Curriculum Framework

Integrated Bachelor of Education-Master of Education Special Education
(Specific Learning Disability)-
Integrated B.Ed.-M.Ed.Spl.Ed.(SLD)

Norms, Regulations & Course Content

March, 2017

Effective from Academic Session 2017-18
Three Years Duration

Pilot Basis

Integrated B.Ed. – M.Ed. Special Education (Specific Learning Disability)

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

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

Objectives

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

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

CURRICULUM FOR INTEGRATED B.Ed.- M.Ed. SPECIAL EDUCATION (Specific Learnig Disability**) PROGRAMME**

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

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

Eligibility for Admission

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

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

Course Pattern (Semester)

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

Passing Minimum

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

Nature of Evaluation

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

Improvement of Marks

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

Teacher-Student Ratio

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

Faculty Requirement.

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

Professor	Associate Professor	Assistant Professor
01	01	04

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

Infrastructural Facilities

Institutions / Colleges of Education / University Departments offering B.Ed-M.Ed Special Education (Integrated) programme should have necessary infrastructural facilities such as the

psychology laboratory, science laboratory, language laboratory, work experience laboratory, computer room, etc. In addition to the infrastructural facilities, aids and appliances necessary for the specialization concerned should also be available. The institution should have a model school for children with respective disabilities so that the student teachers can have practice teaching during the course. Until such a facility is made available in the premises of the institution, a model school in the locality can be adopted.

Certification as a Registered Professional

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

DURATION OF THE COURSE

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

Overview of Programme Structure

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

		Disability Inclusive School)			
		Total	**6**	**480**	**20**
7	Semester V	**Common Paper**	2	120	8
		Specialization Paper	2	120	8
		Practical (Dissertation-I)	1	60	2
		Practical (Field Engagement/Internship as a Teacher Educator -I	1	120	4
		Total	**6**	**420**	**22**
8	Semester VI	**Elective Paper**	1	60	4
		Practical(Dissertation-II)	1	420	14
		Practical (Field Engagement as a Teacher Trainee -II)	1	120	4
		Total	**3**	**600**	**22**

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

ABBREVIATION USED IN SYLLABI

PwID-Persons with Intellectual Disability

SwID- Students with Intellectual Disability

SLD-Specific Learning Disability

UNCRPD- United Nations Convention on the Rights of Persons with Disabilties

RPwD Act-The Rights of Persons with Disabilities Act 2016

NT Act-National Trust Act 1999

RTE Act-Right to Education Act 2009

IEDC-Integrated Education for the Disabled

POA-Programme of Sction

IEDSS-Inclusive Education for the Disabled at Secondary Stage

RMSA-Rashtriya Madhyamic Siksha Abhiyan

RUSA-Rastriya Uchchatar Siksha Abhiyan

MDG-Millinium Development Goal

SDG-Sustainable Development Goal

AAC-Augmentative and Alternative Communication

NSSO-National Sampal Survey Organisation

CP-Cerebral Palsy

IEP-Individualized Educational Plan

ITP- Individualized Transition Plan

IFSP-Individualized Family Support Plan

TLM-Teaching earning Material

EI-Early Intervention

CCE-Continuous and Comprehensive Evaluation

NCF-National Curriculum Framework

CAL-Computer Assisted Learning

CAI-Computer Assisted Instruction

ICT-Information and Communication Technology

NSDS-National Skill Development Corporation

MSJ&E-Ministry of Social Justice and Empowernment

ADL-Activities of Daily Living

ABA-Applied Behaviour Analysis

VAKT-Visual Auditory Kinesthetic Tactile

CBT- Cognitive behavioral therapy

CBR-Community Based Rehabilitation

UDL-Universal Design for Learning

ECE-Earlychildhood Care and Education

AV-Auditory Verbal

ISL-Indian Sighn Language

ADHD-Attention Deficit Hyperactive Disorder

ADD- Attention Deficit Disorder

TE-Teacher Education

CRE-Continous Rehabilitation Education

MHRD-Ministry of Human Resource Development

ODL-Open Distance Learning

RCI-Rehabilitation Council of India

EMIS-Educational Management Information System

MOOC-Massive Open Online Course

OER-Open Educational Resources

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

STRUCTURE OF THE PROGRAMME

B. Ed - M. Ed- Special Education Integrated
(03 Years)
SEMESTER-I

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

SEMESTER-II

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

YEAR I

SEMESTER I & SEMESTER II

Credits: 4   **120 Hours**

PRACTICAL I : Cross Disability and Inclusion

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

PRACTICAL II : Disability Specialization

Tasks for the Student-Teachers	Disability Focus	Educational Setting	Hrs	Description
Micro Teaching on Selected Skills	------	Institute	5	5 Lessons
Micro Teaching on (Simulated)	General	Institute	5	5 Lessons
Lesson Planning for Selected Subject	Major Disability	Special / Inclusive Set-Up	10	10 Lessons
Case Study IEP/Intervention (Intervention in 01 Case; 4 Areas/Domains)	Major Disability	Special / Inclusive Set-Up	40	10 Lessons in each 4 Area/Domain.
Development of TLM	Major Disability	Special / Inclusive Set-Up	10	15 School Periods

- Evaluation of Practical Papers for Semester I and Semester II will be conducted at the end of first year.

SEMESTER-III

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

SEMESTER-IV

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

YEAR II

SEMESTER III and SEMESTER IV

Credits: 20   **600 Hours**

PRACTICAL I: Disability Specialization

Tasks for the Student-Teachers	Disability Focus	Educational Setting	Hrs	Description
Lesson –Group and Individual	Major Disability	Special / Inclusive Set-Up	50	Minimum 60 School Periods
Development of Teacher Made Test	Major Disability	Special / Inclusive Set-Up	60	Minimum 60 School Periods
Case Work for full 1 Year with 1 Case in atleast 4 areas of the domain Assessment, Setting Annual Goals, Implementation, Evaluation.	Major Disability	Special / Inclusive Set-Up	50	Stretched over 1 full year
Curriculum Adaptation	Major Disability	Special / Inclusive Set-Up	15	Minimum 20 School Periods
Visit to other Special Schools	Major Disability	Special School	10	Minimum 02 school periods.
Lesson Plan and Execution on different levels for all subjects	Major Disability	Special School/Resource Room	30	30 Lessons
Lesson Plan and Execution on selected subjects Individualized Teaching - Lessons on Selected Subjects	Major Disability	Special School/Resource Room	20	20 Lessons
Organizing Seminar /PTA	------	Special / Inclusive Set-Up	5	
Field Engagement	Major Disability	Special School/Inclusive School	120	
Field Engagement	Other Disability	Special School	120	
Practical Cross Disability & Inclusion	Cross Disability	Special School	120	
• Evaluation of Practical Papers for Semester III and Semester IV will be conducted at the end of second year.				

SEMESTER-V

Course title	Lectures (l) hours per week	Tutorial (t) hours per week	Practical (p) hours per week	Total hours	Total credit
Perspectives in TeacherEducation – In-service &Pre-service	3	1	-	60	4
Educational Evaluation	3	1	-	60	4
Adulthood and Family Issuesof CWSLD	3	1	-	60	4
Therapeutics and Assistive Devices for Children with Specific Learning Disability	3	1	-	60	4
Dissertation-I		-	4	60	2
Field Engagement/Internship as a Teacher Educator	-	-	8	120	4
			Total	420	22

SEMESTER-VI

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

YEAR III

SEMESTER V AND VI

Credits: 24   **720 Hours**

Task for Student Teacher	Disability Focus	Educational Setting	Hrs	Description
Pre-Service Lecture at B.Ed and D.Ed Level	-------	B.Ed and D.Ed Level	120	Pre-Service Lecture
Guide and Supervision of B.Ed and D.Ed Practice of Teaching Lessons.	-------	B.Ed and D.Ed Level	120	Supervision of B.Ed and D.Ed Practice of Teaching Lessons.
Dissertation	Specialization	Special / Inclusive Set-Up	480	Research and Work Field

- Internship in Teacher Training Institution
- Evaluation of Practical Papers for Semester V and Semester VI will be conducted at the end of third year.

Course Title: PSYCHOLOGY OF HUMAN GROWTH AND DEVELOPMENT

Credit: 04

Contact Hours: 60

Introduction

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

Objectives

After studying this course the student- teachers willable to
- *Discuss thenature ,scope and principlesof educational psychology*
- *Identify the different aspect of growh anddevelopment.*
- *Explainthe theoretical approaches to development*
- *Express the concept and principles of Personality*
- *Analyse different Psychological Aspects of Teaching*

Unit 1: Overview of Educational Psychology
1.1 Nature and scope of educational psychology
1.2 Principles of educational psychology
1.3 Methods of Educational Psychology
1.3.1 Observation
1.3.2 Experimental method
1.3.3Correlational
1.3.4 Clinical
1.3.5 Case Study
1.4 Applications of educational psychology to person with disabilities
1.5 Contemporary trends

Unit 2: Understanding the Development of the Learner
2.1 Concept andPrinciples of Growth and Development
2.2 Methods of studying development: Longitudinal, Cross-sectional, Cohort sequence
1.3 Developing Human- Stages (Prenatal development, Infancy, Childhood, Adolescence, Adulthood)
1.4 Nature vs Nurture
1.5 Domains (Physical, Cognitive Development, Social, Emotional, Sensory- perceptual, moral development, play and language development)
2.5 Factors affecting Growth and Development

Unit 3 : Theoretical Approaches to Development
3.1 Cognitive & Social- cognitive theories (Piaget, Vygotsky, Bruner, Bandura and Kohlberg)
3.2 Psychosocial Theory (Erikson)
3.3 Psychoanalytic Theory (Freud)
3.4 Ecological Theory (Bronfrenbrenner)
3.5 Holistic Theory of Development (Steiner)

Unit 4: Personality
4.1 Concept, definition and principles of personality development
4.2 Personality Theories:
4.2.1 Psychoanalytic- Freud & Neo-Freudians, Trait, Humanistic
4.2.2 Assessment of Personality
4.5 Implications ofpersonality theories in teaching-learning with reference to children with disabilities

Unit 5: Psychological Aspects of Teaching
5.1 Individual differences and its educational implications for children with disabilities
5.2 Classroom climate, group dynamics
5.3 Peer tutoring, co-operative learning, self-regulated learning
5.4 Teacher effectiveness and competence
5.5 Guiding children with disabilities
Course Work/ Assignments/ Practicum
• Plan and conduct a survey about attitudes/ practices regarding one or more of the
following: children with disabilities, prenatal development, prenatal hazards, school
drop-out, motivation of children
• Conduct an experiment with Piagetian methods of evaluating cognitive development
and submit a report
• Analyze any autobiography to explain human development
• Design a behaviour modification plan for a specific child
• Present information on cognitive styles and their effects on learning
Transaction
Lecture Method, Seminar, Group Discussion, Practical and Field work
Engagement with the field as part of course as indicated below
Hands on Experience
• Observe children in various settings and identify milestones achieved.
• Seminar on human development
• Writing Journal for reflection and case study
Suggested Readings

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

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

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

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

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

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

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

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

- Papalia, D. E., & Olds, S. W. (2005). *Human development*. Tata Mc.Graw Hill Publishing Company, New York.
- Santrock. J. W. (2006). Child Development., Tata Mc.Graw Hill Publishing Company, New York.
- Santrock. J. W. (2007). Adolescence. ,Tata Mc.Graw Hill Publishing Company, New Delhi.

Course Title: DEVELOPMENTS OF EDUCATION AND SPECIAL EDUCATION

Credit: 04

Contact Hours: 60

Introduction

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

Objectives

After completing the course teacher educators will able to

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

Unit 1: Philosophical Foundations of Education

1.1 Education: Concept, definition and scope

1.2 Agencies of Education: School, family, community and media

1.3 Philosophies of Education: idealism, naturalism, pragmatism, existentialism, humanism, constructivism and connectionism

1.4 Classical Indian Perspective (Budhism, Jainism, Vedanta Darshan, Sankya Darshan)

1.5 Indian Philosophers (Aurobindo, Gandhi, Tagore, Krishna Murthy)

Unit 2: An Overview of Development of Education System

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

2.2 Emerging Education in India and in the Global Context

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

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

2.5 Perspectives of Education for the Persons with Disabilities

Unit 3: Contemporary Issues and Concerns

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

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

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

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

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

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

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

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

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

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

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

Unit 5: Understanding Diversity and Future Perspective

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

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

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

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

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

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

Course Work/ Assignments
• Trace development of education in India during pre-Independence
• Identify Constitutional provisions ensuring equity and protection of human rights as well as non-discrimination
• Study factors influencing special education as a discipline in India
• Identify quality related issues of your State and suggest strategies to address them

Suggested Readings

• Compendium of Schemes (2014). Department of Empowerment of Persons withDisabilities, Ministry of Social Justice and Empowerment, Govt. of India.

• Education Commission. (1964-1966). Ministry of Education, Government of India,New Delhi.

• Julka, A. (2014). Evaluation of the Implementation of the Scheme IEDSS in India.Department of Education of Groups with Special Needs. NCERT, New Delhi.

• Julka, A., Mukhopadhyay, S., Vyas, S., Sharma, M, Anupriya, C., & Salin, D. (2014).Including Children with Special Needs: Primary Stage. NCERT, New Delhi.

• Kumar, A. (2003). Environmental challenges of the 21st century, APH PublishingCorporation, New Delhi.

• National Policy on Education (1986). Ministry of Human Resource Development.Govt. of India, New Delhi.

• National University of Educational Planning and Administration (2014). Educationfor All Towards Quality with Equity: INDIA. NUEPA, New Delhi.

• Programme of Action (1992). Ministry of Human Resource Development. Govt. ofIndia, New Delhi.

• Report of Core group on value orientation to education (1992). Planning commission,Govt of India.

• Seventh All India School Education Survey (2002). NCERT, New Delhi.

• UNDP (1996). Human Development Reports. Oxford University Press. New York.

• UNESCO (2004). Education for All: The Quality Imperative. EFA Global MonitoringReport. Paris.

• UNESCO (2009). Report on Education for sustainable development.

Course Title: INTRODUCTION TO SENSORY DISABILITIES

Credits: 02

Contact Hours: 30

Introduction

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

Objectives

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

- *Describe nature , classificationand types of Hearing Impairment:*
- *Interpret Impact of Hearing Loss*
- *Demonstrate the nature, characteristics & assessment of students with low vision & visual Impairment.*
- *Enumerate the educational Implications of Visual Impairment*
- *Analyse the Impact of deaf-blindness & practices for functional development*

Unit 1: Hearing Impairment: Nature & Classification   5 Hours

1.1 Types of Hearing Impairments

1.2 Importance of hearing

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

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

1.5 Challenges arising due to congenital and acquired hearing loss

Unit 2: Impact of Hearing Loss   5 Hours

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

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

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

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

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

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

3.1. Process of Seeing and Common Eye Disorders in India

3.2. Blindness and Low Vision--Definition and Classification

3.2. Demographic Information--NSSO and Census 2011

3.4. Importance of Early Identification and Intervention

3.5. Functional Assessment Procedures

Unit 4: Educational Implications of Visual Impairment 5 Hours

4.1. Effects of Blindness--Primary and Secondary

4.2. Selective Educational Placement

4.3. Teaching Principles

4.4. Expanded Core Curriculum-- Concept and Areas

4.5. Commonly Used Low Cost and Advanced Assistive Devices

Unit 5: Deaf-blindness 10 Hours

5.1 Definition, causes, classification, prevalence and characteristics of deaf-blindness

5.2 Effects and implications of deaf-blindness on activities of daily living & education

5.3 Screening, assessment, identification & interventional strategies of deaf-blindness

5.4 Fostering early communication development: Methods, assistive devices and practices including AAC

5.5 Addressing orientation, mobility & educational needs of students with deaf-blindness

Course Work/ Practical/ Field Engagement

• Develop a checklist for screening of children for hearing impairment

• Develop a checklist for screening of children for low vision

• Develop a checklist for screening of children for blindness

• Develop a checklist for screening of children for deaf blindness

• Journal based on observations of teaching children with sensory disabilities

Transactions

Visits, Observations, Videos and Interactions with Students with Disabilities

Essential Readings

• Holbrook, C.M., & Koenig, A. J. (Eds.) (2000). Foundations of Education, Vol I: History and Theory of Teaching Children and Youths with Visual Impairments. (2nd ed): New York: AFB Press.

• Handbook on Deafblindness (2005). Sense International India. Retrieved online on 24/4/2015 from

• Lynas, W. (2000). Communication options. In J. Stokes (Ed), Hearing Impaired

Infants – Support in the first eighteen months. London: Whurr Publishers Ltd.

• Martin, F. N., & Clark, J.G. (2009). Introduction to Audiology. 10th ed. Boston: Pearson Education.

• Martin, F.N., & Clark, J.G. (2012). Introduction to Audiology. 11th ed. Boston: Pearson Education.

• National Institute for the Visually Handicapped (2015). Information Booklet on Visual Impairment in India, Dehradun: Government of India.

• Nerbonne, M. A., & Schow, R.L. (2002). Introduction to Audiologic Rehabilitation. Boston: Allyn and Bacon.

• Nerbonne, M. A., & Schow, R.L. (2013). Introduction to Audiologic Rehabilitation. 6th ed. Boston: Pearson Education.

• Northern, J. L., & Downs, M. P. (2002). Hearing in Children (5th Ed.). Philadelphia: Williams & Wilkins

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

Suggested Readings

• Harp, B. (2006). *The handbook of literacy assessment and evaluation*, (3rd Eds). Norwood, M.A.: Christopher-Gordon Publishers, Inc.

• Loreman, T., Deppeler, J., & Harvey, D. (2005). *Inclusive education - A practical guide to supporting diversity in the classroom*. (2nd Eds.). U.K. Routledge.

Course Title: INTRODUCTION TO NEURO DEVELOPMENTAL DISABILITIES

Credits: 02

Contact Hours: 30

Introduction

The course integrates relevant subject matter in the areas of Specific Learning Disability , intellectualDisability and Autism Spectrum Disorder. This course will prepare preservice teachers towork with students with Neuro Developmental disabilities in inclusive and specializedsettings. It fosters the acquisition of the broad-based knowledge and skills needed to provideeffective educational programs for students with learning and behavior characteristics. Thecourse emphasizes implications for educational and vocational programming, curriculum, andinstruction.

Objectives

After completing the course the student-teachers will able to

- *Explain the Nature, Needs and Intervention of Specific Learning Disability*
- *Explain the Nature, Needs and Intervention of Intellectual Disability:*
- *Explain the Nature, Needs and Intervention of Autism Spectrum Disorder.*

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

1.1 Definition, Types and Characteristics

1.2 Tools and Areas of Assessment

1.3 Strategies for reading, Writing and Maths

1.4 Curricular Adaptation, IEP, Further Education,

1.5 Transition Education, Life Long Education

Unit 2: Intellectual Disability: Nature, Needs and Intervention

2.1 Definition, Types and Characteristics

2.2 Tools and Areas of Assessment

2.3 Strategies for Functional Academics and Social Skills

2.4 Assistive Devices, Adaptations, Individualized Education Plan, Person Centered Plan,

Life Skill Education

2.5 Vocational Training and Independent Living

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

3.1 Definition, Types and Characteristics

3.2 Tools and Areas of Assessment

3.3 Instructional Approaches

3.4 Teaching Methods

3.5 Vocational Training and Career Opportunities

Transaction

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

Course Work/ Practical/ Field Engagement

• Develop an Assessment Tool for a child with Specific 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

Essential Readings

• Accardo, P.J., Magnusen, C., & Capute, A.J. (2000). Autism: Clinical and Research Issues. York Press, Baltimore,

• American Psychiatric Association.(2000). Diagnostic and Statistical Manual of Mental Disorders (4th ed. TR). Washington DC.

• Bala, M.J. (2004). Methods of Teaching Exceptional Children, Discovery, New Delhi.

• Browning, R. E. (2004). Teaching Students with Behaviour and Serve Emotional Problems,

Suggested Readings

• Higgins, J. (2003) Practical Ideas that Really Work for Students with Dyslexia and Other Reading Disorders, PRO-ED, Austin.

• Moyes, R.A. (2010). Building Sensory Friendly Classrooms to Support Children with Challenging Behaviors: Implementing Data Driven Strategies, Sensory World, Texas.

• Pierangelo, R., & Giuliani G.A. (2003). Transition services in Special Education, Allyn & Bacon.

• Simpson, R. L., & Myles, B, S. (2008). Educating Children and Youth with Autism: Strategies for Effective Practice. (2nd edition) Pro Ed. Texas.

• Smith, D.D. (2003). Introduction to Special Education Teaching in an Age of opportunity, Allyn & Bacon.

Course Title: INTRODUCTION TO LOCOMOTOR AND MULTIPLE DISABILITIES

Credits: 02

Contact Hours: 30

Introduction

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

Objectives

After completing the course the student-teachers will able to

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

Unit 1: Cerebral Palsy (CP)

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

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

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

1.4. Implications of Functional Limitations of Children with CP in Education andCreating Prosthetic Environment in School and Home: Seating Arrangements,Positioning and Handling Techniques at Home and School

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

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

2.1. Definition, Meaning and Classification

2.2. Assessment of Functional Difficulties

2.3. Provision of Therapeutic Intervention and Referral

2.4. Implications of Functional Limitations for Education and Creating ProstheticEnvironment in School and Home: Seating Arrangements, Positioning and HandlingTechniques at Home and School

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

Unit 3: Multiple Disabilities and Other Disabling Conditions

3.1 Multiple Disabilities: Definition, Meaning and Classifications

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

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

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

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

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

• Undertake a case study after identifying a child with cerebral palsy or a child with Multiple Disabilities. Assess the child's difficulties in activities of daily living and academic activities and develop an intervention plan.

• Undertake a survey on 50 children with different disabilities and find out how many children are affected with cerebral palsy and multiple disabilities. Find out the causes of their disabling conditions and what difficulties these children are facing in attending their schools.

Essential Readings

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

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

• Sarva Siksha Abhiyan . Module on Multiple Disabilities. http://ssa.nic.in/inclusiveeducation/training-module-for-resource-teachers-for-isablechildren/

Module%203%20Multiple%20Disability.pdf/at_download/file

Course Title: IDENTIFICATION, ASSESSMENT AND NEEDS OF CHILDREN WITH SPECIFIC SPECIFIC LEARNING DISABILITY

Credits: 04

Contact Hours: 60

Introduction

This course is planned to orient and educate the student-teachers on understanding the condition of Specific Specific Learning Disability (LD), the various types of SLD and acquiring the skills of assessment in different domains and curricular areas with theoretical framework of approaches and techniques of assessment, and diagnosing the condition. Along with the exposure to the standardized tools of assessment, the informal assessment tools are introduced. It is expected that the student will be proficient in the use of the tests, as well as know how to develop appropriate tools for identification followed by being able to interrelate the findings from various assessments to plan an intervention programme.The skills in development and use of these tools will help them in conducting comprehensive assessment for programme planning. Along with this the last unit covers issues related to assessment and legal provisions for students with SLD

Objectives

After completing the course the student-teachers will able to

- *Define Specific Learning Disability (SLD*

• *Describe and differentiate among different types of Specific Learning Disability .*

- *Describe various approaches and techniques of assessment.*
- *Explain the domains/areas of assessment.*
- *Apply the differenttypes of Assessment*
- *Debate on Trends and Issues with Reference to SLD*

Unit 1: Introduction to Specific Specific Learning Disability (LD)

1.1 LD: Definition and concept, Prevalence, incidence –National and International

1.2 History of SLD, Evolution of Specific Learning Disability as a field of a study

1.3 Etiology of SLD- medical, social and Neuro biological

1.4 Co-morbidity with SLD – ADHD, emotional lability

1.5 SLD across the life span

Unit 2: Types of SLD

2.1 Dyslexia

2.2 Dysgraphia

2.3 Dyscalculia

2.4 Dyspraxia

2.5 Developmental Aphasia &Specific Language Impairment,

2.6 Global LD& Non-verbal LD

Unit 3: Approaches and Techniques of Assessment

2.1 Definition, Scope and Purpose of Assessment, Concept of screening and identification, Identification criteria –potential – achievement discrepancy, current trends ; DSM-V, IDEA, ICF, ICD

2.2 Principles for selection of tools for assessment in various settings

2.3 Levels of assesment

2.4 Approaches to Assessment: Neuro-Development, Cognitive, Psycho-linguistic, Behavioral, Task Analytical, Response to Intervention

2.5 Techniques of Assessment: Observation, Interviews, Case Study, Sociometry, Error analysis/Miscue Analysis

2.6 Assessment tools – standardized (WISC, SPM, CPM, DTLD, DTRD, BCSLD, GLAD, Aston Index), CRTs and NRTs, TMTs, Portfolios, checklists, rating scales, anecdotal records, observation schedules

Unit 4: Domains/ Areas of Assessment

4.1 Motor

4.2 Perceptual (Attention, perception)

4.3 Cognitive (memory, executive functioning)

4.4 Social,Emotional& Ecological

4.5 Language

4.6 Curricular Areas (Readiness skills, Reading, Spelling, Writing and Mathematics)

Unit 5: Types of Assessment

4.1 Psychological:, Bender Gestalt Visio-Motor Test , Ravens Progressive Matrices, Wechsler's Memory Scale, Dyslexia Screening Tests, Woodcock Johnson Test of Cognitive Ability, Test of Thinking Ability

4.2 Achievement: Stanford Diagnostic Reading Test, Stanford diagnostic Maths Test, Woodcock Johnson Test of Achievement, GLAD

4.3 Psycho Educational: DTRD, DTLD, Aston Index, NIMHANS Index of SLD

4.4 Teacher made tests (Educational)-Curricular Areas (Readiness skills, Reading, Spelling, Writing and Mathematics) - construction, scoring, , interpretation and planning

4.5 Differential diagnosis(Slow learner, learning difficulty, boarderline intelligence, ADHD, other emotional problems and report writing

Unit 6: Trends and Issues With Reference to SLD

5.1 5.2 Responsive reporting and communication

5.3 Collaboration between team membersEthical issues in assessment

5.4 Legal Provisions,Issues, certification, and Advocacy5.5 Challenges in Inclusive classroom**Transaction**

This course creates a foundation for understanding and assessing for Specific 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 has to be through hands on training in development of TMTs. Evaluating the TMTs developed by peers will also be a valuable learning experience. Language assessment has to include both – oral language assessment (listening and speaking) as well as written language assessment (reading and writing).The discussion on the trends and issues should focus on international as well as national scenario.

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

• Seminar on various types of learning disabilities

• Debate the various approaches and techniques for assessment

• Preparation of a assessment tool in a given area

• Differential diagnosis of given case from reports obtained

• Report on the current kinds of tools/tests used in inclusive schools for identifying students with LD

• Preparation of an awareness booklet with explanation of LD and the legal provisions available

• Diagnose the case based on case profiles

• Develop TMTs to assess various domains and curricular areas

• Conduct assessments and writing reports to communicate assessment outcomes.

Essential Readings

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

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

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

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

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

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

• Programming. Allyn & Bacon, New York.

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

Suggested Readings

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

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

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

• Kapur, M., John A., Rozario J., & Oommen A.(1992). NIMHANS Index of specific Learning Disabilities, NIMHANS, Bangalore.

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

• Paley, S. (2012). Promoting positive behaviour when supporting people with a Specific Learning Disability and people with autism.Learning Matters Publishing, London.

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

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

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

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

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

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

Course Title: LEARNING, TEACHING AND ASSESSMENT

Credits: 04

Contact Hours: 60

Introduction

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

Objectives

After completing this course the student-teachers will able to

• *Comprehend the theories of learning and intelligence and their applications for teaching children*

• *Analyse the different learning proceses their , nature and theoretical perspective.*

• *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 .*

Unit 1: Human Learning and Intelligence

1.1 Human learning: Meaning, definition and concept formation

1.2 Learning theories:

- Behaviourism: Pavlov, Thorndike, Skinner

- Cognitivism: Piaget, Bruner

- Social Constructism: Vygotsky, Bandura

1.3 Intelligence:

- Concept and definition

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

1.4 Creativity: Concept, Definition and Characteristics

1.5 Implications for Classroom Teaching and Learning

Unit 2: Learning Process and Motivation

2.1 Sensation: Definition and Sensory Process

2.2 Attention: Definition and Affecting Factors

2.3 Perception: Definition and Types

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

2.5 Motivation: Nature, Definition and Maslow's Theory

Unit 3: Teaching Learning Process

3.1 Maxims of Teaching

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

3.3 Stages of Learning: Acquisition, Maintenance, Generalization

3.4 Learning Environment: Psychological and Physical

3.5 Leadership Role of Teacher in Classroom, School and Community

Unit 4: Overview of Assessment and School System

4.1 Assessment: Conventional meaning and constructivist perspective

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

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

4.4 Formative and summative evaluation, Curriculum Based Measurement

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

Unit 5: Assessment: Strategies and Practices

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

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

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

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

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

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

I. Report submission: observation of children belonging to any three stages of development and describing applications of development in teaching-learning contexts

II. Preparation of Self study report on individual differences among learners

III. Prepare a leaflet for parents on better emotional management of children

IV. Compilation of 5 CBM tools from web search in any one school subject

V. Team presentation of case study on assessment outcome used for pedagogic decisions

VI. Report on community participation in school assessment or study recent ASAR report to understand school independent assessment

Transaction and Evaluation

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

Essential Readings

• Amin, N. (2002). Assessment of Cognitive Development of Elementary SchoolChildren. 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 andInclusive Education. Houghton Mifflin Company, Boston.

• Whitcomb, S., & Merrell, K.W. (2012). Behavioral, Social, and EmotionalAssessment of Children and Adolescents, Routledge, New York.

• Woolfolk, A., Misra, G., & Jha, A.K.(2012). Fundamentals of EducationalPsychology, 11thedn, Pearson Publication, New Delhi.

Suggested Readings

• Geisinger, K.F. (2013). APA Handbook of Testing and Assessment in Psychology.Available at American Psychological Association, USA.

• Guskey, T. R., & Bailey. J (2000). Grading and Reporting. Thousnad Oaks, CA:Corwin King.

• Howell, K. W., & Nolet, V. (2000). Curriculum-Based Evaluation: Teaching anddecision making.Scarborough, Ontario, Canada, Wadsworth.

• McMillan, J. H. (2001). Classroom Assessment: Principles and Practice for EffectiveInstruction. Allyn and Bacon, London.

Course Title: PEDAGOGY OF TEACHING SCIENCE

Credits: 04

Contact Hours: 60

Introduction

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

Objectives

After completing the course the student-teachers will able to

• *Explain the role of science in day to day life and its relevance to modern society.*

• *Describe the aims and objectives of teaching science at school level.*

• *Demonstrate and apply skills to select and use different methods of teaching theContent of sciences.*

• *InterpretLearning Resources with reference to Children with Disabilities for Teaching Science*

• *Demonstrate skills to design and use various evaluation tools to measure learner Achievement in sciences.*

Unit 1: Nature and Significance of Science

1.1 Nature, Scope, Importance and Value of Science

1.2 Science As An Integrated Area of Study

1.3 Science and Modern Indian Society: Relationship of Science and Society

1.4 Impact of Science with Special Reference to Issues related with Environment, Industrialization and Disarmament

1.5 Role of Science for Sustainable Development

Unit 2: Planning for Instruction

2.1 Aims and Objectives of Teaching Science in Elementary and Secondary School

2.2 Bloom's Taxonomy of Educational Objectives and Writing Objectives in Behavioural Terms

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

2.4 Unit Planning – Format of A Unit Plan

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

Unit 3: Approaches and Methods of Teaching Sciences

3.1 Process Approach, Direct Experience Approach, Inductive-Deductive Approach

3.2 Lecture, Demonstration, Discussion, Problem-solving, Concept-mapping, Programmed Instruction, Team Teaching, Seminar, Computer Assisted Learning (CAL)

3.3 Project Method and Heuristic Method

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

3.5 Constructivist Approach and its Use in Teaching Science

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

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

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

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

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

4.5 Museum, Botanical And Zoological Garden: Role In Teaching

Unit 5: Evaluation

5.1 Evaluation- Concept, Nature and Need

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

5.3 Tools and Techniques for Formative and Summative Assessments

5.4 Preparation of Diagnostic Test and Achievement Test

5.5 Adaptations of Evaluation Procedure With Reference To Children With Disabilities

Practical/ Field Engagement/Project Work

Any one of the following

I. Pedagogical analysis of a unit from Science content.

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

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

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

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

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

Essential Readings

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

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

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

• 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.

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

• Siddiqui, H. M. (2007). Teaching science, New Delhi: Balaji offset.

• 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, 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.

Course Title: PEDAGOGY OF TEACHING MATHEMATICS

Credits: 04

Contact Hours: 60

Introduction

The course will help the student-teachers to generate their student's interest for learning maths and develop dispositions towards the subject. It is designed to equip the learners to teach maths using innovative methods, techniques and teaching learning material for children with & withought disabilities.

Objectives

After completing the course the student-teachers will able to

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

Unit 1: Nature of Mathematics

1.1 Meaning, Nature, Importance and Value of Mathematics

1.2 Axioms, Postulates, Assumptions and Hypothesis in Mathematics

1.3 Historical Development of Notations and Number Systems

1.4 Contribution of Mathematicians (Ramanujam, Aryabhatta, Bhaskaracharya, Euclid, Pythagoras)

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

Unit 2: Objectives and Instructional Planning in Mathematics

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

2.2 Bloom's Taxonomy of Educational Objectives and Writing Objectives in

Behavioural Terms

2.3 Lesson Planning– Importance and Basic Steps. Planning Lesson of Arithmetic, Algebra and Geometry

2.4 Unit Planning – Format of A Unit Plan

2.5 Pedagogical Analysis: Meaning and Need and Procedure for Conducting Pedagogical Analysis. Classification of Content, Objective, Evaluation, etc

Unit 3: Strategies for Learning and Teaching Mathematics

3.1 Concept Formation and Concept Attainment: Concept Attainment Model for Learning and Teaching of Concepts

3.2 Learning By Exposition: Advanced Organizer Model

3.3 Methods of Teaching- Lecture, Discussion, Demonstration, Inductive-Deductive, Analytic-Synthetic, Problem-Solving, And Project

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

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

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

4.1 Mathematics Laboratory- Concept, Need, and Equipment for Setting Up a Mathematics Laboratory

4.2 Utilization of Learning Resources in Mathematics: Charts and Pictures, Weighing and Measuring Instruments, Drawing Instruments, Models, Concrete Materials, Surveying Instruments With Reference To Children With Disabilities

4.3 Bulletin Boards and Mathematics Club

4.4 Abacus, Cussionaire Rods, Fractional Discs, Napier Strips

4.5 Calculators, Computers, Smart Boards, Multimedia Presentations, and Special Aids and Appliances For Children With Disabilities

Unit 5: Assessment and Evaluation for Mathematics Learning

5.1 Assessment and Evaluation- Concept, Importance and Purpose

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

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

5.4 Preparation of Diagnostic and Achievement Test

5.5 Adaptations in Evaluation Procedure for Students With Disabilities

Practical/ Field Engagement/ Project Work

Any one of the following

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

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

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

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

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

Transactions

Lecture cum demonstration, Workshops and Seminars

Essential Readings

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

• Chambers, P. (2010).*Teaching Mathematics*, Sage Publication, New Delhi.

• Chapman, L.R. (1970). *The Process of Learning Mathematics*, New York: Pregamon 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.

• 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.

• Siddhu, K.S. (1990). *Teaching of Mathematics*, New Delhi: Sterling Publishers.

Suggested Readings
• Keeley, P. K., & Cheryl, T. R. (2011). *Mathematics Formative Assessmen*t, 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.

Course Title: PEDAGOGY OF TEACHING SOCIAL SCIENCE

Credits: 04

Contact Hours: 60

Introduction

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

Objectives
After completing the course the student-teachers will able to
- *Explain the concept, nature and scope of social science.*
- *Develop competencies for designing unit and lesson plans, as well as tools of Evaluation for social science teaching.*
- *Analyse approaches to teaching of Social Science*
- *Use different techniques in Evaluation of Learning in Social Science*
- *Explain Social Science Teacher as a Reflective Practitioner*

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

Unit II: Curriculum and Instructional Planning
2.1 Organization of social science curriculum at school level
2.2 Instructional Planning: Concept, need and importance
2.3 Unit plan and Lesson plan: need and importance
2.4 Procedure of Unit and Lesson Planning
2.5 Adaptation of unit and lesson plans for children with disabilities

Unit III: Approaches to teaching of Social Science
3.1 Curricular approaches: a) Coordination, b) Correlational, c) Concentric, d) Spiral, e) Integrated, f) Regressive
3.2 Methods of teaching social science: Lecture, discussion, socialized recitation, source and project method
3.2.1. Devices and techniques of teaching social studies – Narration, description, illustration, questioning, assignment, field trip, story telling, Role play, Group and self study, programmed learning, inductive thinking, Concept mapping, expository teaching and problem solving
3.3 Accommodations required in approaches for teaching children with disabilities
3.4 Instructional material for teaching of social science: Time-lines & Genealogical charts, Maps & Globes, Use of different types of Boards(Smart boards, Chalk Board,

Flannel Board), Tape-records, Radio, Television, Films & Filmstrips, Overhead
Projector, Social science games and Power Point Presentation
3.5 Adaptations of material for teaching children with disabilities

Unit IV: Evaluation of Learning in Social Science
4.1 Purpose of evaluation in social science
4.2 Techniques of evaluating learner achievement in social Science: Written and Oral
tests, Observation Tools, Work Samples, Portfolio
4.3 Assessment: tools and techniques of Continuous and Comprehensive Evaluation
(CCE) for curricular and co-curricular subjects
4.4 Construction of teacher made test
4.5 Diagnostic testing and enrichment techniques for children with disabilities

Unit V: Social Science Teacher as a Reflective Practitioner
5.1 Being a reflective practitioner- use of action research
5.2 Developing an Action Research Plan for solving a problem in teaching-learning of
Social science
5.3 Case study- Need and Importance for a School Teacher
5.4 Development of a Professional Portfolio/ Teaching Journal
5.5 Competencies for teaching Social science to children with disabilities

Transaction
The student-teachers should be encouraged to read chapters and articles. There may be
quizzes, seminars, field trips, lectures, demonstrations, school visits and observations to teach
this course.

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

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

Suggested Readings
• Aggarwal, J.C. (2008). Teaching of social studies: A practical approach. (4th ed). UP:
Vikas Publishing House Pvt Ltd.

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

Course Title: PEDAGOGY OF TEACHING HINDI

Credits: 04

Contact Hours: 60

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

व्यक्ति तथा समाज के जीवन और विकास में भाषा के योगदान से परिचित होंगे।

मूलभत भाषा कौशलों और भाषा अधिगम में उनकी भूमिका का अनुभव करेंगे।

इकाई नियोजन और पाठ योजना की प्रक्रिया में कुशल होंगे।

हिन्दी शिक्षण के विशिष्ट व्यावहारिक उद्देश्यों के निर्धारण और लेखन में सक्षम होंगे।

हिन्दी शिक्षण के अधिगम लक्ष्यों की प्राप्ति के लिए प्रयोज्य शिक्षण विधियों का प्रयोग करेंगे।

हिन्दी शिक्षण के उद्देश्यों की सहज प्राप्ति के लिए सहायक उपकरणों के निर्माण और उपयोग में

दक्ष होंगे।

भाषा अधिगम में सतत एवं व्यापक मूल्यांकन प्रविधि के उपयोग कुशलतापूर्वक करेंगे।

भाषा अधिगम में विद्यार्थियों की कठिनाइयों के निराकरण के लिए क्रियात्मक अनुसन्धान का प्रयोग

करेंगे।

चिन्तन दैनन्दिनी और पोर्टफोलियो निर्माण की प्रविधि का उपयोग करेंगे।

पाठ्यवस्तु

इकाई १ - भाषा, हिन्दी भाषा की प्रकृति और प्रयोज्यता।

१.१ भाषा का प्रत्यय और उपयोगिता।

१.२ बोली, विभाषा और मानक भाषा का प्रत्यय।

१.३ शिक्षा, समाज, व्यापार, राजनीति, शोध एवं विकास में भाषा का योगदान।

१.४ हिन्दी भाषा का नामकरण, संस्कृत से हिन्दी के उद्भव की प्रक्रिया।

१.५ विश्वभाषा और भविष्य भाषा के रूप में हिन्दी का विकास का आकलन।

१.६ मूल-भूत भाषा कौशलों - श्रवण, वाचन, पठन और लेखन का परिचय।

इकाई २ - पाठ्यवस्तु संवर्धन

२.१ हिन्दी साहित्य का सामान्य परिचय।

२.२ हिन्दी गद्य साहित्य की परम्परागत विधाएँ - कहानी, नाटक और महाकाव्य।

२.३ हिन्दी गद्य साहित्य की आधुनिक विधाएँ - उपन्यास, यात्रा विवरण, जीवनी, आत्मकथा और

संस्मरण।

२.४ हिन्दी व्याकरण में उर्दू, अंग्रेज़ी और संस्कृत से समाविष्ट प्रत्यय।

२.५ माध्यमिक स्तर पर हिन्दी पाठ्यक्रम में हुए परिवर्तनों का आकलन।

इकाई ३ - भाषा अधिगम की प्रकृति और पाठ नियोजन

३.१ माध्यमिक स्तर पर हिन्दी शिक्षण के लक्ष्य और उद्देश्य।

३.२ इकाई नियोजन का प्रत्यय, इसका महत्त्व और निर्माणविधि।

३.३ पाठयोजना का परिचय, उपयोग और महत्व।

३.४ पाठयोजना के चरण और उनका क्रियान्वयन।

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

३.६ विशिष्ट उद्देश्यों का व्यावहारिक शब्दावली में लेखन।

३.७ पाठ योजना के संरचनात्मक उपागम का परिचय और अभ्यास।

इकाई ४ - हिन्दी की विविध विधाओं के शिक्षण की विधियों का परिचय और उपयोग

४.१ माध्यमिक कक्षाओं में गद्य शिक्षण की उपयोगिता।

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

४.३ माध्यमिक कक्षाओं के पाठ्यक्रम में पद्य के समावेश की उपयोगिता।

४.४ पद्य शिक्षण की शब्दार्थ कथन, खण्डान्वय, व्यास और समीक्षा विधि का परिचय और इनकी उपयुक्तता का आकलन।

४.५ माध्यमिक स्तर पर व्याकरण शिक्षण की आवश्यकता और उपयोगिता।

४.६ व्याकरण शिक्षण की निगमन, आगमन, भाषासंसर्ग और पाठ्य-पुस्तक विधियों का मूल्यांकन।

इकाई ५ - भाषा अधिगम-शिक्षण में सहायक सामग्रियों का प्रयोग

५.१ शिक्षण उपकरणों का सन्दर्भ, महत्व और लाभ।

५.२ अधिगम-शिक्षण के दृश्य उपकरणों के प्रकार।

५.३ दृश्य उपकरणों - श्यामपट्ट, चार्ट, नक्शा, मानचित्र, प्रतिरूप, कार्यशील प्रतिरूप और फ्लैश कार्ड की प्रयोग विधि।

५.४ श्रव्य उपकरणों - कॉम्पैक्ट डिस्क व कैसेट्स् के प्रयोग की विधि और अभ्यास।

५.५ मुद्रित श्रव्य उपकरणों -अखबार, पत्रिकाओं और पुस्तकों का सहायक उपकरणों के रूप में प्रयोग।

५.६ वैद्युदणिक उपकरणों - टेलीविजन, कम्प्यूटर और विश्वजाल के सहायक उपकरणों के रूप में प्रयोग की विधि और उपयोगिता।

५.७ भाषा अधिगम में भाषा प्रयोगशाला के प्रयोग की विधि और समीक्षा।

इकाई ६ - भाषा अधिगम के मूल्यांकन की प्रविधि

६.१ मूल्यांकन की संकल्पना, उद्देश्य और महत्व।

६.२ सतत एवं व्यापक मूल्यांकन का सन्दर्भ।

६.३ लेखन, पठन, श्रुतलेख, सुलेख, तीव्रलेखन, त्रुटिमुक्त लेखन, आशुभाषण और काव्यपाठ का सतत एवं व्यापक मूल्यांकन प्रविधि द्वारा मूल्यांकन।

६.४ कक्षागत पाठ्यसहगामी गतिविधियों - गीत, अभिनय, संवाद, क्रियाकलाप और नेतृत्व के गुणों का सतत एवं व्यापक मूल्यांकन प्रविधि द्वारा मूल्यांकन।

६.५ विद्यार्थियों के भाषा अधिगम का संचयीवृत्त बनाना।

इकाई ७ - चिन्तनशील साधक के रूप में शिक्षक

७.१ अनुवर्ती चिन्तन की आवश्यकता और महत्व।

७.२ चिन्तन दैनन्दिनी और पोर्टफोलियो बनाना।

७.३ विद्यार्थियों की अधिगम समस्याओं के निदान और समाधान के लिए क्रियात्मक अनुसन्धान का प्रयोग।

७.४ पाठ्यक्रम, सहायक सामग्री और पाठ्यविधियों का आलोचनात्मक विवेचन।

७.५ पाठ्यक्रम, सहायक सामग्री और पाठ्यविधियों पर विद्यार्थियों और अभिभावकों की प्रतिक्रियाओं का संग्रह।

प्रायोगिक कार्य –

आधुनिक भाषा के रूप में हिन्दी के गुणों और स्थिति का अनुसन्धान विवरण।

हिन्दी शिक्षण की किन्ही दो अधुनतन विधियों का परिचय एवं इनके उपयोग की तुलनात्मक समीक्षा।

हिन्दी शिक्षण के श्रवण, वाचन और लेखन अधिगम के सटीक मूल्यांकन में सतत एवं व्यापक मूल्यांकन की प्रविधि के उपयोग का विवरण।

चिन्तन दैनन्दिनी, पोर्टफोलियो और आलोचनात्मक विवरणी के उपयोग की समीक्षा और इनकी प्रतिकृति का प्रस्तुतिकरण।

मूल्यांकन योजना –

मूल्यांकन बिन्दु कक्षा परीक्षा प्रायोगिक कार्य पोर्टफोलियो उपस्थिति सत्रान्त परीक्षा

प्रदेय अकं १० १० ०५ ०५ ७०

सन्दर्भ पुस्तकें –

हिन्दी शिक्षण : अभिनव आयाम, डॉ. श्रुतिकान्त पाण्डेय, एक्सिस पब्लिकेशंस, दरियागंज, नई दिल्ली, २०१०.

हिन्दी शिक्षण, उमा मंगल, आर्य बुक डिपो करोल बाग, नई दिल्ली, २००५.

हिन्दी शिक्षण, डॉ. रामशकल पाण्डेय, विनोद पुस्तक मन्दिर, आगरा, २००५.

हिन्दी साहित्य का इतिहास, आचार्य रामचन्द्र शुक्ल, राजकमल प्रकाशन, नई दिल्ली, २००६

हिन्दी शिक्षण, रमन बिहारी लाल, रस्तोगी प्रकाशन, मेरठ, २००२.

हिन्दी शिक्षण, सावित्री सिंह, इन्टरनेशनल पब्लिशिंग हाउस, मेरठ, २००४

Course Title: PEDAGOGY OF TEACHING ENGLISH

Credits: 04

Contact Hours: 60

Introduction

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

Objectives

After completing the course the student-teachers will able to

• *Explain the principles of language teaching, and evolution and trends in English literature.*

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

Unit I: Nature of English Language & Literature

1.1 Principles of Language Teaching

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

1.3 English Language in the school context: An Evolutionary Perspective

1.4 Current Trends in Modern English Literature in Indian context

1.5 Teaching as second language in Indian context.

Unit II: Instructional Planning

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

2.2 Instructional Planning: Need and Importance

2.3 Unit and lesson plan: Need and Importance

2.4 Procedure of Unit and Lesson Planning

2.5 Planning and adapting units and lessons for children with disabilities

Unit III: Approaches and Methods of Teaching English

3.1 Difference between an approach and a method

3.2 Task based approach, co-operative learning, language across curriculum, communicative language teaching, Bilingual, Eclectic and Constructive approach

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

3.4 Development of four basic language skills: Listening, Speaking, Reading, and Writing

3.5 Accommodation in approaches and techniques in teaching children with disabilities

Unit IV: Instructional Materials

4.1 Importance of instructional material and their effective use

4.2 The use of the instructional aids for effective teaching of English: Smart boards, Chalk Board, Flannel Board, Pictures/ Picture-cut-outs, Charts, Tape-records, Radio, Television, Films & Filmstrips, Overhead Projector, Language Laboratory, Language games, reading cards, Worksheets, Handouts, and Power Point Presentation

4.3 Construction of a teacher made test for English proficiency

4.4 Teaching portfolio

4.5 Adaptations of teaching material for children with disabilities

Unit V: Evaluation

5.1 Evaluation - Concept and Need

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

5.3 Adaptation of Evaluation Tools for Children with Disabilities

5.4 Individualized assessment for Children with Disabilities

5.5 Error analysis, Diagnostic tests and Enrichment measures

Transaction

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

Course Work/ Practical/ Field Engagement

• Design teaching programme based on error analysis

• Develop an Action Research Plan for measuring the effectiveness of a given teaching approach in English

• Develop work sheet (interactive including language games)

• Prepare worksheets to enrich vocabulary among secondary students with disabilities

• Develop lesson plans for the teaching of prose and poetry

• Critically analyze any one poem or essay of a well known poet or writer

Essentital Readings

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

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

• IGNOU 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.

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

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

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

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

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

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

Course Title: INCLUSIVE EDUCATION

Credits: 04

Contact Hours: 60

Introduction

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

Objectives

After completing the course the student-teachers will able to

• *Explain themeaning,definitions,and historical perspective eof inclusive education.*

• *Discuss the Polices & Frameworks Facilitating Inclusive Education*

• *Define and apply Adaptations Accommodations and Modifications appropriately.*

• *Develop Inclusive Learning Environments and Academic Instructions*

• *Demonstrate Supports and Collaborations for Inclusive Education*

Unit 1: Introduction to Inclusive Education

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

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

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

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

1.5 Benefits &Barriers of Inclusive Education: Social, Physical, Instructional&Economical

Unit 2: Polices & Frameworks Facilitating Inclusive Education

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

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

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

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

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

Unit 3: Adaptations Accommodations and Modifications

3.1 Meaning, Difference, Need & Steps

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

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

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

3.5 Leadership and Teachers as Change Agents, Assistive Technology, Whole School Developmen**Unit 4: Inclusive Learning Environments and Academic Instructions**

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

4.2 Universal Design for Learning: Multiple Means of Representation,, Expression &Engagement,

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

4.4 Differentiated Instruction: Content, Process Product & Evaluation

4.5 ICT for Instructions

Unit 5: Supports and Collaborations for Inclusive Education

5.1 Role of Stakeholders in Inclusive Education

5.2 Advocacy & Leadership for Inclusion in Education

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

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

Practical & Field Engagement

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

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

III. Design a Poster on Inclusive Education

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

V. Key debates in special and inclusive education: Best Practices

Transactions

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

Suggested Readings

- Tony Booth & Mel Ainscow. (2002). *Index for Inclusion; developing; developing learning and participation in schools.*CSIE
- Bartlett, L. D., & Weisentein, G. R. (2003). *Successful Inclusion for EducationalLeaders*. New Jersey: Prentice Hall.
- Chaote, J. S. (1991). *Successful Mainstreaming*. Allyn and Bacon.
- Choate, J. S. (1997). *Successful Inclusive Teaching*. Allyn and Bacon.
-

Daniels, H. (1999) . *Inclusive Education.*London: Kogan.
- Gargiulo, R.M. *Special Education in Contemporary Society: An Introduction toExceptionality*. Belmont: Wadsworth.
- Gartner, A., & Lipsky, D.D. (1997). *Inclusion and School Reform TransferringAmerica's Classrooms,*Baltimore: P. H. Brookes Publishers.
- Giuliani, G.A. & Pierangelo, R. (2007). *Understanding, Developing and WritingIEPs.*

Corwin press:Sage Publishers.

- Gore, M.C. (2004) . *Successful Inclusion Strategies for Secondary and Middle SchoolTeachers*, Crowin Press, Sage Publications.

- Hegarthy, S. & Alur, M. (2002). *Education of Children with Special Needs: fromSegregation to Inclusion,* Corwin Press, Sage Publishers.

- Karant, P., & Rozario, J. ((2003*). Learning Disabilities in India.* Sage Publications.

- Karten, T. J. (2007). *More Inclusion Strategies that Work.* Corwin Press, Sage Publications.

- King-Sears, M. (1994). *Curriculum-Based Assessment in Special Edcuation.* California: Singular Publications.

- Lewis, R. B., & Doorlag, D. (1995). *Teaching Special Students in the Mainstream.* 4th Ed. New Jersey: Pearson.

- McCormick, S. (1999). Instructing Students who Have Literacy Problems. 3rd Ed. New Jersey, Pearson.

- Rayner, S. (2007). *Managing Special and Inclusive Education*, Sage Publications.

- Ryandak, D. L. & Alper, S. (1996). *Curriculum Content for Students with Moderateand Severe Disabilities in Inclusive Setting.* Boston, Allyn and Bacon.

- Sedlak, R. A., & Schloss, P. C. (1986). *Instructional Methods for Students withLearning and Behaviour Problems*. Allyn and Bacon.

- Stow L. & Selfe, L. (1989). *Understanding Children with Special Needs*. London: Unwin Hyman.

- Turnbull, A., Turnbull, R., Turnbull, M., & Shank, D.L. (1995). Exceptional Lives:Special Education in Today's Schools. 2nd Ed. New Jersey: Prentice-Hall.Inc.

- Vlachou D. A. (1997). Struggles for Inclusive Education: An Ethnographic Sstudy. Philadelphia: Open University Press.

- Westwood, P. (2006). Commonsense Methods for Children with Special EducationalNeeds - Strategies for the Regular Classroom. 4th Edition, London Routledge Falmer:Taylor & Francis Group.

Course Title: CURRICULUM DEVELOPMENT AND EVALUATION: SLD

Credits: 04

Contact Hours: 60

Introduction

This course covers all about curriculum. The first unit is about different designs of curriculumwherein UDL needs to be looked at from the inclusive education perspective. The secondunit needs to be studied as the emphasis is on inclusion, hence curriculum hierarchies areessential to be understood. Unit three and four are about instructional planning and adaptations that will benefit students with Specific Learning Disability . Unit five is on evaluation

where different kinds of evaluation have to be studied, so as, to be able to choose the appropriate tool for evaluation.

Objectives

After completing the course the student-teachers will able to

- *Define nature of curriculumand various approaches of curriculum develoment*
- *Analyse Curriculum Hierarchies and Designing.*
- *Demonstrate Instructional Planning*
- *Discuss Pyramid plan, Pedagogical Theories and curriculum transaction*
- *Explain Adaptation, Modification, Accommodation*
- *Apply the tools of Assessment & Evaluation*

Unit 1: Nature of Curriculum

1.1 Concept, Definition, Principles and scope of curriculum, Bases of Curriculum:philosophical, sociological and psychological

1.2 Principles of Inclusive curriculum and transaction, Types of curriculum– Core, Collateral, Support, Hidden

1.3 Fundamentals of curriculum development: knowledge based, activity based, skill based and experience based; Curriculum Design and Development: Subject centered, learner centered (CWLD), Learning centered

1.4 Approaches of Curriculum Development: Developmental Approach, Functional Approach, Eclectic Approach, Ecological Approach, Expanded Core Curriculum, Hidden Curriculum **and** Curricular approaches related to persons with Specific Learning Disability

1.5 Theories of Curriculum Development, Differentiating between Curriculum Design and Curriculum development

1.6 Universal design of learning for curriculum development, NCF, Historical and contemporary evolution of curriculum

Unit 2: Curriculum Hierarchies and Designing

2.1 Curriculum hierarchies in Reading (English and any Regional language), Writing, Mathematics, Science, Social studies

2.2 Models of curriculum design – competency based , outcome based , linear objective

2.3 Designing integrated and inter-disciplinary curriculum

2.4 Collaborative curriculum, Alignment of curriculum

2.5 Issues and trends in curriculum

Unit 3: Instructional Planning

3.1 Models of instructional planning – Analysis, Design, Development, Implementation, Evaluation (ADDIE)

3.2 Taxonomies of learning – Cognitive (Bloom's and Anderson), Psychomotor & Affective

3.3 Elements of lesson plan - 5 Es plan(Engage, Explore, Explain, Elaborate, Evaluate) , Models of teaching - CAM,

3.4 Pyramid plan, Pedagogical Theories and curriculum transaction

3.5 Instructional Efficiency approach (Konrad, Helf and Joseph, 2011)

Unit 4: Adaptation, Modification, Accommodation

4.1 Definition and concept of adaptation, modification, accommodation

4.2 Principles and steps of adaptation, Material and Instructional Adaptations

4.3 Differentiated instruction,

4.4 Classroom management – cooperative, collaborative, arrangement

4.5 Curriculum: Alternative, Adjustment and Adaptation

Unit 5: Assessment & Evaluation

5.1 Assessment& Evaluation- Concept, definition, scope, Types of Assessment- Alternative, Authentic, Performance based, Subject based portfolio

5.3 Evaluation – Formative, Summative, CCE

5.4 Development of question paper (table of specifications)

5.5 Tools of evaluation, Rubrics grading, marking schemes

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, role play, reader's theatre, debates; teach re- teach cycles, group discussion, lecture-cum-discussion, panel discussion, school visits and teaching observations, individual assignment of lesson planning based on learning needs in the classroom are a must.

Course Work/ Practical/ Field Engagement

• Adapt any one lesson in collaboration with a regular teacher within a secondary school text book (using one of the approaches to curriculum development) to meet the needs of children with disabilities

• 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

• Write a 2000 word essay describing a curriculum in action in an inclusive school

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

Credits: 04

Contact Hours: 60

Introduction

This course will provide insight into the conceptual framework of the area of interventions and strategies. It will familiarize the student-teachers 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 student-teachers in helping children with learning disabilities by developing appropriate strategies and intervention plans for them. This will prepare them to work with students in clinical as well as classroom set-ups and arm them with programmes for assessment, goal setting, reviewing and reporting the success of the intervention targets.

Objectives

After completing the course teacher educators will able to

- Demonstrate understanding of Conceptual Framework of Educational Interventions
- Interpret Educational Interventions for Processing Deficit
- Apply Interventions for Language Development
- Illustrate Interventions for Reading, Writing and Mathematics
- Demonstrate Intervention in Life Skills

Unit 1: Conceptual Framework of Educational Interventions

1.1 Definition, purpose, scope and principles of educational intervention, Steps of intervention

1.2 Cascade of services, Response to Intervention, Issues and ethics in educational intervention

1.3 Historical perspective of development of educational intervention: Evolution from medical model to current status

1.4 Approaches and Methods: Perceptual motor (Kephart, Barsch, Frostig), Multi-Sensory-(Fernald, Orton-Gillingham, Montessori), Behavioural (Precision Teaching, ABA), Cognitive (Meta Cognition, Cognitive Behaviour Management) and Collaborative Learning Approach

1.5 IEP, Diagnostic Prescriptive Teaching, Resource Teaching, Differentiated Intervention

Unit 2: Educational Interventions for Processing Deficit

2.1 Attention

2.2 Perception

2.3 Memory

2.4 Thinking

2.5 Study skills

Unit 3: Interventions for Language Development

3.1 Language: concept and components/structure

3.2 Systems of language, Bilingualism and multilingualism

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

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

Unit 4: Interventions for Reading, Writing and Mathematics

4.1 Principles of intervention in reading, writing and mathematics

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

4.3 Strategies for developing handwriting, spelling, written expression and computation, automaticity [timed tasks] and application

4.4 Strategies for mathematical computation, –number concept, mathematic language, reading writing across the curriculum, problem solving and mathematical language operations.

4.5 Applications of interventions in the inclusive classroom

Unit 5: Intervention in Life Skills

5.1 Strategies for developing of Psycho-Social skills

5.2 Strategies for self-assessment and advocacy

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

5.4 Preparation for Independent Living: Career Planning, leisure and recreation

5.5 Transition planning

Transaction

The course should be taught using a constructivist approach and lectures followed by projects in specific processing deficits and specific curricular deficits. Assignments, Group discussions, presentations, development and evaluation of intervention modules for students with LD should be done. The focus should also be on encouraging students to evaluate the applicability of the strategy interventions for English language and also Indian languages. 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

Course Work/ Practical/ Field Engagement

• Development of intervention programmes based on given approach/methods

• Development of remedial material for specific areas of intervention across ages

• Seminar on collaborations in fostering well-being of persons with LD

• Plan a parental 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

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

• Lerner, J. W. (2011). Learning Disabilities. Boston: Houghton Mifflin Brookes.,
• Jayachandra, P. (2001) Teaching yogasanas for persons with mental retardation,

Chennai: Vijay Human Services.

• Jeyachandaran, P. Vimala, V. (2000). Madras Developmental Programming System

• Narayan, J. Myreddi, V. Rao, S. (2002). Functional Assessment Checklist for

programming

• Panda, K.C. (1997). Education of Exceptional Children. New Delhi Vikas

• Pandit, A & Grover U (2001), Self Instructional Modules on occupational

therapy/physiotherapy, BED (MR) SPE, Bhoj University, Bhopal.

Course Title: INTERVENTION AND TEACHING STRATEGIES FOR SPECIFIC LEARNING DISABILITY

Credit: 04

Contact Hours: 60   **Marks: 100**

Introduction

This course will provide insight into the conceptual framework of the area of interventions and strategies. It will familiarize the student-teachers 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 student-teachers in helping children with learning disabilities by developing appropriate strategies and intervention plans for them. This will prepare them to work with students in clinical as well as classroom set-ups and arm them with programmes for assessment, goal setting, reviewing and reporting the success of the intervention targets.

Objectives

After completing the course the student-teachers will able to

- *Explain the Conceptual Framework of educational intervention.*
- *Interpret Educational Interventions for Processing Deficit*
- *Illustrate different Reading and Writing Interventions*
- *.Apply Interventions for Mathematics*
- *Interpret Intervention in Life Skills*

Unit 1: Conceptual Framework of Educational Interventions

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

Unit 2: Educational Interventions for Processing Deficit

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

Unit 3: Reading and Writing Interventions

3.1 Principles of intervention in reading and writing

3.2 Strategies for developing word recognition skills, fluency and comprehension

3.3 Strategies for developing handwriting, spelling and written expression

3.4 Strategies for Reading and writing across the curriculum

3.5 Strategies for differentiation and inclusion in the classroom

Unit 4: Interventions for Mathematics

4.1 Principles for interventions in mathematics

4.2 Strategies for developing mathematical concepts

4.3 Strategies for developing computation, automaticity [timed tasks] and application

4.4 Strategies for problem solving

4.5 Accommodations [Calculators, Computers] in the mainstream classroom

Unit 5: Intervention in Life Skills

5.1 Strategies for developing of Social skills

5.2 Strategies for developing Study skills

5.3 Strategies for self-assessment and advocacy

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

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

Transactions

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

Course Work/ Practical/ Field Engagement

- Prepare an educational intervention plan\tool for a given process
- Prepare an educational intervention plan\tool for a given skill
- Plan a parental meet to discuss the intervention 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

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

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

Suggested Readings

- Bird, RThe dyscalculia toolkit supporting learning difficulties in maths. (2nd ed) Los Angeles. Sage,
- Cummings, C, B [2000] Winning Strategies for Classroom Management Teaching, I*nc*
- 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, 1st 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, Ist 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, 1st 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

Course Title: TECHNOLOGY AND SPECIFIC LEARNING DISABILITY

Credit: 04

Contact Hours: 60

Introduction

This course covers the integration of technology in the teaching learning process of the students with Specific 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 learningand ends with the issues that one faces while dealing with technology.

Objectives

After completing the course the student-teachers will able to

- *Explain the concept, scope and use of Technology.*
- *Analyse the learning needs of CWSLD in relation to Technology.*
- *Use the various types of Technology for Presentation & Expression (Input and Output)•*
- *Interpret Technology for Classroom Engagement*
- *Discuss the trends and issues related to the use of technology.*

Unit 1: Concept of Technology

1.1 Meaning, Nature, Scope and Significance of Technology

1.2 Types /tools of technology – Projector, Smart board, Software and ipad,

ipod, Tablets, Mobiles

1.3 Technology integration vs technology use in the curriculum

1.4 Assistive technology: Meaning and scope

1.5 Role & Use of Assistive Technology for children with LD

Unit 2: Learning Needs of CWSLD

2.1 Application of Technology in Communication2.2 Application of Technology in Reading

2.3 Application of Technology in Writing

2.4 Application of Technology in Mathematics

2.5 Application of Technology in Self management

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

3.1 Classroom Presentation & Expression: Concept & scope

3.2 Visual presentation - Large print displays, alternative colours to the screen, colour coding, smart boards, Multimedia Presentations, screen magnifiers

3.3 Auditory - text to voice, screen readers, FM Listening Systems, podcast

3.4 Cognitive – graphic organisers

3.5 Consideration for selection of tools – no tech, low tech, high tech, low cost, high cost

Unit 4: Technology for Classroom Engagement

4.1 Classroom engagement – Meaning and components

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

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

4.4 Types programme- drill & practice, Simulations, Games, Tutorial

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

Unit 5: Trends & Issues in Using Technology

5.1 Digital natives & Immigrants

5.2 From isolation to inclusion

5.3 Parent/family involvement

5.4 Cyber Safety

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

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).

CourseWork/ Practical/ FieldEngagement

• 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 Specific Learning Disability and present the findings

Essential Readings

• Mehra, Vandana (2004) Educational Technology, New Delhi : S S Publishers.

• Mohanty, J. (1992). Educational Technology, New Delhi: Deep and Deep Publication.

• Mukhopadhaya, M. (ed.) (2005). Education Technology Knowledge Assessment, New Delhi: Shipra Publications.

• R., Robertson, S. and Peter John. (2009). Improving Classroom Learning with ICT, New York: Routledge.

• Sharma, Hemant Lata and Sharma, Savita (2010). Learning to Learn with Love: Theory and Practice of Co-operative Learning, New Delhi: Gagandeep Publications Sutherland,

Suggested Readings

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

SEMESTER-III

Course Title: PSYCHO-SOCIAL AND FAMILY ISSUES OF CHILDREN WITH SPECIFIC LEARNING DISABILITIES

Credits: 02

Contact Hours: 30

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.

Objectives

After completing the course the student-teachers will able to

• Explain the concept of psycho-social domain and stages of psychosocial development.

• Identify Family dynamics and various issues among children with learning Disabilities.

• Interpret Nurturing Social Emotional Wellbeingand analyse concept of networking and liaisoningwith the parents, community, family, school and NGO's

Unit 1: Overview of Psycho-social Domains

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

Unit 2: Family Dynamics

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

Unit 3: Nurturing Social Emotional Wellbeing

3.1 Strategies for developing positive self-concept

3.2 Social skill training

3.3 Stress management

3.4 Family counselling

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 at hand.

Course Work/ Practical/ Field Engagement

• Observe and identify psycho-social problems of any LD student of the class during school internship programme. Givedetailed description along with intervention performed.

• Design a Scrapebook 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

• Basu, S., Das, P., Chakravarty, I. (2007) Family Life of the Disabled Aged, Ageingand Society: Indian Journal of Gerontology, 17 (3 & 4), 75 – 81.

• Blacher, J. (Ed.) (1984) Severely Handicapped Young Children and Other Families:Research in Review Ovlandio: Academic Press Inc.

• Cramer, H., Carlin, J. (2008) Family Based Short Breaks (Respite) for DisabledChildren: 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: Partnershipand Practice, East Sussex: Brunner- Routledge.

• Findler, S. (2000) The Role of Grandparents in the Social Support System of Mothersof Children with a Physical Disability, Families in Society, Vol. 81 (4), July – Aug.2000, pp 70 - 381

Suggested Readings

• Bennett, T. Lingerfelt, V & Nelson, D.E. (1990) Developing Individual and FamilySupport Plans – A Training Manual, Cambridge M.A. Brooklint 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 DisabledChildren, London: Allen and Unwin Ltd

• Webster, E. J. Vikas Publishing House (1993) Working with parents of youngchildren with disabilities, California. Singular Publishing Group.

Course Title: READING AND REFLECTING ON TEXTS

Credits: 02

Contact Hours: 30

Introduction

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

Objectives

After completing the course student-teachers will able to

• *Reflect upon current level of literacy skills of the self.*

• *Iinterpret Reflections on Reading Comprehension*

• *Demonstrate Skill Development in Responding to Text*

• *Enumerate writing as a Process and Product*

• *Practice and master Independent Writing*

Unit 1: Reflections on Literacy

1.1 Literacy and Current University Graduates: Status and Concerns

1.2 Role of Literacy in Education, Career and Social Life

1.3 Literacy, Thinking and Self Esteem

1.4 Literacy of Second Language/ English: Need and Strategies

1.5 Basic Braille Literacy

Unit 2: Reflections on Reading Comprehension

2.1 Practicing Responses to Text: Personal, Creative and Critical

2.2 Meta Cognitive Awareness of Reading Processes and Strategies Applied for Meaning Making

2.3 Developing Good Reading Skills and Habits in Primary Level Students: Activities and Strategies

2.4 Basic Understanding of Reading Comprehension of Children with Disabilities

Unit 3: Skill Development in Responding to Text

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

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

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

3.4 Practicing Web Search, Rapid Reading and Comprehensive Reading

Unit 4: Reflecting Upon Writing as a Process and Product

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

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

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

4.4 Practicing Self Editing and Peer Editing of Sample Texts

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

Unit 5: Practicing Independent Writing

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

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

5.3 Practicing Converting Written Information into Graphical Representation

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

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

Course Work/ Practical/ Field Engagement

• Have a peer editing of independently written essays and discuss your reflections upon this experience

• Prepare a feedback form for parents and for teachers focussing on differences in the two forms due to different intent and audience

• Develop a short journal of graphical representation of 3 newspaper articles on school education using the options given in 2.4

• Visit a book store for young children, go through the available reading material

including exercise books, puzzles. etc. and make a list of useful material for developing early literacy skills

Essential Readings

• ASER report of 2015: Pratham Publication

• May, F. B. (2001). Unravelling the seven myths of reading. Allyn and Bacon: Boston

• McGregor, T. (2007). *Comprehension Connections: Bridges to Strategic Reading*. Heinemann Educational Books.

• Tovani, C., & Keene.E.O. (2000). *I Read It, but I Don't Get It: Comprehension Strategies for Adolescent Readers*. Stenhouse Publishers

• Soundarapandian, M. (2000). Literacy campaign in India. Discovery Publishing House: New Delhi.

Suggested Readings

• Baniel, A. (2012). Kids beyond limits. Perigee Trade: New York

• McCormick, S. (1999). Instructing students who have literacy problems.(3rd) Merrill: New Jersy

• Ezell, H., & Justice, L. (2005). Programmatic Research on Early Literacy: Several Key Findings. *IES 3rd Annual Research Conference: American Speech Language & Hearing Association (ASHA).*

• Frank, S. (1985). Reading without Nonsense. Teachers College Press, New York.

• Gallangher.K. (2004). *Deeper Reading: Comprehending Challenging Texts*. Stenhouse Publishers

• Heller, R. (1998). Communicate clearly. DK Publishing: New York.

• Luetke-Stahlman, B., & Nielsen, D. (2003). Early Literacy of Kindergartners with Hearing Impairment. *High Beam*

• May, F. B. (1998). Reading as communication. Merrill: New Jersy

• 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.

Course Title: DRAMA AND ART IN EDUCATION

Credits: 02

Contact Hours: 30

Introduction

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

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

Objectives

After completing the course student-teachers will able to

- *Define meaningand scope art Education*
- *Demonstrate Performing Arts: Dance and Music.*
- *Demonstrate Performing Arts: Drama*
- *Analyse Visual Arts and use of Media and Electronic Arts*

Unit 1: Introduction to art Education

1.1 Art and art education: Meaning, scope and difference

1.2 Artistic expression: Meaning and strategies to facilitate

1.3 Art therapy: Concept and application to students with and without disabilities

1.4 Linking Art Education with Multiple Intelligences

1.5 Understanding emerging expression of art by students

Unit 2: Performing Arts: Dance and Music

2.1 Range of art activities related to dance and music

2.2 Experiencing, responding and appreciating dance and music

2.3 Exposure to selective basic skills required for dance and music

2.4 Dance and Music: Facilitating interest among students: planning and implementing activities

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

Unit 3: Performing Arts: Drama

3.1 Range of art activities in drama

3.2 Experiencing, responding and appreciating drama

3.3 Exposure to selective basic skills required for drama

3.4 Drama: Facilitating interest among students: planning and implementing activities

3.5 Enhancing learning through drama for children with and without special needs: strategies and adaptations

Unit 4: Visual Arts

5.6 Range of art activities in visual arts

5.7 Experiencing, responding and appreciating visual art

5.8 Exposure to selective basic skills in visual art

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

5.10 Enhancing learning through visual art for children with and without special needs: strategies and adaptations

Unit 5: Media and Electronic Arts

5.1 Range of art activities in media and electronic art forms

5.2 Experiencing, responding and appreciating media and electronic arts

5.3 Exposure to selective basic skills in media and electronic arts

5.4 Media and electronic arts: Facilitating interest among students: planning and implementing activities

5.5 Enhancing learning through media and electronic art for children with and without special needs: strategies and adaptations

Course Work/ Practical/ Field Engagement

• 'hot seating' activity for historical / contemporary personalities wherein students play the role of that personality to advocate his/her opinions/decisions/thought processes (for example, Akbar, Hitler, Galileo, Bhagat Singh etc)

• Portfolio submission of the basic skills exposed in any one of the art forms of choice

• Write a self reflective essay on how this course on art will make you a better teacher

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

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

Essential Readings

• Finlay, Victoria. The brilliant History of Color in Art. Getty Publications, China.

• Shirley, Greenway. (2000). Art, an A to Z guide. Franklin Watts: USA

• Vaze, Pundalik. (1999). How to Draw and Paint Nature. Jyosna Prakashan: Mumbai

• 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

• Greene, S., & Hogan, D. (2005).Researching children's experience. Sage Publication: London

• Heller, R. (1999). Effective Leadership. DK Publishing: New York.

• Lewiecki-Wilson C. & B. J. Brueggemann (Eds.), Disability and the teaching of writing: A critical sourcebook. Boston, MA: Bedford/St. Martin's.

• Nyman, L.& A. M. Jenkins (Eds.), *Issues and approaches to art for students with special needs* (pp. 142–154). Reston, VA: National Art Education Assoc

SEMESTER-III

Educational Tour:

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

Course Title: GUIDANCE & COUNSELLING

Credits: 02

Contact Hours: 30

Objectives

After completing this course the student-teachers will able to

• *Define the Introduction to Guidance and Counselling and apply the skills of guidance and counselling in classroom situations.*

• *Discuss how to Enhance Self Image and Self Esteem*

• *Explain Guidance and Counselling in Inclusive Education*

Unit 1: Introduction to Guidance and Counselling

1.1 Guidance and Counselling: Definition and Aims

1.2 Areas of Guidance and Counselling

1.3 Core Conditions in Counselling

1.4 Skills and Competencies of a Counsellor

1.5 Role of Teacher in Guiding and Counselling Students with Special Needs

Unit 2: Enhancing Self Image and Self Esteem

2.1 Concept of Self as Human

2.2 Understanding of Feelings and Changes

2.3 Growth to Autonomy

2.4 Personality Development

2.5 Role of Teacher in Developing Self-Esteem in Children

Unit 3: Guidance and Counselling in Inclusive Education

3.1 Current Status with reference to Indian School

3.2 Types of Counselling: Child-Centred, Supportive, Family

3.3 Guidance in Formal and Informal Situations: Within and Outside Classroom,

Vocational Guidance

3.4 Group Guidance: Group Leadership Styles and Group Processes

3.5 Challenges in Group Guidance

Practicum/ Field engagement

I. Counselling and report writing on a selected case

II. Simulation of a parent counselling session

III. Report of critical observation of a given counselling session

Transaction

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

the ability to become a "People-helper". They should be able to appreciate the role

of a guide and counsellor in the school setting.

Essential Readings

• Naik, P.S. (2013). Counselling Skills for Educationists. Soujanya Books, New Delhi.

• Nayak, A.K. (1997). Guidance and Counselling. APH Publishing, Delhi.

• Rao, V. K., & Reddy, R.S. (2003). Academic Environment: Advice, Counsel and Activities. Soujanya Books, New Delhi.

• Shah, A. (2008). Basics in gGuidance 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.

Course Title: EARLY CHILDHOOD CARE AND EDUCATION

Credits: 02

Contact Hours: 30

Introduction

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

Objectives

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

• *Explain facts about Early Childhood Learning &Development.*

• *Describe the Early Education of Children with Disabilities.*

• *Demonstrate the Inclusive Early Childhood Educational (ECE) Practices*

Unit 1: The Early Years: An Overview

1.1 Facts about Early Childhood Learning & Development

1.2 Neural Plasticity

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

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

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

Unit2: Early Education of Children with Disabilities

2.1 Young Children at Risk & Child Tracking

2.2 Interdisciplinary Assessments & Intervention Plans

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

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

2.5 Evidenced Based Practices for Early Intervention

Unit 3: Inclusive Early Childhood Educational (ECE) Practices

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

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

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

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

3.5 School Readiness and Transitions

Practical/ Field Engagements

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

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

Transactions

Visits, Observations & Workshops.

Essential Readings

• Costello, P.M. (2000). *Thinking Skills & Early Childhood Education*. London: David Fulton Publishers.

• 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.

• Mohanty, J., & Mohanty, B. (1999). *Early Chilhood Care and Education*. Delhi: Offset Printers.

Suggested Readings

• Dahlberg, G. , Moss, P. & Pence, A. (2007). *Beyond Quality in Early Childhood Care and Education.(2nd Ed.).* New York: Routledge Publication.

• Krogh, S.L., & Slentz, K. (2001). *Early Childhood Education, Yesterday, Today & Tomorrow*. London: Lawrence Erlbaum Associates Publishers.

• Range, D.G., Layton, J.R. & Roubinek, D.C. (1980). *Aspects of Early Childhood*

Education.Theory to Reserch 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.

Course Title: APPLIED BEHAVIOUR ANALYSIS

Credits: 02

Contact Hours: 30

Objectives

After undertaking the course the student-teachers will able to

• *Define Applied Behaviour Analysis (ABA)*

• *Illustrate Strategies for Positive Behaviour Support*

• *Explain Management of Challenging Behaviour*

Unit 1: Introduction to Applied Behaviour Analysis (ABA)   **10 hours**

1.1 Principles of Behavioural Approach

1.2 ABA - Concept and Definition

1.3 Assumptions of ABA – Classical and Operant Conditioning

1.4 Behaviour- Definition and Feature

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

Unit 2: Strategies for Positive Behaviour Support   **10 hours**

2.1 Selection of Behavioural Goals

2.2 Reinforcement

- Types: Positive and Negative, Primary and Secondary

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

2.3 Discrete Trial Teaching

- Discriminative Stimulus - Characteristics

- Response

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

- Consequence - Characteristics

- Inter-Trial Interval

2.4 Application of ABA in Group Setting

- Negotiation and contract

- Token economy

- Response cost

- Pairing and fading

2.5 Leadership role of teacher in promoting positive behaviour

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

3.1 Differential Reinforcements of Behaviour

3.2 Extinction and Time Out

3.3 Response Cost and Overcorrection

3.4 Maintenance

3.5 Generalization and Fading

Practicum

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

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

Transaction

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

Essential Readings

• Bailey, J., & Burch, M. (2011). *Ethics for Behaviour Analysts*. Routledge, New York.

• Cooper, J.O., Timothy, E.H., & Heward, W.L. (2007). *Applied Behaviour Analysis*. Pearson Publications.

• Fisher, W.W., Piazza, C.C., & Roane, H.S. (2013). *Handbook of Applied Behaviour Analysis*. Guilford Press, New York.

• Kearney, A. J. (2007). *Understanding Applied Behaviour Analysis: An Introduction to ABA for Parents, Teachers and Other Professionals*. Jessica Kingsley, Philadelphia.

• Lewis, P. (2006). *Achieving Best Behaviour for Children with Developmental Disabilities*. Jessica Kingsley Publishers London.**Suggested Readings**

• Aune, B., Burt, B., & Gennaro, P. (2013). *Behaviour Solutions for the Inclusive Classroom*. Future Horizons Inc, Texas.

• Moyes, R.A. (2002). *Addressing the Challenging Behaviour of Children with HFA/AS in the Classroom*. Jessica Kingsley Publishers London.

Course Title: COMMUNITY BASED REHABILITATION

Credits: 02

Contact Hours: 30

Objectives

After completing this course the student-teachers will able to

• *Explain theconcept and scope of community based rehabilitation.*

• *Learn how to Prepare Community for CBR*

• *Apply suitable methods for Preparing Persons with Disability for CBR*

Unit 1: Introduction to Community Based Rehabilitation (CBR)

1.1 Concept and Definition of CBR

1.2 Principles of CBR

1.3 Difference between CBR and Institutional Living

1.4 Socio-cultural and Economic Contexts of CBR

1.5 Scope and Inclusion of CBR in Government Policies and Programs

Unit 2: Preparing Community for CBR

2.1 Awareness Program-Types and Methods

2.2 Advocacy - Citizen and Self

2.3 Focus Group Discussion

2.4 Family Counselling and Family Support Groups

2.5 CBR and Corporate Social Responsibility

Unit 3: Preparing Persons with Disability for CBR

3.1 School Education: Person Centred Planning, and Peer Group Support

3.2 Transition: Individual Transition Plan, Development of Self Determination and Self Management Skills

3.3 Community Related Vocational Training

3.4 Skill Training for Living within Community

3.5 Community Based Employment and Higher Education

Practicum/ Field Engagement

I. Visit an ongoing CBR program and write a report on its efficacy

II. Organize a community awareness program

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

Transaction

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

Essential Readings

• Loveday, M. (2006). *The HELP Guide for Community Based Rehabilitation Workers*: A Training Manual. Global-HELP Publications, California.

• McConkey, R. and O'Tool, B (Eds). *Innovations in Developing Countries for People with Disabilities*, P.H. Brookes, Baltimore.

• Neufelt, A. and Albright, A (1998). *Disability and Self-Directed Employment: Business Development Model.* Campus Press Inc. York University.

• 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.

Course Title: APPLICATION OF ICT IN CLASSROOM

Credits: 02

Contact Hours: 30

Course Description

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

Objectives

After completing the course the student teacher will able to

• *Describe Information Communication Technology (ICT) in Special Education*

• *Demonstrate the Use of Media and Computersin special Education*

• *Explain the role of Visualising Technology-Supported Learning Situations*

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

1.1 Meaning and Scope of ICT and Its Role in 'Construction of Knowledge'

1.2 Possible Uses of Audio-Visual Media and Computers (Radio, Television, Computers)

1.3 Integrating ICT in Special Education With Reference To Articles 4 and 9 of UNCRPD and Goal 3 of Incheon Strategy

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

1.5 Overview of WCAG (Web Content Access Guidelines)

Unit 2: Using Media and Computers

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

2.2 Computers: Functional Knowledge of Operating Computers–On/Off, Word Processing, Use Of Power Point, Excel, ICT Applications for Access to Print

2.3 Computer as a Learning Tool: Effective Browsing Of The Internet for Discerning and Selecting Relevant Information, Survey of Educational Sites and Downloading Relevant Material; Cross Collating Knowledge from Varied Sources

2.4 Computer-Aided Learning: Application of Multimedia in Teaching and Learning, Programmed Instruction; Computer-Assisted Instruction; Interactive Learning

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

Unit 3: Visualising Technology-Supported Learning Situations

3.1 Preparation of Learning Schemes and Planning Interactive Use of Audio-Visual Programme

3.2 Developing PPT Slide Show for Classroom Use and Using of Available Software or CDs with LCD Projection for Subject Learning Interactions

3.3 Generating Subject-Related Demonstrations Using Computer Software and Enabling Students to Plan and Execute Projects

3.4 Interactive Use of ICT: Participation in Social Groups on Internet, Creation of 'Blogs', Organizing Teleconferencing and Video-Conferencing

3.5 Identifying and Applying Software for Managing Disability Specific Problems

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

I. Develop a script on any topic of your choice. Conduct an interview with an expert on the selected topic to prepare an audio or video program of 15 minutes duration

II. Prepare a PPT by inserting photos and videos on a topic of your choice

III. Create your email account as well as design a blog

Essential Readings

• Abbot, C. (2001). *ICT: Changing Education*. Routledge Falmer.

• Florian, L., & Hegarty J. (2004). *ICT and Special Educational Needs: A Tool for Inclusion*. Open University Press.

Suggested Readings

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

SEMESTER-IV

Course Title: GENDER AND DISABILITY

Credits: 02

Contact Hours: 30

Objectives

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

• *Develop an understanding of human rights based approach in context of disability.*

• *Explain the impact of gender on disability.*

• *Analyse the issues related to disabled women and girl child with disability.*

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

1.1 Human Rights-Based Approach: Concept and History

1.2 Principles of Human Rights-Based Approach

- Equality and Non-Discrimination

- Universality & Inalienability

- Participation and Inclusion

- Accountability and Rule of Law

1.3 Elements of Human Rights System

- Legal Framework

- Institutions

- Development Policies & Programs

- Public Awareness

- Civil Society

1.4 Advantage of Human Rights-Based Approach

1.5 Implications for Disability

- Empowerment

- Enforceability

- Indivisibility

- Participation

Unit 2: Gender and Disability 10 Hours

2.1 Sex & Gender: Concept & Difference

2.2 Impairment & Disability: Concept & Difference

2.3 Gendered Experience of Disability

- Public Domain: School and Outside School

- Private and Familial Domain

- Normalization and Social Role Valorisation

2.4 Gender and Disability Analysis: Techniques and Strategies

2.5 Psyche and Gender: Implications for Teaching

Unit 3: Women and Girl Child with Disability 10 Hours

3.1 Inclusive Equality

- Access to Family Life

- Access to Education, Vocational Training and Employment

- Access to Political Participation

3.2 Factors Contributing to Disability

- Gender-Based Violence in School and Within Family

- Traditional Practices

3.3 Sexual and Reproductive Health

3.4 Teacher's Role in Promoting Gender Equality

3.5 Gender Critique of Legislation, Government Policy and Schemes

Practicum/Field Engagement

I. Study the case of a woman with disability and submit a report

II. Review selected paper/s authored by women with disability

III. Conduct a gender analysis of a selected disability Act/Policy

Transaction

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

Essential Readings

• 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, R*ace. NYU Press, USA.

• Smith, B. G., & Hutchison, B. (2013). *Gendering Disability*. Rutger 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., & Drobnic, S. (2010). *Dividing the Domestic: Men, Women, and Household Work in Cross-National Perspective,* Stanford University Press.

SEMESTER-IV

Course Title: BRAILLE AND ASSISTIVE DEVICES

Credit: 02

Contact Hours: 30

Introduction

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

education in all school-subjects as also skills of independent living and economic activities. This course familiarizes the student-teachers with the importance and operational aspects of Braille, which has stood the test of time and competition for the last about 185 years. It also introduces them to basic devices used for teaching blind and low vision children.

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

Objectives

After completing the course the student-teachers will able to

• *Describe basic information about Braille, its relevance.*

• *Explain the Braille Devices -- Types, Description, and Relevance*

• *Define the use Other Devices – Types, Description, Relevance*

Unit 1: Braille

1.1 Louis Braille and the Evolution of Braille

1.2 Continuing Relevance of Braille vis-a-vis Audio Material

1.3 Braille Signs, Contractions and Abbreviations--English Braille

1.4 Braille Signs and Symbols—Hindi/Regional Language

1.5 Braille Reading and Writing Processes

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

2.1 Slate and Stylus

2.2 Braille Writer

2.3 Electronic Devices— Note takers and Refreshable Braille Displays

2.4 Braille Embossers

2.5 Braille Translation Software

Unit 3: Other Devices – Types, Description, Relevance

3.1 Mathematical Devices: Taylor Frame and Types, Abacus, Geometry Kit, Algebra

Types

3.2 Geography: Maps--Relief, Embossed, Models

3.3 Science Material

3.4 Low Vision Aids--Optical, Non-Optical, Vision Training Material

3.5 Schemes and Sources of Availability

Course Work/ Practical/ Field Engagement (Any Two)

Each Student-Teacher will

a. Observe at least five devices in use in at least five school periods.

b. Draw up an item-wise price list of at least ten devices from different sources.

c. Prepare a presentation – Oral/ Powerpoint – on the relevance of Braille for children
with visual impairment.

d. Prepare a report on the availability and use of Mathematical devices (at least two) in
one special school and on inclusive school.

e. Make a report on the application of at least two non-optical devices for children with
low vision.

Essential Readings

• A Restatement of the Layout, Definitions and the Rules of the Standard English
Braille System (1971). London: The Royal National Institute for the Blind.

• Ashkroft, S.C., & Henderson, F. (1963). Programmed Instruction in Braille.
Pittsburgh: Stanwick House.

• Lowenfeld, B. (1969). Blind Children Learn to Read. Springfield: Charles C. Thomas.

• Mani, M.N.G. (1997). Amazing Abacus. Coimbatore: SRVK Vidyalaya.

• Manual on Bharti Braille (1980). Dehradun: NIVH

• Olson, M. R. (1981). Guidelines and Games for Teaching Efficient Braille Reading.
New York: AFB.

• Proceedings: National Conference on Past and Present Status of Braille in
India(2001). New Delhi: All India Confederation of the Blind.

Suggested Readings

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

• Kusanjima, T. (1974). Visual Reading and Braille Reading. New York: AFB.

• Mani, M.N.G. (1992). Techniques of Teaching Blind Children. N.Delhi: Sterling Publishers.

• Mellor, M. C. (2006). Louis Braille A Touch of Genius. Boston: National Braille Press.

Skill Based Optional Course (Specialization Disability) ANY ONE
Course Title: ORIENTATION AND MOBILITY

Credit: 02

Contact Hours: 30

Introduction

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

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

Objectives

After completing the course the student-teachers will able to

- *Define Introduction to Orientation and Mobility*
- *Express Human/ Sighted Guide Technique*
- *Interpret pre-cane skills*
- *Demonstrate Cane Travel Techniques and Devices*
- *OrganizeTraining In Independent Living Skill*

Unit 1: Introduction to Orientation and Mobility

1.1 Orientation and Mobility -- Definition, Importance and Scope

1.2 Basic Terminologies Associated with O&M: Trailing, Landmarks, Clues, Cues, Shoreline, Squaring Off, Clockwise Direction, Sound Masking, Sound Shadow

1.3 Roles of Other Senses in O&M Training

1.4 Special Responsibilities of Special Teacher/Educator with reference to O&M Training

1.5 Blindfold -- Rationale and Uses for the Teacher

Unit 2: Human/ Sighted Guide Technique

2.1 Grip

2.2 Stance

2.3 Hand Position

2.4 Speed Control

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

Unit 3: Pre-Cane Skills

3.1 Upper and Lower Body protection

3.2 Room Familiarization

3.3 Using Oral Description for Orientation

3.4 Search Patterns

3.5 Building Map Reading Skills

Unit 4: Cane Travel Techniques and Devices

4.1 Canes -- Types, Parts, Six Considerations

4.2 Cane Travel Techniques: Touch Technique, Touch and Drag Technique, Diagonal
Cane Technique

4.3 Use of Public Transport

4.4 Asking for Help: When and How

4.5 Electronic Devices, Tactile and Auditory Maps -- Description and Uses

Unit 5: Training In Independent Living Skills

5.1 Self Care, Gait and Posture

5.2 Personal Grooming

5.3 Eating Skills and Etiquette

5.4 Identification of Coins and Currency Notes

5.5 Basics of Signature Writing

Course Work/Practical/ Field Engagement

Undertake any two of the following

a. Act as a sighted guide in different situations/settings.

b. Prepare a list of canes and other devices available with various sources along with
prices.

c. Undergo an experience of moving under a blindfold for a few minutes and describe it
(about 200 words).

d. Make a short PowerPoint/ oral presentation for about 5 minutes on the importance of
O&M for the visually impaired.

e. Draw up a list of important clues/cues/landmarks which the visually impaired student can use in the school.

Essential Readings

• Blasch, B. B., Weiner, W. R., & Welsh, R. L. (1997). Foundations of Orientation and Mobility (2nd ed.). New York: AFB Press.

• Cutter, Joseph (2006). Independent Movement and Travel in Blind Children.IAP, North Carolina

• Fazzi, D.L. & Petersmeyer, B.A. (2001). Imagining the Possibilities: Creative Approaches to Orientation and Mobility Instruction for Persons who are Visually Impaired.: AFB Press, New York.

• Jaekle, Robert C. (1993). Mobility Skills for Blind People: A Guide for Use in Rural Areas. Christoffel Blinden Mission.

• Knott, N.I. (2002). Teaching Orientation and Mobility in the Schools: An Instructor's Companion. AFB Press, New York.

• Smith, A.J. & Geruschat, D. R. (1996). Orientation and Mobility for Children and Adults with Low Vision. In A. L. Corn & A. J. Koenig (Eds.), Foundations of Low Vision: Clinical and Functional Perspectives .: AFB Press, New York.

Suggested Readings

• Dodds, Allan (1986). Mobility Training for Visually Handicapped People. London: Croom Helm.

• Hill, E., & Ponder, P. (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

Course Title: COMMUNICATION OPTIONS: ORALISM

Credits: 02

Contact Hours: 30

Introduction

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

children with deafness is being discussed. Without going into much of judgemental

discussions in the direction of 'either – or' options to be the 'best', this syllabus intends to

expose the student-teachers to all the dominant options. However, over and above the said

exposure offered through compulsory courses, this optional course offers the student-teachers

an additional opportunity to sharpen the skills in one of the categories of options. This is

expected to emphasize use of appropriate options rather than advocating one among the

many. Moreover, learning this optional course is also expected to provide wider career

choices for the student teachers.

Objectives

After learning this course the student-teachers will able to

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

Unit 1: Understanding Hearing Loss in Real Life Context

1.1 Basic Awareness on Paradigms of D/Deafness (Medical and Social)

1.2 Basic Awareness on Deafness and Communicative Access: Challenges and Concerns

1.3 Basic Awareness on Autonomy, Inclusion and Identity with reference to Oral

Options

1.4 Oral/ Aural Verbal Options and Realistic Expectations of Family and Teachers

1.5 Importance of Neural Plasticity and Early Listening Opportunities

Unit 2: Advance Understanding of Oral Options

2.1 Difference Between Uni Sensory and Multi Sensory Approach in Oralism

2.2 Oracy To Literacy: Why and How

2.3 Speech Reading: Need, Role and Strategies in All Communication Options

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

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

Unit 3: Skill Development Required for Oralism

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

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

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

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

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

Unit 4: Skill Development Auditory Verbal (AV) Approach

4.1 AV Approach: Meaning, Misconcepts and Justification

4.2 Stages of Auditory Hierarchy

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

4.4 Reading Model Plans and Observing a Few Weekly Individual Sessions

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

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

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

5.2 Oralism / AV Approach: Prerequisites for Special Schools

5.3 Strategies of Implementation Oral Communication Policy and Fulfilling Prerequisites

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

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

Course Work/ Practical/ Field Engagement

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

II. Role Play and Dramatization

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

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

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

Essential Readings

• Borden, Gloria J.,; Harris, Katherine S. & Raphael, Lawrence J. (2005). *Speech Science Primer (4th)* Lippincott Williams aAnd Wilkins: Philadelphia.

• *Dhvani* (English). Balvidyalaya Publication: Chennai.

• Estabrooks, W. (2006). *Auditory-Verbal Therapy And Practi*ce , Ag Bell

• Heller, R. (1999). *Managing Change*. Dk Publishing: New York.

• Ling, D. (1990). *Acoustics, Audition Aand Speech Reception. (Cd)*Alexandria, Auditory Verbal International.

• Paul, P. V. (2009). *Language and Deafness*. Jones And Bartlett: Boston.

• *Communication Options And Students With Deafness*. (2010). Rehabilitation Council of India , New Delhi.

Suggested Readings

• Chaney, A. L., & Burk, T. L. (1998). Teaching Oral Communication In Grades K – 8. Allyn And Bacon. Boston

• Cole, E., & Flexer, C. (2010). Children with Hearing Loss: Developing Listening and Talking, Birth to Six. (2nd Ed.).Plural Publishing Inc,San Diego, CA.

• Dhvani (Marathi). Balvidyalaya – Cym Publication

• Directory of Rehabilitation Resources for Persons with Hearing Impairment in India. (2000). AYJNIHH Publication, Mumbai.

• Estabrooks, W., & Marlowe J, (2000). The Baby is Listening, A. G. Bell Association, Washington D.C.

• Estabrooks , W. (2001). 50 Frequently Asked Questions (Faqs) About Auditory-Verbal Therapy. Learning to Listen Foundation.

• Resource Book on Hearing Impairment. AYJNIHH Publication.

• Unpublished Dissertations and Thesis on Profiling Communication Options in Special Schools in India.

Course Title: COMMUNICATION OPTIONS: MANUAL
(INDIAN SIGNLANGUAGE)

Credits: 02

Contact Hours: 30

Introduction

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

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

Objectives

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

•*Analyse deafness in real Life Context.*

• *Express advance understanding of Manual Options and Indian Scenario*

• *DemonstrateISL Skill Development: Middle Order Receptive and Expressive Skills*

• *Interpret ISL Skill Development: Towards Higher Order Receptive and Expressive Skills*

• *PracticeISS/ ISL Skill Development and Course Conclusions*

Unit 1: Understanding Deafness in Real Life Context

1.1 Basic Awareness of Paradigms of D/Deafness (Medical and Social)

1.2 Basic Awareness of Deafness and Communicative Challenges / Concerns

1.3 Basic Awareness on Deafness with Reference to Culture, Language, Identity,

Minority Status, Deaf Gain, Literacy and Inclusion

1.4 Basic Awareness of Difference between ISL and ISS; Myths and Facts

1.5 Importance of Neural Plasticity and Early Language Opportunities

Unit 2: Advance Understanding of Manual Options and Indian Scenario

2.1 Use of Simcom and Educational Bilingualism in Indian Schools: Current Scenario

2.2 Challenges, Prerequisites and Fulfilling Prerequisites

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

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

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

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

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

3.2 Practicing Natural Signing in Short Common Conversations

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

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

3.5 Practicing Group Dynamics

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

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

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

4.3 Practicing Sentence Types: Simple, Complex, Compound

4.4 Observing Using ISL in Classrooms – Social Science

4.5 Observing Using ISL in Classrooms – Science / Mathematics

Unit 5: ISS/ ISL Skill Development and Course Conclusions

5.1 Practicing Markers (Local Language)

5.2 Practicing Syntax in Conversations and Discussions

5.3 Observing Using ISS/ISL in Classrooms for School Subjects

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

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

Course Work/ Practical/ Field Engagement

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

II. Role Play and Dramatization in ISL

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

IV. Recording Self Narrated Stories/ Poems and Writing Reflections

V. Interacting with Deaf for Practicing Expansion of Ideas

Essential Readings

• *Communication Options and Students with Deafness*. (2010). Rehabilitation Council of India, New Delhi.

• Heller, R. (1999). *Managing Change*. DK Publishing: New York.

• ISS Learning Material and Dictionaries

• Paul, P. V. (2009). *Language and Deafness*. Jones And Bartlett: Boston.

• *Teaching Learning ISL Material Developed* at AYJNIHH, Mumbai, SRKV, Coimbatore and NISH, Trivandrum

• Zeshan, U. (2000). *Sign Language in Indo-Pakistan*. John Benjamins Pub. Co, Philadelphia.

Suggested Readings

• Akamatsu, C. T., & Armour, V. A. (1987). Developing written literacy in deaf children through analyzing sign language, American Annals of the Deaf, 132(1), 46-51.

• Andrews, J.F., Winograd, P., & DeVille, G. (1994). Deaf children reading fables: Using ASL summaries to improve reading comprehension. *American Annals of the Deaf*, *139*(3), 378-386.

• Devych, G. N., Bhattacharya, T., Grover, N., & Randhawa, S.P.K. (2014). *Indian Sign Language(S).* Orient BlackSwan, Hyderabad.

• *Directory of Rehabilitation Resources for Persons with Hearing Impairment in India*. (2000), AYJNIHH Publication.

• Education. Gallaudet Research Institute, Working Paper 89-3, Gallaudet University, Washington, D.C.

• Ezell, H.K., & Justice, L.M.(2005). Programmatic Research On Early Literacy: Several Key Findings. *IES 3rd Annual Research Conference: American Speech Language & Hearing Association (ASHA).*

• Frank, S. (1985). Reading Without Nonsense.: Teachers College Press, New York.

• Ghate, P. (1996). Indian Sign System. AYJNIHH In-House Publication: Mumbai.

• Ghate, R.A. (2009). Survey of Teachers' Opinion on Status of Education of the Deaf. Unpublished Report of RCI, New Delhi.

• Heller, Robert (1999). Effective Leadership. Dk Publishing: New York.

• Huddar, A. (2008).*Language and Communication*. DSE Manuals. Rehabilitation Council of India, New Delhi.

• Improve Reading Comprehension. *American Annals of the Deaf, 139,* 378-386.

• Indian Sign Language Dictionary .(2001). Sri Ramakrishna Mission Vidyalaya, Coimbatore.

• Woodward, J. (1993). "The Relationship of Sign Language Varieties in India, Pakistan and Nepal". *Sign Language Studies* (78), 15–22.

Course Title: AUGMENTATIVE AND ALTERNATIVE COMMUNICATION

Credits: 02

Contact Hours: 30

Objectives

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

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

nit 1: Organizational frame work for Communication:

1.1 Normal development of speech, language and communication

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

1.3 Levels of communication in children

1.3.1 Functional (Emergent)

1.3.2 Situational (Context Dependent)

1.3.3 iii. Independent (Creative)

Unit 2: Basic principles of AAC interventions:

2.1 Child - Child capacity

2.2 Child capacity and context

2.3 Working towards symbolic expression

2.4 Communication skills and

2.5 Functions

Unit 3: Areas of AAC Assessment:

3.1 Sensory areas

3.2 Cognition , communication and language

3.3 Posture and positioning. Motor planning and control

3.4 Scanning

3.5 Environment, Interaction &Symbols

Unit 4: Context of Communication:

4.1 Partner /skills , user skills and environment

4.2 Competency development - types of competencies and its development

4.2.1 Linguistic competence

4.2.2 Operational Competence

4.2.3 Social competence

4.2.4 Strategic competence

Unit 5: Introduction to communication tools and Access Mode:

5.1 Types of AAC devices and systems

5.1.1 No Technology

5.1.2 Low Technology

5.1.3 High Technology

5.2 Access to communication charts - hand, finger, eye point

5.3 Access to devices:

5.3.1 Switches - hand switch , blow switch, infrared devices etc

5.3.2 Software -scan mode combined with a switch

5.4 Selection of AAC

5.4.1 Child competency and environment

5.4.2 Design, Access, Motor, Devices

5.5 Challenges in the development of AAC and Literacy

5.5.1 Grammar ; spelling

5.5.2 Building **Vocabulary**: and richness of language

5.5.3 Motor expression

Suggested Reading:

• David R. Beukelman,D.R., & Mirenda,P (2013). *Augmentative and Alternative Communication Supporting Children and Adults with Complex Communication Needs* (4th Edn.) Brookes Publishing Co. Baltimore.

• Lynch, C., & Cooper, J.(1991).*Early Communication Skills: Practical Activities for Teachers and Therapists*, Speechmark Publishing Ltd, Bicester, Oxon

• Warrick, A., & Kaul,S.(1997).*Their manner of speaking : augmentative communication for children and young adults with severe speech disorders,* Indian Institute of Cerebral Palsy, Kolkata

• Communication, compiler: T.N. Southgate. BA, Ormerod School, Oxford, Editor ,G.M. Cochrane MA, FRCP, Equipment for Disabled People , Mary Mariborough

Lodge, Nuffield Orthopaedic Centre, Oxford OX3 7 LD

• Tina, D., & Mike, D.(1997).*Literacy Through Symbols: Improving Access for Children and Adults*, David Fulton Publishers, London.

Course Title: VOCATIONAL REHABILITATION AND TRANSITION TO JOB PLACEMENT

Credits: 02

Contact Hours: 30

Objectives

After completing the course the student-teachers will able to

• *Describe Fundamentals & Assessment of Vocational Rehabilitation*

• *Illustrate Vocational Transition & Curriculum Planning*

• *Identify Process of Vocational Rehabilitation & Placement*

Unit 1: Fundamentals & Assessment of Vocational Rehabilitation

1.1. Definition, meaning and scope of Vocational Education

1.2. Legislations, policies, agencies, schemes, concessions & benefits for PWDs with respect to employment

1.3. Approaches and models of Vocational training

1.4. Assessment, Evaluation of Generic skills & Specific job skills using various tools

1.5. Approaches & Principles of vocational assessment

Unit 2: Vocational Transition & Curriculum Planning

2.1. Concept, meaning, importance of transition

2.2. Vocational transition models

2.3. Transitional Planning at pre-vocational & post-vocational level

2.4. Development of Individualized Vocational Transitional Plan

2.5. Development of Vocational Curriculum

Unit 3: Process of Vocational Rehabilitation & Placement

3.1. Types of Employment Settings

3.2. Process of Job Placement & Creation of Need-based Employment Settings

3.3. Adaptations, Accommodation, Safety Skills and First Aid

3.4. Self Advocacy & Self Determination Skill Training

3.5. Equal opportunities and attitudes towards persons with disabilities

Hands on Experience

• Developing curriculum on any vocational skill

• Administering any vocational assessment tool

• Visit to any vocation Institution

Suggested Readings

• McDonnell, J., & Hardman, M.L.(2010). Successful Transition Programs Pathways for Students With Intellectual and Developmental Disabilities, Sage Publications, Los Angeles.

• Kutty, A.T., &. Rao L.G, (2003).Curriculum for Vocational Education, Transition of Persons with Mental Retardation from School to Work. Series -2, NIMH Publications, Secunderabad.

• Kutty, A.T., &. Rao, L.G, (2001). Transition of Persons with Mental Retardation from School to Work – A Guide, NIMH Publications, Secunderabad.

• Mukhobadhyay, M., & Kutty A.T. (2006). Principles of Vocational Training, Part-II, DVTE (MR) Manual, Rehabilitation Council of India, Kanishka Publisher, New Delhi.

• Rao, V.K. (2004), Vocational Education, A.P.H. Publishing Corporation, New Delhi.

• Wehmeyer, M. L. (2007). Promoting Self-Determination in Sstudents with Developmental Disabilities, Guilford Press, Washington.

• Whitehead, T. D., & Hughey, J. B. (2004). Exploring Self Advocacy From a Social Power Perspective, Nova Science Publishers, New York

Course Title: RESEARCH METHODOLOGY AND STATISTICS

Credits: 04

Contact Hours: 60

Introduction

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

Objectives

After completing the course teacher educators will able to

- *Describe an introduction to Research*
- *Explain types and Methods of Research*
- *practicemethods of Quantitative Analysis*
- *Anlyse Qualitative Research Methods and Analysis*
- *Prepare Research Proposal & Report*

Unit 1: Introduction to Research

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

1.2 Role of theory in research,

1.3 Research: Concept, Definition and Purpose of Research

1.4 Need for research in Education and Special Education

1.5 Ethics in research

Unit 2: Types and Methods of Research

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

2.2 Methods of Research:

• Descriptive

• Correlational

• Ex-post facto

• Experimental; Designs (i) Pre-experimental, (ii) Pre-Post designs, (iii) Quasi

Experimental design, (iv) single subject design

2.3 Variables- Types and threats

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

- Instruments; tests, questionnaire, interview, observation schedule, rating scale, Checklist

- Data collection and analysis

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

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

Unit 3: Methods of Quantitative Analysis

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

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

3.3 Parametric and non-parametric tests: Concept and difference

3.4 Descriptive Statistics:

- Measures of central tendency and Dispersion: Mean, Median and Mode, Standard deviation and Quartile deviation

- Correlations; Rank Order Correlation, Product-moment, Biserial-r, Point-biserial, Phi-coefficient,

Regression analysis

3.5 Inferential statistics

- Underlying concepts: Sampling error, standard error of mean, confidence level, degrees of freedom, one tail-two tail test, type I and type II errors

- Student t- test, ANOVA, Ancova, Chi-square, Sign Test, Mann Whitney U test, Kruskal-Wallis test

3.6 Computer applications for analysis-use of software i.e SPSS and MS Excel in data analysis and presentation

Unit 4: Qualitative Research Methods and Analysis

4.1 Grounded theory

4.2 Ethnography and case study

4.3 Narrative/discourse and visual methodologies

4.4 Mixed method

4.5 Themes, coding and presentation

Unit 5: Preparing Research Proposal & Report

5.1 Components of research proposal

5.2 Presentation of proposal

5.3 Writing of thesis/dissertation

5.4 Writing technical paper for publication

5.5 Research management

Assignments/ Course Work/ Practicum

• Review a research paper published in refereed journal

• Prepare and present a research proposal

• Review a text book and submit a report

• Analyze a set of data using computer application

Transaction

The research concepts and processes included in this course should be taught using examples from special education and disability studies. The topics from statistics should be explained through variables, hypothesis and type of data collected in selected research studies. Evaluation may be done by asking students to select and apply suitable statistical measure to a given set of data.

Essential Readings

• Agarwal, A.N. (2002). Quantitative Methods. Vrinda Publishing, New Delhi.

• Best, J.W., & Kahn, J.V. (1996). Research in Education. Prentice-Hall, New Delhi.

• Cohen, J. (1988). Statistical Power Analysis for the Behavioral Sciences. Academic Press, New York.

• Desu, M.M., & Raghavarao, D. (1990) Sample Size Methodology. Academic Press, Boston.

• Dooley, D. (1997). Social Research Methods. Prentice-Hall, New Delhi.

• Gaur,A.S., & Gaur, S. S.(2009). Statistical Methods for Practice and Research: A Guide to Data Analysis Using SPSS. Sage Publishers, New Delhi.

• Greene, S., & Hogan, D. (2005).Researching children's experience. Sage Publication, London.

• Grewal, P.S. (1990). Methods of Statistical Analysis. Sterling Publishers, New Delhi.

• Guptha, S. (2003). Research Methodology and Statistical Techniques. Deep & Deep Publishing, New Delhi.

• Hegde, M. N. (2003). Clinical research in communicative disorders. PRO-ED: Austin, Texas

• Khan, M.S. (2005). Educational research. Ashish Publishing House: New Delhi

• Koul, L. (1996). Methodology of Educational Research. Vikas Publishing House, New Delhi.

• Potti, L.R. (2004). Research Methodology. Yamuna Publications, Thiruvananathapuram.

• Siegel, A., & Castellen, N.J. (1988). Non Parametric statistics for Behavioural Sciences. McGraw-Hill, New York.

• Silverman, D. (2012). Qualitative Research. Sage Publication, London.

Suggested Readings

• Berg, B.L., & Lune, H. (2011). Qualitative Research Methods for the Social Sciences. Pearson Publication, Boston.

• Bogdan, R. C., & Biklen, S. K. (2007). Qualitative research for education: An introduction to theory and methods (5th ed). Pearson, Boston.

• Lipsey, M.W. (1990). Design Sensitivity: Statistical Power for Experimental Research. Sage Publications, Newbury Park, CA.

• Singh, A. K. (2004).Tests Measurement and Research Methods in Behavioural Science. Tata McGraw-Hill Publishing, New Delhi.

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

Credits: 04

Contact Hours: 60

Introduction

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

Objectives

After completing the course teacher educators will able to

- *Explain concept and objectives of Teacher Education (TE)*
- *Describe TE and Education of Children with Disabilities*
- *Appreciate importance of Pre-service TE in Education of Children with Disabilities*
- *Organize Continued Teacher Development Program*
- *Discuss the issues and challenges in TE for Education of Children with Disabilities*

.

Unit 1: Understanding Teacher Education (TE)

1.1 Concept, Aims and Objectives of TE

1.2 Significance of TE in India

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

1.4 Structure of TE in India and Organizations/Agencies involved

1.5 Factors influencing the practices in TE and quality

Unit 2: TE and Education of Children with Disabilities

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

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

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

special education

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

2.5 Paradigm shift from Segregation to Inclusion Impacting TE

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

3.1 Changing scenario of teacher education curriculum and evolving priorities

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

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

3.4 Various components of TE curriculum and their transactional modalities

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

Unit 4: Continued Teacher Development Program

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

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

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

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

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

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

5.1 Teacher motivation and working conditions; opportunities for professional development

5.2 Organizing TE: Conventional versus ODL

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

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

5.5 ICT and TE

Course Work/ Practical/ Field Engagement

• Prepare a checklist/schedule to collect information about curriculum transaction either in Diploma or B.Ed. in Special Education Courses in any Training Institute. Take interview of at least 10 student teachers and analyse the data to suggest improvement in quality of training

• Prepare a checklist/schedule to collect information from employer about competency of passed out student teachers. Take interview of at least 5 principals of schools

RCI M.Ed.Spl.Ed. Curriculum Page 34

18 May 2015

having children with disabilities and analyse the data to suggest improvement in quality of training and the need for in-service training

Suggested Readings

• NCTE (1998). Policy Perspectives in Teacher Education: Critique and Documentation, New Delhi.

• Saxena, N.R., Mishra, B.K., & Mohanty, R.K. (1998). Teacher Education, R-Lall Book Depot, Meerut.

• Sharma, R.A. (2002). Teacher Education. International Publication House, Meerut.

Course Title: EDUCATIONAL EVALUATION

Credits: 04

Contact Hours: 60

Introduction

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

Objectives

After completing the course teacher educators will able to

• *Explain the* Foundations in Evaluation

• *Describe the scope of evaluation in education.*

• *Express the use of teaching-learning process.*

• *Discuss the ways & means of evaluation of programmes.*

• *Explain the current trends in evaluation.*

Unit 1: Foundations in Evaluation

1.1 Concept of testing, measurement, assessment and evaluation

1.2 Difference between investigation, auditing, monitoring & evaluation

1.3 Principles of Evaluation

1.4 Areas of Evaluation

1.5 The evolution of the evaluation function; i) Measurement/ comparison,

Transparency/ accountability, ii) Understanding/ learning/ decision making/ positive accountability

Unit 2: Scope of Evaluation

2.1 Problem-solving and decision-making

2.2 Positive accountability and excellence in education

2.3 Knowledge construction and capacity building of learners

2.4 Organizational learning and change, and strategic planning

2.5 Advocacy & communication

Unit 3: Teaching-learning and Evaluation

3.1 Evaluation of learning, for learning and in learning- Contexts, Need & Nature

3.2 Tools for evaluation and process of standardization

3.3 Equity & fairness in evaluation including adaptations & Accommodations

3.4 Report writing: Format, Content & Mechanics

3.5 Mastery Level Learning

Unit 4: Programme Evaluation & Review

4.1 Concept, need, goals and tools

4.2 Evaluation of instructional programmes

4.3 Techniques of programme evaluation

4.4 Reliability, validity and sensitivity in programme evaluation

4.5 Reviewing outcomes

Unit 5: Current Trends in Evaluation

5.1 Knowledge based evaluation

5.2 Performance Based Evaluation: Role play, Concept maps

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

5.4 Self evaluation: Rubrics & Rating scales

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

Transaction & Evaluation

• Lecture-cum-demonstration, Workshops on developing tools for content and programme evaluation

• Assignments, Presentations and Class Tests

Practicum

• Observe and prepare a report on evaluation practices at any two levels in (i) a Mainstream and (ii) a Special school. Critically analyze the evaluation practices.

• Develop a format for self evaluation for teachers in special or mainstream.

• Develop tools one each for Knowledge based, Performance based & Authentic evaluation for children with disabilities studying in a class or a subject of your choice.

Essential Readings

• Airasian, P.W. (1991). Classroom Assessment. Mc Graw-Hill, New York.

• American Educational Research Association, American Psychological Association, and National Council on Measurement and Education. (1999). Standards for educational and psychological testing. Washington, DC: American Educational Research Association.

• American Federation of Teachers, National Council on Measurement in Education, and the National Education Association. (1990). Standards for teacher competence in educational assessment of students. Washington, DC: Author.

• Gipps, (1996). Assessment for learning. In Little, A. and Wolf, A. (eds) Assessment in transition: Learning, monitoring and selection an international perspective. Oxford Pergamon Press, London.

• Gronlund, N.E., & Linn, R. (1990). Measurement and evaluation in teaching (6th Edition). Macmillan, New York.

• Hamayan, (1995). Approaches to alternative assessment. "Annual Review of Applied Linguistics," 15, 212-226.

• Headington (2003). Monitoring, Assessment, Recording, Reporting & Accountability. II-Ed, David Fulton Pub. , London.

• Hibbard, K. M. and others. (1996). A teacher's guide to performance-based learning and assessment. Alexandria, VA: Association for Supervision and Curriculum Development.

• Mathew, S. (2005). Evaluation: curricular strategies and adaptations for children with hearing impairment. Kanishka: New Delhi.

• Mathew, S. & Mishra, A. (2010). Knowledge based evaluation of students with hearing impairment. Journal of NCED, 2(1), 26-33.

• Mathew, S. (2010). Educational Evaluation .Curriculum and teaching strategies for CWHI. MED SEDE (HI) Manual, IGNOU, New Delhi.

• Mehrens, W. A., & Lehmann, I. J. (1991). Measurement and evaluation in psychology (IVED). Harcourt Brace College Publishers, New York.

• NSW syllabuses: Assessment for, as and of Learning. Retrieved from syllabus.bos.nsw.edu.au/support.../assessment-for-as-and-of-learning on 10.4.2015

• Programme evaluation and review technique. Retrieved from http://www.inc.com/encyclopedia/program-evaluation-and-review-techniquepert. html on 10.4.2015

• School self-evaluation. http://www.education.ie/en/Schools-Colleges/Services/Quality-Assurance/SSE-Primary-and-Post-Primary/School-Self-Evaluation.html on 10.4.2015

• School self-evaluation. Retrieved from http://schoolself-evaluation.ie/postprimary/index.php/what-school-selfevaluation/?doing_wp_cron=1429505616.9318289756774902343750 on 10.4.2015

• UNICEF (2006). New trends in development evaluation. Retrieved from
http://www.unicef.org/ceecis/New_trends_Dev_EValuation.pdf on 16.4.2015

• Wiggins, G. (1993) Assessing studentsperformance.SanFrancisco:Jossey-Bass.

Suggested Readings

• Braden, J. (2001). The clinical assessment of deaf people's cognitive abilities. In
clark,M. D.; Marschark, M., & Kretchmer, M.(Eds.). Context, cognition and deafness,
Galludet University press, Washington. Pg.14-37.

• Elliot, S.N., Kratochwill, T. R., & Gilbertson, A. G. (1998). The Assessment
Accommodation Checklist: Who, What, Where, When, Why and Who? Teaching
Exceptional Children, 31(2), 10 –14.

• Eriksen, S.C. (1969). The teacher made test. Memo to the Faculty, no.35. AnnArbor:
Centre for Research on learning and teaching, University of Michigan.

• Fernandez, H. (2008). Knowledge based achievement of students with hearing
impairment on different types of assessment. Unpublished Master Disseratation,
University of Mumbai.

• Frechtling, J.A. (1991). Performance assessment: Moonstruck or the real thing?
Educational Measurement: Issues and Practices, 10(4), 23-25.

• Jacob, L. C., Chase, C. N. (1992). Developing and using tests effectively: A guide for
faculty. Josse-Bass Publishers, San Francisco.

• Junaid, I.M., & Muhammad, D. N. (2002). Assessing nomadic children's learning
achievement: what tools and which strategies? Retrieved from
curriculum.pgwc.gov.za/resource_files/22153409_16.doc

• Linn. R.L, Baker, E. L., & Dunbar, S. B. (1991). Complex Performance based
assessment. Educational Researcher, 20(8), 15-21.

• Mathew, S. (2010). Impact of Knowledge Based Evaluation on Achievement of
Students with Hearing Impairment: An Experimental Study. A PhD Thesis
(Unpublished), MJP Rohilkhand University.

• Mountain, A. (2005). Science assessment of deaf students: Considerations and
implications of state accountability. Measurements. MSSE Masters Project. Submitted
to the National Technical Institute for the Deaf, Rochester Institute of Technology,
New York.

• Musselman, C.R., Lindsey. P. H., & Wilson A. K. (1988). An evaluation of recent
trends in preschool programming for hearing impaired children. Journal of Speech and
Hearing Disorders, 53, 71-88.

• Nair, P. (2005). A study of the effectiveness of individualized instructional material on mastery of mathematical concepts related to time in children with hearing impairment. Unpublished Master Dissertation, University of Mumbai.

• Stiggins, R.J. (1994). Student-Centered classroom assessment. MacMillan, New York

• Tannenbaum, J.E. (1996). Practical Ideas on Alternative Assessment for ESL Students. ERIC Clearinghouse on Languages and Linguistics Washington DC, ERICIdentifier ED395500, 1-6.

Course Title: ADULTHOOD AND FAMILY ISSUESOF CHILDREN WITH SPECIFIC LEARNING DISABILITIES

Credits: 04

Contact Hours: 60

Introduction

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

Objectives

After completing the course teacher educators will able to

- *Describe the charecteristics of young adults with learning disabilities.*
- *Analyse and Promote Adaptive Behaviour in Young Adults with LD*
- *Express Maintaining Relationships- self image and stress management*
- *Illustrate the process of independent Living*
- *DemonstrateSupport systems*

Unit 1: Young Adults with LD

1.1 Concept and characteristics of young adults

1.2 Academic Characteristics

1.2 Cognitive Characteristics

1.3 Social-emotional Characteristics

1.5 Transition

Unit 2: Promoting Adaptive Behaviour in Young Adults with LD

2.1 Reasoning

2.2 Problem solving

2.3 Informed decision making

2.4 Communication

2.5 Time management

Unit 3: Maintaining Relationships

3.1 Empathy, Cue sensitivity, personal space

3.2 Sexuality

3.3 Alternative thinking, consequences

3.4 Self image

3.5 Stress management

Unit 4: Independent Living

4.1 Organising – physical, self

4.2 Personal care – health, family

4.3 Financial management - Money transaction, Budgeting, Banking, Saving

4.4 Career planning and job placements

4.5 Leisure and recreation: Social, Physical, Psychological, and Cultural aspects

Unit 5: Support systems

5.1 Role of self-help groups

5.2 Role of Family

5.3 Role of educational institute, community and society

5.4 Role of media in awareness and attitude building

5.5 Social network

Transaction

Since the course is a part of the M.Ed., its imperative for the students to have hands ontraining in all the areas. A lot of research work, planning programmes, discussions, debates,presentations, must be the methodology of the entire paper. Program Based Learning, fieldtrips, watching a movie must be incorporated for a thorough understanding of the issues athand.

Course Work/ Practical/ Field Engagement

• Develop a social skills programme to enhance adolescents participation in a group

• Watch films and discuss the various relationships and the behaviours exhibited

• Create a handbook/ Do it yourself manual that can help a young adult with LD be ableto manage relationships

• Plan a programme for leisure /recreation in the neighbourhood for the students withLD

• Conduct a survey to collect data about facilities in colleges for students with LD

Essential Readings

• Basu, S., Das, P., Chakravarty, I. (2007) Family Life of the Disabled Aged, Ageingand Society: Indian Journal of Gerontology, 17 (3 & 4), 75 – 81.

• Blacher, J. (Ed.) (1984) Severely Handicapped Young Children and Other Families:Research in Review Ovlandio: Academic Press Inc.

• Cramer, H., Carlin, J. (2008) Family Based Short Breaks (Respite) for DisabledChildren: 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: Partnershipand Practice, East Sussex: Brunner- Routledge.

• Findler, S. (2000) The Role of Grandparents in the Social Support System of Mothersof Children with a Physical Disability, Families in Society, Vol. 81 (4), July – Aug.2000, pp 70 - 381

Suggested Readings

• Bennett, T. Lingerfelt, V & Nelson, D.E. (1990) Developing Individual and FamilySupport Plans – A Training Manual, Cambridge M.A. Brooklint 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 DisabledChildren, London: Allen and Unwin Ltd

Course Title: THERAPEUTICS AND ASSISTIVE DEVICES FOR CHILDREN WITH SPECIFIC SPECIFIC LEARNING DISABILITY

Credits: 04

Contact Hours: 60

Introduction

The purview of Learning Disabilities is very vast and varied. It may include difficulty inlanguage acquisition, reading, writing and mathematical skills. Even within these broadcategories there may be manifestations in different areas.While remedial education in minimizing the manifestations is done by special educators, whoset up goals for interventions in psychological processes and academics; very often these arenot enough to ensure that the individuals with learning disabilities are mainstreamedsuccessfully. This success often relies on a combination of therapeutic and assistive devices.The role of these interventions is also extremely important in the field of LearningDisabilities.Students with Learning Disabilities are generally referred for the services of OccupationalTherapists; Speech and Language Therapists and Psychological and Behavioural Counselling.They may also require assistive devices in the classroom for meeting the standard of workexpected from students.The current course will enable students to understand the role of these therapeutic andassistive devices. They will be able to define concepts related to therapies and assistivedevices; they will be able to differentiate between the various therapies, their types and theprocedures involved.The course aims at enabling students of M. Ed. to understand the role of these therapies andassistive devices in enhancing the individuals' ability to successfully negotiate theenvironment and to overcome the disadvantage they are placed in, due to their disability.

Objectives

After completing the course teacher educators will be able to

• *Define the concept of therapeutics and assistive devices.*

• *Identify the need for Occupational Therapy*

• *Describe the need for Speech and Language Therapy*

• *Demonstrate Counselling Therapy*

• *Explain the use and importance of Assistive Devices*

Unit 1: Introduction to Therapeutics

1.1 Concept, scope and need for therapeutics

1.2 Types of therapies – occupational therapy, speech and language, and counselling

1.3 Assessment of needs and decision making for therapeutic intervention

1.4 Service delivery models [clinics, in-school]

1.5 Collaboration through multi, inter and trans-disciplinary approach

Unit 2: Occupational Therapy

2.1 Occupational therapy: concept and importance

2.2 Assessment and identification of needs

2.3 Areas of occupational therapy - attention, motor, percepto-motor, sensory integration

2.4 Classroom interventions and use of assistive devices

2.5 Evaluating results, reviewing and setting goals

Unit 3: Speech and Language Therapy

3.1 Speech and language therapy: concept and importance

3.2 Components of speech and language therapy

3.3 Assessment and identification of the needs

3.4 Classroom interventions

3.5 Evaluating results, reviewing and setting goals

Unit 4: Counselling Therapy

4.1 Counselling: concept, importance and scope

4.2 Principles, ethics and basic skills in counseling

4.3 Assessment and identification of the needs

4.4 Therapies in counseling: Behavioural, cognitive, cognitive-behavioural, playtherapy, Art-based therapies, bibliotherapy

4.5 Classroom intervention, monitoring progress and providing feedback

Unit 5: Assistive Devices

5.1 Assistive Devices: Concept, Importance and Role

5.2 Assessment and Identification of the Needs

5.3 Types of Assistive Devices for specific learning needs: organization, reading,writing, mathematics, language

5.4 Benefits and limitations of using assistive devices

5.5 Information and Communication Technology for individuals with learningdisabilities

Transactions

This paper will involve direct teaching through lectures to set a base. The students will beexpected to use computer laboratory in order to understand the application of software toensure learning to the maximum extent. Students can make presentations on assessment ofneeds and use specific child profile to match the appropriate therapeutics and assistive device.Also the success can be evaluated through classroom observations. It can graphicallyRecorded using for the purpose of presentation. Visits to institution, clinics and other placeswhere therapeutic situation

and assistive devices can be observed. Students can attendworkshops by experts like counsellors, therapists and IT professionals to bridge the gapbetween the therapy and classroom. They can assist the inclusive classroom teacher to helpimprovise learning in the classroom by conducting workshops for them. Assignments on need

analysis, setting targets, evaluating goals and reporting it to the therapists can be given to thestudents.Discussions on ethical issues and responsive communication between professionals can beorganized. Demonstrations on strategies for classroom intervention using therapy andshowing its benefits can be a part of the transaction process.

Practicum/ Field Engagement

• Conduct a collaborative meeting with a therapist to set targets and goals for a student

• Visit a therapeutic clinic and prepare a report on the visit based on observations of theprocedures being followed

• Observe a child in the classroom and report the results pre and post therapy

• Assess a child for therapeutic and assistive devices and make recommendations

• Demonstrate 5 techniques or tools used in therapy by either an OT or a ST for in-classintervention

• Conduct a demonstration of a Circle Time for mainstream teachers to help themprovide in-class support for a child with counselling needs

• Discuss the benefits of therapy with a parent

• Conduct a workshop for teachers on when and how to make referrals for therapeuticintervention

• Conduct a hands-on workshop for teachers using ICT as an assistive device

Essential Readings

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

Suggested Readings

• Anderson, C., & Van Der, G. A. (2005). Speech and Language Therapy: Issues inprofessional practice. Whurr, London.

• Christiansen, C., Baum, C., & Bass-Haugen, J. (2005). Occupational therapy:performance, participation and well-being. SLACK Inc., New Jersey.

• Creek, J. (2008). The Core Concepts of Occupational Therapy: A DynamicFramework for Practice. Churchill Livingstone, Edinburgh.

• Creek, J. (2001). Occupational Therapy in Mental Health (3rd edition). ChurchillLivingstone, Edinburgh.

• Duncan, E.A.S. (2005). Foundations for Practice in Occupational Therapy (4[th]edition). Churchill Livingstone, Edinburgh.

• Feltham, C. (2010). Critical Thinking in Counselling and Psychotherapy. Sage,London.

Feltham, C., & Horton, I. (2012). The Sage Handbook of Counselling andPsychotherapy. Sage, London.

• Hatcher, C. (2011). Making Collaborative Practice Work: A Model for Teachers andSLTs. J & R Press, Guilford.

• Kersner, M. (2001). Speech and Language Therapy: The Decision Making ProcessWhen Working with Children. David Fulton Publishers Ltd., London.

• Paul, R., & Norbury, C. (2012). Language Disorders from Infancy throughAdolescence: Listening, Speaking, Reading, Writing, and Communicating (4th ed.).Elsevier, Mosby.

• Pendleton, H, M., & Schultz-Krohn, W. (2013). Pedretti's Occupational Therapy:Practice Skills for Physical Dysfunction (7th ed.). Elsevier, Mosby.

• Raskind, M. H. (2000). Assistive technology for children with learning disabilities.Bridges to Reading (2nd ed.). Schwab Foundation for Learning. San Mateo, CA.

• Raskind, M. H., & Higgins, E. L. (1999). Speaking to Read: The Effects of SpeechRecognition Technology on the Reading and Spelling Performance of Children withLearning Disabilities. Annals of Dyslexia, 49, 251-281.

• Schell, B. A. B., Gillen, G., & Scaffa, M., (2014). Willard and Spackman'sOccupational Therapy. LWW; Twelfth, New York.

• Speake, J. (2003). How to Identify and Support Children with Speech and LanguageDifficulties. LDA, London.

• Whiston, S. C. (2013). Principles and Applications of Assessment in Counseling (4[th]ed.) Brooks/Cole, Belmont, CA.

•http://www.pbs.org/parents/education/learning-disabilities/strategies-for-learningdisabilities/assistive-technology-devices/

ELECTIVE COURSES (ANY ONE)

Course Title: EDUCATIONAL MANAGEMENT

Credits: 04

Contact Hours: 60

Introduction

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

Objectives

After completing the course teacher educators will be able to
• *Explain the concepts and approaches in Educational Management*
• *Describe the skills required for enhancing Quality Management in Education*
• *Demonstrate Human Resource Management-training, development and capacity building.*
• *Explain the skills needed to manage data for various. Educational Management Information Systems (EMIS)*
• *Express the need and importance Financial Management*

Unit 1: Foundations in Educational Management
1.1 Definition & Concept: Management as an art, science, organization, person & a discipline
1.2 Approaches to management; a) Classical approach, b) Human relation approach, c) Systems approach, d) Contingency approach
1.3 Principles & processes of management
1.4 Styles of management; autocratic, laissez-faire, transactional, contingency
1.5 Leader *vs.* Manager; role competencies
Unit 2: Total Quality Management in Education
2.1 Concept of Quality and issues in Quality management of educational institutes
2.2 Educational applications
2.3 Assessment of educational institutions
2.4 Strategic planning & Sustainable development
2.5 Implementing TQM
Unit 3: Human Resource Management
3.1 Manpower planning, talent acquisition & management
3.2 Employee benefits, welfare & Performance appraisals systems- 360 degree approach
3.3 Training, development & capacity building
3.4 Organisational behaviour; climate & culture
3.5 Individual & group dynamics, conflict management & negotiations
Unit 4: Educational Management Information Systems (EMIS)
4.1 Need, relevance and National agencies for EMIS
4.2 Internal & external stakeholders of EMIS
4.3 Tools & process for collecting and disseminating data & using information

4.4 Constituting indicators & data monitoring plans

4.5 Dissemination, distribution & publication of data

Unit 5: Financial Management

5.1 Need &Importance of financial management in educational institutes

5.2 Basic concepts in accounting

5.3 Importance & types of budgeting

5.4 Resource mobilisation& allocation

5.5 Proposal writing for funding in educational institutes

Transaction

Lectures, Field visits, Self-study

Course Work/ Field Work

• Proposal writing for fund raising of an educational institution

• Review performance appraisals from 2 educational institutions one each from a teacher training college and other from special school

Suggested Readings

• Bhardwaj, K. S., (2014). Human Resource Development in Education. Partridge Publication, Gurgaon.

• Bush, T., & Paul, L. S. (2006). Principles and Practice of Educational Management. Chapman A Sage Publications Company, London.

• Chatterjee, B. K. (2011). Finance for Non – Finance Managers. Jaico Publishing House, New Delhi.

• Deshmukh, A.V., & Naik. A. P. (2010). Educational Management. Himalaya Publishing House Pvt. Ltd., Mumbai.

• Dessler, G. (2012). Human Resource Management. Prentice Hall, London.

• Dimmock, C. (2012). Leadership in Education: Concept, Themes and Impact. Routledge, New York.

• Leithwood, K., & Jantzi, D. (1999). Changing Leadership for Changing Times. Open University Press, London.

• Lewls, T. (2012). Financial Management Essentials: A Handbook for NGOs.

• Mathis, R. L., & Jackson, J. H. (2010). Human resource management (13th ed.).

• Mukhopadhya, M. (2011). Total Quality Management in Education. Sage publications India Pvt. Ltd. New Delhi.

• Nkomo, S. M., Fottler, M. D., & McAfee, R. B. (2010). Human resource management applications: Cases, exercises, and skill builders (7th ed.).

• Pande, S., & Basak, S. (2012). Human Resource Management. Text and Cases. Amazon Digital South Asia Services, Inc.

• Rayner, S. (2007). Managing Special and Inclusive Education. Sage Publications Ltd. London.

• Senge, P. (2007). A Fifth discipline Resource. Schools that lead: Nicholas Brealey Publishing, London.

• Senge, P.M. (1994). The fifth Discipline; The Art & Practice of The Learning Organization. Currency Doubleday, New York.

• Shapi, J. (N.K). Writing a Funding Proposal.

Course Title: EDUCATIONAL TECHNOLOGY

Credits: 04

Contact Hours: 60

Objectives

After completing the course teacher educators will able to

• *Discuss roles of Educational Technologists in various contexts.*

• *Apply appropriate instructional strategies.*

• *Develop appropriate instructional and interactive learning.*

• *Identify use of ICT for inclusion.*

• *Suggest Recent Trends in Technology*

Unit 1: Educational Technology

1.1 Concept, Definition and Scope of Educational Technology

1.2 Need and Role of Educational Technologists in India

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

1.4 Systems Approach; Meaning, Scope and Components

1.5 Communication Process

1.5.1 Meaning and components

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

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

Unit 2: Instructional Technology

2.1 Concept and Definition of Instructional Technology

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

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

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

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

Unit 3: Instructional and Interactive Learning

3.1 Interactive learning: concept, need and components

3.2 Instructional Media for children with Special needs

3.3 Interactive learning Material for children with disabilities

3.4 Development of Interactive learning Material

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

Unit 4: ICT For Inclusion

4.1 ICT for 21st century learning

4.2 Dilemmas and Realities about applications in ICT in inclusive education

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

4.4 ICT for teaching-learning

4.5 Role of ICT in curriculum transaction

Unit 5: Recent Trends in Technology

5.1 Online Learning

5.2 Blended Learning

5.3 M-Learning

5.4 MOOC

5.5 OER

Course Work/ Practical/ Field Engagement

• Prepare an observation report of classroom teaching based on Flanders Interaction analysis

• Prepare and plan an educational display on a bulletin board using charts, diagrams, graphs, posters, cartoons and comics

• Prepare a story board in any one unit of a subject for a child with disability

• Present a research paper on appilcation of any one recent trend in inclusive education

• Seminar on issues in application of ICT in inclusive education

Suggested Readings

• Bhatt, B. D., & Sharma, S. R. (2003). Educational Technology concept and Technique (Modern Education Series). Kanishka Publisher, New Delhi.

• Diana, L. O. (2001). Multimedia – Based Instructional Design: Computer – Based Training. Jossey – Bass

• Horton, W. (2001). Designing web-based Training. John Wiley & Sons. New Jersey.

• Kumar, K., Kumar, S. (2004). ICT Skill Development. GBD Publications, Gurusar Sadhar.

• Mukhopadhyay, M (1990). Educational Technology Challenging Issues. Sterlings Publisher's Pvt. Ltd. New Delhi.

• Rosenberg, M.J. (2001). E-Learning. McGraw Hill, New York.

• Sallis, E., & Jones, G. (2002). Knowledge Management in Education London: Kogan Page Ltd.

• Santhosh, V. (2009). Information communications technology for teacher education. Kanishka Publisher, New Delhi.

• Schank, R.C. (2001). Virtual Learning. McGraw Hill. London.

• Shehzad, A. (2007). Teacher's Handbook of Educational Technology. Anmol, Pubishing Pvt. Ltd., New Delhi.

• Singh, T. (2009). ICT Skill Development. Tandon Brothers, Ludhiana.

• Venkataiah, N. (2002), Educational Technology. APH Publication Corporation, New Delhi.

Course Title: GUIDANCE AND COUNSELING

Credits: 04

Contact Hours: 60

Objectives

After completing the course teacher educators will able to

• *State the principles and objective of Career Guidance*

• *Discuss Vocational and Personal Guidance.*

• *Describe the Fundamentals of Counselling*

• *Analysegroup approaches in Vocational Counselling and Guidance*

• *UseAssessment techniques in Educational and Vocational Guidance and Counselling*

Unit 1: Education and Career Guidance

1.1 Concept, principles, Objectives and need for guidance at various educational levels

1.2 Types of Guidance: Individual and group, Personal, Educational and Vocational

1.3 Career Development needs of students. Changing scenarios in a global world

1.4 Tests and Techniques for Guidance: Testing techniques (Aptitude, Interest, Achievement & Personality) Non-testing techniques (Interview, Case study, observation, Diary, anecdotal and commutative record)

1.5 Essential services in a school guidance program

Unit 2: Vocational Guidance

2.1 Factors influencing choice of career

2.2 Theories: Vocational Choice, Vocational development and Career development theories

2.3 Assessment of Vocational maturity

2.4 Occupational information in Guidance

2.5 Guidance for students with disabilities.

Unit 3: Fundamentals of Counselling

3.1 Concept and nature of counselling

3.2 Scope and objectives of counselling

3.3 Stages of the counselling process

3.4 Counselling techniques

3.5 Ethical principles and issues

Unit 4: Group approaches in Vocational Counselling and Guidance

4.1 Types, areas and approaches of Counselling

4.2 Steps and skills in the counselling process

4.3 Advantages and Disadvantages of Group Guidance techniques

4.4 Essential services in school and community based guidance programs

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

Unit 5: Assessment in Educational and Vocational Guidance and Counselling

5.1 Assessment of underachievement and challenges

5.2 Assessment of giftedness and special strengths

5.3 Career test construction, administration, scoring and interpretation

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

5.5 Role of counsellor in the contemporary context

Course Work/ Practical/ Field Engagement

• Visit different Guidance Centres and write a report

• Review a film for counselling

• List the resources required and their optimum use in managing a school guidance programme

• Develop a career choice assessment tool in view of personal characteristics of any

• Child with disabilities and available opportunities

• Prepare a brochure on career opportunities for children with different disabilities

Essential Readings

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

Suggested Readings

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

SEMESTER V AND VI

Credits: 24   **720 Hours**

Task for Student Teacher	Disability Focus	Educational Setting	Hrs	Description
Pre-Service Lecture at B.Ed and D.Ed Level	-------	B.Ed and D.Ed Level	120	Pre-Service Lecture
Guide and Supervision of B.Ed and D.Ed Practice of Teaching Lessons.	-------	B.Ed and D.Ed Level	120	Supervision of B.Ed and D.Ed Practice of Teaching Lessons.
Dissertation	Specialization	Special / Inclusive Set-Up	480	Research and Work Field
- Internship in Teacher Training Institution - Evaluation of Practical Papers for Semester V and Semester VI will be conducted at the end of third year.				

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

- Prof. P. Jeyachandran
  Vijay Human Services
  4, Laxmipuram, 3rd Street, Royapeetah,Chennai-600 014

- Dr. (Mrs.) Shyama Chona,
  President Tamana,D-6, Street,
  Vasant Vihar, New Delhi-110057

- The Director/Nominee
  National Institute for the Mentally Handicapped, Manovikas Nagar,
  Bowenpally, Secunderabad-500 009

- The Director/Nominee
  National Institute for Empowerment of Persons with Multiple Disabilities
  East Coast Road, Muttukadu, Kovalam Post, Chennai – 603 112

- The Head of the Department
  Department of Special Education
  Sweekaar Rehabilitation Institute for the Handicapped,Upkaar Circle,
  Upkaar Junction, Secunderabad-500 003

- Prof. Revathi
  Department of Special Education
  Thakur Hari Prasad Institute of Research and Rehabilitation for the Mentally
  Handicapped,Vivekananda Nagar, Dilsukh Nagar, Hyderabad 500060

- Prof. Ravi Gunthe
  Incharge, TEPSE/HEPSN Scheme
  Jodhpur University,Jodhpur, Rajasthan -342001

- Dr.Anupam Ahuja
  Associate Professor
  Dept. of Education of Groups with Special Needs,NCERT, Sri Aurobindo Marg, New Delhi-110016

- Dr. D. Venkateswarlu
  School of Education,
  IGNOU , Maidan Garhi, New Delhi – 110068

- Prof. Smriti Swarup
  5, Jeewan Akshay,Plot No. 188, Sector-6, Charkop, Kandivali (W),Mumbai-400 067

- Ms. Giselle Lobo
  Nirmala Institute of Education
  Altinho, Panjim, 403001, Goa

- Dr. Jayanthi Narayan,
  Consultant, Special Education (LD & ID) Former Dy.Director, NIMH
  2- C, Anugraha Apartments, 157/7, Staff Road, Secunderabad 500 009

- Dr. N.C.Pati
  Chetana Institute for the Mentally Handicapped, A/3, Institutional Area, Bhubaneswar-751013

- Dr.C.Renuga Devi
  Assistant Professor in Special Education (Mental Retardation), Department of
  Education Mother Teresa Women's University Kodaikanal – 624101

- Shri Hemant Singh Keshwal
  Govt. Institute for the Welfare of the Mentally Retarded Children, Sectro-32-C,Chandigarh-160047

- Dr. Preeti Verma
  Dept. of Special Education, S.N.D.T. Women's University
  Sir Vithaldas Vidyavihar, Juhu Road, Santacruz (W) , Mumbai – 400 049

- Dr. (Mrs.) Usha Grover
  C-60, Malviya Nagar, New Delhi-110017

- Shri Sanjay Kumar
  Dr. Shakuntala Misra National Rehabilitation University
  Mohaan Road, Lucknow 226017

- Dr. H.R. Dhull
  ARPAN, Institute for the Mentally Handicapped,Gandhi Nagar,
  Rohtak – 124 001

- Dr. Saroj Thapa
  Educational Development Specialist, Universal Learn Today, India Today Group, No. 6, President Estate,
  Talkatora Road, New Delhi-110004

- Shri Ashok Chakravorty
  Secretary, Shelter, 3, Bholanath Bhaduri Sharani, Bhadreswar,
  Hooghly -712124, WB

- Smt. Usha Chaujer
  CW-27GF, Malibu Towne, Sohana Road
  Gurgaon-122001

- Shri S K Srivastava,
  Member Secretary, RCI- Member (Ex-Officio)

- Dr. Sandeep Tambe, Assistant Director, RCI

- Shri Suman Kumar, Deputy Director(Prog.), RCI- Convener (Ex-Officio)