), signs and symbols of comparison, shape signs, greek letters, indices, set symbols, trigonometric functions
3. Abacus and geometric kit

PRACTICAL
Classroom Teaching in Special Schools for Visual Impairment (VI)

Credits Units: 01
Hours : 30

PRACTICUM

Group Teaching in Special School

During this practical the pupil trainee is expected to plan a lesson and convert the planned lesson into an instructional class for imparting knowledge and develop skills in children with VI.

- School subject 1: Planning and delivering 5 lessons plus 5 lessons in co-curricular activities.
- School subject 2: Planning and delivering 5 lessons plus 5 lessons in co-curricular activities.
- 05 lessons with visual impairment with additional disability
- A trainee will develop and implement the lesson plans with appropriate TLM.
- Evaluate the effect of teaching on the student and prepare correct measures.

PRACTICAL

Classroom Teaching in Inclusive Schools for Visual Impairment (VI)

Credits: 02
Hours: 30

During this practical a trainee is expected to plan a lesson and convert the planned lesson into an instructional class for imparting knowledge and develop skills in children with learning problems.

- School subject 1: Planning and delivering 5 lessons plus 5 lessons in co-curricular activities.
 - School subject 2: Planning and delivering 5 lessons plus 5 lessons in co-curricular activities.
- A trainee will develop and implement the lesson plans with appropriate TLM.
- Evaluate the effect of teaching on the student and prepare correct measures.

SEMESTER VIII

AUGMENTATIVE AND ALTERNATIVE COMMUNICATION

Credits: 02

Hours: 30

Course Objectives

The student-teachers will be equipped with a basic knowledge of AAC, AAC systems, AAC assessment, programme planning and strategies:

Unit 1: Organizational frame work for Communication:

- 1.1 Normal development of speech, language and communication
- 1.2 Factors that influence communication, speech and language in relation to each other
- 1.3 Levels of communication in children
 - 1.3.1 Functional (Emergent)
 - 1.3.2 Situational (Context Dependent)
 - 1.3.3 Independent (Creative)

Unit 2: Basic principles of AAC interventions:

- 2.1 Child - Child capacity
- 2.2 Child capacity and context
- 2.3 Working towards symbolic expression
- 2.4 Communication skills and
- 2.5 Functions

Unit 3: Areas of AAC Assessment:

- 3.1 Sensory areas
- 3.2 Cognition , communication and language
- 3.3 Posture and positioning. Motor planning and control
- 3.4 Scanning
- 3.5 Environment, Interaction & Symbols

Unit 4: Context of Communication:

- 4.1 Partner /skills , user skills and environment
- 4.2 Competency development - types of competencies and its development
 - 4.2.1 Linguistic competence
 - 4.2.2 Operational Competence
 - 4.2.3 Social competence
 - 4.2.4 Strategic competence

Unit 5: Introduction to communication tools and Access Mode:

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

Suggested Reading:

- Silverman, F.H.(1994).*Communication for the Speechless (3rd Edn.)*. Allyn & Bacon, Boston.
- David R. Beukelman,D.R., & Mirenda,P (2013). *Augmentative and Alternative Communication Supporting Children and Adults with Complex Communication Needs (4th Edn.)* Brookes Publishing Co. Baltimore.
- Lynch, C., & Cooper, J.(1991).*Early Communication Skills: Practical Activities for Teachers and Therapists*, Speechmark Publishing Ltd, Bicester, Oxon
- Warrick, A., & Kaul,S.(1997).*Their manner of speaking : augmentative communication for children and young adults with severe speech disorders*, Indian Institute of Cerebral Palsy, Kolkata
- Communication, compiler: T.N. Southgate. BA, Ormerod School, Oxford, Editor ,G.M. Cochrane MA, FRCP, Equipment for Disabled People , Mary Mariborough Lodge, Nuffield Orthopaedic Centre, Oxford OX3 7 LD
- Tina, D., & Mike, D.(1997).*Literacy Through Symbols: Improving Access for Children and Adults*, David Fulton Publishers, London.
- McCurtin, A., & Geraldine, M.(2000). *The Manual of AAC Assessment*. Speechmark Publishing Ltd., London.

PRACTICAL (Semester VIII)

Learning and Practicing Indian Sign Language (ISL)

Credits Units: 01

Hours : 30

PRACTICUM:

- Student teacher will learn the need and importance of Indian Sign Language (ISL)
- Student teacher will practice to communicate through Indian Sign Language (ISL)
- Student teacher will get exposure of various techniques to make communication through ISL effective.
- Each student teacher will prepare a visit report on ISL and will submit as a project work.

PRACTICAL (Semester VIII)

Classroom Teaching in Special School for Hearing Impairment

Credits Units: 01

Hours : 30

PRACTICUM:

- Student teacher will prepare their lesson plans to teach the students with Hearing Impairment
- Student teacher will execute the sessions in special schools for Hearing Impairment
- Student teacher will prepare Teaching Learning Materials (TLMs) in support of their sessions.

PRACTICAL (Semester VIII)

Classroom Teaching in Inclusive School for Hearing Impairment

Credits Units: 01

Hours : 30

PRACTICUM:

- Student teacher will prepare inclusive lesson plans to teach the students with Hearing Impairment
- Student teacher will execute the sessions in inclusive schools for Hearing Impairment
- Student teacher will prepare Teaching Learning Materials (TLMs) in support of their sessions keeping its usefulness in an inclusive classroom.

PRACTICALS

Internship

Credit Units: 02

Hours : 60

Course Objective:

Internship programme will offer the Student Teacher a unique opportunity to learn beyond the walls of the traditional classroom. Experiential in nature, an internship is about learning by observing, learning by reflecting and learning by doing. It facilitates a successful transition requires the Student Teacher to demonstrate knowledge, dedication, enthusiasm, and professionalism. Upon completion of the internship, student teachers will be able to:

- Develop skills in the application of theory to practical work situations.
- Acquire skills for adjusting from college to full-time employment in integrated/inclusive schools.
- Develop right attitudes conducive to effective interpersonal relationships with employers, co-workers, parents and children with special educational needs.
- Develop sense of responsibility required for a special educator.
- Acquire good work habits.
- Develop skills for maintaining educational records such as IEP, group teaching, case records etc. and references that will enhance employment opportunities.
- Acquire an in-depth knowledge of the formal functional activities of a participating school organization.
- Understand informal school organizational interrelationships.

PRACTICUM

The Student Teacher will be placed in a school for at least 15 days. During this period the Student Teacher is required to perform all duties assigned to him/her by the class teacher. A report of work (day wise) along with remarks by the school authorities is to be submitted for assessment.

SPECIALIZATION DEVELOPMENTAL DISABILITIES

**(INTELLECTUAL DISABILITIES, SPECIFIC LEARNING
DISABILITIES & AUTISM SPECTRUM DISORDER)**

SEMESTER VIII

DRAMA AND ARTS IN EDUCATION

Credits: 02

Hours:30

Introduction

India has an excellent historical backdrop as well as contemporary talents in the field of art. However, it is debatable whether the same has been translated into our school system effectively. Do most of our students get exposure to a variety of activities involving knowing, exploring and appreciating art? Most probably they do not. It is time that we take a fresh look at what art education is and what role it plays in school education. More than anything, art education is also expected to enhance learning. And do teachers know how to go about it to achieve it? Here is an opportunity to facilitate the art within you which in turn will reflect art in within students.

For a student-teacher with disability appropriate learning alternatives are to be given by the college. For example, a candidate with blindness must get alternative learning opportunities and evaluative tasks for visual art or a candidate with deafness for music art – if and when needed.

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

- Explain art Education with reference to children with disabilities
- Interpret performing arts in terms of dance and music
- Relate to performing arts using drama
- Interpret the use of visual arts with reference to children with disabilities
- Appraise media and electronic arts with reference to children with disabilities

Unit 1: Introduction to art Education

- 1.1 Art and art education: Meaning, scope and difference
- 1.2 Artistic expression: Meaning and strategies to facilitate
- 1.3 Art therapy: Concept and application to students with and without disabilities
- 1.4 Linking Art Education with Multiple Intelligences
- 1.5 Understanding emerging expression of art by students

Unit 2: Performing Arts: Dance and Music

- 2.1 Range of art 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 Dance and Music: Facilitating interest among students: planning and implementing activities

2.5 Enhancing learning through dance and music for children with and without special needs: Strategies and Adaptations

Unit 3: Performing Arts: Drama

- 3.1 Range of art activities in drama
- 3.2 Experiencing, responding and appreciating drama
- 3.3 Exposure to selective basic skills required for drama
- 3.4 Drama: Facilitating interest among students: planning and implementing activities
- 3.5 Enhancing learning through drama for children with and without special needs: strategies and adaptations

Unit 4: Visual Arts

- 4.1 Range of art activities in visual arts
- 4.2 Experiencing, responding and appreciating visual art
- 4.3 Exposure to selective basic skills in visual art
- 4.4 Art education: Facilitating interest among students: planning and implementing activities
- 4.5 Enhancing learning through visual art for children with and without special needs: strategies and adaptations

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 Exposure to selective basic skills in media and electronic arts
- 5.4 Media and electronic arts: Facilitating interest among students: planning and implementing activities
- 5.5 Enhancing learning through media and electronic art for children with and without special needs: strategies and adaptations

Course Work/ Practical/ Field Engagement

- ‘hot seating’ activity for historical / contemporary personalities wherein students play the role of that personality to advocate his/her opinions/decisions/thought processes (for example, Akbar, Hitler, Galileo, Bhagat Singh etc)
- Portfolio submission of the basic skills exposed in any one of the art forms of choice
- Write a self reflective essay on how this course on art will make you a better teacher
- Learn and briefly explain how music notations are made. Submit a brief report OR

learn and explain the concept of composition in visual art. Submit a brief report. OR make and submit a sample advertisement for a product OR Learn Mudras of a classical dance forms and hold a session for the students on that. Submit photo report of the same OR Carry out web search on Indian sculpture and submit a brief compilation

- Observe an art period in a special school and briefly write your reflections on it

Essential Readings

- Finlay, Victoria. The brilliant History of Color in Art. Getty Publications, China.
- Shirley, Greenway. (2000). Art, an A to Z guide. Franklin Watts: USA
- Vaze, Pundalik. (1999). How to Draw and Paint Nature. Jyosna Prakashan: Mumbai
- Ward, Alan. (1993) Sound and Music. Franklin Watts: New York.

Suggested Readings

- Baniel, Anat. (2012). Kids beyond limits. Perigee Trade: New York
- Beyer, E. London. (2000). The arts, popular culture and social change
- Efland, A. D. (1990). *A history of Art Education: Intellectual and social currents in teaching the visual arts*. New York, NY: Teachers College Press.
- 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. & B. J. Brueggemann (Eds.), Disability and the teaching of writing: A critical sourcebook. Boston, MA: Bedford/St. Martin's.
- Nyman, L. & A. M. Jenkins (Eds.), *Issues and approaches to art for students with special needs* (pp. 142–154). Reston, VA: National Art Education Association.

SEMESTER VIII

APPLICATION OF ICT IN CLASSROOM

Credits: 02

Hours:30

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.

Objectives

After completing the course the student teacher will be able to

- Classify Information Communication Technology (ICT) and Special Education.
- Define the using Media and Computers.
- Demonstrate the use of Visualising Technology-Supported Learning Situations.

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

- 1.1 Meaning and Scope of ICT and Its Role in 'Construction of Knowledge'
- 1.2 Possible Uses of Audio-Visual Media and Computers (Radio, Television, Computers)
- 1.3 Integrating ICT in Special Education With Reference To Articles 4 and 9 of UNCRPD and Goal 3 of Incheon Strategy
- 1.4 Three as of ICT Application—Access, Availability, Affordability
- 1.5 Overview of WCAG (Web Content Access Guidelines)

Unit 2: Using Media and Computers

- 2.1 Media: Radio and Audio Media- Script Writing, Storytelling, Songs, etc., Television and Video in Education, Importance of Newspaper in Education
- 2.2 Computers: Functional Knowledge of Operating Computers—On/Off, Word Processing, Use Of Power Point, Excel, ICT Applications for Access to Print
- 2.3 Computer as a Learning Tool: Effective Browsing Of The Internet for Discerning and Selecting Relevant Information, Survey of Educational Sites and Downloading Relevant Material; Cross Collating Knowledge from Varied Sources
- 2.4 Computer-Aided Learning: Application of Multimedia in Teaching and Learning, Programmed Instruction; Computer-Assisted Instruction; Interactive Learning

2.5 E-Classroom: Concept, Organizing E-Classroom and Required Adaptations for Students with Disabilities

Unit 3: Visualising Technology-Supported Learning Situations

- 3.1 Preparation of Learning Schemes and Planning Interactive Use of Audio-Visual Programme
- 3.2 Developing PPT Slide Show for Classroom Use and Using of Available Software or CDs with LCD Projection for Subject Learning Interactions
- 3.3 Generating Subject-Related Demonstrations Using Computer Software and Enabling Students to Plan and Execute Projects
- 3.4 Interactive Use of ICT: Participation in Social Groups on Internet, Creation of 'Blogs', Organizing Teleconferencing and Video-Conferencing
- 3.5 Identifying and Applying Software for Managing Disability Specific Problems

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

Essential Readings

- Abbot, C. (2001). *ICT: Changing Education*. Routledge Falmer.
- Florian, L., & Hegarty J. (2004). *ICT and Special Educational Needs: A Tool for Inclusion*. Open University Press.

Suggested Readings

- Kozma, R.B. (2003). *Technology, Innovation, and Educational Change: A Global Perspective: A Report of the Second Information Technology in Education Study, Module 2*. International Society for Technology in Education.

SEMESTER VIII

TECHNOLOGY AND EDUCATION OF DEVELOPMENTAL DISABILITY

Credit: 04

Hours: 60

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

- Explain the meaning, scope and use of technology.
- Analyse the role of technology in Education and Instruction.
- Apply various types of technology for presenting, engaging and evaluating.
- Describe the use of Multimedia in Education.
- Discuss the trends and issues related to the use of technology.

Unit 1: Concept of Technology

- 1.1 Meaning, Nature, Scope and Significance of Technology
- 1.2 Types /Tools of technology – Low-Tech devices, Mid-Tech devices, High-Tech Devices .
- 1.3 Technology integration vs Technology use in the curriculum
- 1.4 Assistive technology: Meaning and scope
- 1.5 Role & Use of Assistive Technology for children with developmental disability

Unit 2: Technology in Education and Instruction

- 2.1 Educational and Instructional Technology – Meaning, Nature, Scope, Definition, Objectives and Significance
- 2.2 Educational Technology and Instructional Technology – Role and Recent Trends.
- 2.3 Approaches of Educational Technology – Hardware, Software, System approach, Individual & Mass Media approach.
- 2.4 Differential Instruction, Universal Design of learning and Individualised Instruction.
- 2.5 Implication of the above for Inclusion.

Unit 3: Application of Technology

- 3.1 Application of Technology in Lesson Planning, Worksheet Preparation, Report writing and Evaluation
- 3.2 Application of Technology in Assistive Devices – For example, JAWS, Smartphones, Screen Readers

- 3.3 Application of Technology in Instruction – Individual, small group and large group
 - 3.4 Advantages, merits and demerits
 - 3.5 Implications for inclusion
- Unit 5: Trends & Issues in Using Technology

Unit 4: Use of Multimedia in Education

- 4.1 Multi Media - Meaning, Nature, Scope, Definition and Approches.
- 4.2 Types of Instructional Aids: Projected & non-projected Aids, Projectors, Radio, Tape Recorder, Television, Films, Computers, whiteboard, Smartboard, e-Flash Cards, Educational Toys
- 4.3 Advantages, Limitations and Challenges of Using Multi media in Education
- 4.4 Recent Trends in Multimedia
- 4.5 Implication of Multimedia in teaching learning.

Unit 5 : Trends & Issues in Using Technology

- 5.1 Digital Natives & Immigrants
- 5.2 From Isolation to Inclusion
- 5.3 Parent/family involvement
- 5.4 Cyber Safety
- 5.5 Evaluation of impact of technology– Social, ethical and human

Practical

- Conduct a survey on the kind of assistive technology used in the schools for students with developmental disability and present the findings

Essential Readings

- Amy G. Dell, Deborah Newton (2011). Assistive Technology in the Classroom: Enhancing the School Experiences of Students with Disabilities (2nd Edition)
- Das,R.C(1992) Educational Technology : A Basic Text New Delhi :Sterling
- Diane P. Bryant and Brian R. Bryant (2011) :Assistive Technology for People with Disabilities, 2nd Edition.
- Joan Green (2011): The Ultimate Guide to Assistive Technology in Special Education: Resources for Education, Intervention, and Rehabilitation.
- Kimberly S. Voss (2005):Teaching by Design: Using Your Computer to Create Materials for Students With Learning Differences.
- Sampath,K etal (1990) Educational Technology. NewDelhi:Sterling.

Suggested Readings

- Albert M. Cook PhD PE and Janice Miller Polgar(2012) :Essentials of Assistive Technologies
- Judy Lever-Duffy & Jean McDonald (2010): Teaching and Learning with Technology (4th Edition)
- Loui Lord Nelson Ph.D. and Allison Posey (2013) :Design and Deliver: Planning and Teaching Using Universal Design for Learning
- Thomas G. West (2009). In the Mind's Eye: Creative Visual Thinkers, Gifted Dyslexics, and the Rise of Visual Technologies.
- Timothy J. Newby & others (2010). Educational Technology for Teaching and Learning (4th Edition).
- Tracey E. Hall & Anne Meyer (2012). Universal Design for Learning in the Classroom: Practical Applications.

SEMESTER VIII

TEACHING STRATEGIES AND CURRICULUM ADAPTATIONS FOR CHILDREN WITH INTELLECTUAL DISABILITY

Credits Units: 04

Hours : 60

Course Objectives:

After completing of the paper the Student Teachers will be able to:

- Appreciate and orient oneself in understanding, planning and using intervention appropriately and demonstrate it.
- Understand nature and identification maladaptive behaviour and develop insight into various modes of its management
- Understand basic of learning and teaching and acquire competency to select and demonstrate appropriate teaching strategies for teaching in different curriculum areas.
- Develop understanding of various therapeutics interventions, their objectives, scope, modalities, and require intervention.
- Understand different strategies for curriculum adaptation, accommodation, modification and their significance

Course Contents:

Unit 1: Intervention

(12 Hours)

- 1.1 Concept, Significance, Rationale, Scope, Advantages of Early Intervention
- 1.2 Types of Early Intervention
- 1.3 Intervention Techniques
- 1.4 Record Maintenance and Documentation
- 1.5 Implication of Early Intervention for pre-school Inclusion

Unit2: Behavioural Management

(12 Hours)

- 2.1 Definition and types of challenging behaviour
- 2.2 Assessment of challenging behaviour
- 2.3 Functional Analysis and Behaviour Modification Techniques, Cognitive Behaviour Techniques (CBT)
- 2.4 Management of challenging behaviour at Home and School, Parental Counselling - Individual, Group and Community
- 2.5 Ethical Issues in behaviour management and implications for Inclusion

Unit 3: Teaching Strategies and TLM

(12 Hours)

- 3.1 Stages of Learning
- 3.2 Principles of Teaching
- 3.3 Multi-sensory Approaches – Montessori Methods, VAKT Method, Orton - Gillingham Method, Augmentative and Alternative Communication
- 3.4 Teaching Strategies – Task Analysis, Chaining, Shaping, Modelling, Prompting, Fading and Reinforcement, Role Play, Play Way method

3.5 Development and Use of TLM for ID

Unit 4: Therapeutic Intervention (12 Hours)

- 4.1 Occupational Therapy – Definition, Objective, Scope, Modalities and Intervention
- 4.2 Physiotherapy – Definition, Objective, Scope, Modalities and Intervention
- 4.3 Speech Therapy – Definition, Objective, Scope and Types of Speech, Language and Hearing Disorders and Intervention
- 4.4 Yoga and Play therapy – Definition, Objective, Scope and Intervention
- 4.5 Therapeutic intervention: Visual and Performing Arts (eg: Music, Drama, Dance movement, Sports, etc.)

Unit 5: Curriculum Adaptations (12 Hours)

- 5.1 Need for Curricular Adaptation, Accommodation and Modification
- 5.2 Adaptation, Accommodation and Modification for Pre –academic Curriculum
- 5.3 Adaptation, Accommodation and Modification for Academics Curriculum
- 5.4 Adaptation, Accommodation and Modification for Co-Curriculum
- 5.5 Adaptation, Accommodation and Modification for School Subjects

Practicum (12 Hours)

- Carry out comprehensive assessment for a child with ID in a regular class and write a report
- Develop/adapt a co-curricular activity that will enhance the overall development (motor, social, language, cognitive) of the student with ID.

Suggested Readings :

- Overton, T. (1992). Assessment in Special Education - An Applied Approach. New York McMillan.
- Panda, K.C. (1997). Education of Exceptional Children. New Delhi Vikas Publications.
- Subba Rao, T.A, (1992). Manual on Developing Communication Skills in Mentally Retarded Persons, NIMH, Secunderabad.
- Baine, D. (1988) Handicapped Children in Developing Countries, Assessment, Curriculum and Instruction. University of Alberta, Alberta.
- Longone, J. (1990). Teaching Retarded learners Curriculum and Methods for improving instruction. Boston : Allyn & Bacon.
- Narayan, J. & Kutty, A.T.T. (1989) Handbook for Trainers of the Mentally Retarded persons. Pre-primary level. NIMH, Secunderabad.
- Peshwaria, R. and Venkatesan. S. (1992) Behaviour of retarded children: A manual for Teachers. NIMH, Secunderabad.
- Evans, P and Verma, V. (Eds.) (1990) Special Education. Past Present and Future. The Faimer Press.
- Repp. A.C. (1983) Teaching the Mentally Retarded, New Jersey, Prentice Hall

- King-Sears, H.E. (1994) Curriculum Based Assessment in Special Education. San Diego Singular Publishing Group.
- Pun, M. & Sen A.K. (1989) Mentally Retarded Children in India. New Delhi Mittal Publication
- Sharma, P. (1995). Basics on Development and Growth of a child, New Delhi Reliance.
- Narayan, J. (1999). Skill Training Series 1-9. NIMH, Secunderabad,
- Myreddi, V. & Narayan, J. (2000). Functional Academics for Students with Mental Retardation, NIMH, Secunderabad.
- Myreddi V. & Narayan J. (1998). Functional Academics for students with mild mental retardation, NIMH, Secunderabad.
- Narayan J. (1990). Towards independence series 1 to 9. Secunderabad: NIMH, Secunderabad.
- Narayan J. (2003) Educating children with learning problems in regular schools. NIMH, Secunderabad.
- Video Films. (2002). Help them learn make it easy. NIMH, Secunderabad.

PRACTICAL

Intellectual Disability (ID) - Group Teaching in Special and Inclusive Schools

Course Code:

Credits Units: 03

Hours : 90

PRACTICUM

i. Teaching Practice in Special School (40 Hours)

During this practical the pupil trainee is expected to plan a lesson and convert the planned lesson into an instructional class for imparting knowledge and develop skills in children with ID.

- A trainee is expected under supervision to develop 10 curricular lessons taking into account the varying current level of the class and convey all curricular areas to all levels of Intellectual Disability.
- A trainee is expected to under supervision to develop 10 co-curricular lessons taking into account the varying current level of the class and convey all curricular areas to all levels of Intellectual Disability.
- A trainee will develop and implement the lesson plans with appropriate TLM.
- Evaluate the effect of teaching on the student and prepare correct measures.

ii. Teaching practice in regular/ Inclusive schools (40 Hours)

During this practical a trainee is expected to plan a lesson and convert the planned lesson into an instructional class for imparting knowledge and develop skills in children with learning problems.

- A trainee is expected under supervision to develop 20 lessons (10 each from 02 subjects) taking into account the varying current level of children with learning problems in regular schools.
- A trainee will develop and implement the lesson plans with appropriate TLM.
- Evaluate the effect of teaching on the student and prepare correct measures.

iii. Teaching Learning Material preparation for group teaching (10 Hours)

- Functional aids
- Learning aids
- Technology aids

PRACTICAL

Autism Spectrum Disorder (Case Studies – I.E.Ps)

Credits Units: 02

Hours : 60

PRACTICUM

During this paper the Student Teacher is expected to plan and implement IEP for a specific duration, evaluation and report for at least three children with Autism Spectrum Disorder preferably each child at different age /severity levels.

- The trainee will collect background information including family background, birth and developmental history, school history, and any other significant information from the parents.
- Relate other reports if any such as that of a psychologist, therapist, medical professional for planning.
- Choose any assessment tool and conduct current level of assessment.
- Select primary goals and specific objectives for teaching (four skills)

PRACTICAL
Autism Spectrum Disorder (ASD)- Teaching Practice in Special School

Credits Units: 02

Hours : 60

PRACTICUM:

- i. **Teaching Practice in Special (10 each) and Inclusive School (10 each)**
 - During this practical the Student Teacher is expected to plan a lesson and convert the planned lesson into an instructional class for imparting knowledge and develop skills in children with ASD.
 - A trainee is expected under supervision to develop 10 curricular lessons taking into account the varying current level of the class and convey all curricular areas to all levels of ASD.
 - A trainee is expected to under supervision to develop 10 co-curricular lessons taking into account the varying current level of the class and convey all curricular areas to all levels of ASD.
 - A trainee will develop and implement the lesson plans with appropriate TLM.
 - Evaluate the effect of teaching on the student and prepare correct measures.
- ii. **Assessment for challenging behavior and behavior modification plan**

SEMESTER VIII

TEACHING STRATEGY FOR ACCESS TO CURRICULUM AND CURRICULUM ADAPTATION FOR SPECIFIC LEARNING DISABILITY

Credits Units: 04
Hours : 60

Course Objectives: After completing the course the student-teachers will be able to:

- Explain the purpose and define the principles of educational intervention.
- Discuss the various Teaching Strategies across the curricular hierarchies.
- Integrate the teaching Strategies to the curricular areas.
- Demonstrate specific strategies for core and collateral curriculum.
- Define and implement Programme for skill, process and curricular deficits.

Unit 1: Conceptual Framework of Educational Interventions

- 1.1 Definition, purpose, scope and principles of educational intervention
- 1.2 Curriculum intervention: gap analysis and linkages with demands of school curriculum (Diagnostic Prescriptive Teaching)
- 1.3 Steps of intervention
- 1.4 Cascade of services and Response to Intervention
- 1.5 Issues and ethics in educational intervention

Unit 2: Educational Interventions for Cognitive Processing

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

Unit 3: Reading and Writing Interventions

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

Unit 4: Interventions for Mathematics Teaching and Learning

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

Unit 5: Intervention in Life Skills

5.1 Strategies for developing of Social skills

5.2 Strategies for developing Study skills

5.3 Strategies for self-assessment and advocacy

5.4 Strategies for soft skills [presenting self, time management, decision making]

5.5 Preparation for Independent Living; Career Planning, leisure and recreation

Essential Readings

- Alberto, P.A. & Trontman, A:C. (1995). Applied Behaviour Analysis for Teachers (4th edition). London: Merrill Publishing Company.
- Baine, D. (1988) Handicapped Children in Developing Countries, Assessment, Curriculum and Instruction. University of Alberta, Alberta,
- Berkell, D.E.I & Brown, J.M. (1989). Occupational Transaction from school to work for persons with disabilities, London: Longman.
- Evans, P and Verma, V. (Eds.) (1990) Special Education. Past Present and Future.
- Gardiner, M.D. (1985). The principles of exercise therapy. Delhi: CBS Publishers & Distributors.
- Jacobs, K (1990). Occupational therapy: Work related programmes and assessment, Boston: Little Brown.

PRACTICAL
Learning Disability (LD)- IEP, Development of Teacher Made tests

Credits Units: 03

Hours : 90

PRACTICUM

- i. **Administration of 04 Standardized Tests (LD) & Individualized Educational Plan (IEP) – 02 cases (40 Hours)**
At least 04 Standardized Tests for identification and assessment of Learning disability and two case studies to be done on children identified as having LD. The case study should include a detailed IEP in the areas selected for remediation.

- ii. **Preparation of 02 Teaching-Learning Aids (20 Hours)**
The student teacher will prepare and present two Learning Disability specific Teaching Learning aids.
They will be accompanied by write ups about their use and applicability.

- iii. **Development and Administration of Teacher Made Tests (30 Hours)**
The student teacher will develop a teacher made test on any given area of deficit as seen in children with LD. The tool is to be administered on a child and the report on findings to be submitted along with the test

PRACTICAL
Specific Learning Disability Teaching Practice in Inclusive School

Credits Units: 02

Hours : 60

PRACTICUM:

iii. Teaching Practice in Inclusive School (20 lessons)

During this practical the Student Teacher is expected to plan a lesson and convert the planned lesson into an instructional class for imparting knowledge and develop skills in children with SLD

- A trainee is expected under supervision to develop 20 lessons taking into account selected subjects at upper primary levels for children with SLD
- A trainee will develop and implement the lesson plans with appropriate TLM.
- Evaluate the effect of teaching on the student and prepare correct measures.

PRACTICAL

Internship

Credit Units: 02

Hours : 60

Course Objective:

Internship programme will offer the Student Teacher a unique opportunity to learn beyond the walls of the traditional classroom. Experiential in nature, an internship is about learning by observing, learning by reflecting and learning by doing. It facilitates a successful transition requires the Student Teacher to demonstrate knowledge, dedication, enthusiasm, and professionalism. Upon completion of the internship, student teachers will be able to:

- Develop skills in the application of theory to practical work situations.
- Acquire skills for adjusting from college to full-time employment in integrated/inclusive schools.
- Develop right attitudes conducive to effective interpersonal relationships with employers, co-workers, parents and children with special educational needs.
- Develop sense of responsibility required for a special educator.
- Acquire good work habits.
- Develop skills for maintaining educational records such as IEP, group teaching, case records etc. and references that will enhance employment opportunities.
- Acquire an in-depth knowledge of the formal functional activities of a participating school organization.
- Understand informal school organizational interrelationships.

PRACTICUM

The Student Teacher will be placed in a school for at least 15 days. During this period the Student Teacher is required to perform all duties assigned to him/her by the class teacher. A report of work (day wise) along with remarks by the school authorities is to be submitted for assessment.

Expert Committee for the development of training programs to promote courses Inclusive Education and Multicategory Teacher Training:

<ul style="list-style-type: none"> • Prof. N.K. Jangira Flat No. 5, Parkview Apartment, Sector-15, Part-II, Gurgaon-122001
<ul style="list-style-type: none"> • Mrs. Aloka Guha Flat - 2A, Three Oaks, N/85, E-Block, New Alipore, Kolkata – 700 053
<ul style="list-style-type: none"> • Mr. Krupanandam Y NIVH, Regional Centre No. 14, Trunk Rd, Poonamallee, Karayanchavadi, Chennai, 600056
<ul style="list-style-type: none"> • Dr. Vijay Shankar Sharma Associate professor Dr. Shakuntala Misra National Rehabilitation University, Mohaan Road, Lucknow-226017
<ul style="list-style-type: none"> • Mrs. VRP Sheilaja Rao Department of Special Education NIMH, Manovikas Nagar, Bowenpally Secunderabad-500009
<ul style="list-style-type: none"> • Dr. Gayatri Ahuja, AYJNIHH,NRC, Kasturba Niketan, Lajpat Nagar-II, New Delhi 110 024
<ul style="list-style-type: none"> • The Director/Nominee Pt. Deen Dayal Upadhyay Institute for the Physically Handicapped, 4, Vishnu Digamber Marg, New Delhi-110 002
<ul style="list-style-type: none"> • Shri A.K. Mittal , President All India Confederation of the Blind Sector V, Rohini, New Delhi – 100 085
<ul style="list-style-type: none"> • Dr. Sushma Sharma Dept. of Education, Kurukshetra University, Thanesar, Haryana 136119
<ul style="list-style-type: none"> • Ms.Ruma Banerjee, Director/Secretary of Seva-In-action # 36, S.T Bed layout, I Main, Koramangala, Bangalore – 560 034
<ul style="list-style-type: none"> • Prof. Anita Julka Head, Dept. of Education of Groups with Special Needs, NCERT, Sri Aurobindo Marg, New Delhi-110016
<ul style="list-style-type: none"> • Prof.(Dr) Renu Singh A-2 Maharani Bagh, New Delhi-110065
<ul style="list-style-type: none"> • Dr. Shanti Auluck Muskan-NGO Empowering the Differently Abled Sector B, Pocket 2, Vasant Kunj New Delhi - 110 070
<ul style="list-style-type: none"> • Prof. Smriti Swarup 5, Jeewan Akshay,Plot No. 188, Sector-6, Charkop, Kandivali (W), Mumbai-67
<ul style="list-style-type: none"> • Shri S K Srivastava, • Member Secretary, RCI- Member (Ex-Officio)
<ul style="list-style-type: none"> • Dr. Sandeep Tambe, Assistant Director, RCI
<ul style="list-style-type: none"> • Shri Suman Kumar, Deputy Director(Prog.), RCI- Convener (Ex-Officio)