

Curriculum Framework

**Bachelor of Education - Special Education
(Mental Retardation)**

B.Ed.Spl. (MR)

Norms, Regulations & Course Content

May, 2015

**Effective from Academic Session 2015-16
Two Years Duration**



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SEMESTER-WISE STRUCTURE

SEMESTER - I

Course	Course title	Credits	Weightage / Marks
A1	Human Growth & Development	4	100
A2	Contemporary India and Education	4	100
B7	Introduction to Sensory Disabilities (VI, HI, Deaf-blind)	2	50
B8	Introduction to Neuro Developmental Disabilities (LD, ID / MR, ASD)	2	50
B9	Introduction to Locomotor & Multiple Disabilities (Deaf-Blind, CP, MD)	2	50
C12	Assessment and Identification of Needs	4	100
E1	Practical: Cross Disability and Inclusion	2	50
TOTAL		20	500

Engagement with field as part of courses indicated below:

S.No.	Task for the Student-teachers	Course	Place
1	Assignment / Project	A1	Institute
2	Assignment / Project	A2	Institute
3	Assessment & Identification of Needs	C12 (All disabilities)	Camp / Clinic / School, etc. for minimum of fifteen hours

Area E1- Practical-Cross Disability and Inclusion

Tasks for the Student-teachers	Disability Focus	Education Setting	Hrs (60)	Description
Classroom observation	Major Disability	Special school	25	Minimum 30 school Periods
	Other than Major disability	Minimum 3 Special schools for other disabilities	25	Minimum 30 school Periods
	Any Disability	Inclusive Schools	10	Minimum 10 school Periods

- Schedule for practical for E-1 shall be included in the time table (ten working days may be allocated).
- Observations as mentioned are essential. However, if schools for other disability are not available in the nearby area, the same may be interpreted as observation at Inclusive school/ education/services being provided in the resource room/ home based education or vice versa with other disability.

SEMESTER - II

Course	Course title	Credits	Weightage / Marks
A3	Learning, Teaching and Assessment	4	100
A4	Pedagogy of School Subjects (ANY ONE from Part I to Part V)	4	100
A5	Pedagogy of School Subjects (ANY ONE from Part I to Part V)	4	100
B6	Inclusive Education	2	50
C13	Curriculum Designing, Adaptation and Evaluation	4	100
E2	Practical: Disability specialization	2	50
TOTAL		20	500

Engagement with field as part of as indicated below:

S.No.	Task for the Student-teachers	Course	Place
1	Assignment / Project / Presentation	A3	Institute
2	Assignment / Project / Presentation	B6	Institute
3	Assignment / Project / Presentation	C13	Institute/ Special/ Inclusive School
4	Assignment / Project / Presentation	A4/A5	

Area E2- Practical Disability Specialization (Area C)

Note: Schedule for practical for E-1 shall be included in the time table (minimum ten working days may be allocated). Skill for Micro teaching shall be selected with reference to Major Disability

SLNo.	Tasks for the Student-teachers	Disability Focus	Education Setting	Hrs (60)	Description
1.1	Classroom observation	Major Disability	Special school	30	Observation of all subjects at different level, minimum 50 school periods.
1.2	a. Lesson planning for subjects selected	Major Disability	For Special school & Inclusive Set up	10	10 lessons
	b. Lesson planning focussing on adaptation, evaluation	Major Disability	For Special school & Inclusive Set up	10	10 lessons
1.3	a. Micro teaching & simulated teaching on selected skills	General	Institute	5	10 lessons
	b. Micro teaching & simulated teaching on 5 each from lessons planned in 1.2	Major Disability	Institute	5	10 lessons

SEMESTER - III

Course	Course title	Credits	Weightage/Marks
C14	Educational Intervention and Teaching Strategies	4	100
C15	Technology and Disability	4	100
C16	Psycho Social and Family Issues	2	50
E2	Practical: Disability Specialization	4	100
F1	Main disability special school (Related to Area C)	4	100
D17	Reading and Reflecting on Texts (EPC)	2	50
D18	Drama and Art in Education (EPC)	2	50
TOTAL		22	550

Engagement with field as part of course as indicated below:

Sl. No.	Task for the Student-teachers	Course	Place
1	a. Assignment / Project / Presentation	C14	Institute
2	b. Assignment / Project / Presentation	C15	Institute
3	c. Assignment / Project / Presentation	C16	Institute
4	d. Assignment / Project / Presentation	D17	Institute/ school
5	e. Assignment / Project / Presentation	D18	Institute/ school

Area E2- Practical Disability Specialization (Part C)

Sl. No.	Tasks for the Student-teachers	Disability Focus	Education Setting	No. of Lessons
1.1	a. Classroom observation	Major Disability	Special School	Minimum 30 school Periods
	b. Visit to other special schools	Major Disability	Special School	Minimum 2 schools
1.2	a. Lesson planning and execution on different levels for all subjects	Major Disability	Special School/ Resource Room	30 lessons
	b. Lesson planning and execution on different levels for selected subjects	Major Disability	Special School/ Resource Room	20 lessons
1.3	Individualised Teaching lessons on selected subjects	Major Disability	Special School/ Resource Room	20 IEPs
1.4	Observation of support services	Major Disability	Institute/ Clinic	Depending on the specialization

Area F1- Disability Specialisation

Sl. No.	Tasks for the Student-teachers	Disability Focus	Set up	No. of Lessons
1	Classroom Teaching	Major disability	Special schools for disability specialisation	Minimum 90 school Periods

Minimum of four weeks should be allocated for School attachment/Internship and reflected in the time table and should cover Tasks specified under E-2 and F-1 with sufficient time for teaching to acquire Pedagogical competence to deal with school subjects chosen and related activities for whole class as well as children with disabilities in different education settings. A suggestive framework is given below:

Areas	Disability Specialization (E-2 & F-1)
A-4 Pedagogy Subject 1 A-	Semester -III (three days-15 Hrs)
5 Pedagogy Subject 2	Semester-III (three days-15 Hrs)
F-1 School Attachment/ Internship	Semester- III(24 days-120 Hrs)

SEMESTER - IV

Course	Course title	Credits	Weightage/Marks
B10	Skill based Optional Course (Cross disability and inclusion)	2	50
B11	Skill based Optional Course (specialization disability)	2	50
D19	Basic Research & Basic Statistic (EPC)	2	50
E1	Practical: Cross Disability and Inclusion	4	100
F2	Other disability special school	4	100
F3	Inclusive school	4	100
	TOTAL	18	450

Engagement with field as part of course as indicated below:

Sl.No.	Task for the Student-teachers	Course	Place
1	Assignment / Project / Presentation	B10	Institute
2	Assignment / Project / Presentation	B11	Institute / school
3	Assignment / Project / Presentation	D19	Institute / school

Area E1- Practical: Cross Disability and Inclusion (Area B)

Note: Practical timing shall be included in time table (minimum of four week)

Observations as mentioned are essential. However, if schools for other disability are not available in the nearby area, the same may be interpreted as observation at Inclusive school/ education/services being provided in the resource room/ home based education or vice versa with other disability

SLNo.	Tasks for the Student-teachers	Disability Focus	Education Setting	No. of Lessons
1.1	Classroom observation	Other than Major disability	Special schools for other disabilities	Observation of all subjects at different level, minimum 15 school periods
		Any Disability	Inclusive Schools	Observation of all subjects at different level , minimum 15 school periods
1.2	Lesson planning and execution on different levels for selected subjects	Any Disability	Special schools for other disabilities/ Resource Room	25 lessons
			Inclusive Schools	25 lessons
1.3	a. Individualised Teaching lessons on different levels for selected subjects		Special schools for other disabilities/ Resource Room	20 lessons
	b. Individualised Teaching lessons	Any Disability	Inclusive Schools	20 lessons

Area F2- Other Disability Special School (Area B)

SLNo.	Tasks for the Student-teachers	Disability Focus	Set up	No. of Lessons
1	Classroom Teaching	Other than Major disability	Special schools for other disabilities	Minimum 180 school periods

Area F3- Inclusive School (Area B & C)

SLNo.	Tasks for the Student-teachers	Disability Focus	Set up	No. of Lessons
1	Classroom Teaching	Any Disability	Inclusive School	Minimum 180 school Periods

Minimum of four weeks should be allocated for School attachment/ Internship and reflected in the time table and should cover Tasks specified under E-1, F-2 and F-3 with sufficient time for teaching to acquire Pedagogical competence to deal with school subjects chosen and related activities for whole class as well as children with disabilities in different education settings. A suggestive framework is given below:

Area	Disability Specialization	Other disability	Inclusive Education
A4 Pedagogy Subject 1	Semester -III (3 days-15 Hrs)	Semester -IV (2 days-12 Hrs)	Semester -IV (2 days-12 Hrs)
A5 Pedagogy Subject 2	Semester-III (3 days-15 Hrs)	Semester-IV (2 days-12 Hrs)	Semester-IV (2 days-12 Hrs)
F-2 & F-3 Internship	Semester- III (24 days-120 Hrs)	Semester- IV (24 days-120 Hrs)	Semester- IV (24 days-120 Hrs)

It may be noted:

- 1. Observations and Lessons should be on Primary and Secondary level of classes in all three areas, i.e., Disability Specialisation, Other disability and in Special and Inclusive Settings.**
- 2. Practical are focused on school subject teaching. Every student is expected to opt for and teach any two school subject as offered by the Institution/ University.**
- 3. Practical in Other disability should be for other than disability specialisation. 4.**
- Practical in Inclusive settings should be preferably with various disabilities.**

VI. ADEQUACY OF THE SPECIAL EDUCATION SYLLABI

The syllabus prescribed for the B.Ed.Spl.Ed. (MR) is on the basis of minimum requirements and therefore, Universities and Colleges of Education/Institutes implementing the B.Ed (MR) course can exercise flexibility in opting the number of papers without compromising on the adequacy and validity of the contents prescribed by the RCI.

VII. DURATION OF THE COURSE

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

VIII. WORKING DAYS & ATTENDANCE

The programme will be conducted for **at least 200 working** days each year exclusive of the period of examination and admission. The institution shall work for a minimum of thirty six hours in a week (five or six days), during which physical presence in the institution of all the teachers and student-teachers is necessary to ensure their availability for advice, guidance, dialogue and consultation as and when needed.

The minimum attendance of Student-Teachers shall have to be 80% for all course work, 90% for all practicum, and 100% for school internship (5% attendance may be condoned by the head of institution on genuine grounds).

IX. ELIGIBILITY FOR ADMISSION

B.A. / B.Sc. / B.Com. or an equivalent degree at graduate level depending on the requirements of being the school subject for pedagogical courses and for the particular course with minimum 50% in the qualifying degree examination.

X. ADMISSION

Admission Procedure: as per University norms.

XI. PROGRAMME PATTERN

The programme has been developed on Semester basis. RCI has proposed 2000 marks in view of disability specific specialization.

XII. PASSING MINIMUM

Minimum 50 % marks are essential in all courses for passing in the programme (Grace Marks as per University norms).

XIII. NATURE OF EVALUATION

Internal & External as per University norms; RCI as Statutory body recommends that the (i) cut-off marks for grade B shall not be less than 50% and for grade B+, it should not be less than 55% under the absolute grading system, and (ii) Internal assessment for Theory Courses will not exceed 20% and 50% in the practicum wherever applicable.

XIV. TRANSITORY REGULATIONS

Whenever a course or scheme of instruction is changed in a particular year, two more examinations immediately following thereafter shall be conducted according to the old syllabus/ regulations. Candidates not appearing at the examinations or failing shall take the examinations subsequently according to the changed syllabus / regulations/ as per University norms.

XV. FACULTY-STUDENT RATIO

The faculty-student ratio in the area of B.Ed.Spl.Ed. (MR) programme may be 1:10, as per the RCI norms. Considering the infrastructural facilities needed for Special Education and based on the tasks such as supervising practicum, **a minimum number of 20 and maximum of 30 students** may be admitted for the B.Ed.Spl.Ed. (MR) programme.

XVI. FACULTY NORMS

The existing faculty norms will be applicable only for the first year of the academic session 2015-16. Revised norms will be applicable from the academic session 2016-17 onwards (second year of the course starting in 2015-16 onwards). Faculty norms are attached herewith at Annexure - I.

XVII. INFRASTRUCTURAL FACILITIES

It is desirable that institutions have their own building. The building & the plot should ideally be in the name of Institution / Society / Trust. In case of rented building, the institution must have a rent agreement for a period extending up to the date of completion of the proposed training program (whenever the training program is proposed to be started). However, in either case, the institution should have minimum 1000 sq. meters area and shall consist of 500 sq. meters built up area for the first proposed training program. For each additional course, 300 sq. meters additional built up area is required. For example, for one course 500 sq. meters built up area, for two courses (500+300) sq. meters and so on.

- Lecture Hall / Classrooms - 3 basic requirements (minimum one Additional classroom for each additional programme)
- Multipurpose Hall - 1
- Staff Room - 1
- Resource Room* - 1
- HOD / Principal Room - 1
- Administrative Room - 1
- Library - 1
- ICT - 1
- Disabled Friendly Disabled Friendly gender- wise washrooms

*Space for Resource Room- it should be large enough to include disability as well as health, physical education, yoga, drama, etc. with respect to children with disabilities.

XVIII. CERTIFICATION AS A REGISTERED PROFESSIONAL

It is mandatory as per Section 13 of RCI Act 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.

The successful students will be registered as Special Educator (Professional). The training institution/organization should ensure that all passed out students are registered with the Council.

XIX. AWARD OF DEGREE

The affiliating Universities will award degree in Bachelor of Education Special Education (Area of Specialisation). The areas of specialisation provided are Mental Retardation (MR)

degree certificate, the Universities are advised to clearly spell out the area of specialization and mention as a statement that the passed out can teach in all settings and other disabilities (cross disabilities)

XX. PRACTICING SCHOOLS

Special & Inclusive School - Own Special School / MoU with Special & Inclusive Schools, preferably up to senior secondary school level recognised by State Government for the main disability area and permission to carry out practical in other disability. Special Schools for ASD and LD is not an essential condition. With a precaution that students with disability should not be overstressed. Institutions offering more than one programme in Special Education must have own Special School and MoU with other Special/Inclusive School for school engagement and field experience³.

Engagement with the Field and School Experience⁴

The B.Ed. Spl. Ed. curriculum shall provide for sustained interaction with the child, school and community in varied settings for establishing close connections between different curricular areas and making teacher-trainee understand her/his role and function.

In the first year (First two semesters), there shall be work on the field amounting to a **minimum of 4 weeks**, spread over several days throughout the semester/ year. This will include minimum of one week of school engagement and three weeks of other practical work/engagements. In the second year (Third and Fourth semesters), there shall be a minimum of 16 weeks of engagement with the field of which minimum of 15 weeks are for school internship and one week is for other field engagements. Thus a minimum of 20 weeks (4+16) shall be allocated over the two years for tasks, assignments as per the courses and school internship in the field, under the broad curricular areas of Practical related to Disability and Field Engagement. **The weightage of internal assessment for Engagement with the Field shall be decided by the concerned university.**

a) Tasks and Assignments that run through all the courses

These tasks and projects would help in substantiating perspectives and theoretical frameworks studied in a teacher education classroom with field based experiences. The tasks and projects may include collaborative partnership with the schools for developing CCE practices, creative ways of tracking learners' progress, forums for professional development of in-service school teachers, dialoguing with the School Management Committee, parents and the community. The community based engagement may also be related to the pedagogical subjects and/or concerns and challenges arising out of special needs of children.

b) School Internship/Attachment

While First year prepares grounds for going to education settings and interacting and working with children including children with disabilities; the second year would offer intensive engagement with the school in the form of School Internship.

During the Internship, student-teachers shall work as a regular teacher/ special teacher/ special educator and participate in all the school activities, including planning, teaching and assessment, interacting with school teachers, parents, community members, other support personnel and children including children with special needs specific to the areas of specialization being offered by the student teacher.

Before teaching in a classroom, the student-teachers will observe the school and its classrooms for a week, to understand the school in totality, its philosophy and aims, organisation and management; the life of a teacher; needs of the physical, mental, emotional development of children; aspects of curriculum and its transaction; quality, transaction, and assessment of teaching-learning.

⁴ Short note is given here, course details given separately after each semester. The same needs to be suitably adapted for B.Ed.Spl.Ed.(ODL).

School Internship shall be designed to lead to the development of a broad repertoire of perspectives, professional capacities, teacher dispositions, sensibilities and skills. Student teachers shall be equipped to cater to diverse needs of learners in schools.

Student-teachers are to be actively engaged in teaching at two levels, namely, upper primary and secondary.

Internship in schools is to be done for a minimum duration of 15 weeks. This should include observing a regular classroom with a regular teacher and would also include peer observations, teacher observations and observations of interns' lessons by faculty besides other settings.

It is important that the student-teachers consolidate and reflect on their teaching experience during and after the school internship. Therefore, along with writing reflective journals during the internship programme, there shall be space for extended discussions and presentations on different aspects of the teaching experience after the internship.

For each student-teacher, internship should be conducted preferably in one school for the entire 15 weeks. However, to understand the dynamics of teaching at elementary and secondary levels, this period can be divided into two blocks; this will also be impacted by the type of schools (Special and Inclusive) being available.

Internship should not be reduced to the 'delivery' of a certain number of lesson plans but should aim for meaningful and holistic engagement with learners and the school. Internship will involve spending maximum time in school for practice teaching performing all tasks of a special teacher/ special educator and also being teacher for the school subjects opted as part of pedagogical courses; setting will be a mix of special school, inclusive school and resource and home-based teaching and support as may be required by the special needs of students.

Area – A

Core Courses

A 1	Human Growth & Development
A 2	Contemporary India and Education
A 3	Learning, Teaching and Assessment
A 4	Pedagogy of Teaching (Special Reference to Disability) Any one
	PART I : Science (Special Reference to Disability)
	PART II: Mathematics (Special Reference to Disability)
	PART III: Social Studies (Special Reference to Disability)
A 5	Pedagogy of Teaching (Special Reference to Disability) Any one
	PART IV: Hindi / Regional Language (Special Reference to Disability)
	PART V: English (Special Reference to Disability)

HUMAN GROWTH & DEVELOPMENT

Course Code: A 1

Credit: 04

Contact Hours: 60

Marks: 100

Introduction

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

Objectives

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

- *explain the process of development with special focus on infancy, childhood and adolescence.*
- *critically analyze developmental variations among children.*
- *comprehend adolescence as a period of transition and threshold of adulthood.*
- *analyze different factors influencing child development.*

Unit 1: Approaches to Human Development

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

Unit 2: Theoretical Approaches to Development

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

Unit 3: The Early Years (Birth to Eight Years)

- 3.1 Prenatal development: Conception, stages and influences on prenatal development
 - 3.2 Birth and Neonatal development: Screening the newborn - APGAR Score, Reflexes and responses, neuro-perceptual development
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- 3.3. Milestones and variations in Development
- 3.4 Environmental factors influencing early childhood development
- 3.5 Role of play in enhancing development

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

- 4.1 Emerging capabilities across domains of physical and social emotional
- 4.2 Emerging capabilities across domains related to cognition - metacognition, creativity, ethics
- 4.3 Issues related to puberty
- 4.4 Gender and development
- 4.5 Influence of the environment (social, cultural, political) on the growing child

Unit 5: Transitions into Adulthood

- 5.1 Psychological well-being
- 5.2 Formation of identity and self-concept
- 5.3 Emerging roles and responsibilities
- 5.4 Life Skills and independent living
- 5.5 Career Choices

Engagement with the field as part of course as indicated below

Hands on Experience

- 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.
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CONTEMPORARY INDIA AND EDUCATION

Course Code: A2

Credit: 04

Contact Hours: 60

Marks: 100

Introduction

This course will enable student-teachers to explore education from philosophical and sociological perspective and hands on experience of engaging with diverse communities, children and schools. It also traces the educational developments in the historical context leading to contemporary India. The course also includes various commissions and policies and issues and trends in the field of education, special education and inclusive education.

Objectives

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

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

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 (Buddhism, Jainism, Vedanta Darshan, Sankya Darshan)
- 1.5 Indian Philosophers (Aurobindo, Gandhi, Tagore, Krishna Murthy)

Unit 2: Understanding Diversity

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

Unit 3: Contemporary Issues and Concerns

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

Unit 4: Education Commissions and Policy (School Education)

- 4.1 Constitutional provisions on education that reflect National Ideals: Equality, liberty, secularism, and social justice
- 4.2 National Commissions and Policies: Education Commission (1964), NPE and POA (1986, 1992), National Policy for Persons with Disabilities (2006)
- 4.3 National Acts: RCI Act, 1992, PWD Act, 1995, NT Act, 1999, RTE Act (2009 & 2012).
- 4.4 Programmes and Schemes: IEDC (1974, 1983), SSA (2000, 2011), RMSA, 2009, IEDSS, 2009
- 4.5 International Conventions and Policies: Salamanca Declaration and Framework, 1994; UNCRPD, 2006; MDG, 2015; INCHEON strategies

Unit 5: Issues and Trends in Education

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

Some Suggested Activities on contemporary issues

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

Essential Readings

- Guha, R. (2007). India after Gandhi: The History of the World's Largest Democracy. Macmillan: Delhi.
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- National Education Commission. (1964-66). Ministry of Education, Government of India, New Delhi
- National Policy on Education. (1986 & 92). Ministry of Human Resource Development Government of India, New Delhi.
- Right to Education Act. (2009). Ministry of Human Resource Development, Government of India, New Delhi.

Suggested Readings

- Aggarwal. J. C. (1992). Development and Planning of Modern Education: New Delhi Vikas Publishing House Pvt. Ltd.
 - Ain, L. C. (2010). Civil Disobedience, Book Review Literary Trust: New Delhi. Select chapters.
 - Anand, S. P. (1993). The Teacher & Education in Emerging Indian Society, New Delhi: NCERT.
 - Bhat. B. D. (1996). Educational Documents in India, New Delhi: Arya Book Depot.
 - Bhatia, K. & Bhatia, B. (1997). The Philosophical and Sociological Foundations, New Delhi Doaba House.
 - Biswas. A. (1992). Education in India, Arya Book Depot. New Delhi
 - Biswas. A., & Aggarwal, J.C. (1992). Education in India, Arya Book Depot New Delhi.
 - Chakravarty, S. (1987). Development Planning: The Indian Experience, Oxford University press: New Delhi.
 - Chandra, B. (1997). Nationalism and Colonialism, Orient Longman: Hyderabad.
 - Choudhary. K.C., & Sachdeva, L. (1995). Total literacy by 2000: New Delhi: IAE Association.
 - Deaton A., & Dreze, J. (2008-2009). Poverty and Inequality in India in Raj Kapila and Uma Kapila (Ed.) in Indian Economy since Independence. Oxford University Press: New Delhi.
 - Deshpande, S. (2004). Contemporary India: A Sociological View. Penguin: New Delhi.
 - Dubey, S. C (2001). Indian Society, National Book Trust: New Delhi.
 - Famous Speeches of Gandhi ji: Speech on the Eve of The Last Fast, January 12, 1948.
 - <http://unesdoc.unesco.org/images/0023/002322/232205e.pdf>
 - <http://www.gandhi-manibhavan.org/gandhicomelive/speech8.htm>
 - <http://www.mkgandhi.org/speeches/speechMain.htm>
 - Jain, L.C. (2010). Civil Disobedience, Book Review Literary Trust, New Delhi.
 - Jagannath. M. (1993). Indian Education in the Emerging Society, New Delhi Sterling publishers Pvt. Ltd.
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- Jangira, N.K. (2012). NCERT Mother of Inclusive Education Address on Golden Jubilee of NCERT at RIE, Ajmer on 01 Sept. 2012.
 - Kashyap, S. C. (2009). The Constitution of India, National Book Trust: New Delhi.
 - Sapra. C. L., & Aggarwal, A. (1987): Education in India some critical Issues. New Delhi: National Book Organisation.
 - Saraswathi, T. S. (1999). Culture, Socialization and Human Development, New Delhi: Sage Publications.
 - Sen, A., & Dreze, J. (1997). India: Economic Development and Social Opportunity, Oxford India: Delhi.
 - Speeches of Gandhi ji: Speech on the Eve of The Last Fast, January 12, 1948. Government of India.
 - Steven, B. (1998). School and Society, New Delhi: Sage Publications.
 - Suresh, D. (1998). Curriculum and Child Development, Agra: Bhargava.
 - Taneja. V.R. (1998). Educational Thoughts and Practice, Delhi University Publications.
 - Vaidyanathan, A. (1995). The Indian Economy: Crisis, Response and Prospects. Tracts of the Times. Orient Longman Publications: New Delhi.
 - Weber. O.C. (1990). Basic Philosophies of Education, New York Holt, Rinehart and Winston.
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LEARNING, TEACHING AND ASSESSMENT

Course Code: A 3

Credits: 04

Contact Hours: 60

Marks: 100

Introduction

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

Objectives

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

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

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, and Problem Solving

2.5 Motivation: Nature, Definition and Maslow's Theory

Unit 3: Teaching Learning Process

- 3.1 Maxims of Teaching
- 3.2 Stages of Teaching: Plan, Implement, Evaluate, Reflect
- 3.3 Stages of Learning: Acquisition, Maintenance, Generalization
- 3.4 Learning Environment: Psychological and Physical
- 3.5 Leadership Role of Teacher in Classroom, School and Community

Unit 4: Overview of Assessment and School System

- 4.1 Assessment: Conventional meaning and constructivist perspective
- 4.2 'Assessment of Learning' and 'Assessment for Learning': Meaning and difference
- 4.3 Comparing and contrasting assessment, evaluation, measurement, test and examination
- 4.4 Formative and summative evaluation, Curriculum Based Measurement
- 4.5 Revisiting key concepts in school evaluation: filtering learners, marks, credit, grading, choice, alternate certifications, transparency, internal-external proportion, improvement option

Unit 5: Assessment: Strategies and Practices

- 5.1 Strategies: (Oral, written, portfolio, observation, project, presentation, group discussion, open book test, surprise test, untimed test, team test, records of learning landmark, cloze set/open set and other innovative measures) Meaning and procedure
- 5.2 Typology and levels of assessment items: Multiple choice, open ended and close ended; direct, indirect, inferential level
- 5.3 Analysis, reporting, interpretation, documentation, feedback and pedagogic decisions
- 5.4 Assessment of diverse learners: Exemptions, concessions, adaptations and accommodations;
- 5.5 School examinations: Critical review of current examination practices and their assumptions about learning and development; Efforts for exam reforms: Comprehensive and Continuous Evaluation (CCE), NCF (2005) and RTE (2009)

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

- I. Report submission: observation of children belonging to any three stages of development and describing applications of development in teaching-learning contexts
 - II. Preparation of Self study report on individual differences among learners
 - III. Prepare a leaflet for parents on better emotional management of children
 - IV. Compilation of 5 CBM tools from web search in any one school subject
 - 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
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Transaction and Evaluation

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

Essential Readings

- Amin, N. (2002). Assessment of Cognitive Development of Elementary School Children. A Psychometric Approach, Jain Book Agency, New Delhi.
- Chauhan, S.S. (2013). Advanced Educational Psychology. Jain Book Agency, Delhi.
- King-Sears, E. M. (1994). Curriculum Based Assessment in Special Education. Singular Publishing Group, San Diego, CA.
- Panch, R. (2013). Educational Psychology: Teaching and Learning Perspective, McGraw Hill Education (India) Private Limited, New Delhi.
- Paul, P. (2009). Language and Deafness. Singular publication.
- Salvia, John, Ysseldyke, James, E. And Bolt, Sara. (2007). Assessment in Special and Inclusive Education. Houghton Mifflin Company, Boston.
- Whitcomb, S., & Merrell, K.W. (2012). Behavioral, Social, and Emotional Assessment of Children and Adolescents, Routledge, New York.
- Woolfolk, A., Misra, G., & Jha, A.K.(2012). Fundamentals of Educational Psychology, 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. Thousand Oaks, CA: Corwin King.
 - Howell, K. W., & Nolet, V. (2000). Curriculum-Based Evaluation: Teaching and decision making. Scarborough, Ontario, Canada, Wadsworth.
 - McMillan, J. H. (2001). Classroom Assessment: Principles and Practice for Effective Instruction. Allyn and Bacon, London.
 - Nevo, D. (1995). School based Evaluation. Pergamon Publishing, Kidlington, Oxford.
 - Salvia, J., & Ysseldyke. J.E.(1998). Assessment. (7th ed) Houghton Mifflin, Boston.
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PEDAGOGY OF TEACHING SCIENCE

Course Code: A 4 (Part I)

Credits: 04

Contact Hours: 60

Marks: 100

Introduction

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

Objectives

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

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

Unit 1: Nature and Significance of Science

- 1.1 Nature, Scope, Importance and Value of Science
- 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
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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.
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- V. Comparative analysis of prescribed syllabus and textbooks of different Boards
Curricular innovations in respective subject areas
- VI. Curricular adaptations for teaching Sciences to students with disabilities.

Essential Readings

- Brown, R. (1978). *Science instruction of visually Impaired Youth*. New York: AFB.
 - Buxton, A. C. (2010). *Teaching Science in Elementary and Middle School*. New Delhi: Sage Publications.
 - Bybee, R. (2010b). *The teaching of science: 21st-century perspectives*. Arlington, VA: NSTA Press, USA.
 - Fensham, P.J. (1994). *The content of Science: A constructive Approach to its Teaching and Learning*. Washington, D.C: The Falmer Press.
 - Gupta, V. K. (1995). *Teaching and Learning of Science and Technology*. New Delhi: Vikas Publishing House Pvt. Ltd.
 - Henninen, K. A. (1975). *Teaching of Visually Handicapped*, Ohio: Charles E. Merrill Publishing Company.
 - Joshi, S. R. (2005). *Teaching of Science*. New Delhi: A.P.H Publishing Corporation.
 - Kelley, P., & Gale, G. (1998). *Towards Excellence: Effective education for students with vision impairments*, Sydney: North Rocks Press.
 - Lawson, E. A. (2010). *Teaching Inquiry Science in Middle School*, New Delhi: Sage Publications.
 - Layton, D. (1989). *Innovations in Science and Technology Education*, New Delhi: Sterling Publishers.
 - Mani, M. N. G. (1992). *Techniques of teaching blind children*, New Delhi: Sterling Publishers.
 - Mukhopadhyay, S., Jangira, N. K., Mani, M.N. G., & Raychowdhary, N. (1987). *Sourcebook for training teachers of visually impaired*, New Delhi: NCERT.
 - Murray, L. J. (1988). *Basic Skills - Science*, Boston: John Murrey.
 - NCERT (1982). *Teaching Science in secondary schools*, New Delhi: NCERT.
 - NIVH (1992). *Handbook for the teachers for the visually handicapped*, Dehradun
 - Scholl, G.T. (1986). *Foundations of education for blind and visually handicapped children and youth*, New York: American Foundation for the blind.
 - Sharma, R. C. (2005). *Modern Science teaching*, Delhi: Dhanpat Rai & Sons.
 - Siddiqui, H. M. (2007). *Teaching science*, New Delhi: Balaji offset.
 - Siddiqui, N.N., & Siddiqui, M. N. (1994). *Teaching of science today & tomorrow*, Delhi: Doaba House.
 - Starin, A., & Sund, B. (1983). *Teaching science through discovery*. Ohio: Charles E. Merrill Publishing Company.
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- Tripathi, S. (2004). Teaching of Physical Science, Delhi: Dominant Publications.
- UNESCO (1966). Source Book for Science Teaching, Paris: UNESCO.
- Vaidya, N. (2003). Science Teaching in Schools, New Delhi: Deep & Deep Publishers.
- Vanaja, M. (2006). Teaching of Physical Science, Hyderabad: Neelkamal Publications.

Suggested Readings

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

Course Code: A 4 (Part II)

Credits: 04

Contact Hours: 60

Marks: 100

Introduction

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

Objectives

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

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

Unit 1: Nature of Mathematics

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

Unit 2: Objectives and Instructional Planning in Mathematics

- 2.1 Aims and Objectives of Teaching Mathematics in Elementary and Secondary Schools
 - 2.2 Bloom's Taxonomy of Educational Objectives and Writing Objectives in Behavioural Terms
 - 2.3 Lesson Planning- Importance and Basic Steps. Planning Lesson of Arithmetic, Algebra and Geometry
 - 2.4 Unit Planning - Format of A Unit Plan
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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
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- 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: Pergamon Press.
- David, A.H., Maggie, M.K., & Louann, H.L. (2007). *Teaching Mathematics Meaningfully: Solutions for Reaching Struggling Learners*, Canada: Amazon Books.
- David, W. (1988). *How Children Think and Learn*, New York: Blackwell Publishers Ltd.
- Gupta, H. N., & Shankaran, V. (Ed.), (1984). *Content-Cum-Methodology of Teaching Mathematics*. NCERT, New Delhi.
- James, A. (2005). *Teaching of Mathematics*, New Delhi: Neelkamal Publication.
- Kumar, S. (2009). *Teaching of Mathematics*, New Delhi: Anmol Publications.
- Mangal, S.K. (1993). *Teaching of Mathematics*, New Delhi: Arya Book Depot.
- Mani, M. N. G. (1992). *Techniques of Teaching Blind Children*, New Delhi: Sterling Publishers.
- Mukhopadhyaya, S., Jangira, N. K., Mani, M.N. G., & Raychaudhary, N. (1987). *Sourcebook for Training Teachers of Visually Handicapped*, New Delhi: NCERT.
- Nemeth, A. (1973). *Nemeth Code for Mathematics and Scientific Notation*, Loviseville K: American Printing House.
- Siddhu, K.S. (1990). *Teaching of Mathematics*, New Delhi: Sterling Publishers.

Suggested Readings

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

Course Code: A 4 (Part III)

Credits: 04

Contact Hours: 60

Marks: 100

Introduction

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

Objectives

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

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

Unit I: Nature of Social Sciences

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

Unit II: Curriculum and Instructional Planning

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

Unit III: Approaches to teaching of Social Science

- 3.1 Curricular approaches: a) Coordination, b) Correlational, c) Concentric, d) Spiral, e) Integrated, f) Regressive
 - 3.2 Methods of teaching social science: Lecture, discussion, socialized recitation, source and project method
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- 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
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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.
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- 32 bdlbZfu; kt u dkiR; | bl dkegto vj\$ fuelZfo/A
- 33 iB; kt ukdkifjp; | mi; kx vj\$ egtoA
- 34 iB; kt ukdspj.kvj\$ muckfO; fo; uA
- 35 fghf'k'kkcdskulred' d'ked' d'skyred vj\$: fpxr mres; hckfu/Z.A
- 36 fo'IV mres; hckO logjd 'k'loyheys'kuA
- 37 iB ; kt ukdsl'apulred mi kxe dkifjp; vj\$ vH H A

- bdlbZ4 & fghhchfof/kfo'lv'acsf'k'kkchfok' hckifjp; vj\$ mi; kx
- 41 ek; fed d'k'v'neax | f'k'kkchmi; kxriA
 - 42 x | f'k'kkchv'f'k'k' O k; k' fo' ykkvj\$ l' d'p' fo'kdkifjp; vj\$ buch l ek'IA
 - 43 ek; fed d'k'v'ncsiB; Oe eai | dsl'elokchmi; kxriA
 - 44 i | f'k'kkch'k'f'Z'ch' [kMfo;] O H vj\$ l'ek'fok'dkifjp; vj\$ buch mi; d'rrkdkvdyuA
 - 45 ek; fed l'ij ij O'kdj.kf'k'kkchv'lo'; drkvj\$ mi; kxriA
 - 46 O'kdj.kf'k'kkchfuxe'v'k'xe'v' k'k' l' xZvj\$ iB; & i'p'rd fo'k' hckev' l'duA

- bdlbZ5 & k'kv'f'ke&f'k'kkeal gk d l'efz' hckiz kx
- 51 f'k'kkmi dj. hckl' th'Z'egto vj\$ y'IA
 - 52 v'f'ke&f'k'kkcdsn'; mi dj. hcksiZ'ljA
 - 53 n'; mi dj. hck' ; lei W' p'V'ud' l' ekuf= i fr: i | dk' Z'ky i fr: i vj\$ 'lySk d'V'chiz kx fo'IA
 - 54 JQ mi dj. hck' d'V'V' f'Md o d' s'v' -dsiz kx dhfo'kvj\$ vH H A
 - 55 e'fr JQ mi dj. hck'v'[dj] i f=d'kv'vj\$ i'p'rd hckl' gk d mi dj. hck's: i eaiZ kx A
 - 56 of'nf.od mi dj. hck' V'y'fot u' d'f; Wj vj\$ fo'ot ky dsl' gk d mi dj. hck's: i eaiZ kx dhfo'kvj\$ mi; kxriA
 - 57 k'kv'f'ke eai'k'kiz kx' k'y'kdsiz kx dhfo'kvj\$ l' ek'IA

- bdlbZ6 & k'kv'f'ke dse'v' l'du dhifok
- 61 e'v' l'du dhl' a'ly'ul' mres; vj\$ egtoA
 - 62 l'rr , oaO'li d e'v' l'du dkl' th'IA
 - 63 y'[ku] i Bu' Jry' l' l' y' [k' noy' ku] = f'ep' y'[ku] v'k'k'kvj\$ d'f' iB dk l'rr , oaO'li d e'v' l'du i'fo'k' } j'ke'v' l'duA
 - 64 d'k'r iB; l' g'x'eh'x'f'of'k' hck' x'r] v'f'ku; | l' o'h] fO; k'dy'li vj\$ u'r'f' d's'x'p' hck l'rr , oaO'li d e'v' l'du i'fo'k' } j'ke'v' l'duA
 - 65 fo | h'Z' hck's' k'kv'f'ke dkl' p; l'ok'culA

- bdlbZ7 & f'p'tru' l'ky l' kld ds: i eaf' k'ld
- 71 v'p'r'Z'f'p'tru dhv'lo'; drkvj\$ egtoA
 - 72 f'p'tru n's'f'u' h'vj\$ i'V'Z'f'y; k'culA



73 fo | fHhZ lachvflke l eL; k ladsfuntu vS l ekku dsfy, fØ; Red vuh Uku dk izkA

74 iB; Øe| l gk d l lexh vS iB; fo/k lachvfl pulRed foopuA

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PEDAGOGY OF TEACHING ENGLISH

Course Code: A5 (Part V)

Credits: 04

Contact Hours: 60

Marks: 100

Introduction

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

Objectives

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

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

Unit I: Nature of English Language & Literature

- 1.1 Principles of Language Teaching
- 1.2 Language Proficiency: Basic Interpersonal Communication Skills (BICS) and Cognitive Academic Language Proficiency (CALP)
- 1.3 English Language in the school context: An Evolutionary Perspective
- 1.4 Current Trends in Modern English Literature in Indian context
- 1.5 Teaching as second language in Indian context.

Unit II: Instructional Planning

- 2.1 Aims and objectives of Teaching English at different stages of schooling
- 2.2 Instructional Planning: Need and Importance
- 2.3 Unit and lesson plan: Need and Importance
- 2.4 Procedure of Unit and Lesson Planning
- 2.5 Planning and adapting units and lessons for children with disabilities

Unit III: Approaches and Methods of Teaching English

- 3.1 Difference between an approach and a method
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- 3.2 Task based approach, co-operative learning, language across curriculum, communicative language teaching, Bilingual, Eclectic and Constructive approach
- 3.3 Method Teaching of Prose, Poetry, Drama, Grammar and Vocabulary- i) Translation method. ii) Structural - Situational method. iii) Direct method
- 3.4 Development of four basic language skills: Listening, Speaking, Reading, and Writing
- 3.5 Accommodation in approaches and techniques in teaching children with disabilities

Unit IV: Instructional Materials

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

Unit V: Evaluation

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

Transaction

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

Course Work/ Practical/ Field Engagement

- Design teaching programme based on error analysis
- Develop an Action Research Plan for measuring the effectiveness of a given teaching approach in English
- Develop work sheet (interactive including language games)
- Prepare worksheets to enrich vocabulary among secondary students with disabilities • Develop lesson plans for the teaching of prose and poetry
- Critically analyze any one poem or essay of a well known poet or writer

Essential Readings

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

Suggested Readings

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

CROSS DISABILITY AND INCLUSION

B6	Inclusive Education
B7	Introduction to Sensory Disabilities (VI, HI, Deaf-Blind)
B8	Introduction to Neuro Developmental Disabilities (LD, MR(ID), ASD)
B9	Introduction to Locomotor & Multiple Disabilities (CP, MD)
B10	Skill-based Optional Course (Cross Disability and Inclusion)
B11	Skill-based Optional Course (Disability Specialization)

B10: Skill-based Optional Course (Cross Disability and Inclusion)

A	Community Based Rehabilitation

B11 Skill-based Optional Course (Disability Specialization)

A	Vocational Rehabilitation & Transition to Job Placement

INCLUSIVE EDUCATION

Course Code: B 6

Credits: 02

Contact Hours: 30

Marks: 50

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 be able to

- *Explain the construct of inclusive education & the progression from segregation towards valuing & appreciating diversity in inclusive education.*
- *Explicate the national & key international policies & frameworks facilitating inclusive education.*
- *Enumerate the skills in adapting instructional strategies for teaching in mainstream classrooms.*
- *Describe the inclusive pedagogical practices & its relation to good teaching.*
- *Expound strategies for collaborative working and stakeholders support in implementing inclusive education.*

Unit 1: Introduction to Inclusive Education

5 Hours

- 1.1 Marginalisation vs. Inclusion: Meaning & Definitions
- 1.2 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
- 1.5 Barriers to Inclusive Education: Attitudinal, Physical & Instructional

Unit 2: Policies & Frameworks Facilitating Inclusive Education

5 Hours

- 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)
 - 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
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Education (1992), National Curricular Framework (2005), National Policy For Persons With Disabilities (2006)

2.5 National Acts & Programs: IEDC (1974), RCI Act (1992), PWD Act (1995), National Trust Act (1999), SSA (2000), RTE (2006), RMSA (2009), IEDSS (2013)

Unit 3: Adaptations Accommodations and Modifications **7 Hours**

- 3.1 Meaning, Difference, Need & Steps
- 3.2 Specifics for Children with Sensory Disabilities
- 3.3 Specifics for Children with Neuro-Developmental Disabilities
- 3.4 Specifics for Children with Loco Motor & Multiple Disabilities
- 3.5 Engaging Gifted Children

Unit 4: Inclusive Academic Instructions **8 Hours**

- 4.1 Universal Design for Learning: Multiple Means of Access, Expression, Engagement & Assessment
- 4.2 Co-Teaching Methods: One Teach One Assist, Station-Teaching, Parallel Teaching, Alternate Teaching & Team Teaching
- 4.3 Differentiated Instructions: Content, Process & Product
- 4.4 Peer Mediated Instructions: Class Wide Peer Tutoring, Peer Assisted Learning Strategies
- 4.5 ICT for Instructions

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

- 5.1 Stakeholders of Inclusive Education & Their Responsibilities
- 5.2 Advocacy & Leadership for Inclusion in Education
- 5.3 Family Support & Involvement for Inclusion
- 5.4 Community Involvement for Inclusion
- 5.5 Resource Mobilisation for Inclusive Education

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

Transactions

Group discussions following videos and visits. Debate for Inclusion vs. Segregation & Self study for legislations and frameworks

Suggested Readings

- Bartlett, L. D., & Weisentein, G. R. (2003). *Successful Inclusion for Educational Leaders*. New Jersey: Prentice Hall.
 - Chaote, J. S. (1991). *Successful Mainstreaming*. Allyn and Bacon.
 - Choate, J. S. (1997). *Successful Inclusive Teaching*. Allyn and Bacon.
 - Daniels, H. (1999) . *Inclusive Education*. London: Kogan.
 - Deiner, P. L. (1993). *Resource for Teaching Children with Diverse Abilities*, Florida: Harcourt Brace and Company.
 - Dessent, T. (1987). *Making Ordinary School Special*. Jessica Kingsley Pub.
 - Gargiulo, R.M. *Special Education in Contemporary Society: An Introduction to Exceptionality*. Belmont: Wadsworth.
 - Gartner, A., & Lipsky, D.D. (1997). *Inclusion and School Reform Transferring America's Classrooms*, Baltimore: P. H. Brookes Publishers.
 - Giuliani, G.A. & Pierangelo, R. (2007). *Understanding, Developing and Writing IEPs*. Corwin press: Sage Publishers.
 - Gore, M.C. (2004) . *Successful Inclusion Strategies for Secondary and Middle School Teachers*, Crowin Press, Sage Publications.
 - Hegarthy, S. & Alur, M. (2002). *Education of Children with Special Needs: from Segregation to Inclusion*, Corwin Press, Sage Publishers.
 - Karant, P., & Rozario, J. ((2003). *Learning Disabilities in India*. Sage Publications.
 - Karten, T. J. (2007). *More Inclusion Strategies that Work*. Corwin Press, Sage Publications.
 - King-Sears, M. (1994). *Curriculum-Based Assessment in Special 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 Moderate and Severe Disabilities in Inclusive Setting*. Boston, Allyn and Bacon.
 - Sedlak, R. A., & Schloss, P. C. (1986). *Instructional Methods for Students with Learning and Behaviour Problems*. Allyn and Bacon.
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INTRODUCTION TO SENSORY DISABILITIES

Course Code: B 7

Credits: 02

Contact Hours: 30

Marks: 50

Introduction

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

Objectives

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

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

Unit 1: Hearing Impairment: Nature & Classification

5 Hours

- 1.1 Types of sensory impairments: Single (Hearing Impairment & Visual Impairment) & Dual sensory impairment (Deaf-blindness)
- 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: deaf/ Deaf/ deafness/ hearing impaired/ disability/ handicapped
- 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)
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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

- Bradford, L. J. & Hardy, W.G. (1979). Hearing and Hearing Impairment. New York: Grune and Stratton.
 - Davis, H. & Silverman, S. R. (1970). Hearing and Deafness - Part I. Holt, London: Rinehart & Winston.
 - Holbrook, C.M., & Koenig, A. J. (Eds.) (2000). Foundations of Education, Vol I: History and Theory of Teaching Children and Youths with Visual Impairments. (2nd ed): New York: AFB Press.
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- Handbook on Deafblindness (2005). Sense International India. Retrieved online on 24/4/2015 from http://www.google.co.in/url?sa=t&rct=j&q=&esrc=s&source=web&cd=3&ved=0CDEQFjAC&url=http%3A%2F%2Fssa.nic.in%2Finclusive-education%2Ftraining-module-for-resource-teachers-for-disable-children%2FModule%25202%2520Deafblindness.pdf%2Fat_download%2Ffile&ei=LkY6VdGIOIKymAW604CgDg&usq=AFQjCNHxJc9OazS1f-TSI_HgQqJKxWjs_A&sig2=LIBWuGnYE0OLPtpK5FCHEg&bvm=bv.91427555,d.dGY
- Kelley, P., & Gale, G. (1998). *Towards Excellence: Effective education for students with vision impairments*. Sydney: North Rocks Press.
- Lowenfeld, B. (1973). *Visually Handicapped Child in School and Society*; American Foundation for the Blind; New York.
- Lynas, W. (2000). *Communication options*. In J. Stokes (Ed), *Hearing Impaired Infants - Support in the first eighteen months*. London: Whurr Publishers Ltd.
- Martin, F. N., & Clark, J.G. (2009). *Introduction to Audiology*. 10th ed. Boston: Pearson Education.
- Martin, F.N., & Clark, J.G. (2012). *Introduction to Audiology*. 11th ed. Boston: Pearson Education.
- National Institute for the Visually Handicapped (2015). *Information Booklet on Visual Impairment in India*, Dehradun: Government of India.
- Nerbonne, M. A., & Schow, R.L. (2002). *Introduction to Audiologic Rehabilitation*. Boston: Allyn and Bacon.
- Nerbonne, M. A., & Schow, R.L. (2013). *Introduction to Audiologic Rehabilitation*. 6th ed. Boston: Pearson Education.
- Northern, J. L., & Downs, M. P. (2002). *Hearing in Children (5th Ed.)*. Philadelphia: Williams & Wilkins
- Prescod, S. V. (1978). *Audiology Handbook of Hearing Disorders*. New York: Van Nostrand Reinhold Company.
- Sataloff, R. T., & Sataloff, J. (2005). *Hearing Loss*. (4th Ed.) London: Taylor & Francis.
- Sims, L.G., Walter, G.G., & Whitehead, R.L. (1981). *Deafness and Communication: Assessment and Training*. Baltimore: Williams and Wilkins.
- Warren, D.H. (1994). *Blindness and Children: An Individual Differences Approach*. New York: Cambridge University Press.

Suggested Readings

- Auditory-Verbal International (1991). *Auditory-verbal position statement*. *Auricle* 4:11-12.
 - Harp, B. (2006). *The handbook of literacy assessment and evaluation*, (3rd Eds). Norwood, M.A.: Christopher-Gordon Publishers, Inc.
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- Katz, J. (1985). *Handbook of Clinical Audiology*. (4th Ed.) Baltimore: Williams and Wilkins.
 - Loreman, T., Deppeler, J., & Harvey, D. (2005). *Inclusive education - A practical guide to supporting diversity in the classroom*. (2nd Eds.). U.K. Routledge.
 - Norris, G. H., & Romer, L.T. (1995). *Welcoming Students who are deafblind to typical classrooms*. U.S: Paul H. Brookes.
 - Pandey, R. S., & Advani, L. (1995). *Perspectives in Disability and Rehabilitation*. New Delhi: Vikas Publishing House Pvt. Ltd.
 - *Proceedings from National Conference on Centenary for Work for the Blind in India* (1987). All India Confederation of the Blind and Christoffel Blinden Mission; Delhi: R.K.Printers.
 - Scholl, G.T. (1986). *Foundations of Education for Blind and Visually Handicapped Children and Youth*. New York: American Foundation for the BLind.
 - Tucker, I., & Nolan, M. (1984). *Educational Audiology*. London: Croom Helm.
 - Tye-Murray, N. (1998). Intervention Plans for Children. In Tye-Murray N. (Eds) *Foundations of Aural Rehabilitation*. San Diego: Singular.
p.381-413.
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INTRODUCTION TO NEURO DEVELOPMENTAL DISABILITIES

Course Code: B 8

Credits: 02

Contact Hours: 30

Marks: 50

Introduction

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

Objectives

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

- *Discuss the characteristics and types of learning disability.*
- *Describe the tools, areas of assessment and apply intervention strategies to enhance learning.*
- *Explain the characteristics and types of Intellectual disability.*
- *Describe the tools, areas of assessment and prepare and apply intervention strategies for independent living.*
- *Explain the characteristics and types of Autism Spectrum Disorder.*
- *Describe the tools, areas of assessment and apply intervention strategies.*

Unit 1: 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
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Unit 3: Autism Spectrum Disorder: Nature, Needs and Intervention

- 3.1 Definition, Types and Characteristics
- 3.2 Tools and Areas of Assessment
- 3.3 Instructional Approaches
- 3.4 Teaching Methods
- 3.5 Vocational Training and Career Opportunities

Transaction

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

Course Work/ Practical/ Field Engagement

- Develop an Assessment Tool for a child with learning disability in the given area
- Prepare a transition plan from school to college for an 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.
 - Reddy G.L., & Rama, R. (2000). Education of Children with Special Needs, New Delhi - Discovery Pub.
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- Simpson, R. L., & Myles, B, S. (2008). Educating Children and Youth with Autism: Strategies for Effective Practice. (2nd edition) Pro Ed. Texas.
 - Smith, D.D. (2003). Introduction to Special Education Teaching in an Age of opportunity, Allyn & Bacon.
 - Strichart, S. S. (1993). Teaching Study Strategies to Students with Learning Disabilities, Allyn & Bacon, Boston.
 - Swady, E.R. (1989). Diagnosis & Correction of Reading, Difficulties, Allyn & Bacon, Boston.
 - Taylor, B. (1988). Reading Difficulties: Instruction and Assessment, Random House, New York.
 - Wong, B. Y. L. (1996) .The ABCs of learning disabilities (1st ed.) Academic Press, San Diego, CA.
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INTRODUCTION TO LOCOMOTOR AND MULTIPLE DISABILITIES

Course Code: B 9

Credits: 02

Contact Hours: 30

Marks: 50

Introduction

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

Objectives

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

- *Identify the persons with Locomotor disabilities such as Cerebral Palsy, Amputees, Polio, Leprosy cured, Muscular dystrophies, Neural and spinal defects and Multiple disabilities.*
- *Plan an effective programme for creating awareness about the persons with Locomotor disabilities and Multiple disabilities.*
- *Plan an effective therapeutic and programme for the persons with Locomotor disabilities and Multiple disabilities and to refer for medical intervention if necessary.*
- *Plan an effective educational programme and functional activities for the persons with Locomotor disabilities and Multiple disabilities.*

Unit 1: Cerebral Palsy (CP)

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

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

- 2.1. Definition, Meaning and Classification
 - 2.2. Assessment of Functional Difficulties
 - 2.3. Provision of Therapeutic Intervention and Referral
-

- 2.4. Implications of Functional Limitations for Education and Creating Prosthetic Environment in School and Home: Seating Arrangements, Positioning and Handling Techniques at Home and School
- 2.5. Facilitating Teaching-Learning: IEP, Developing TLM; Assistive technology

Unit 3: Multiple Disabilities and Other Disabling Conditions

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

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

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

Essential Readings

- Miller, F. and Bachrach, S.J. (2012). *Cerebral Palsy: A Complete Guide for Caregiving*. A Johns Hopkins Press Health Book.
 - Sarva Siksha Abhiyan. Module on Cerebral Palsy. http://ssa.nic.in/inclusive-education/training-module-for-resource-teachers-for-disable-children/Module%205%20Cerebral%20Palsy.pdf/at_download/file
 - Sarva Siksha Abhiyan . Module on Multiple Disabilities. http://ssa.nic.in/inclusive-education/training-module-for-resource-teachers-for-disable-children/Module%203%20Multiple%20Disability.pdf/at_download/file
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COMMUNITY BASED REHABILITATION

Course Code: B 10(D)

Credits: 02

Contact Hours: 30

Marks: 50

Objectives

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

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

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
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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.
 - *Scheme of Assistance to Organizations for Disabled Persons*, Ministry of Social Welfare, Govt. of India, New Delhi.
 - WHO .(1982). *Community Based Rehabilitation — Report of a WHO International Consultation*, Colombo, Sri Lanka, 28 June- 3 July. WHO (RHB/IR/82.1)
 - WHO .(1984). "Rehabilitation For All" in World Health Magazine, WHO, Geneva.
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VOCATIONAL TRAINING, TRANSITION & JOB PLACEMENT

Course Code: B 11(F)

Credits: 02

Contact Hours: 30

Marks: 50

Objectives

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

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

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
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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.
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Area – C
Disability Specialization
Courses

Institutions/ Organization offering B.Ed. Spl. Ed. Are expected to decide on specific disability Area for Specialization out of ASD/HI/LD/MR(ID)/MD/VI.

C 12	Assessment and Identification of Needs
C 13	Curriculum Designing, Adaptation and Evaluation
C 14	Intervention and Teaching Strategies
C 15	Technology and Disability
C 16	Psycho Social and Family Issues

Disability Specialization

**MENTAL RETARDATION
/ INTELLECTUAL
DISABILITY**

ASSESSMENT AND IDENTIFICATION OF NEEDS

Course code: C 12

Credits: 04

Contact Hours: 60

Marks: 100

Objectives

After completing the course student-teachers will be able to

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

Unit 1: Intellectual Disability - Nature and Needs

- 1.1 Historical Perspective of Intellectual Disability (ID)
- 1.2 Definitions of Intellectual Disability - ICD-10, AAIDD, WHO, PwD Act 1995, RPD bill (Proposed), DSM (Latest)
- 1.3 Etiology Causes and Prevention
- 1.4 Classification - Medical, Psychological, Educational (Recent) and ICF
- 1.5 Screening, Identification, Characteristics and Needs of PwID

Unit 2: Assessment

- 2.1 Concept, Meaning, Definition and urpose of Educational assessment
- 2.2 Methods of Assessment - Observation, Interview and Rating Scale 2.3 Types and Approaches - NRT, CRT, CBA & Teacher Made Tests
- 2.4 Areas of Assessment - Medical, Psychological, Educational, Behavioural & Ecological
- 2.5 Documentation of assessment, Result interpretation & Report writing- Implication of all the above for Inclusion

Unit 3: Assessment at Pre-School and School levels

- 3.1 Importance of Assessment at Pre- School and School level
 - 3.2 Developmental and Adaptive Behaviour Assessment
 - 3.3 Assessment Tools at Pre-School level - Upanayan, Aarambh, Portage, MDPS, FACP
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- 3.4 Assessment Tools at School Ages - MDPS, BASIC-MR, GLAD, Support Intensity Scale
- 3.5 Documentation of assessment, Result interpretation & Report writing- Implication of class level assessment & its relation to Inclusion with resource support

Unit 4: Assessment at Adult and Vocational levels

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

Unit 5: Assessment of Family Needs

- 5.1 Significance of psychosocial needs and its assessment in family
- 5.2 Assessment of parental needs and its implication in planning IFSP
- 5.3 Assessment of siblings and its implication in planning IFSP
- 5.4 Assessment of extended families needs and its implication in planning IFSP
- 5.5 Assessment of family and community resources for inclusion and strengthening of family, documentation, recording and reporting

Course Work/ Practical/ Field Engagement (Any one)

Camp/ Community Mode

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

School Mode

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

Clinical Mode

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

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

Suggested Readings

- Myreddi, V., & Narayan, J. (1998). Functional Academics for students with mental retardation - A guide for teachers. Secunderabad: NIMH.
 - Narayan, & Kutty, A.T.T. (1989) .Handbook for Trainers of the Mentally Retarded persons Pre-primary level. NIMH, Secunderabad.
 - Narayan, J. (Ed.) (1999). School readiness for children with special needs. Secunderabad, NIMH.
 - Peshwaria, R., & Venkatesan. (1992) .Behavioural approach for teaching mentally retarded children :A manual for teachers, NIMH, Secunderabad
 - Polloway, E.A., & Patton, J.R. (1993). Strategies for teaching learners with special needs. New York: Macmillan Publishing Company.
 - Pun, M. & Sen A.K. (1989) Mentally Retarded Children in India.
 - Romila, S. (1997) .School Readiness programme. New Delhi: NCERT
 - Sharma, P. (1995). Basics on Development and Growth of a child, New Delhi
 - Subba Rao, T.A. (1992). Manual on Developing Communication Skills in Mentally Retarded Children
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CURRICULUM DESIGNING, ADAPTATION & EVALUATION

Course code: C 13

Credits: 04

Contact Hours: 60

Marks: 100

Objectives

After completing the course student-teachers will be able to

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

Unit 1: Curriculum Designing

- 1.1 Meaning, Definition, Concept and Principles of Curriculum
- 1.2 Types and Approaches of Curriculum Designing
- 1.3 Curriculum Domains - Personal, Social, Academics, Recreational and Community living
- 1.4. Steps in developing curriculum, challenges of developing curriculum for inclusion
- 1.5. Curriculum evaluation, Implementation in inclusion

Unit 2: Curriculum at Pre-School and Primary School level

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

Unit 3: Curriculum at Secondary, Pre-vocational and Vocational level

- 3.1 Curriculum domains at Secondary level
 - 3.2 Curriculum domains at Pre- vocational level
 - 3.3 Curriculum domains at Vocational level
 - 3.4 Rehabilitation of PwIDs under National Skill development Scheme (NSDS by MSJ&E)
 - 3.5 Implications of placement for inclusion in Community, Documentation, Record Maintenance and Reporting
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Unit 4: Curriculum Adaptations

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

Unit5: Curriculum Evaluation

- 5.1 Concept, Meaning, Definition of Curriculum Evaluation
- 5.2 Types and Approaches of Evaluation
- 5.3 Emerging trends in evaluation -CCE, Teacher Made Tests, Grading System
- 5.4 Differential evaluation of PwID in inclusive setup
- 5.5 Implications of evaluation for inclusion

Course Work/ Practical/ Field Engagement (Any One)

Special/ Inclusive schools

To prepare need based curriculum for training in

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

Essential Readings

- Baine, D. (1988) Handicapped Children in Developing Countries, Assessment, Curriculum and Instruction. University of Alberta, Alberta,
 - Bos, C.S. & Vaughn, S. (1994) Strategies for teaching students with learning and behaviour problems. Boston: Allyn and Bacon.
 - Jeyachandaran, P.,& Vimala, V. (2000). Madras Developmental Programming System.
 - Luftig, R.L. (1949).Teaching the Mentally Retarded Student: Curriculum, Methods and Strategies.Library of Congress Cataloging-in-publications data.
 - Myreddi, V., & Narayan, J. (1998). Functional Academics for students with mild mental retardation, NIMH, Secunderabad.
 - Myreddi, V. & Narayan, J. (2005) FACP - PMR, NIMH, Secunderabad.
 - Narayan, J. (1990). Towards independence series 1 to 9. NIMH, Secunderabad.
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- Narayan, J. (2003) .Educating children with learning problems in regular schools NIMH, Secunderabad.
- Narayan, J. (1998) Grade Level Assessment Device for Children with Learning Problems in Regular Schools, NIMH, Secunderabad.
- Narayan, J. Myreddi, V.,& Rao, S. (2002). Functional Assessment Checklist for Programming, NIMH, Secunderabad.
- Overton, T. (1992). Assessment in Special Education an Applied Approach. New York McMillan.
- Panda, K.C. (1997). Education of Exceptional Children. New Delhi, Vikas Publications.
- Repp A.C. (1983) Teaching the Mentally Retarded, New Jersey, Prentice Hall

Suggested Readings

- King-Sears, H.E. (1994) Curriculum Based Assessment in Special Education. San Diego Singular Publishing Group
 - Narayan, & Kutty, A,T.T. (1989) Handbook for Trainers of the Mentally Retarded persons Pre-primary level. NIMH, Secunderabad.
 - Peshwaria, R. and Venkatesan. (1992) Behavioural retarded children A manual for teachers. NIMH, Secunderabad.
 - Pun, M. & Sen A.K. (1989) Mentally Retarded Children in India. New Delhi Mittal Publication.
 - Sharma, P. (1995). Basics on Development and Growth of a child, New Delhi Reliance.
 - Subba Rao, T.A. (1992). Manual on Developing Communication Skills in Mentally Retarded Persons, NIMH, Secunderabad.
 - Taylor, R.L. (1993). Assessment of Exceptional Students Educational and Psychological Procedures. Boston: Allyn & Bacon.
 - Van Riper, C.A. and Emerick. L. (1990), Speech Correction-An introduction to speech pathology and Audiology. Eighth Edition, Prentice Hall
 - Video Films. (2002). Help them learn make it easy, NIMH, Secunderabad.
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INTERVENTION AND TEACHING STRATEGIES

Course code: C 14

Credits: 04

Contact Hours: 60

Marks: 100

Objectives

After completing the course student-teachers will be able to

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

Unit 1: Intervention

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

Unit 2: Individualised Education Programme

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

Unit 3: Teaching Strategies and TLM

- 3.1 Stages of Learning
 - 3.2 Principles of Teaching
 - 3.3 Multi-sensory Approaches - Montessori Methods, VAKT Method, Orton - Gillingham Method, Augmentative and Alternative Communication
 - 3.4 Teaching Strategies - Task Analysis, Chaining, Shaping, Modelling, Prompting, Fading and Reinforcement, Role Play, Play Way method
 - 3.5 Development and Use of TLM for ID
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Unit 4: Intervention for Mal-adaptive Behaviour

- 4.1 Definition and types of Mal-adaptive behaviour
- 4.2 Identification of Mal-adaptive behaviour
- 4.3 Functional Analysis and Behaviour Modification Techniques, Cognitive Behaviour Techniques (CBT)
- 4.4 Management of Mal-adaptive behaviour at Home and School, Parental Counselling - Individual, Group and Community
- 4.5 Ethical Issues in behaviour management and implications for Inclusion

Unit 5: Therapeutic Intervention

- 5.1 Occupational Therapy - Definition, Objective, Scope, Modalities and Intervention
- 5.2 Physiotherapy - Definition, Objective, Scope, Modalities and Intervention
- 5.3 Speech Therapy - Definition, Objective, Scope and Types of Speech, Language and Hearing Disorders and Intervention
- 5.4 Yoga and Play therapy - Definition, Objective, Scope and Intervention
- 5.5 Therapeutic intervention: Visual and Performing Arts (eg: Music, Drama, Dance movement, Sports, etc.)

Course Work/ Practical/ Field Engagement (Any One)

Special/ Inclusive Schools/ Institute

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

Essential Readings

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

- Jayachandra, P. (2001) Teaching yogasanas for persons with mental retardation, Chennai: Vijay Human Services.
- Jeyachandaran, P. Vimala, V. (2000). Madras Developmental Programming System
- Longone, 3. (1990). Teaching Retarded learners Curriculum and Methods for Mentally Handicapped.
- Myreddi V. & Narayan J. (1998). Functional Academics for students with mild mental retardation, NIMH, Secunderabad.
- Narayan J. (1990). Towards independence series 1 to 9. NIMH, Secunderabad.
- Narayan J. (2003) Educating children with learning problems in regular schools NIMH, Secunderabad.
- Narayan, J. (1998) Grade Level Assessment Device for Children with Learning Problems in Regular Schools, NIMH, Secunderabad.
- Narayan, J. Myreddi, V. Rao, S. (2002). Functional Assessment Checklist for programming
- Overton, T. (1992). Assessment in Special Education an Applied Approach. New
- Panda, K.C. (1997). Education of Exceptional Children. New Delhi Vikas
- Pandit, A & Grover U (2001), Self Instructional Modules on occupational therapy/physiotherapy, BED (MR) SPE, Bhoj University, Bhopal.
- Peshawaria, R & Venkatesan, S. (1992). Behaviour approach in teaching mentally
- Repp A.C. (1983) Teaching the Mentally Retarded, New Jersey, Prentice Hall King-
- Sears, H.E. (1994) Curriculum Based Assessment in Special Education. SanDiego Singular Publishing Group.
- Shesrborne, V. (1990). Developmental movement for children, Cambridge: Cambridge University Press.
- Subba Rao, T.A. (1992), Manual on Developing Communication Skills in mentally retarded persons, NIMH, Secunderabad.
- Swaminathan, M. (1990) Play activity for young children. India: UNICEF.
- Thomson, A., Skinner, A. & Piercy, J. (1991). Tidy's physiotherapy (Twelfth edition). Oxford: Butterworth - Heinmann Ltd.
- Van Riper, C.A. and Emerick L (1990) Speech Correction - An introduction to Speech Pathology & Audiology, Eighth Edition, Prentice Hall

Suggested Readings

- A.C.Ornstein (1990). Strategies for Effective Teaching. Harper and Row, Publishers, Inc.
 - David W. (1998). Teaching and Learning in the Early Years. London and New York: Routledge.
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- Jackman H.L. (1999). *Sing Me a Story: Tell Me a Song*. California: Crown Press, Inc.
 - Mastropieri S. (1987). *Effective Instruction for Special Education*, Little, Brown and Company, Inc.
 - Narayan, & Kutty, A.T.T. (1989) *Handbook for Trainers of the Mentally Retarded persons. Pre-primary level*. NIMH, Secunderabad.
 - Peshwaria, R. and Venkatesan. 5. (1992) *Behavioural retarded children A manual for Publication*.
 - Pun, M. & Sen A.K. (1989) *Mentally Retarded Children in India*. New Delhi.
 - Robert A. Gable and Steven F.W. (1993). *Strategies for Teaching Students with Mild to Severe Mental Retardation*, London and Philadelphia: Jessica Kingsley Publishers.
 - Subba Rao, T.A. (1992). *Manual on Developing Communication Skills in Mentally Teachers*. NIMH, Secunderabad.
 - Van Riper, C.A. and Emerick. L. (1990), *Speech Correction-An introduction to speech pathology and Audiology*. Eighth Edition, Prentice Hall.
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TECHNOLOGY AND DISABILITY

Course code: C 15

Credits: 04

Contact Hours: 60

Marks: 100

Objectives

After completing the course student-teachers will be able to

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

Unit 1: Technology in Education and Instruction

- 1.1 Educational and Instructional Technology - Meaning, Nature, Scope, Definition, Objectives and Significance
- 1.2 Educational Technology and Instructional Technology - Role and Recent Trends.
- 1.3 Approaches of Educational Technology - Hardware, Software, System approach, Individual & Mass media approach.
- 1.4 Differential Instruction, Universal Design of learning and Individualised Instruction.
- 1.5 Implication of the above for inclusion.

Unit 2: ICT

- 2.1 ICT - Meaning, Definition, Scope and Significance
- 2.2 Psychological bases for ICT among teachers and learners 2.3
- Development of ICT - Stages, Requirement and Process
- 2.4 Use of ICT in developing collaborative networks for sharing and learning such as Internet - E-mail, Tele-teaching, Tele-conference
- 2.5 Use of ICT to simplify record keeping, information management in education administration in special and inclusive settings

Unit 3: Use of Multimedia in Education

- 3.1 Multi Media - Meaning, Nature, Scope, Definition and Approches.
 - 3.2 Types of Instructional Aids: Projected & non-projected Aids, Projectors, Radio, Tape Recorder, Television, Films, Computers, whiteboard, Smartboard, e-Flash Cards, Educational Toys
 - 3.3 Advantages, Limitations and Challenges of Using Multi media in Education
 - 3.4 Recent Trends in Multimedia
 - 3.5 Implication of Multimedia in teaching learning.
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Unit 4: Technology Based Instructions

- 4.1 Enhancing Technology Friendly Practices among Teachers.
- 4.2 Computer-Assisted & Computer Managed Instructions, Cybernetics, E- learning, Use of Net Search and Websites
- 4.3 Disability Friendly Technology - Punarjani, and e-learning Framework developed by C-DAC
- 4.4 Developing Technology Integrated Lessons - Individual and Group
- 4.5 Implications of Technology based instruction in Inclusion

Unit 5: Application of Technology

- 5.1 Application of Technology in Lesson Planning, Worksheet Preparation, Report writing and Evaluation
- 5.2 Application of Technology in Assistive Devices - For example, JAWS, Smartphones, Screen Readers
- 5.3 Application of Technology in Instruction - Individual, small group and large group
- 5.4 Advantages, merits and demerits
- 5.5 Implications for inclusion

Course Work/ Practical/ Field Engagement (Any One)

Special/ Inclusive School/ Institute

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

Essential Readings

- Kulkarni, S.S. (1986). Introduction to Education Technology, New Delhi: Oxford & IBH Publishing Co.
 - Kumar, K.L. (1996). Educational Technology and Communication Media, Cuttack: Nalanda.
 - McMillan, J.H. & Schumarcher, S. (1989). Research in Education: A Conceptual Introduction, New York: Harper & Collins.
 - Mehra, Vandana (2004) Educational Technology, New Delhi : S S Publishers.
 - Mohanty, J. (1992). Educational Technology, New Delhi: Deep and Deep Publication. •
- Mukhopadhaya, M. (ed.) (2005). Education Technology Knowledge Assessment, New Delhi: Shipra Publications.
- R., Robertson, S. and Peter John. (2009). Improving Classroom Learning with ICT, New York: Routledge. Takewale, R. G. (1995). Technologies for Educational Network, Presidential address in the seminar on Technologies for Educational Networking, New Delhi: IGNOU.
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- Richmond, W. R. (ed.) (1900). The Concept of Education Technology: A Dialogue with Yourself, London: Weidenfield and Nicolson.
- Sampath, K., Pannirselvam, A. & Santhanam, S. (1990). Introduction to Educational Technology, New Delhi: Sterling Publishers Private Limited.
- Sharma, Hemant Lata and Sharma, Savita (2010). Learning to Learn with Love: Theory and Practice of Co-operative Learning, New Delhi: Gagandeep Publications Sutherland,

Suggested Readings

- Cima M Yeole. (1991). Educational Technology. CimaMyeole.
- D.ES, (1982). Handicapped Pupil and Special schools, Regulations. London HMSO.
- Dipika Bhadresh Shah, (1991). Educational Technology for developing teaching competency GavendraPrakashan
- JaganathMohanty. (1998). Studies in Educational Broadcasting. San subscription agency.
- Mangal K. (1990). Fundamentals of Educational technology. Prakash Brothers
- Ruhela Satyapal. (1991). Educational Technology, A systematic Text Book Associated Publishers
- Tara Chand. (1992). Educational Technology. Anmol Publication



PSYCHO-SOCIAL AND FAMILY ISSUES

Course code: C 16

Credits: 02

Contact Hours: 30

Marks: 50

Objectives

After completing the course student-teachers will be able to

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

Unit 1: Family

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

Unit 2: Psycho-Social Issues

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

Unit 3: Involving Families

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

Unit 4: Adolescent Issues

- 4.1 Physiological Changes; Implication in Emotional and Social Development
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- 4.2 Interpersonal relationship - Parents, Siblings, Extended family, Single child, Peer group
- 4.3 Employment, Sexuality, Marriage, Alternative options, Pre- marital counselling
- 4.4 Ethical Issues
- 4.5 Challenges and Implications

Unit 5: CBR and CPP (Community People Participation)

- 5.1 Concept, Definition and Scope of CBR
- 5.2 Models of CBR - Advantages and Disadvantages
- 5.3 Types of Community Resources and their mobilization
- 5.4 Organizing services for PwID in the community
- 5.5 Role of Special Educator, Family, Community and PwID in CBR

Course Work/ Practical/ Field Engagement (Any One)

Special/ Inclusive School/ Institute

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

Essential Readings

- Basu, S., Das, P., Chakravarty, I. (2007) Family Life of the Disabled Aged, Ageing and Society: Indian Journal of Gerontology, 17 (3 & 4), 75 - 81.
 - Blacher, J. (Ed.) (1984) Severely Handicapped Young Children and Other Families: Research in Review Ovlendio: Academic Press Inc.
 - Cramer, H., Carlin, J. (2008) Family Based Short Breaks (Respite) for Disabled Children: Results from the Fourth National Survey, British Journal of Social Work, Vol. 38 (6), Sept. 2008, pp 1060 - 1075
 - Dale, N. (2000) Working with families of Children with Special Needs: Partnership and Practice, East Sussex: Brunner- Routledge.
 - Fewell, R. and Vadasy, P. (Eds.) (1986) Families of Handicapped Children: Needs and Supports across the Life-span. Texas: Ro-ed Inc.
 - Findler, S. (2000) The Role of Grandparents in the Social Support System of Mothers of Children with a Physical Disability, Families in Society, Vol. 81 (4), July - Aug. 2000, pp 70 - 381
 - Garginolo, R.M. (1985) Working with Parents of Exceptional Children: A Guide for Professionals, Boston: Houghton-Mifflin.
 - Kashyap, L. (1996) Measurement Issues in Family Centered Social Work, in Bharat, S. (Ed.) Family Measurement in India, New Delhi: Sage Publications.
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- Peshawaria, R Menon, DK Ganguly R. Roy, S. Pillay R.P.R.S. & Gupta A (1995) Understanding Indian families having persons with Mental Retardation, Secunderabad NIMH
- Taylor, R.L. (1993). Assessment of Exceptional Students Educational and psychological procedures

Suggested Readings

- Bennett, T. Lingerfelt, V & Nelson, D.E. (1990) Developing Individual and Family Support Plans - A Training Manual, Cambridge M.A. Brookline Books.
 - Desai, AN (1990) Helping the Handicapped: Problems & prospects, New Delhi, Ashish Publishing House.
 - Dunst, C., Trivette~ C. & Deal, A. (1988)' Enabling and empowering families. Cambridge, MA: Brookline Books.
 - Dyson (1987) Mental Handicap: Dilemmas of Parent-Professional Relations, London, Croon Helm.
 - Glendinning, C. (1986) A Single Door: Social Work with the Families of Disabled Children, London: Allen and Unwin Ltd
 - Mann, P.H. Suiter P.A. & Mc Laughlin R.M. (1992) A Guide for educating mainstreamed students, Boston: Allyn & Bacon
 - Waugh, A. (1976) Working with parents and community. New Delhi: NCERT.
 - Webster, E. J. Vikas Publishing House (1993) Working with parents of young children with disabilities, California. Singular Publishing Group.
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PRACTICUM: MR

Semester - I

E 1: Cross disability & inclusion

Hours: 10

Credits: 02

Marks: 50

Disability Focus	Educational Setting	Hrs (60)	Tasks for the Student-teachers	Description
ID	Special school of PwID	40 hrs	Classroom Observation, Assessment and IEP a. ECSE, b. Pre-Primary c. Primary d. Secondary e. Prevocational	Minimum 10 school Periods Develop IEP for 1 student with ID at ECSE and Pre-Primary level.
HI, VI, LV CP, ASD or Multiple Disabilities	Minimum 3 Special schools for HI, VI, LV CP, Autism or Multiple Disabilities	15 hrs (5 Hrs each in each disability)	Classroom Observation and Report	Minimum 30 school Periods 10 school Periods in each Special school
Any Disability	Inclusive School available in the neighbourhood	5 hrs	Classroom Observation and Report	Minimum 10 school Periods

Schedule for practical for E-1 shall be included in the time table (ten working days may be allocated).

Observations as mentioned are essential. However, if schools for other disability are not available in the nearby area, the same may be interpreted as observation at Inclusive school/ education/ services being provided in the Resource room/ Home based education or vice versa with other disability.

Semester - II

E 2: Disability Specialisation

Hours: 60

Credits: 02

Marks: 50

Sl. No.	Tasks for the Student-teachers	Disability Focus	Educational Setting	Hrs (60)	Description
1.1	IEP	ID	Special School	20	Develop IEP for 1 Student with ID at Primary level.
1.2	Lesson Planning and Teaching	ID	Special School	15	15 lessons
1.3	a. Micro teaching & simulated teaching on selected skills	General	Institute	05	5 lessons (Demonstration of Micro teaching Skills)
1.4	Macro Teaching A. Lesson planning and Teaching for subjects selected <i>a.</i> Languages <i>b.</i> Non Languages	General	General	10	10 lessons (5 in each Subject)
	B. Lesson planning and Teaching focussing on adaptation, evaluation <i>a.</i> Languages <i>b.</i> Non Languages	General	General	10	10 lessons (5 in each Subject)

Note: Schedule for practical for E-1 shall be included in the time table (minimum eleven working days may be allocated). Skill for micro teaching shall be selected with reference to Major Disability.

Semester - III

E 2: Disability Specialisation

Hours: 120

Credits: 04

Marks: 100

Sl. No.	Tasks for the Student-teachers	Disability Focus	Educational Setting	Hrs.	Description
1.1	IEP	ID	Special School	30 hrs	Develop IEP for 1 student with ID at Secondary/Pre Vocational Level
1.2	a. Lesson planning and execution on different levels for all subjects	ID	Resource Room/ Inclusive school	40 hrs	20 lessons
	b. Lesson planning and execution on different levels for selected subjects a. Languages b. Non languages	ID	Resource Room/ Inclusive school	30 hrs	20 lessons
1.3	School Sensitisation on ID Disabilities for regular staff, Peer group and Parents		Regular School	10 hrs	-----
1.4	Observation of support services	Major Disability	Institute/ Clinic	10 hrs	Depending on the specialization

A suggestive framework is given below:

Areas	Disability Specialization (E-2)
Pedagogy Subject 1	Semester -III (8 days- 40 Hrs)
Pedagogy Subject 2	Semester-III (30 Hrs spread across 5 days)
School Sensitisation	Semester-III (2 days-10 Hrs)
Observation of support services	Semester-III (2 days-10 Hrs)

F1: Main Disability Special School

Hours: 120

Credits: 04

Marks: 100

Sl. No.	Tasks for the Student-teachers	Disability Focus	Set up	No. of Lessons

1	<p>Classroom Teaching</p> <p>Across all class levels and Curricular Domains</p> <p>Class Levels</p> <p>a. ECSE,</p> <p>b. Pre-Primary</p> <p>c. Primary</p> <p>d. Secondary</p> <p>e. Prevocational</p>	ID	Special schools for ID	<p>Minimum 60 lessons</p> <p>(15 Personal/ Social, 25 - Functional Academics, 10-Occupational, 10- Recreational)</p>
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Note: *Minimum of four weeks should be allocated for School attachment/ Internship and reflected in the time table and should cover Tasks specified under F1 with sufficient time for teaching to acquire competence to deal with students with ID across different severity/ class levels and Curricular domains for whole class. A suggestive framework is given below:*

Micro Teaching	Semester- II (1 day- 5 Hrs)
Macro Teaching	Semester- II (20 hrs - Spread across 5 days)
Lesson Planning & Teaching in Special School	Semester- II (20 hrs - Spread across 5 days)
F-1 School Attachment/ Internship (Special School)	Semester- II (24 days-120 Hrs)

Note: *Certificate from School Head/In charge regarding the performance of the student trainee placed should be submitted in the format given by the college.*

Semester - IV

E 1: Cross disability & inclusion

Hours: 20

Credits: 04

Marks: 10

Sl. No.	Tasks for the Student-teachers	Disability Focus	Educational Setting	Hrs.	No. of Lessons
1.1	Classroom Observation	Other than ID	Special schools for other disabilities	05	Observation of all subjects at different level, minimum 10 school Periods
		Any Disability	Inclusive Schools	05	Observation of all subject at different level, minimum 10 school Periods
1.2	a. Lesson planning and execution on different levels for selected subjects a. Languages b. Non Languages	Any Disability Other than ID	Special schools for other disabilities/ Resource Room	30	20 lessons (10 Language & 10 Non-language)
			Inclusive Schools	30	20 lessons (10 Language & 10 Non-language)
1.3	a. Individualised Teaching lessons on different levels for selected subjects a. Languages b. Non Languages	Any Disability Other than ID	Special schools for other disabilities	25	20 lessons (10 Language & 10 Non-language)
	b. Individualised Teaching lessons a. Languages b. Non Languages		Resource Room /Inclusive Schools	25	20 lessons (10 Language & 10 Non-language)

F 2: Other Disability Special School

Hours: 18

Credits: 04

Marks: 100

Sl. No.	Tasks for the Student-teachers	Disability Focus	Set up	No. of Lessons
1	Classroom Teaching	Any Disability	Special schools for	Minimum 30

		Other than ID	other disabilities	Lessons
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F 3: Inclusive School Hours: 120 Credits: 04

S.N.	Tasks for the Student-Teachers	Disability Focus	Set up	No. of Lessons
1.	Classroom Teaching	Any Disability Other than ID	Inclusive School	Minimum 30 Lessons

Minimum of four weeks should be allocated for School attachment/ Internship and reflected in the time table and should cover Tasks specified under E-1, F-2 and F-3 with sufficient time for teaching to acquire Pedagogical competence to deal with school subjects chosen and related activities for whole class as well as children with disabilities in different education settings. A suggestive framework is given below:

Areas	Disability Specialisation and No. of Days
Classroom Observation	Semester -IV (2 days- 10Hrs)
Pedagogy Subject 1&2	Semester-IV (60 Hrs spread across 12 days)
Individualised Teaching Lessons	Semester-IV (50 hrs spread across 10 days)
Observation of support services	Semester-IV (2days-10 Hrs)
F2- Attachment/Internship	Semester-IV (24 days)
F3- Attachment/Internship	Semester-IV (24 days)

AREA D
ENHANCEMENT OF PROFESSIONAL
CAPACITIES (EPC)

(Wherever applicable specific reference to disability will be focused)

D17	Reading and Reflecting on Texts
D 18	Drama and Art in Education
D 19	Basic Research & Basic Statistic

READING AND REFLECTING ON TEXTS

Course code: D 17

Credits: 02

Contact Hours: 30

Marks: 50

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 be able to

- *Reflect upon current level of literacy skills of the self.*
- *Show interest and begin working upon basic skills required to be active readers in control of own comprehension.*
- *Show interest and begin working upon basic skills required to be independent writers understanding adequate intent, audience and organization of the content.*
- *Prepare self to facilitate good reading writing in students across the ages.*
- *Find reading writing as learning and recreational tools rather than a course task.*

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

- 2.6 Practicing Responses to Text: Personal, Creative and Critical
- 2.7 Meta Cognitive Awareness of Reading Processes and Strategies Applied for Meaning Making
- 2.8 Developing Good Reading Skills and Habits in Primary Level Students: Activities and Strategies
- 2.9 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
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- 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

- 5.4 practicing Writing: Picture Description/ Expansion of Ideas/ Essays/ Stories
- 5.5 Practicing Daily Leaving Writing: Applications/ Agenda - Minutes/ Note Taking
- 5.6 Practicing Converting Written Information into Graphical Representation
- 5.7 Practicing Filling up Surveys, Forms, Feedback Responses, Checklists
- 5.8 Reflections on the Course: From Theory to Practice to Initiating Process to Improve Self

Course Work/ Practical/ Field Engagement

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

Essential Readings

- Anderson, R., Hiebert, E., Scott, J., & Wilkinson, I. (1985). *Becoming a Nation of Readers: The report of the commission on reading*. Washington, DC: National Institute of Education and the Center for the Study of Reading.
 - ASER report of 2015: Pratham Publication
 - May, F. B. (2001). *Unravelling the seven myths of reading*. Allyn and Bacon: Boston
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- 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

- Aulls, M. W. (1982). *Developing readers in today's elementary school*. Allyn and Bacon: Boston
- Baniel, A. (2012). *Kids beyond limits*. Perigee Trade: New York
- McCormick, S. (1999). *Instructing students who have literacy problems*. (3rd) Merrill: New Jersey
- Ezell, H., & Justice, L. (2005). Programmatic Research on Early Literacy: Several Key Findings. *IES 3rd Annual Research Conference: American Speech Language & Hearing Association (ASHA)*.
- Frank, S. (1985). *Reading without Nonsense*. Teachers College Press, New York.
- Gallagher, K. (2004). *Deeper Reading: Comprehending Challenging Texts*. Stenhouse Publishers
- Heller, R. (1998). *Communicate clearly*. DK Publishing: New York.
- Luetke-Stahlman, B., & Nielsen, D. (2003). *Early Literacy of Kindergartners with Hearing Impairment*. *High Beam*
- May, F. B. (1998). *Reading as communication*. Merrill: New Jersey
- Miller, D. (2002). *Reading With Meaning: Teaching Comprehension in the Primary Grades*. Stenhouse Publishers, New York.
- Pandit, B., Suryawanshi, D. K., & Prakash, M. (2007). *Communicative language teaching in English*. Nityanutan Prakashan, Pune.
- Paul, P. V. (2009). *Language and Deafness*. Jones and Bartlett: Boston

PERFORMING AND VISUAL ARTS

Course code: D 18

Credits: 02

Contact Hours: 30

Marks: 50

Introduction

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

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

Objectives

After completing the course student-teachers will be able to

- *Exhibit Basic understanding in art appreciation, art expression and art education.*
- *Plan and implement facilitating strategies for students with and without special needs.*
- *Discuss the adaptive strategies of artistic expression.*
- *Discuss how art can enhance learning.*

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
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Essential Readings

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

Suggested Readings

- Baniel, Anat. (2012). *Kids beyond limits*. Perigee Trade: New York
 - Beyer, E. London. (2000). *The arts, popular culture and social change*
 - Efland, A. D. (1990). *A history of Art Education: Intellectual and social currents in teaching the visual arts*. New York, NY: Teachers College Press.
 - Gair, S. B. (1980). Writing the arts into individualized educational programs. *Art Education*, 33(8), 8-11
 - Greene, S., & Hogan, D. (2005). *Researching children's experience*. Sage Publication: London
 - Heller, R. (1999). *Effective Leadership*. DK Publishing: New York.
 - Lewiecki-Wilson C. & B. J. Brueggemann (Eds.), *Disability and the teaching of writing: A critical sourcebook*. Boston, MA: Bedford/St. Martin's.
 - Nyman, L.& A. M. Jenkins (Eds.), *Issues and approaches to art for students with special needs* (pp. 142-154). Reston, VA: National Art Education Association.
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BASIC RESEARCH AND STATISTICS

Course code: D 19

Credits: 02

Contact Hours: 30

Marks: 50

Objectives

After completing the course student-teachers will be able to

- *Describe the concept and relevance of research in education and special education.*
- *Develop an understanding of the research process and acquire competencies for conducting a research.*
- *Apply suitable measures for data organization and analysis.*

Unit 1: Introduction to Research

- 1.1 Scientific Method
- 1.2 Research: Concept and Definition
- 1.3 Application of Scientific Method In Research
- 1.4 Purpose of Research
- 1.5 Research in Education and Special Education

Unit 2: Types and Process of Research

- 2.1 Types of Research
 - Basic/Fundamental
 - Applied
 - Action
- 2.2 Process of Research
 - Selection of Problem
 - Formulation of Hypothesis
 - Collection of Data
 - Analysis of Data & Conclusion
- 2.3 Tools of Research: Tests, Questionnaire, Checklist and Rating Scale
- 2.4 Action Research in Teaching Learning Environment
- 2.5 Professional Competencies for Research

Unit 3: Measurement and Analysis of Data

- 3.1 Scale for measurement: Nominal, Ordinal, Interval and Ratio
 - 3.2 Organization of data: Array, Grouped distribution
 - 3.3 Measures of central tendency and Dispersion: Mean, Median and Mode, Standard deviation and Quartile deviation
 - 3.4 Correlation: Product Moment and Rank Order Correlation
 - 3.5 Graphic representation of data
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Practicum/ Field Engagement

- Develop a teacher made test for a given subject matter
- Develop a questionnaire/checklist
- Develop an outline for conducting action research

Essential Readings

- Best, J. W., & Kahn, J. V. (1996). *Research in Education* Prentice-Hall of India New Delhi.
- Dooley, D. (1997). *Social Research Methods*. Prentice-Hall of India, New Delhi.
- Grewal, P.S. (1990). *Methods of Statistical Analysis*. Sterling Publishers, New Delhi.
- Gupta, S. (2003). *Research Methodology and Statistical Techniques*. Deep & Deep Publishing, New Delhi.
- Koul, L. (1996). *Methodology of Educational Research*. Vikas Publishing House, New Delhi.
- Potti, L.R. (2004). *Research Methodology*. Yamuna Publications, Thiruvananthapuram.

Suggested Readings

- Cohen, J. (1988). *Statistical Power Analysis for the Behavioral Sciences*. Academic Press, New York.
 - Greene, S., & Hogan, D. (2005). *Researching children's experience*. Sage Publication: London.
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