

SNDT Women's University

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**Department of Special Education**

**Syllabus – B. Ed. Special Education**

(Learning Disability, Intellectual Disability & Visual Impairment)



SNDT Women's University

Juhu Road

Mumbai 400 049

**2022**

**B.ED. (SPL. ED.) COURSE**  
**(Recognized by RCI & NCTE)**

**Specialization: Learning Disabilities/Intellectual Disability/Visual Impairment**  
**2022**

**Programme Outcomes:**

The course is designed to enable the student teachers to:

1. Acquire knowledge & skills about human development, contemporary Indian education, and pedagogy of various school subjects and assessment for learning.
2. Acquire knowledge & skills about nature and educational needs of children with disabilities as well as of few select specific disabilities.
3. Explain and respond to the educational, physical and vocational needs of persons with disabilities.
4. Develop skills in systematic assessment.
5. Develop curriculum for persons with Learning disabilities (LD) Intellectual Disability (ID), and Visual Impairment (VI).
6. Plan and implement educational programmes needed for the children with special needs (LD, ID, VI)
7. Familiarize themselves with the management of special education programmes for children with LD, ID, VI.
8. Coordinate and collaborate with parents, family, doctors and the community to help children with disabilities become productive and useful members of the society.
9. Develop abilities and skills to create awareness and sensitivity in the society towards persons with disabilities.
10. Promote and facilitate inclusion of children with special education needs in the mainstream.
11. Develop conceptual understanding of education provisions and skills for working with children with various disabilities in Special and inclusive settings.
12. Enhance knowledge and skills for professional development.

**ADMINISTRATIVE REGULATIONS**

**Eligibility**

1. Min. 50% marks in Graduation from a recognized Indian University or Foreign University, recognized by Association of Indian Universities. (As per Rehabilitation of Council of India norms).
2. Min. 45 % for candidates belonging to reserved category as per existing Government rules.
3. Reservation for candidates with Visual Impairment, Hearing Impairment, Physical Disability and Learning Disability as per Government rules.
4. Parents/Caregivers of children with special needs may audit the course if they do not meet the eligibility criteria. They will not be eligible to appear in semester exams. They

will be given certificate of attendance from Department of Special Education, SNTD Women's University.

**DURATION OF THE COURSE**

- The programme will be of two years with 2 semesters in each year. Each semester will be of 18-20 weeks; Vacation of one to two weeks between semesters.

**MEDIUM OF INSTRUCTION:**

- Classroom sessions: English
- Practical & fieldwork: English or any of the Indian languages used by the institution where fieldwork is conducted.
- Examination: English

**RULES OF CONDUCT**

- If the students drop in the first semester without completing internal assessment, then the admission will be cancelled.
- A student who has completed all the internal assessments in the first semester but for some reason cannot appear for the first semester examination may continue in the second semester.
- A student who has successfully completed the first semester, but for some reason cannot continue in the second, third or fourth semester may be allowed to drop that semester. Student will be permitted to complete the semester dropped within the next two consecutive years.

**COURSE FEES:** As prescribed by the University.

**ENROLLMENT FEE:** To be paid by the students at the time of admission in the course (once) conducted by the University. The fee may change from time to time as per the University rules. Eligibility fee for foreign students would be as per the University rules

Students who are from the Board or University outside Maharashtra or Gujarat state seeking admission to the course conducted by the SNTD University will have to pay eligibility fee in addition to the Enrolment fee. Time of withdrawal	Conditions of withdrawal	Refund of Tuition Fees	Refund of other fees	Refund of Deposits	Charging of processing Fees
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Application for withdrawal submitted before starting of the program or before close of admission process, whichever is earlier	-	All fees to be refunded	All fees to be refunded	All deposits to be refunded	Rs. 1000/-
Application for withdrawal submitted after starting of the program or after close of admission process, whichever is earlier.	The seat falling vacant is filled by admission of another candidate.	80% of the Tuition fee to be refunded	80% of fees to be refunded	All deposits to be refunded	Rs. 1000/-
	The seat remains vacant even after closure of admission process	Entire fee will be forfeited	Entire fee will be forfeited	All deposits to be refunded	-

#### j) RULES FOR REFUND OF FEES

- Fee may be refunded to the students who are admitted provisionally but who are later declared ineligible for admission.

#### ESSENTIALS FOR REFUND OF FEES:

- The student should submit written application on plain paper for cancellation of admission (with the date) along with the fee receipt.
- The purpose of cancellation should be clearly stated in the application.
- The application should be signed by the Head of the Department.
- The application should be 'in warded' by the department office.
- Rules for fee refund may change from time to time as per the University norms.

#### CREDITS:

The B. Ed. (Special Education) course carries a total of 80 credits i.e. 56 for theory and 24 for practical work. One credit implies one hour of theory session per week or, Two hour of practical work per week.

#### COURSE OF STUDY FOR B.Ed. SPECIAL EDUCATION DEGREE:

Part I Theory and related practical assignments.

Part II Practicum

#### EVALUATION:

Sr.No.	Grade Abbreviation	From (%)	To(%)	Status	Grade Point	Description
1.	O+	85.00	100.00	Pass	6.00	Outstanding

2.	O	80.00	84.99	Pass	5.00	Excellent
3.	A+	70.00	79.99	Pass	4.00	Very Good
4.	A	60.00	69.99	Pass	3.00	Good
5.	B+	55.00	59.99	Pass	2.00	Above Average
6.	B	50.00	54.99	Pass	1.00	Average
7.	F	0.00	49.99	Fail	0.00	Fail

- The student's performance is evaluated continuously throughout the program (for part I and Part II)
- 25% and 75% weightage is ascribed to internal and external examination respectively.
- The student has to pass separately internal and external with atleast 50% (Grade B) in each course paper of part I Theory and part II Practicum
- A student who has failed in internal exams has to pass internals before appearing for external exams.
- A student who has failed in external exam may be allowed to reappear in the course paper she has failed for two years after the first year of appearing in the examination. This would mean that the student can re-appear in consecutive four semesters only. The same will be reflected in the marksheet.
- A student must pass in practice of teaching and get at least an overall B Grade in practical.
- In case a student is unable to get a passing mark/grade in practice of teaching, she must reappear for practice of teaching in the following semester after paying the tuition fee applicable for that semester.

#### **ELIGIBILITY FOR ADMISSION TO THE END SEMESTER EXAMINATION**

- The students are allowed to appear in the examination at the end of each semester provided they satisfy requirements of attendance and satisfactory completion of practical work.

**EXAMINATION FEES:**As per University rules.

**B. ED. (Spl. Ed.) Course.**  
**Credit Marks**

<b>Part I Theory</b>	56	1400
<b>Part II Practical</b>	24	600

<b>Code</b>	<b>Area</b>	<b>Courses</b>	<b>Credits</b>
A	THEORY: Core courses	5	20
B	THEORY: Cross Disability & Inclusive Education courses (including optional courses)	6	12
C	THEORY: Disability Specialization Courses (LD, ID, VI)*	5	18
D	THEORY: Enhancing Professional Capacities (EPC) /Professional Development Courses	3	06
E	Practical related to disability	2	12
F	Field Engagement /School Internship	3	12
	<b>Total</b>	<b>24</b>	<b>80</b>

*\* Intellectual Disability is being suggested as per Draft RPWD Bill, 2016.*

**Detailed structure of the program as proposed by RCI**

<b>AREA A</b>	
<b>CORE COURSES</b>	
A1	Human Growth & Development
A2	Contemporary India and Education
A3	Learning, Teaching and Assessment
A4	Pedagogy of Teaching: (Anyone)
	PART I: Science

	PART II: Mathematics
	PART III: Social Studies
A5	Pedagogy of Teaching English
<b>AREA B</b>	
<b>CROSS DISABILITY AND INCLUSION</b>	
B6	<b>Introduction to Education of Children with Disabilities</b>
B7	Inclusive Education
B8	Introduction to Sensory Disabilities (VI, HI, Deaf-Blind)
B9	Introduction to Neuro Developmental Disabilities (LD, MR/ID, ASD)
B10	Introduction to Locomotor & Multiple Disabilities
B11	<b>Skill-based Optional Course (Cross Disability and Inclusion) ANY ONE</b>
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
B12	<b>Skill-based Optional Course (Disability Specialization) ANY ONE</b>
A	Orientation & Mobility
B	Communication Options: Oralism
C	Communication Options: Manual Options (Indian Sign Language)
D	Augmentative and Alternative Communication
E	Management of Learning Disability
F	Vocational Rehabilitation & Transition to Job Placement
<b>AREA C</b>	
<b>DISABILITY SPECIALIZATION COURSES</b>	
C13	Assessment and Identification of Needs
C14	Curriculum Designing, Adaptation and Evaluation
C15	Intervention and Teaching Strategies
C16	Technology and Disability
C17	Psycho Social and Family Issues
<b>AREA D</b>	
<b>ENHANCEMENT OF PROFESSIONAL CAPACITIES (EPC)</b>	

D18	Reading and Reflecting on Texts
D19	Drama and Art in Education
D20	Basic Research & Basic Statistics
<b>AREA E</b>	
<b>PRACTICAL RELATED TO DISABILITY</b>	
E1	Cross-disability and inclusion
E1	Disability specialization
	<b>AREA F</b>
	<b>FIELD ENGAGEMENT/ SCHOOL ATTACHMENT/ INTERNSHIP</b>
F1	Main disability special school
F2	Other disability special school
F3	Inclusive school



## PROGRAMME STRUCTURE

### B. ED. SPECIAL EDUCATION (LEARNING DISABILITY)

#### YEAR I SEMESTER I

Paper No.	Core Papers	Credit	TP (External)	TW (Internal)	T
1101	Human Growth & Development	4	75	25	100
1102	Learning, Teaching and Assessment	4	75	25	100
	<b>Cross Disability and Inclusion Papers</b>				
1201	Introduction to Education of Children with Disabilities	2	50	-	50
1202	Introduction to Sensory Disabilities (VI, HI, Deafblind)	2	50	-	50
1203	Introduction to Neuro Developmental Disabilities (LD, ID, ASD)	2	50	-	50
	<b>Specialization Papers: Learning Disability</b>				
1311	LD: Assessment and Identification of Needs	4	75	25	100
					400

#### SEMESTER II

Paper No.	Core Papers	Credit	TP (External)	TW (Internal)	T
	<b>Pedagogy of Teaching Papers (Any one)</b>				
2161	Teaching of Science OR	4	75	25	100
2162	Teaching of Mathematics OR	4	75	25	100
2163	Teaching of Social Science	4	75	25	100
	<b>Specialization Papers: Learning Disability</b>				
2312	LD: Curriculum Designing, Adaptation and Evaluation	4	75	25	100
2313	LD: Intervention and Teaching Strategies	4	75	25	100
	<b>Cross Disability and Inclusion Papers</b>				
2204	Introduction to Locomotor & Multiple Disabilities	2	50	-	50
2205	Inclusive Education	2	50	-	50
					400

**YEAR II  
SEMESTER III**

<b>Paper No.</b>	<b>Core Papers</b>	<b>Credit</b>	<b>TP (External)</b>	<b>TW (Internal)</b>	<b>T</b>
3104	Contemporary India and Education	4	75	25	100
	<b>Pedagogy of Teaching Papers</b>				
3105	Pedagogy of Teaching English	4	75	25	100
	<b>Specialization Paper: Learning Disability</b>				
3314	LD: Psycho Social and Family Issues	2	50	-	50
	<b>Skill-based Optional Course (ANY ONE )</b>				
3241	Guidance and Counselling OR	2	-	50	50
3242	Early Childhood Care & Education OR	2	-	50	50
3243	Applied Behavioral Analysis OR	2	-	50	50
3244	Community Based Rehabilitation OR	2	-	50	50
3245	Application of ICT in Classroom OR	2	-	50	50
3246	Gender and Disability OR	2	-	50	50
3247	Braille and Assistive Devices	2	-	50	50
					300

**SEMESTER IV**

<b>Paper No.</b>	<b>Core Papers</b>	<b>Credit</b>	<b>TP (External)</b>	<b>TW (Internal)</b>	<b>T</b>
	<b>Specialization Paper: Learning Disability</b>				
4315	LD: Technology and Disability	2	50	-	50
	<b>Skill Based Optional Course (Disability Specialization)</b>				
4251	Orientation & Mobility OR	2	-	50	50
4252	Communication Options: Oralism OR	2	-	50	50
4253	Communication Options: Manual (Indian Sign Language) OR	2	-	50	50
4254	Augmentative and Alternative Communication OR	2	-	50	50
4255	Management of Learning Disability OR	2	-	50	50
4256	Vocational Rehabilitation & Transition to Job Placement	2	-	50	50
	<b>Enhancement of Professional Capacities papers</b>				
4401	Reading and Reflecting on Texts	2	-	50	50

4402	Drama and Art in Education	2	-	50	50
4403	Basic Research & Basic Statistic	2	-	50	50
					300

**Part II Practical: Year I (Learning Disability)- SEMESTER I & II**

D	PRACTICAL	Credit	P/T	TW	T
2511	<b>Practice Teaching (10 lessons) (Special schools &amp; Cross Disability)</b>	<b>4</b>			<b>100</b>
2512	<b>Educational Visits</b>	<b>1</b>			<b>25</b>
2513	Micro Teaching	<b>1</b>			<b>25</b>
2514	Case Study- IEP (1)	<b>2</b>			<b>50</b>
2515	Peer Observation	<b>1</b>			<b>25</b>
2516	Preparation of T L Aids	<b>1</b>			<b>25</b>
<b>Total</b>					
	<b>Total</b>	10			250

- All components of the practical work will run throughout the year but will be evaluated in the second semester and reported in the mark sheet.
- The student is expected to go for educational tour planned by the department.

**Part II Practical: Year II (Learning Disability)-Semester III & IV**

D	PRACTICAL*	Credit	T
4511	<b>Practice Teaching (20 lessons) (Special &amp; Inclusive schools)</b>	<b>8</b>	<b>200</b>
4512	Classroom Observation Cross Disability	<b>1</b>	<b>25</b>
4513	Case Study (1)	<b>2</b>	<b>50</b>
4514	Internship	<b>2</b>	<b>50</b>
4515	Development & Administration of Teacher Made Test	<b>1</b>	<b>25</b>
4516	Curriculum Adaptation	<b>1</b>	<b>25</b>
4517	Vacation Plan	<b>1</b>	<b>25</b>
	<b>Total</b>		<b>400</b>

- All components of the practical work will run throughout the year but will be evaluated in the second semester and reported in the mark sheet.
- The student is expected to go for educational tour planned by the department

**B. ED. SPECIAL EDUCATION (INTELLECTUAL DISABILITY / INTELLECTUAL DISABILITIES)**

**YEAR I  
SEMESTER I**

<b>Paper No.</b>	<b>Core Papers</b>	<b>Credit</b>	<b>TP (External)</b>	<b>TW (Internal)</b>	<b>T</b>
1101	Human Growth & Development	4	75	25	100
1102	Learning, Teaching and Assessment	4	75	25	100
	<b>Cross Disability and Inclusion Papers</b>				
1201	Introduction to Education of Children with Disabilities	<b>2</b>	<b>50</b>		<b>50</b>
1202	Introduction to Sensory Disabilities (VI, HI, Deafblind)	2	50	-	50
1203	Introduction to Neuro Developmental Disabilities (LD, ID, ASD)	2	50	-	50
	<b>Specialization Papers: Intellectual Disabilities</b>				
1321	ID: Assessment and Identification of Needs	4	75	25	100
					400

**SEMESTER II**

<b>Paper No.</b>	<b>Core Papers</b>	<b>Credit</b>	<b>TP (External)</b>	<b>TW (Internal)</b>	<b>T</b>
	<b>Pedagogy of Teaching Papers (Any one)</b>				
<b>2161</b>	Teaching of Science OR	4	75	25	100
<b>2162</b>	Teaching of Mathematics OR	4	75	25	100
<b>2163</b>	Teaching of Social Science	4	75	25	100
	<b>Specialization Papers: Intellectual Disabilities</b>				
2322	ID/ID: Curriculum Designing, Adaptation and Evaluation	4	75	25	100
2323	ID: Intervention and Teaching Strategies	4	75	25	100
	<b>Cross Disability and Inclusion Papers</b>				
2204	Introduction to Locomotor & Multiple Disabilities	2	50	-	50
2205	Inclusive Education	2	50	-	50
					400

**YEAR II  
SEMESTER III**

<b>Paper No.</b>	<b>Core Papers</b>	<b>Credit</b>	<b>TP (External)</b>	<b>TW (Internal)</b>	<b>T</b>
3104	Contemporary India and Education	4	75	25	100
	<b>Pedagogy of Teaching Papers</b>				
3105	Pedagogy of Teaching English	4	75	25	100
	<b>Specialization Paper: Intellectual Disabilities</b>				
3324	ID: Psychosocial and Family Issues	2	50	-	50
	<b>Skill-based Optional Course (ANY ONE )</b>				
3241	Guidance and Counselling OR	2	-	50	50
3242	Early Childhood Care & Education OR	2	-	50	50
3243	Applied Behavioral Analysis OR	2	-	50	50
3244	Community Based Rehabilitation OR	2	-	50	50
3245	Application of ICT in Classroom OR	2	-	50	50
3246	Gender and Disability OR	2	-	50	50
3247	Braille and Assistive Devices	2	-	50	50
					300

**SEMESTER IV**

<b>Paper No.</b>	<b>Core Papers</b>	<b>Credit</b>	<b>TP (External)</b>	<b>TW (Internal)</b>	<b>T</b>
	<b>Specialization Paper: Intellectual Disabilities</b>				
4325	ID: Technology and Disability	2	50	-	50
	<b>Skill Based Optional Course (Disability Specialization)</b>				
4251	Orientation & Mobility OR	2	-	50	50
4252	Communication Options: Oralism OR	2	-	50	50
4253	Communication Options: Manual (Indian Sign Language) OR	2	-	50	50
4254	Augmentative and Alternative Communication OR	2	-	50	50
4255	Management of Learning Disability OR	2	-	50	50
4256	Vocational Rehabilitation & Transition to Job Placement	2	-	50	50

	<b>Enhancement of Professional Capacities papers</b>				
4401	Reading and Reflecting on Texts	2	-	50	50
4402	Drama and Art in Education	2	-	50	50
4403	Basic Research & Basic Statistic	2	-	50	50
					300

**Part II Practical: Year I (INTELLECTUAL DISABILITY) SEMESTER I & II**

	<b>PRACTICAL*</b>	<b>Credit</b>	<b>P/T</b>	<b>TW</b>	<b>P/V</b>	<b>T</b>
2521	<b>Educational Visits</b>	<b>1</b>				<b>25</b>
2522	Micro Teaching	<b>1</b>				<b>25</b>
2523	<b>Practice Teaching (10 lessons) (Special schools &amp; Cross Disability)</b>	<b>4</b>				<b>100</b>
2524	Preparation of T-L Aids	<b>1</b>				<b>25</b>
2525	Case Study (1)	<b>2</b>				<b>50</b>
2526	Development of vacation plan	<b>1</b>				<b>25</b>
	<b>Total work hours for student/week (A+B+C+D)</b>	10				250

- All components of the practical work will run throughout the year but will be evaluated in the second semester and reported in the mark sheet.
- The student is expected to go for educational tour planned by the department.

**Part II Practical: Year II (INTELLECTUAL DISABILITY) SEMESTER III & IV**

<b>D</b>	<b>PRACTICAL*</b>	<b>Credit</b>	<b>P/T</b>	<b>TW</b>	<b>P/V</b>	<b>T</b>
4521	<b>Practice Teaching (20 lessons)</b>	<b>8</b>				<b>200</b>
4522	Case Study (1)	<b>2</b>				<b>50</b>
4523	Curricular Adaptation	<b>1</b>		<b>25</b>		<b>25</b>
4524	Internship	<b>2</b>	<b>4</b>	<b>50</b>		<b>50</b>
4525	Project work	<b>2</b>	<b>4</b>	<b>50</b>		<b>50</b>
4526	<b>Peer Observation</b>	<b>1</b>		<b>25</b>		<b>25</b>
	<b>Total work hours for student/week</b>	16				<b>400</b>

- All components of the practical work will run throughout the year but will be evaluated in the

second semester and reported in the mark sheet.

- The student is expected to go for educational tour planned by the department

**B. ED. SPECIAL EDUCATION (VISUAL IMPAIRMENT) YEAR I  
SEMESTER I**

Paper No.	Core Papers	Credit	TP (External)	TW (Internal)	T
1101	Human Growth & Development	4	75	25	100
1102	Learning, Teaching and Assessment	4	75	25	100
	<b>Cross Disability and Inclusion Papers</b>				
1201	Introduction to Education of Children with Disabilities	2	50		50
1202	Introduction to Sensory Disabilities (VI, HI, Deafblind)	2	50	-	50
1203	Introduction to Neuro Developmental Disabilities (LD, ID, ASD)	2	50	-	50
	<b>Specialization Papers: Visual Impairment</b>				
1331	VI: Assessment and Identification of Needs	4	75	25	100
					400

**SEMESTER II**

Paper No.	Core Papers	Credit	TP (External)	TW (Internal)	T
	<b>Pedagogy of Teaching Papers (Any one)</b>				
2161	Teaching of Science OR	4	75	25	100
2162	Teaching of Mathematics OR	4	75	25	100
2163	Teaching of Social Studies	4	75	25	100
	<b>Specialization Papers: Visual Impairment</b>				
2332	VI: Curriculum Designing, Adaptation and Evaluation	4	75	25	100
2333	VI: Intervention and Teaching Strategies	4	75	25	100
	<b>Cross Disability and Inclusion Papers</b>				
2204	Introduction to Locomotor & Multiple Disabilities	2	50	-	50
2205	Inclusive Education	2	50	-	50
					400

**YEAR II**  
**SEMESTER III**

<b>Paper No.</b>	<b>Core Papers</b>	<b>Credit</b>	<b>TP (External)</b>	<b>TW (Internal)</b>	<b>T</b>
3104	Contemporary India and Education	4	75	25	100
	<b>Pedagogy of Teaching Papers</b>				
3105	Pedagogy of Teaching English	4	75	25	100
	<b>Specialization Paper: Visual Impairment</b>				
3334	VI: Psycho Social and Family Issues	2	50	-	50
	<b>Skill-based Optional Course (ANY ONE )</b>				
3241	Guidance and Counselling OR	2	-	50	50
3242	Early Childhood Care & Education OR	2	-	50	50
3243	Applied Behavioral Analysis OR	2	-	50	50
3244	Community Based Rehabilitation OR	2	-	50	50
3245	Application of ICT in Classroom OR	2	-	50	50
3246	Gender and Disability OR	2	-	50	50
3247	Braille and Assistive Devices	2	-	50	50
					300

**SEMESTER IV**

<b>Paper No.</b>	<b>Core Papers</b>	<b>Credit</b>	<b>TP (External)</b>	<b>TW (Internal)</b>	<b>T</b>
	<b>Specialization Paper: Visual Impairment</b>				
4335	VI: Technology and Disability	2	50	-	50
	<b>Skill Based Optional Course (Disability Specialization)</b>				
4251	Orientation & Mobility OR	2	-	50	50
4252	Communication Options: Oralism OR	2	-	50	50
4253	Communication Options: Manual (Indian Sign Language) OR	2	-	50	50
4254	Augmentative and Alternative Communication OR	2	-	50	50



4255	Management of Learning Disability OR	2	-	50	50
4256	Vocational Rehabilitation & Transition to Job Placement	2	-	50	50
	<b>Enhancement of Professional Capacities papers</b>				
4401	Reading and Reflecting on Texts	2	-	50	50
4402	Drama and Art in Education	2	-	50	50
4403	Basic Research & Basic Statistic	2	-	50	50
					300

### Part II Practical: Year I (Visual Impairment) SEMESTER I & II

D	PRACTICAL*	Credit	Marks
2531	<b>Educational Visits</b>	<b>1</b>	<b>25</b>
2532	Micro Teaching	<b>1</b>	<b>25</b>
2533	<b>Practice Teaching (10 lessons) (Special schools &amp; Cross Disability)</b>	<b>4</b>	<b>100</b>
2534	Braille	<b>1</b>	<b>25</b>
2535	TL Aids/Assistive Devices	<b>1</b>	<b>25</b>
2536	Case Study (IEP)-1	<b>2</b>	<b>50</b>
<b>Total</b>	<b>Total work hours for student/week</b>	<b>10</b>	<b>250</b>

- All components of the practical work will run throughout the year but will be evaluated in the second semester and reported in the mark sheet.
- The student is expected to go for educational tour planned by the department.

### Part II Practical: Year II (Visual Impairment) SEMESTER III & IV

D	PRACTICAL*	Credit	P/T	TW	T
4531	Classroom Observation Cross Disability	<b>1</b>			<b>25</b>
4532	<b>Practice Teaching (20 lessons) (Special &amp; Inclusive schools)</b>	<b>8</b>	<b>(7 hrs per week)</b>		<b>200</b>
4533	Braille: Languages	<b>1</b>			<b>25</b>
4534	Braille: Mathematics	<b>1</b>			<b>25</b>
4535	Abacus & Geometric Kit	<b>1</b>			<b>25</b>
4536	Internship	<b>2</b>			<b>50</b>
4537	Orientation & Mobility	<b>1</b>			<b>25</b>
4538	Daily Living Skills	<b>1</b>			<b>25</b>

<b>Total</b>	<b>Total work hours for student/week</b>	16			400
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- **All components of the practical work will run throughout the year but will be evaluated in the second semester and reported in the mark sheet.**
- **The student is expected to go for educational tour planned by the department**

## **AREA -A CORE COURSES**

## Human Growth & Development

**Course Code: 1101**

**Hours: 60**

**Credit: 04**

**Marks: 100**

### 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.

### Course Outcomes

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

- *Explain the process of development with special focus on infancy, childhood and adolescence.*
- *Critically analyze developmental variations among children.*
- *Comprehend adolescence as a period of transition and threshold of adulthood.*
- *Analyze different factors influencing child development.*
- *Develop physical, mental, emotional and cultural ~~spiritual~~ aspect*

### Course Content

#### Module I: Approaches to Human Development

**Learning Outcomes: At the end of this module the student will be able to:**

- Describe process of human development from pre-natal stage to adulthood
- State principles of development
- Discuss influence of nature and nurture on the growing organism
- Analyze various aspects of human development

1.1 Human development as a discipline from infancy to adulthood

1.2 Concepts and Principles of development

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

1.4 Nature vs Nurture

1.5 Domains (Physical, Sensory- perceptual, Cognitive, Socio-emotional, Language & communication, Social relationship)

#### Module II: Theoretical Approaches to Development

**Learning Outcomes: At the end of this module the student will be able to:**

- Describe cognitive and social theories of human development
- Compare and contrast the psychoanalytical and psychosocial theory of human development
- Describe ecological theory of human development
- Discuss holistic theory of human development
- Critically examine different theories of human development

- 2.1 Cognitive & Social- cognitive theories (Piaget, Vygotsky, Bruner, Bandura)
- 2.2 Psychosocial Theory (Erikson)
- 2.3 Psychoanalytic Theory (Freud)
- 2.4 Ecological Theory (Bronfenbrenner)
- 2.5 Holistic Theory of Development (Steiner)

### **Module III: The Early Years (Birth to Eight Years)**

**Learning Outcomes: At the end of this module the student will be able to:**

- Describe stages and influences during prenatal development
  - State the procedures followed for screening the new born baby
  - Enumerate milestones of growth and development and explain the developmental deviances
  - Discuss how environment affects the growing child in early years
  - Highlight the role of play in the development of a child
- 3.1 Prenatal development: Conception, stages and influences on prenatal development
  - 3.2 Birth and Neonatal development: Screening the newborn - APGAR Score, Reflexes and responses, neuro-perceptual development
  - 3.3 Milestones and variations in Development
  - 3.4 Environmental factors influencing early childhood development
  - 3.5 Role of play in enhancing development

### **Module IV: Early Adolescence (From nine years to eighteen years)**

**Learning Outcomes: At the end of this module the student will be able to:**

- Describe different developmental aspects during early adolescence
  - Examine issues related to puberty
  - Discuss influence of gender on development
  - Discuss influence of environment during early adolescence
- 4.1 Emerging capabilities across domains of physical and social emotional
  - 4.2 Emerging capabilities across domains related to cognition - metacognition, creativity, ethics
  - 4.3 Issues related to puberty
  - 4.3 Gender and development
  - 4.4 Influence of the environment (social, cultural, political) on the growing child

### **Module V: Transitions into Adulthood**

**Learning Outcomes: At the end of this module the student will be able to:**

- Describe the concept of psychological well being
  - Discuss the sociological changes experienced by young adults
  - Enumerate the skills required for independent living
  - Critically analyze the career choices available for youth
- 5.1 Psychological well-being
  - 5.2 Formation of identity and self-concept
  - 5.3 Emerging roles and responsibilities
  - 5.4 Life Skills and independent living

## 5.5 Career Choices

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

#### Hands on Experience

- 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.
- Hurlock, E. B. (2005). Child growth and development. Tata Mc.Graw Hill Publishing Company, New York.
- Hurlock, E. B. (2006). Developmental Psychology- A life span approach. Tata Mc.Graw Hill Publishing Company, New Delhi.
- Meece, J. S., & Eccles J. L (Eds) (2010). Handbook of Research on Schools, Schooling and Human Development. New York: Routledge.
- Mittal, S. (2006). Child development- Experimental Psychology. Isha Books, Delhi.
- Nisha, M. (2006). Introduction to child development, Isha Books, Delhi.
- Papalia, D. E., & Olds, S. W. (2005). Human development. Tata Mc.Graw Hill Publishing Company, New York.
- Santrock, J. W. (2006). Child Development., Tata Mc.Graw Hill Publishing Company, New York.
- Santrock, J. W. (2007). Adolescence. Tata Mc.Graw Hill Publishing Company, New Delhi.

## Learning, Teaching and Assessment

**Course Code: 1102**

**Hours: 60**

**Credits: 04**

**Marks: 100**

### 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.

### Course Outcomes

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

- *Discuss the theories of learning and intelligence and their applications for teaching children*
- *Analyse the learning process, nature and theory of motivation*
- *Describe the stages of teaching and learning and the role of teacher*
- *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.*
- *Inculcate values in individuals through teaching and learning*

### Course Content:

#### Module I: Human Learning and Intelligence

**Learning Outcomes: At the end of this module the student should be able to:**

- Discuss the concept and theories of Learning
- Describe the theories of intelligence
- Describe the concept and characteristics of creativity
- Apply learning and intelligence to teaching learning process

1.1 Human learning: Meaning, definition and concept formation

1.2 Learning theories:

1.2.1 Behaviourism: Pavlov, Thorndike, Skinner

1.2.2 Cognitivism: Piaget, Bruner

1.2.3 Social Constructivism: Vygotsky, Bandura

1.3 Intelligence:

1.3.1 Concept and Definition

1.3.2 Theories: Single Factor, Two-factor, Multifactor, Triarchic Theory (Robert Steinberg), Gardner Theory of Multiple Intelligences, Guilford

1.4 Creativity: Concept, Definition and Characteristics

1.5 Implications for Classroom Teaching and Learning

#### Module II: Learning Process and Motivation

**Learning Outcomes: At the end of this module the student should be able to:**

- Discuss the sensory process
- Analyze the factors affecting attention
- Understand the theory of perception
- Discuss concept, types and tools of memory, thinking and problem solving

- Explain the theories of motivation
- 2.1 Sensation: Definition and Sensory Process
  - 2.2 Attention: Definition and Affecting Factors; Attention deficits
  - 2.3 Perception: Definition, Theory (Gestalt) and Affecting Factors
  - 2.4 Memory: Information Processing and Level of Processing, Thinking, and Problem Solving
  - 2.5 Motivation: Nature, Definition and Theories: push, pull, incentive, achievement, attribution, Maslow's Theory of Need Motivation

### **Module III: Teaching Learning Process**

**Learning Outcomes: At the end of this module the student should be able to:**

- Differentiate the role of teacher in Classroom, School and Community
  - Discuss the maxims of teaching
  - Examine the stages of teaching and learning
  - Explain the learning environment
- 3.1 Role and Responsibilities of a teacher; Reflective teacher
  - 3.2 Maxims of Teaching
  - 3.3 Stages of Teaching: Plan, Implement, Evaluate, Reflect & Stages of Learning: Acquisition, Maintenance, Generalization
  - 3.4 Learning Environment: Physical, Psychological and Social
  - 3.5 Leadership Role of Teacher in Classroom, School and Community

### **Module IV: Overview of Assessment and School System**

**Learning Outcomes: At the end of this module the student should be able to:**

- Discuss the meaning and state the purpose of assessment.
  - Compare and contrast between assessment, evaluation, and measurement, & test and examination
  - Describe types of assessment in the classroom
  - Understand the School System
  - Explain the key concepts in school evaluation
- 4.1 Assessment: Definition, Importance and Purpose
  - 4.2 Differentiating between assessment, evaluation and measurement
  - 4.3 Types of Assessment
    - 4.3.1 Formative assessment and Assessment as/for Learning
    - 4.3.2 Summative assessment and Assessment of Learning
  - 4.4 School System: SSC, ICSE, CBSE, IGCSE, IB, NIOS
  - 4.5 Key concepts in evaluations: learning outcomes, filtering learners, marks, credit, grading, choice based, internal-external proportion, improvement option

### **Module V: Assessment: Strategies and Practices**

**Learning Outcomes: At the end of this module the student should be able to:**

- Describe the different strategies of assessment
- Discuss the typology and levels of assessment
- Explain the steps involved in assessment
- Examine the assessment and opportunities for diverse learners
- Analyze school reforms and examination 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, competency based assessment) 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), RTE (2009) and NEP (2020)

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

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

**Transaction and Evaluation**

These 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*, (11<sup>th</sup> edn). Pearson Publication, New Delhi.

### **Suggested Readings**

- Geisinger, K.F. (2013). *APA Handbook of Testing and Assessment in Psychology*. American Psychological Association, USA.
- Guskey, T. R., & Bailey, J. (2000). *Grading and Reporting*. Thousand Oaks. Corwin King, CA.
- Howell, K. W., & Nolet, V. (2000). *Curriculum-Based Evaluation: Teaching and decision making*. Wadsworth, Ontario.
- McMillan, J. H. (2001). *Classroom Assessment: Principles and Practice for Effective Instruction*. Allyn and Bacon, London.
- Nevo, D. (1995). *School based Evaluation*. Pergamon Publishing, Oxford.
- Salvia, J., & Ysseldyke, J.E. (1998). *Assessment*. (7th ed) Houghton Mifflin, Boston

## Contemporary Education in India

**Course Code: 3106**

**Credit: 04**

**Hours: 60**

**Marks: 100**

### Introduction

This course will enable student-teachers to explore education from philosophical and sociological perspective and hands on experience of engaging with diverse communities, children and schools. It also traces the educational developments in the historical context 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.

### Course Outcomes

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

- Explain the history, nature and process and Philosophy of education
- Analyse the role of educational system in the context of Modern Ethos
- Discuss the concept of diversity
- Develop an understanding of the trends, issues, and challenges faced by the contemporary Indian Education in global context
- *Develop strong philosophical foundations to uplift and uphold the personal, cultural and human values*

### Module I: Philosophical Foundations of Education

**Learning Outcome:** After completing this module the student teachers will be able to

- Explain the concept and scope of education
- Describe the role of various agencies of education
- Evaluate the philosophies of education
- Describe the historical perspective of Indian Education
- Critically appraise the contemporary Indian 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 Historical Perspective of Indian Education (Gandhi, Tagore, Krishna Murthy, Aurobindo)

1.5 Contemporary Indian Perspective

### Module II: Understanding Diversity

**Learning Outcome:** After completing this module the student teachers will be able to

- Explain the concept of diversity
- Describe the types of diversities
- Describe the manifestations of diversity in learning and play

- Discuss ways of addressing diverse learning needs
- Analyse the concept of diversity from the global perspective

#### 2.1 Concept of Diversity

#### 2.2 Types of Diversity: Gender, linguistic, cultural, socio-economic and disability

#### 2.3 Diversity in learning and play

#### 2.4 Addressing diverse learning needs

#### 2.5 Diversity: Global Perspective

### **Module III: Contemporary Issues and Concerns**

**Learning Outcome:** After completing this module the student teachers will be able to

- Appraise the trends of Universalization of School Education, Right to Education and Universal Access
- Discuss the issues of Universal enrolment, Universal retention and Universal learning
- Evaluate the issues of quality and equity
- Discuss the concept, nature, forms and issues in provision of Equal Educational Opportunity
- Explain the various types of inequalities in schooling

#### 3.1 Universalization of School Education, Right to Education and Universal Access

#### 3.2 Issues of a) Universal enrolment b) Universal retention c) Universal learning

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

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

#### 3.5 Inequality in Schooling: Public-private schools, rural-urban schools, single teacher schools and other forms of inequalities in school systems

### **Module IV: Education Commissions and Policy**

**Learning Outcome:** After completing this module the student teachers will be able to

- Outline the constitutional provisions on education that reflect National ideals
- Describe the national commissions and policies, national acts, programmes and schemes and international conventions and policies

#### 4.1 Constitutional provisions on education that reflect National Ideals: Equality, liberty, secularism, and social justice

#### 4.2 National Commissions and Policies: Kothari Commission (1964), NPE and POA (1986, 1992), National Policy for Persons with Disabilities (2006), NEP (2020)

#### 4.3 National Acts: RCI Act, 1992, PWD Act (1995), RPwD Act (2016), National Trust Act (1999), RTE Act (2009 & 2012).

#### 4.4 Programmes and Schemes: IEDC (1974, 1983), SSA (2000, 2011), RMSA (2009), IEDSS (2009)

- 4.5 International Conventions and Policies: Salamanca Declaration and Framework (1994), UNCRPD (2006), MDG (2015), INCHEON strategies

## **Module V: Issues and Trends in Education**

**Learning Outcome:** After completing this module, the student teachers will be able to

- Appraise the various issues and trends in education
- 5.1 Challenges of education from preschool to senior secondary
- 5.2 Inclusive Education as a rights based model
- 5.3 Complementarities of inclusive and special schools
- 5.4 Language issues in education
- 5.5 Community participation and community based education

### **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

### **Essential Readings**

- Government of India (Gol) (1966). National Education Commission (1964-66), Ministry of Education: New Delhi.
- Government of India (Gol) (1986/92). New Education Policy, MHRD: New Delhi.
- Guha, Ramchandra (2007). India after Gandhi: The History of the World's Largest Democracy. Macmillan: Delhi
- Gol (2010). Right to Education Act 2009, MHRD: New Delhi.

### **Suggested Readings**

- Aggarwal. J. C. (1992). Development and Planning of Modern Education: New Delhi Vikas Publishing House Pvt. Ltd.
- Amartya Sen, and Jean Dreze (1997). India: Economic Development and Social Opportunity, Oxford India: Delhi. Select Chapters.
- Anand, S. P. (1993). The Teacher & Education in Emerging Indian Society, New Delhi:

NCERT.

- Bhat. B. D. (1996). Educational Documents in India, New Delhi: Arya Book Depot.
- Bhatia, K. & Bhatia, B. (1997): The Philosophical and Sociological Foundations, New Delhi Doaba House.
- Biswas. A. (1992): Education in India, New Delhi: Arya Book Depot.
- Biswas. A. and Aggarwal, J.C. (1992). Education in India, New Delhi: Arya Book Depot.
- Chakravarty, Sukhamoy (1987). Development Planning: The Indian Experience, Oxford University press: New Delhi.
- Choudhary. K.C. and Sachdeva, L. (Eds) (1995): Total literacy by 2000: New Delhi: IAE Association.
- Dubey, S. C (2001). Indian Society, National Book Trust: New Delhi. Final B. Ed. (Spl Edu. 1st Year).doc
- Ain, L. C. (2010). Civil Disobedience, Book Review Literary Trust: New Delhi. Select chapters.
- Kashyap, S. C. (2009). The Constitution of India, National Book Trust: New Delhi.
- Mohanty, Jagannath. (1993). Indian Education in the Emerging Society, New Delhi Sterling publishers Pvt. Ltd.
- Sapra. C. L. and Ash Aggarwal, (Ed.,) (1987): Education in India some critical Issues. New Delhi: National Book Organisation.
- Saraswathi, T. S. (1999). Culture, Socialization and Human Development, New Delhi: Sage Publications.
- Steven, B. (1998). School and Society, New Delhi: Sage Publications.
- Suresh, D. (1998). Curriculum and Child Development, Agra: Bhargava.
- Taneja. V. R. (1998). Educational Thoughts and Practice, Delhi University Publications.
- Vaidyanathan, A. (1995). The Indian Economy: Crisis, Response and Prospects. Tracts of the Times. Orient Longman Publications: New Delhi.
- Weber. O.C. (1990). Basic Philosophies of Education, New York Holt, Rinehart and Winston.

### **Readings for Discussion**

- Chandra Bipin (1997). Nationalism and Colonialism, Orient Longman: Hyderabad. Chapter 1.
- Deaton A and Jean Dreze (2008-2009). Poverty and Inequality in India in Raj Kapila and Uma Kapila (Ed.) in Indian Economy since Independence. Oxford University Press: New Delhi.
- Deshpande, Satish. (2004). Contemporary India: A Sociological View. Penguin: New Delhi. Chapter 5: Caste inequalities in India Today.
- Famous Speeches of Gandhi ji: Speech on the Eve of The Last Fast January 12, 1948.
- Speeches of Gandhi ji: Speech on the Eve of The Last Fast January 12, 1948. Government of India (Gol)

- <http://www.gandhi-manibhavan.org/gandhicomelive/speech8.htm>
- <http://www.mkgandhi.org/speeches/speechMain.htm>
- Jain, L.C. (2010). Civil Disobedience, Book Review Literary Trust: New Delhi. Select chapters.
- Jangira, N.K 2012. NCERT mother of Inclusive education address on golden Jubilee of NCERT at RIE, Ajmer on 01 Sept.2012.
- <http://unesdoc.unesco.org/images/0023/002322/232205e.pdf>

**\*\*\*\* This paper can be given as Certificate course in Sem III**

**AREA A**

**CORE COURSES**

**PEDAGOGY OF TEACHING PAPERS  
(ANY ONE)**



## Pedagogy of Teaching Science

**Course Code: 2103**

**Hours: 60**

**Credits: 04**

**Marks: 100**

### 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.

### Course Outcomes

**After completing the course the student-teachers are expected to realize the following Learning Outcomes:**

- *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 skills to select and use different methods of teaching the content of sciences*
- *Demonstrate competencies of planning for teaching science, organizing laboratory facilities and equipment designing pupil centered teaching learning experiences.*
- *Demonstrate skills to design and use various evaluation tools to measure learner achievement in sciences.*
- *Develop scientific temper through teaching of science*

### Course Content

#### Module I: Nature and Significance of Science

**Learning Outcomes: At the end of this module the student should be able to:**

- Discuss Importance and Value of Science
- State Science as an Integrated Area of Study
- Analyze Science and Modern Indian Society
- Infer the Impact of Science related to Environment, Industrialization and Disarmament
- Describe the role of Science for Sustainable Development

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

#### Module II: Planning for Instruction

**Learning Outcomes: At the end of this module the student should be able to:**

- State the aims and objectives of teaching science in elementary and secondary School
- Discuss the importance of Bloom's Taxonomy teaching process
- Formulate appropriate Unit Plan
- Describe the guidelines for conducting pedagogical analysis

- 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

### **Module III: Approaches and Methods of Teaching Sciences**

**Learning Outcomes: At the end of this module the student should be able to:**

- Explain different approaches of teaching science
  - Demonstrate appropriate methods and techniques of teaching science
  - Analyze different Method of teaching science
  - Acquire skills for Creating Learning Engagement situations with reference to Children with Disabilities
  - Discuss the constructivist approach in teaching science
- 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

### **Module IV: Learning Resources with reference to Children with Disabilities for Teaching Science**

**Learning Outcomes: At the end of this module the student should be able to:**

- Discuss the Importance and need of teaching learning aids.
  - Explain the Importance of Co-Curricular Activities
  - State the importance of Science Laboratory with reference to Children with Disabilities
  - Discuss the Role in Teaching science in various setting
- 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

### **Module V: Evaluation**

**Learning Outcomes: At the end of this module the student should be able to:**

- Discuss the Concept and Need of Evaluation

- Describe different types of evaluation
- Describe the Tools and Techniques for Assessments
- Formulate Diagnostic Test and Achievement Test
- Adapt Evaluation Procedure with Reference to Children with Disabilities

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**

- Pedagogical analysis of a module from Science content.
- Preparation of a multimedia presentation on a topic from Science content keeping students with disabilities in view.
- Developing an Action Research Plan on a problem related to teaching and learning of Sciences to students with disabilities to students with disabilities.
- Construction of a diagnostic test for unit along with a remedial plan.
- Comparative analysis of prescribed syllabus and textbooks of different Boards Curricularinnovations in respective subject areas
- Curricular adaptations for teaching Sciences to students with disabilities.

### **Essential Readings**

- Brown, R. (1978). Science instruction of visually Impaired Youth. New York: AFB.
- Buxton, A. C. (2010). Teaching Science in Elementary and Middle School. New Delhi: Sage Publications.
- Bybee, R. (2010b). The teaching of science: 21st-century perspectives. Arlington, VA: NSTA Press, USA.
- Fensham, P.J. (1994). The content of Science: A constructive Approach to its Teaching and Learning. Washington, D.C: The Falmer Press.
- Gupta, V. K. (1995). Teaching and Learning of Science and Technology. New Delhi: Vikas Publishing House Pvt. Ltd.
- Henninen, K. A. (1975). Teaching of Visually Handicapped, Ohio: Charles E. Merrill Publishing Company.
- Joshi, S. R. (2005). Teaching of Science. New Delhi: A.P.H Publishing Corporation.
- Kelley, P., & Gale, G. (1998). Towards Excellence: Effective education for students with vision impairments, Sydney: North Rocks Press.
- Lawson, E. A. (2010). Teaching Inquiry Science in Middle School, New Delhi: Sage Publications.
- Layton, D. (1989). Innovations in Science and Technology Education, New Delhi: Sterling Publishers.
- Mani, M. N. G. (1992). Techniques of teaching blind children, New Delhi: Sterling Publishers.
- Mukhopadhyay, S., Jangira, N. K., Mani, M.N. G., & Raychowdhary, N. (1987). Sourcebook for training teachers of visually impaired, New Delhi: NCERT.

- Murray, L. J. (1988). *Basic Skills – Science*, Boston: John Murrey.
- NCERT (1982). *Teaching Science in secondary schools*, New Delhi: NCERT.
- NIVH (1992). *Handbook for the teachers for the visually handicapped*, Dehradun
- Scholl, G.T. (1986). *Foundations of education for blind and visually handicapped children and youth*, New York: American Foundation for the blind.
- Sharma, R. C. (2005). *Modern Science teaching*, Delhi: Dhanpat Rai & Sons.
- Siddiqui, H. M. (2007). *Teaching science*, New Delhi: Balaji offset.
- Siddiqui, N.N., & Siddiqui, M. N. (1994). *Teaching of science today & tomorrow*, Delhi: Doaba House.
- Starin, A., & Sund, B. (1983). *Teaching science through discovery*. Ohio: Charles E. Merrill Publishing Company.
- Tripathi, S. (2004). *Teaching of Physical Science*, Delhi: Dominant Publications.
- UNESCO (1966). *Source Book for Science Teaching*, Paris: UNESCO.
- Vaidya, N. (2003). *Science Teaching in Schools*, New Delhi: Deep & Deep Publishers.
- Vanaja, M. (2006). *Teaching of Physical Science*, Hyderabad: Neelkamal Publications.

### **Suggested Readings**

- Gupta, S. K. (1983). *Technology of Science Education*, Delhi: Vikas Publishing House Pvt. Ltd.
- Gupta, V. K. (1995). *Readings in Science and Mathematics Education*, Ambala: The Associated Press.
- Mangal S. K., & Shubhra (2005). *Teaching of Biological Sciences*, Meerut: International Publishing House.
- Rao, V.K. (2004). *Science Education*, APH Publishing Corpn. New Delhi.

## Pedagogy of Teaching Mathematics

**Course Code: 2104**

**Hours: 60**

**Credits: 04**

**Marks: 100**

### 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.

### Course Outcomes

**After completing the course the student-teachers are expected to realize the following Learning Outcomes:**

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

### Course Content

#### Module I: Nature of Mathematics

**Learning Outcomes: At the end of this module the student should be able to:**

- Explain the importance and value of mathematics
- Formulate assumptions and hypothesis in mathematics
- Discuss the Historical Development of Notations and Number Systems
- Discuss the significant Contribution of Mathematicians
- Analyze the Perspectives on Psychology of Teaching and Learning 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 (Ramanujan, Aryabhatta, Bhaskar Acharya, Euclid, Pythagoras)

1.5 Perspectives on Psychology of Teaching and Learning of Mathematics-Constructivism, Enactivism, Vygotskyian Perspectives, and Zone of Proximal Development

#### Module II: Learning Outcomes and Instructional Planning in Mathematics

**Learning Outcomes: At the end of this module the student should be able to:**

- Discuss the objectives of teaching mathematics in elementary and secondary Schools
- Apply Bloom's Taxonomy in Writing Educational Objectives

State the steps in planning a lesson in Arithmetic, Algebra and Geometry

- Formulate appropriate Unit Plan
- Discuss the guidelines for Conducting Pedagogical Analysis

2.1 Aims and Objectives of Teaching Mathematics in Elementary and Secondary Schools

2.2 Apply Bloom's taxonomy in writing educational Objectives

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

### **Module III: Strategies for Learning and Teaching Mathematics**

**Learning Outcomes: At the end of this module the student should be able to:**

- Describe Model for Learning and Teaching of Concepts
- Discuss the concept of Learning by Exposition
- Demonstrate appropriate methods of teaching mathematics
- Demonstrate appropriate Techniques of Teaching Mathematics
- Acquire skills for Creating Different Situations of Learning Engagement

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

### **Module IV: Teaching-Learning Resources in Mathematics for Students with Disabilities Learning**

**Outcomes: At the end of this module the student should be able to:**

- Explain the concept and need for setting up mathematics laboratory
- Acquire skills for utilization of learning resources in mathematics with reference to children with disabilities
- Explain the usefulness of bulletin boards and mathematics club
- Acquire skills of abacus, Cuisenaire rods, fractional discs, Napier strips
- Develop competency in teaching mathematics through special aids and appliances for children 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, Cuisenaire Rods, Fractional Discs, Napier Strips

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

### **Module V: Evaluation Assessment and Evaluation for Mathematics Learning**

#### **Learning Outcomes: At the end of this module the student should be able to:**

- Explain the importance and purpose of assessment and evaluation
  - Discuss error analysis, diagnostic tests, identification of hard spots and remedial measures
  - Demonstrate ability to construct/develop the tools and techniques for assessments and evaluation in mathematics
  - Demonstrate ability to construct/develop the diagnostic and achievement test
  - Acquire the skills for adaptations in evaluation procedure for students with disabilities
- 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**

- Pedagogical analysis of a unit of content from secondary school Mathematics Syllabus
- Preparation of a multimedia presentation on a topic with special reference to students with disabilities
- Construction of a question paper based on current CBSE format/concerned State Board of education, preparing its Scoring key, and marking scheme
- Analyzing errors committed by school children in Mathematics and preparing a remedial plan
- Developing an Action Research proposal for a problem related to teaching and learning of Mathematics with reference to students with disabilities

#### **Transactions**

Lecture cum demonstration, Workshops and Seminars

#### **Essential Readings**

- Carey, L.M. (1988). *Measuring and Evaluating School Learning*, Boston: Allyn and Bacon.
- Chambers, P. (2010). *Teaching Mathematics*, Sage Publication, New Delhi.
- Chapman, L.R. (1970). *The Process of Learning Mathematics*, New York: Pergamon Press.
- David, A.H., Maggie, M.K., & Louann, H.L. (2007). *Teaching Mathematics Meaningfully: Solutions for Reaching Struggling Learners*, Canada: Amazon Books.
- David, W. (1988). *How Children Think and Learn*, New York: Blackwell Publishers Ltd.
- Gupta, H. N., & Shankaran, V. (Ed.), (1984). *Content-Cum-Methodology of Teaching Mathematics*. NCERT, 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. • Nemeth, A. (1973). *Nemeth Code for Mathematics and Scientific Notation*, Loviseville K: American Printing House.
- 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



## Pedagogy of Teaching Social Studies

**Course Code: 2105**

**Hours: 60**

**Credits: 04**

**Marks: 100**

### Introduction

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

### Course Outcomes

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

- *Explain the concept, nature and scope of social science.*
- *Develop competencies for designing unit and lesson plans, as well as tools of evaluation for social science teaching.*
- *Develop skills in preparation and use of support materials for effective social science teaching.*
- *Develop the ability to organize co-curricular activities and community resources for promoting social science learning.*
- *Develop social relationships, positive attitudes and human values through teaching and learning of social studies*

### Module I: Nature of Social Sciences

**Learning Outcomes: After studying this module, the students will be able to:**

- Explain the scope, concept and nature of social science
- Explain the difference between social sciences and social studies
- Discuss the aims and objectives teaching social science
- State the importance and need of social science as a core subject
- Discuss the key role of a social science teacher

- 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

### Module II: Curriculum and Instructional Planning

**Learning Outcomes: After studying this module, the students will be able to:**

- Develop and organize level appropriate social science school curriculum
- Discuss the need and importance of Instructional planning
- Discuss the importance of Unit and lesson plan
- Explain the Unit and Lesson planning procedure
- Adapt and plan lessons for children with disabilities

- 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

### **Module III: Approaches to teaching of Social Science**

**Learning Outcomes: After studying this module, the students will be able to:**

- Explain the various approaches in teaching Social science
  - Explain the different methods used for teaching Social science
  - List the importance and uses of various devices and techniques of teaching social studies
  - Adapt different approaches for learners with disabilities
  - List various instructional material for teaching social science and state their uses
  - Prepare and adapt material for teaching learners with disabilities
- 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\
  - 3.3 Devices and techniques of teaching social studies – narration, description, illustration, questioning, assignment, field trip, storytelling, role play, group and self-study, programmed learning, inductive thinking, concept mapping, expository teaching and problem solving
  - 3.4 Accommodations required in approaches for teaching children with disabilities
  - 3.5 Instructional material for teaching of social science: Timelines & 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
  - 3.6 Adaptations of material for teaching children with disabilities

### **Module IV: Evaluation of Learning in Social Science**

**Learning Outcomes: After studying this module, the students will be able to:**

- State the need for and importance of evaluation
  - Explain the various techniques of evaluation in social science
  - Use the tools and techniques of assessment
  - Prepare teacher made test
  - Adapt and use diagnostic testing and enrichment techniques for learners with disabilities
- 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

### **Module V: Social Science Teacher as a Reflective Practitioner**

**Learning Outcomes: After studying this module, the students will be able to:**

- Explain the role of a teacher as a reflective practitioner

- Develop an action research plan
- State the need for and importance of case study for a schoolteacher
- Prepare a professional portfolio or teaching journal
- List the skills a teacher requires for teaching social science to children with disabilities

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 for and Importance of 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 courage to read chapters and articles. There may be quizzes, seminars, fieldtrips, 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, fieldtrips, exhibitions and any other cocurricular activities in schools

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### Essential Readings

- Aggarwal, J.C. (2008). Principles, methods & techniques of teaching. UP: Vikas Publishing House Pvt Lt
- 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). BestPracticesforTeachingSocialStudies:WhatAward-Winning ClassroomTeachers Do, Corwin, CA.

## Pedagogy of Teaching English

**Course Code: 3107**

**Hours: 60**

**Credits: 04**

**Marks: 100**

### 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.

### Course Outcomes

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

- *Explain the principles of language teaching, and evolution and trends in English literature.*
- *Prepare an instructional plan in English.*
- *Adapt various approaches and methods to teach English language.*
- *Use various techniques to evaluate the achievement of the learner in English.*
- *Inculcate human values through different learning activities*

### Module I: Nature of English Language & Literature

**Learning Outcomes :** After studying this module, the students will be able to:

- Enumerate and explain the various principles of teaching language
- Explain the two language proficiency skills
- Discuss the evolutionary perspective of English language
- Explain the current trends of English literature with respect to Indian context
- Discuss teaching as a second language in Indian context

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.

### Module II: Instructional Planning

**Learning Outcomes:** After studying this module, the students will be able to:

- Explain the aims and objectives of teaching English at stages level of schooling
- Discuss the need and importance of Instructional planning
- Discuss the importance of Unit and lesson plan
- Explain the Unit and Lesson planning procedure
- Adapt and plan lessons for children with disabilities

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

### **Module III: Approaches and Methods of Teaching English**

**Learning Outcomes** : After studying this module, the students will be able to:

- State the differences between approach and method
- Explain the various approaches in teaching English language
- Explain the different methods used for teaching English language
- List the four basic language skills and explain the means to develop these skills
- Adapt and use the approaches and techniques in teaching the children with disabilities

- 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

### **Module IV: Instructional Materials**

**Learning Outcomes** : After studying this Unit, the students will be able to:

- Explain the importance and use of instructional material
- List the different instructional aids available for teaching English language and state the uses of each.
- Prepare teacher made tests for proficiency in English
- Describe a teaching portfolio
- Prepare and adapt teaching material for children with disabilities

- 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

### **Module V: Evaluation**

**Learning Outcomes** : After studying this Unit, the students will be able to:

- Discuss the need and importance of evaluation
- Explain the methods of testing language skills and elements and state it's importance
- Prepare and adapt evaluation tools for learners with disabilities
- Relevance and importance of individualized assessment for children with disabilities
- Explain the concepts error analysis, diagnostic tests and enrichment measure with respect

to evaluation in teaching English language.

- 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 the 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
- Develop lesson plans for the teaching of prose and poetry
- Critically analyze any one poem or essay of a well-known poet or writer

### **Essential Readings**

- Allen, H., & Cambell, R. (1972). *Teaching English as a Second Language*, McGraw Hill, New York.
- Bharthi, T., & Hariprasad, M. (2004). *Communicative English*, Neelkamal Publications, Hyderabad.
- Bhatia, K.K. (2006). *Teaching and Learning English as a Foreign Language*. Kalyani Publishers, New Delhi.
- Grellet, F. (1980). *Developing Reading Skills*, Cambridge University Press, New York.
- IGNOU CTE-02 Certificate in Teaching of English (1989). *The Structure of English*, IGNOU, New Delhi.
- IGNOU EEG-02 Elective Course in English (1989). *The Structure of Modern English Blocks (1 to 7)*, IGNOU, New Delhi.

### **Suggested Readings**

- Agnihotri, R.K., & Khanna, A.L. (Ed.) (1996). *English Grammar in context*, Ratnasagar, Delhi.
- Bhatia, K.K., & Kaur, N. (2011). *Teaching and Learning English as a Foreign Language*. Ludhiana: Kalyani Publishers.
- Bindra, R. (2005). *Teaching of English*. Jammu: Radha Krishan Anand and Co.
- Brumfit, C.J., & Johnson (Ed.) (1979). *The communicative Approach to Language Teaching*, Oxford University Press, Oxford.
- Bryne, D. (1988). *Teaching Writing Skills*, Longman, England.

- Krashen, D. (1992). Principles and Practice in Second Language Acquisition, Pergamum Press Oxford.
- Krishna Swamy (2003). Teaching English: Approaches, Methods and Techniques, Macmillan Publication, New Delhi.
- Sachdeva, M. S. (2007). Teaching of English. Patiala: Twenty First Century Publications.
- Sahu, B. K. (2004). Teaching of English. Ludhiana: Kalyani Publishers.
- Shaik, M. & Gosh, R.N. (2005). Techniques of Teaching English, Neel kamal Publications, Hyderabad.
- Sharma, P. (2011). Teaching of English: Skill and Methods. Delhi: Shipra Publication.



**AREA B**

**CROSS DISABILITY AND INCLUSION**

## Introduction to Education of Children with Disabilities

**Course Code: 1201**

**Contact Hours: 30**

**Credits: 02**

**Marks: 50**

### Introduction

This course will enable the student-teachers to gain a strong knowledge base in nature of special education. It will help in understanding the various exceptionalities receiving special education services. It will also help understanding history behind the special education and will be presented with strategies for accommodating students with disabilities in education settings. An emphasis is on applying theory to practice to design your own materials and plan lessons in preparation for teaching real classes.

### Course Outcomes

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

- Explain the ~~different~~ concept, characteristics, trends and issues in special education
- Discuss the history ~~and concepts in~~ of special education
- Examine the nature, scope and issues in career education and rehabilitation of persons with disabilities
- Create awareness, develop knowledge and enhance skills-for improving the quality of life through education

### Module I: Introduction to education of children with disabilities

**Learning Outcome: After completing the module, the student teachers will be able to:**

- Understand Exceptionally, Concept and Types
- Discuss WHO Classification of Disability
- Explain ICF Framework
- Identify Models of Inclusion and understand its function
- State the salient features of RPWD Act

- 1.1 Exceptionality: Concept & Types
- 1.2 WHO Classification of Disability
- 1.3 ICF Framework
- 1.4 Models of-disability
- 1.5 RPWD Act, 2016 (21 Disabilities)

### Module II: History & Concepts in education of children with disabilities

**Learning Outcome: After completing the module the student teachers will be able to:**

- Define and explain the needs and importance of special education
- Describe the history of special education
- Identify service delivery systems and understand its function
- Discuss the high leverage practices
- Understand the professional practice and ethics

- 2.1 Special Education: Definition, Need & Importance
- 2.2 History of Special Education
- 2.3 Service Delivery Systems
- 2.4 High Leverage Practices in education of children with disabilities: Assessment, Collaboration, Instruction and Socio Emotional
- 2.5 Professional Practice and Ethics: Danielson's Framework

### **Module III: Career Education and Rehabilitation**

**Learning Outcome: After completing the module the student teachers will be able to:**

- Interpret Concept, Nature and Need of Habilitation and Rehabilitation
  - Explain the importance of Education for Independent Living
  - Understand the concept and process of career education
  - Infer the relevance of Vocational training and identify job opportunities
  - Analyze the legal issues in rehabilitation
- 3.1 Habilitation & Rehabilitation: Concept, Nature and Need
  - 3.2 Transition Planning and Education for Independent Living, Socialization, Assertive Training, Soft Skills Training
  - 3.3 Career Education: Concept, Need & Process
  - 3.4 Vocational Training & Job Opportunities for PwD
  - 3.5 Legal Issues, Challenges and Implications

### **Practical & Field Engagement**

- Visit Special Schools for Any Two Disabilities. Write Observation and Report Highlighting Pedagogy
- Prepare A Checklist for physical Accessibility of Special Schools for Children With Disabilities
- Design A Poster on any topic from the course

### **Suggested Readings**

- Mangal S.K. (2012). Educating Exceptional Children: An Introduction to Special Education, ISBN: 9788120332843
- Rayadurgam N. (2017). Vocational Rehabilitation of Disabled in India-Principles and Practice Preface.
- Kazmi S. (2021). Textbook of Special Education. Progressive Publications, ISBN-978-81-948467-5-8
- Heward W. (2018). Exceptional Children: An Introduction to Special Education, Pearson Pub., ISSN-0135160421
- Sewell A. and Smith J. (2020). Introduction to Special Education Needs, Disability and Inclusion: A Student's Guide, Sage Pub., ISBN: 9781529738530
- Algozium B. & Ysseldya J. (2006). The Fundamentals of Special Education: A practical guide for every teacher, Corwil Pub., ISBN: 1412939410
- World Health Organization. International Classification of Functioning, Disability and

Health, Geneva, World Health Organization; 2001.

- Epler P. (2014). Models for Effective Service Delivery in Special Education Programs, Idea Group, U.S., ISSN-10-1466673974
- Gupta N. (2017). Major Issues and Challenges in Special Education in India, Horizon Books, ISBN: 9789386369406
- Rahman H. (2022). History of Special Education in India, Sanjay Prakashan Pub., ISBN: 8174531564

## Inclusive Education

**Course Code: 2205**

**Contact Hours: 30**

**Credits: 02**

**Marks: 50**

### Course Outcomes

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

- *Explain the process of inclusive education*
- *Explicate the national & key international policies & frameworks facilitating inclusive education*
- *Describe the inclusive pedagogical practices & its relation to good teaching.*
- *Expound strategies for collaborative working and stakeholder's support in implementing inclusive education*
- *Develop values of welcoming and respecting diversity*

### Module I: Introduction to Inclusive Education

**Learning Outcome: After completing the module, the student teachers will be able to:**

- Discuss the changing practices in Education of CwD
  - Explain the bases of diversity in classrooms
  - Outline the principles of inclusive education
  - Discuss the support and collaboration in inclusive education
  - Describe the barriers to inclusive education
- 1.1 Changing Practices in Education for CwD:
- 1.1.1 Meaning and Definition of Segregation, Integration & Inclusion
  - 1.1.2 Current practices of Inclusive Education: critical analysis
- 1.2 Diversity in Classrooms: Learning Styles, Linguistic & Socio-Cultural Multiplicity, economic
- 1.3 Principles of Inclusive Education: Access, Equity, Relevance, Participation & Empowerment
- 1.4 Support & Collaboration
- a. Collaboration with regular teachers
  - b. Family Support
  - c. Policies, Acts and Programmes: RPwD Act (2016), NEP (2020) and Samagra Shiksha Abhiyan (2020)
  - d. Community Involvement and Advocacy/Leadership
  - e. Resource Mobilization
- 1.5 Barriers to Inclusive Education: Attitudinal, physical & pedagogical

### Module II: Adaptations Accommodations and Modifications for different disabilities

**Learning Outcome: After completing the module the student teachers will be able to:**

- Describe the meaning, difference, need and steps in adaptation, accommodation and

modification

- Identify the specific adaptations, accommodations, and modifications for children with sensory, neuro-developmental, locomotor and multiple disabilities
- Explain ways of engaging gifted children

2.1 Meaning, Difference, Need & Steps

2.2 Specifics for Children with Sensory Disabilities

2.3 Specifics for Children with Neuro-Developmental Disabilities

2.4 Specifics for Children with Loco Motor & Multiple Disabilities

2.5 Engaging Gifted Children

### **Module III: Inclusive Pedagogy**

**Learning Outcome: After completing the module the student teachers will be able to:**

- Explain the concept of universal design for learning
- Describe various methods of co-teaching
- Explain the aspects of differentiated instruction
- Discuss various peer mediated instructional strategies
- Recall the role and use of ICT for instruction

3.1 Universal Design for Learning: Multiple Means of Access, Expression, Engagement & Assessment

3.2 Co-Teaching Methods: One Teach One Assist, Station-Teaching, Parallel Teaching, Alternate Teaching & Team Teaching

3.3 Differentiated Instructions: Content, Process & Product

3.4 Peer Mediated Instructions: Class Wide Peer Tutoring, Peer Assisted Learning Strategies

3.5 ICT for Instructions

### **Practical & Field Engagement**

- Visit an Inclusive School & Write Observation Report Highlighting Pedagogy
- Prepare A Checklist for Accessibility In Mainstream Schools For Children With Disabilities
- Design A Poster on Inclusive Education
- Prepare A Lesson Plan on Any One School Subject Of Your Choice Using Any One Inclusive Academic Instructional Strategy

### **Suggested Readings**

1. Bartlett, L. D. and Weisentein, G. R. (2003). *Successful Inclusion for Educational Leaders*. New Jersey: Prentice Hall.
2. Chaote, J. S. (1991). *Successful Mainstreaming*. Allyn and Bacon
3. Choate, J. S. (1997). *Successful Inclusive Teaching*. Allyn and Bacon
4. Daniels, H. (1999) *.Inclusive Education*. London: Kogan.
5. Deiner, P. L. (1993). *Resource for Teaching Children with Diverse Abilities*, Florida:

Harcourt Brace and Company

6. Dessent, T. (1987). *Making Ordinary School Special*. Jessica Kingsley Pub.
7. Gargiulo, R. M. *Special Education in Contemporary Society: An Introduction to Exceptionality*. Belmont: Wadsworth.
8. Gartner, A. & Lipsky, D. D. (1997) *Inclusion and School Reform Transferring America's Classrooms*, Baltimore: P. H. Brookes Publishers.
9. Giuliani, G. A. & Pierangelo, R. (2007) *Understanding, Developing and Writing IEPs* . Corwin press: Sage Publishers.
10. Gore, M. C. (2004) .*Successful Inclusion Strategies for Secondary and Middle School Teachers*, Corwin Press, Sage Publications.
11. Hegarthy, S. & Alur, M. (2002) *Education of Children with Special Needs: from Segregation to Inclusion*, Corwin Press. Sage Publishers
12. Karant, P. & Rozario, J. ((2003). *Learning Disabilities in India*. Sage Publications.
13. Karten, T. J. (2007). *More Inclusion Strategies that Work*. Corwin Press, Sage Publications.
14. King-Sears, M. (1994) *Curriculum-Based Assessment in Special Education*. California: Singular Publications.
15. Lewis, R. B. & Doorlag, D. (1995) *Teaching Special Students in the Mainstream*. 4th Ed. New Jersey: Pearson
16. McCormick, Sandra. (1999) *Instructing Students who Have Literacy Problems*. 3rd Ed. New Jersey, Pearson
17. Rayner, S. (2007). *Managing Special and Inclusive Education*, Sage Publications.
18. Ryandak, D. L. & Alper, S. (1996) *Curriculum content for Students with Moderate and Severe Disabilities in Inclusive Setting*. Boston, Allyn and Bacon
19. Sedlak, R. A. & Schloss, P. C. (1986). *Instructional Methods for Students with Learning and Behaviour Problems*. Allyn and Bacon
20. Stow L. & Selfe, L. (1989) *Understanding Children with Special Needs*. London : Unwin Hyman.
21. Turnbull, A., Turnbull, R. Turnbull, M. Shank, D. L. (1995). *Exceptional Lives: Special Education in Today's Schools*. 2nd Ed. New Jersey: Prentice-Hall. Inc.
22. Vlachou D. A. (1997) *Struggles for Inclusive Education: An ethnographic study*. Philadelphia: Open University Press
23. Westwood P. (2006) *Commonsense Methods for Children with Special Educational Needs- Strategies for the Regular Classroom*. 4th Edition, London RoutledgeFalmer: Taylor & Francis Group.

\*\*\*\* This paper can be given as Certificate course in Sem II

## Introduction to Sensory Disabilities

**Course Code: 1202**

**Hours: 30**

**Credits: 02**

**Marks: 50**

### 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.

### Course Outcomes

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

- *Name the different types of sensory impairments and its prevalence and describe the process of hearing & implications of various types of hearing loss.*
- *Explain the issues & ways to address challenge in educating students with hearing loss.*
- *Describe nature, characteristics & assessment of students with low vision & visual impairment.*
- *Suggest educational placement and curricular strategies for students with low vision & visual impairment.*
- *Explicate the impact of deaf-blindness & practices for functional development.*
- *Develop sensitivity about sensory disability among individuals*

### Course content

#### Module I: Hearing Impairment: Anatomy & Physiology

**Learning Outcomes: At the end of this module the student should be able to:**

- Explain the process of hearing
- State the definition and types of hearing loss
- Describe the characteristics of learners with hearing loss
- Examine the challenges of learners with hearing impairment
- Discuss the intervention and teaching principles

1.1 Process of Hearing

1.2 Concept: Nature, Prevalence and Types of Hearing Impairment

1.3 Characteristics of Learners with Hearing Impairment

1.4 Enriching education for CwHI

1.4.1 Language and Communication: Communication Options and Preferences

1.4.2 Literacy Development

1.4.3 Scholastic Achievement

1.5 Early intervention: importance and strategies

#### Module II: Visual Impairment & Low Vision

**Outcomes : At the end of this module the student should be able to:**

- Explain the process of seeing
- Discuss the characteristics and challenges of learners with Visual Impairment
- State the teaching principles for the visually impaired



- Describe the concept of expanded core curriculum
- 2.1 Anatomy and Physiology of Vision
  - 2.2 Concept of VI: Definition and types
  - 2.3 Implications of VI
  - 2.4 Teaching Principles
  - 2.5 Expanded Core Curriculum (ECC): Concept and Areas

### **Module III: Deaf-Blindness**

**Learning Outcomes: At the end of this module the student should be able to:**

- Explain the concept, and types of learners with DeafBlindness
  - Discuss the characteristics and challenges of learners with DeafBlindness
  - State the intervention areas required by learners with DeafBlindness
  - Describe different methods of fostering communication among children with deaf blindness
- 3.1 Concept: Nature, Prevalence and Types of DeafBlindness
  - 3.2 Characteristics & Challenges of DeafBlindness
  - 3.3 Areas of Intervention
  - 3.4 Fostering early communication development: Methods, assistive devices and practices including Alternative and Augmentative Communication (AAC)
  - 3.5 Intervention strategies

### **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
- Prepare journal based on observations of teaching children with sensory disabilities

### **Transactions**

- Visits, Observations, Videos and Interactions with Students with Disabilities

### **Essential Readings**

- Bradford, L.J. & Hardy, W.G. (1979). Hearing and Hearing Impairment. New York: Grune and Stratton.
- Davis, H. & Silverman, S.R. (1970). Hearing and Deafness-Part I. Holt, London: Rinehart & Winston.
- Holbrook, C.M., & Koenig, A.J. (Eds.) (2000). Foundations of Education, Voll: History and Theory of Teaching Children and Youths with Visual Impairments. (2<sup>nd</sup> ed): New York: AFB Press.

## Introduction to Neuro Developmental Disabilities

**Course Code: 1203**

**Contact Hours: 30**

**Credits: 02**

**Marks: 50**

**Course Outcomes: After completing the course the learners will be able to:**

- *Discuss the characteristics and types of learning disability.*
- *Describe the tools, areas of assessment and apply intervention strategies to enhance learning*
- *Explain the characteristics and types of Intellectual disability.*
- *Describe the tools, areas of assessment and prepare and apply intervention strategies for independent living*
- *Explain the characteristics and types of autism spectrum disorder*
- *Describe the tools, areas of assessment and apply intervention strategies*
- *Develop sensitivity about neuro-developmental disabilities among individuals*

### **Module I: Learning Disability: Nature, needs and intervention**

**Learning Outcomes: After completing this module the student teachers will be able to**

- Define Learning Disability and discuss its types
- State the characteristics of LD
- Describe the conditions co-existing with LD
- Identify the areas of assessment
- Enumerate the Teaching Principles for Reading, Writing & Mathematics

1.1 Definition (NJCLD, RPwD), Prevalence and Types

1.2 Type Wise Characteristics

1.3 Comorbid Conditions: ADHD

1.4 Areas of Assessment

1.5 General Teaching Principles for Reading, Writing & Mathematics

### **Module II: Intellectual Disability: Nature, needs and intervention**

**Learning Outcomes: After completing this module the student teachers will be able to**

- Explain the meaning, types and characteristics of ID
- Classify Intellectual Disability
- State the characteristics and the interventions
- Identify the areas of assessment
- Enumerate the Teaching Principles

2.1 Definition (AAIDD, RPwD) and Prevalence

2.2 Classification of Intellectual Disability (Psychological, Educational and Support Needs)

2.3 Characteristics & Intervention

2.4 Areas of Assessment: Cognitive (Intelligence), Academics, Motor Areas, Language & Communication, Adaptive Behaviour, Occupational and Social

2.5 Teaching Principles

### **Module III: Autism Spectrum Disorder: Nature, needs and intervention**

**Learning Outcomes: After completing this module the student teachers will be able to**

- Explain the meaning, types and characteristics of ASD
- State the characteristics of learners with ASD
- Identify the areas of assessment
- Describe the various methods of teaching
- Enumerate the Teaching Principles

3.1 Definition, Prevalence and Types (Based on Severity)

3.2 Characteristics of Learners with ASD

3.3 Areas of Assessment and Intervention

3.4 Teaching Principles

3.5 Teaching Methods: DTT, Flowtime, TEACCH, PRT, ABA, Error Analysis, Learning

### **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 LD 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

### **Suggested Readings:**

- Accardo, P.J., Magnusen, C., and Capute, A.J. Autism: Clinical and Research Issues. York Press, Baltimore, 2000
- American Psychiatric Association. Diagnostic and Statistical Manual of Mental Disorders (4<sup>th</sup> ed. TR). Washington DC. 2000
- Bala, M.J : Methods of Teaching Exceptional Children, 2004
- Browning, R, E: Teaching Students with Behaviour and Serve Emotional Problems, Jampala, M, B: Methods of Teaching Exceptional Children, 2004
- Higgins J : Practical Ideas that Really work for students with Dyslexia and other reading Disorders, 2003
- Moyes, R.A Building Sensory Friendly Classrooms to Support Children with Challenging Behaviors: Implementing Data Driven Strategies, 2010
- Pierangelo, R. & Giuliani G.A. Transition services in Special Education, Allyn & Bacon, 2003
- Reddy G.L. & Rama, R: Education of children with special needs, New Delhi - Discovery Pub. 2000
- Simpson, R. L, Myles, B, S: Educating children and youth with autism: strategies for effective practice. (2<sup>nd</sup> edition) Pro Ed. Texas, 2008
- Smith, D.D: Introduction to Special Education Teaching in an Age of opportunity,

Allyn& Bacon, 2003

- Strichart, S., S :Teaching Study Strategies to Students with Learning Disabilities, Allyn & Bacon, Boston 1993
- Swady, E.R: Diagnosis & Correction of Reading, Difficulties, Allyn& Bacon Boston 1989 • Taylor, B: Reading Difficulties : Instruction and Assessment, Random House, New York, 1988
- Wong. B, Y, L: .The ABCs of Learning Disabilities, 1996.

## Introduction to Locomotor and Multiple Disabilities

**Course Code: 2204**

**Hours: 30**

**Credits: 02**

**Marks: 50**

### Course Description

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 when ever if necessary.

### Course Outcomes

**After completing the course the student teacher 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*
- *Plan an effective programme for creating awareness about the persons with Locomotor disabilities and Multiple disabilities*
- *Plan an effective therapeutic and programme for the persons with Locomotor disabilities and Multiple disabilities and to refer for medical intervention if necessary*
- *Plan an effective educational programme and functional activities for the persons with Locomotor disabilities and Multiple disabilities*
- *Develop sensitivity about Persons with locomotor and multiple disabilities*

### Module I: Anatomy and Physiology

**Learning Outcomes: After completing this module the student teachers will be able to**

- Understand the anatomy of the skeleton system
- Explain locomotor and Nervous System
- Describe Spinal Cord and its deformities
- State the types of movement and understand GMFCS

- 1.1 Anatomy: Skeleton
- 1.2 Locomotor System/Musculoskeletal system
- 1.3 Nervous System
- 1.4 Spinal Cord & its Deformities
- 1.5 Types of Movement and GMFCS

### Module II: Disabling Conditions

**Learning Outcomes: After completing this module the student teachers will be able to**

- Understand the definition, characteristics and types of CP
- Understand Orthopedics Conditions

- 2.1 CP: Definition, Classification & Characteristics
- 2.2 Amputees, Polio & Spinal Cord Injuries

- 2.3 Spina Bifida and Muscular Dystrophy
- 2.4 Multiple Disabilities & Associated Conditions
- 2.5 Leprosy Cured, Tuberos Sclerosis and Multiple Sclerosis

### **Module III: Intervention for Locomotor & Multiple Disabilities**

**Learning Outcomes: After completing this module the student teachers will be able to**

- Discuss the functional limitations
  - Explain the therapeutic interventions
  - Discuss ways of facilitating learning in children with Disability
  - Understand the Areas of focus for intervention
- 
- 3.1 Nature & Implications of Functional Limitations
    - 3.1.1 Physical
    - 3.1.2 Academics
    - 3.1.3 Social
  - 3.2 Therapeutics Interventions
    - 3.2.1 Nature & Types
    - 3.2.2 Referral team
  - 3.3 Physical Environment and Arrangement
  - 3.4 Prosthetic Appliances, Orthotic Devices & Assistive Technology
  - 3.5 Areas of Focus for intervention

### **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.

### **Readings**

- Miller, F. And Bachrach, S.J. (2012). *Cerebral Palsy: A Complete Guide for Caregiving*. A Johns Hopkins Press Health Book
- SSA. Module on Cerebral Palsy. [http://ssa.nic.in/inclusive-education/training-module-forresource-teachers-for-disablechildren/Module%205%20Cerebral%20Palsy.pdf/at\\_download/file](http://ssa.nic.in/inclusive-education/training-module-forresource-teachers-for-disablechildren/Module%205%20Cerebral%20Palsy.pdf/at_download/file)
- SSA. Module on Multiple Disabilities. [http://ssa.nic.in/inclusive-education/training-module-for-resource-teachers-for-disablechildren/Module%203%20Multiple%20Disability.pdf/at\\_download/file](http://ssa.nic.in/inclusive-education/training-module-for-resource-teachers-for-disablechildren/Module%203%20Multiple%20Disability.pdf/at_download/file)

**\*\*\*\* This paper can be given as Certificate course in Sem II**

**AREA B**  
**CROSS DISABILITY AND INCLUSION**  
**SKILL-BASED OPTIONAL COURSE**  
**PAPERS (ANY ONE)**

## Guidance & Counselling

Course Code: 3241

Hours: 30

Credits: 02

Marks: 50

### Course Outcomes

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

- *Apply the skills of guidance and counselling in classroom situations.*
- *Describe the process of development of self-image and self-esteem.*
- *Appreciate the types and issues of counselling and guidance in inclusive settings.*
- *Develop human beings with understanding and regard for human values.*

### Module I: Introduction to Guidance and Counselling

**Learning Outcomes: At the end of this module the student should be able to:**

- Discuss the aims of Guidance and Counselling
- Describe the areas of Guidance and Counselling
- State the condition in counselling
- Evaluate the skills and competencies of a counsellor
- Illustrate the role of teacher in Guiding 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

### Module II: Enhancing Self Image and Self Esteem

**Learning Outcomes: At the end of this module the student should be able to:**

- Discuss the concept of self
- State feelings and change
- Discuss skills of counselling
- Explain skills of guidance
- Discuss the role of Teacher in developing Self-Esteem

- 2.1 Concept of Self as Human
- 2.2 Basic skills of counselling
- 2.3 Basic skills of guidance
- 2.4 Personality Development
- 2.5 Role of Teacher in developing Self-Esteem in Children

### Module III: Guidance and Counselling in Inclusive Education

**Learning Outcomes: At the end of this module the student should be able to:**

- Analyze status of guidance and counselling in Inclusive School
- Describe the different types of counselling
- Demonstrate the relevance of guidance in different situations
- Discuss group guidance and its challenges



- 3.1 Current Status with reference to Indian School
- 3.2 Types of Counselling: Child-Centered, 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**

- Counselling and report writing on a selected case
- Simulation of a parent counselling session
- 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 student-teachers 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.
- 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 of 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.

## Early Childhood Care and Education

**Course Code: 3242**

**Hours: 30**

**Credits: 02**

**Marks: 50**

### 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.

### Course Outcomes

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

- *Explain the biological & sociological foundations of early childhood education.*
- *Describe the developmental systems approach and role responsibilities of interdisciplinary teams for early education of children with disabilities.*
- *Enumerate the inclusive early education pedagogical practices.*

### Module I: The Early Years: An Overview

**Learning Outcomes – At the end of this module the teacher educators will be able to:**

- Enumerate the facts about Early Childhood Learning and Development
- Explain Neural Plasticity
- Highlight and discuss the Critical Periods of Development of children
- Apply the Learning Timelines of Development of Young children
- Analyze the theories of development and apply them to the ECC education curricula

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

### Module II: Early Education of Children with Disabilities

**Learning Outcomes – At the end of this module the teacher educators will be able to:**

- Screen children for those at risk
- Analyze the interdisciplinary assessments and intervention plans
- Apply the Developmental systems model for Early Intervention
- Plan curricular activities for development of skills
- Describe the evidenced based practices for early intervention

2.1 Young Children at Risk & Child Tracking

2.2 Interdisciplinary Assessments & Intervention Plans

2.3 Developmental Systems Model for Early Intervention (O'Furlong, 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

### **Module III: Inclusive Early Childhood Educational (ECE) Practices**

**Learning Outcomes – At the end of this module the teacher educators will be able to:**

- Explain service delivery models and importance of universal designs of learning
  - Apply the various practices for inclusive ECE programs
  - Describe the principles of inclusive ECE practices
  - Collaborate with parents and develop the individualized family Service plan
  - Develop a transition plan for the child
- 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**

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

### **Transactions**

Visits, Observations & Workshops

### **Essential Readings**

- Costello, P.M. (2000). *Thinking Skills & Early Childhood Education*. London: David Fulton Publishers.
- Dunn, S.G., & Dunn, K. (1992). *Teaching Elementary students through their individual learning styles: Practical approaches for grades 3-6*. Massachusetts: Allyn & Bacon.
- Guralnick, M.J. (2005). *The Developmental Systems Approach to Early Intervention*: Brookes Publication.
- Klausmeir, H.J., & Sipple, T.S. (1980). *Learning & Teaching Concepts. A strategy for testing applications of theory*, New York: Academic Press.
- 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* (4<sup>th</sup> Eds). U.K: Prentice Hall.
- Broman, B. C. (1978). *The Early Years in Childhood Education*. Chicago: Rand McNally College

Publishing Company.

- Catron, C.E., & Allen, J. (1993). *Early Childhood Curriculum*. New York: MacMillan Publishing Company.
- Dahlberg, G., Moss, P. & Pence, A. (2007). *Beyond Quality in Early Childhood Care and Education*. (2<sup>nd</sup> Ed.). New York: Routledge Publication.
- Dopyera, M.L., & Dopyera, J. (1977). *Becoming a Teacher of Young Children*. New York: Random House Publications.
- Gordon, I.J. (1972). *Early Childhood Education*. Chicago: Chicago University Press. Hamilton, D.S. & Flemming, (1990). *Resources for Creative Teaching in Early Childhood Education* (2nd Edition). Tokyo: Harcourt Brace Jovanovich.
- Hilderbrand, V. (1991). *Introduction to Early Childhood Education*. New York: Mac Millan Publishing.
- Krogh, S.L., & Slentz, K. (2001). *Early Childhood Education, Yesterday, Today & Tomorrow*. London: Lawrence Erlbaum Associates Publishers.
- Range, D.G., Layton, J.R. & Roubinek, D.C. (1980). *Aspects of Early Childhood Education. Theory to Research to Practice*. New York: Academic Press.
- Spodek, B., Saracho, O.N., & Davis, M.D. (1987). *Foundations of Early Childhood Education*. Englewood Cliffs, New Jersey: Prentice Hall,
- Wortham, S.C. (NK). *Measurement & Evaluation in Early Childhood Education* (2nd Eds.), Ohio: Merrill Prentice Hall.

## Applied Behaviour Analysis

Course Code: 3243

Hours: 30

Credits: 02

Marks: 50

### Course Outcomes

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

- *Develop an understanding of the underlying principles and assumptions of Applied Behavioural Analysis (ABA)*
- *Use various measures of behavioural assessment.*
- *Apply methods of ABA in teaching and learning environments.*
- *Integrate techniques of ABA in teaching programs.*
- *Select suitable strategies for managing challenging behaviours.*
- *Establish and enhance appropriate socially important behaviors*

#### Module I: Introduction to Applied Behaviour Analysis (ABA)

##### Learning Outcomes – At the end of this module the teacher educators will be able to;

- Explain the principles of behavioural approach
- Define ABA
- Reiterate the assumptions of ABA by application of the Classical and Operant Conditioning theories
- Explain Behaviour and discuss its features
- Assess behaviour by applying the functional analysis of behaviour and recording systems

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

#### Module II: Strategies for Positive Behaviour Support

##### Learning Outcomes – At the end of this module the teacher educators will be able to;

- Select the behavioural goals according to the assessment
- Apply reinforcement techniques to attain goal of behavioural change
- Describe the method of Discrete Trial Teaching
- Explain the application of ABA to a group setting
- Manage the control of behaviour in a classroom

2.1 Selection of Behavioural Goals

2.2 Reinforcement

2.2.1 Types: Positive and Negative, Primary and Secondary

2.2.2. Schedules: Continuous, Fixed Ratio, Fixed Interval, Variable Ratio, Variable Interval

2.3 Discrete Trial Teaching

2.3.1 Discriminative Stimulus - Characteristics

2.3.2 Response

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

2.3.4 Consequence - Characteristics 2.3.5 Inter-Trial Interval

## 2.4 Application of ABA in Group Setting

2.4.1 Negotiation and contract

2.4.2 Token economy

2.4.3 Response cost

2.4.4 Pairing and fading

2.4.5 Leadership role of teacher in promoting positive behaviour

## Module III: Management of Challenging Behaviour

10 hours

**Learning Outcomes – At the end of this module the teacher educators will be able to;**

- Describe the differential reinforcements of behaviour
- Apply extinction and time out methods accurately
- Explain the terms response cost and overcorrection
- Maintain appropriate behaviour
- Generalize the appropriate behaviour to other settings and fade the reinforcements with time.

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

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

## Community Based Rehabilitation

Course Code: 3244

Hours: 30

Credits: 02

Marks: 50

### Course Outcomes

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

- *Explain the concept, principles and scope of community based rehabilitation.*
- *Learn the strategies for promoting public participation in CBR.*
- *Apply suitable methods for preparing persons with disability for rehabilitation within the community.*
- *Provide need-based training to persons with disabilities.*
- *Develop an understanding of the role of government and global agencies in CBR.*
- *Create opportunities in CBR*

### Module I: Introduction to Community Based Rehabilitation (CBR)

**Learning Outcomes – At the end of this module the students will be able to;**

- Explain the concept of CBR
- Describe the principles of CBR
- Differentiate between CBR and Institutional Living
- Analyze the Socio – cultural and Economic contexts of CBR
- Discuss the scope in relation to inclusion of CBR in Government policies and Programs

1.1 Concept and Definition of CBR

1.2 Principles of CBR and CBR Matrix (WHO 2001)

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

### Module II: Preparing Community for CBR

**Learning Outcomes – At the end of this module the students will be able to;**

- Illustrate the various types and methods for creating awareness
- Examine the policies and legislations at the individual and National levels
- Explain the need for Focus Group Discussion
- Demonstrate the need for Family Counselling and Family Support Groups
- Discuss CBR in relation to Corporate Social Responsibility

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

### Module III: Preparing Persons with Disability for CBR

**Learning Outcomes – At the end of this module the students will be able to;**

- Examine Person Centered Planning and Peer Group Support
- Discuss the Transition Plan and Self-Management Skills
- Analyze Community Related Vocational Training
- Identify skills used for living within the Community



- Identify areas of Community based Employment and Higher Education
- 3.1 School Education: Person Centered 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**

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

### **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.
- Peat, M. (1997). *Community Based Rehabilitation*, W.B. Saunders Company.
- *Scheme of Assistance to Disabled for Purposes of Fitting of Aids/Appliances*, — Ministry of Social Welfare, Govt. of India, New Delhi.
- *Scheme of Assistance to Organizations for Disabled Persons*, Ministry of Social Welfare, Govt. of India, New Delhi.
- WHO .(1982). *Community Based Rehabilitation — Report of a WHO International Consultation*, Colombo, Sri Lanka, 28 June- 3 July. WHO (RHB/IR/82.1)
- WHO .(1984). "Rehabilitation For All" in World Health Magazine, WHO, Geneva.

## Application of ICT in Classroom

**Course Code: 3245**

**Hours: 30**

**Credits: 02**

**Marks: 50**

### 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.

### Course Outcomes

**After completing the course the student teacher will be able to**

- *Gauge the varying dimensions in respect of ICT and Applications in Special Education.*
- *Delineate the special roles of ICT Applications.*
- *Acquire Familiarity with Different Modes of Computer-Based Learning.*
- *Appreciate the use of ICT in classroom*

### Module I: Information Communication Technology (ICT) and Special Education

**Learning Outcomes: After studying this module the student teacher will be able to**

- Explain the meaning and scope of ICT and discuss its role in construction of knowledge.
- List the uses of audio-Visual Media and Computers
- Discuss the role of ICT in Special Education with reference to UNCRPD article and Incheon strategy
- Explain the uses and importance of ICT application
- Elucidate the role of WCAG

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 of Incheon Strategy

1.4 Three as of ICT Application—Access, Availability, Affordability

1.5 Overview of WCAG (Web Content Access Guidelines)

### Module II: Using Media and Computers

**Learning Outcomes After studying this module the student teacher will be able to**

- Explain the role of different means of Media
- Discuss the importance of computers
- Appreciate the role of computers as a learning tool
- List the various types of computer-aided learning techniques and state the relevance and uses of each
- Explain the concept of E-classroom and its importance for learners with disabilities

2.1 Media: Radio and Audio Media- Script Writing, Storytelling, Songs, etc., Television and Video in Education, Importance of Newspaper in Education

2.2 Computers: Functional Knowledge of Operating Computers—On/Off, Word Processing, Use

- of Power Point, Excel, ICT Applications for Access to Print
- 2.3 Computer as a Learning Tool: Effective Browsing Of The Internet for Discerning and Selecting Relevant Information, Survey of Educational Sites and Downloading Relevant Material; Cross Collating Knowledge from Varied Sources
- 2.4 Computer-Aided Learning: Application of Multimedia in Teaching and Learning, Programmed Instruction; Computer-Assisted Instruction; Interactive Learning
- 2.5 E-Classroom: Concept, Organizing E-Classroom and Required Adaptations for Students with Disabilities

### **Module III: Visualizing Technology-Supported Learning Situations**

#### **Learning Outcomes: After studying this unit the student teacher will be able to**

- Plan interactive use of audio-visual programme and learning schemes
  - Use various devices to promote subject learning interactions
  - Explain the significance of generating subject-related demonstrations
  - Discuss the role of ICT with reference to its interactive use
  - Identify and adapt software for managing disability related problems
- 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 Videoconferencing
  - 3.5 Identifying and Applying Software for Managing Disability Specific Problems

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

- 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
- Prepare a PPT by inserting photos and videos on a topic of your choice • 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

## Gender and Disability

Course Code: 3246

Hours: 30

Credits: 02

Marks: 50

### Course Outcomes

After completing the course the student-teachers are expected to realize the following Learning Outcomes:

- *Develop an understanding of human rights based approach in context of disability*
- *Explain the impact of gender on disability*
- *Describe the personal and demographic perspectives of gender and disability*
  - *Analyse the issues related to women and girl children with disability*

### Course Content

#### Module I: Human Right-based Approach and Disability

**Learning Outcomes: At the end of this module the student should be able to:**

- Narrate the History of Human Rights-Based Approach
- Explain concept, Principles and advantages of Human Rights-Based Approach
- Discuss the National and International related to women
- Explain the Elements of Human Rights System
- State the advantages of human rights approach

1.1 Human Rights-Based Approach: Concept, Principles and History

1.2 International and national instruments related to woman (CEDACO, UNCRPD and other disability legislations with special reference to women)

1.3 Elements of Human Rights System

1.3.1 Legal Framework

1.3.2 Institutions

1.3.3 Development Policies & Programs

1.3.4 Public Awareness

1.3.5 Civil Society

1.4 Advantage of Human Rights-Based Approach

1.5 Implications for Disability

1.5.1 Empowerment

1.5.2 Enforceability

1.5.3 Indivisibility

1.5.4 Participation

#### Module II: Gender and Disability

**Learning Outcomes: At the end of this module the student should be able to:**

- Discuss the Concept & Difference of Sex & Gender
- Explain the Concept & Difference of Impairment & Disability
- Discuss the Techniques and Strategies of Gender and Disability Analysis
- Infer Implications for Teaching of Psyche and Gender

2.1 Sex & Gender: Concept & Difference

2.2 Impairment & Disability: Concept & Difference

2.3 Gendered Experience of Disability

- 2.3.1 Public Domain: School and Outside School
- 2.3.2 Private and Familial Domain
- 2.3.3 Normalization and Social Role Valorization
- 2.4 Gender and Disability Analysis: Techniques and Strategies
- 2.5 Psyche and Gender: Implications for Teaching

### **Module III: Women and Girl Child with Disability 10 Hours**

**Learning Outcomes: At the end of this module the student should be able to:**

- Analyze Inclusive Equality
- Infer Factors Contributing to Disability
- Discuss Teacher's Role in Promoting Gender Equality
- Describe Gender Critique of Legislation, Government Policy and Schemes

#### 3.1 Inclusive Equality

- 3.1.1 Access to Family Life
- 3.1.2 Access to Education, Vocational Training and Employment
- 3.1.3 Access to Political Participation

#### 3.2 Factors Contributing to Disability

- 3.2.1 Gender-Based Violence in School and Within Family
- 3.2.2 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**

- Study the case of a woman with disability and submit a report
- Review selected paper/s authored by women with disability
- 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**

- Habib, L. A. (1997). *Gender and Disability: Women's Experiences in the Middle East*. Oxfam, UK.
- Hans, A. (2015). *Disability, Gender and the Trajectories of Power*. Sage Publications Pvt. Ltd.
- 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**

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

## Braille and Assistive Devices

**Course Code: 3247**

**Hours: 30**

**Introduction**

**Credit: 02**

**Marks: 50**

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.

### Course Outcomes

**After completing the course the student-teachers are expected to realize the following Learning Outcomes:**

- *Acquire basic information about Braille, its relevance and some important functional aspects.*
- *Acquire basic information on types and significance of different Braille devices.*
- *Discuss types and significance of basic devices relating to Mathematics, Science, Geography and Low Vision as also on sources of their availability.*
- *Appreciate the need for the use of braille and assistive devices for CwVI*

### Course Content

#### Module I: Braille

**Learning Outcomes: At the end of this module the student should be able to:**

- Narrate historical development of Braille
- Demonstrate skills of reading and writing of Braille in various languages

- 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

#### Module II: Braille Devices -- Types, Description, Relevance

**Learning Outcomes: At the end of this module the student should be able to:**

- Describe the various types and relevance of Braille Devices
- Acquire the skills to demonstrate Braille devices

- 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

### **Module III: Other Devices – Types, Description, Relevance**

#### **Learning Outcomes: At the end of this module the student should be able to:**

- Describe the types and relevance of various devices used in teaching
  - Acquire the skills to develop Low Vision Aids and materials
  - Discuss Schemes and Sources of Availability
- 
- 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*

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

#### **Essential Readings**

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

#### **Suggested Readings**

- Hampshire, B. (1981). Working with Braille - A Study of Braille as a Medium of Communication. Geneva: UNESCO.
- Kusanjima, T. (1974). Visual Reading and Braille Reading. New York: AFB.
- Mani, M.N.G. (1992). Techniques of Teaching Blind Children. N.Delhi: Sterling Publishers.
- Mellor, M. C. (2006). Louis Braille A Touch of Genius. Boston: National Braille Press.



## **AREA B**

### **SKILL BASED OPTIONAL COURSE (DISABILITY SPECIALIZATION)**

## Orientation & Mobility Skills

**Course Code: 4251**

**Hours: 30**

**Credit: 02**

**Marks: 50**

### Introduction

Movement with independence in the environment has been stated to be one of the major challenges of vision loss. In order to facilitate their meaningful empowerment, therefore, it is necessary to provide students with visual impairment skills and techniques which enable them to cope with these challenges. Developments, especially during and after World War II, have led to the emergence of a large variety of such strategies, skills and technologies, which are covered under the discipline titled Orientation and Mobility. So, the present course carrying the same title introduces the learners to various crucial aspects of this vital subject. It is hoped that through the study of the course, the student-teachers would be in a better position to understand the implications of vision loss with reference to independent movement. It would also enable them to get insights into basic skills and components essential for meaningful orientation and easy and graceful movement for the visually impaired.

### Course Outcomes

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

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

### Module I: Introduction to Orientation and Mobility

**Learning Outcomes: After studying this module the student teacher will be able to**

- Explain the definition, scope and importance of orientation and mobility
- List the basic terminologies associated with O&M
- Discuss the role of other senses in O&M training
- Describe the responsibilities of an O&M trainer/educator/teacher
- State the pre-requisites skills for O&M

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 Pre-Requisites for O&M Skills

### Module II: Human/ Sighted Guide Technique

**Learning Outcomes: After studying this module the student teacher will be able to**

- List the various human/sighted guide techniques

- List the Pre-cane skills
- Describe the skills for reading Maps
- Describe the procedure and uses of Cane travel technique
- Describe the uses and importance of electronic devices

2.1 Sighted Guide Technique

2.2 Pre Cane-Technique

2.3 Building Map Reading

2.4 Cane Techniques

2.5 Electronics Devices

### **Module III: Pre-Cane Skills**

**Learning Outcomes: After studying this module the student teacher will be able to**

- Explain the meaning and importance of Self-care, Gait and Posture
- State the skills and importance of personal grooming
- Explain the skills required for eating and general etiquettes
- Discuss the method and techniques required for identification of coins and currency notes
- List the steps for basics of signature writing

3.1 Self Care, Gait and Posture

3.2 Personal Grooming

3.3 Eating Skills and Etiquette

3.4 Identification of Coins and Currency Notes

3.5 Basics of Signature Writing

### **Essential Readings**

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

North Carolina

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

### **Suggested Readings**

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

- Singh, J.P. (2003). Technology for the Blind. Kanishka Publication. New Delhi

## Communication Options: Oralism/Aural Rehabilitation and Auditory Verbal Approach

**Course Code: 4252**

**Hours: 30**

**Credits: 02**

**Marks: 50**

### 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.

### Course Outcomes

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

- *Discuss the Aural Oral Options with reference to persons with hearing impairment in the context of India*
- *Discuss the relevant issues like literacy, inclusion and training with reference to Oralism /Oral Rehabilitation*
- *Exhibit beginner level hands on skills in using these options*
- *Motivate self to learn and practice more skills leading to linguistic adequacy and fluency to be used while developing spoken language in children with hearing losses.*
- *Appreciate the need for the use of oralism and aural rehabilitation*

### Module I: Understanding Hearing Loss in Real Life Context

**Learning Outcomes: At the end of this module, the student should be able to:**

- Describe the medical and social paradigms of deafness
- Explain the challenges and concerns of persons with deafness about communicative access
- State the meaning of autonomy, inclusion and identity with reference to oral options for communication
- Explain the relation between oral-aural verbal options and expectations of family members and teachers in communication
- Explain the relation between neural plasticity and early listening options
  - 1.1 Basic Awareness on Paradigms of 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

### Module II: Advance Understanding of Oral Options

**Learning Outcomes: At the end of this module, the student should be able to:** Differentiate between the unisensory and multisensory approach in oralism

- Explain the need and process of transition from oracy to literacy
- Explain the need , role and strategies for speech reading

- Describe the nature of training and guidance in aural oral practices for families
- Describe the guidelines for tuning mainstream schools for aural oral communication

- 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

### **Module III: Skill Development Required for Oralism**

**Learning Outcomes: At the end of this module, the student should be able to:**

- Interpret audiograms and develop goals to enhance listening skills
- Display the skills of motherese and use of age-appropriate discourse to develop language
- Display the appropriate skills of developing fluency in verbal communication
- Demonstrate skills in Story Telling /Narrations/Jokes/ Poems / Nursery Rhymes
- Use reading model formats to monitor and assess auditory functioning and speech development

- 3.1 Interpreting Audiograms and Exposure to Goal Setting In Listening Skills
- 3.2 Motherese (Addressing /Talking To Young Children) and Age Appropriate Discourse with Children Using Appropriate Language, Turn Taking and Eye Contact
- 3.3 Fluency Skills in Verbal Communication: Spontaneous Conversations, Narrations and Loud Reading
- 3.4 Story Telling /Narrations/Jokes/ Poems / Nursery Rhymes
- 3.5 Monitoring and Assessing Auditory Functioning and Speech Development: Reading Model Formats Used For the Purpose (Checklists, Recordings, Developmental Scales)

### **Module IV: Skill Development Auditory Verbal (AV) Approach**

**Learning Outcomes: At the end of this module, the student should be able to:**

- Explain the meaning and need of AV approach
- Describe the stages in auditory hierarchy
- Identify the appropriate listening strategies and techniques of AV approach
- Demonstrate the use of reading model plans
- Develop appropriate instructional material for AVT sessions

- 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

### **Module V: Implementing Oralism and AV Approach in Indian Special Schools & Summing up Learning Outcomes: At the end of this module, the student should be able to:**

- Describe the current Indian scenario in the use of oralism and AV approach

- List the prerequisites for the oral and AV approach for special schools
- Identify the strategies to fulfil the prerequisites and implement the oral communication policy
- Describe ways to mobilise resources for obtaining listening devices • Assess the feasibility of the communication options

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

- Watching Video's Of Individual Sessions And Classroom Teaching
- Role Play And Dramatization
- Developing Learning Material For Facilitating Connectivity Among Listening, Language and Cognition
- Recording Self Narrated Stories / Poems And Writing Reflections Upon It
- Interacting With Non Disabled Children For Practicing Expansion Of Ideas

### Essential Readings

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

### Suggested Reading

- Estabrooks , W. (2001) *50 Frequently Asked Questions (Faqs) About Auditory-Verbal Therapy*. Learning To Listen Foundation
- Estabrooks W. & Marlowe J, (2000) *The Baby is Listening*, A G Bell Association For The Deaf And Hard Of Hearing, Inc, Washington Dc
- Chaney, Ann L. & Burk, Tamara L. (1998). *Teaching Oral Communication In Grades K – 8*. Boston: Allyn And Bacon
- *Directory of Rehabilitation Resources for Persons With Hearing Impairment In India*. (2000) Ayjnihh Publication, Mumbai
- Ling, D. And Ling, A.H. (1985) *Aural Habilitation: The Foundations Of Verbal Learning InHearing*

*Impaired Children*. A.G. Bell Association For The Deaf And Hard Of Hearing. Washington D.C.

- Ling, D. (1989) *Foundations Of Spoken Language For Hearing Impaired Children*. A.G. Bell Association For The Deaf And Hard Of Hearing. Washington D.C.
- *Dhvani (Marathi)* Balvidyalaya – Ccym Publication
- *Play It By Ear*, John Tracy Clinic Publication: La
- Heller, Robert. (1999). *Effective Leadership*. Dk Publishing: New York.
- Heller, Robert. (1999). *Managing Change*. Dk Publishing: New York
- *Resource Book on Hearing Impairment*. Ajnihh Publication
- Cole, Elizabeth, B. And Flexer, Carol. (2007). *Children With Hearing Loss Developing Listening And Talking (Birth To Six)* Plural Publishing Inc: Uk.
- Unpublished Dissertations And Thesis On Profiling Communication Options In Special Schools In India



## Communication Options: Manual Options

Course Code: 4253

Hours: 30

Credits: 02

Marks: 50

### 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.

### Course Outcomes

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

- Discuss the two manual options with reference to Indian special schools
- Discuss the relevant issues like literacy, inclusion and training with reference to manual options
- Describe manual options in the light of issues like language, culture and identify
- Exhibit beginner level hands on skills in using manual options
- Motivate self to learn and practice more skills leading to linguistic adequacy and fluency
- Appreciate the need for the use of communication options

### Module I: Understanding Deafness in Real Life Context

Learning Outcomes: At the end of this module, the student should be able to:

- Describe the medical and social paradigms of deafness
- Explain the challenges and concerns of persons with deafness about communicative access
- Recognise deafness with Reference to Culture, Language, Identity, Minority Status, Deaf Gain, Literacy and Inclusion
- Differentiate between ISL and ISS
- Explain the relation between neural plasticity and early language opportunities

1.1 Paradigms of D/Deafness (Medical and Social)

1.2 Deafness and Communicative Challenges / Concerns

1.3 Deafness with Reference to Culture, Language, Identity, Minority Status, Deaf Gain, Literacy and Inclusion

1.4 Difference between ISL and ISS; Myths and Facts

1.5 Importance of Neural Plasticity and Early Language Opportunities

### Module II: Advance Understanding of Manual Options and Indian Scenario

Learning Outcomes: At the end of this module, the student should be able to:

- Describe the current scenario of educational bilingualism and use of Simcom in India
- Explain the challenges, prerequisites and ways of fulfilling prerequisites of manual option
- List ways of monitoring and measuring development in receptive and expressive mode of ISL/ ISS

Describe the nature of training and guidance in manual practices and tuning home environment

for families

- Describe the guidelines for tuning mainstream schools for manual communication

2.1 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

### **Module III: ISL Skill Development: Middle Order Receptive and Expressive Skills**

**Learning Outcomes: At the end of this module, the student should be able to:**

- Demonstrate Motherese and age appropriate discourse
- Display the skill of Natural Signing in Short Common Conversations
- Display the skill of Natural Signing in Stories/Poems/Narrations/Jokes
- Demonstrate Natural Signing in Discussing Emotions, Expansion of Ideas and Current Affairs
- Demonstrate Group Dynamics

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

3.2 Natural Signing in Short Common Conversations

3.3 Natural Signing in Stories/Poems/Narrations/Jokes

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

3.5 Group Dynamics

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

- Watching Videos of Individual Sessions and Classroom Teaching of Signing
- Role Play and Dramatization in ISL
- Developing Learning Material for Facilitating Connectivity Among Signing, Language and Cognition
- Recording Self Narrated Stories / Poems and Writing Reflections
- Interacting with Deaf for Practicing Expansion of Ideas

### **Essential Readings**

- *Communication Options and Students with Deafness*. (2010). Rehabilitation Council Of India Publication
- Heller, Robert. (1999). *Managing Change*. Dk Publishing: New York
- ISS Learning Material and Dictionaries
- Paul, Peter V. (2009). *Language and Deafness*. Jones And Bartlett: Boston
- *Teaching Learning ISL Material Developed at AYJNISH, Mumbai, SRKV Coimbatore and d NISH, Trivandrum*
- Zeshan, Ulrike. (2000). *Sign Language in Indo-Pakistan*. John Benjamins Pub Co: Philadelphia

### **Suggested Readings**

- Akamatsu, C. T. & Armour, V. A. (1987). *Developing Written Literacy In Deaf Children Through*

## Analyzing Sign

- Andrews, J. F., Winograd, P., & Deville, G. (1994). Deaf Children Reading Fables: Using Asl Summaries To
- *Bhasha Plsi Vol 38 Indian Sign Language(S)*. Editors: Tanmoy Bhattacharya Nisha Grover, Surinder Pk Randhawa. Orient Blackswan
- Delhi. New Delhi: All India Federation Of The Deaf, 1981.
- *Directory of Rehabilitation Resources For Persons With Hearing Impairment In India*. (2000)Ajnihh Publication
- Education. Gallaudet Research Institute Working Paper 89-3, Gallaudet University, Washington, D.C.
- Evans, L. (1982). Total Communication, Structure And Strategy. Washington Dc: Gallaudet College Press.
- Ezell And Justice (2005). Programmatic Research On Early Literacy: Several Key Findings. *Ies 3rd Annual Research Conference: American Speech Language & Hearing Association (Asha)*.
- Frank, Smith (1985). Reading Without Nonsense. New York: Teachers College Press, 10027.
- Ghate, Prabha (1996). Indian Sign System. Ajnihh In-House Publication: Mumbai.
- Ghate, R. A. (2009). Survey Of Teachers' Opinion On Status Of Education Of The Deaf. Unpublished Report Of Rci
- Heller, Robert. (1999). Effective Leadership. Dk Publishing: New York.
- Huddar, Asmita. (Ed) *Language and Communication*. (2008) Dse Manuals. Rehabilitation Council Of India Publication
- Improve Reading Comprehension. *American Annals Of The Deaf*, 139, 378-386.
- Indian Sign Language Dictionary. 2001. Coimbatore: Sri Ramakrishna Mission Vidyalaya
- Johnson, R., Liddell, S., and Erting, C. (1989). Unlocking The Curriculum: Principles For Achieving Access In Deaf
- Language. *American Annals of the Deaf*, 132, 46-51.
- Lewis, Rena B. & Doorlag, Donald H.(1999). (5<sup>th</sup> Ed) *Teaching Students with Special Needs in General Education Classrooms*. Prentice Hall Inc. New Jersey. Printing Press.
- Sponsored Survey Conducted At NCED.
- Unpublished Dissertation And Thesis On Signing, Structure Of ISL And Its Impact On Education
- Unpublished Dissertations And Thesis On Profiling Communication Options In Special Schools In India
- Vasishta M., Woodward J, De Santis S. An Introduction To Indian Sign Language: Focus On Vasishta, M.M., Woodward, J. De Santis, S. 1980. *An Introduction To Indian Sign Language (Focus On Delhi)*. New Delhi: All Indian Federation of The Deaf.
- Websites For Signed Dictionaries
- Woodward, J (1993). "The Relationship Of Sign Language Varieties In India, Pakistan And Nepal". *Sign Language Studies* (78): 15–22.

## Augmentative And Alternative Communication

**Course Code: 4254**

**Contact Hours: 30**

**Credits: 02**

**Marks: 50**

### Course Outcomes

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

- *Equipped with a basic knowledge of AAC, AAC systems, AAC assessment, programme planning and strategies*
- *Accept and appreciate the use of AAC*

### Course Content

#### **Module I: Organizational framework for Communication**

**Learning Outcomes: At the end of this module the student will be able to:**

- Explain normal development of speech, language and communication
- State the factors that influence communication, speech and language in relation to each other
- Describe the functional, Situational, and Independent levels of communication in children

1.1 Normal development of speech, language and communication

1.2 Factors that influence communication, speech and language in relation to each other

1.3 Levels of communication in children

1.3.1 Functional (Emergent)

1.3.2 Situational (Context Dependent)

1.3.3 Independent (Creative)

#### **Module II: Basic principles of AAC interventions:**

**Learning Outcomes: At the end of this module the student will be able to:**

- Describe child capacity and its context
- Discuss working towards symbolic expression
- Explain various communication skills and functions

2.1 Child - Child capacity

2.2 Child capacity and context

2.3 Working towards symbolic expression

2.4 Communication skills

2.5 Functions of communications

#### **Module III: Areas of AAC Assessment:**

**Learning Outcomes: At the end of this module the student will be able to:**

- Carry out AAC assessment in different areas of
- Explain the importance of posture and positioning
- Demonstrate scanning
- Use environment, interaction and symbols of assessment

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

**Module IV: Context of Communication:**

**Learning Outcomes: At the end of this module the student will be able to:**

- Explain different contexts of communication
- Describe different types of competencies and its development

- 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. 2.3Social competence
  - 4. 2.4Strategic competence

**Module V: Introduction to communication tools and Access Mode:**

**Learning Outcomes: At the end of this module the student will be able to:**

- Demonstrate the skills of using different AAC devices
- Use different communication charts
- Access and make appropriate selection of AAC devices
- Discuss the challenges in the development of AAC and Literacy

- 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(3<sup>rd</sup> Edn.)*.Allyn & Bacon, Boston.
- David R. Beukelman, D.R., & Mirenda, P (2013). *Augmentative and Alternative Communication Supporting Children and Adults with Complex Communication Needs*

(4<sup>th</sup> Edn.) Brookes Publishing Co. Baltimore.

- Lynch, C., & Cooper, J. (1991). *Early Communication Skills: Practical Activities for Teachers and Therapists*, Speech mark 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 Mari borough Lodge,  
Nuffield Orthopedic 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. (2000). *The Manual of AAC Assessment*. Speech mark Publishing Ltd., London.

## Management of Learning Disability

**Course Code: 4255**  
**Hours: 30**

**Credits: 02**  
**Marks: 50**

### 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.

### Course Outcomes

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

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

### Module I: Learning Disabilities: Types

**Learning Outcomes: At the end of this module the student should be able to:**

- Describe the different types of LD and their manifestations
- 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.

### Module II: Assessment of Basic Curricular Skills

**Learning Outcomes: At the end of this module the student should be able to:**

- Explain the assessment of readiness, reading, writing, math and spelling skills
  - Plan teacher made tests in basic curricular areas
  - Discuss the importance of Standardized Tests
  - Describe data interpretation procedures
- 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

## **Module III: Intervention Strategies in Basic Skills of Learning**

**Learning Outcomes: At the end of this module the student should be able to:**

- Plan remediation 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 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 skill 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. (orthograph yand the brain-gene-behavior link) Baltimore. Paul H. Brookes.



- Shula, C.(2000).Understanding children with language problems. Cambridge, New York.
- Prakash,P.(2008).Educationofexceptionalchildren:challengesandstratrgies.Kanishka publishers, New Delhi.
- Reddy,G.L.,&Ramar,R.(2000).Educationofchildrenwithspecialneeds,New Delhi – Discovery Pub.
- Thapa, K.(2008).Perspectives on learning disabilities in India. (current practices and prospects). Sage Publication, Los Angeles.
- TrusdellM.L.,&Horowitz,I.W.(2002).Understandinglearningdisabilities:a parent guide and workbook : for parents, teachers, professionals, advocates and others whoworkwith,orcomeincontactwith,individualswithlearningdisabilities. (3rd rev ed) Maryland. York Press.
- Wong, B., & Butler, D. L. (2012). Learning about learning disabilities. (4th ed.) Amsterdam.Elsevier Academic Press.

## Vocational Training, Transition & Job Placement

**Course Code: 4256**

**Contact Hours: 30**

**Credits: 02**

**Marks: 50**

### Course Outcomes

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

- *Develop an understanding of vocational education & its relevance for PWD's.*
- *Carry out vocational assessment and make vocational training plan.*
- *Plan for transition from School to job.*
- *Identify various avenues for job placement.*
- *Facilitate PWD's in making choice of vocational trades.*
- *Acquire the concept of independent living and empowerment.*
- *Value the contribution of person with disabilities to work life*

### Module I: Fundamentals & Assessment of Vocational Rehabilitation

**Learning Outcomes: At the end of this module the student will be able to:**

- Explain the meaning and scope of vocational education
- Discuss and analyze the various policies and legislations related to employment of PWDs
- Describe different approaches of vocational training
- Differentiate between generic and specific job skills
- Describe different approaches of vocational assessment

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

### Module II: Vocational Transition & Curriculum Planning

**Learning Outcomes: At the end of this module the student will be able to:**

- Explain the concept and meaning of transition
- Describe different vocational transition models
- Discuss the components of transition planning at pre-vocational and post-vocational level
- Develop individualized vocational transitional plan
- Develop vocational curriculum for a given PWD

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

### Module III: Process of Vocational Rehabilitation & Placement Learning

**Outcomes: At the end of this module the student will be able to:**

- Describe different existing types of employment settings for PWDs
- Discuss the creation of new need based employment settings

- Explain the adaptations and accommodations required for PWDs at work place
- Train PWDs in self advocacy and self determination
- Create awareness in society for equal opportunities for PWDs

### 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.
- Kutty, A.T., & Rao L.G, (2003).Curriculum for Vocational Education, Transition of Persons with Intellectual Disability from School to Work. Series -2, NIMH Publications, Secunderabad.
- Kutty, A.T., & Rao, L.G, (2001). Transition of Persons with Intellectual Disability from School to Work – A Guide, NIMH Publications, Secunderabad.
- Mukhobadhyay, M., & Kutty 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 students 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

**AREA C**

**DISABILITY SPECIALIZATION**

**LEARNING DISABILITY**

## LD: Assessment and Identification of Needs

**Course Code: 1311**

**Hours: 60**

**Credits: 04**

**Marks: 100**

### Introduction

This course is planned to orient and educate the student-teachers on understanding the condition of Learning Disability (LD), the various types of LD and acquiring the skills of assessment in different domains and curricular areas, and diagnosing the condition. Along with the exposure to the standardized tools of assessment, the informal assessment tools are introduced. The skills in development and use of these tools will help them in conducting comprehensive assessment for programme planning.

### Course Outcomes

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

- *Discuss the concept, the history, causes and manifestations of Learning Disability.*
- *Describe and differentiate among different types of Learning Disability.*
- *Demonstrate the assessment procedures for diagnosis of Learning Disability*
- *Explain the domains and tools for assessment.*
- *Open to accept the needs of learners with LD*

### Module I: Introduction to Learning Disability (LD)

**Learning Outcomes: At the end of this module the student should be able to:**

- Explain the concept of LD
- Describe the history of the field of LD
- Explain the etiology of LD
- Describe the conditions co-existing with LD
- Discuss the manifestations of LD across the life span

- 1.1 LD: Definition and concept
- 1.2 History of LD
- 1.3 Etiology of LD- medical and social
- 1.4 Co-morbidity with LD – ADHD
- 1.5 LD across the life span

### Module II: Types of LD

**Learning Outcomes: At the end of this module the student should be able to:**

- Describe the different types of LD and their manifestations

- 2.1 Specific LD in Reading
- 2.2 Specific LD in Writing
- 2.3 Specific LD in Mathematics
- 2.4 Dyspraxia
- 2.5 Non-verbal LD

### Module III: Assessment of LD

**Learning Outcomes: At the end of this module the student should be able to:**

- Discuss the concept of screening and identification
- Describe the DSM 5 identification criteria
- Evaluate the cases for diagnosis of LD
- Describe standardized tests and its importance in diagnosis
- Prepare an assessment tool to identify learning disability

3.1 Concept of screening and identification

3.2 Identification criteria – DSM 5

3.3 Differential diagnosis

3.4 Assessment tools – standardized (WISC, SPM, CPM, DTLD, DTRD, BCSLD, GLAD, Aston Index), CRTs and NRTs, TMTs, WRAT, NIMHANS Index of SLD

3.5 Portfolios, checklists, rating scales, anecdotal records, observation schedules

**Module IV: Domains of Assessment**

**Learning Outcomes: At the end of this module the student should be able to:**

- Explain the assessment in motor domain
- Explain the assessment in perceptual domain
- Explain the assessment in cognitive domain • Explain the assessment in social domain
- Explain the assessment in language domain

4.1 Motor

4.2 Perceptual

4.3 Cognitive

4.4 Social-Emotional

4.5 Language

**Module V: Assessment of Curricular Areas**

**Learning Outcomes: At the end of this module the student should be able to:**

- Plan an assessment in curricular areas.

5.1 Readiness skills

5.2 Reading

5.3 Spelling

5.4 Writing

5.5 Mathematics

**Transaction**

This course creates a foundation for understanding and assessing for Learning Disability. While teaching this course, a lot of emphasis has to be placed on presenting case studies to comprehend the manifestations of Learning Disabilities. Through discussions, demonstrate the

process of arriving at differential diagnosis. The teacher trainees have to acquire the skill of developing Teacher Made Tests for assessment. Keeping this in mind, the transaction of Unit 4 and 5 has to be through hands on training in development of TMTs. Evaluating the TMTs developed by peers will also be a valuable learning experience.

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

- Movie review to understand the condition of LD
- Diagnosing the case based on case profiles
- Development of TMTs to assess various domains and curricular areas

#### **Essential Readings**

- Bender, W. N.,(1995)Identification and Teaching Strategies Learning Disabilities, characteristics, identification and coaching categories New York: Allyn bacon
- Lerner, J W.2000. Learning Disabilities: Houghton Mifflin

#### **Suggested Readings**

- JenaSPK2013.SpecificLearningDisabilities: Theory to Practice New Delhi; Sage Publications
- Kapur, MJohn A, Rozario J, Oommen A. NIMHANS index of specific learning disabilities, Bangalore: NIMHANS
- Karanth, Prathibha&Rozario,Joe:LearningdisabilitiesinIndiawillingthemindto learn. New Delhi. Sage, 2003. 978 81 7829 142 0 Rs.595--(371.90954Kar/Roz)
- Lee. S H., Harris Karen R., Graham Steve. (2003) Handbook of Learning Disabilities, the Guilford Press, 1st Edition
- Raj,F.(2010).BreakingThrough–Ahandbookforparentsandteachersofchildren with specific learning disabilities, Secunderabad: Vifa Pub
- Reddy L.G., Ramaa R. and Kusuma A.(2000):Learning Disabilities: a practical Guide toPractitioners, New Delhi: Discovery Publishers
- Venkateshwarlu, D.(2005).Diagnosis and remediation of mathematical difficulties, New Delhi:Neel Kamal publications.

## LD: Curriculum Designing, Adaptation and Evaluation

**Course Code: 2312**

**Hours: 60**

**Credit: 04**

**Marks: 100**

### Introduction

This paper covers all about curriculum. The first unit is about different designs of curriculum wherein the UDL needs to be looked at from the inclusive education perspective. The second unit needs to be studied as the emphasis is on inclusion, hence curriculum hierarchies are essential to be understood. Unit three and four are about instructional planning and adaptations that will benefit students with learning disability. Unit six is on evaluation where different kinds of evaluation have to be studied, so as , to be able to choose the appropriate tool for evaluation.

### Course Outcomes

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

- *Describe the principles, types, and areas of curriculum*
- *Acquire knowledge about learning hierarchies to help planning*
- *Discuss the different instructional planning and its use*
- *Demonstrate skills in applying different adaptations for inclusive education*
- *Make effective use of different forms of evaluation*
- *Exhibit openness to the ways of curriculum designing, adaptation and evaluation*

### Module I: Curriculum Design

**Learning Outcomes: After completing this module the student teachers will be able to**

- Explain the concept and principles of curriculum design
- Explain the principles of an inclusive curriculum
- Describe the various types of curricula
- Discuss the UDL for curriculum development
- Compare the different types of curriculum design and development

- 1.1 Curriculum design- Concept, definition and principles
- 1.2 Principles of Inclusive Curriculum
- 1.3 Types of curriculum – Core, collateral, support, hidden
- 1.4 Universal design of learning (UDL) for curriculum development
- 1.5 Curriculum Design and Development: Subject centered, learner centered (CWLD), Learningcentered

### Module II: Curriculum Hierarchies

**Learning Outcomes: After completing this module the student**

**teachers will be able to:** • Describe the curriculum hierarchies in various subject areas

- 2.1 Reading (English and any regional language)
- 2.2 Writing
- 2.3 Mathematics



- 2.4 Science
- 2.5 Social studies

### **Module III: Instructional Planning**

**Learning Outcomes: After completing this module the student teachers will be able to**

- Describe the ADDIE model of instructional planning
- Explain the taxonomies of learning
- Elaborate the elements of lesson plan
- Discuss the CAM as model of teaching
- Explain the pyramid plan

- 3.1 Model of instructional planning –ADDIE
- 3.2 Taxonomies of learning – Cognitive (Bloom’s and Anderson), psychomotor, affective
- 3.3 Elements of lesson plan- 5 E plan
- 3.4 Models of teaching- CAM
- 3.5 Pyramid plan

### **Module IV: Adaptation, Modification, Accommodation**

**Learning Outcomes: After completing this module the student teachers will be able to**

- Discuss the concepts of adaptation, modification and accommodation
- List the principles and steps of adaptations
- Plan differentiated instruction and IEP
- Use appropriate classroom management methods

- 4.1 Definition and concept of adaptation, modification, accommodation
- 4.2 Principles and steps of adaptation
- 4.3 Differentiated instruction
- 4.4 IEP
- 4.5 Classroom management – cooperative, collaborative, arrangement

### **Module V: Assessment & Evaluation**

**Learning Outcomes: After completing this module the student teachers will be able to**

- Discuss the concept and scope of assessment and evaluation
- Explain the different types of assessments
- Explain the concept and types of evaluation
- Develop a question paper
- Develop and use various tools of evaluation

- 5.1 Assessment & Evaluation- Concept, definition, scope
- 5.2 Types of Assessment- Alternative, Authentic, performance based, subject based, portfolio
- 5.3 Evaluation – Formative, Summative, CCE
- 5.4 Examination Provisions across examination boards
- 5.5 Rubrics grading, development of Question Paper, marking schemes development

## **Transaction**

This paper deals with one of the core areas of being a teacher that is planning curriculum. The planning is done keeping in mind the adaptations to suit the needs of a LD student. Hence, direct instruction alone will not help. Experiential method, task analysis, discussion, role play, reader's theatre, debates; teach reteach cycles are a must. Collaborations with general education teacher for unit two will be helpful to understand it in relation to the unit three and four.

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

- Adapt a lesson according to the needs of the identified student/ class
- Plan a differentiated lesson for a given class
- Evaluate a textbook to
- Develop a rubric as an evaluation tool
- Prepare a blueprint
- Prepare a portfolio

## **Essential Reading**

- Cook, R, E, Tessier, Annette & Armbruster, Virginia B: Adapting early childhood curricula for children with special needs. (2nd ed) Columbus. Merrill Publ, 1987
- Glazzard, Peggy: Learning activities and teaching ideas for the special child in the regular classroom. New Jersey. Prentice-Hall, 1982.
- Joyce S. Choate et al : Assessing and programming basic curriculum skills, 1987
- Joyce S. Choate: Successful Inclusive Teaching: Proven Ways to Detect and Correct Special Needs, 2003
- Margo A. Mastropieri & Thomas E. Scruggs: The Inclusive Classroom: Strategies for Effective Differentiated Instruction, 4th Edition, 2009
- McIntyre, Thomas: A resource book for remediating common behavior and learning problems. Boston. Allyn and Bacon, 1989.
- Stephen S. Strichart & Charles T. Mangrum: Teaching Learning Strategies and Study Skills to Students with Learning Disabilities, Attention Deficit Disorders, or Special Needs, 3rd Edition
- Steve Graham & Karen Harris.: Writing Better: Effective Strategies for Teaching Students with Learning Difficulties , 2005
- Virginia W. Berninger & Beverly J. Wolf: Teaching Students with Dyslexia and Dysgraphia: Lessons from Teaching and Science, 2009

## **Desirable Reading**

- Angela Losardo & Angela Syverson: Alternative Approaches to Assessing Young Children, Second Edition, 2011
- Cohen, Sandra B & Plaskon, Stephen P: Language arts. Columbus. Charles E Merrill, 1980. 0-675-08131-9
- Davis, William E: The Special Educator : strategies for succeeding in today's schools.

- D Kim Reid, Wayne P Hresko: A Cognitive approach to learning disabilities. Auckland. McGraw-Hill, 1981
- Lewis, Rena B. & Doorlag, Donald H.: Teaching special students in general education classrooms. (5th ed) New Jersey. Prentice Hall, c1999.
- Nancy L Eisenberg, Pamela H Esser: Teach and reach: students with attention deficit disorders : the educator's handbook and resource guide. Texas. Multi Growth Resources, 1994. 0-9630847-0-4 Rs.1011--(371.92Eis/Ess)
- Schulz, Jane B & Carpenter, C Dale: Mainstreaming exceptional students. [a guide for classroom teachers] (4th ed) Boston. Allyn and Bacon, c1995. 0-205-15724
- Westwood, Peter: Commonsense methods for children with special needs. [strategies for the regular classroom] London. Croom Helm, 1987
- William N. Bender: Differentiating Instruction for Students With Learning Disabilities: Best Teaching Practices for General and Special Educators ,2007
- Hodkinson, Alan & Vickerman, Philip: Key issues in special educational needs and inclusion. Los Angeles. SAGE, 2009
- Karten, Toby J.: Inclusion strategies that work! [research-based methods for the classroom] (2nd ed) California. Corwin A Sage Company, 2010

## LD: Intervention and Teaching Strategies

**Course Code: 2313**

**Hours: 60**

**Credit: 04**

**Marks: 100**

### Introduction

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

### Course Outcomes

After completing the course the student teachers will be able to

- *Explain the purpose and define the principles of educational intervention*
- *Discuss the various Teaching Strategies across the curricular hierarchies*
- *Link the teaching Strategies to the curricular areas*
- *Provide specific strategies for core and collateral curriculum*
- *Plan Programme for skill, process and curricular deficits*
- *Appreciate and adopt the intervention and teaching strategies*

### Module I: Conceptual Framework of Educational Interventions

**Learning Outcomes: After completing this module the student teachers will be able to**

- Explain the definition, purpose, scope and principles of educational intervention
- Describe the way to plan curriculum intervention
- List the steps of intervention
- Discuss the cascade of services and response to intervention for intervention • Appraise the issues and ethics in educational intervention

1.1 Definition, purpose, scope and principles of educational intervention

1.2 Curriculum intervention: gap analysis and linkages with demands of school curriculum (Diagnostic Prescriptive Teaching)

1.3 Steps of intervention

1.4 Cascade of services and Response to Intervention

1.5 Issues and ethics in educational intervention

### Module II: Educational Interventions for Processing Deficit

**Learning Outcomes: After completing this module the student teachers will be able to**

- Apply the interventions for various processing deficits

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

### **Module III: Reading and Writing Interventions**

**Learning Outcomes: After completing this module the student teachers will be able to**

- Explain the principles of intervention in reading and writing
- Use the strategies to develop reading and writing skills
- Apply the strategies for differentiation and inclusion in classrooms

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

### **Module IV: Interventions for Mathematics**

**Learning Outcomes: After completing this module the student teachers will be able to**

- Explain the principles of intervention in mathematics
- Use the strategies to develop mathematics skills
- Use accommodations to teach mathematics in mainstream schools

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

### **Module V: Intervention in Life Skills**

**Learning Outcomes: After completing this module the student teachers will be able to**

- Apply the strategies for development of social and study skills in students with LD
- Discuss strategies for self-assessment, advocacy and soft skill development
- Explain ways of preparing for independent living, career planning, leisure and recreation

- 5.1 Strategies for developing of Social Skills
- 5.2 Strategies for developing Study Skills
- 5.3 Strategies for self-assessment and advocacy
- 5.4 Strategies for soft skills [presenting self, time management, decision making]
- 5.5 Preparation for Independent Living; Career Planning, leisure and recreation

## Transactions

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

## Coursework/Practical/Field Engagement

- Prepare an educational intervention plan\tool for a given process • Prepare an educational intervention plan\tool for a given skill
- Plan a parent meet to discuss the intervention goal.
- Collaborate with a specific subject teacher to set an intervention goal
- Conduct a workshop for mainstream teachers on educational interventions/classroom Strategies

## Essential Readings

- Lerner, J. W. 2011. Learning Disabilities. Boston: Houghton Mifflin Brookes,
- Karten, T, J. [2007] More Inclusion Strategies that work- aligning student strength with standards. Corwin Press

## Desirable Readings

- Bird, R The dyscalculia toolkit supporting learning difficulties in maths. (2nd ed) Los Angeles. Sage,
- Cummings, C, B [2000] Winning Strategies for Classroom Management Teaching, Inc • Das, J. P.: Reading difficulties and dyslexia. New Delhi.
- Forster, C, Grant, J; Hollas, B; Pittet, J; Shaffer, J: [2002] Differentiated Instruction: Different Strategies for Different Learners, 1<sup>st</sup> edition. Staff Development for Educators, Div highlights for Children
- Geoff, H. Dyspraxia. (2nd ed). 2007. : Continuum International publishing Group.
- Harwell, J, M; Jackson, R, W. [2008] The Complete Learning Disabilities Handbook: Ready-to-Use Strategies and Activities for Teaching Students with Learning Disabilities: John Wiley and Sons Inc.
- Lee. S H., Harris K, R. Graham, S. (2003) Handbook of Learning Disabilities: the Guilford Press, 1<sup>st</sup> Edition,
- Martin, L, C . [2009]. Strategies for Teaching Students With Learning Disabilities: Corwin Press
- Mather N and Goldstein S (2001). Learning Disabilities and Challenging Behaviors: A Guide to Intervention and Classroom Management: Brookes Publishing Company, 1<sup>st</sup> edition.
- Narayan J (2002). Educating children with learning problems in the primary school: NIMH Secunderabad.

- Pandey J, and Thapa K. (2008). Perspectives on learning disabilities in India: Current practices and prospects: Sage Publications, New Delhi.
- Raj, F (2010) Breaking Through – A hand book for parents and teachers of children with specific learning disabilities, Secunderabad: Vifa Pub
- Reddy G.L. and Rama R. (2000) Education of children with special needs: Discovery Pub. New Delhi
- Reddy L. G., Ramaa R. and Kusuma A. (2000) Learning Disabilities: a practical Guide to Practitioners, New Delhi: Discovery Publishers, ,
- Tomlinson, C, A. [1999].The Differentiated Classroom: Responding to the Needs of All Learners. ASCD
- Venkateswanshu, D., (2005) Diagnosis and remediation of mathematical difficulties, New Delhi: Neel Kamal publications

## LD: Psycho-Social and Family Issues

Course Code: 3314  
Hours: 30

Credits: 02  
Marks: 50

### Introduction

This course gives an overview of psychosocial domains stages, characteristics and manifestations of psychosocial behaviours at home and in community settings. It also deals with family dynamics and parenting styles and parent empowerment. It also lays stress on the importance of stress management, family counselling and social and emotional wellbeing.

### Course Outcomes

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

- *Explain the concept of psycho-social issues.*
- *Reflect on various dimensions of Psycho-social issues among children with learning disabilities.*
- *Discuss various Family issues of children with LD.*
- *Learn the importance of intervening strategies and ways of handling issues.*
- *Discuss the concept of networking and liaisoning with the parents, community, family, school and NGO's.*
- *Appreciate and support psychosocial wellbeing and promote human capacity*

### Module I: Overview of Psycho-social domains

**Learning Outcomes: After completing this module, the student – teachers will be able to :**

- Define the concept and various psycho – social issues and domains
- Compare the various stages of psycho – social development
- Discuss the psycho – social characteristics of children with learning disabilities
- Explain the manifestations of psycho – social behavior of learning-disabled children at home, school and society
- Explain the causal factors affecting self and others.

- 1.1 Psychosocial domains- Meaning and components- Cognitive, Affective, Social
- 1.2 Stages of Psychosocial development
- 1.3 Psycho-social characteristics of children with LD
- 1.4 Manifestations of psychosocial behaviour at home, school and society
- 1.5 Causative factors – self and others

### Module II: Family Dynamics

**Learning Outcomes: After completing this module, the student – teachers will be able to:**

- Explain the structure functioning of the family.
- Name the various parenting styles
- Differentiate between the various parenting styles.
- Define the home environment of the child with LD
- Discuss the needs and concerns of child with LD



- Explain the various way for empowering parents

- 2.1 Family structure and its functioning
- 2.2 Parenting styles and home environment
- 2.3 Needs and concerns of family
- 2.4 Needs and concerns of child with LD
- 2.5 Empowering Parents- Resource management, legal provisions

### **Module III: Nurturing Social Emotional Wellbeing**

**Learning Outcomes: After completing this module, the student – teachers will be able to :**

- Define various strategies for developing self – concept
- Define social skill training
- Explain various social skill strategies
- Explain the concept, types & techniques in family counselling
- Discuss the importance of networking and liasoning

- 3.1 Strategies for developing positive self-concept and Self-Determination
- 3.2 Social skill training
- 3.3 Stress management
- 3.4 Family counselling: concept, types & techniques
- 3.5 Networking and liaisoning with students, parents, community and NGO's

### **Transaction**

This paper should be taught through review of research papers, seminars, discussions, debates, presentations, field trips, u-tubes and movies to understanding of the issues athand.

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

- Observe and identify psycho-social problems of any Ld student of the class during school internship programme. Give detailed description along with intervention performed.
- Design a Scrap book on news related to psycho-social and adult issues among CWLD. Analyse them and present a report with detailed write-up.
- Collect and compile articles from various sources and present in class for critical analysis and understanding.

### **Essential Readings**

- Hurlock, E B 2002. Developmental Psychology Tata Mc Graw –Hill, New Delhi.

### **Suggested Readings**

- Goldstein,S; Naglieri, J, A.,. &DeVries, M. (2011): Learning and Attention Disorders in Adolescence and Adulthood: Assessment and Treatment
- Gunton , S(2007) : Learning Disabilit ies (Social Issues Firsthand)
- Hales G. .2003. Beyond Disability towards an Enabling society.
- Kelly,K&others(2006):YouMeanI'mNotLazy,StupidorCrazy?!:TheClassic

Self-Help Book for Adults with Attention Deficit Disorder

- Paley, S. 2012. Promoting positive behaviour when supporting people with a learning disability and people with autism. Los Angeles. Sage,
- Reid , R & Lienemann, T, O :Strategy Instruction for Students with Learning Disabilities, Second Edition (What works for Special-

## LD: Technology & Disability

**Course Code: 4315**

**Hours: 30**

**Credit: 02**

**Marks: 50**

### Introduction

This course covers the integration of technology in the teaching learning process of the students with learning disability. It's important to remember that the assistive technology is to support or reduce the barrier to learning. The focus must be on what the device or software does for the individual/student not on the device itself. The units progress from understanding the meaning scope, to the use of technology for teaching and learning and ends with the issues that one faces while dealing with technology.

### Course Outcomes

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

*Explain the meaning, scope and use of Technology.*

- *Analyse the learning needs in relation to Technology.*
- *Understand and use the various types of technology for presenting, engaging and evaluating.*
- *Discuss the trends and issues related to the use of technology.*
- *Appreciate the need for the use of disability specific technology*

### Module I: Educational Technology and ICT

**Learning Outcomes – At the end of this module the students will be able to:**

- Discuss the Scope and Significance of Educational & Instructional Technology
- Explain the meaning, scope, and significance of ICT
- Apply ICT to simplify record keeping, information management in education administration in special and inclusive settings
- Explain the Scope of Inclusive Technology
- Infer the implications for inclusion

1.1 Educational and Instructional Technology: Concept and Scope

1.2 ICT: Meaning, Definition, Scope and Significance

1.3 Uses of ICT: Collaborative Networks, Record Keeping and Information Management in Education

1.4 Inclusive Technology: Scope & Importance

1.5 Implications of the above for Inclusion

### Module II: Assistive Technology for CwLD

**Learning Outcomes – At the end of this module the students will be able to;**

- Apply technology for core areas like reading, writing and mathematics
- Experiment with technology for classroom organization
- Design visual presentations using various visual devices
- Support expression using various auditory devices
- Apply graphic organizers for building cognitive abilities

2.1 Reading, Writing & Mathematics - Talking books, recorder, Optical character recognition, Speech recognition systems, Alternative writing surfaces, pencil grips, podcast, Proof reading software, Talking calculators, Electronic math worksheets, fluidity software

2.2 Organizing - sticky notes, highlighter pens, or highlighter tape, graphic organizers, digital

- organizers
- 2.3 Visual presentation - large print displays, alternative colours to the screen, colour coding, smart boards, Multimedia Presentations, screen magnifiers
- 2.4 Auditory - text to voice, screen readers, FM Listening Systems, podcast
- 2.5 Cognitive – graphic organizers

### **Module III: Application of Technology**

#### **Learning Outcomes – At the end of this module the students will be able to;**

- Recognize the need for application of technology in lesson planning, worksheet preparation, report writing and evaluation
  - Explain SETT framework and Quality indicators of AT
  - Explain computer assisted and computer managed instructions
  - Evaluate the impact of technology in the social, ethical and human areas
  - Infer the implications for inclusion
- 3.1 Implications of use of technology for Inclusion
  - 3.2 Application of Technology for Lesson Planning, Worksheets, Report Writing
  - 3.3 SETT Framework (Student, Environment, Task and Tools) and Quality Indicators of Assistive Technology
  - 3.4 Computer Assisted and Computer Managed Instructions, Cybernetics, E-Learning, Use of internet and Web Search
  - 3.5 Evaluation of impact of technology: social, ethical and human areas

#### **Transaction**

This unit focuses on assistive technology, hence while taking it ahead, its important to focus on the kind of needs that are present in an LD student and the matching of those with the technology used.

Transaction for all units must be through experiential learning, discussion, debate, research & review, design and problem solve (Unit 2 & 3), colloquia (with instructional designers, software developers).

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

- Develop a tool to assess the learning needs for planning compensatory and remedial instruction
- Develop low-cost material for presentation (for teachers)
- Develop low-cost material for engagement
- Develop low-cost material for expression
- Conduct a survey on the kind of assistive technology used in the schools for students with learning disability and present the findings

#### **Transaction & Evaluation**

Lecture cum Demonstration, Self-study, Assignments, Seminar, Debate, Quiz

#### **Essential Readings**

- Allum, D.J. (Ed). (1996). Cochlear Implant Rehabilitation in Children and Adults. England, London; Whurr Publishers.
- Andersson, C. (2014). Assistive Technology for the Hearing-impaired, Deaf and Deafblind.

Amazon Pub.

- Berg, F. (2008). *Speech Development Guide for Children With Hearing Loss*. San Diego: Plural Publishing.
- Bess, F.H., & Humes, L.E. (1990). *Audiology: The fundamentals*. London: Williams & Wilkins.
- Finitzo-Hieber, T. (1981). Classroom Acoustics. In R. J. Roeser & M. P. Downs (Eds.) *Auditory disorders in school children*. New York: Theime-Stratton.
- Katz, J. (1978, 1985, 1994). *Handbook of Clinical Audiology*. (2nd, 3rd & 4th eds.). Baltimore: Williams and Wilkins.
- Kumar, K. L. (2009). *Educational Technology: A Practical Textbook for Students, Teachers, Professionals and Trainers*. Amazon Pub.
- Lynas, Wendy (1994). *Communication Options in the Education of Deaf Children*. London: Whurr Publishers Ltd.
- Maltby, M.T. (1994). *Principles of Hearing Aid Audiology*. London: Whurr Publishers.
- Mathew, S.M. (2012). *Technology for persons with hearing impairment. Status of Disability in India-2012*. New Delhi: RCI
- Moores, Donald, F (1997). *Educating the deaf*, Houghton Nifflin Compan
- Rapp, W.H. (YNK). *Universal design for learning in action*. Baltimore MD: Brooks
- Riekehof, Lottie L. (1978), *The joy of learning signs*, Gospel publishing House, Missouri
- Schirmer, Barbara R (2001). *Psychological, Social and Educational Dimensions of Deafness*. Boston: Allyn and Bacon
- Stewart, D.A. & Kluwin, T.N. (2001). *Teaching Deaf & Hard of Hearing Students : Content , Strategies & Curriculum*. London : Allyn & Baccon
- Taylor, Brian M., H. Gustav (2011). *Fitting and Dispensing Hearing Aids*. San Diego: Plural Publishing.
- Tweedie, J. (1987). *Children's Hearing Problems, Their Significance, Detection and Management*. Bristol: The Bath Press.
- Waldman, D., & Roush, J. (2010). *Your child's Hearing Loss; A Guide for Parents*. San Diego: Plural Publishing.

### **Suggested Readings**

- Dillon, Harvey (2001). *Hearing aids*. New York: Theme Medical Publications.
- Krumenacker, S. (2014). *Hearing Aid Dispensing Training Manual*. San Diego: Plural Publishing.
- Sanders, D. A. (1993). *Management of hearing handicap: Infants to elderly* (3rd ed.). Englewood Cliffs, NJ: Prentice-Hall.

**DISABILITY SPECIALIZATION**

**INTELLECTUAL DISABILITY**

## ID: Assessment and Identification of Needs

**Course code: 1321**

**Hours: 60**

**Credits: 04**

**Marks: 100**

### Course Outcomes

After completing the course student-teachers will be able to

- *Comprehend historical perspective, nature and needs and characteristics of persons with Intellectual Disability.*
- *Understand various procedures, areas and approaches of assessment and their relevance.*
- *Gain insight into importance of assessment at Pre School and school level and become familiar with development and adaptive behavioural assessment and assessment tools at pre- school level.*
- *Get familiarized assessment tools for independent living, provisions and schemes for vocational skills development and implication of assessment.*
- *Develop understanding about significance of different types of family needs their assessment and implications for extending support to their families, demonstration.*
- *Open to accept the needs of learners with intellectual disability*

### Module I: Intellectual Disability - Nature and Needs

**Learning Outcomes: After completing this module the student teachers will be able to**

- Discuss the Historical Perspective of Intellectual Disability
- Define Intellectual Disability
- Explain the Etiology of Intellectual Disability
- Discuss the classification and characteristics of Intellectual Disability
- Interpret the process of screening and identification

1.1 Historical Perspective of Intellectual Disability (ID)

1.2 Definitions of Intellectual Disability – ICD-10, AAIDD, WHO, PwD Act 1995, RPwD Act 2016, DSM (Latest)

1.3 Etiology- Causes and Prevention

1.4 Classification – Medical, Psychological, Educational (Recent) and Support Needs

1.5 Characteristics and Needs of PwID

### Module II: Assessment

**Learning Outcomes: After completing this module the student teachers will be able to**

- Discuss the concept, definitions and purpose of assessment
- Apply the methods and tools of assessment
- Exemplify the types and approaches of assessment
- explain the areas of assessment
- conduct an assessment and write a report

2.1 1. Screening, Identification, referral & Assessment

2. Definition and purpose of educational assessment

2.2 Methods of Assessment - Observation, Interview and Rating Scale

2.3 Types - NRT, CRT, CBA & Teacher Made Tests

- 2.4 Areas of Assessment - Medical, Psychological, Educational, Behavioural & Ecological
- 2.5 Documentation of assessment, Result interpretation & Report writing

### **Module III: Assessment at Pre-School and School levels**

**Learning Outcomes: After completing this module the student teachers will be able to**

- Discuss the Importance of Assessment at Pre- School and School level
- Conduct Developmental and Adaptive Behaviour Assessment
- Use Assessment Tools at Pre-School level
- Use Assessment Tools at School Ages
- Conduct an assessment and write a report

- 3.1 Importance of Assessment at Pre- School Level
- 3.2 Importance of Assessment at School Level
- 3.3 Developmental and Adaptive Behaviour Assessment
- 3.4 Assessment Tools at Pre-School level – Upanayana, Aarambh, Portage, MDPS, FACP
- 3.5 Assessment Tools at School Ages – MDPS, BASIC-MR, GLAD, Support Intensity Scale

### **Module IV: Assessment at Adult and Vocational levels**

**Learning Outcomes: After completing this module the student teachers will be able to**

- Explain the Significance of Assessment for Independent living
- Prepare an assessment for Transition
- Prepare an assessment Tools for Independent Living
- Discuss the Provisions & Schemes for Vocational Skill Development
- Conduct an assessment and write a report

- 4.1 Significance of Assessment for Independent living of PwIDs
- 4.2 Assessment for Transition from School to Work
- 4.3 Assessment Tools for Independent Living –BASAL-MR, VAPS
- 4.4 Implications of assessment for Community living
- 4.5 Provisions & Schemes of MoSJE for Vocational Skill Development

### **Module V: Assessment of Needs and Resources: Family & Community**

**Learning Outcomes: After completing this module the student teachers will be able to**

- Discuss the Significance of psychosocial needs in family
- Assess family needs in planning FAMNS and FES
- Discuss the significance of family support needs
- Assess the significance of family needs
- Analyze family and community resources for inclusion

- 5.1 Psychosocial Needs of Family: Meaning, Significance and Types
- 5.2 Assessment of Family Needs: Family Needs Schedule (FAMNS), Family Efficacy Scale (FES)
- 5.3 Significance & Assessment of Family Support Needs- Family Support Scale (FSS)



- 5.4 Significance of assessment of family needs: Planning for Parents, Sibling, Extended family
- 5.5 Assessment of family and community resources for inclusion and strengthening of family, documentation, recording and reporting

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

#### **Camp/ Community Mode**

- To conduct awareness programs on ID in urban/ rural areas
- To organize awareness rally involving stakeholder like Parents, Families, Teachers & Employers
- To conduct advocacy program for PwIDs

#### **School Mode**

- To organize workshops for Parents, Siblings, Peer Group.
- To conduct awareness program on Skill Development for PwID
- To organize skill development program for PwID in a project mode
- To organize events for co-curricular activities
- To organize exhibition on subject TLMs related to maths, language, science, etc.

#### **Clinical Mode**

- Presentation of Case Study on Behaviour Modification
- To organize workshops for preparing Teacher Made Tests, Identification tools, TLM Kits, Report Writing, Schedules for parental and service user feedback.
- To present Clinical Observation, Anecdotal analysis & Book/ Journal Reviews related to disability

#### **Essential Readings**

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

### **Suggested Readings**

- Myreddi, V., & Narayan, J. (1998). Functional Academics for students with Intellectual Disability - A guide for teachers. Secunderabad: NIMH.
- Narayan, & Kutty, A.T.T. (1989) .Handbook for Trainers of the Mentally Retarded persons Pre -primary level. NIMH, Secunderabad.
- Narayan, J. (Ed.) (1999). School readiness for children with special needs.

Secunderabad, NIMH.

- Peshwaria, R., & Venkatesan. (1992) .Behavioural approach for teaching mentally retarded children :A manual for teachers, NIMH, Secunderabad
- Polloway, E.A., & Patton, J.R. (1993). Strategies for teaching learners with special needs. New York: Macmillan Publishing Company.
- Pun, M. & Sen A.K. (1989) Mentally Retarded Children in India.
- Romila, S. (1997) .School Readiness programme. New Delhi: NCERT
- Sharma, P. (1995). Basics on Development and Growth of a child, New Delhi
- Subba Rao, T.A. (1992). Manual on Developing Communication Skills in Mentally

Retarded Children

- Taylor, R.L. (1993). Assessment of Exceptional Students Educational and • Van Riper, C.A. and Emerick. L. (1990). Speech Correction-An introduction to speech
- Video Films. (2002). Help them learn make it easy, NIMH, Secunderabad.

## **ID: Curriculum Designing, Adaptation and Evaluation**

**Course Code: 2322**

**Hours: 60**

**Credits: 04**

**Marks: 100**

### **Course Outcomes**

After completing the course student-teachers will be able to

- *Discuss nature of curriculum, principles and steps of curriculum designing, domains and curriculum evaluation.*
- *Develop insight into importance of early childhood special education, its domains and school readiness programme and their implications.*
- *Acquire knowledge about curriculum domains at secondary, prevocational and vocational level and understand its implications.*
- *Understand different strategies for curriculum adaptation, accommodation, modification and their significance.*
- *Evaluation and make effective use of different techniques.*
- *Exhibit openness to the ways of curriculum designing, adaptation and evaluation*

### **Module I: Curriculum Designing**

**Learning Outcomes: After completing this module the student teachers will be able to**

- Explain the meaning definition concept and principles of Curriculum
- State the approaches of curriculum development
- Discuss the curriculum domains
- Discuss the steps in developing and implementing an inclusive curriculum and its challenges
- Conduct a curriculum evaluation

1.1 Meaning, Definition, Concept and Principles of Curriculum

1.2 Curriculum Developmental Approaches

1.3 Curriculum Domains-Personal, Social, Academics, Recreational and Community living

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

1.5 Curriculum evaluation, Implementation in inclusion

### **Module II: Curriculum at Preschool and Primary School Level**

**Learning Outcomes: After completing this module the student teachers will be able to**

- Discuss the significance of early childhood education and school readiness
- Discuss the enhancement of curricular domains in early childhood education
- State the curricular domains for early childhood and sensory mechanism
- Discuss the need for sensitization and involvement of family at preschool and primary education level.

- Infer the implications of intervention, documentation, record maintenance and report writing at preschool and primary levels

- 2.1 Significance of Early Childhood Education and School Readiness
- 2.2 Early Childhood Education Curricular domains—Enhancement of domain in Motor, Personal, Cognitive and Communication areas
- 2.3 Curriculum Domains for Early Childhood Education and Sensory Mechanism
- 2.4 Sensitization of family, involvement in pre-school and primary level
- 2.5 Implication of pre-school and primary levels for Intervention, documentation, record maintenance and report writing

### **Module III: Curriculum at Secondary, Pre-Vocational and Vocational level**

**Learning Outcomes: After completing this module the student teachers will be able to**

- State the curriculum domains at secondary level
- State the curriculum domains at pre-vocational level
- State the curriculum domains at vocational level
- Discuss the rehabilitation of PwID's under NSDS
- Infer the implications of placement for inclusion in community, documentation, record maintenance and report writing

- 3.1 Curriculum domains at Secondary level
- 3.2 Curriculum domains at pre-vocational level
- 3.3 Curriculum domains at Vocational level
- 3.4 Rehabilitation of PwIDs under National Skill development Scheme (NSDS by MSJ&E)
- 3.5 Implications of placement for inclusion in Community, Documentation, Record Maintenance and Reporting

### **Module IV: Curriculum Adaptations**

**Learning Outcomes: After completing this module the student teachers will be able to**

- Explain the need for curricular adaptations, accommodations, and modifications
- Discuss adaptation, accommodations, and modifications for pre-academic curriculum
- Discuss adaptation, accommodations, and modifications for academic curriculum
- Discuss adaptation, accommodations, and modifications for co-curriculum
- Discuss adaptation, accommodations, and modifications for school subjects

- 4.1 Need for Curricular Adaptation, Accommodation and Modification
- 4.2 Adaptation, Accommodation and Modification for Pre –academic Curriculum
- 4.3 Adaptation, Accommodation and Modification for Academics Curriculum
- 4.3 Adaptation, Accommodation and Modification for Co-Curriculum
- 4.4 Adaptation, Accommodation and Modification for School Subjects

## **Module V: Curriculum Evaluation**

**Learning Outcomes: After completing this module the student teachers will be able to**

- Explain the concept, meaning and definition of curriculum evaluation
- Describe/State the type and approaches of evaluation
- Discuss emerging trends in evaluation
- Discuss differential evaluation of PwID in inclusive setup
- Infer implications of evaluation for inclusion

5.1 Concept, Meaning, Definition of Curriculum Evaluation

5.2 Types and Approaches of Evaluation

5.3 Emerging trends in evaluation –CCE, Teacher Made Tests, Grading System

5.4 Differential evaluation of PwID in inclusive setup

5.5 Implications of evaluation for inclusion

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

- 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. McGrawhill 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.
- Repp, A.C. (1983). Teaching the Mentally Retarded. Prentice Hall, New Jersey.

## Suggested Readings

- Kauffman, J.M. (1988). *Teaching Students with Learning and Behaviour Problems*. Merrill Publishing Co.
- Kirk, S.A., & Gallagher, J.J. (1979). *Educating Exceptional Children*. Houghton & Mifflin. Boston.
- 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.
- Petersen, M.J., & Hattie, M.M. (2003). *Inclusive Teaching: Creating Effective Schools for All Learners*. Allyn & Bacon. Boston.
- West, C.K., Farmer, J.A., & Wolff, P.M. (1991). *Instructional Design, Implications from Cognitive Science*. Prentice Hall, New Jersey.

## **ID: Intervention and Teaching Strategies**

**Course code: 2323**

**Hours: 60**

**Credits: 04**

**Marks: 100**

### **Course Outcomes**

**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.*
- *Discuss basic of learning and teaching and acquire competency to select and demonstrate appropriate teaching strategies for teaching in different curriculum areas.*
- *State nature and identification of maladaptive behaviour and develop insight into various modes of its management.*
- *Develop understanding of various therapeutics interventions, their objectives, scope, modalities, and require intervention.*
- *Appreciate and adopt the intervention and teaching strategies*

### **Module I: Intervention**

**Learning Outcomes – At the end of the module the student teachers will be able to;**

- Explain the concept and scope along with the advantages of Early Intervention
- State the types of early intervention
- Discuss the various intervention techniques
- Maintain records and document all information about the child
- Infer the implications of Early Intervention for pre-school inclusion

1.1 Concept, Significance, Rationale, Scope, Advantages of Early Intervention

1.2 Types of Early Intervention

1.3 Intervention Techniques

1.4 Record Maintenance and Documentation

1.5 Implication of Early Intervention for pre-school Inclusion

### **Module II: Individualized Education Programme**

**Learning Outcomes – At the end of the module the student teachers will be able to;**

- Explain the need and the Historical Perspective of IEP
- Enumerate the steps and components of an IEP
- Discuss the development and implementation along with evaluation of the IEP for PWD and its associated conditions
- State IFSP
- Apply the IEP for inclusion

2.1 Need, Importance and Historical Perspective of IEP

2.2 Steps and Components of IEP

2.3 Developing, Implementation and Evaluation of IEP for PwD and its associated conditions IFSP – Planning and writing

## 2.4 Application of IEP for Inclusion

### **Module III: Teaching Strategies and TLM**

**Learning Outcomes – At the end of the module the student teachers will be able to;**

- Determine the stages of Learning
- Explain the principles of teaching
- Discuss the multisensory approaches
- Identify and implement the teaching strategies
- Develop and apply the TLM for ID

#### 3.1 Stages of Learning

#### 3.2 Principles of Teaching

#### 3.3 Multi-sensory Approaches – Montessori Methods, VAKT Method, Orton – Gillingham Method, Augmentative and Alternative Communication

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

#### 3.5 Development and Use of TLM for ID

### **Module IV: Intervention for Mal-adaptive Behaviour**

**Learning Outcomes – At the end of the unit the student teachers will be able to;**

- Explain the types of mal – adaptive behaviour
- Identify mal – adaptive behaviours
- Apply various techniques for intervention of mal – adaptive behaviour viz. Functional Analysis and Behavior Modification Techniques, Cognitive Behaviour Techniques (CBT)
- Identify the techniques for management of mal – adaptive behaviour
- Discuss the ethical issues in behaviour management and implications for inclusion

#### 4.1 Definition and types of Mal-adaptive behaviour

#### 4.2 Identification of Mal-adaptive behaviour

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

#### 4.4 Management of Mal-adaptive behaviour at Home and School, Parental Counselling- Individual, Group and Community

#### 4.5 Ethical Issues in behaviour management and implications for Inclusion

### **Module V: Therapeutic Intervention**

**Learning Outcomes – At the end of the unit the student teachers will be able to;**

- Discuss the objectives, scope, the modalities that require intervention through various therapies like occupational therapy, physiotherapy, speech therapy, yoga and play therapy

#### 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 organize competitions for co-curricular activities at Local, District and State level
- To organize exhibition on products prepared by PwIDs and to raise fund through auction/sale for training livelihood and talent enhancement

### **Essential Readings**

- Alberto, P.A. & Trontman, A.C. (1995). Applied Behaviour Analysis for Teachers (4th edition). London: Merrill Publishing Company.
- Baine, D. (1988) Handicapped Children in Developing Countries, Assessment, Curriculum and Instruction. University of Alberta, Alberta,
- Berkell, D.E. & Brown, J.M. (1989). Occupational Transition from school to work for persons with disabilities, London: Longman.
- Evans, P and Verma, V. (Eds.) (1990) Special Education. Past Present and Future.
- Gardiner, M.D. (1985). The principles of exercise therapy. Delhi: CBS Publishers & Distributors.
- Jacobs, K (1990). Occupational therapy: Work related programmes and assessment, Boston: Little Brown.
- Jayachandra, P. (2001) Teaching yogasanas for persons with Intellectual Disability, Chennai: Vijay Human Services.
- Jeyachandaran, P. Vimala, V. (2000). Madras Developmental Programming System
- Longone, 3. (1990). Teaching Retarded learners Curriculum and Methods for Mentally Handicapped.
- Myreddi V. & Narayan J. (1998). Functional Academics for students with mild Intellectual Disability, NIMH, Secunderabad.
- Narayan J. (1990). Towards independence series 1 to 9. 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
- Overton, T. (1992). Assessment in Special Education an Applied Approach. New
- 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.

- Peshawaria, R & Venkatesan, S. (1992). Behaviour approach in teaching mentally
- Repp A.C. (1983) Teaching the Mentally Retarded, New Jersey, Prentice Hall King- • Sears, H.E. (1994) Curriculum Based Assessment in Special Education. San Diego Singular Publishing Group.
- Shesborne, V. (1990). Developmental movement for children, Cambridge: Cambridge University Press.
- Subba Rao, T.A. (1992), Manual on Developing Communication Skills in mentally retarded persons, NIMH, Secunderabad.
- Swaminathan, M. (1990) Play activity for young children. India: UNICEF.
- Thomson, A., Skinner, A. & Piercy, J. (1991). Tidy's physiotherapy (Twelfth edition). Oxford: Butterworth – Heinmann Ltd.
- Van Riper, C.A. and Emerick L. (1990) Speech Correction – An introduction to Speech Pathology & Audiology, Eighth Edition, Prentice Hall

### **Suggested Readings**

- A.C. Ornstein (1990). Strategies for Effective Teaching. Harper and Row, Publishers, Inc.
- David W. (1998). Teaching and Learning in the Early Years. London and New York: Routledge.
- Jackman H.L. (1999). Sing Me a Story: Tell Me a Song. California: Crown Press, Inc.
- Mastropieri S. (1987). Effective Instruction for Special Education, Little, Brown and Company, Inc.
- Narayan, & Kutty, A. T. T. (1989) Handbook for Trainers of the Mentally Retarded persons. Pre-primary level. NIMH, Secunderabad.
- Peshawaria, R. and Venkatesan. S. (1992) Behavioural retarded children A manual for Publication.
- Pun, M. & Sen A.K. (1989) Mentally Retarded Children in India. New Delhi.
- Robert A. Gable and Steven F. W. (1993). Strategies for Teaching Students with Mild to Severe Intellectual Disability, London and Philadelphia: Jessica Kingsley Publishers.
- Subba Rao, T.A. (1992). Manual on Developing Communication Skills in Mentally Retarded Children. NIMH, Secunderabad.
- Van Riper, C.A. and Emerick. L. (1990), Speech Correction - An introduction to speech pathology and Audiology. Eighth Edition, Prentice Hall.

## ID: Psycho-Social and Family Issues

Course code: 3324

Hours: 30

Credits: 02

Marks: 50

### Course Outcomes

After completing the course student-teachers will be able to

- *Discuss 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.*
- *state importance of family involvement in rehabilitation process by forming parents self help group and parent association.*
- *Explain various Adolescent related issues and challenges their implication for rehabilitation of PwIDs and to explore probable employment opportunities for them.*
- *Analyse role of community and community participation and models, advantages / disadvantages of CBR programme for PwIDs.*
- *Appreciate and support psychosocial wellbeing and promote human capacity*

### Module I: Involving Family

**Learning Outcomes – At the end of the module the student teachers will be able to;**

- Analyze the characteristics of the family group and examine the types of family
- Discuss impact of disability on family, Siblings and Extended Family and Their Interaction
- Infer the needs of the family, Siblings and Extended Family
- Examine the role of family in relation to rehabilitation of PWD
- Empower families, Parent, Self Help Group and formulate Parent Associations

1.1 Family: Concept, Definition and Characteristics

1.2 Impact of Disability on Family, Siblings, Extended Family and their Interaction

1.3 Needs of Family, Siblings, Extended Family

1.4 Role of family & Parent Professional relationship in rehabilitation of PWID

1.5 Empowering Families, Parents, Self Help Group & Parent Associations

### Module II: Psycho-Social Issues and Concerns

**Learning Outcomes – At the end of the module the student teachers will be able to;**

- Discuss the attitude of family, community, peer group, teachers and co-workers and examine the myths and social practices
- Discuss the physiological changes, infer the implications in emotional and social development
- Differentiate between intellectual disability and mental illness
- Explain the psycho-social issues
- Enumerate the rights and application of advocacy for PWDs

2.1 Attitude of family, Community, Peer Group, Teachers, Co-workers (Myths & Social Practices)

2.2 Difference Between Intellectual Disability & Mental Illness

2.3 Impact of Physiological Changes in Adolescence on Psycho-Social Development

2.4 Psycho-Social Issues –Exploitation, Delinquency, child labour and child Abuse

## 2.5 Rights and Advocacy

### **Module III: CBR and CPP (Community People Participation)**

#### **Learning Outcomes – At the end of the unit the student teachers will be able to;**

- Explain the concept and scope of CBR
- Discuss the models of CBR along with their advantages and limitations
- Examine the types of community resources and their mobilization
- Organize services for PWID in the community
- Recount the role of special educator, family, community and PWID in CBR

#### 3.1 Concept, Definition and Scope of CBR

#### 3.2 CBR Framework

#### 3.3 Types of Community Resources and their mobilization

#### 3.4 Organizing services for PwID in the community

#### 3.5 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 neighbors, 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.
- Fewell, R. and Vadasy, P. (Eds.) (1986) Families of Handicapped Children: Needs and Supports across the Life-span. Texas: Ro-ed Inc.
- 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
- Garginolo, R.M. (1985) Working with Parents of Exceptional Children: A Guide for Professionals, Boston: Houghton-Mifflin.
- Kashyap, L. (1996) Measurement Issues in Family Centered Social Work, in Bharat, S. (Ed.) Family Measurement in India, New Delhi: Sage Publications.
- Peshawaria, R Menon, DK Ganguly R.Roy, S. Pillay R.P.R.S. & Gupta A (1995) Understanding Indian families having persons with Intellectual Disability , Secunderabad NIMH
- Taylor, R.L. (1993). Assessment of Exceptional Students Educational and psychological procedures

### **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, A. N. (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
- Mann, P. H., Suiter P. A. & McLaughlin R. M. (1992) A Guide for educating mainstreamed students, Boston: Allyn & Bacon
- Waugh, A. (1976) Working with parents and community. New Delhi: NCERT.
- Webster, E. J. Vikas Publishing House (1993) Working with parents of young children with disabilities, California. Singular Publishing Group.

## ID: Technology and Disability

Course code: 4325

Contact Hours: 30

Credits: 02

Marks: 50

### Course Outcomes

After completing the course student-teachers will be able to

- *Discuss role of technology in educating children with ID and acquire knowledge about its various approaches and modes.*
- *State 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.*
- *Appreciate the need for the use of disability specific technology*

### Module I Educational Technology and ICT

**Learning Outcomes – At the end of the unit the student teachers will be able to;**

- Discuss the Scope and Significance of Educational & Instructional Technology
- Explain the meaning, scope, and significance of ICT
- Apply ICT to simplify record keeping, information management in education administration in special and inclusive settings
- Explain the Scope of Inclusive Technology
- Infer the implications for inclusion

1.1 Educational and Instructional Technology: Concept and Scope

1.2 ICT: Meaning, Definition, Scope and Significance

1.3 Uses of ICT: Collaborative Networks, Record Keeping and Information Management in Education

1.4 Inclusive Technology: Scope & Importance

1.5 Implications of the above for Inclusion

### Module II: Technology Based Instruction

**Learning Outcomes – At the end of the unit the student teachers will be able to;**

- Discuss the scope Classroom Presentation and Expression
- Explain the types of instructional aids
- Apply a variety of programs while teaching in a classroom
- Apply the disability friendly technology
- Discuss the trends and implications of multimedia for instruction

2.1 Classroom Organization, Engagement and Instruction

2.2 Instructional Aids: Projected (Projectors, Television, Phone, Smart Boards, Computers, E-flashcards,) and Non-projected Aids (Radio, Talking Books, Recorders, Optical Character Recognition, Speech Recognition System, Alternative Writing Surfaces, Pencil Grips, Talking Calculators, Electronic Map Worksheets, Graphic Organizers, White Boards)

2.3 Types of Programmes: Drill and Practice, Simulations, Games, Tutorials

2.4 Punarjani and E Framework by C-DAC

## 2.5 Trends and Implications of Multimedia for instruction

### **Module III: Use of Multimedia in Education**

#### **Learning Outcomes – At the end of the unit the student teachers will be able to;**

- Recognize the need for application of technology in lesson planning, worksheet preparation, report writing and evaluation
- Explain SETT framework and Quality indicators of AT
- Explain computer assisted and computer managed instructions
- Evaluate the impact of technology in the social, ethical and human areas
- Infer the implications for inclusion

3.1 Application of Technology for Lesson Planning, Worksheets, Report Writing

3.2 SETT (Student, Environment, Task, Tools) Framework and Quality Indicators of Assistive Technology

3.3 Computer Assisted and Computer Managed Instructions, Cybernetics, E-Learning, Use of Net and Web Search

3.4 Evaluation of impact of technology: social, ethical and human areas

3.5 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/multimedia for creating awareness on disability in rural areas

#### **Essential Readings**

- Kulkarni, S.S. (1986). Introduction to Education Technology, New Delhi: Oxford & IBH Publishing Co.
- Kumar, K.L. (1996). Educational Technology and Communication Media, Cuttack: Nalanda.
- McMillan, J.H. & Schumacher, S. (1989). Research in Education: A Conceptual Introduction, New York: Harper & Collins.
- Mehra, Vandana (2004) Educational Technology, New Delhi : S S Publishers.
- Mohanty, J. (1992). Educational Technology, New Delhi: Deep and Deep Publication.
- Mukhopadhyaya, 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. Takewale, R. G. (1995). Technologies for Educational Network, Presidential address in the seminar on Technologies for Educational Networking, New Delhi: IGNOU.
- Richmond, W.R. (ed.) (1900). The Concept of Education Technology: A Dialogue with Yourself, London: Weidenfield and Nicolson.
- Sampath, K., Pannirselvam, A. & Santhanam, S. (1990). Introduction to Educational Technology, New Delhi: Sterling Publishers Private Limited.
- 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**

- Cima M Yeole. (1991). Educational Technology. Cima Myeole.
- D.ES, (1982). Handicapped Pupil and Special schools, Regulations. London HMSO.
- Dipika Bhadresh Shah, (1991). Educational Technology for developing teaching competency Gavendra Prakashan
- Jaganath Mohanty. (1998). Studies in Educational Broadcasting. San subscription agency.
- Mangal K. (1990). Fundamentals of Educational technology. Prakash Brother



**DISABILITY SPECIALIZATION**

**VISUAL IMPAIRMENT**

## VI: Identification of Children with Visual Impairment and Assessment of Needs

**Course Code: 1331**

**Contact Hours: 60**

**Credits: 04**

**Marks: 100**

### Introduction

We cannot treat a visually impaired child as 'a pair of young eyes'. We need to understand the whole child, including his feelings and needs. Having understood the psychological and sociological implications of visual impairment, the learners should be more empathetic to the needs of the visually impaired and address them appropriately in diverse educational settings. There are many eye conditions each with different educational and social implications. The infant must 'see to learn' and therefore a visually impaired infant must 'learn to see'. The course will enable the trainees to be able to identify children who are at risk for visual impairment. The trainees will be able to develop the skills of doing functional vision assessment and enhance the residual vision. The course also focuses on needs and assessment of children with multiple disability and visual impairment.

### Course Outcomes

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

*Describe the structure of eye and common eye defects.*

- *Explain the etiology of visual impairment.*
- *Analyze the implications of visual impairment and identify their needs.*
- *Develop skills to identify and assess children with visual impairment.*
- *Describe the needs and develop skills to assess children with visual impairment and multiple disabilities (VIMD).*
- *Open to accept the needs of learners with VI*

### Module I: Anatomy and Physiology of Human Eye

#### Learning Outcomes

After studying this unit the student teacher will be able to:

- Describe the structure of eye
- Explain the various functions of human eye
- Explain the process of seeing and the normal vision development
- State the concept and definitions of blindness and low vision
- Elucidate the concepts of visual acuity, visual field, depth perception and contrast sensitivity

1.1 Structure and Function of human eye

1.2 Normal vision development and process of seeing

1.3 Principles of refraction and refractive errors

1.4 Concept and definitions of blindness and low vision

1.5 Concept of visual acuity, visual field, depth perception and contrast sensitivity

## **Module II : Types of Visual Impairment and Common Eye Disorders**

### **Learning Outcomes**

After studying this unit the student teacher will be able to:

- Discuss the implications of loss of Visual acuity
- Discuss the implications of loss of Visual field
- Explain the colour vision defect and loss of contrast sensitivity
- Describe the common eye defects - Refractive errors, Vitamin-A deficiency, Cataract, Glaucoma, Corneal ulcer, trachoma, Albinism, Retinal detachment, Retinitis pigmentosa, Diabetic Retinopathy, Retinopathy of prematurity, Cortical Visual Impairment, Optic Atrophy, Nystagmus, Amblyopia, Strabismus and Macular degeneration
- Discuss the various educational implications of different eye disorders

2.1 Loss of Visual acuity

2.2 Loss of Visual field

2.3 Colour vision defect and loss of contrast sensitivity

2.4 Refractive errors, Vitamin-A deficiency, Cataract, Glaucoma, Corneal ulcer, trachoma, Albinism, Retinal detachment, Retinitis pigmentosa, Diabetic Retinopathy, Retinopathy of prematurity, Cortical Visual Impairment, Optic Atrophy, Nystagmus, Amblyopia, Strabismus and Macular degeneration

2.5 Educational implications of different Eye disorders

## **Module III: Implications of Visual Impairment and Needs of Visually Impaired**

### **Learning Outcomes**

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

- Explain the Psychological implications of visual impairment
- Discuss the various factors affecting implications of visual impairment - Age of onset, degree of vision, type of vision loss, prognosis, and socio-economic status of the family
- Discuss the effect of visual impairment on growth and development - Physical, Motor, Language, Socio-emotional, and Cognitive development
- Critically examine the educational needs of the visually impaired and the need for expanded core curriculum
- Discuss the implications of low vision and the needs of children with low vision

3.1 Psychosocial implications of visual impairment

3.2 Factors affecting implications of visual impairment: Age of onset, degree of vision, type of vision loss, prognosis, and socio-economic status of the family

3.3 Effect of visual impairment on growth and development: Physical, Motor, Language, Socio-emotional, and Cognitive development

3.4 Educational needs of the visually impaired and need for expanded core curriculum

### 3.5 Implications of low vision and needs of children with low vision

## **Module IV: Identification and Assessment of Visual Impairment**

### **Learning Outcomes**

After studying this unit the student teacher will be able to:

- Explain the clinical assessment of vision
- Explain the concept, need and methods of functional assessment of vision
- Discuss the importance and use of functional assessment tools for vision and skills - Functional skills inventory for the blind (FSIB), Low Vision Assessment by Jill Keeffe, Lea tests, and Portfolio assessment
- Discuss the importance and use of psychological assessment tools for the visually impaired -Vithoba Paknikar Performance Test, A short Scale IQ measure for the visually impaired based on WISC-R, Adapted EPQ, Adapted Blind Learning Aptitude Test, Concept development for blind children, Reading Preference Test, Cornell Medical Index for Visually Handicapped Children
- Explain report writing

4.1 Interpretation of clinical assessment of vision

4.2 Functional assessment of vision: Concept, need and methods

4.3 Tools of functional assessment of vision and skills: Functional skills inventory for the blind (FSIB), Low Vision Assessment by Jill Keeffe, Lea tests, and Portfolio assessment

4.4 Tools for psychological assessment of the visually impaired: Vithoba Paknikar, Performance Test, A short Scale IQ measure for the visually impaired based on WISC-R, Adapted EPQ, Adapted Blind Learning Aptitude Test, Concept development for blind children, Reading Preference Test, Cornell Medical Index for Visually Handicapped Children

4.5 Report writing

## **Module V: Assessment of Learning Needs of Children with VIMDLearning Outcomes**

After studying this unit the student teacher will be able to:

- Explain the concept and definition of VIMD
- Explain the etiology of VIMD
- Discuss the impact of VIMD on learning and development
- Elucidate the process of screening, identification and assessment of visually impaired children with associated disabilities

5.1 Explain the use and importance of multidisciplinary assessment of visually impaired children with associated disabilities, Concept and definition of VIMD

5.2 Etiology of VIMD

5.3 Impact of VIMD on learning and development

5.4 Screening, identification, and assessment of Visually Impaired children with associated disabilities

5.5 Multidisciplinary assessment of Visually Impaired children with Associated Disabilities

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

- Present a seminar on implications of visual impairment on the personality of the visually impaired
- Prepare material on early indicators of visual impairment and prevention of visual impairment
- Carry out functional assessment of skills of a blind, a low vision, and a VIMD child and submit a report of their assessment

### **Essential Readings**

- Barraga, N. C. (1980). Sequences of Visual Development. Austin: University of Texas.
- Bhan, S. & Swarup, S. (2010). Functional Skills Inventory for the Blind. Mumbai: National association for the blind.
- Bhandari, R. & Narayan J. (2009). Creating learning opportunities: a step by step guide to teaching students with vision impairment and additional disabilities, including deafblindness. India: Voice and vision.
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- Mani, M.N.G. (2001). Reading Preference Test (REPT) for Children with Low Vision. Coimbatore: International Human Resource Development Centre for the Disabled.
- Mani, M.N.G. (1992). Concept development of blind children. Coimbatore: SRK Vidyalaya.
- Scholl, G. T. (Ed.) (1986). Foundations of the education for blind and visually handicapped children and youth: Theory and Practice. New York: AFB Press.
- Singh, T.B. (1986). A short Scale I.Q Measure for the Visually Handicapped. Dehradun: NIVH.
- Singh, T.B. (1986). Eysenck Personality Questionnaire (EPQ) for the Visually Handicapped. Dehradun: NIVH.
- Singh, T.B. (1986). Standardization of Cornell Medical Index on Visually Handicapped children. Dehradun: NIVH.
- Singh, T.B & Sati, G. (1992). Use of Blind Learning Aptitude Test as a performance measure for the assessment of Visually Handicapped Children in India. Dehradun: NIVH.
- Warren, D.H. (1983). Blindness and Early Childhood Development. New York: AFB Press.

### **Suggested Readings**

- Holbrook M. C. & 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.
- Kundu, C.L. (2000). Status of Disability in India, New Delhi, RCI.
- National Institute for the Visually Handicapped (1990). Handbook for Teachers of the Blind, Dehradun: NIVH.
- Punani, B., & Rawal, N. (1993). Handbook: Visual Impairment. New Delhi : Ashish Publishing House
- Bright Hub Education (2012). Identifying Students with Visual Impairment. Retrieved from

<http://www.brighthouseeducation.com/special-ed-visualimpairments/69240-early-signs-of-visual-impairment-in-a-child/>

## VI: Curriculum, Adaptation and Strategies for Teaching Expanded Curriculum

**Course Code: 2332**

**Credits: 04**

**Contact Hours: 60**

**Marks: 100**

### Introduction

Curriculum is the heart of any educational system. As is the curriculum, so is the educative process. This course will provide basic understanding of the concept of curriculum approaches to curriculum development. The course content shows a strong commitment to the notion that children with visual impairment should have access to the regular core curriculum for which they need to learn an expanded core curriculum unique to visual impairment. Apart from those certain curricular adaptations and modifications are required to be done to enable the students to access visually oriented concepts. Adapted physical education and creative arts also form a part of this course of study.

### Course Outcomes

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

- *Define curriculum, its types and explain its importance.*
- *Demonstrate techniques of teaching functional academic skills.*
- *Explain importance and components of independent living skills.*
- *Explain curricular adaptations with reasonable accommodations.*
- *Illustrate how physical education and creative arts activities can be adapted for the children with visual impairment.*
- *Exhibit openness to the ways of curriculum designing adaptation and evaluation*

### Module I: Concept and Types of Curricula

#### Learning Outcomes

After studying this unit the student teacher will be able to

- Explain the concept, meaning and need for curriculum
- Explain Curricular approaches in Special Education – developmental, functional, eclectic and universal design for learning approach
- Discuss the various types of curriculum – need based, knowledge based activity based and skill based and hidden curriculum
- Discuss the role of special educators of visually impaired in Curriculum planning, Implementation and evaluation.
- Elucidate the meaning, need and components of Core curriculum and expanded core curriculum

1.1 Concept, Meaning and Need for Curriculum

1.2 Curricular Approaches in Special Education – Developmental, Functional, Eclectic and Universal design for learning Approach

1.3 Types of Curriculum – need based, knowledge based, activity based, skill based and hidden curriculum

- 1.4 Curriculum Planning, Implementation and Evaluation; Role of Special teachers of the Visually Impaired
- 1.5 Core Curriculum and Expanded Core Curriculum- Meaning, Need and Components

## **Module II: Teaching Functional Academics Skills**

### **Learning Outcomes**

After studying this unit the student teacher will be able to

- State the use and importance of learning media assessment
- State the significance of Braille reading readiness
- List and discuss the techniques of teaching Braille
- Discuss the importance of the techniques of teaching print to children with low vision
- Discuss the uses and importance of Braille aids, devices and optical devices for print reading and writing

2.1 Learning media assessment

2.2 Braille reading readiness

2.3 Techniques of teaching Braille

2.4 Techniques of Teaching print to children with low vision

2.5 Braille aids and devices, optical devices for print reading and writing

## **Module III: Teaching of Independent Living Skills**

### **Learning Outcomes**

After studying this unit the student teacher will be able to

- Explain the meaning, importance and components of Independent living skills
- Explain the need and importance orientation and mobility
- Explain the role and importance of teaching mobility, sighted guide and pre-cane, cane techniques and mobility aids
- Discuss the significance of assessment of needs and techniques of teaching age appropriate daily living skills
- State the importance and procedures for training auditory, tactile, olfactory, gustatory, kinaesthetic senses and residual vision
- Discuss the techniques of teaching social interaction skills, leisure and recreation skills and self-Determination

3.1 Independent living skills – Meaning, Importance, Components

3.2 Orientation and Mobility – need and importance, techniques of teaching mobility, sighted guide and pre-cane, cane techniques and mobility aids

3.3 Daily living skills – assessment of needs and techniques of teaching age appropriate daily living skills

3.4 Sensory efficiency – importance and procedures for training auditory, tactile,



olfactory, gustatory, kinaesthetic senses and residual vision

### 3.5 Techniques of teaching social interaction skills, leisure and recreation skills and self - Determination

#### **Module IV: Curricular Adaptation Learning Outcomes**

After studying this unit the student teacher will be able to

- Explain the need, importance and process of Curricular adaptation
- Discuss the need and planning for reasonable accommodation
- State the importance of Individualized education program writing
- Explain the process and need of planning lessons for teaching expanded core curriculum
- Explain the need and importance of various pedagogical strategies - Cooperative learning, Peertutoring, reflective teaching, and multisensory teaching
- Prepare teaching learning material for ECC - Reading Readiness kit, Flash Cards, Sensory Kits, and Mobility Maps

4.1 Curricular adaptation – Need, Importance and Process

4.2 Reasonable accommodation – Need and Planning

4.3 Planning of lessons for teaching Expanded Core Curriculum – Individualized Education Program writing

4.4 Pedagogical Strategic – Cooperative learning, Peer tutoring, reflective teaching, multisensory teaching

4.5 Preparation of Teaching Learning Material for ECC – Reading Readiness kit, Flash Cards, Sensory Kits, and Mobility Maps

#### **Module V: Curricular Activities Learning Outcomes**

After studying this unit the student teacher will be able to

- Explain the meaning and need for adaptation of curricular activities
- Explain the need for and importance of adapting physical education activities and yoga
- Explain the need for and importance of adapting games and sports – Indoor and Outdoor
- List the various types of creative arts for the children with visual impairment
- Discuss the role of agencies and organizations promoting - Sports, Culture and Recreation activities for the Visually Impaired in India – Indian Blind Sports Association, Chess Federation of India, Paralympic committee of India, Abilympics, World Blind Cricket

5.1 Curricular activities – Meaning and Need for Adaptation.

5.2 Adaptation of Physical education activities and Yoga

5.3 Adaptation of Games and Sports – both Indoor and Outdoor

5.4 Creative Arts for the children with visual impairment

5.5 Agencies/Organizations promoting – Sports, Culture and Recreation activities for

the Visually Impaired in India – Indian Blind Sports Association, Chess Federation of India, Paralympic committee of India, Abilympics, World Blind Cricket

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

- Prepare reading readiness material for pre-school children with visual impairment
- Preparation and presentation of a kit to develop sensory efficiency
- Select one chapter from a primary level text book of your choice and adapt it for learners with visual impairment
- Adapt one diagram and one map from secondary classes into non-visual format

### **Essential Readings**

- Lowenfeld, B. (1971). Our blind children: Growing and learning with them, Springfield, Charles C. Thomas.
- Aggarwal, J.C. (2005). Curriculum development. Shipra Publication. Delhi
- Arora, V. (2005). Yoga with visually challenged.: Radhakrishna Publication, New Delhi
- Baratt, S. H. (2008). The special education tool kit. Sage Publication, New Delhi.
- Chapman, E. K. (1978). Visually Handicapped Children and Young People. Routledge and Kegan Paul, London.
- Cutter, J. (2006). Independent Movement and travel in Blind Children. IAP, North Carolina.
- Dickman, I.R. (1985). Making life more liveable. AFB, New York.
- Dodds, A. (1988). Mobility training for visually handicapped people. Croom Helm. London.
- Jose, R. (1983). Understanding Low Vision. American Foundation for the Blind, New York.
- Kauffman, J.M., & Hallahan, D.P. (1981). Handbook of Special Education. Prentice Hall, New Delhi
- Kelly, A.V. (1997). The curriculum: theory and practice. Harper and Row, London.
- Lowenfeld, B. (1973). The Visually Handicapped Child in School. John Day Company, New York.
- Mangal, S. K. (2011) Educating Exceptional Children: An Introduction to Special Education. PHI Learning Pvt.Ltd., New Delhi.
- Mani, M. N. G. (1992). Techniques of teaching blind children. Sterling Publishers Pvt. Ltd., New Delhi.
- Mani, M. N. G. (1997). Amazing Abacus. S.R.K. Vidyalaya Colony, Coimbatore.
- Mason, H., & Stephen McCall, S.(2003) . Visual Impairment – Access to Education for Children and Young people. David Fulton Publishers, London.
- Mukhopadhyay, S., Mani, M.N.G., RoyChoudary, M., & Jangira, N.K. (1988). Source Book for Training Teachers of Visually Impaired. NCERT, New Delhi.
- Punani, B., & Rawal, N.(2000). Handbook for Visually Impaired. Blind Peoples' Association, Ahmedabad.
- Scholl, G. T. (1986). Foundations of the education for blind and visually handicapped children and youth: Theory and Practice. AFB Press, New York.
- Sharma, R. A. (2011). Curriculum development and instruction. R. Lall Book Depot, Meerut.

- Vijayan, P., & Gnaumi, V. (2010). Education of children with low vision. Kanishka Publication, New Delhi.
- Welsh, R., & Blasch, B. (1980). Foundation Orientation & Mobility. AFB, New York.

### **Suggested Readings**

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

## VI: Intervention and Teaching Strategies

**Course code: 2333**

**Contact Hours: 60**

**Credits: 04**

**Marks: 100**

### Introduction

This course builds on the pedagogy courses presented under A4 and A5 of the present B.Ed. curriculum. It prepares the student-teachers to transact lessons in various school-subjects for children with visual impairment. For this purpose, the required intervention and teaching techniques and skills are highlighted. The student-teachers, it is hoped, will find the course highly stimulating, as it will enable them to help blind and low vision students to cope effectively with the challenges of curriculum transaction, at par with their sighted peers.

### Course Outcomes

After completing the course student-teachers will be able to

- Explain various theoretical perspectives related to intervention & teaching strategies.
- Demonstrate techniques of teaching Mathematics to visually impaired children.
- Acquire necessary competencies and skills for teaching science and assessment of the learners with special reference to children with visual impairment.
- Acquire and apply necessary skills for adapting TLM in social science and assessment of the learners with special reference to children with visual impairment.
- Describe the process of assessment visual efficiency and classroom management for children with low vision.
- Appreciate and adopt the intervention and teaching strategies

### Module I: Theoretical Perspectives

**Learning Outcomes: At the end of this module the student should be able to:**

- Differentiate between methods, approaches, and strategies
- Understand the concept and scope of Intervention
- State the role of special educators
- Explain the concept and need of mediated teaching learning
- Discuss the teaching strategies for concept development

1.1 Difference among Methods, Approaches and Strategies

1.2 Intervention – Concept, Scope and Importance

1.3 Intervention for lately blinded students – Role of Special teachers/educators

1.4 Mediated teaching-learning – Concept, Need and Procedure

1.5 Enriched teaching for Concept development: Converting visual concepts into accessible experiences

### Module II: Mathematics

**Learning Outcomes: At the end of this module the student should be able to:**

- Explain the coping techniques used to overcome mathematic phobia
- Explain the process and challenges in conceptualizing mathematical ideas for

CwVI

- Prepare and use tactile materials developed for CwVI
- Understand the concept and apply the skills of mental arithmetic
- Enumerate the evaluation procedures used in mathematics

2.1 Coping with Mathematics phobias

2.2 Conceptualization of Mathematical ideas – Processes and Challenges for Children with Visual Impairment

2.3 Preparation and Use of tactile materials

2.4 Mental arithmetic abilities – Concept, Importance and Application

2.5 Evaluation procedures with special reference to the Needs of Children with Visual Impairment

### **Module III: Science**

**Learning Outcomes: At the end of this module the student should be able to:**

- Understand the various techniques used to teach science to CwVI
- Prepare the teaching learning materials and procure materials
- Explain various approaches used to Teach science
- Prepare appropriate tools to evaluate CwVI in science

3.1 Providing first-hand experience in the class and the school environment

3.2 Inclusive/collaborative learning for laboratory work

3.3 Science Teaching Learning Materials and Equipment: i) Preparation and use of TLM, ii) Locating and procuring Science equipment

3.4 Problem solving and Learning by doing approach for Visually Impaired students

3.5 Evaluation procedure with particular reference to Practical and Adaptations in Examination questions

### **Module IV: Social Science**

**Learning Outcomes: At the end of this module the student should be able to:**

- Prepare teaching learning aids used in social science
- Adapt different types of models
- Organize field trips for CwVI
- Understand the teaching skills used in teaching social science
- Prepare appropriate tools to evaluate CwVI in social science

4.1 Techniques of preparation and presentation of adapted Tactile maps, Diagrams, and Globe

4.2 Procuring, adapting and use of different types of models

4.3 Organizing field trips

4.4 Teaching Skills: Dramatization, Narration, Explanation, Story-telling, and Role play

#### 4.5 Evaluation of concepts and skills in social science with particular reference to Geography

### **Module V: Teaching of Children with Low Vision**

#### **Learning Outcomes: At the end of this module the student should be able to:**

- Explain the concept of Visual Stimulation
- State the techniques and procedure used in developing reading and writing skills
- Describe the techniques used in Orientation and mobility for CwLV
- Understand the importance of Classroom Management for CwVI

#### 5.1 Visual Stimulation: Concept and Procedure

#### 5.2 Selection of an appropriate medium of reading and writing

#### 5.3 Techniques and procedures for developing reading and writing skills

#### 5.4 Orientation and Mobility for low vision children

#### 5.5 Classroom management – Seating arrangement, adjustable furniture, illumination, non-reflecting surfaces and colour contrast

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

- Prepare and use two teaching learning materials for teaching Maths/ Science/ Social Science.
- Prepare a short concept paper (about 500 words) on developing a science laboratory for the visually impaired students.
- Functionally assess the vision of a low vision child and plan a teaching programme.
- Conduct 2 peer observation during Practice of Teaching and Submit the report

### **Essential readings:**

- Bourgeault, S. E. ( 1969). The Method of Teaching the Blind: The Language Arts. American Foundation for the Overseas Blind ,Kuala Lumpur.
- Chapman, E. K. (1978). Visually Handicapped Children and Young People. Routledge, London.
- Fernandez, G., Koenig. C., Mani. M.N.G., & Tensi. S. (1999). See with the Blind. Books for Change, Bangalore.
- Jackson, J. (2007). Low Vision Manual. Edingurgh: Butterworth Heinemann/ Elsevier, Edingurgh.
- Jose, R. (1983). Understanding Low Vision. American Foundation For The Blind. New York.
- Kauffman, J.M., & Hallahan, D.P. (1981). Handbook of Special Education. Prentice Hall, New Delhi.
- Lowenfeld, B. (1973). The Visually Handicapped Child in School. John Day Company, New York.

- Lydon, W. T., & McGraw, M. L. (1973). *Concept Development for Visually Handicapped Children*. AFB, New York.
- Mangal, S. K. (2007). *Educating exceptional children-an introduction to special education*. PHI learning Pvt. New Delhi.
- Mangal, S. K. (2011) *Educating Exceptional Children: An Introduction to Special Education*. PHI Learning Pvt. Ltd., New Delhi.
- Mani, M. N. G. (1997). *Amazing Abacus*. S.R.K. Vidyalaya Colony, Coimbatore.
- Mani, M. N. G. (1992). *Techniques of Teaching Blind Children*. Sterling Publishers Pvt. Ltd. New Delhi.
- Macnaughton, J. (2005). *Low Vision Assessment*. Butterworth Heinemann/ Elsevier, Edingurgh.
- Mason, H., & McCall, S. (2003). *Visual Impairment – Access to Education for Children and Young people*. London: David Fulton Publishers.
- Mukhopadhyay, S., Mani, M.N.G., Roy Choudary, M., & Jangira, N.K. (1988). *Source Book for Training Teachers of Visually Impaired*. New Delhi: NCERT.
- Macnaughton, J. (2005). *Low Vision Assessment*. Butterworth Heinemann /Elsevier, Edingurgh.
- Niemann, S., & Jacob, N. (2009). *Helping Children who are Blind*. The Hesperian Foundation, California.
- Punani, B., & Rawal, N.(2000). *Handbook for Visually Impaired*. Blind Peoples' Association, Ahmedabad.
- Scholl, G.T. (1986). *Foundations of the education for blind and visually handicapped children and youth: Theory and Practice*. AFB Press, New York.
- Vijayan, P., & Gnaumi, V. (2010). *Education of children with low vision*. Kanishka Publication, New Delhi.

### **Suggested Readings:**

- Agrawal, S. (2004). *Teaching Mathematics to Blind Students through Programmed Learning Strategies*. Abhijeet Publication, Delhi.
- Hodapp, R. M. (1998). *Developmental Disabilities: Intellectual, Sensory and Motor Impairment*. Cambridge University Press, New York.
- Kelley, P., & Gale, G. (1998). *Towards Excellence: Effective Education for Students with Vision Impairments*. North Rocks Press, Sydney.
- Mangold, S. S. (1981). *A teachers' Guide to the Special Education needs of Blind and Visually handicapped Children*. New York: AFB
- Pandey, V. P. (2004). *Teaching of mathematics*. Sumit Publication, New Delhi.
- *Status of Disability in India*. (2012). Rehabilitation Council of India, New Delhi.

## VI: Psycho-Social and Family Issues

Course code: 3334  
Contact Hours: 30

Credits: 02  
Marks: 50

### Course Outcomes

After completing the course student-teachers will be able to

- Describe the effect of birth of a child with visual impairment on the family.
- Analyze the role of family and parental concerns related to their child with visual impairment from birth to adulthood.
- Explain the role of parent community partnership in the rehabilitation of a person with visual impairment.
- Develop different skills to empower families in meeting the challenges of having a child with visual impairment.
- ***Appreciate and support psychosocial wellbeing and promote human capacity***

### Module I: Family Issues and Concerns

**Learning Outcomes: After completing this module, the student – teachers will be able to:**

- Describe the effect of birth of a child with visual impairment on the family, Siblings and Extended Family.
- Discuss the stereotypic attitudes and attitude modification
- Explain Family Dynamics and the types of Parenting Styles.
- Discuss the role of family and siblings in Early stimulation, concept development and early intervention.
- Explain the concerns during transition period.

1.1 ~~Birth of a child with visual impairment and implications its effect for on~~ parents, family, Siblings and Extended Family

1.2 Attitude Modification

1.3 Family Dynamics and Parenting Styles

1.4 Role of family in Early stimulation, Concept development and Early intervention

1.5 Transition Concerns

1.5.1 Choosing an educational setting

1.5.2 Transition to Adulthood: Sexuality, Employment and Marriage

### Module II: Involving Families

**Learning Outcomes: After completing this module, the student – teachers will be able to:**

- Understand the concept of Habilitation and Rehabilitation
- Plan an IEP and IFSP for children with visual impairment
- Differentiate between CBR and CPR and discuss the need and challenges in Vocational rehabilitation faced by CwVI
- List and Explain the importance of provisions, concessions and advocacy for CwVI



- Explain the issues and challenges faced by families of CwVI in Rural and Urban Settings

2.1 Concept of Habilitation and Rehabilitation

2.2 Parent Support Group, IEP and IFSP

2.3 Community Based Rehabilitation (CBR), Community Participatory Rehabilitation (CPR) and Vocational Rehabilitation (VR)

2.4 Legal provisions, concessions and advocacy

2.5 Issues and challenges in rural and urban settings (Congenital and Adventitious VI)

### **Module III: Nurturing Psycho-Social Well-being**

**Learning Outcomes: After completing this module, the student – teachers will be able to:**

- Explain stress and strategies to cope with stress
- Describe the Skills to empower families to cope with the challenges of CWVI

3.1 Enhancing prosocial behaviour

3.2 Stress and coping strategies

3.3 Recreation and leisure time management

3.4 Challenges of adventitious visual impairment

3.5 Soft skills and social skills training

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

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

- Interview family members of three children with visual impairment (congenital/ adventitious and blind, low vision and VIMD) and analyze their reactions and attitude towards the child
- Prepare and present a list of activities how parents, siblings, and grandparents can be engaged with the child with visual impairment
- Prepare charts/ conduct street plays/ make oral presentations to remove myths related to visual impairment
- Visit schools for the visually impaired and make presentations before the parents on

Government concessions and auxiliary services available

### **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.
- Fewell, R. and Vadasy, P. (Eds.) (1986) Families of Handicapped Children: Needs

and Supports across the Life-span. Texas: Ro-ed Inc.

- 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

- Garginolo, R.M. (1985) *Working with Parents of Exceptional Children: A Guide for Professionals*, Boston: Houghton-Mifflin.
- Kashyap, L. (1996) Measurement Issues in Family Centered Social Work, in Bharat, S. (Ed.) *Family Measurement in India*, New Delhi: Sage Publications.
- Peshawaria, R Menon, DK Ganguly R. Roy, S. Pillay R.P.R.S. & Gupta A (1995)

*Understanding Indian families having persons with Intellectual Disability* ,  
SecunderabadNIMH

- Taylor, R.L. (1993). *Assessment of Exceptional Students Educational and psychological procedures*

### **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, Croon Helm.
- Glendinning, C. (1986) *A Single Door: Social Work with the Families of Disabled Children*, London: Allen and Unwin Ltd

- Mann, P.H. Suiter P.A. & Mc Laughhin R.M. (1992) *A Guide for educating mainstreamed students*, Boston: Allya & Bacon
- Waugh, A. (1976) *Working with parents and community*. New Delhi: NCERT. • Webster, E. J. Vikas Publishing House (1993) *Working with parents of young children with disabilities*, California. Singular Publ

## VI: Technology and Disability

Course code: 4335  
Contact Hours: 30

Credits: 02  
Marks: 50

### Introduction

#### Course Outcomes

After completing the course student-teachers will be able to

- Relate the concept and nature of educational technology and ICT to the education of children with visual impairment.
- Acquire knowledge of the concept and nature of adaptive technology and explain underlying principles and techniques.
- Get familiar with technologies for print-access for children with visual impairment.
- Describe and use different technologies for teaching low vision children as also various school subjects.
- Demonstrate understanding of computer-based teaching-learning processes.
- *Appreciate the need for the use of disability specific technology*

#### Module I: Educational Technology and ICT

**Learning Outcomes: At the end of this module the student should be able to:**

- Discuss the Scope and Significance of Educational & Instructional Technology
- Explain the meaning, scope, and significance of ICT
- Apply ICT to simplify record keeping, information management in education administration in special and inclusive settings
- Explain the Scope of Inclusive Technology
- Infer the implications for inclusion

1.1 Educational and Instructional Technology: Concept and Scope

1.2 ICT: Meaning, Definition, Scope and Significance

1.3 Uses of ICT: Collaborative Networks, Record Keeping and Information Management in Education

1.4 Inclusive Technology: Scope & Importance

1.5 Implications of the above for Inclusion

#### Module II: Assistive Technology in CwVI

**Learning Outcomes: At the end of this module the student should be able to:**

- Enumerate Softwares and technology used for CwVI
- Demonstrate Assistive Technology used to teach Mathematics, Science and Social Science
- Delineate technology for disability friendly in inclusive settings
- Conduct technology integrated lessons for individual and group activity

2.1 Access for Print & Thermoform and Swell Paper Technology

- 2.2 Mathematics: Taylor Frame, Abacus, Geo Board, Algebra and Maths Types, Measuring Tapes, Scales, and Software for teaching Math.
- 2.3 Science: Thermometers, Colour Probes, Scientific and Maths Talking Calculators, Light Probes, and Weighing scales and Software for teaching Science
- 2.4 Social Science: Tactile/Embossed Maps, Charts, Diagrams, Models of Different Types, Auditory Maps, Talking compass, and GPS
- 2.5 Low vision devices: Optical, Non-Optical and Projective

### **Module III: Application of Technology**

#### **Learning Outcomes: At the end of this module the student should be able to:**

- Recognize the need for application of technology in lesson planning, worksheetpreparation, report writing and evaluation
- Explain SETT framework and Quality indicators of AT
- Explain computer assisted and computer managed instructions
- Evaluate the impact of technology in the social, ethical and human areas
- Infer the implications for inclusion

- 3.1 Application of Technology for Lesson Planning, Worksheets, Report Writing
- 3.2 SETT Framework and Quality Indicators of Assistive Technology
- 3.3 Computer Assisted and Computer Managed Instructions, Cybernetics, E-Learning, Use of Net and Web Search
- 3.4 Evaluation of impact of technology: social, ethical and human areas
- 3.5 Implications for Inclusion

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

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

- Prepare a list of devices for Mathematics and Science available for the visually impaired in one special school and one inclusive school
- Write a short list of hints and suggestions you will offer to the scientific community for motivating them to develop adaptive technologies for the visually impaired
- Make a short report (in about 500 words) on the advantages and limitations as well as sources of availability in respect of any print-access technology indicated in Unit 3 above. Make a case study of a student with low vision at the secondary stage, indicating clearly his educational needs and how you can address them
- Prepare a report on the possibilities and prospects available for the visually impaired students through the use of computers
- Prepare a short note (in about 400 words) on various aspects of a classroom and how it could be made accessible to the visually impaired

### **Essential Readings**

- Kulkarni, S.S. (1986). Introduction to Education Technology, New Delhi: Oxford & IBH Publishing Co.
- Kumar, K.L. (1996). Educational Technology and Communication Media, Cuttack: Nalanda.
- McMillan, J.H. & Schumarcher, S. (1989). Research in Education: A Conceptual

Introduction, New York: Harper & Collins.

- 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. Takewale, R. G. (1995). Technologies for Educational Network, Presidential address in the seminar on Technologies for Educational Networking, New Delhi: IGNOU.
- Richmond, W. R. (ed.) (1900). The Concept of Education Technology: A Dialogue with Yourself, London: Weidenfield and Nicolson.
- Sampath, K., Pannirselvam, A. & Santhanam, S. (1990). Introduction to Educational Technology, New Delhi: Sterling Publishers Private Limited.
- 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**

- Cima M Yeole. (1991). Educational Technology. CimaMyeole.
- D.ES, (1982). Handicapped Pupil and Special schools, Regulations. London HMSO.
  - Dipika Bhadresh Shah, (1991). Educational Technology for developing teaching competency GavendraPrakashan
- JaganathMohanty. (1998). Studies in Educational Broadcasting. San subscription agency.

**AREA D**  
**CROSS DISABILITY**  
**AND INCLUSION**

## Reading and Reflecting on Text

**Course Code: 4401**

**Contact Hours: 30**

**Credits: 02**

**Marks: 50**

### Course Outcomes

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

- *Reflect upon current level of literacy skills of the self.*
- *Acquire basic skills to be active readers in control of own comprehension.*
- *Acquire basic skills to be independent writers understanding adequate intent, audience and organization of the content.*
- *Prepare self to facilitate good reading writing in students across the ages.*

### Module I: Reflections on Literacy

**Learning Outcomes: After completing this module, the student – teachers will be able to:**

- State the current level of literacy skills of the individual.
- Explain the role of literacy in education, career & social life • Explain the link between literacy, thinking and self – esteem.
- Explain the need for literacy for a second language
- Discuss the need and strategies required for increasing the literacy level for a second language.
- Illustrate basic Braille literacy skills.

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

### Module II: Reflections on Reading Comprehension

**Learning Outcomes: After completing this module, the student – teachers will be able to :**

- Identify the different types of texts.
- Explain the various types of text
- Identify various strategies for reading processes
- Explain the different types of strategies for different types of text.
- Apply the various types of strategies for developing good reading skills.

2.1 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

### **Module III: Skill Development in Responding to text**

**Learning Outcomes After completing this module, the student – teachers will be able to :**

- Define the various strategies for comprehension
  - Explain the various strategies used for retelling • Explain the various strategies used for summarizing
  - Explain the various strategies used for predicting.
  - Explain the various strategies used for discussing comprehension text.
  - Identify indicators for recreational reading
  - Demonstrate the indicators used for recreational reading
- 3.1 Indicators of Text Comprehension: Retelling, Summarizing, Answering, Predicting, Commenting and Discussing
  - 3.2 Responding to Text (Using the Indicators) for Recreational Reading Material (Narrations) and School Textbooks (Description)
  - 3.3 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

### **Module IV: Reflecting Upon Writing as a Process and Product**

**Learning Outcomes After completing this module, the student – teachers will be able to :**

- Explain the semantic of the writing process
  - Define the mechanics of the writing process
  - Explain self – editing and peer editing of the sample text
  - Evaluate the process of writing
  - Demonstrate various techniques used in the process of writing
- 4.1 Writing as a Process: Content (Intent, Audience and Organization)
  - 4.2 Writing as a Process: Language (Grammar, Vocabulary, Spelling)
  - 4.3 Writing as a Process: Surface Mechanics (Handwriting, Neatness, Alignment and Spacing)
  - 4.4 Self Editing and Peer Editing of Sample Texts
  - 4.5 Evaluating Students Writing Using Parameters: Productivity, Correctness, Complexity, Text Organization and Literary Richness

### **Module V: Practicing Independent Writing**

**Learning Outcomes: After completing this module, the student – teachers will be able to :**

- State techniques for organization of ideas



- Define various techniques for organization of ideas
- State various strategies for organization of ideas
- State the various tools for data collection

5.1 Writing: Picture Description/Expansion of Ideas/ Essays/ Stories

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

5.3 Converting Written Information into Graphical Representation

5.4 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 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**

- Anderson, R., Hiebert, E., Scott, J., & Wilkinson, I. (1985). *Becoming a Nation of Readers: The report of the commission on reading*. Washington, DC: National Institute of Education and the Center for the Study of Reading.
- 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). *Reedit, but I Don't Get It: Comprehension Strategies for Adolescent Readers*. Stenhouse Publishers
- Soundrapandian, M. (2000). *Literacy campaign in India*. Discovery Publishing House: New Delhi.

### **Suggested Readings**

- Aulls, M. W. (1982). *Developing readers in today's elementary school*. Allyn and Bacon: Boston
- Baniel, A. (2012). *Kids beyond limits*. Perigee Trade: New York
- McCormick, S. (1999). *Instructing students who have literacy problems*. (3<sup>rd</sup>) Merrill: New Jersey

- Ezell, H., & Justice, L. (2005). Programmatic Research on Early Literacy: Several Key Findings. *IES 3rd Annual Research Conference: American Speech Language & Hearing Association (ASHA)*.
- Frank, S. (1985). *Reading without Nonsense*. Teachers College Press, New York.
- 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

## Drama and Art in Education

**Course code: 4402**

**Hours: 30**

**Credits: 02**

**Marks: 50**

### 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 within students. For a student-teacher with disability appropriate earning 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.

### Course Outcomes

After completing the course student-teachers will be able to

- *Exhibit Basic understanding in art appreciation, art expression and art education.*
- *Plan and implement facilitating strategies for students with and without special needs.*
- *Discuss the adaptive strategies of artistic expression.*
- *Discuss how art can enhance learning.*

### Module I: Introduction to art Education

**Learning Outcomes: After completing this module, the student – teachers will be able to :**

- Explain the meaning, difference & scope of art & art education • Discuss concept and strategies used to facilitate artistic expression
- Apply art therapy with students with and without disability.
- Demonstrate art education with the help of multiple intelligence. • Discuss the emerging expressions of art of the students

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 Emerging expression of art by students

## **Module II: Performing Arts: Dance and Music**

**Learning Outcomes: After completing this module, the student – teachers will be able to :**

- State the various art activities related to dance and music.
  - Express the various art activities related to dance and music.
  - Define the basic skills related to dance and music.
  - Demonstrate various art activities related to dance and music.
  - Discuss various adaptations related to dance and music used for enhancing learning.
- 2.1 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

## **Module III: Performing Arts: Drama**

**Learning Outcomes: After completing this module, the student – teachers will be able to :**

- State the various art activities related to drama
  - Express the various art activities related to drama.
  - Define the basic skills related to drama.
  - Demonstrate various art activities related to drama.
  - Discuss various adaptations related to drama used for enhancing learning.
- 3.1 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

## **Module IV: Visual Arts**

**Learning Outcomes After completing this module, the student – teachers will be able to :**

- State the various art activities related to visual arts

- Express the various art activities related to visual arts
- Define the basic skills related to visual arts
- Demonstrate various art activities related to visual arts
- Discuss various adaptations related to visual arts used for enhancing learning.

4.1 Art activities in visual arts

4.2 Experiencing, responding and appreciating visual art

4.3 Exposure to selective basic skills in visual art

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

4.5 Enhancing learning through visual art for children with and without special needs: strategies and adaptations

### **Module V : Media and Electronic Arts**

**Learning Outcomes: After completing this module, the student – teachers will be able to :**

- State the various art activities related to media and electronic art forms
- Express the various art activities related to media and electronic art forms
- Define the basic skills related to media and electronic art forms
- Demonstrate various art activities related to media and electronic art forms
- Discuss various adaptations related media and electronic art forms used for enhancing learning.

5.1 Art activities in media and electronic art forms

5.2 Experiencing, responding and appreciating media and electronic arts

5.3 Exposure to selective basic skills in media and electronic arts

5.4 Media and electronic arts: Facilitating interest among students: planning and implementing activities

5.5 Enhancing learning through media and electronic art for children with and without special needs: strategies and adaptations

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

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

- Learn and briefly explain how music notations are made. Submit a brief report OR learn and explain the concept of composition in visual art. Submit a brief report. OR make and submit a sample advertisement for a product OR Learn Mudras of a classical dance forms and hold a session for the students on that. Submit photo report of the same OR Carry out web search on Indian sculpture and submit a brief compilation
- Observe an art period in a special school and briefly write your reflections on it

### Essential Readings

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

### Suggested Readings

- Baniel, Anat. (2012). Kids beyond limits. Perigee Trade: New York
- Beyer, E. London. (2000). The arts, popular culture and social change
- Efland, A. D. (1990). *A history of Art Education: Intellectual and social currents in teaching the visual arts*. New York, NY: Teachers College Press.
- Gair, S. B. (1980). Writing the arts into individualized educational programs. *Art Education*, 33(8), 8–11
- Greene, S., & Hogan, D. (2005). Researching children's experience. Sage Publication: London
- Heller, R. (1999). Effective Leadership. DK Publishing: New York.
- Lewiecki-Wilson C. & B. J. Brueggemann (Eds.), Disability and the teaching of writing: A critical sourcebook. Boston, MA: Bedford/St. Martin's.
- Nyman, L. & A. M. Jenkins (Eds.), *Issues and approaches to art for students with special needs* (pp. 142–154). Reston, VA: National Art Education Association.

## Basic Research and Statistics

Course code: 4403

Hours: 30

Credits: 02

Marks: 50

### Course Outcomes

After completing the course student-teachers will be able to

- Describe the concept and relevance of research in education and special education.
- Develop an understanding of the research process and acquire competencies for conducting research.
- Apply suitable measures for data organization and analysis.

### Module I: Introduction to Research

Learning Outcomes – At the end of this module the students will be able to:

- Explain the Scientific Method
- Describe the concept of Research
- Apply the Scientific Method in Research
- Infer the purpose of Research
- State the relevance of Research in Education and Special Education

- 1.1 Scientific Method
- 1.2 Research: Concept and Definition
- 1.3 Application of Scientific Method In Research
- 1.4 Purpose of Research
- 1.5 Research in Education and Special Education

### Module II : Types and Process of Research

Learning Outcomes – At the end of this module the students will be able to:

- Examine the different types of Research viz. Basic / Fundamental, Applied and Action
- Discuss the Process of Research
- Examine and implement the tools of research
- Apply Action Research in Teaching Learning Environment
- State the Professional Competencies for Research

- 2.1 Types of Research
  - Basic/Fundamental
  - Applied

- Action
- 2.2 Process of Research
  - Selection of Problem
  - Formulation of Hypothesis
  - Collection of Data
  - Analysis of Data & Conclusion
- 2.3 Tools of Research: Tests, Questionnaire, Checklist and Rating Scale
- 2.4 Action Research in Teaching Learning Environment
- 2.5 Professional Competencies for Research

### **Module III : Measurement and Analysis of Data**

**Learning Outcomes – At the end of this module the students will be able to:**

- Apply the various scales for measurement in Research
  - Organize data obtained
  - Evaluate the data obtained with the measures of central tendency and Dispersion
  - Analyze with the Correlation methods of Product moment and Rank Order Correlation
  - Represent Data Graphically
- 3.1 Scale for measurement: Nominal, Ordinal, Interval and Ratio
  - 3.2 Organization of data: Array, Grouped distribution
  - 3.3 Measures of central tendency and Dispersion: Mean, Median and Mode, Standard deviation and Quartile deviation
  - 3.4 Correlation: Product Moment and Rank Order Correlation
  - 3.5 Graphic representation of data

### **Practicum/ Field Engagement**

- Develop a teacher made test for a given subject matter
- Develop a questionnaire/checklist
- Develop an outline for conducting action research

### **Essential Readings**

- Best, J. W., & Kahn, J. V. (1996). Research in Education Prentice-Hall of India New Delhi.
- Dooley, D. (1997). Social Research Methods. Prentice-Hall of India, New Delhi.
- 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.
- Koul, L. (1996). Methodology of Educational Research. Vikas Publishing House, New Delhi.



- Potti, L.R. (2004). Research Methodology. Yamuna Publications, Thiruvananthapuram.

### **Suggested Readings**

- Cohen, J. (1988). Statistical Power Analysis for the Behavioral Sciences. Academic Press, New York.
- Greene, S., & Hogan, D. (2005). Researching children's experience. Sage Publication: London.

**\*\*\*\* This paper can be given as Certificate course in Sem IV**