

# **Curriculum Framework**

## **Integrated Bachelor of Education-Master of Education Special Education (Intellectual Disability)-**

**Integrated B.Ed.-M.Ed.Spl.Ed. (ID)**

**NORMS, REGULATIONS & COURSE CONTENT**

**March, 2017**

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

**Pilot Basis**



**Rehabilitation Council of India  
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## **Integrated B.Ed – M.Ed. Special Education (Intellectual Disability)**

Three years B.Ed. – M.Ed. Integrated programme has been developed to prepare the professional teacher committed to serve in the field of disability rehabilitation (intellectual disability). The programme combines theory and practical along with internship to inculcate the philosophy of inclusive education. The component of research has been incorporated to enable the Teacher trainer to innovate the proper methodology of developing the latent potential of any child in any environment. This will encourage professional teachers further to upgrade their knowledge and skill. Advance knowledge in the intricacies of pedagogical theory shall facilitate the professional teacher in developing the better way of instructions in the classroom.

It will provide a firm initial foundation essential to equip any professional teacher with the knowledge, competences, skills, attitudes, awareness and confidence required to teach children in general and special education classrooms and to prepare professionals with integrated ability for curriculum and instructional planning, educational management, research and human resource development.

### **Objectives**

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

- a. Acquire knowledge & skills about human development, contemporary Indian education, and pedagogy of various school subjects and assessment for learning.
- b. Acquire knowledge & skills about nature and educational needs of children with disabilities.
- c. Acquire knowledge & skills about nature and educational needs of children with Specific Learning Disability
- d. Develop conceptual understanding of education provisions and skills for working with children with various disabilities in Special and inclusive settings.
- e. Enhance knowledge and skills for professional development.
- f. Assist potential teacher educators to exert leadership in advocating and meeting educational needs of children with disabilities in various settings
- g. Offer teacher educators the opportunity to develop specialized capacity for leadership in curriculum, pedagogy and universal design to teach in inclusive classroom.
- h. Build theoretical knowledge and skills in research methodologies and conducting research in order to enhance education of children with disabilities in all settings.

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

- Incorporation of components of existing B.Ed. and M.Ed. Special Education (Intellectual Disability) programme of Rehabilitation Council of India (RCI)
- Inclusion of new courses in Rehabilitation Sciences/Disability domain as per the need and prevailing trends of the country and at par with guidelines of UNCRPD.
- Keeping the guidelines of NCTE in view to established parity between general and special streams of teacher preparation.

**Eligibility for Admission**

- (a) Candidates with at least fifty percent marks either in the Bachelors Degree and/or in the Masters degree in Sciences/ Social Sciences/ Humanities, Bachelor's in Engineering or Technology with specialization in Science and Mathematics with 55 % marks or any other qualification equivalent thereto, are eligible for admission to the programme.
- (b) The reservation and relaxation for SC/ST/OBC/PWD and other categories shall be as per the rules of the Central Government/ State Government, whichever is applicable.

**Course Pattern (Semester)**

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

**Passing Minimum**

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

**Nature of Evaluation**

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

**Improvement of Marks**

The student will also be given opportunities for improvement of marks in the particular examination by reappearing in the specific paper in the next examination. The examination pattern of the special education programmes may be as per the

regulations of the implementing Universities/Colleges of Education. However, the guidelines pertaining to the examination procedure prescribed by the Rehabilitation Council of India may also be adopted.

### **Teacher-Student Ratio**

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

### **Faculty Requirement:**

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

<b>Professor</b>	<b>Associate Professor</b>	<b>Assistant Professor</b>
<b>01</b>	<b>01</b>	<b>04</b>

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

### **Infrastructural Facilities**

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

Until such a facility is made available in the premises of the institution, a model school in the locality can be adopted.

### **Certification as a Registered Professional**

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

### **DURATION OF THE COURSE**

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

## Overview of Programme Structure

S.No	Semester	Paper	No	Hours	Credit
1	Semester I	Common Paper	5	210	14
		Specialization Paper	1	60	4
		Practical (Cross Disability-I)	1	60	2
		<b>Total</b>	<b>7</b>	<b>330</b>	<b>20</b>
2	Semester II	Common Paper	4	240	16
		Specialization Paper	1	60	4
		Practical(Disability Specilization-1)	1	60	2
		<b>Total</b>	<b>6</b>	<b>360</b>	<b>22</b>
3	Semester III	Common Paper	2	60	4
		Specialization Paper	3	150	10
		Practical(Disability Specilization-II)	1	120	4
		Practical- Field Engagement/Internship	1	120	4
		<b>Total</b>	<b>7</b>	<b>450</b>	<b>22</b>
4	Semester IV	Common Paper	1	60	4
		Skill based optional courses (Cross Disability and Inclusion) (Specialization Disability)	2	60	4
		Practical(Cross Disability-2)	1	120	4
		Practical(Field Engagement other Disability Special School)	1	120	4
		Practical(Field Engagement other Disability Inclusive School)	1	120	4
		<b>Total</b>	<b>6</b>	<b>480</b>	<b>20</b>

<b>5</b>	<b>Semester V</b>	<b>Common Paper</b>	<b>2</b>	<b>120</b>	<b>8</b>
		<b>Specialization Paper</b>	<b>2</b>	<b>120</b>	<b>8</b>
		<b>Practical (Dissertation-I)</b>	<b>1</b>	<b>60</b>	<b>2</b>
		<b>Practical (Field Engagement/Internship as a Teacher Educator -I)</b>	<b>1</b>	<b>120</b>	<b>4</b>
		<b>Total</b>	<b>6</b>	<b>420</b>	<b>22</b>
<b>6</b>	<b>Semester VI</b>	<b>Elective Paper</b>	<b>1</b>	<b>60</b>	<b>4</b>
		<b>Practical (Dissertation-II)</b>	<b>1</b>	<b>420</b>	<b>14</b>
		<b>Practical (Field Engagement as a Teacher Trainee -II)</b>	<b>1</b>	<b>120</b>	<b>4</b>
		<b>Total</b>	<b>3</b>	<b>600</b>	<b>22</b>

**1Theory credit = 15 hours, 1 Practical credit = 30 hours**

## **ABBREVIATION USED IN SYLLABI**

**PwID**-Persons with Intellectual Disability

**SwID**- Students with Intellectual Disability

**SLD**-Specific Learning Disability

**UNCRPD**- United Nations Convention on the Rights of Persons with Disabilities

**RPwD Act**-The Rights of Persons with Disabilities Act 2016

**NT Act**-National Trust Act 1999

**RTE Act**-Right to Education Act 2009

**IEDC**-Integrated Education for the Disabled

**POA**-Programme of Action

**IEDSS**-Inclusive Education for the Disabled at Secondary Stage

**RMSA**-Rashtriya Madhyamic Siksha Abhiyan

**RUSA**-Rastriya Uchcharar Siksha Abhiyan

**MDG**-Millinium Development Goal

**SDG**-Sustainable Development Goal

**AAC**-Augmentative and Alternative Communication

**NSSO**-National Sampal Survey Organisation

**CP**-Cerebral Palsy

**IEP**-Individualized Educational Plan

**ITP**- Individualized Transition Plan

**IFSP**-Individualized Family Support Plan

**TLM**-Teaching Learning Material

**EI**-Early Intervention

**CCE**-Continuous and Comprehensive Evaluation

**NCF**-National Curriculum Framework



**CAL**-Computer Assisted Learning

**CAI**-Computer Assisted Instruction

**ICT**-Information and Communication Technology

**NSDS**-National Skill Development Corporation

**MSJ&E**-Ministry of Social Justice and Empowerment

**ADL**-Activities of Daily Living

**ABA**-Applied Behaviour Analysis

**VAKT**-Visual Auditory Kinesthetic Tactile

**CBT**- Cognitive behavioral therapy

**CBR**-Community Based Rehabilitation

**UDL**-Universal Design for Learning

**ECE**-Earlychildhood Care and Education

**AV**-Auditory Verbal

**ISL**-Indian Sighn Language

**ADHD**-Attention Deficit Hyperactive Disorder

**ADD**-Attention Deficit Disorder

**TE**-Teacher Education

**CRE**-Continous Rehabilitation Education

**MHRD**-Ministry of Human Resource Development

**ODL**-Open Distance Learning

**RCI**-Rehabilitation Council of India

**EMIS**-Educational Management Information System

**MOOC**-Massive Open Online Course

**OER**-Open Educational Resources

**5E**-Engage, Explore, Explain, Elaborate, and Evaluate.

## STRUCTURE OF THE PROGRAMME

### SEMESTER-I

Course Title	Lectures (L) Hours Per Week	Tutorial (T) Hours Per Week	Practical (P) Hours Per Week	Total Hours	Total Credit
Psychology of Human Growth & Development	3	1	-	60	4
Development of Education and Special Education	3	1	-	60	4
Introduction to Sensory Disabilities (VI, HI, Deaf-blind)	1	1	-	30	2
Introduction to Neuro Developmental Disabilities (LD/ ID, ASD)	1	1	-	30	2
Introduction to Locomotor & Multiple Disabilities (Deaf-Blind, CP, MD)	1	1	-	30	2
Identification and Assessment of Children with Intellectual disability	3	1	-	60	4
Practical: Cross Disability and Inclusion I	-	--	4	60	2
<b>Total</b>				<b>330</b>	<b>20</b>

### SEMESTER-II

Course Title	Lectures (L) Hours Per Week	Tutorial (T) Hours Per Week	Practical (P) Hours Per Week	Total Hours	Total Credit
Learning, Teaching and Assessment	3	1		60	4
Pedagogy of School Subjects (ANY ONE from Part I to Part V)	3	1	-	60	4
Pedagogy of School Subjects (ANY ONE from Part I to Part V)	3	1	-	60	4
Inclusive Education	3	1	-	60	4
Curriculum Development and Evaluation of Intellectual Disability	3	1	-	60	4
Practical: Disability specialization I	-	--	4	60	2
<b>Total</b>				<b>360</b>	<b>22</b>

**YEAR I**

**SEMESTER I & SEMESTER II**

**Credits: 4**

**120 Hours**

**PRACTICAL I : Cross Disability and Inclusion**

<b>Tasks for the Student-Teachers</b>	<b>Disability Focus</b>	<b>Educational Setting</b>	<b>Hrs</b>	<b>Description</b>
<b>Classroom Observation</b>	Major Disability	Special School/Inclusive School	25	Minimum 30 school periods.
	Cross Disability	Minimum 3 Special Schools	25	Minimum 30 school periods.

**PRACTICAL II : Disability Specialization**

<b>Tasks for the Student-Teachers</b>	<b>Disability Focus</b>	<b>Educational Setting</b>	<b>Hrs</b>	<b>Description</b>
Micro Teaching on Selected Skills	-----	Institute	5	5 Lessons
Micro Teaching on (Simulated)	General	Institute	5	5 Lessons
Lesson Planning for Selected Subject	Major Disability	Special / Inclusive Set-Up	10	10 Lessons
<ul style="list-style-type: none"><li>Case Study IEP/Intervention (Intervention in 02 Cases (one from primary level and one from secondary level))</li></ul>	Major Disability	Special / Inclusive Set-Up	40	(5 objectives for each cases(IEPs)in 4 areas/ domains
Development of TLM	Major Disability	Special / Inclusive Set-Up	10	15 School Periods TLMs for 5 objectives selected
<ul style="list-style-type: none"><li>Evaluation of Practical Papers for Semester I and Semester II will be conducted at the end of first year.</li></ul>				

### SEMESTER-III

Course title	Lectures (l) hours per week	Tutorial (t) hours per week	Practical (p) hours per week	Total hours	Total credit
Educational Intervention and Teaching Strategies for Children with ID	3	1	-	60	4
Technology and Children with Intellectual Disability	3	1	-	60	4
Psycho Social and Family Issues for ID	1	1	-	30	2
Reading and Reflecting on Texts	1	1	-	30	2
Drama and Art in Education	1	1	-	30	2
Practical: Disability Specialization II	-	-	-	120	4
Field Engagement Main Disability-Special Schools	-	-	-	120	4
<b>Total</b>				<b>450</b>	<b>22</b>

### SEMESTER-IV

Course Title	Lectures (L) Hours Per Week	Tutorial (T) Hours Per Week	Practical (P) Hours Per Week	Total Hours	Total Credit
Skill based Optional Course (ANY ONE Cross disability and inclusion) A. Guidance and Counselling B. Early Childhood Care & Education C. Applied Behavioural Analysis D. Community Based Rehabilitation E. Application of ICT in Classroom F. Gender and Disability G. Braille and Assistive Devices	1	1	-	30	2
Skill based Optional Course(specialization disability) ANY ONE A. Orientation & Mobility B. Communication Options: Oralism C. Communication Options: Manual (Indian Sign Language) D. Augmentative and Alternative Communication E. Management of Learning Disability F. Vocational Rehabilitation & Transition to Job Placement	1	1	-	30	2
Research Methodology and Statistics	3	1	-	60	4
Practical-Cross Disability and Inclusion	-	-	8	120	4
Practical: Field Engagement other Disability Special School	-	-	8	120	4
Practical: Field Engagement other Disability Inclusive School	-	-	8	120	4
<b>Total</b>				<b>480</b>	<b>20</b>

## YEAR II

### SEMESTER III & SEMESTER IV

**Credits: 20**

**600 Hours**

#### **PRACTICAL I: Disability Specialization**

<b>Tasks for the Student-Teachers</b>	<b>Disability Focus</b>	<b>Educational Setting</b>	<b>Hrs</b>	<b>Description</b>
Execution of Lesson plan – Group and Individual	Major Disability	Special / Inclusive Set-Up	50	Minimum 60 School Periods
Development of Teacher Made Test	Major Disability	Special / Inclusive Set-Up	60	Minimum 60 School Periods
Case Work for full 1 Year with 1 Case in atleast 4 areas of the domain Assessment, Setting Annual Goals, Implementation, Evaluation.	Major Disability	Special / Inclusive Set-Up	50	Stretched over 1 full year
Curriculum Adaptation	Major Disability	Special / Inclusive Set-Up	15	Minimum 20 School Periods
Visit to other Special Schools	Major Disability	Special School	10	Minimum 02 school periods. in two schools
Lesson Plan and Execution on different levels for all subjects	Major Disability	Special School/Resource Room	30	30 Lessons
Lesson Plan and Execution on selected subjects (topics) Individualized Teaching - Lessons on Selected Subjects (topics)	Major Disability	Resource Room	20	20 Lessons
Organizing Seminar /PTA	-----	Special / Inclusive Set-Up	5	
Field Engagement	Major Disability	Special School/Inclusive School	120	
Field Engagement	Other Disability	Special School	120	
Practical Cross Disability & Inclusion	Cross Disability	Special School	120	
<ul style="list-style-type: none"><li>• Evaluation of Practical Papers for Semester III and Semester IV will be conducted at the end of second year.</li></ul>				

### SEMESTER-V

Course title	Lectures (l) hours per week	Tutorial (t) hours per week	Practical (p) hours per week	Total hours	Tot al cred it
Perspectives in Teacher Education – In-service & Pre-service	3	1	-	60	4
Educational Evaluation	3	1	-	60	4
Adulthood and Family Issues of Students with Intellectual Disability	3	1	-	60	4
Therapeutics and Assistive Devices for Children with Intellectual Disability	3	1	-	60	4
Dissertation-I		-	4	60	2
Field Engagement/Internship as a Teacher Educator	-	-	8	120	4
<b>Total</b>				<b>420</b>	<b>22</b>

### SEMESTER-VI

Course Title	Lectures (L) Hours Per Week	Tutorial (T) Hours Per Week	Practical (P) Hours Per Week	Total Hours	Total Credit
<b>ELECTIVE COURSES</b> (Any one):	3	1	-	60	4
Educational Management	3	1	-	60	4
Educational Technology	3	1	-	60	4
Guidance and Counselling	3	1	-	60	4
Dissertation – II	-	-	-	420	14
Field Engagement / Internship as a Teacher Trainee-II	-	-	-	120	4
<b>Total</b>				<b>600</b>	<b>22</b>

**YEAR III**

**SEMESTER V AND VI**

**Credits: 24**

**720 Hours**

<b>Task for Student Teacher</b>	<b>Disability Focus</b>	<b>Educational Setting</b>	<b>Hrs</b>	<b>Description</b>
Pre-Service Lecture at B.Ed and D.Ed Level	-----	B.Ed and D.Ed Level	120	Pre-Service Lecture: 8 lesson plans for classroom teaching at Diploma Level (4) and Graduate level (4), out of them 2 will be ICT based ( 1 at Diploma and 1 at Graduate level)
Guide and Supervision of B.Ed and D.Ed Practice of Teaching Lessons.	-----	B.Ed and D.Ed Level	120	Supervision of B.Ed and D.Ed Practice of Teaching Lessons: Supervision of 8 lessons each (B.Ed and D.Ed Practice of Teaching Lessons) from different level and domain
Dissertation	Specialization	Special / Inclusive Set-Up	480	Research and Field Work
<ul style="list-style-type: none"><li>• Internship in Teacher Training Institution</li><li>• Evaluation of Practical Papers for Semester V and Semester VI will be conducted at the end of third year.</li></ul>				



## SEMESTER-I

**Course Title: PSYCHOLOGY OF HUMAN GROWTH AND DEVELOPMENT**

**Credit: 04**

**Contact Hours: 60**

### **Introduction**

This course exposes student-teachers to the study of child and human development in order to gain a better understanding about variations and the influence of socio-cultural-political realities on development. A critical understanding of theoretical perspectives of development would aid in their application in teaching learning process. Through close observation of children in their natural environments the teacher trainee would be able to situate their theoretical knowledge within realistic frames. This course would also be able to equip them to reflect and critique the normative notions of childhood and adolescence.

### **Objectives**

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

- *Discuss the overview of Nature and scope and its principles of educational psychology.*
- *Identify the different aspects of Growth and Development.*
- *Explain theoretical Approaches to Development*
- *Express the concept and principles of Personality*
- *Analyse different Psychological Aspects of Teaching*

### **Unit 1: Overview Educational Psychology**

1.1 Nature and scope of educational psychology

1.2 Principles of educational psychology

1.3 Methods of Educational Psychology

1.3.1 Observation

1.3.2 Experimental method

1.3.3 Correlational

1.3.4 Clinical

1.3.5 Case Study

1.4 Applications of educational psychology to person with disabilities

1.5 Contemporary trends

## **Unit 2: Understanding the Development of the Learner**

2.1 Concept and Principles of Growth and Development

2.2 Methods of studying development: Longitudinal, Cross-sectional, Cohort sequence

2.3 Developing Human- Stages (Prenatal development, Infancy, Childhood, Adolescence, Adulthood)

2.4 Nature vs Nurture

2.5 Domains (Physical, Cognitive Development, Social, Emotional, Sensory- perceptual, moral development, play and language development), Factors affecting Growth and Development

## **Unit 3 : Theoretical Approaches to Development**

3.1 Cognitive & Social- cognitive theories (Piaget, Vygotsky, Bruner, Bandura and Kohlberg)

3.2 Psychosocial Theory (Erikson)

3.3 Psychoanalytic Theory (Freud)

3.4 Ecological Theory (Bronfrenbrenner)

3.5 Holistic Theory of Development (Steiner)

## **Unit 4: Personality and thinking**

4.1 Concept, definition and principles of personality development

4.2 Personality Theories-

4.3 Psychoanalytic-Freud & Neo-Freudians, Trait, Humanistic

4.4 Assessment of Personality

4.5 Implications in teaching-learning with reference to children with disabilities

## **Unit 5: Psychological Aspects of Teaching**

5.1 Individual differences and its educational implications for children with disabilities

5.2 Classroom climate, group dynamics

5.3 Peer tutoring, co-operative learning, self-regulated learning

5.4 Teacher effectiveness and competence

5.5 Guiding children with disabilities

### **Course Work/ Assignments/ Practicum**

- Plan and conduct a survey about attitudes/ practices regarding one or more of the following: children with disabilities, prenatal development, prenatal hazards, school drop-outs, motivation of children
- Conduct an experiment with Piagetian methods of evaluating cognitive development and submit a report
- Analyze any autobiography to explain human development
- Design a behaviour modification plan for a specific child
- Present information on cognitive styles and their effects on learning

### **Transaction**

Lecture Method, Seminar, Group Discussion, Practical and Field work

### **Engagement with the field as part of course as indicated below**

Hands on Experience

- Observe children in various settings and identify milestones achieved.
- Seminar on human development
- Writing Journal for reflection and case study

### **Suggested Readings**

- Berk, L. E. (2000). *Human Development*. Tata Mc.Graw Hill Company, New York.
- Brisbane, E. H. (2004). *The developing child*. Mc.Graw Hill, USA.
- Cobb, N. J. (2001). *The child infants, children and adolescents*. Mayfield Publishing Company, California.
- Hurlocl, E. B. (2005). *Child growth and development*. Tata Mc.Graw Hill Publishing Company, New York.
- Hurlocl, E. B. (2006). *Developmental Psychology- A life span approach*. Tata Mc.Graw Hill Publishing Company, New Delhi.
- Meece, J. S., & Eccles J. L (Eds) (2010). *Handbook of Research on Schools, Schooling and Human Development*. New York: Routledge.
- Mittal. S. (2006). *Child development- Experimental Psychology*. Isha Books, Delhi.
- Nisha, M. (2006). *Introduction to child development*, Isha Books, Delhi.
- Papalia, D. E., & Olds, S. W. (2005). *Human development*. Tata Mc.Graw Hill Publishing Company, New York.
- Santrock. J. W. (2006). *Child Development.*, Tata Mc.Graw Hill Publishing Company, New York.
- Santrock. J. W. (2007). *Adolescence.* ,Tata Mc.Graw Hill Publishing Company, New Delhi.

## SEMESTER-I

**Course Title: DEVELOPMENT OF EDUCATION AND SPECIAL EDUCATION**

**Credit: 04**

**Contact Hours: 60**

### **Introduction**

This course will enable learners to explore education both general and special from historical perspective leading to contemporary India. The course also includes various commissions and policies and issues and trends in the field of education, special education and inclusive education in the national and international contexts covering all aspects of quantity and quality.

### **Objectives**

After completing the course teacher educators will able:

- *Contrast Philosophical Foundations of Education and special education system in India.*
- *Interpret the Development of Education System*
- *Analyse Contemporary Issues and Concerns*
- *Discuss the Issues in Indian Education with Special Reference to Persons with Disabilities*
- *Conceptualize the meaning of Diversity and Future Perspective*

### **Unit 1: Philosophical Foundations of Education**

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: An Overview of Development of Education System**

2.1 Shaping of Education in Pre-Independence and Post-Independence India

2.2 Emerging Education in India and in the Global Context

2.3 Education as a development indicator, and enhancer of development indicators, Education for sustainable development, conservation of environment and social change, individual and national development & Right based approach

2.4 International curriculum framework in the light of changing priorities and international perspectives

2.5 Perspectives of Education for the Persons with Disabilities

## **Unit 3: Contemporary Issues and Concerns**

3.1 Universalisation of School Education, Right to Education and Universal Access; Issues of a) Universal enrolment b) Universal retention c) Universal learning; Language issues in education; Challenges of education from preschool to senior secondary.

3.2 Issues of quality and equity: Physical, economic, social, cultural and linguistic, particularly w.r.t girl child, weaker sections and disabled

3.3 Equal Educational Opportunity: (i) Meaning of equality and constitutional provisions (ii) Prevailing nature and forms of inequality, including dominant and minority groups and related issues

3.4 Inequality in Schooling: Public-private schools, rural-urban schools, single teacher schools and other forms of inequalities such as regular and distance education system

3.5 Indicators of quality related to teaching - learning strategies, classroom environment, and Student Assessment; Linking pedagogy with curriculum, contextual constructivism

## **Unit 4: Issues in Indian Education with Special Reference to Persons with Disabilities**

4.1 Accessibility to School, Curriculum & Learning Resources and Attitudinal Barriers, Analysis of the Status of Elementary & Secondary Education for All. (SSA, RMSA,) and Issues for Bridging Gaps

4.2 Ensuring Equity Principles across Disabilities, Gender, Caste, Socially Disadvantaged Groups, Marginalized and their Specific Educational Problems

4.3 Challenges of Special Education, Inclusion, Systemic Reforms, Provisions and Support System, Public Private Partnership & NGO Initiatives

4.4 Special and Inclusive education - Adopting flexible strategies for the acquisition and use of inputs and monitoring performance in inclusive set up, Inclusive education as a rights based model, Complementarities of inclusive and special schools

4.5 Current issues– Identifications, Labelling, cultural and linguistic diversity & advocacy

### **Unit 5: Understanding Diversity and Future Perspective**

5.1 Concept of Diversity; Types of Diversity: Gender, linguistic, cultural, socio-economic and disability.

5.2 Diversity in learning and play; addressing diverse learning needs, Diversity: Global Perspective

5.3 Support Systems to Meet Diverse Learning Needs- Family, Community, School, Peer, Administrative and Resource Support

5.4 Community participation and community based education, Quality enhancement in service delivery and community rehabilitation.

5.5 Ensuring standards in Open & Distance Learning system – Non-formal education, face-to-face vs. Distance mode

### **Some Suggested Activities on contemporary issues**

- Comparative study of different settings
- Conflicts and social movements in India: Women, Dalit, Tribal and Disabled
- Educational debates and movements
- First generation learners
- Children with disabilities
- Inclusive education
- RTE act in the context of disadvantaged
- Linguistic and religious diversity
- Human rights, minority rights
- Educational status of various groups
- Special and inclusive schools
- Analysis of contemporary debates

### **Course Work/ Assignments**

- Trace development of education in India during pre-Independence

- Identify Constitutional provisions ensuring equity and protection of human rights as well as non-discrimination
- Study factors influencing special education as a discipline in India
- Identify quality related issues of your State and suggest strategies to address them

### **Suggested Readings**

- Compendium of Schemes (2014). Department of Empowerment of Persons with Disabilities, Ministry of Social Justice and Empowerment, Govt. of India.
- Education Commission. (1964-1966). Ministry of Education, Government of India, New Delhi.
- Julka, A. (2014). Evaluation of the Implementation of the Scheme IEDSS in India. Department of Education of Groups with Special Needs. NCERT, New Delhi.
- Julka, A., Mukhopadhyay, S., Vyas, S., Sharma, M, Anupriya, C., & Salin, D. (2014). Including Children with Special Needs: Primary Stage. NCERT, New Delhi.
- Kumar, A. (2003). Environmental challenges of the 21st century, APH Publishing Corporation, New Delhi.
- National Policy on Education (1986). Ministry of Human Resource Development. Govt. of India, New Delhi.
- National University of Educational Planning and Administration (2014). Education for All Towards Quality with Equity: INDIA. NUEPA, New Delhi.
- Programme of Action (1992). Ministry of Human Resource Development. Govt. of India, New Delhi.
- Report of Core group on value orientation to education (1992). Planning commission, Govt of India.
- Seventh All India School Education Survey (2002). NCERT, New Delhi.
- UNDP (1996). Human Development Reports. Oxford University Press. New York.
- UNESCO (2004). Education for All: The Quality Imperative. EFA Global Monitoring Report. Paris.
- UNESCO (2009). Report on Education for sustainable development.

## SEMESTER-I

### Course Title: INTRODUCTION TO SENSORY DISABILITIES

Credits: 02

Contact Hours: 30

#### Introduction

The course is designed to provide a basic understanding to the student-teachers about the nature and needs of different types of sensory disabilities. It will also equip them in undertaking screening, planning and instructing students with sensory disabilities.

#### Objectives

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

- Describe the nature, classification and types of Hearing Impairment
- Interpret the impact of Hearing Loss
- Describe nature, characteristics & assessment of students with low vision & visual Impairment.
- Demonstrate Educational Implications of Visual Impairment.
- Analyse the impact of deaf-blindness & practices for functional development.

#### Unit 1: Hearing Impairment: Nature & Classification 5 Hours

1.1 Types of Hearing Impairment

1.2 Importance of hearing

1.3 Process of hearing & its impediment leading to different types of hearing loss

1.4 Definition of hearing loss, demographics & associated terminologies as per RPwd Act 2016

1.5 Challenges arising due to congenital and acquired hearing loss

#### Unit 2: Impact of Hearing Loss 5 Hours

2.1 Characteristics of learners with hearing loss and impact of different degrees of hearing impairment on communication

2.2 Language & communication issues attributable to hearing loss and need for early Intervention

2.3 Communication options, preferences & facilitators of individuals with hearing loss

2.4 Issues & measures in literacy development and scholastic achievement of students with hearing loss

2.5 Restoring techniques using human (interpreter) & technological support (hearing devices)



### **Unit 3: Visual Impairment-- Nature and Assessment 5 Hours**

- 3.1. Process of Seeing and Common Eye Disorders in India
- 3.2. Blindness and Low Vision--Definition and Classification
- 3.2. Demographic Information--NSSO and Census 2011
- 3.4. Importance of Early IDentification and Intervention
- 3.5. Functional Assessment Procedures

### **Unit 4: Educational Implications of Visual Impairment 5 Hours**

- 4.1. Effects of Blindness--Primary and Secondary
- 4.2. Selective Educational Placement
- 4.3. Teaching Principles
- 4.4. Expanded Core Curriculum-- Concept and Areas
- 4.5. Commonly Used Low Cost and Advanced Assistive Devices

### **Unit 5: Deaf-blindness 10 Hours**

- 5.1 Definition, causes, classification, prevalence and characteristics of deaf-blindness
- 5.2 Effects and implications of deaf-blindness on activities of daily living & education
- 5.3 Screening, assessment, IDentification & interventional strategies of deaf-blindness
- 5.4 Fostering early communication development: Methods, assistive devices and practices including AAC
- 5.5 Addressing orientation, mobility & educational needs of students with deaf-blindness

### **Course Work/ Practical/ Field Engagement**

- Develop a checklist for screening of children for hearing impairment
- Develop a checklist for screening of children for low vision
- Develop a checklist for screening of children for blindness
- Develop a checklist for screening of children for deaf blindness
- Journal based on observations of teaching children with sensory disabilities

### **Transactions**

Visits, Observations, Videos and Interactions with Students with Disabilities

### **Essential Readings**

- 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
- 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
- Sataloff, R. T., & Sataloff, J. (2005). *Hearing Loss*.(4th Ed.) London: Taylor & Francis.

### **Suggested Readings**

- Harp, B. (2006). *The handbook of literacy assessment and evaluation*, (3rd Eds). Norwood, M.A.: Christopher-Gordon Publishers, Inc.
- Loreman, T., Deppeler, J., & Harvey, D. (2005). *Inclusive education - A practical guide to supporting diversity in the classroom*. (2nd Eds.).U.K. Routledge.

## SEMESTER-I

**Course Title: INTRODUCTION TO NEURO DEVELOPMENTAL DISABILITIES**

**Credits: 02**

**Contact Hours: 30**

### **Introduction**

The course integrates relevant subject matter in the areas of Specific Learning Disability, intellectual Disability and Autism Spectrum Disorder. This course will prepare preservice teachers to work with students with Neuro Developmental disabilities in inclusive and specialized settings. It fosters the acquisition of the broad-based knowledge and skills needed to provide effective educational programs for students with learning and behavior characteristics. The course emphasizes implications for educational and vocational programming, curriculum, and instruction.

### **Objectives**

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

- *Explain the Nature and Needs of Specific Learning Disability*
- *Explain the Nature and Needs of Intellectual Disability*
- *Explain the Nature and Needs of Autism Spectrum Disorder*

### **Unit 1: Specific Learning Disability: Nature, Needs and Intervention**

- 1.1 Definition, Types and Characteristics
- 1.2 Tools and Areas of Assessment
- 1.3 Strategies for reading, Writing and Maths
- 1.4 Curricular Adaptation, IEP, Further Education,
- 1.5 Transition Education, Life Long Education

### **Unit 2: Intellectual Disability: Nature, Needs and Intervention**

- 2.1 Definition, Types and Characteristics
- 2.2 Tools and Areas of Assessment
- 2.3 Strategies for Functional Academics and Social Skills
- 2.4 Assistive Devices, Adaptations, Individualized Education Plan, Person Centered Plan, Life Skill Education
- 2.5 Vocational Training and Independent Living

### **Unit 3: Autism Spectrum Disorder: Nature, Needs and Intervention**

- 3.1 Definition, Types and Characteristics
- 3.2 Tools and Areas of Assessment
- 3.3 Instructional Approaches

### 3.4 Teaching Methods

### 3.5 Vocational Training and Career Opportunities

#### **Transaction**

This course should be taught through lectures, discussion, demonstrations, presentations and workshops. They should be given hands on training in assessments of specific needs of children, interpretation of test reports and develop strategies for classroom intervention

#### **Course Work/ Practical/ Field Engagement**

- Develop an Assessment Tool for a child with learning disability in the given area
- Prepare a transition plan from school to college for an SLD Child
- Prepare a life skill curriculum
- Prepare a screening tool for children with Autism Spectrum Disorder
- Prepare teacher made test for functional assessment of a given child with ID/ Autism
- Plan an educational program on the basis of an assessment report of a child with ID/Autism

#### **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,

#### **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.

## SEMESTER-I

**Course Title: INTRODUCTION TO LOCOMOTOR AND MULTIPLE DISABILITIES**

**Credits: 02**

**Contact Hours: 30**

### **Introduction**

The course aims to develop understanding about planning effective educational programme and functional activities for students with locomotor and multiple disabilities. This course intends to develop required skills in teacher trainee to identify the children with locomotor and multiple disabilities and also plan an effective programme education as well as for creating awareness on these conditions. Teacher is also expected to plan an effective therapeutic and programme and also refer for medical intervention whenever if necessary.

### **Objectives**

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

- *Identify the persons with locomotor disabilities such as Cerebral Palsy, Amputees, Polio, Leprosy cured, Muscular dystrophies, Neural and spinal defects and Multiple disabilities.*
- *Define Amputees, Polio, Spinal Cord Injuries Spina-bifida, Congenital anomalies and Muscular Dystrophy.*
- *Analyse Multiple Disabilities and Other Disabling Conditions*

### **Unit 1: Cerebral Palsy (CP)**

1.1. CP: Definition, Nature, Types and Its Associated Conditions

1.2. Assessment of Functional Difficulties of CP including Abnormalities of Joints and Movements (Gaits)

1.3. Provision of Therapeutic Intervention and Referral of Children with CP

1.4. 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

1.5. Facilitating Teaching-Learning of Children with CP in School, IEP, Developing TLM; Assistive Technology to Facilitate Learning and Functional Activities

### **Unit 2: Amputees, Polio, Spinal Cord Injuries Spina-bifida, congenital anomalies and Muscular Dystrophy**

2.1. Definition, Meaning and Classification

2.2. Assessment of Functional Difficulties

2.3. Provision of Therapeutic Intervention and Referral

2.4. Implications of Functional Limitations for Education and Creating Prosthetic Environment in School and Home: Seating Arrangements, Positioning and Handling Techniques at Home and School

2.5. Facilitating Teaching-Learning: IEP, Developing TLM; Assistive technology

### **Unit 3: Multiple Disabilities and Other Disabling Conditions**

3.1 Multiple Disabilities: Definition, Meaning and Classifications

3.2 Various Combinations of Multiple Disabilities and Associated Conditions Such as Epilepsy, Motor and Sensory Conditions

3.3 Other Disabling Conditions such as Leprosy Cured Students, Tuberos Sclerosis and Multiple Sclerosis

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

### **Course Work/ Practical/ Field Engagement (any one of the following)**

- Undertake a case study after identifying a child with cerebral palsy or a child with Multiple Disabilities. Assess the child's difficulties in activities of daily living and academic activities and develop an intervention plan.
- Undertake a survey on 50 children with different disabilities and find out how many children are affected with cerebral palsy and multiple disabilities. Find out the causes of their disabling conditions and what difficulties these children are facing in attending their schools.

### **Essential Readings**

• Miller, F. and Bachrach, S.J. (2012). *Cerebral Palsy: A Complete Guide for Caregiving*. A Johns Hopkins Press Health Book.

• Sarva Siksha Abhiyan. Module on Cerebral Palsy. [http://ssa.nic.in/inclusiveeducation/training-module-for-resource-teachers-for-disablechildren/Module%205%20Cerebral%20Palsy.pdf/at\\_download/file](http://ssa.nic.in/inclusiveeducation/training-module-for-resource-teachers-for-disablechildren/Module%205%20Cerebral%20Palsy.pdf/at_download/file)

• Sarva Siksha Abhiyan. Module on Multiple Disabilities. [http://ssa.nic.in/inclusiveeducation/training-module-for-resource-teachers-for-disablechildren/Module%203%20Multiple%20Disability.pdf/at\\_download/file](http://ssa.nic.in/inclusiveeducation/training-module-for-resource-teachers-for-disablechildren/Module%203%20Multiple%20Disability.pdf/at_download/file)

## SEMESTER-I

### Course Title: IDENTIFICATION, ASSESSMENT AND NEEDS OF CHILDREN WITH INTELLECTUAL DISABILITY

Credits: 04

Contact Hours: 60

#### Introduction

The course aims to develop an understanding of concept, etiology and characteristics of Persons with Intellectual Disability (PwID). The said course would also help learners to appreciate the role of professionals to address the needs of these children in a holistic manner using team approach.

#### Objectives

After completing the course teacher educators will be able to:

- Overview with *the concept, etiology and characteristics of Persons with Intellectual Disability (PwID)*.
- *Use various appropriate methods for assessment of PwID.*
- *Describe the programming needs across different age levels of PwID.*
- *Utilize assessment information for educational programming, referral services and placement.*
- *Comprehend the emerging future needs of PwID.*

#### Unit 1: Overview of Intellectual Disability

1.1 Definition, historical overview, Prevalence of Intellectual Disability

1.2 Etiological factors of Intellectual Disability

1.2.1 Biological, environmental factors

1.2.2 Pre-natal, natal, post-natal causes

1.3 Classification of Intellectual Disability - Medical, Educational, Psychological criteria for classification and issues and current practices in certification of Intellectual Disability

1.4 Characteristics of Intellectual Disability

1.5 Intellectual Disability types such as Down Syndrome, Microcephaly, Hydrocephaly and Associated Conditions such as – Cerebral palsy, Autism, Sensory impairments, ADD, ADHD, Epilepsy

#### Unit 2: Screening, Identification, Assessment and Diagnosis

2.1 Introduction to existing screening, Identification and assessment / techniques trends in the field of intellectual disability

2.2 Approaches and types of assessment

2.3 Methods and tools of assessment

2.3.1 Screening tools

2.3.2 Developmental assessment tools

2.3.2 Intellectual - various standardized assessment tools: Binet – WISC - VSMS -DST Indian adaptations and other Indian tools

2.3.4 Social, Behavioral, Language and Speech Assessment Tools and other Indian tools

2.3.5 Special educational – use of CRTs, NRT, construction, precautions to be taken for development with reference to programming

2.4 Educational assessment tools – Upanayan (0 - 6 years), NIMH – Aarambh (Early Childhood Special Education Inclusive Package), Indian adaptation of portage guide, Madras Developmental Programming Systems (MDPS), NIMH Functional Assessment Checklists for Programming (FACP), BASIC-ID, BASAL-ID, VAPS and other relevant Tools.

2.5 Implications of the above for Inclusion

### **Unit 3: Identification of Needs**

3.1 Infancy and (Early Childhood); EI & Family involvement – Individualized Family Support Plan

3.2 Childhood School age: placement options (special school, Resource Room, inclusive classroom), Multidisciplinary team collaboration and role of special education teacher

3.3 (Adolescence) pre- vocational, Transition and career development – ITP (Individualized Transition Plan)

3.4 Adulthood Vocational Development; Employment, Types; emerging Job opportunity, Placement & follow-up

3.5 Implications of the above for Inclusion

### **Unit 4: Use of Assessment Information**

4.1 Use of assessment information - Medical, Special Educational, Psychological, Therapeutic and Vocational

4.2 Interpretation of assessment information to develop training goals

4.3 Use of Support Needs Assessment for Person Centered Planning

4.4 Writing of assessment report: for administrative purpose, for educational programming, for referral and for alternative placement

4.5 Implications of the above for Inclusion

### **Unit 5: Emerging and Future Issues**

5.1 Critical analysis of Human Rights and Legal Provision – International Instruments, Indian Legislations and Policies

5.2 Advocacy

5.3 Current Gender Issues - Socio Cultural and Economic



#### 5.4 Advances in Technology

#### 5.5 Implications of the above for Inclusion

### **Practicum / Assignment / Engagement (Any One)**

#### **School/ Clinic/ Community**

- To conduct assessment of PwID using appropriate assessment tools
- To organize discussion program on role of a Special Educator in intervention from Infancy to Adulthood
- To presentation a seminar on Community Based services for ID
- To conduct orientation and sensitization program on disability issues for teachers, parents, and community members and present a report

#### **Essential Readings**

- Myreddi, V., & Narayan, J. (2004). FACP – PID, 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.
- Panda, K.C. (1997). Education of Exceptional Children. New Delhi, Vikas
- Thressiakutty, A.T. (1997) NIMH vocational Assessment and Programming system (NIMH, Secunderabad).

#### **Suggested Readings**

- Narayan, J. (Ed.) (1999). School readiness for children with special needs. Secunderabad, NIMH.
- Romila, S. (1997) .School Readiness programme. New Delhi: NCERT
- Video Films. (2002). Help them learn make it easy, NIMH, Secunderabad.
- Taylor, R.L. (1993). Assessment of Exceptional Students Educational and
- Van Riper, C.A. and Emerick. L. (1990). Speech Correction-An introduction to speech

## SEMESTER-II

**Course Title: LEARNING, TEACHING AND ASSESSMENT**

**Credits: 04**

**Contact Hours: 60**

### **Introduction**

This Course will initiate student-teachers to understand learning theories and as these translate into teaching and learning actions. Assessment of learning as a continuous process is also focused. The course also needs to focus on the PwD as Learner and their special education needs that teacher needs to address in diverse education settings.

### **Objectives**

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

- *Comprehend the theories of learning and intelligence and its applications for teaching children.*
- *Analyse the different learning processes.*
- *Describe the stages of teaching and learning and the role of teacher*
- *Situate self in the teaching learning process*
- *Analyze the scope and role of assessment in teaching learning process in order to introduce dynamic assessment scheme for educational set up towards enhanced learning.*

### **Unit 1: Human Learning and Intelligence**

1.1 Human learning: Meaning, definition and concept formation

1.2 Learning theories:

- Behaviourism: Pavlov, Thorndike, Skinner
- Cognitivism: Piaget, Bruner
- Social Constructivism: Vygotsky, Bandura

1.3 Intelligence:

- Concept and definition
- Theories: Two-factor, Multifactor, Triarchic Theory (Robert Steinberg)

1.4 Creativity: Concept, Definition and Characteristics

1.5 Implications for Classroom Teaching and Learning

### **Unit 2: Learning Process and Motivation**

2.1 Sensation: Definition and Sensory Process

2.2 Attention: Definition and Affecting Factors

2.3 Perception: Definition and Types

2.4 Memory, Thinking, Concept Formation, Reasoning, and Problem Solving

2.5 Motivation: Nature, Definition and Maslow's Theory

### **Unit 3: Teaching Learning Process**

3.1 Maxims of Teaching

3.2 Stages of Teaching: Plan, Implement, Evaluate, Reflect

3.3 Stages of Learning: Acquisition, Maintenance, Generalization

3.4 Learning Environment: Psychological and Physical

3.5 Leadership Role of Teacher in Classroom, School and Community

### **Unit 4: Overview of Assessment and School System**

4.1 Assessment: Conventional meaning and constructivist perspective

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

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

4.4 Formative and summative evaluation, Curriculum Based Measurement

4.5 Revisiting key concepts in school evaluation: filtering learners, marks, credit, grading, choice, alternate certifications, transparency, internal-external proportion, improvement option

### **Unit 5: Assessment: Strategies and Practices**

5.1 Strategies: (Oral, written, portfolio, observation, project, presentation, group discussion, open book test, surprise test, untimed test, team test, records of learning landmark, cloze set/open set and other innovative measures) Meaning and procedure

5.2 Typology and levels of assessment items: Multiple choice, open ended and close ended; direct, indirect, inferential level

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

5.4 Assessment of diverse learners: Exemptions, concessions, adaptations and accommodations;

5.5 School examinations: Critical review of current examination practices and their assumptions about learning and development; Efforts for exam reforms: Comprehensive and Continuous Evaluation (CCE), NCF (2005) and RTE (2009)

### **Engagement with the field as part of course as indicated below:**

- I. Report submission: observation of children belonging to any three stages of development and describing applications of development in teaching-learning contexts
- II. Preparation of Self study report on individual differences among learners
- III. Prepare a leaflet for parents on better emotional management of children
- IV. Compilation of 5 CBM tools from web search in any one school subject: expand
- V. Team presentation of case study on assessment outcome used for pedagogic decisions
- VI. Report on community participation in school assessment or study recent ASAR report to understand school independent assessment

### **Transaction and Evaluation**

This concepts and theoretical precepts included in this course should be explained with reference to children with and without disabilities. The effort of transaction should be to enhance the understanding of how learning occurs and what are the suitable means of its assessment. Evaluation may be done by asking student-teachers to children with and without disabilities and present a report of the same.

### **Essential Readings**

- Amin, N. (2002). Assessment of Cognitive Development of Elementary School Children. A Psychometric Approach, Jain Book Agency, New Delhi.
- Chauhan, S.S. (2013). Advanced Educational Psychology. Jain Book Agency, Delhi.
- King-Sears, E. M. (1994). Curriculum Based Assessment in Special Education. Singular Publishing Group, San Diego, CA.
- 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.

### **Suggested Readings**

- Geisinger, K.F. (2013). *APA Handbook of Testing and Assessment in Psychology*. Available at American Psychological Association, USA.
- Guskey, T. R., & Bailey, J. (2000). *Grading and Reporting*. Thousand Oaks, CA: Corwin King.
- Howell, K. W., & Nolet, V. (2000). *Curriculum-Based Evaluation: Teaching and decision making*. Scarborough, Ontario, Canada, Wadsworth.
- McMillan, J. H. (2001). *Classroom Assessment: Principles and Practice for Effective Instruction*. Allyn and Bacon, London.

## SEMESTER-II

**Course Title: PEDAGOGY OF TEACHING SCIENCE**

**Credits: 04**

**Contact 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.*
- *Interpret Learning Resources with reference to Children with Disabilities for Teaching Science*
- *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 Behavioural Terms

2.3 Lesson Planning – Importance and Basic Steps. Planning Lesson for an Explanation, Demonstration, and Numerical Problem in Teaching of Sciences

2.4 Unit Planning – Format of A Unit Plan

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

### **Unit 3: Approaches and Methods of Teaching Sciences**

3.1 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 Equipments 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**

- Buxton, A. C. (2010). Teaching Science in Elementary and Middle School. New Delhi: Sage Publications.
- Bybee, R. (2010). The teaching of science: 21st-century perspectives. Arlington, VA: NSTA Press, USA.
- Joshi, S. R. (2005). Teaching of Science. New Delhi: A.P.H Publishing Corporation.
- Lawson, E. A. (2010). Teaching Inquiry Science in Middle School, New Delhi: Sage Publications.
- Mukhopadhyay, S., Jangira, N. K., Mani, M.N. G., & Raychowdhary, N. (1987). Sourcebook for training teachers of visually impaired, New Delhi: NCERT.
- 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.
- Tripathi, S. (2004). Teaching of Physical Science, Delhi: Dominant Publications.
- Vaidya, N. (2003). Science Teaching in Schools, New Delhi: Deep & Deep Publishers.
- Vanaja, M. (2006). Teaching of Physical Science, Hyderabad: Neelkamal Publications.

### **Suggested Readings**

- Mangal S. K., & Shubhra (2005). Teaching of Biological Sciences, Meerut: International Publishing House.
- Rao, V.K. (2004). Science Education, APH Publishing Corpn. New Delhi.



## SEMESTER-II

### Course Title: PEDAGOGY OF TEACHING MATHEMATICS

Credits: 04

Contact 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**

- Chambers, P. (2010). *Teaching Mathematics*, Sage Publication, New Delhi.
- James, A. (2005). *Teaching of Mathematics*, New Delhi: Neelkamal Publication.
- Kumar, S. (2009). *Teaching of Mathematics*, New Delhi: Anmol Publications.
- Mangal, S.K. (1993). *Teaching of Mathematics*, New Delhi: Arya Book Depot.
- Mani, M. N. G. (1992). *Techniques of Teaching Blind Children*, New Delhi: Sterling Publishers.
- Mukhopadhyaya, S., Jangira, N. K., Mani, M.N. G., & Raychaudhary, N. (1987). *Sourcebook for Training Teachers of Visually Handicapped*, New Delhi: NCERT.
- SIDDHU, K.S. (1990). *Teaching of Mathematics*, New Delhi: Sterling Publishers.

### **Suggested Readings**

- Keeley, P. K., & Cheryl, T. R. (2011). *Mathematics Formative Assessment*, Canada: Sage Publications.
- National Curriculum Framework. (2005). NCERT, New Delhi: NCERT.
- 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-II

**Course Title: PEDAGOGY OF TEACHING SOCIAL SCIENCE**

**Credits: 04**

**Contact Hours: 60**

### **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.*
- *Analyse approaches to teaching of Social Science*
- *Use different techniques in Evaluation of Learning in Social Science*
- *Explain Social Science Teacher as a Reflective Practitioner*

### **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, story telling, 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-II

### Course Title: PEDAGOGY OF TEACHING HINDI

Credits: 04

#### Contact 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 विषिष्ट 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 भविश्य 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, अंग्रेज़ी 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 विषिष्ट 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, विप्लेषण 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 षब्दार्थ 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 – ब्यामपट्ट, चार्ट, नक्शा, मानचित्र, प्रतिरूप, कार्यशील प्रतिरूप और प्लैष कार्ड की प्रयोग विधि।
- 5.4 श्रव्य उपकरणों – कॉम्पैक्ट डिस्क व कैसेट्स् 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 विष्वजाल 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, आषुभाशण 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 अधनुतन 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।

मूल्यांकन योजना –

मूल्यांकन बिन्दु कक्षा परीक्षा प्रायोगिक कार्य पोर्टफोलियो उपस्थिति सत्रान्त परीक्षा  
प्रदेय अकं 10 10 05 05 70

सन्दर्भ पुस्तकें –

- हिन्दी शिक्षण : अभिनव आयाम, डॉ. श्रुतिकान्त पाण्डेय, एक्सिस पब्लिकेणस, दरियागंज, नई दिल्ली, 2010.
- हिन्दी शिक्षण, उमा मंगल, आर्य बुक डिपो करोल बाग, नई दिल्ली, 2005.
- हिन्दी शिक्षण, डॉ. रामषकल पाण्डेय, विनोद पुस्तक मन्दिर, आगरा, 2005.
- हिन्दी साहित्य का इतिहास, आचार्य रामचन्द्र शुक्ल, राजकमल प्रकाशन, नई दिल्ली, 2006
- हिन्दी शिक्षण, रमन बिहारी लाल, रस्तोगी प्रकाशन, मेरठ, 2002.
- हिन्दी शिक्षण, सावित्री सिंह, इन्टरनेशनल पब्लिशिंग हाउस, मेरठ, 2004

## SEMESTER-II

### Course Title: 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.*
- *Prepare an instructional plan in English.*
- *Demonstrate various approaches and methods to teach English language.*
- *Use various techniques to evaluate the achievement of the learner in English.*
- *Develop Instructional Materials for the teaching of English*
- *Discuss the need and concept of Evaluation*

#### 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, 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**

- 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.
- 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.
- 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-II

**Course Title: INCLUSIVE EDUCATION**

**Credits: 04**

**Contact Hours: 60**

### **Introduction**

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

### **Objectives**

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

- *Explain the historical perspective of inclusive education.*
- *Discuss the Policies & Frameworks Facilitating Inclusive Education*
- *Define Adaptations Accommodations and Modifications*
- *Develop Inclusive Learning Environments and Academic Instructions*
- *Demonstrate Supports and Collaborations for Inclusive Education*

### **Unit 1: Introduction to Inclusive Education**

1.1 Marginalisation vs. Inclusion: Meaning & Definitions, Historical perspective of Inclusive education globally and in India

1.2 Approaches to disability and service delivery models, Changing Practices in Education of Children with Disabilities: Segregation, Integration & Inclusion.

1.3 Diversity in Classrooms: Learning Styles, Linguistic & Socio-Cultural Multiplicity

1.4 Principles of Inclusive Education: Access, Equity, Relevance, Participation & Empowerment: Index for Inclusion

1.5 Benefits and Barriers of Inclusive Education: Social, Physical, instructional and economical .

### **Unit 2: Policies & Frameworks Facilitating Inclusive Education**

2.1 International Declarations: Universal Declaration of Human Rights (1948), World Declaration for Education for All (1990)

2.2 International Conventions: Convention against Discrimination (1960), Convention on Rights of a Child (1989), United Nations Convention of Rights of Persons with Disabilities (UNCRPD) (2006) Incheon Strategy (2012)

2.3 International Frameworks: Salamanca Framework (1994), Biwako Millennium Framework of Action (2002)

2.4 National Commissions & Policies: Kothari Commission (1964), National Education Policy (1968), National Policy on Education (1986), Revised National Policy of Education (1992), National Curricular Framework (2005), National Policy For Persons With Disabilities (2006)

2.5 National Acts & Programs: IEDC (1974), RCI Act (1992), National Trust Act (1999), SSA (2000), RTE (2006) and amendment 2012 , RMSA (2009), IEDSS (2013), RPwD Act 2016

### **Unit 3: Adaptations Accommodations and Modifications**

3.1 Meaning, Difference, Need & Steps

3.2 Specifics for Children with Sensory Disabilities, Neuro-Developmental Disabilities, Loco Motor & Multiple Disabilities and Engaging Gifted Children

3.3 Adaptations and accommodations for sensory impairments, children with multiple disabilities, neuro-developmental disabilities, intellectual impairment and gifted children

3.4 Building Inclusive Schools: IDentifying barriers to Inclusion- Attitudinal, Systemic and Structural, Ensuring Physical, Academic and Social Access

3.5 Leadership and Teachers as Change Agents, Assistive Technology, Whole School Development

### **Unit 4: Inclusive Learning Environments and Academic Instructions**

4.1 Building Inclusive Learning Environments: Classroom Management, Effective Communication, Promoting Positive Behaviour, Reflective Teaching, Peer mediated instruction: Peer tutoring (Class wide Peer Tutoring, Peer Assisted Learning Strategies), Co-operative learning

4.2 Universal Design for Learning: Multiple Means of representation, Expression and Engagement.

4.3 Co-Teaching Methods such as One Teach, One Assist, Station-Teaching, Parallel Teaching, Alternate Teaching & Team Teaching

4.4 Differentiated Instructions: Content, Process & Product and Evaluation.

#### 4.5 ICT for Instructions

### **Unit 5: Supports and Collaborations for Inclusive Education**

5.1 Role of Stakeholders in Inclusive Education

5.2 Advocacy & Leadership for Inclusion in Education

5.3 Family Support & Involvement for Inclusion, Community Involvement and resource mobilization.

5.4 Collaborations: Models of collaboration, working with Parents, Managing Conflict, Mentoring and Coaching

### **Practical & Field Engagement**

I. Visit Special Schools of any two Disabilities & an Inclusive school & write observation report highlighting pedagogy

II. Prepare a Checklist for Accessibility in Mainstream Schools for Children with Disabilities

III. Design a Poster on Inclusive Education

IV. Prepare a Lesson Plan on any one School subject of your choice using any one Inclusive Academic Instructional Strategy

Key debates in special and inclusive education.

### **Transactions**

Group discussions following videos and visits. Debate for Inclusion vs. Segregation & Self study for legislations and frameworks. Interactive course with discussion as well as field work to get first-hand experience of co-teaching mainstream classrooms with children with disability

### **Suggested Readings**

- Booth, T. & Ainscow, M. (2002). *Index for Inclusion: Developing learning and participation in Schools*. CSIE.
- Bartlett, L. D., & Weisentein, G. R. (2003). *Successful Inclusion for Educational Leaders*. New Jersey: Prentice Hall.
- Choate, J. S. (1997). *Successful Inclusive Teaching*. Allyn and Bacon.
- Daniels, H. (1999). *Inclusive Education*. London: Kogan.
- Gartner, A., & Lipsky, D.D. (1997). *Inclusion and School Reform Transferring America's Classrooms*, Baltimore: P. H. Brookes Publishers.
- Giuliani, G.A. & Pierangelo, R. (2007). *Understanding, Developing and Writing IEPs*. Corwin press: Sage Publishers.
- Gore, M.C. (2004). *Successful Inclusion Strategies for Secondary and Middle School*

*Teachers*, Corwin Press, Sage Publications.

- Hegarthy, S. & Alur, M. (2002). *Education of Children with Special Needs: from Segregation to Inclusion*, Corwin Press, Sage Publishers.
- Karant, P., & Rozario, J. ((2003). *Learning Disabilities in India*. Sage Publications.
- Karten, T. J. (2007). *More Inclusion Strategies that Work*. Corwin Press, Sage Publications.
- McCormick, S. (1999). *Instructing Students who Have Literacy Problems*. 3rd Ed. New Jersey, Pearson.
- Rayner, S. (2007). *Managing Special and Inclusive Education*, Sage Publications.
- Westwood, P. (2006). *Commonsense Methods for Children with Special Educational Needs - Strategies for the Regular Classroom*. 4th Edition, London Routledge Falmer:Taylor & Francis Group.



## SEMESTER-II

### Course Title: CURRICULUM DEVELOPMENT AND EVALUATION FOR INTELLECTUAL DISABILITY

**Credits: 04**

#### **Contact Hours: 60**

Changes in society constantly demand new knowledge and skills and require the continuous development of our educational system. This course will provide the trainee the foundational know-how and theoretical underpinning of curriculum development from design and implementation to evaluation and an informed and critical understanding about curriculum differentiation

#### **Objectives**

After completing the course student-teachers will able to:

- *Describe nature of curriculum, principles and steps of curriculum designing, domains and curriculum evaluation.*
- *Analyse various approaches to curriculum development.*
- *Apply curriculum at Pre-School, Primary School level, Secondary, Pre-vocational and Vocational level*
- *Demonstrate Curriculum Adaptations and Curriculum Evaluation*
- *Demonstrate skills in Critical Issues and trends in Curriculum*

#### **Unit 1: Nature of Curriculum**

1.1 Definition and scope of curriculum

1.2 Historical and contemporary evolution of curriculum

1.3 Bases of Curriculum-philosophical, sociological and psychological

1.4 Principles of Inclusive curriculum and transaction, types of Curriculum –core, collateral, support, hidden Fundamentals of curriculum development: knowledge based, activity based, skill based and experience based

1.5 Steps in developing curriculum, challenges of developing curriculum for inclusion,

#### **Unit 2: Approaches & Types of Curriculum Development**

2.1 Developmental Approach

2.2 Functional Approach

- 2.3 Eclectic Approach
- 2.4 Ecological Approach
- 2.5 Expanded Core Curriculum
- 2.6 Hidden Curriculum

### **Unit 3: Curriculum at Pre-School, Primary School level, Secondary, Pre-vocational and Vocational level**

- 3.1 Early Intervention: Meaning, Need and scope.
- 3.2 Significance of Early Childhood Education and School Readiness; Early Childhood Education Curricular domains
- 3.3 Curriculum domains at Primary Level
- 3.4 Curriculum domain at Secondary level, Pre- vocational level, Vocational level
- 3.5 Curriculum domain at vocational and independent living

### **Unit4: Curriculum Adaptations and Curriculum Evaluation**

- 4.1 Curricular Adaptation, Accommodation and Modification: Definition and types
- 4.2 Adaptation, Accommodation and Modification for Pre –academic, Academics, Co-curriculum and School Subjects
- 4.3 Concept, Meaning, Definition of Curriculum Evaluation, Types and Approaches of Evaluation
- 4.5 Emerging trends in evaluation –CCE, Teacher Made Tests, Grading System
- 4.6 Differential evaluation of PwID in inclusive setup, Implications of evaluation for inclusion

### **Unit 5: Critical Issues and trends in Curriculum**

- 5.1 Organisation of learning opportunities for diverse needs
- 5.2 Designing integrated and inter-disciplinary learning experiences
- 5.3 Collaborative curriculum
- 5.4 Sensitization of family, involvement in pre-school and primary level
- 5.5 Rehabilitation of PwIDs under National Skill development Scheme (NSDS by MSJ&E)

### **Transaction**

Group discussion, lecture-cum-discussion, panel discussion, school visits and teaching observations, individual assignment of lesson planning based on learning needs in the classroom.

### **Course Work/ Practical/ Field Engagement (Any One)**

- Write a 2000 word essay describing a curriculum in action in an inclusive school
- Adapt any one lesson in collaboration with a regular teacher within a secondary school text book (using one of the approaches to curriculum development) to meet the needs of children with disabilities

### **Special/ Inclusive schools**

To prepare need based curriculum for training in

- ADL Skills
- School Readiness
- Transition from School to Work
- Movement/Dance/Yoga/Sports skills
- Computer usage
- House Keeping/ Laundry
- Gardening / Horticulture
- Creative / Performing Arts

### **Essential Readings**

- Jeyachandaran, P., & Vimala, V. (2000). Madras Developmental Programming System
- Luftig, R.L. (1949). Teaching the Mentally Retarded Student: Curriculum, Methods and Strategies. Library of Congress Cataloging-in-publications data.
- Myreddi, V. & Narayan, J. (2005) FACP – PID, NIMH, Secunderabad.
- Narayan, J. (2003) .Educating children with learning problems in regular schools NIMH, Secunderabad.
- Narayan, J. Myreddi, V., & Rao, S. (2002). Functional Assessment Checklist for Programming, NIMH, Secunderabad.
- Panda, K.C. (1997). Education of Exceptional Children. New Delhi, Vikas Publications.
- Aggarwal, D. (2007). Curriculum development: Concept, Methods and Techniques. Book Enclave, New Delhi.
- Alexander, R. J. (2001). Culture and pedagogy: International comparisons in primary education. Oxford and Boston, Blackwell.
- Daniels, H., & Porter, J. (2011). Educational theories, cultures and learning: A critical perspective. Routledge, London.
- Ornstein, A. C., Pojak, E. F., & Ornstein, S. B. (2006). Contemporary issues in curriculum. Allyn & Bacon, Boston.

- Wiles, J. (2009). *Leading Curriculum Development*. Corwin Press, New Jersey.
- Wiles, J.W., & Joseph, B. (2006). *Curriculum Development: A Guide to Practice*. Pearson Publication, London.

### **Suggested Readings**

- Sharma, P. (1995). *Basics on Development and Growth of a child*, New Delhi Reliance.
- Thressiakutty,A.T. & Rao.L.(2001) *Transition of persons with Mental Retardation from school to work: A Guide: NIMH publication*
- Video Films. (2002). *Help them learn make it easy*, NIMH, Secunderabad.
- CIET(2006). *The process of Making National Curriculum Framework-2005: A Video documentary both in Hindi and English*, CIET,NCERT, New Delhi.
- Jacobs, H. H. (1997). *Mapping the Big Picture: Integrating Curriculum and Assessment K-12 (Professional Development)*.Association for Supervision & Curriculum Development, Alexandria.
- Westbrook, J., Durrani, N., Brown, R., Orr D., Pryor J, Boddy, J., & Salvi, F. (2013). *Pedagogy, Curriculum, Teaching Practices and Teacher Education in Developing Countries*.Final Report.Education Rigorous Literature Review.Department for International Development.
- Wiggins, G., & Mc Tighe, J. (2005). *Understanding by Design*.Association for Supervision and Curriculum Development, Alexandria.
- Wiles, J. W., & Bondi, J. C. (2010). *Curriculum Development: A Guide to Practice*. Prentice Hall, New Jersey.

## SEMESTER-III

Course Title: EDUCATIONAL INTERVENTION AND TEACHING STRATEGIES FOR CHILDREN WITH INTELLECTUAL DISABILITY

Credits: 04

**Contact Hours: 60**

### Objectives

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

- *Appreciate and orient oneself in understanding, planning and using intervention appropriately and demonstrate it.*
- *Realize the importance of developing IEP, acquire the required competencies for its development, implementation and evaluation.*
- *Understand basic of learning and teaching and acquire competency to select and demonstrate appropriate teaching strategies for teaching in different curriculum areas.*
- *Understand nature and Identification Managing behaviour and develop insight into various modes of its management.*
- *Develop understanding of various therapeutic interventions, their objectives, scope, modalities, and require intervention.*

### Unit 1: Intervention

- 1.1 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, Resource Teaching and Differentiated Intervention.

### Unit 2: Individualised Education Programme

- 2.1 Need, Importance and Historical Perspective of IEP,
- 2.2 Components of IEP
- 2.3 Developing, Implementation and Evaluation of IEP for PwID and its associated conditions
- 2.4 IFSP – Planning and writing, Application of IEP for Inclusion (Expand)

### Unit 3: Teaching Strategies and TLM

- 3.1 Stages of Learning, Principles of Teaching
- 3.2 Teaching Approaches:

- Developmental Approaches– Montessori, Floor time, VAKT Method, Augmentative and Alternative Communication
- Multi-sensory Approach– Fernald, Orton and Gillingham
- Behavioral Approach– Applied Behavior Analysis (ABA), Discrete Trail Training
- Cognitive Approach– Meta-cognitive Training, Cognitive Behavior Management
- Integration of above in Inclusive Classroom Context

3.3 Teaching Strategies – Task Analysis, Chaining, Shaping, Modelling, Prompting, Fading and Reinforcement, Role Play, Play Way method

3.4 Development and Use of TLM for ID

#### **Unit 4: Intervention for Managing Behaviour**

4.1 Definition and types of Managing behaviour

4.2 Identification of Managing behaviour

4.3 Functional Analysis and Behaviour Modification Techniques, Cognitive Behaviour Techniques (CBT)

4.4 Management of Managing at Home and School, Parental Counselling - Individual, Group and Community

4.5 Ethical Issues in behaviour management and implications for Inclusion

#### **Unit 5: Therapeutic Intervention**

5.1 Occupational Therapy – Definition, Objective, Scope, Modalities and Intervention

5.2 Physiotherapy – Definition, Objective, Scope, Modalities and Intervention

5.3 Speech Therapy – Definition, Objective, Scope and Types of Speech, Language and Hearing Disorders and Intervention

5.4 Yoga and Play therapy – Definition, Objective, Scope and Intervention

5.5 Therapeutic intervention: Visual and Performing Arts (eg: Music, Drama, Dance movement, Sports, etc.)

#### **Course Work/ Practical/ Field Engagement (Any One)**

Special/ Inclusive Schools/ Institute

- To deliver Modular/ Thematic lecture on relevant topic
- To organise competitions for co-curricular activities at Local, District and State level
- To organize exhibition on products prepared by PwIDs and to raise funds through auction/sale for training livelihood and talent enhancement

## **Essential Readings**

- Karten, T, J. ([2007]) More Inclusion Strategies that work- aligning student strength with standards. Corwin Press.
- Lerner, J. W. (2011). Learning Disabilities. Boston: Houghton Mifflin Brookes.,
- Jayachandra, P. (2001) Teaching yogasanas for persons with Intellectual Disability, Chennai: Vijay Human Services.
- Jeyachandaran, P. Vimala, V. (2000). Madras Developmental Programming System
- Myreddi V. & Narayan J. (1998). Functional Academics for students with mild Intellectual Disability, NIMH, Secunderabad.
- Narayan J. (2003) Educating children with learning problems in regular schools NIMH, Secunderabad.
- Narayan, J. (1998) 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 programming
- Panda, K.C. (1997). Education of Exceptional Children. New Delhi Vikas
- Pandit, A & Grover U (2001), Self Instructional Modules on occupational therapy/physiotherapy, BED (ID) SPE, Bhoj University, Bhopal.

## SEMESTER-III

### Course Title: TECHNOLOGY AND CHILDREN WITH INTELLECTUAL DISABILITY

Credits: 04

Contact Hours: 60

#### Objectives

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

- *Comprehend role of technology in educating children with ID and acquire knowledge about its various approaches and modes.*
- *Conceptualize the nature of ICT, its basis, development and use.*
- *Use computer programme and software for the benefit of children with ID.*
- *Develop skills and competencies in use of Punarjani and C-DAC and integrate technology for instructions and inclusion.*
- *Apply technology for developing lesson plan and adapted assistive devices.*

#### Unit 1: Technology in Education and Instruction

1.1 Educational and Instructional Technology – Meaning, Nature, Scope, Definition, Objectives and Significance

1.2 Educational Technology and Instructional Technology – Role and Recent Trends.

1.3 Approaches of Educational Technology – Hardware, Software, System approach, Individual & Mass media approach.

1.4 Differential Instruction, Universal Design of learning and Individualised Instruction.

1.5 Implication of the above for inclusion.

#### Unit 2: ICT

2.1 ICT – Meaning, Definition, Scope and Significance

2.2 Psychological bases for ICT among teachers and learners

2.3 Development of ICT – Stages, Requirement and Process

2.4 Use of ICT in developing collaborative networks for sharing and learning such as Internet – E-mail, Tele-teaching, Tele-conference

2.5 Use of ICT to simplify record keeping, information management in education administration in special and inclusive settings

#### Unit 3: Use of Multimedia in Education

3.1 Multi Media - Meaning, Nature, Scope, Definition and Approches.

3.2 Types of Instructional AIDs: Projected & non-projected AIDs, Projectors, Radio,



Tape Recorder, Television, Films, Computers, whiteboard, Smartboard, e-Flash Cards, Educational Toys

3.3 Advantages, Limitations and Challenges of Using Multi media in Education

3.4 Recent Trends in Multimedia

3.5 Implication of Multimedia in teaching learning.

#### **Unit 4: Technology Based Instructions**

4.1 Enhancing Technology Friendly Practices among Teachers.

4.2 Computer-Assisted & Computer Managed Instructions, Cybernetics, E- learning, Use of Net Search and Websites

4.3 Disability Friendly Technology – Punarjani, and e-learning Framework developed by C-DAC

4.4 Developing Technology Integrated Lessons – Individual and Group

4.5 Implications of Technology based instruction in Inclusion

#### **Unit 5: Application of Technology**

5.1 Application of Technology in Lesson Planning, Worksheet Preparation, Report writing and Evaluation

5.2 Application of Technology in Assistive Devices – For example, JAWS, Smartphones, Screen Readers

5.3 Application of Technology in Instruction – Individual, small group and large group

5.4 Advantages, merits and demerits

5.5 Implications for inclusion

#### **Course Work/ Practical/ Field Engagement (Any One)**

##### **Special/ Inclusive School/ Institute**

- To organize workshops for use ICT for disability friendly activities
- To develop technology supported lesson plans for PwID
- To use mass media/multi media for creating awareness on disability in rural areas

##### **Essential Readings**

- Mehra, Vandana (2004) Educational Technology, New Delhi : S S Publishers.
- Mohanty, J. (1992). Educational Technology, New Delhi: Deep and Deep Publication.
- Mukhopadhaya, M. (ed.) (2005). Education Technology Knowledge Assessment, New Delhi: Shipra Publications.
- R., Robertson, S. and Peter John. (2009). Improving Classroom Learning with ICT, New York: Routledge.
- Sharma, Hemant Lata and Sharma, Savita (2010). Learning to Learn with Love:

Theory and Practice of Co-operative Learning, New Delhi: Gagandeep Publications  
Sutherland,

**Suggested Readings**

- JaganathMohanty. (1998). Studies in Educational Broadcasting. San subscription agency.

## SEMESTER-III

### **Course Title: PSYCHO-SOCIAL AND FAMILY ISSUES OF PERSONS WITH INTELLECTUAL DISABILITY**

**Credits: 02**

**Contact Hours: 30**

#### **Objectives**

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

- *Realise importance and role of family in rehabilitation of children with ID.*
- *Develop insight into various Psycho-social issues and their impact on rehabilitation on PwID, misconception and social practices and develop based approach.*
- *To realize importance of family involvement in rehabilitation process by forming parents self help group and parent association.*
- *Conceptualize various Adolescent related issues and challenges their implication for rehabilitation of PwIDs and to explore probable employment opportunities for them.*
- *Comprehend role of community and community participation and models, advantages / disadvantages of CBR programme for PwIDs.*

#### **Unit 1: Family**

- 1.1 Family – Concept, Definition and Characteristics
- 1.2 Types of family
- 1.3 Reaction and Impact of disability on family
- 1.4 Needs of family and counselling
- 1.5 Role of family in rehabilitation of PWID

#### **Unit 2: Psycho-Social Issues**

- 2.1 Attitude of family, Community, Peer Group, Teachers, Co-workers
- 2.2 Myths, misconception and social practices
- 2.3 Difference between Intellectual Disability and Mental Illness
- 2.4 Psycho-Social Issues – Exploitation, Delinquency, child labour and child Abuse
- 2.5 Rights and Advocacy

#### **Unit 3: Involving Families**

- 3.1 Training and involving families in the rehabilitation process
- 3.2 Parent professional relationship
- 3.3 Formation of Parent Self-Help Group
- 3.4 Parent Associations

### 3.5 Empowering Families

#### **Unit 4: Adolescent Issues**

4.1 Physiological Changes; Implication in Emotional and Social Development

4.2 Interpersonal relationship – Parents, Siblings, Extended family, Single child, Peer group

4.3 Employment, Sexuality, Marriage, Alternative options, Pre- marital counselling

4.4 Ethical Issues

4.5 Challenges and Implications

#### **Unit 5: CBR and CPP (Community People Participation)**

5.1 Concept, Definition and Scope of CBR

5.2 Models of CBR – Advantages and Disadvantages

5.3 Types of Community Resources and their mobilization

5.4 Organizing services for PwID in the community

5.5 Role of Special Educator, Family, Community and PwID in CBR

#### **Course Work/ Practical/ Field Engagement (Any One)**

##### **Special/ Inclusive School/ Institute**

- To conduct workshops on formation of Parent Self Help Group, Sibling SHG
- To prepare and present a report on assessment of family needs
- To conduct survey on awareness of families about Govt. Schemes for PwID
- To study and submit a report on attitude of neighbours, teachers and non-teaching staff

##### **Essential Readings**

- Basu, S., Das, P., Chakravarty, I. (2007) Family Life of the Disabled Aged, Ageing and Society: Indian Journal of Gerontology, 17 (3 & 4), 75 – 81.
- Blacher, J. (Ed.) (1984) Severely Handicapped Young Children and Other Families: Research in Review Ovlendio: Academic Press Inc.
- Cramer, H., Carlin, J. (2008) Family Based Short Breaks (Respite) for Disabled Children: Results from the Fourth National Survey, British Journal of Social Work, Vol. 38 (6), Sept. 2008, pp 1060 - 1075
- Dale, N. (2000) Working with families of Children with Special Needs: Partnership and Practice, East Sussex: Brunner- Routledge.
- Findler, S. (2000) The Role of Grandparents in the Social Support System of Mothers of Children with a Physical Disability, Families in Society, Vol. 81 (4), July – Aug. 2000, pp 70 - 381

### **Suggested Readings**

- Bennett, T. Lingerfelt, V & Nelson, D.E. (1990) Developing Individual and Family Support Plans – A Training Manual, Cambridge M.A. Brookline Books.
- Desai, AN (1990) Helping the Handicapped: Problems & prospects, New Delhi, Ashish Publishing House.
- Dunst, C., Trivette~ C. & Deal, A. (1988) Enabling and empowering families. Cambridge, MA: Brookline Books.
- Dyson (1987) Mental Handicap: Dilemmas of Parent-Professional Relations, London, Croom Helm.
- Glendinning, C. (1986) A Single Door: Social Work with the Families of Disabled Children, London: Allen and Unwin Ltd
- Webster, E. J. Vikas Publishing House (1993) Working with parents of young children with disabilities, California. Singular Publishing Group.

## **SEMESTER-III**

### **Course Title: READING AND REFLECTING ON TEXTS**

**Credits: 02**

**Contact Hours: 30**

#### **Introduction**

One of the core areas that schools focus upon is age appropriate and fluent literacy skills. Hence, aspirant graduates who intend to make career in education must be good readers and good writers (in literally sense). Due to several reasons a student teacher like you may not have adequate skills, interest and motivation for reading and writing. Here is a skill based and activity oriented course designed to give you an opportunity to look at reading writing seriously, relearn it as a professional activity, apply it for students with special needs and enjoy it like never before.

#### **Objectives**

After completing the course student-teachers will able to:

- *Reflect upon current level of literacy skills of the self.*
- *Interpret Reflections on Reading Comprehension*
- *Demonstrate Skill Development in Responding to Text*
- *Understand Writing as a Process and Product*
- *Practice and master Independent Writing*

#### **Unit 1: Reflections on Literacy**

- 1.1 Literacy and Current University Graduates: Status and Concerns
- 1.2 Role of Literacy in Education, Career and Social Life
- 1.3 Literacy, Thinking and Self Esteem
- 1.4 Literacy of Second Language/ English: Need and Strategies
- 1.5 Basic Braille Literacy

#### **Unit 2: Reflections on Reading Comprehension**

- 2.1 Practicing Responses to Text: Personal, Creative and Critical
- 2.2 Meta Cognitive Awareness of Reading Processes and Strategies Applied for Meaning Making
- 2.3 Developing Good Reading Skills and Habits in Primary Level Students: Activities and Strategies
- 2.4 Basic Understanding of Reading Comprehension of Children with Disabilities

### **Unit 3: Skill Development in Responding to Text**

3.1 Indicators of Text Comprehension: Retelling, Summarizing, Answering, Predicting, Commenting and Discussing

3.2 Practicing Responding to Text (Using The Indicators) for Recreational Reading Material (Narrations) and School Textbooks (Description)

3.3 Practicing Responding to Text (Using The Indicators) for Reports, Policy Documents and News (Expositions) and Editorial, Academic Articles, Advertisement Copy, Resume (Argumentation)

3.4 Practicing Web Search, RapID Reading and Comprehensive Reading

### **Unit 4: Reflecting Upon Writing as a Process and Product**

4.1 Understanding writing as a Process: Content (Intent, Audience and Organization)

4.2 Understanding writing as a Process: Language (Grammar, Vocabulary, Spelling)

4.3 Understanding writing as a Process: Surface Mechanics (Handwriting, Neatness, Alignment and Spacing)

4.4 Practicing Self Editing and Peer Editing of Sample Texts

4.5 Practicing Evaluating Students Writing Using Parameters: Productivity, Correctness, Complexity, Text Organization and Literary Richness

### **Unit 5: Practicing Independent Writing**

5.1 practicing Writing: Picture Description/ Expansion of IDEas/ Essays/ Stories

5.2 Practicing Daily Leaving Writing: Applications/ Agenda - Minutes/ Note Taking

5.3 Practicing Converting Written Information into Graphical Representation

5.4 Practicing Filling up Surveys, Forms, Feedback Responses, Checklists

5.5 Reflections on the Course: From Theory to Practice to Initiating Process to Improve Self

### **Course Work/ Practical/ Field Engagement**

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

### **Essential Readings**

- ASER report of 2015: Pratham Publication
- May, F. B. (2001). *Unravelling the seven myths of reading*. Allyn and Bacon: Boston
- McGregor, T. (2007). *Comprehension Connections: BrIDges to Strategic Reading*. Heinemann Educational Books.
- Tovani, C., & Keene, E. O. (2000). *I Read It, but I Don't Get It: Comprehension Strategies for Adolescent Readers*. Stenhouse Publishers
- Soundarapandian, M. (2000). *Literacy campaign in India*. Discovery Publishing House: New Delhi.

### **Suggested Readings**

- Baniel, A. (2012). *KIDs beyond limits*. Perigee Trade: New York
- Ezell, H., & Justice, L. (2005). *Programmatic Research on Early Literacy: Several Key Findings. IES 3rd Annual Research Conference: American Speech Language & Hearing Association (ASHA)*.
- Gallagher, K. (2004). *Deeper Reading: Comprehending Challenging Texts*. Stenhouse Publishers
- Heller, R. (1998). *Communicate clearly*. DK Publishing: New York.
- Luetke-Stahlman, B., & Nielsen, D. (2003). *Early Literacy of Kindergartners with Hearing Impairment. High Beam*
- May, F. B. (1998). *Reading as communication*. Merrill: New Jersey
- Miller, D. (2002). *Reading With Meaning: Teaching Comprehension in the Primary Grades*. Stenhouse Publishers, New York.
- Pandit, B., Suryawanshi, D. K., & Prakash, M. (2007). *Communicative language teaching in English*. Nityanutan Prakashan, Pune.
- Paul, P. V. (2009). *Language and Deafness*. Jones and Bartlett: Boston



## SEMESTER-III

### Course Title: DRAMA AND ART IN EDUCATION

Credits: 02

Contact 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 able to:

- *Define introduction to art Education*
- *Demonstrate Performing Arts: Dance and Music.*
- *Demonstrate Performing Arts: Drama*
- *Analyse Visual Arts*
- *Use of Media and Electronic Arts*

#### 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**

5.6 Range of art activities in visual arts

5.7 Experiencing, responding and appreciating visual art

5.8 Exposure to selective basic skills in visual art

5.9 Art education: Facilitating interest among students: planning and implementing activities

5.10 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

### **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.
- 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 Assoc

**SEMESTER-III**  
**Educational Tour**

## SEMESTER-IV

### Skill Based Optional Course (Cross Disability and Inclusion) ANY ONE

#### Course Title: GUIDANCE & COUNSELLING

Credits: 02

Contact Hours: 30

#### Objectives

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

- *Define the Introduction to Guidance and Counselling and apply the skills of guidance and counselling in classroom situations.*
- *Discuss how to Enhance Self Image and Self Esteem*
- *Explain Guidance and Counselling in Inclusive Education*

#### Unit 1: Introduction to Guidance and Counselling

- 1.1 Guidance and Counselling: Definition and Aims
- 1.2 Areas of Guidance and Counselling
- 1.3 Core Conditions in Counselling
- 1.4 Skills and Competencies of a Counsellor
- 1.5 Role of Teacher in Guiding and Counselling Students with Special Needs

#### Unit 2: Enhancing Self Image and Self Esteem

- 2.1 Concept of Self as Human
- 2.2 Understanding of Feelings and Changes
- 2.3 Growth to Autonomy
- 2.4 Personality Development
- 2.5 Role of Teacher in Developing Self-Esteem in Children

#### Unit 3: Guidance and Counselling in Inclusive Education

- 3.1 Current Status with reference to Indian School
- 3.2 Types of Counselling: Child-Centred, Supportive, Family
- 3.3 Guidance in Formal and Informal Situations: Within and Outside Classroom, Vocational Guidance
- 3.4 Group Guidance: Group Leadership Styles and Group Processes
- 3.5 Challenges in Group Guidance

#### Practicum/ Field engagement

- I. Counselling and report writing on a selected case
- II. Simulation of a parent counselling session

### III. Report of critical observation of a given counselling session

#### **Transaction**

The transaction for this course should be done with a perspective to enhance in the studentteachers

the ability to become a “People-helper”. They should be able to appreciate the role of a guide and counsellor in the school setting.

#### **Essential Readings**

- Naik, P.S. (2013). *Counselling Skills for Educationists*. Soujanya Books, New Delhi.
- Rao, V. K., & Reddy, R.S. (2003). *Academic Environment: Advice, Counsel and Activities*. Soujanya Books, New Delhi.
- Shah, A. (2008). *Basics in Guidance and Counselling*. Global Vision Publishing House.
- Sharma, V.K. (2005). *Education and Training of Educational and Vocational Guidance*. Soujanya Books, New Delhi.

#### **Suggested Readings**

- Kapunan, R.R. (2004). *Fundamentals of Guidance and Counselling*. Rex Printing Company, Phillipines.
- Pal, O.B. (2011). *Educational and Vocational Guidance and Counselling*. Soujanya Books, New Delhi.

## SEMESTER-IV

Course Title: **EARLY CHILDHOOD CARE AND EDUCATION**

Credits: **02**

**Contact Hours: 30**

### **Introduction**

The course is designed to provide the student-teachers with an insight into developmental milestones of typical children. This will enable the learners to understand deviations and strategies to address them in the critical phase of development. It will also help the learners understand the importance of transitions and its requirements.

### **Objectives**

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

- *Explain the Early Childhood Learning & Development.*
- *Describe the Early Education of Children with Disabilities.*
- *Demonstrate the Inclusive Early Childhood Educational (ECE) Practices*

### **Unit 1: The Early Years: An Overview**

1.1 Facts about Early Childhood Learning & Development

1.2 Neural Plasticity

1.3 Critical Periods of Development of Motor, Auditory, Visual, Linguistic & Cognitive Skills

1.4 Sensitive Periods of Learning: Maria Montessori's Framework & Windows of Opportunity & Learning Timelines of Development in Young Children

1.5 Integrating Theories of Development & Learning for Early Childhood Education Curricula

### **Unit 2: Early Education of Children with Disabilities**

2.1 Young Children at Risk & Child Tracking

2.2 Interdisciplinary Assessments & Intervention Plans

2.3 Developmental Systems Model for Early Intervention (Ofguralnick, 2001)

2.4 Curricular Activities for Development of Skills of: Imagination, Joy, Creativity, Symbolic Play, Linguistic, Emergent Literacy, Musical, Aesthetic, Scientific & Cultural Skills

2.5 EVIDENCED Based Practices for Early Intervention

### **Unit 3: Inclusive Early Childhood Educational (ECE) Practices**

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

3.2 Practices for Inclusive ECE Programs: Adaptations of Physical Environment & Equipments, Visual Support Materials, Parent Partnerships, Friendships & Engagements with Typical Children

3.3 Principles of Inclusive ECE Practices: Full Participation, Open Ended Activities, Collaborative Planning

3.4 Collaborating with Parents, Family Education & Developing Individualised Family Service Plan (IFSP)

3.5 School Readiness and Transitions

#### **Practical/ Field Engagements**

I. Developing a journal on developmental milestones & learning timelines of children from 0 to 8 years

II. Participation in workshop & develop five creative teaching learning materials for children in inclusive early childhood education programs

#### **Transactions**

Visits, Observations & Workshops.

#### **Essential Readings**

- Costello, P.M. (2000). *Thinking Skills & Early Childhood Education*. London: David Fulton Publishers.
- Guralnick, M.J. (2005). *The Developmental Systems Approach to Early Intervention*: Brookes Publication.
- Mohanty, J., & Mohanty, B. (1999). *Early Childhood Care and Education*. Delhi: Offset Printers.

#### **Suggested Readings**

- Barbour, N., & Seefeldt, C. (1998). *Early Childhood Education. An Introduction* (4th Eds). U.K: Prentice Hall.
- Dahlberg, G. , Moss, P. & Pence, A. (2007). *Beyond Quality in Early Childhood Care and Education.*(2nd Ed.). New York: Routledge Publication.
- Krogh, S.L., & Slentz, K. (2001). *Early Childhood Education, Yesterday, Today & Tomorrow*. London: Lawrence Erlbaum Associates Publishers.
- Wortham, S.C. (NK). *Measurement & Evaluation in Early Childhood Education* (2nd Eds.), Ohio: Merrill Prentice Hall.



## SEMESTER-IV

Course Title: **APPLIED BEHAVIOUR ANALYSIS**

Credits: **02**

**Contact Hours: 30**

### **Objectives**

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

- *Define introduction to Applied Behaviour Analysis (ABA)*
- *Illustrate Strategies for Positive Behaviour Support*
- *Explain Management of Challenging Behaviour*

### **Unit 1: Introduction to Applied Behaviour Analysis (ABA)**

1.1 Principles of Behavioural Approach

1.2 ABA - Concept and Definition

1.3 Assumptions of ABA – Classical and Operant Conditioning

1.4 Behaviour- Definition and Feature

1.5 Assessment of Behaviour – Functional Analysis of Behaviour, Behaviour Recording Systems

### **Unit 2: Strategies for Positive Behaviour Support**

2.1 Selection of Behavioural Goals

2.2 Reinforcement

- Types: Positive and Negative, Primary and Secondary

- Schedules: Continuous, Fixed Ratio, Fixed Interval, Variable Ratio, Variable Interval

2.3 Discrete Trial Teaching

- Discriminative Stimulus - Characteristics

- Response

- Prompts: Physical, Gestural, Pointing, Visual, Positional, Verbal

- Consequence - Characteristics

- Inter-Trial Interval

2.4 Application of ABA in Group Setting

- Negotiation and contract

- Token economy

- Response cost

- Pairing and fading

2.5 Leadership role of teacher in promoting positive behaviour

### **Unit 3: Management of Challenging Behaviour 10 hours**

3.1 Differential Reinforcements of Behaviour

3.2 Extinction and Time Out

3.3 Response Cost and Overcorrection

3.4 Maintenance

3.5 Generalization and Fading

#### **Practicum**

I. Observation and functional analysis of behaviour of a given case.

II. Development of ABA program for management of a challenging behaviour.

#### **Transaction**

The course consists of several concepts from behavioural theories. The concepts should be explained through real life examples and selected case studies. Students should be encouraged to conduct systematic observations of behaviour and suggest suitable plan of action for dealing with behavioural deficits in children.

#### **Essential Readings**

- Bailey, J., & Burch, M. (2011). *Ethics for Behaviour Analysts*. Routledge, New York.
- Cooper, J.O., Timothy, E.H., & Heward, W.L. (2007). *Applied Behaviour Analysis*. Pearson Publications.
- Fisher, W.W., Piazza, C.C., & Roane, H.S. (2013). *Handbook of Applied Behaviour Analysis*. Guilford Press, New York.
- Kearney, A. J. (2007). *Understanding Applied Behaviour Analysis: An Introduction to ABA for Parents, Teachers and Other Professionals*. Jessica Kingsley, Philadelphia.
- Lewis, P. (2006). *Achieving Best Behaviour for Children with Developmental Disabilities*. Jessica Kingsley Publishers London.

#### **Suggested Readings**

- Aune, B., Burt, B., & Gennaro, P. (2013). *Behaviour Solutions for the Inclusive Classroom*. Future Horizons Inc, Texas.
- Moyes, R.A. (2002). *Addressing the Challenging Behaviour of Children with HFA/AS in the Classroom*. Jessica Kingsley Publishers London.

## SEMESTER-IV

Course Title: **COMMUNITY BASED REHABILITATION**

Credits: **02**

**Contact Hours: 30**

### **Objectives**

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

- *Explain the introduction and scope of community based rehabilitation.*
- *Learn how to Prepare Community for CBR*
- *Apply suitable methods for Preparing Persons with Disability for CBR*

### **Unit 1: Introduction to Community Based Rehabilitation (CBR)**

- 1.1 Concept and Definition of CBR
- 1.2 Principles of CBR
- 1.3 Difference between CBR and Institutional Living
- 1.4 Socio-cultural and Economic Contexts of CBR
- 1.5 Scope and Inclusion of CBR in Government Policies and Programs

### **Unit 2: Preparing Community for CBR**

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

### **Unit 3: Preparing Persons with Disability for CBR**

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

### **Practicum/ Field Engagement**

- I. Visit an ongoing CBR program and write a report on its efficacy
- II. Organize a community awareness program

III. Conduct a focus group discussion on a selected disability issue with school/college students

### **Transaction**

BesIDes lecture method the topics in this course may be transacted through discussion on selected case studies, classroom seminar/debates.

### **Essential Readings**

- Loveday, M. (2006). *The HELP GuIDe for Community Based Rehabilitation Workers: A Training Manual*. Global-HELP Publications, California.
- McConkey, R. and O'Tool, B (Eds). *Innovations in Developing Countries for People with Disabilities*, P.H. Brookes, Baltimore.
- Neufelt, A. and Albright, A (1998). *Disability and Self-Directed Employment: Business Development Model*. Campus Press Inc. York University.
- *Scheme of Assistance to Organizations for Disabled Persons*, Ministry of Social Welfare, Govt. of India, New Delhi.

## SEMESTER-IV

**Course Title: APPLICATION OF ICT IN CLASSROOM**

**Credits: 02**

**Contact 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 able to:

- *Describe Information Communication Technology (ICT) in Special Education*
- *Demonstrate the Use of Media and Computers in special Education*
- *Explain the role 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, Story telling, 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-IV

### Course Title: GENDER AND DISABILITY

Credits: 02

**Contact Hours: 30**

#### **Objectives**

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

- *Develop an understanding of human rights based approach in context of disability.*
- *Explain the impact of gender on disability.*
- *Analyse the issues related to disabled women and girl child with disability.*

#### **Unit 1: Human Right-based Approach and Disability 6 Hours**

1.1 Human Rights-Based Approach: Concept and History

1.2 Principles of Human Rights-Based Approach

- Equality and Non-Discrimination
- Universality & Inalienability
- Participation and Inclusion
- Accountability and Rule of Law

1.3 Elements of Human Rights System

- Legal Framework
- Institutions
- Development Policies & Programs
- Public Awareness
- Civil Society

1.4 Advantage of Human Rights-Based Approach

1.5 Implications for Disability

- Empowerment
- Enforceability
- Indivisibility
- Participation

#### **Unit 2: Gender and Disability 10 Hours**

2.1 Sex & Gender: Concept & Difference

2.2 Impairment & Disability: Concept & Difference

2.3 Gendered Experience of Disability

- Public Domain: School and Outside School

- Private and Familial Domain
  - Normalization and Social Role Valorisation
- 2.4 Gender and Disability Analysis: Techniques and Strategies
- 2.5 Psyche and Gender: Implications for Teaching

### **Unit 3: Women and Girl Child with Disability 10 Hours**

- 3.1 Inclusive Equality
- Access to Family Life
  - Access to Education, Vocational Training and Employment
  - Access to Political Participation
- 3.2 Factors Contributing to Disability
- Gender-Based Violence in School and Within Family
  - Traditional Practices
- 3.3 Sexual and Reproductive Health
- 3.4 Teacher's Role in Promoting Gender Equality
- 3.5 Gender Critique of Legislation, Government Policy and Schemes

### **Practicum/Field Engagement**

- I. Study the case of a woman with disability and submit a report
- II. Review selected paper/s authored by women with disability
- III. Conduct a gender analysis of a selected disability Act/Policy

### **Transaction**

This course has been designed to provide the student teachers a socio-cultural perspective to disability. It aims to promote awareness about the space for disability equity and rehabilitation within the human rights system. As such the transaction of the course topics should be done through focus group discussions, and issue-based classroom interactions in addition to lectures and seminars.

### **Essential Readings**

- Hans, A. (2015). *Disability, Gender and the Trajectories of Power*. Sage Publications Pvt. Ltd.
- Meekosha, H. (2004). *Gender and Disability*. Sage Encyclopaedia of Disability.
- O'Brien, J., & Forde, C. (2008). *Tackling Gender Inequality, Raising Pupil Achievement*, Dunedin Academic.
- Ridgeway, C. L. (2011). *Framed by Gender: How Gender Inequality Persists in the Modern World*. Oxford University Press.
- Samuels, E. (2014). *Fantasies of Identification: Disability, Gender, Race*. NYU Press,



USA.

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

**Desirable Readings**

- Beeghly, L. (1999). *Angles of Vision: How to Understand Social Problems*, West View Press.

- Purkayastha, D. (2010). *Economic Growth, Intra-Household Resource Allocation and Gender Inequality*, Atlantic Economic Journal, Vol. 38, No. 4.

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

## SEMESTER-IV

Course Title: **BRAILLE AND ASSISTIVE DEVICES**

Credit: **02**

**Contact 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:

- *Describe basic information about Braille, its relevance.*
- *Explain the Braille Devices -- Types, Description, and Relevance*
- *Define the use of Other Devices – Types, Description, Relevance*

### **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**

- Mani, M.N.G. (1997). Amazing Abacus. Coimbatore: SRVK VIDyalaya.
- Manual on Bharti Braille (1980). Dehradun: NIVH
- 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.
- 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-IV

### Skill Based Optional Course (Specialization Disability) ANY ONE

Course Title: **ORIENTATION AND MOBILITY**

Credit: **02**

Contact 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.

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

- *Define the importance and scope of Orientation and Mobility*
- *Express the different Techniques of Guide*
- *Interpret pre-cane skills*
- *Demonstrate Cane Travel Techniques and Devices*
- *Organize Training In Independent Living Skill*

#### **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**

- 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.

### **Suggested Readings**

- 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

## SEMESTER-IV

**Course Title: COMMUNICATION OPTIONS: ORALISM**

**Credits: 02**

**Contact Hours: 30**

### **Introduction**

Communication, language and speech have always been at the centre stage when education of children with deafness is being discussed. Without going into much of judgemental discussions in the direction of 'either – or' options to be the 'best', this syllabus intends to expose the student-teachers to all the dominant options. However, over and above the said exposure offered through compulsory courses, this optional course offers the student-teachers an additional opportunity to sharpen the skills in one of the categories of options. This is expected to emphasize use of appropriate options rather than advocating one among the many. Moreover, learning this optional course is also expected to provide wider career choices for the student teachers.

### **Objectives**

After learning this course the student-teachers will be able to:

- *Analyse Hearing Loss in Real Life Context*
- *Discuss Advance Understanding of Oral Options*
- *Demonstrate skill Development Required for Oralism*
- *Interpret skill Development Auditory Verbal (AV) Approach*
- *Define Oralism and AV Approach in Indian Special Schools & Summingup*

### **Unit 1: Understanding Hearing Loss in Real Life Context**

- 1.1 Basic Awareness on Paradigms of D/Deafness (Medical and Social)
- 1.2 Basic Awareness on Deafness and Communicative Access: Challenges and Concerns
- 1.3 Basic Awareness on Autonomy, Inclusion and Identity with reference to Oral Options
- 1.4 Oral/ Aural Verbal Options and Realistic Expectations of Family and Teachers
- 1.5 Importance of Neural Plasticity and Early Listening Opportunities

### **Unit 2: Advance Understanding of Oral Options**

- 2.1 Difference Between Uni Sensory and Multi Sensory Approach in Oralism
- 2.2 Oracy To Literacy: Why and How
- 2.3 Speech Reading: Need, Role and Strategies in All Communication Options

2.4 Training and Guidance on Aural Oral Practices for Families and Tuning Home Environment: Current Scenario, Importance And Strategies

2.5 Tuning Mainstream Schools/Classrooms for Aural Oral Communication: Do's and Don'ts

### **Unit 3: Skill Development Required for Oralism**

3.1 Practicing Interpreting Audiograms and Exposure to Goal Setting in Listening Skills

3.2 Practicing Motherese (Addressing/Talking to Young Children) and Age Appropriate Discourse with Children Using Appropriate Language, Turn Taking and Eye Contact

3.3 Practicing Fluency Skills in Verbal Communication: Spontaneous Conversations, Narrations and Loud Reading

3.4 Practicing Skills in Story Telling/ Narrations/ Jokes/ Poems/ Nursery Rhymes

3.5 Ongoing Monitoring and Assessing Auditory Functioning and Speech Development: Reading Model Formats Used for the Purpose (Checklists, Recordings, Developmental Scales)

### **Unit 4: Skill Development Auditory Verbal (AV) Approach**

4.1 AV Approach: Meaning, Misconcepts and Justification

4.2 Stages of Auditory Hierarchy

4.3 Understanding Listening Strategies, Techniques of AV Approach and Their Relation to Listening Environment

4.4 Reading Model Plans and Observing a Few Weekly Individual Sessions

4.5 Developing Instructional Material for AVT Sessions Linking Listening, Language and Cognition

### **Unit 5: Implementing Oralism and AV Approach in Indian Special Schools & Summing up**

5.1 Use Of Oralism and AV Approach in Indian Special Schools: Current Scenario

5.2 Oralism / AV Approach: Prerequisites for Special Schools

5.3 Strategies of Implementation Oral Communication Policy and Fulfilling Prerequisites

5.4 Resource Mobilization For Listening Devices: (ADIP, Organized Charity, CSR, Fund Raising Events, Web Based Fund Raising)

5.5 Reflections On The Course: From Theory to Practice to Initiating Change

### **Course Work/ Practical/ Field Engagement**

I. Watching VIDEO's of Individual Sessions and Classroom Teaching



II. Role Play and Dramatization

III. Developing Learning Material for Facilitating Connectivity Among Listening, Language and Cognition

IV. Recording Self Narrated Stories / Poems and Writing Reflections Upon it

V. Interacting with Non Disabled Children for Practicing Expansion of IDEas

### **Essential Readings**

- Borden, Gloria J.,; Harris, Katherine S. & Raphael, Lawrence J. (2005). *Speech Science Primer (4th)* Lippincott Williams and Wilkins: Philadelphia.
- *Dhvani* (English). BalvIDyalaya Publication: Chennai.
- Estabrooks, W. (2006). *Auditory-Verbal Therapy And Practice* , Ag Bell
- Heller, R. (1999). *Managing Change*. Dk Publishing: New York.
- Ling, D. (1990). *Acoustics, Audition And Speech Reception. (Cd)*Alexandria, Auditory Verbal International.
- Paul, P. V. (2009). *Language and Deafness*. Jones And Bartlett: Boston.
- *Communication Options And Students With Deafness*. (2010). Rehabilitation Council of India , New Delhi.

### **Suggested Readings**

- Chaney, A. L., & Burk, T. L. (1998). *Teaching Oral Communication In Grades K – 8*. Allyn And Bacon. Boston
- Cole, E., & Flexer, C. (2010). *Children with Hearing Loss: Developing Listening and Talking, Birth to Six. (2nd Ed.)*.Plural Publishing Inc,San Diego, CA.
- *Dhvani* (Marathi). BalvIDyalaya – Cym Publication
- *Directory of Rehabilitation Resources for Persons with Hearing Impairment in India. (2000)*. AYJNIHH Publication, Mumbai.
- Estabrooks, W., & Marlowe J, (2000). *The Baby is Listening*, A. G. Bell Association, Washington D.C.
- Estabrooks , W. (2001). *50 Frequently Asked Questions (Faqs) About Auditory-Verbal Therapy*. Learning to Listen Foundation.
- Heller, R. (1999). *Effective Leadership*. Dk Publishing: New York.
- Heller, R. (1999). *Managing Change*. Dk Publishing: New York.
- Ling, D. (1989). *Foundations of Spoken Language for Hearing Impaired Children*. A.G.Bell. Washington D.C.
- Ling, D., & Ling, A.H. (1985). *Aural Habilitation: The Foundations of Verbal Learning in Hearing Impaired Children*.A.G. Bell Association, Washington D.C.

- Edgar, L. L., & Marguerite, S. (1963). Play it by ear! : auditory training games, John Tracy Clinic Publication, Los Angeles.
- Resource Book on Hearing Impairment. AYJNIHH Publication.
- Unpublished Dissertations and Thesis on Profiling Communication Options in Special Schools in India.

## SEMESTER-IV

### Course Title: **COMMUNICATION OPTIONS: MANUAL (INDIAN SIGN LANGUAGE)**

**Credits: 02**

**Contact Hours: 30**

#### **Introduction**

Communication, language and speech have always been at the centre stage when education of

children with deafness is being discussed. Without going into much of judgemental discussions in the direction of 'either – or' options to be the 'best', this syllabus intends to expose the student-teachers to all the dominant options. However, over and above the saID exposure offered through compulsory courses, this optional course offers the student-teachers an additional opportunity to sharpen the skills in one of the categories of options. This is expected to emphasize use of appropriate options rather than advocating one among the many. Moreover, learning this optional course is also expected to provide wider Career Choices for the Student Teachers.

#### **Objectives**

After learning this course the student-teachers will be able to:

- *Analyse deafness in Real Life Context.*
- *Express advance Understanding of Manual Options and Indian Scenario*
- *Demonstrate ISL Skill Development: Middle Order Receptive and Expressive Skills*
- *Interpret ISL Skill Development: Towards Higher Order Receptive and Expressive Skills*
- *Practice ISS/ ISL Skill Development and Course Conclusions*

#### **Unit 1: Understanding Deafness in Real Life Context**

- 1.1 Basic Awareness of Paradigms of D/Deafness (Medical and Social)
- 1.2 Basic Awareness of Deafness and Communicative Challenges / Concerns
- 1.3 Basic Awareness on Deafness with Reference to Culture, Language, IDentity, Minority Status, Deaf Gain, Literacy and Inclusion
- 1.4 Basic Awareness of Difference between ISL and ISS; Myths and Facts
- 1.5 Importance of Neural Plasticity and Early Language Opportunities

#### **Unit 2: Advance Understanding of Manual Options and Indian Scenario**

- 2.1 Use of Simcom and Educational Bilingualism in Indian Schools: Current Scenario
- 2.2 Challenges, Prerequisites and Fulfilling Prerequisites

2.3 Monitoring and Measuring Development of ISL/ISS in Students: Receptive and Expressive Mode

2.4 Training and Guidance for Families and Tuning Home Environment: Current Scenario and Strategies

2.5 Tuning Mainstream Schools/Classrooms for Students Using Manual Communication: Do's and Don'ts

### **Unit 3: ISL Skill Development: Middle Order Receptive and Expressive Skills**

3.1 Practicing 'Motherese' (Tuning Language to Suit Young Children) and Age Appropriate Discourse with Children with Appropriate Language, Turn Taking and Eye Contact

3.2 Practicing Natural Signing in Short Common Conversations

3.3 Practicing Natural Signing in Stories/Poems/Narrations/Jokes

3.4 Practicing Natural Signing in Discussing Emotions, Expansion of Ideas and Current Affairs

3.5 Practicing Group Dynamics

### **Unit 4: ISL Skill Development: Towards Higher Order Receptive and Expressive Skills**

4.1 Learning to Express Gender, Number, Person, Tense, Aspect

4.2 Practicing Sentence Types: Affirmative, Interjections, Imperative and Interrogative and Negativization

4.3 Practicing Sentence Types: Simple, Complex, Compound

4.4 Observing Using ISL in Classrooms – Social Science

4.5 Observing Using ISL in Classrooms – Science / Mathematics

### **Unit 5: ISS/ ISL Skill Development and Course Conclusions**

5.1 Practicing Markers (Local Language)

5.2 Practicing Syntax in Conversations and Discussions

5.3 Observing Using ISS/ISL in Classrooms for School Subjects

5.4 Resource Mobilization for Skill Development Training (Organized Charity Sources, CSR, Fund Raising Events, Web Based Fund Raising)

5.5 Reflections on the Course: From Theory to Practice to Initiating Change

### **Course Work/ Practical/ Field Engagement**

I. Watching Videos of Individual Sessions and Classroom Teaching of Signing

II. Role Play and Dramatization in ISL

III. Developing Learning Material for Facilitating Connectivity among Signing, Language and Cognition

IV. Recording Self Narrated Stories/ Poems and Writing Reflections

V. Interacting with Deaf for Practicing Expansion of Ideas

### **Essential Readings**

- *Communication Options and Students with Deafness*. (2010). Rehabilitation Council of India, New Delhi.
- Heller, R. (1999). *Managing Change*. DK Publishing: New York.
- ISS Learning Material and Dictionaries
- Paul, P. V. (2009). *Language and Deafness*. Jones And Bartlett: Boston.
- *Teaching Learning ISL Material Developed at AYJNIHH, Mumbai, SRKV, Coimbatore and NISH, Trivandrum*
- Zeshan, U. (2000). *Sign Language in Indo-Pakistan*. John Benjamins Pub. Co, Philadelphia.

### **Suggested Readings**

- Devych, G. N., Bhattacharya, T., Grover, N., & Randhawa, S.P.K. (2014). *Indian Sign Language(S)*. Orient BlackSwan, Hyderabad.
- *Directory of Rehabilitation Resources for Persons with Hearing Impairment in India*. (2000), AYJNIHH Publication.
- Ezell, H.K., & Justice, L.M.(2005). Programmatic Research On Early Literacy: Several Key Findings. *IES 3rd Annual Research Conference: American Speech Language & Hearing Association (ASHA)*.
- Frank, S. (1985). *Reading Without Nonsense*.: Teachers College Press, New York.
- Ghate, P. (1996). *Indian Sign System*. AYJNIHH In-House Publication: Mumbai.
- Ghate, R.A. (2009). *Survey of Teachers' Opinion on Status of Education of the Deaf*. Unpublished Report of RCI, New Delhi.
- Heller, Robert (1999). *Effective Leadership*. Dk Publishing: New York.
- Huddar, A. (2008). *Language and Communication*. DSE Manuals. Rehabilitation Council of India, New Delhi.
- *Improve Reading Comprehension*. *American Annals of the Deaf*, 139, 378-386.
- *Indian Sign Language Dictionary* .(2001). Sri Ramakrishna Mission VIDyalaya, Coimbatore.
- Lewis, Rena B. & Doorlag, Donald H. (1999). (5th Ed) *Teaching Students with Special Needs in General Education Classrooms*. Prentice Hall Inc. New Jersey.

## SEMESTER-IV

**Course Title: AUGMENTATIVE AND ALTERNATIVE COMMUNICATION**

**Credits: 02**

**Contact Hours: 30**

### **Objectives**

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

- *Describe organizational frame work for Communication*
- *Explain basic principles of AAC interventions:*
- *Analyse different Areas of AAC Assessment:*
- *Relate different Context of Communication:*
- *Define an introduction to communication tools and Access Mode:*

### **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 iii. 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.



## SEMESTER-IV

**Course Title: MANAGEMENT OF LEARNING DISABILITY**

**Credits: 02**

**Contact Hours: 30**

### **Introduction**

This course will provide an understanding of the types and characteristics of Children with Learning Disabilities and their associated condition. The course will include assessment of basic curricular skills, standardized tests and interpretation of test report. This course, grounded in research based interventions, is designed to assess all who work with students in special and regular education in developing skills to teach and support acceptable behavior that is demonstrated in home, school and community settings.

### **Objectives**

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

- *Explain the concept, causes and characteristics types of learning disabilities and its associated conditions of learning disabilities.*
- *Develop teacher made assessment test in curricular areas.*
- *Plan appropriate teaching strategies as per the specific needs of children with learning disability.*

### **Unit 1: Learning Disabilities: Types**

- 1.1 Verbal learning disabilities: Dyslexia, Dysgraphia, Dyscalculia.
- 1.2 Non-verbal learning disabilities
- 1.3 Language Disorders
- 1.4 Associated Conditions: ADHD & ADD
- 1.5 Emotional & Behavioral problems.

### **Unit 2: Assessment of Basic Curricular Skills**

- 2.1 Assessment of Readiness Skills
- 2.2 Assessment of Reading, Writing and Math skills
- 2.3 Teacher made test
- 2.4 Standardized Tests: Need, Types & Purpose
- 2.5 Interpretation of Test report

### **Unit 3: Intervention Strategies in Basic Skills of Learning**

3.1 Language skills

3.2 Reading

3.3 Writing

3.4 Maths skills

3.5. Study skills

#### **Transaction**

This activity-based approach should allow the teacher to step back and allow the student-teachers to

self-facilitate. The student-teachers must be given experience in the various settings such as clinics,

schools, resource centres etc, for exposure to actual assessment. Discussions, debates, simulations,

collaborative methods, must be used for transaction.

#### **Course Work/ Practical/ Field Engagement**

- Prepare of checklist for screening LD
- Develop teacher made assessment test in any one curricular area for a given child
- Plan appropriate teaching strategies as per the specific needs of a given child with Specific Learning Disability

#### **Essential Readings**

- Bauer, A. M., & Shea, T. M. (2003). Parents and schools: creating a successful partnership for students with special needs. Merrill Prentice Hall, New Jersey
- Myklebust, H.( 1983). Progress in Learning Disabilities, Guene and Stratton – New York.
- Reid, K. (1988). Teaching the Learning Disabled, Allyn and Bacon, Boston.

#### **Suggested Readings**

- Baca, L. M., & Cervantes, H.T. (2004).The Bilingual special education interface. (4th ed) . Pearson. New Jersey
- Browder, D. M. (2001). Curriculum and assessment for students with moderate and severe disabilities. . The Guilford Press. New York
- Brunswick, N. (2012). Supporting dyslexic adults in higher education and the workplace. . Wiley-Blackwell. Malden.
- Fitzgibbon, G., & O'Connor, B. (2002). Adult Dyslexia:a guIDe for the workplace. John Wiley & Sons,Ltd. London.

- Gribben, M.( 2012). The study skills toolkit for students with dyslexia.Sage Pub. London
- Karanth, P., & Rozario, J. (2003). Learning disabilities in India : willing the mind to learn. Sage Publication, New Delhi
- Martin, L, C.( 2009). Strategies for teaching students with learning disabilities. . Corwin Press,California
- McCardle, P., Miller, B., Lee, J, R., & Tzeng, O, J.L. (2011). Dyslexia across languages. (orthography and the brain-gene-behavior link ) Baltimore. Paul H. Brookes.
- Shula, C. (2000). Understanding children with language problems. CambrIDge,New York.
- Prakash, P. (2008). Education of exceptional children: challenges and stratrgies. . Kanishka publishers, New Delhi.
- Reddy, G.L., & Ramar, R.( 2000). Education of children with special needs, New Delhi – Discovery Pub.
- Thapa, K. (2008). Perspectives on learning disabilities in India. (current practices and prospects). Sage Publication, Los Angeles.
- Trusdell M. L., & Horowitz, I. W. (2002). Understanding learning disabilities : a parent guIDE and workbook : for parents, teachers, professionals, advocates and others who work with, or come in contact with, indivIDuals with learning disabilities. (3rd rev ed) Maryland. York Press.
- Wong, B., & Butler, D. L. (2012). Learning about learning disabilities. (4th ed.) Amsterdam. Elsevier Academic Press.

## SEMESTER-IV

**Course Title: VOCATIONAL REHABILITATION AND TRANSITION TO JOB PLACEMENT**

**Credits: 02**

**Contact Hours: 30**

### **Objectives**

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

- *Describe Fundamentals & Assessment of Vocational Rehabilitation*
- *Illustrate Vocational Transition & Curriculum Planning*
- *Identify Process of Vocational Rehabilitation & Placement*

### **Unit 1: Fundamentals & Assessment of Vocational Rehabilitation**

- 1.1. Definition, meaning and scope of Vocational Education
- 1.2. Legislations, policies, agencies, schemes, concessions & benefits for PWDs with respect to employment
- 1.3. Approaches and models of Vocational training
- 1.4. Assessment, Evaluation of Generic skills & Specific job skills using various tools
- 1.5. Approaches & Principles of vocational assessment

### **Unit 2: Vocational Transition & Curriculum Planning**

- 2.1. Concept, meaning, importance of transition
- 2.2. Vocational transition models
- 2.3. Transitional Planning at pre-vocational & post-vocational level
- 2.4. Development of Individualized Vocational Transitional Plan
- 2.5. Development of Vocational Curriculum

### **Unit 3: Process of Vocational Rehabilitation & Placement**

- 3.1. Types of Employment Settings
- 3.2. Process of Job Placement & Creation of Need-based Employment Settings
- 3.3. Adaptations, Accommodation, Safety Skills and First AID
- 3.4. Self Advocacy & Self Determination Skill Training
- 3.5. Equal opportunities and attitudes towards persons with disabilities

### **Hands on Experience**

- Developing curriculum on any vocational skill
- Administering any vocational assessment tool
- Visit to any vocation Institution

### **Suggested Readings**

- McDonnell, J., & Hardman, M.L.(2010). Successful Transition Programs Pathways for Students With Intellectual and Developmental Disabilities, Sage Publications, Los Angeles.
- Thressiakuty, A.T., & Rao L.G, (2003).Curriculum for Vocational Education, Transition of Persons with Intellectual Disability from School to Work. Series -1.2.&3, NIMH Publications, Secunderabad.
- Thressiakuty, A.T., & Rao, L.G, (2001). Transition of Persons with Intellectual Disability from school to Work – A Guide, NIMH Publications, Secunderabad.
- Mukhobadhyay, M., & Thresiakutty A.T. (2006). Principles of Vocational Training, Part-II, DVTE (ID) Manual, Rehabilitation Council of India, Kanishka Publisher, New Delhi.
- Rao, V.K. (2004), Vocational Education, A.P.H. Publishing Corporation, New Delhi.
- Wehmeyer, M. L. (2007). Promoting Self-Determination in Sstudents with Developmental Disabilities, Guilford Press, Washington.
- Whitehead, T. D., & Hughey, J. B. (2004). Exploring Self Advocacy From a Social Power Perspective, Nova Science Publishers, New York

## SEMESTER-IV

**Course Title: RESEARCH METHODOLOGY AND STATISTICS**

**Credits: 04**

**Contact Hours: 60**

### **Introduction**

This course aims to develop within the student a temperament for scientific thinking and research. It orients the student to the methods of conducting research, analysis of data, and enables him/her to prepare research proposal and report subscribing to the standard norms and criteria.

### **Objectives**

After completing the course teacher educators will able to:

- *Describe the concept ,scope and purposes of Research*
- *Explain types and Methods of Research*
- *Practice methods of Quantitative Analysis*
- *Anlyse Qualitative Research Methods and Analysis*
- *Prepare Research Proposal & Report*

### **Unit 1: Introduction to Research**

1.1 Sources and philosophy of knowledge; Scientific thinking and research, Scientific Method, Application of Scientific Method in Research

1.2 Role of theory in research,

1.3 Research: Concept, Definition and Purpose of Research

1.4 Need for research in Education and Special Education

1.5 Ethics in research

### **Unit 2: Types and Methods of Research**

2.1 Types of research- Quantitative, Qualitative, Fundamental/ Basic, Applied, Action

2.2 Methods of Research:

- Descriptive
- Correlational
- Ex-post facto
- Experimental; Designs (i) Pre-experimental, (ii) Pre-Post designs, (iii) Quasi Experimental design, (iv) single subject design

2.3 Variables- Types and threats

2.4 Process of research- Selection of problem, Review of literature, Sampling; Types and

selection process, Hypothesis

- Instruments; tests, questionnaire, interview, observation schedule, rating scale, Checklist
- Data collection and analysis

2.5 Standardization of research instrument- Selection of items, reliability and validity and norms

2.6 Action Research in Teaching Learning Environment, Professional Competencies for Research

### **Unit 3: Methods of Quantitative Analysis**

3.1 Scale for measurement: Nominal, Ordinal, Interval and Ratio

3.2 Organization of data: Array, Grouped distribution, Tabulation and graphic representation of data

3.3 Parametric and non-parametric tests: Concept and difference

3.4 Descriptive Statistics:

- Measures of central tendency and Dispersion: Mean, Median and Mode, Standard deviation and Quartile deviation
- Correlations; Rank Order Correlation, Product-moment, Biserial-r, Point-biserial, Phi-coefficient, Regression analysis

3.5 Inferential statistics

- Underlying concepts: Sampling error, standard error of mean, confidence level, degrees of freedom, one tail-two tail test, type I and type II errors
- Student t- test, ANOVA, Ancova, Chi-square, Sign Test, Mann Whitney U test, Kruskal-Wallis test

3.6 Computer applications for analysis-Use of Software i.e. SPSS and MS-Excel in Data Analysis and Presentation.

### **Unit 4: Qualitative Research Methods and Analysis**

4.1 Grounded theory

4.2 Ethnography and case study

4.3 Narrative/discourse and visual methodologies

4.4 Mixed method

4.5 Themes, coding and presentation

## **Unit 5: Preparing Research Proposal & Report**

- 5.1 Components of research proposal
- 5.2 Presentation of proposal
- 5.3 Writing of thesis/dissertation
- 5.4 Writing technical paper for publication
- 5.5 Research management

### **Assignments/ Course Work/ Practicum**

- Review a research paper published in refereed journal
- Prepare and present a research proposal
- Review a text book and submit a report
- Analyze a set of data using computer application

### **Transaction**

The research concepts and processes included in this course should be taught using examples from special education and disability studies. The topics from statistics should be explained through variables, hypothesis and type of data collected in selected research studies.

Evaluation may be done by asking students to select and apply suitable statistical measure to a given set of data.

### **Essential Readings**

- Agarwal, A.N. (2002). Quantitative Methods. Vrinda Publishing, New Delhi.
- Best, J.W., & Kahn, J.V. (1996). Research in Education. Prentice-Hall, New Delhi.
- Cohen, J. (1988). Statistical Power Analysis for the Behavioral Sciences. Academic Press, New York.
- Desu, M.M., & Raghavarao, D. (1990) Sample Size Methodology. Academic Press, Boston.
- Dooley, D. (1997). Social Research Methods. Prentice-Hall, New Delhi.
- Gaur, A.S., & Gaur, S. S. (2009). Statistical Methods for Practice and Research: A Guide to Data Analysis Using SPSS. Sage Publishers, New Delhi.
- Greene, S., & Hogan, D. (2005). Researching children's experience. Sage Publication, London.
- Grewal, P.S. (1990). Methods of Statistical Analysis. Sterling Publishers, New Delhi.
- Guptha, S. (2003). Research Methodology and Statistical Techniques. Deep & Deep Publishing, New Delhi.
- Hegde, M. N. (2003). Clinical research in communicative disorders. PRO-ED: Austin,



Texas

- Khan, M.S. (2005). Educational research. Ashish Publishing House: New Delhi
- Koul, L. (1996). Methodology of Educational Research. Vikas Publishing House, New Delhi.
- Potti, L.R. (2004). Research Methodology. Yamuna Publications, Thiruvananthapuram.
- Siegel, A., & Castellen, N.J. (1988). Non Parametric statistics for Behavioural Sciences. McGraw-Hill, New York.
- Silverman, D. (2012). Qualitative Research. Sage Publication, London.

### **Suggested Readings**

- Berg, B.L., & Lune, H. (2011). Qualitative Research Methods for the Social Sciences. Pearson Publication, Boston.
- Bogdan, R. C., & Biklen, S. K. (2007). Qualitative research for education: An introduction to theory and methods (5th ed). Pearson, Boston.
- Lipsey, M.W. (1990). Design Sensitivity: Statistical Power for Experimental Research. Sage Publications, Newbury Park, CA.
- Singh, A. K. (2004). Tests Measurement and Research Methods in Behavioural Science. Tata McGraw-Hill Publishing, New Delhi.

## SEMESTER-V

Course Title: PERSPECTIVES IN TEACHER EDUCATION - IN-SERVICE  
AND PRE-SERVICE

Credits: 04

Contact Hours: 60

### Introduction

This course intends to orient the student about the aims and purpose of teacher education and critically reflect on its' status in India with specific reference to the developments in the field of special and inclusive education as well as Identify the issues and challenges. A critical understanding of pre-service and in-service education of teachers in special and inclusive education would promote skills of designing and evaluating curriculum as well as capacities in transacting teacher training programs with essential inputs.

### Objectives

After completing the course teacher educators will able to:

- *Apply and Understand objectives and significance of Teacher Education (TE)*
- *Describe TE and Education of Children with Disabilities*
- *Appreciate importance of Pre-service TE in Education of Children with Disabilities*
- *Organize Continued Teacher Development Program*
- *Discuss the Issues and Challenges in TE for Education of Children with Disabilities*

### Unit 1: Understanding Teacher Education (TE)

1.1 Concept, Aims and Objectives of TE

1.2 Significance of TE in India

1.3 Types of TE: Pre-service and In-service; Continued development of Teacher as a Professional

1.4 Structure of TE in India and Organizations/Agencies involved

1.5 Factors influencing the practices in TE and quality

### Unit 2: TE and Education of Children with Disabilities

2.1 Early Initiatives in preparing teachers for children with disabilities in India

2.2 Establishment of various national institutes and development of TE in special education

2.3 Establishment of RCI as a statutory body in standardizing and promoting TE in special education

2.4 Changes in School Education for Children with Disabilities and its Impact on TE

2.5 Paradigm shift from Segregation to Inclusion Impacting TE

### **Unit 3: Pre-service TE in Education of Children with Disabilities**

3.1 Changing scenario of teacher education curriculum and evolving priorities

3.2 Characteristics of TE framework developed by RCI, structure and organisation of different components of TE Curriculum

3.3 Components of Pre-service TE: overview of courses at different levels, weight age of course work and evaluation

3.4 Various components of TE curriculum and their transactional modalities

3.5 Organisation, transaction and evaluation of different components of TE curriculum including school based practicum, and internship

### **Unit 4: Continued Teacher Development Program**

4.1 Need and modalities for continuing professional development of a teacher (Continuing Rehabilitation Education (CRE), Workshop, Seminar, Conferences, Projects, Exchange programmes) and their advantages and limitations

4.2 Structures and models of in-service teacher education- sub-district, district, State, regional and national level organisations and their role, voluntary efforts

4.3 Modes (face to face, distance modes, on line and mixed modes) and models (induction, one shot, recurrent, cascade, multi-site, school based, and course work) of in-service TE

4.4 Planning an in-service TE programme- preliminary considerations (purpose, duration, size of group, activities and budget)

4.5 Designing and organizing an in-service TE programme- assessment of training needs, Identifying essential components, guidelines

### **Unit 5: Issues and Challenges in TE for Education of Children with Disabilities**

5.1 Teacher motivation and working conditions; opportunities for professional development

5.2 Organizing TE: Conventional versus ODL

5.3 Collaboration/linkage between MHRD/ NCTE and MSJE/ RCI

5.4 Single disability versus cross disability approach in TE and addressing disability issues in general education curriculum

5.5 ICT and TE

### **Course Work/ Practical/ Field Engagement**

- Prepare a checklist/schedule to collect information about curriculum transaction either

in Diploma or B.Ed. in Special Education Courses in any Training Institute. Take interview of at least 10 student teachers and analyse the data to suggest improvement in quality of training

- Prepare a checklist/schedule to collect information from employer about competency of passed out student teachers. Take interview of at least 5 principals of schoolshaving children with disabilities and analyse the data to suggest improvement in quality of training and the need for in-service training

### **Suggested Readings**

- NCTE (1998). Policy Perspectives in Teacher Education: Critique and Documentation, New Delhi.
- Saxena, N.R., Mishra, B.K., & Mohanty, R.K. (1998). Teacher Education, R-Lall Book Depot, Meerut.
- Sharma, R.A. (2002). Teacher Education. International Publication House, Meerut.

## SEMESTER-V

### Course Title: EDUCATIONAL EVALUATION

Credits: 04

Contact Hours: 60

#### Introduction

Education is a continuous process which begins with evaluation and ends with evaluation. This course intends to orient the learners with the foundation, scope and practices followed in educational evaluation and undertaking adaptations to suit the needs of children with disabilities. The course also takes the learners one step ahead by building an understanding of the contemporary evaluation practices as well as programme evaluation.

#### Objectives

After completing the course teacher educators will be able to:

- *Explain the Foundations in Evaluation*
- *Describe the scope of evaluation in education.*
- *Express the use of teaching-learning process.*
- *Discuss the ways & means of evaluation of programmes.*
- *Explain the current trends in evaluation.*

#### Unit 1: Foundations in Evaluation

- 1.1 Concept of testing, measurement, assessment and evaluation
- 1.2 Difference between investigation, auditing, monitoring & evaluation
- 1.3 Principles of Evaluation
- 1.4 Areas of Evaluation
- 1.5 The evolution of the evaluation function; i) Measurement/ comparison, Transparency/ accountability, ii) Understanding/ learning/ decision making/ positive accountability

#### Unit 2: Scope of Evaluation

- 2.1 Problem-solving and decision-making
- 2.2 Positive accountability and excellence in education
- 2.3 Knowledge construction and capacity building of learners
- 2.4 Organizational learning and change, and strategic planning
- 2.5 Advocacy & communication

#### Unit 3: Teaching-learning and Evaluation

- 3.1 Evaluation of learning, for learning and in learning- Contexts, Need & Nature
- 3.2 Tools for evaluation and process of standardization

3.3 Equity & fairness in evaluation including adaptations & Accommodations

3.4 Report writing: Format, Content & Mechanics

3.5 Mastery Level Learning

#### **Unit 4: Programme Evaluation & Review**

4.1 Concept, need, goals and tools

4.2 Evaluation of instructional programmes

4.3 Techniques of programme evaluation

4.4 Reliability, validity and sensitivity in programme evaluation

4.5 Reviewing outcomes

#### **Unit 5: Current Trends in Evaluation**

5.1 Knowledge based evaluation

5.2 Performance Based Evaluation: Role play, Concept maps

5.3 Authentic Evaluation: Interviews, Writing samples, Projects, Exhibitions, Reflective Journals

5.4 Self evaluation: Rubrics & Rating scales

5.5 Exams: Online, On-demand, Take-home Power Tests & Open book

#### **Transaction & Evaluation**

- Lecture-cum-demonstration, Workshops on developing tools for content and programme evaluation
- Assignments, Presentations and Class Tests

#### **Practicum**

- Observe and prepare a report on evaluation practices at any two levels in (i) a Mainstream and (ii) a Special school. Critically analyze the evaluation practices.
- Develop a format for self evaluation for teachers in special or mainstream.
- Develop tools one each for Knowledge based, Performance based & Authentic evaluation for children with disabilities studying in a class or a subject of your choice.

#### **Essential Readings**

- Airasian, P.W. (1991). Classroom Assessment. Mc Graw-Hill, New York.
- American Educational Research Association, American Psychological Association, and National Council on Measurement and Education. (1999). Standards for educational and psychological testing. Washington, DC: American Educational Research Association.
- American Federation of Teachers, National Council on Measurement in Education, and the National Education Association. (1990). Standards for teacher competence in

educational assessment of students. Washington, DC: Author.

- Gipps, (1996). Assessment for learning. In Little, A. and Wolf, A. (eds) Assessment in transition: Learning, monitoring and selection an international perspective. Oxford Pergamon Press, London.
- Gronlund, N.E., & Linn, R. ( 1990). Measurement and evaluation in teaching (6th Edition). Macmillan, New York.
- Hamayan, (1995). Approaches to alternative assessment. "Annual Review of Applied Linguistics," 15, 212-226.
- Headington (2003). Monitoring, Assessment, Recording, Reporting & Accountability. II-Ed, DavID Fulton Pub. , London.
- Hibbard, K. M. and others. (1996). A teacher's guIDe to performance-based learning and assessment. Alexandria, VA: Association for Supervision and Curriculum Development.
- Mathew, S. (2005). Evaluation: curricular strategies and adaptations for children with hearing impairment. Kanishka: New Delhi.
- Mathew, S. & Mishra, A. (2010). Knowledge based evaluation of students with hearing impairment. Journal of NCED, 2(1), 26-33.
- Mathew, S. (2010). Educational Evaluation .Curriculum and teaching strategies for CWHI. MED SEDE (HI) Manual, IGNOU, New Delhi.
- Mehrens, W. A., & Lehmann, I. J. (1991). Measurement and evaluation in psychology (IVED).Harcourt Brace College Publishers, New York.
- NSW syllabuses: Assessment for, as and of Learning. Retrieved from [syllabus.bos.nsw.edu.au/support.../assessment-for-as-and-of-learning](http://syllabus.bos.nsw.edu.au/support.../assessment-for-as-and-of-learning) on 10.4.2015
- Programme evaluation and review technique. Retrieved from <http://www.inc.com/encyclopedia/program-evaluation-and-review-techniquepert.html> on 10.4.2015
- School self-evaluation. <http://www.education.ie/en/Schools-Colleges/Services/Quality-Assurance/SSE-Primary-and-Post-Primary/School-Self-Evaluation.html> on 10.4.2015
- School self-evaluation. Retrieved from [http://schoolself-evaluation.ie/postprimary/index.php/what-school-selfevaluation/?doing\\_wp\\_cron=1429505616.9318289756774902343750](http://schoolself-evaluation.ie/postprimary/index.php/what-school-selfevaluation/?doing_wp_cron=1429505616.9318289756774902343750) on 10.4.2015
- UNICEF (2006). New trends in development evaluation. Retrieved from [http://www.unicef.org/ceecis/New\\_trends\\_Dev\\_EVvaluation.pdf](http://www.unicef.org/ceecis/New_trends_Dev_EVvaluation.pdf) on 16.4.2015

- Wiggins, G. (1993) *Assessing students performance*. San Francisco: Jossey-Bass.

### **Suggested Readings**

- Braden, J. (2001). The clinical assessment of deaf people's cognitive abilities. In Clark, M. D.; Marschark, M., & Kretchmer, M. (Eds.). *Context, cognition and deafness*, Galludet University press, Washington. Pg.14-37.
- Elliot, S.N., Kratochwill, T. R., & Gilbertson, A. G. (1998). The Assessment Accommodation Checklist: Who, What, Where, When, Why and Who? *Teaching Exceptional Children*, 31(2), 10 –14.
- Eriksen, S.C. (1969). The teacher made test. Memo to the Faculty, no.35. Ann Arbor: Centre for Research on learning and teaching, University of Michigan.
- Fernandez, H. (2008). Knowledge based achievement of students with hearing impairment on different types of assessment. Unpublished Master Dissertation, University of Mumbai.
- Frechtling, J.A. (1991). Performance assessment: Moonstruck or the real thing? *Educational Measurement: Issues and Practices*, 10(4), 23-25.
- Jacob, L. C., Chase, C. N. (1992). *Developing and using tests effectively: A guide for faculty*. Jossey-Bass Publishers, San Francisco.
- JunaID, I.M., & Muhammad, D. N. (2002). Assessing nomadic children's learning achievement: what tools and which strategies? Retrieved from [curriculum.pgwc.gov.za/resource\\_files/22153409\\_16.doc](http://curriculum.pgwc.gov.za/resource_files/22153409_16.doc)
- Linn. R.L, Baker, E. L., & Dunbar, S. B. (1991). Complex Performance based assessment. *Educational Researcher*, 20(8), 15-21.
- Mathew, S. (2010). *Impact of Knowledge Based Evaluation on Achievement of Students with Hearing Impairment: An Experimental Study*. A PhD Thesis (Unpublished), MJP Rohilkhand University.
- Meyer, C.A. (1992) .What is the difference between Authentic and Performance assessment? *Educational Leadership*,49(8),39-40
- Mountain, A. (2005). Science assessment of deaf students: Considerations and implications of state accountability. *Measurements*. MSSE Masters Project. Submitted to the National Technical Institute for the Deaf, Rochester Institute of Technology, New York.
- Musselman, C.R., Lindsey. P. H., & Wilson A. K. (1988). An evaluation of recent trends in preschool programming for hearing impaired children. *Journal of Speech and Hearing Disorders*, 53, 71-88.



- Nair, P. (2005). A study of the effectiveness of individualized instructional material on mastery of mathematical concepts related to time in children with hearing impairment. Unpublished Master Dissertation, University of Mumbai.
- Stiggins, R.J. (1994). Student-Centered classroom assessment. MacMillan, New York
- Tannenbaum, J.E. (1996). Practical Ideas on Alternative Assessment for ESL Students. ERIC Clearinghouse on Languages and Linguistics Washington DC, ERIC Identifier ED395500, 1-6.

## SEMESTER-V

### Course Title: ADULTHOOD AND FAMILY ISSUES OF STUDENTS WITH INTELLECTUAL DISABILITY

Credits: 04

Contact Hours: 60

#### Objectives

After completing the course teacher educators will be able to:

- *Develop understanding of stages and principles of development in adulthood.*
- *Comprehend the importance of family involvement and CWID*
- *Illustrate the Gender, marriage and sexuality related issues.*
- *Interpret the disability issues related to community.*
- *Apply the importance of adulthood and family training.*

#### Unit 1: Human Growth & Development in Adulthood

- 1.1 Developmental stages and principles
- 1.2 Factors influencing natural development of adults
- 1.3 Adulthood and Areas of development: Physical, Social, Cognitive, Language, Emotional & Moral
- 1.4 Common adulthood problems in various areas of development
- 1.5 Implications of the above for Community Inclusion

#### Unit 2: Family and Adult with Intellectual Disability

- 2.1 Meaning, Definition and concept of family
- 2.2 Types of family and attitude towards PwID
- 2.3 Impact of Adult with ID on the Family
- 2.4 Family Adjustment and Coping skills
- 2.5 Family support, Government Schemes and benefits

#### Unit 3: Gender, Sexuality and Marriage Related Issues

- 3.1 Meaning & Concept of Gender & Sexuality and Marriage
- 3.2 Religious and Cultural effect on Gender & Sexuality and Marriage
- 3.3 Marriage & persons with intellectual disability: Misconceptions & Remediation
- 3.4 Importance of Pre-marital Counseling, Gender Education
- 3.5 Sexuality related issues, HIV, STD

#### Unit 4: Disability Issues – Community

- 4.1 Attitude of community towards Adults with ID
- 4.2 Community related Issues - Aggression, Antisocial behaviour, Abuse and Social discrimination of PwID

4.3 Creating Awareness related to community issues

4.4 Community involvement & Resource Mobilization

4.5 Impact of technological developments on disability issues

### **Unit 5: Adulthood and Family Training**

5.1 Family experiences of disability in the context of ageing

5.2 Training of Adults- Personal Care, Social, Domestic, Community and Leisure

5.3 Services for PwID in urban and rural areas

5.4 Independent living: Within family, Group home & Institution.

5.5 Parental Attitude and Counseling

### **Practicum/ Assignment/ Engagement (Any One)**

- To conduct awareness and orientation programme on various adulthood issues for parents
- To conduct and prepare a report on awareness programmes on various Govt. schemes and benefits at local level
- To conduct seminar on Sexuality, Marriage and Gender related issues of adults with ID
- To assess and present a report on family needs and Counseling
- To conduct sibling training programme and present a report.

### **Essential Readings**

- Baine, D. (1988) Handicapped Children in Developing Countries, Assessment, Curriculum and Instructor. University of Alberta, Alberta
- Das, J.P., & Baine, D. (1978) Intellectual Disability for Special Educators. Springfield: Charles C. Thomas.
- John, W., & Smith, R. (1971). An Introduction to Intellectual Disability. Mc Grawhill New York.
- Kauffman, J.M., & Paynes, J.S. (1960) Intellectual Disability: Introduction and Personal Perspectives. Charles & Merrill, Columbus.
- Longone, J. (1990) Teaching Retarded Learners: Curriculum and Methods for Improving Instruction. Allyn and Bacon, Boston.
- Narayan, J., & Kutty, A.T.T. (1989) Handbook for Trainers of the Mentally Retarded Persons. Pre-Primary Level. NIMH, Secunderabad.
- Panda, K.C. (1997). Education of Exceptional Children. Vikas Publishers, New Delhi.
- Pehwaria, R., & Venkatesan, S. (1992). Behavioural retarded Children: A Manual for Teachers. NIMH, Secunderabad.
- Remington, B. (1991). The Challenge of Severe Mental Handicap. A Behaviour

Analytic Approach. Wiley, New Jersey.

### **Suggested Readings**

- Kauffman, J. M. (1988). Teaching Students with Learning and Behaviour Problems. Merrill Publishing Co.
- Lewis, R.B., & Doorlag, D.H. (2010). Teaching Students with Special Needs in General Education Classrooms. Pearson, London.
- Longone, J. (1990). Teaching Educable Mentally retarded Children. Allyn & Bacon, Boston.
- Mary, A. F. (1999). Curriculum and Teaching Strategies. Paul H. Brooks Publishing Co. Baltimore.
- Petersun, M.J., & Hitfie, M.M. (2003). Inclusive Teaching: Creating Effective Schools For all Learners. Allyn & Becon. Boston.
- West, C. K., Farmer, J. A., & Wolff, P. M. (1991). Instructional Design, Implications from Cognitive Science. Prentice Hall, New Jersey.

## SEMESTER-V

### Course Title: THERAPEUTICS AND ASSISTIVE DEVICES FOR CHILDREN WITH INTELLECTUAL DISABILITY

Credits: 04

**Contact Hours: 60**

#### **Objectives**

After completing the course teacher educators will be able to:

- *Build knowledge about speech and language therapy.*
- *Explain the meaning and interventions of physiotherapy.*
- *Utilize occupational therapy for PwID.*
- *Comprehend and apply behavioural techniques for interventions.*
- *Infer and use appropriate assistive devices for PwID.*

#### **Unit 1: Language, Speech and Communication**

- 1.1 Nature, Definition, Scope, functions and development of language, Speech and Communication
- 1.2 Critical period and its importance in speech and language development
- 1.3 Modes of communication, (Aural, Oral, Finger Spelling, Sign and Sign Language, Cued, Speech and Total Communication)
- 1.4 Types of speech and language disorders in PwID
- 1.5 Enhancing and integrating speech and language into classroom context

#### **Unit 2: Physiotherapy**

- 2.1 Physiotherapy – Nature, Definition, objectives, Scope and functions
- 2.2 Modalities used in physiotherapy for persons with ID and its Associated Conditions
- 2.3 Movements and postures of human body
- 2.4 Specific conditions and physiotherapy management – Cerebral palsy, Spina bifida, Muscular dystrophy and Poliomyelitis
- 2.5 Integrating Physiotherapy into classroom context

#### **Unit 3: Occupational Therapy**

- 3.1 Occupational therapy – Nature, Definition, objectives, Scope and functions
- 3.2 Modalities of Occupational Therapy for persons with ID with associated Conditions
- 3.3 Hand Functions – Types of grasps, grip, development, and eye-hand coordination
- 3.4 Sensory Integration – Nature, Development & Importance
- 3.5 Integrating Occupational therapy into classroom context

## **Unit 4: Behaviour Modification**

- 4.1 Aim, scope and importance of Behaviour Modification
- 4.2 Types of Behaviour– Adaptive and Maladaptive
- 4.3 Identification of Problem Behaviours, and Functional Analysis
- 4.4 Strategies for Behaviour Modification and Differential Reinforcement
- 4.5 Integrating Behaviour Modification in classroom context

## **Unit 5: Assistive Devices**

- 5.1 Definition, Importance and types of Assistive Devices for Independent Living
- 5.2 Different types of assistive devices for ID, HI, VI & Locomotor disability
- 5.3 Assessment of PWID needs to Identify the appropriate assistive devices
- 5.4 Selection & use of appropriate Assistive Devices for PWID and Maintenance
- 5.5 Schemes of MoSJE– ADIP Scheme, DDRS and SC/ST scheme

## **Practicum/ Assignment/ Engagement (Any One)**

- To visit any two therapy centers and prepare and submit a report on available clinical facilities
- To present a case study on Behaviour Modification.
- To present a Seminar on Role & functions of RCI and Various Schemes of MoSJE for PWID
- To Prepare/Design appropriate adaptive and assistive device for PwID

## **Essential Readings**

- Antony, M.M., & Roemer, E. (2003). Behavior therapy. In A.S. Gurman & S.B. Messer (Eds.), *Essential psychotherapies* (2nd ed., pp. 182-223). Guilford, New York.
- Colman, W. (1992). Maintaining autonomy: The struggle between occupational therapy and physical medicine. *American Journal of Occupational Therapy*, 46, 63-70.
- Hocking, C. (2004). Making a difference: The romance of occupational therapy. *South African Journal of Occupational Therapy*, 34(2), 3-5.
- McColl, M. A., Law, M., Stewart, D., Doubt, L., Pollack, N., & Krupa, T. (2003). *Theoretical basis of occupational therapy* (2nd Ed). New Jersey, SLACK Incorporated.
- Peshwaria, R., & Venkatesan. S. (1992) *Behavioural approach in teaching mentally retarded children - A manual for Teachers*. NIMH, Secunderabad.
- Robertson, D. (2010). *The Philosophy of Cognitive–Behavioural Therapy: Stoicism as Rational and Cognitive Psychotherapy*. Karnac. London.

### **Suggested Readings**

- American Physical Therapy Association Section on Clinical Electrophysiology and Wound Management. "Curriculum Content Guidelines for Electrophysiologic Evaluation" (PDF). Educational Guidelines. American Physical Therapy Association. Retrieved 29 May 2008.
- Clark, D. M., & Fairburn, C.G. (1997). Science and Practice of Cognitive Behaviour Therapy. Oxford University Press. New York.
- Martin, G.; & Pear, J. (2007). Behavior modification: What it is and how to do it (Eighth Edition). Pearson Prentice Hall, New Jersey.

## SEMESTER-VI

### ELECTICE COURSES (ANY ONE)

#### Course Title: EDUCATIONAL MANAGEMENT

**Credits: 04**

**Contact Hours: 60**

#### **Introduction**

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

#### **Objectives**

After completing the course teacher educators will be able to:

- *Explain the basic Foundations in Educational Management*
- *Describe the skills required for enhancing Quality Management in Education*
- *Demonstrate Human Resource Management-training, development and capacity building.*
- *Explain the skills needed to manage data for various Educational Management Information Systems (EMIS)*
- *Express the need and importance Financial Management*

#### **Unit 1: Foundations in Educational Management**

1.1 Definition & Concept: Management as an art, science, organization, person & a discipline

1.2 Approaches to management; a) Classical approach, b) Human relation approach, c) Systems approach, d) Contingency approach

1.3 Principles & processes of management

1.4 Styles of management; autocratic, laissez-faire, transactional, contingency

1.5 Leader vs. Manager; role competencies

#### **Unit 2: Total Quality Management in Education**

2.1 Concept of Quality and issues in Quality management of educational institutes

2.2 Educational applications

2.3 Assessment of educational institutions

2.4 Strategic planning & Sustainable development

2.5 Implementing TQM



### **Unit 3: Human Resource Management**

- 3.1 Manpower planning, talent acquisition & management
- 3.2 Employee benefits, welfare & Performance appraisals systems- 360 degree approach
- 3.3 Training, development & capacity building
- 3.4 Organisational behaviour; climate & culture
- 3.5 Individual & group dynamics, conflict management & negotiations

### **Unit 4: Educational Management Information Systems (EMIS)**

- 4.1 Need, relevance and National agencies for EMIS
- 4.2 Internal & external stakeholders of EMIS
- 4.3 Tools & process for collecting and disseminating data & using information
- 4.4 Constituting indicators & data monitoring plans
- 4.5 Dissemination, distribution & publication of data

### **Unit 5: Financial Management**

- 5.1 Need & Importance of financial management in educational institutes
- 5.2 Basic concepts in accounting
- 5.3 Importance & types of budgeting
- 5.4 Resource mobilisation & allocation
- 5.5 Proposal writing for funding in educational institutes

### **Transaction**

Lectures, Field visits, Self-study

### **Course Work/ Field Work**

- Proposal writing for fund raising of an educational institution
- Review performance appraisals from 2 educational institutions one each from a teacher training college and other from special school

### **Suggested Readings**

- Bhardwaj, K. S., (2014). Human Resource Development in Education. Partridge Publication, Gurgaon.
- Bush, T., & Paul, L. S. (2006). Principles and Practice of Educational Management. Chapman A Sage Publications Company, London.
- Chatterjee, B. K. (2011). Finance for Non – Finance Managers. Jaico Publishing House, New Delhi.
- Deshmukh, A.V., & Naik. A. P. (2010). Educational Management. Himalaya Publishing House Pvt. Ltd., Mumbai.
- Dessler, G. (2012). Human Resource Management. Prentice Hall, London.

- Dimmock, C. (2012). *Leadership in Education: Concept, Themes and Impact*. Routledge, New York.
- Leithwood, K., & Jantzi, D. (1999). *Changing Leadership for Changing Times*. Open University Press, London.
- Lewls, T. (2012). *Financial Management Essentials: A Handbook for NGOs*.
- Mathis, R. L., & Jackson, J. H. (2010). *Human resource management* (13th ed.).
- Mukhopadhyaya, M. (2011). *Total Quality Management in Education*. Sage publications India Pvt. Ltd. New Delhi.
- Nkomo, S. M., Fottler, M. D., & McAfee, R. B. (2010). *Human resource management applications: Cases, exercises, and skill builders* (7th ed.).
- Pande, S., & Basak, S. (2012). *Human Resource Management. Text and Cases*. Amazon Digital South Asia Services, Inc.
- Rayner, S. (2007). *Managing Special and Inclusive Education*. Sage Publications Ltd. London.
- Senge, P. (2007). *A Fifth discipline Resource. Schools that lead*: Nicholas Brealey Publishing, London.
- Senge, P.M. (1994). *The fifth Discipline; The Art & Practice of The Learning Organization*. Currency Doubleday, New York.
- Shapi, J. (N.K). *Writing a Funding Proposal*.

## SEMESTER-VI

### Course Title: EDUCATIONAL TECHNOLOGY

Credits: 04

Contact Hours: 60

#### Objectives

After completing the course teacher educators will be able to:

- *Discuss roles of Educational Technologists in various contexts.*
- *Apply appropriate instructional strategies.*
- *Develop appropriate instructional and interactive learning.*
- *Identify use of ICT for inclusion.*
- *Suggest Recent Trends in Technology*

#### Unit 1: Educational Technology

1.1 Concept, Definition and Scope of Educational Technology

1.2 Need and Role of Educational Technologists in India

1.3 Growth of conceptual framework of Educational Technology: ET1, ET2, ET3 ...

1.4 Systems Approach; Meaning, Scope and Components

1.5 Communication Process

1.5.1 Meaning and components

1.5.2 Models of communication: Simple, Osgood and Schramm, Gerbner's mode

1.5.3 Interaction analysis: Equivalent Category System and Flander's Interaction Analysis System

#### Unit 2: Instructional Technology

2.1 Concept and Definition of Instructional Technology

2.2 Theories and Models of ISD: Dick & Carrey, Gagne, Kirk and Guftason

2.3 Steps in developing Instructional design :Learner analysis, Content analysis, Deciding entry and terminal behaviour, Preparing test, Selection of method, Selection of media, Development of material, Tryout, Formative and summative evaluation

2.4 Methods & Models Instructional designs for Large Group and Individual Instructions

2.5 Co-operative and Individual Learning Strategies for children with disabilities

#### Unit 3: Instructional and Interactive Learning

3.1 Interactive learning: concept, need and components

3.2 Instructional Media for children with Special needs

3.3 Interactive learning Material for children with disabilities

3.4 Development of Interactive learning Material

3.5 Integrating ICTs for children with special needs (e.g. Social Media, Collaborative tools and techniques such as Blogging, ICT tools for research, bibliography, etc)

#### **Unit 4: ICT For Inclusion**

4.1 ICT for 21st century learning

4.2 Dilemmas and Realities about applications in ICT in inclusive education

4.3 Potentials of ICT in inclusive education-Access, equity, participation, Skill development and life- long learning

4.4 ICT for teaching-learning

4.5 Role of ICT in curriculum transaction

#### **Unit 5: Recent Trends in Technology**

5.1 Online Learning

5.2 Blended Learning

5.3 M-Learning

5.4 MOOC

5.5 OER

#### **Course Work/ Practical/ Field Engagement**

- Prepare an observation report of classroom teaching based on Flanders Interactionanalysis
- Prepare and plan an educational display on a bulletin board using charts, diagrams, graphs, posters, cartoons and comics
- Prepare a story board in any one unit of a subject for a child with disability
- Present a research paper on application of any one recent trend in inclusive education
- Seminar on issues in application of ICT in inclusive education

#### **Suggested Readings**

- Bhatt, B. D., & Sharma, S. R. (2003). Educational Technology concept and Technique (Modern Education Series). Kanishka Publisher, New Delhi.
- Diana, L. O. (2001). Multimedia – Based Instructional Design: Computer – Based Training. Jossey – Bass
- Horton, W. (2001). Designing web-based Training. John Wiley & Sons. New Jersey.
- Kumar, K., Kumar, S. (2004). ICT Skill Development. GBD Publications, GururSarSadhar.
- Mukhopadhyay, M (1990). Educational Technology Challenging Issues. SterlingsPublisher's Pvt. Ltd. New Delhi.
- Rosenberg, M.J. (2001). E-Learning. McGraw Hill, New York.

- Sallis, E., & Jones, G. (2002). Knowledge Management in Education London: KoganPage Ltd.
- Santhosh, V. (2009). Information communications technology for teacher education. Kanishka Publisher, New Delhi.
- Schank, R.C. (2001). Virtual Learning. McGraw Hill. London.
- Shehzad, A. (2007). Teacher's Handbook of Educational Technology. Anmol, Publishing Pvt. Ltd., New Delhi.
- Singh, T. (2009). ICT Skill Development. Tandon Brothers, Ludhiana.
- Venkataiah, N. (2002), Educational Technology. APH Publication Corporation, New Delhi.

## SEMESTER-VI

**Course Title: GUIDANCE AND COUNSELING**

**Credits: 04**

**Contact Hours: 60**

### **Objectives**

After completing the course teacher educators will be able to:

- *State the principles, Objectives and need of Career Guidance*
- *Discuss factors and theories of Vocational and Personal Guidance.*
- *Describe the Fundamentals of Counselling*
- *Analyse Group approaches in Vocational Counselling and Guidance*
- *Use Assessment techniques in Educational and Vocational Guidance and Counselling*

### **Unit 1: Education and Career Guidance**

- 1.1 Concept, principles, Objectives and need for guidance at various educational levels
- 1.2 Types of Guidance: Individual and group, Personal, Educational and Vocational
- 1.3 Career Development needs of students. Changing scenarios in a global world
- 1.4 Tests and Techniques for Guidance: Testing techniques (Aptitude, Interest, Achievement & Personality) Non-testing techniques (Interview, Case study, observation, Diary, anecdotal and commutative record)
- 1.5 Essential services in a school guidance program

### **Unit 2: Vocational Guidance**

- 2.1 Factors influencing choice of career
- 2.2 Theories: Vocational Choice, Vocational development and Career development theories
- 2.3 Assessment of Vocational maturity
- 2.4 Occupational information in Guidance
- 2.5 Guidance for students with disabilities.

### **Unit 3: Fundamentals of Counselling**

- 3.1 Concept and nature of counselling
- 3.2 Scope and objectives of counselling
- 3.3 Stages of the counselling process
- 3.4 Counselling techniques
- 3.5 Ethical principles and issues

## **Unit 4: Group approaches in Vocational Counselling and Guidance**

4.1 Types, areas and approaches of Counselling

4.2 Steps and skills in the counselling process

4.3 Advantages and Disadvantages of Group Guidance techniques

4.4 Essential services in school and community based guidance programs

4.5 Placement, research, evaluation services and Job study- i) Job description, ii) Job specification, iii) Job analysis, iv) Job satisfaction

## **Unit 5: Assessment in Educational and Vocational Guidance and Counselling**

5.1 Assessment of underachievement and challenges

5.2 Assessment of giftedness and special strengths

5.3 Career test construction, administration, scoring and interpretation

5.4 Crisis Intervention; Grief, relationships, depression, Academic, stress, violence, abuse

5.5 Role of counsellor in the contemporary context

## **Course Work/ Practical/ Field Engagement**

- Visit different Guidance Centres and write a report
- Review a film for counselling
- List the resources required and their optimum use in managing a school guidance programme
- Develop a career choice assessment tool in view of personal characteristics of any
- Child with disabilities and available opportunities
- Prepare a brochure on career opportunities for children with different disabilities

## **Essential Readings**

- Naik, P.S. (2013). Counselling Skills for Educationists. Soujanya Books, New Delhi.
- Nayak, A.K. (1997). Guidance and Counselling. APH Publishing, Delhi.
- Rao, V. K., & Reddy, R.S. (2003). Academic Environment: Advice, Counsel and Activities. Soujanya Books, New Delhi.
- Shah, A. (2008). Basics in Guidance and Counselling. Global Vision Publishing House.
- Sharma, V.K. (2005). Education and Training of Educational and Vocational Guidance. Soujanya Books, New Delhi.

## **Suggested Readings**

- Kapunan, R.R. (2004). Fundamentals of Guidance and Counselling. Rex Printing Company, Phillipines.
- Pal, O.B. (2011). Educational and Vocational Guidance and Counselling. Soujanya Books, New Delhi.

**YEAR III**

**SEMESTER V AND VI**

**Credits: 24**

**720 Hours**

<b>Task for Student Teacher</b>	<b>Disability Focus</b>	<b>Educational Setting</b>	<b>Hrs</b>	<b>Description</b>
Pre-Service Lecture at B.Ed and D.Ed Level	-----	B.Ed and D.Ed Level	120	Pre-Service Lecture: 8 lesson plans for classroom teaching at Diploma Level (4) and Graduate level (4), out of them 2 will be ICT based ( 1 at Diploma and 1 at Graduate level)
Guide and Supervision of B.Ed and D.Ed Practice of Teaching Lessons.	-----	B.Ed and D.Ed Level	120	Supervision of B.Ed and D.Ed Practice of Teaching Lessons: Supervision of 8 lessons each (B.Ed and D.Ed Practice of Teaching Lessons) from different level and domain
Dissertation	Specialization	Special / Inclusive Set-Up	480	Research and Field Work
<ul style="list-style-type: none"><li>• Internship in Teacher Training Institution</li><li>• Evaluation of Practical Papers for Semester V and Semester VI will be conducted at the end of third year.</li></ul>				



**Expert Committee for the development of training programs in the field of special education for persons with Mental Retardation/Intellectual Disability and Learning Disability**

<ul style="list-style-type: none"> <li>• Prof. P. Jeyachandran Vijay Human Services 4, Laxmipuram, 3rd Street, Royapeetah, Chennai-600 014</li> </ul>
<ul style="list-style-type: none"> <li>• Dr. (Mrs.) Shyama Chona, President Tamana, D-6, Street, Vasant Vihar, New Delhi-110057</li> </ul>
<ul style="list-style-type: none"> <li>• The Director/Nominee National Institute for the Mentally Handicapped, Manovikas Nagar, Bowenpally, Secunderabad-500 009</li> </ul>
<ul style="list-style-type: none"> <li>• The Director/Nominee National Institute for Empowerment of Persons with Multiple Disabilities East Coast Road, Muttukadu, Kovalam Post, Chennai – 603 112</li> </ul>
<ul style="list-style-type: none"> <li>• The Head of the Department Department of Special Education Sweekaar Rehabilitation Institute for the Handicapped, Upkaar Circle, Upkaar Junction, Secunderabad-500 003</li> </ul>
<ul style="list-style-type: none"> <li>• Prof. Revathi Department of Special Education Thakur Hari Prasad Institute of Research and Rehabilitation for the Mentally Handicapped, Vivekananda Nagar, Dilsukh Nagar, Hyderabad 500060</li> </ul>
<ul style="list-style-type: none"> <li>• Prof. Ravi Gunthe Incharge, TEPSE/HEPSN Scheme Jodhpur University, Jodhpur, Rajasthan -342001</li> </ul>
<ul style="list-style-type: none"> <li>• Dr. Anupam Ahuja Associate Professor Dept. of Education of Groups with Special Needs, NCERT, Sri Aurobindo Marg, New Delhi-110016</li> </ul>
<ul style="list-style-type: none"> <li>• Dr. D. Venkateswarlu School of Education, IGNOU, Maidan Garhi, New Delhi – 110068</li> </ul>
<ul style="list-style-type: none"> <li>• Prof. Smriti Swarup 5, Jeewan Akshay, Plot No. 188, Sector-6, Charkop, Kandivali (W), Mumbai-400 067</li> </ul>
<ul style="list-style-type: none"> <li>• Ms. Giselle Lobo Nirmala Institute of Education Altinho, Panjim, 403001, Goa</li> </ul>
<ul style="list-style-type: none"> <li>• Dr. Jayanthi Narayan, Consultant, Special Education (LD &amp; ID) Former Dy. Director, NIMH 2- C, Anugraha Apartments, 157/7, Staff Road, Secunderabad 500 009</li> </ul>
<ul style="list-style-type: none"> <li>• Dr. N.C. Pati Chetana Institute for the Mentally Handicapped, A/3, Institutional Area, Bhubaneswar- 751013</li> </ul>
<ul style="list-style-type: none"> <li>• Dr. C. Renuga Devi Assistant Professor in Special Education (Mental Retardation), Department of Education Mother Teresa Women's University Kodaikanal – 624101</li> </ul>

<ul style="list-style-type: none"> <li>• Shri Hemant Singh Keshwal Govt. Institute for the Welfare of the Mentally Retarded Children, Sectro-32-C, Chandigarh-160047</li> </ul>
<ul style="list-style-type: none"> <li>• Dr. Preeti Verma Dept. of Special Education, S.N.D.T. Women's University Sir Vithaldas Vidyavihar, Juhu Road, Santacruz (W) , Mumbai – 400 049</li> </ul>
<ul style="list-style-type: none"> <li>• Dr. (Mrs.) Usha Grover C-60, Malviya Nagar, New Delhi-110017</li> </ul>
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<ul style="list-style-type: none"> <li>• Dr. Saroj Thapa Educational Development Specialist, Universal Learn Today, India Today Group, No. 6, President Estate, Talkatora Road, New Delhi-110004</li> </ul>
<ul style="list-style-type: none"> <li>• Shri Ashok Chakravorty Secretary, Shelter, 3, Bholanath Bhaduri Sharani, Bhadreswar, Hooghly -712124, WB</li> </ul>
<ul style="list-style-type: none"> <li>• Smt. Usha Chaujer CW-27GF, Malibu Towne, Sohana Road Gurgaon-122001</li> </ul>
<ul style="list-style-type: none"> <li>• Shri S K Srivastava, Member Secretary, RCI- Member ( Ex-Officio)</li> </ul>
<ul style="list-style-type: none"> <li>• Dr. Sandeep Tambe, Assistant Director, RCI</li> </ul>
<ul style="list-style-type: none"> <li>• Shri Suman Kumar, Deputy Director(Prog.), RCI- Convener ( Ex-Officio)</li> </ul>