

**B.Ed. SPECIAL EDUCATION
(INTELLECTUAL DISABILITY) PROGRAMME**

**REGULATIONS, SCHEME, AND SYLLABUS
UNDER CREDIT AND SEMESTER SYSTEM
WITH INDIRECT GRADING
(With effect from 2015 admission)**

**MAHATMA GANDHI UNIVERSITY
PRIYADARSINI HILLS
KOTTAYAM**

MAHATMA GANDHI UNIVERSITY
B.Ed. SPECIAL EDUCATION
(INTELLECTUAL DISABILITY) PROGRAMME
REGULATIONS FOR B.Ed. SPECIAL EDUCATION
(INTELLECTUAL DISABILITY) PROGRAMME
UNDER CREDIT AND SEMESTER SYSTEM WITH INDIRECT GRADING

1. Title

These regulations shall be called “Regulations for B.Ed. Special Education (Intellectual Disability) Programme under Credit and Semester System with Indirect Grading, 2015”.

2. Scope

- 2.1 Applicable to B.Ed. Special Education (Intellectual Disability) Programme conducted by the University with effect from 2015 admission.
- 2.2 This revision is aimed to empower the special teachers/educators to ensure education of students with disabilities in an inclusive, right- based and barrier free environment.
- 2.3 The provisions herein supersede all the existing regulations for the B. Ed. Special Education (Mental Retardation) Programme to the extent prescribed.

3. Preliminaries

The curriculum attempts at striking the balance among core knowledge and skills, cross disability knowledge and skills and disability specific knowledge and skills. A teacher would need the first set since any teacher is a teacher first irrespective of the type of students s/he works with. A teacher would need the second set since cross disability expertise is more relevant within the framework of inclusion; and a teacher would need the third set to specialize in one of the disabilities particularly for serving the needs of children with specific disability in inclusive as well as special setting.

To give the program more pragmatic relevance, issues related to projected needs, employability, career and higher education options and entry level eligibility are given serious consideration so the opportunities for a special educator are at par with teachers in general education. This Scheme and Regulations is in tune with the Curriculum Framework of the Rehabilitation Council of India (March, 2015) and the 2015 Revision of Scheme and Regulations of General B.Ed. of Mahatma Gandhi University.

4. Definitions

- 4.1 **Programme** means a two year course of study and examinations spread over four semesters, the successful completion of which would lead to the award of a degree in Special Education.
- 4.2 **Course** means a complete unit of learning which will be taught and evaluated within a semester.
- 4.3 **Core course** means a course that comes under the category of courses which are compulsory for all students undergoing the B.Ed. Special Education programme.

- 4.4 **Cross Disability and Inclusion courses** means theory, practical as well as field engagement related to all disabilities and specialization of any one Disability other than Mental Retardation.
- 4.5 **Specialization courses** are meant for developing comprehensive knowledge, attitude and skills among student teachers for effectively teaching students with mental retardation in inclusive as well as special setting.
- 4.6 **Credit** is the measure to assess the value of a course in terms of the weekly contact hours assigned to a course in a semester. One credit for the B.Ed. Special Education programme is deemed equivalent to 20 study hours.
- 4.7 **Grade** means a letter symbol (e.g., A, B, C, D, etc.) which indicates the broad level of performance of a student in a course/semester/programme.
- 4.8 **Grade point** is the numerical indicator of the percentage of marks awarded to a student in a course.
- 4.9 **College Coordinator:** College Coordinator is a teacher nominated by the college staff council to coordinate the continuous evaluation undertaken by various course coordinators within the college. She/he shall be nominated to the college level monitoring committee.
- 4.10 **Course Coordinator:** Course Coordinator is a teacher nominated by the college to coordinate the continuous evaluation undertaken in that course.
- 4.11 **Grace Marks:** Grace Marks shall be awarded to candidates as per the University Orders issued from time to time.
- 4.12 **Faculty Advisor** means a teacher from the college nominated by the staff council, who will advise the student in the academic matters.
- 4.13 **Semester** means a term consisting of a minimum of 100 working days, exclusive of admission and examination days, within 20 five day academic weeks.
- 4.14 **Academic week** is a unit of five working days in which distribution of work is organized from day one to day five, with six contact hours of one hour duration on each day.

5. Objectives

The B.Ed. Special Education (Intellectual Disability) programme aims to develop Special Education Teachers/Educators for children with intellectual disability for various settings (including Inclusive, Special, Open School and Home Based education). The B.Ed. (Special Education) programme will prepare human resources to enable them to acquire knowledge and develop competencies and skills to impart education and training effectively to children with disability as well as all other children and thus being teachers for all children. After completing the B.Ed. Special Education programme the students will:

- a. Acquire knowledge and skills about human development, contemporary Indian Education, and pedagogy of various school subjects and assessment for learning
- b. Acquire knowledge and skills about nature and educational needs of children with specific disability.
- c. Develop conceptual understanding of educational provisions and skills for working with children with various disabilities in Special and Inclusive settings.
- d. Enhance knowledge and skills for professional development.

6. Nomenclature

The new nomenclature of B.Ed. Special Education (**Mental Retardation**) programme will be **B.Ed. Special Education (Intellectual Disability)**.

7. Eligibility for admission and reservation of seats

- 7.1 Eligibility for admission, Norms for admission and Reservation of seats for B.Ed. Special Education Programme shall be according to the rules framed by the University and Government from time to time.
- 7.2 Candidates who have passed **any graduate** level degree examination which is recognized by Mahatma Gandhi University with the prescribed minimum aggregate marks or equivalent grade are eligible for admission.
- 7.3 Candidates who are parents or siblings of children with mental retardation will be given 3% concession in aggregate marks.
- 7.4 Candidates with a Bachelor's degree in any branch of Disability Studies (BMR/BRS/BRSC, etc) and/or Master's degree in Disability Studies with Mental Retardation as elective subject are eligible for a weightage of 5% marks.
- 7.5 Candidates with a minimum of 5 years teaching experience after taking Diploma in Special Education (Mental Retardation) are eligible for a relaxation of 5% marks.

8. Duration

- 8.1 The duration of B.Ed. Special Education programme shall be four semesters spread over two years.
- 8.2 The duration of each semester shall be of 100 days spread over 20 working weeks.
- 8.3 The duration of odd semesters shall be from **June to October** and that of even semesters from **November to March**. There shall be three days semester break after odd semesters and two months vacation during April and May in every academic year.
- 8.4 A student may be permitted to complete the programme, on valid reasons, within a period of three years from the date of admission to the programme.
- 8.5 Readmission: Those candidates who discontinue the course can be given the provision of readmission if otherwise eligible as long as the same scheme exists. If there is a change in the scheme any time later, candidate will have to join the course as a fresh entrant, if otherwise eligible.

9. Registration

- 9.1 Each student shall register for the courses in the prescribed registration form in consultation with the Faculty Advisor within two weeks from the commencement of each semester. Faculty Advisor shall permit registration on the basis of preferences of the student and availability of seats.
- 9.2 The number of courses/credits that a student can take in a semester is governed by the provisions in these regulations pertaining to the minimum and maximum number of credits permitted.
- 9.3 A student can opt out of a course/courses registered subject to the minimum credits requirement, within seven days from the commencement of the semester.

9.4 The college shall send a list of students registered for the programme in each semester giving the details of courses registered including repeat courses to the university in the prescribed form within 20 days from the commencement of the semester.

10. Attendance

10.1 Those students, who have a minimum of 80% attendance for all theory and practical courses, and 90% for school internship, can register for End Semester University Examination. Condonation of shortage of attendance shall be as per existing University rules. Those students who are not eligible even with condonation of shortage of attendance shall repeat the programme by taking readmission with the concurrence of the University. Condonation of attendance shall be limited to once during the entire programme.

10.2 Candidates who register his/her name for the end semester University examination for a semester will be eligible for promotion to the next semester.

10.3 A student who has completed the entire curriculum requirement, but could not register for the semester examination can register notionally for getting eligibility for promotion to the next semester subject to the concurrence of the University.

10.4 All the practical works (Engagement with the field) related to all the courses have to be compulsorily completed by all the students to be eligible for appearing for the practical examination of the External Practical Board.

10.5 Students who are eligible /have attended the practical examinations of the External Practical Board, alone will be permitted to register for theory examinations.

11. Medium of instruction and examination

The medium of instruction and examination of the programme shall be English.

12. Examination

The academic growth of the student is evaluated through Continuous Internal Assessment and End Semester External Examination. The external practical examinations will be conducted for Group Teaching, Teaching in Inclusive set up, Resource Room Teaching in Regular School and Teaching of General Subjects. The external practical examination will be done by the Board of Practical examination constituted by the University. All students should appear before the Board of Practical Examination for external evaluation.

12.1 The evaluation of each course shall contain two parts:

- Internal or In-Semester Assessment (ISA)
- External or End-Semester Assessment (ESA)

12.2 There shall be a maximum of 80 marks for external evaluation and maximum of 20 marks for internal evaluation for the theory papers.

12.3 There will be no supplementary examinations. For reappearance/improvement, the students can reappear along with the next batch.

12.4 A candidate who has not secured minimum marks/credit in internal examinations can re-do the same in concurrence with the University. They should register and reappear for internal examination along with the subsequent batch.

- 12.5 A candidate who has not secured minimum marks/grades in external examinations in any of the course/courses can reappear for the same within the specified period mentioned in 8.4.
- 12.6 A candidate who has secured minimum marks/grades in external examinations in all the courses and fails to get semester minimum has to reappear for all the courses within the specified period mentioned in 8.4.
- 12.7 A candidate who failed to secure minimum grade points in any of the courses of B.Ed. Special Education programme, can re-do the same with the ensuing batch in concurrence with the university.
- 12.8 All courses shall have unique alphanumeric code. Each teacher working in affiliated institutions shall have a unique identification number and this number is to be attached with the codes of the courses for which he/she can perform examination duty.

13. Credit Point and Credit Point Average

13.1 Credit Point (CP) of a course is calculated using the formula,

$$CP = C \times GP, \text{ Where } C = \text{Credit}; GP = \text{Grade Point}$$

13.2 Credit Point Average (CPA) of a Semester/Programme is calculated using the formula,

$$SCPA = TCP/TC, \text{ where } TCP = \text{Total Credit Point}; TC = \text{Total Credit}.$$

13.3 Semester Credit Point Average shall be denoted as SCPA and Cumulative Credit Point Average as CCPA.

13.4 Cumulative Credit Point Average (CCPA)

$$= \frac{\text{SCPA I} + \text{SCPA II} + \text{SCPA III} + \text{SCPA IV}}{4}$$

13.5 For all courses, grades are given on a 07-point scale based on the total percentage of marks (ISA+ESA) as given below.

Percentage of Marks	Grade	Grade Point
90 and above	A+ - Outstanding	10
80 - 89	A - Excellent	9
70 - 79	B – Very Good	8
60 - 69	C - Good	7
50 - 59	D - Satisfactory	6
40 - 49	E - Adequate	5
Below 40	F - Failure	4

Note: Decimals are to be rounded to the next whole number

Overall Grade for the B.Ed Special Education Programme is calculated on a seven point scale.

Grades for the different semesters and overall programme are given based on the corresponding CPA as shown below:

CPA	Grade
Above or equal to 9.5	A+ - Outstanding
Above or equal to 9, but below 9.5	A - Excellent
Above or equal to 8, but below 9	B – Very Good
Above or equal to 7, but below 8	C - Good
Above or equal to 6, but below 7	D - Satisfactory
Above or equal to 5, but below 6	E - Adequate
Below 5	F - Failure

13.6 For a pass in the examination of B.Ed. Special Education programme, a candidate should secure a minimum of E Grade (CPA = 5) in aggregate for each semester with a minimum of E Grade (40% Marks) in each theory course and D Grade (50% Marks) for each practical course (Engagement with the field) and Viva – voce. A separate minimum of 30% marks each for internal and external assessment of all individual theory courses is required for pass for a course.

14. Internal Assessment

14.1 The internal assessment of all components of theory courses are to be published before the University Examinations and are to be acknowledged by the candidates. All documents of internal assessments are to be kept in the college for two years after the end of the programme and shall be made available for verification by the University if needed. All the documents and records pertaining to the practical courses shall be made available before the External Examination Board constituted by the University. The responsibility of internal assessment is vested on the course coordinator. If any irregularities are found in the matter of examination, it shall be reported to the University.

14.2 Internal evaluation of theory courses shall be done by class tests and the related practicum. Two class tests and one practicum shall be done by all students for every course.

15. Grievance Redressal Mechanism

Internal assessment shall not be used as a tool for personal or other type of vengeance. A student has all rights to know, how the teacher arrived at the marks. In order to address the grievance of students, a three-level Grievance Redressal Mechanism is envisaged. A student can approach the upper level only if the grievance is not addressed at the lower level.

Level I - Teacher level: The teacher concerned.

Level II - College level: A committee with the Principal as Chairman, College Coordinator, Course Coordinator, and Faculty Advisor, as members.

Level III – University level: A committee with the Vice-Chancellor as Chairman and Pro-Vice-Chancellor, Convener –Syndicate sub-committee on Students Discipline and Welfare, Chairman-Board of Examinations as members and the Controller of Examinations as member secretary.

16. External Evaluation

16.1 External evaluation of all theory courses shall be done by End Semester Examinations conducted by the University.

16.2 External evaluation of practical courses in the II, III and IV semesters shall be done by the examination board constituted by the University from time to time. There shall be no external examination for practical courses in the I semester. The examination board shall comprise of the chairperson and two experts. The examination board shall evaluate the teaching competence of each student teacher by observing the Group Teaching, Teaching in Inclusive set up, Resource Room Teaching in Regular School and Teaching of General Subjects in the respective semesters. The examination board shall evaluate all the documentary evidences in the form of records, reports, and materials.

17. Mark Distribution for External Examination and Internal Evaluation

The external examination of all semesters shall be conducted by the University at the end of each semester. Internal evaluation is to be done by continuous assessment. Marks distribution for external and internal assessments and the components for internal evaluation with their marks are shown below:

For theory courses with a total of 100 marks

- Marks of external examination : 80
- Marks of internal evaluation : 20

For theory courses with a total of 80 marks

- Marks of external examination : 65
- Marks of internal evaluation : 15

For theory courses with a total of 60 marks

- Marks of external examination : 45
- Marks of internal evaluation : 15

For practical courses with a total of 120 marks

- Marks of external examination : 50
- Marks of internal evaluation : 70

For practical courses with a total of 100 marks

- Marks of external examination : 40
- Marks of internal evaluation : 60

For viva voce with a total of 40 marks

- Marks of external examination : 30
- Marks of internal evaluation : 10

Components of Internal Evaluation of Theory courses.

All the components of the internal assessment are mandatory.

Components of Internal Evaluation	Marks
Assignment/Seminar (based on practicum)	50%
Test paper(average of at least 2)	50%
Total	100%

18. Scheme of Examinations

18.1. Pattern of questions

Questions shall be set to assess knowledge acquired, standard application of knowledge, application of knowledge in new situations, critical evaluation of knowledge and the ability to synthesize knowledge. The question paper setter shall submit a detailed scheme of evaluation along with the question paper. A question paper shall be a judicious mix of objective type, short answer type, short essay type/problem solving type and long essay type questions.

18.2. Different types of questions and distribution of marks for theory papers of 80 marks (5 credits) and 3 hours duration.

Type of questions	Total number of questions	Number of questions to be answered	Marks of each question	Total marks
Very short answer	10	10	1	10
Short answer	11	8	2	16
Short essay/Problem Solving	8	6	4	24
Essay/Higher Order Thinking	4	2	15	30
Total	33	26	--	80

18.3. Different types of questions and distribution of marks for theory papers of 65 marks (4 credits) and 2 hours 30 minutes duration.

Type of questions	Total number of questions	Number of questions to be answered	Marks of each question	Total marks
Very short answer	11	11	1	11
Short answer	7	5	2	10
Short essay/Problem Solving	8	6	4	24
Essay/Higher Order Thinking	4	2	10	20
Total	30	24	--	65

18.4. Different types of questions and distribution of marks for theory papers of 45 marks (3 credits) and 2 hours duration.

Type of questions	Total number of questions	Number of questions to be answered	Marks of each question	Total marks
Very short answer	11	11	1	11
Short answer	8	6	2	12
Short essay	5	3	4	12
Essay	2	1	10	10
Total	26	21	--	45

18.5 Specifications for Practical Courses

Semester I

SEM 127 Cross Disability and Inclusion - Record of Practical Works

Component	Mark (120)	
	Internal	External
Observation, Assessment and IEP at Special School for CWID	70	-
Observation at 3 Special Schools for other disabilities	35	-
Observation at Inclusive School	15	-
Total	120	-

Semester II

SEM 133 Practical: Intellectual Disability

Evaluation of Record of Practical Works and Teaching at various Levels

Component	Mark (120)	
	Internal	External
IEP Record	5	5
Teaching - Curriculum	15	10
Teaching - Co Curriculum	15	10
Micro teaching Record	5	5
Teaching -Language	10	5
Teaching –Non Language	10	5
Teaching – Focussing on Adaptation, Evaluation - Language	5	5
Teaching – Focussing on Adaptation, Evaluation – Non Language	5	5
Total	70	50

Semester III

SEM 137 Practical: Intellectual Disability

Evaluation of Record of Practical Works and Teaching at various Levels

Component	Mark (100)	
	Internal	External
IEP Record	10	10
Resource Room Teaching	15	10
Inclusive Teaching - Language	10	5
Inclusive Teaching – Non Language	10	5
Record of School Sensitization Works	5	5
Record of Observation of Support Services	10	5
Total	60	40

SEM 138 Practical: Intellectual Disability – Special School Attachment/Internship

Evaluation of Record of Practical Works and Teaching at various Levels

Component - Class Room Teaching	Mark (100)	
	Internal	External
ECSE	12	8
Pre-Primary	12	8
Primary	12	8
Secondary	12	8
Prevocational	12	8
Total	60	40

Semester IV

SEM 144 Practical: Cross Disability and Inclusion

Evaluation of Record of Practical Works and Teaching at various Levels

Component	Mark (120)	
	Internal	External
Special School /Resource Room Teaching		
Language	10	7
Non Language	10	7
Inclusive School Teaching		
Language	10	7
Non Language	10	7
Individualised Teaching – Any other Disability – Special School		
Language	10	7
Non Language	10	7
Individualised Teaching – Any other Disability – Resource Room/Inclusive School		
Language	5	4
Non Language	5	4
Total	70	50

SEM 145 Other Disability Special School – Class Room Teaching– Special School Attachment/Internship

Evaluation of Record of Practical Works and Teaching at various Levels

Component - Class Room Teaching	Mark (100)	
	Internal	External
ECSE	12	8
Pre-Primary	12	8
Primary	12	8
Secondary	12	8
Prevocational	12	8
Total	60	40

SEM 146 Other Disability Inclusive School – Class Room Teaching– School Attachment/Internship

Evaluation of Record of Practical Works and Teaching at various Levels

Component - Class Room Teaching	Mark (100)	
	Internal	External
ECSE	12	8
Pre-Primary	12	8
Primary	12	8
Secondary	12	8
Prevocational	12	8
Total	60	40

Note: Distribution of marks for all types of Classroom Teaching may be given as follows

Component - Class Room Teaching	Mark %
Lesson plan	20
Motivation	10
Teacher's activity	25
Learner's activity	10
Teaching aids	15
General performance	10
Viva	10
Total	100

Note: Distribution of marks for IEP Records may be given as follows

Component - Class Room Teaching	Mark %
Assessment	20
Intervention	30
Record maintenance	20
Teaching aids	20
Viva	10
Total	100

19. Mark cum Grade Card

The University under its seal shall issue to the students a MARK CUM GRADE CARD on completion of each semester, which shall contain the following information:

- Name of the University
- Name of the College
- Title of the Programme
- Name of the Semester
- Name and Register Number of the Student
- Code, Title, Credits, and Maximum Marks (Internal, external and Total) of each course opted in the semester.
- Internal, External and total Marks awarded, Grade, Grade point and Credit point in each course opted in the semester.
- Institutional average of the Internal examination and University average of the External Examination in each course.
- The total credits, total marks (Maximum and Awarded) and total credit points in the semester.
- Semester Credit Point Average (SCPA) and corresponding Grade.
- Cumulative Credit Point Average (CCPA) corresponding to Core courses, Cross Disability and Inclusion courses, Mental Retardation courses, Enhancement of Professional Capacities courses, Practical courses related to Disability, Field Engagement/School Attachment/Internship courses, and Viva-voce (separately and together) and whole programme, as the case may be.
- The final Mark cum Grade Card issued at the end of the final semester shall contain the details of all courses taken during the final semester examination and shall include the final grade/marks scored by the candidate from 1st, 2nd and 3rd semesters, as the case may be, and the overall grade/marks for the total programme.

20. Monitoring Committee

There shall be 2- level monitoring committee for the successful conduct of the scheme. They are:

- College Level: A committee with the Principal as Chairman, College Coordinator, Course Coordinator and the Faculty Advisor as members.
- University Level: A Committee constituted by the by the Vice-Chancellor as Chairman and Pro-Vice-Chancellor, Convener of Syndicate subcommittee on Students Discipline and Welfare, Chairman – Board of Examinations as members and the Controller of Examinations as member secretary.

21. Transitory Provision

Notwithstanding anything contained in these regulations, the Vice-Chancellor shall, for a period of one year from the date of coming into force of these regulations, have the power to provide by order that these regulations shall be applied to any programme with such modifications as may be necessary.

22. Provision

The Regulations of B.Ed. Special Education (Mental Retardation) Programme, now in force is applicable to programme offered by the University to admissions made up to and including the academic year 2014 – 2015.

Annexure 1a – Model Mark Cum Grade Card (I Semester)

MAHATMA GANDHI UNIVERSITY

Section: Priyadarsini Hills P.O.

Student ID: Kottayam

Date

MARK CUM GRADE CARD

Name of candidate :

Name of College :

Permanent Register Number (PRN) : Degree: Bachelor of Education Special Education

Programme : B.Ed Special Education

Stream : Intellectual Disability

Name of Examination : First Semester Examination November 2015

Course Code	Course Title	Credits (C)	Marks						Grade Awarded (G)	Grade Point (GP)	Credit Point (C x GP)	Institutional Average (IA)	University Average (UA)	Result
			External		Internal		Total							
			Awarded (E)	Maximum	A awarded (I)	Maximum	Awarded (E + I)	Maximum						
CORE COURSES														
SEM 121	Human Growth and Development	5	60	80	15	20	75	100	B	8	40	38.10	36.12	Pass
SEM 122	Contemporary India and Education	5	70	80	18	20	88	100	A	9	45	41.25	40.00	Pass
Cross Disability and Inclusion Courses														
SEM 123	Introduction to Sensory Disabilities (VI, HI, Deaf-Blind)	3	40	45	12	15	52	60	A	9	27	25.30	24.00	Pass
SEM124	Introduction to Neuro Developmental Disabilities (LD, MR, ASD)	3	30	45	9	15	39	60	C	7	21	20.88	20.55	Pass
SEM 125	Introduction to Locomotor and Multiple Disabilities (CP, MD)	3	32	45	11	15	43	60	B	8	24	23.54	23.45	Pass
Intellectual Disability Specialization Course														
SEM 126	Assessment and Identification of Needs	5	65	80	17	20	82	100	A	9	45	42.65	43.50	Pass
Practical Course Related to Disability														
SEM 127	Cross Disability and Inclusion	6	-	-	110	120	110	120	A+	10	60	58.11	57.25	Pass
	Total	30					489	600			262			Pass
SCPA I : 8.73 , Semester Grade : B														

Annexure 1b – Model Mark Cum Grade Card (II Semester)

MAHATMA GANDHI UNIVERSITY

Section: Priyadarsini Hills P.O.
Student ID: Kottayam
Date

MARK CUM GRADE CARD

Name of candidate :
Name of College :
Permanent Register Number (PRN) : Degree: Bachelor of Education Special Education
Programme : B.Ed Special Education
Stream : Intellectual Disability
Name of Examination : Second Semester Examination April 2016

Course Code	Course Title	Credits (C)	Marks						Grade Awarded (G)	Grade Point (GP)	Credit Point (C x GP)	Institution Average (IA)	University Average (UA)	Result
			External		Internal		Total							
			Awarded (E)	Maximum	Awarded (I)	Maximum	Awarded (E + I)	Maximum						
Core Courses														
SEM 128	Learning, Teaching and Assessment	5	72	80	18	20	90	100	A+	10	50	45.1	43.1	Pass
SEM 129.1	Pedagogy of Teaching Science	5	73	80	18	20	91	100	A+	10	50	44.1	42.2	Pass
SEM 130.2	Pedagogy of Teaching Malayalam	5	74	80	18	20	92	100	A+	10	50	45.0	44.3	Pass
Cross Disability and Inclusion Course														
SEM 131	Inclusive Education	4	59	65	13	15	72	80	A+	10	40	36.8	36.2	Pass
Intellectual Disability Specialization Course														
SEM 132	Curriculum Designing, Adaptation and Evaluation	5	64	80	16	20	80	100	A	9	45	42.4	40.5	Pass
Practical Course Related to Disability														
SEM 133	Practical : Intellectual Disability	6	42	50	58	70	100	120	A	9	54	51.8	50.7	Pass
	Total	30					525	600			289			
SCPA II : 9.63, Semester Grade : A +														

Annexure 1c – Model Mark Cum Grade Card (III Semester)

MAHATMA GANDHI UNIVERSITY

Section: Priyadarsini Hills P.O.
Student ID: Kottayam
Date

MARK CUM GRADE CARD

Name of candidate :
Name of College :
Permanent Register Number (PRN) : Degree: Bachelor of Education Special
Education
Programme : B.Ed Special Education
Stream : Intellectual Disability
Name of Examination : Third Semester Examination October 2016

Course Code	Course Title	Credits (C)	Marks						Grade Awarded (G)	Grade Point (GP)	Credit Point (C x GP)	Institution Average (IA)	University Average (UA)	Result
			External		Internal		Total							
			Awarded (E)	Maximum	Awarded (I)	Maximum	Awarded (E + I)	Maximum						
Intellectual Disability Specialization Courses														
SEM 134	Intervention and Teaching Strategies	5	72	80	18	20	90	100	A+	10	50	45.11	44.2	Pass
SEM 135	Technology and Disability	5	70	80	16	20	86	100	A	9	45	42.52	41.2	Pass
SEM 136	Psycho Social and Family Issues	4	52	65	12	15	64	80	A	9	36	34.84	33.5	Pass
Practical Course Related to Disability														
SEM 137	Practical: Intellectual Disability	5	30	40	44	60	74	100	B	8	40	41.13	42.2	Pass
Field Engagement/School Attachment/ Internship Course														
SEM 138	Intellectual Disability Special School	5	28	40	50	60	78	100	B	8	40	40.8	40.5	Pass
Enhancement of Professional Capacities														
SEM 139	Reading and Reflecting on Texts (EPC)	3	36	45	12	15	48	60	A	9	27	26.5	25.8	Pass
SEM 140	Performing and Visual Arts (EPC)	3	37	45	13	15	50	60	A	9	27	25.5	24.6	Pass
	Total	30					490	600			265			
SCPA III: 8.83, Semester Grade : B														

Annexure 1d – Model Mark Cum Grade Card (IV Semester)

MAHATMA GANDHI UNIVERSITY

Section: Priyadarsini Hills P.O.

Student ID: Kottayam

Date

MARK CUM GRADE CARD

Name of candidate :
Name of College :
Permanent Register Number (PRN) : Degree: Bachelor of Education
Special Education
Programme : B.Ed Special Education
Stream : Intellectual Disability
Name of Examination : Fourth Semester Examination October 2016

Course Code	Course Title	Credits (C)	Marks						Grade Awarded (G)	Grade Point (GP)	Credit Point (C x GP)	Institution Average (IA)	University Average (UA)	Result
			External		Internal		Total							
			Awarded (E)	Maximum	Awarded (I)	Maximum	Awarded(E + I)	Maximum						
Cross Disability and Inclusion Courses														
SEM 141.3	Applied Behaviour Analysis	4	46	65	11	15	57	80	B	8	32	33.0	32.5	Pass
SEM 142.5	Management of Learning Disability	4	39	65	9	15	48	80	C	7	28	35.2	36.5	Pass
Enhancement of Professional Capacities														
SEM 143	Basic Research and Basic Statistics	4	40	65	10	15	50	80	C	7	28	34.8	35.6	Pass
Practical Course Related to Disability														
SEM 144	Cross Disability and Inclusion	6	43	50	62	70	105	120	A	9	54	52.9	53.0	Pass
Field Engagement/School Attachment/ Internship Course														
SEM 145	Other Disability Special School	5	37	40	55	60	92	100	A+	10	50	46.8	45.0	Pass
SEM 146	Inclusive School	5	36	40	54	60	90	100	A+	10	50	47.3	47.5	Pass
SEM 147	Viva-voce	2	24	30	8	10	32	40	A	9	18	17.8	17.2	Pass
	Total	30					474	600			260			
SCPA IV: 8.67, Semester Grade : B SCPA III: 8.83, Semester Grade : B SCPA II: 9.63, Semester Grade : A+ SCPA I: 8.73, Semester Grade : B														
CCPA of Programme : 8.97 , Overall Grade: B														

Annexure 1 e – Reverse side of the Mark cum Grade Card (Common to all Semesters)

Description of the Evaluation process

Grade and Grade Point

Grades and Grade Points are given on a 7 – point scale based on the percentage of Total marks

(Internal + External) as given in Table 1.

Table 1

Percentage of Marks	Grade	Grade Point
90 and above	A+ - Outstanding	10
80 - 89	A - Excellent	9
70 - 79	B – Very Good	8
60 - 69	C - Good	7
50 - 59	D - Satisfactory	6
40 - 49	E - Adequate	5
Below 40	F - Failure	4

Overall Grade and Semester Grade for the B.Ed. Programme is calculated on a 7 point scale. Grades for the different Semesters and overall Programme are given based on the corresponding CPA, as shown below.

Table 2

CPA	Grade
Above or equal to 9.5	A+ - Outstanding
Above or equal to 9, but below 9.5	A - Excellent
Above or equal to 8, but below 9	B – Very Good
Above or equal to 7, but below 8	C - Good
Above or equal to 6, but below 7	D - Satisfactory
Above or equal to 5 but below 6	E - Adequate
Below 5	F - Failure

Credit point (CP) of a Course is calculated using the formula

$$CP = C \times GP, \text{ where } C = \text{Credit}; GP = \text{Grade point}$$

Credit Point Average (CPA) of a Semester is calculated using the formula

$$SCPA = \frac{TCP}{TC}, \text{ where } TCP = \text{Total Credit Point}; TC = \text{Total Credit.}$$

CCPA is the average of SCPA I, SCPA II, SCPA III and SCPA IV.

23. Scheme of the Programme

23.1 The Revised B.Ed. Special Education (Intellectual Disability) programme shall include

- Core courses
- Cross Disability and Inclusion courses
- Specialization courses
- Courses for Enhancement of Professional Capacities
- Practical courses
- Field Engagement/School Attachment/Internship courses
- Viva-voce.

23.2 Programme Framework

Semester	Working Days	Working Hours	Marks		Credits		Total	
			Theory	Practical	Theory	Practical	Marks	Credits
I	100	600	480	120	24	6	600	30
II	100	600	480	120	24	6	600	30
III	100	600	400	200	20	10	600	30
IV	100	600	240	360	12	18	600	30
Total	400	2400	1600	800	80	40	2400	120

24. Structure of the Programme

24.1 Structure for 2 years: Type of Courses and Minimum Credit Requirements

Code	Area	Courses	Credits	Marks
A	Theory: Core courses	5	25	500
B	Theory: Cross Disability and Inclusion courses	6	21	420
C	Theory: Intellectual Disability Specialisation courses	5	24	480
D	Theory: Enhancement of Professional Capacities (EPC)/Professional Development Courses	3	10	200

E	Practical courses related to Disability	4	23	460
F	Field Engagement/School Attachment/Internship Courses	3	15	300
G	Viva-voce	1	2	40
	Total	27	120	2400

All courses as specified in the structure include lecture, tutorials as contact hours besides assignment, field work including observation, seminar, workshop and practical relating to the concerned course.

24.2 AREA A: CORE COURSES

A1	Human Growth and Development
A2	Contemporary India and Education
A3	Learning, Teaching and Assessment
A4	Pedagogy of Teaching (Special reference to Intellectual Disability) Any one
	Part I: Science (Special reference to Intellectual Disability)
	Part II: Mathematics (Special reference to Intellectual Disability)
	Part III: Social Studies (Special reference to Intellectual Disability)
A5	Pedagogy of Teaching (Special reference to Intellectual Disability) Any one
	Part IV: Hindi/Malayalam(Special reference to Intellectual Disability)
	Part V: English (Special reference to Intellectual Disability)

24.3 AREA B: CROSS DISABILITY AND INCLUSION

Note:

- All trainees will be learning about all disabilities (theory, practical as well as field engagement) and specialization in **any one disability other than Intellectual Disability**.
- Institutions / organizations offering B.Ed.Special Education (Intellectual Disability) are expected to decide out of VI / HI / LD / ASD / MD.
- In case of teacher trainees with disability; the choice of two optional courses from B-11 or B-12 can be on case to case basis (e.g. Students with Visual Impairment may opt for two papers from B11 only).

B6	Inclusive Education
B7	Introduction to Sensory Disabilities (VI, HI, Deaf-Blind)
B8	Introduction to Neuro Developmental Disabilities (LD, 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) **ANY ONE**

A	Guidance and Counselling
B	Early Childhood Care and Education
C	Applied Behaviour Analysis
D	Community Based Rehabilitation
E	Application of ICT in Classroom
F	Gender and Disability
G	Braille and Assistive Devices

B11: Skill Based Optional Course (Disability Specialization) **ANY ONE**

A	Orientation and Mobility
B	Communication Options: Oralism
C	Communication Options: Manual (Indian Sign Language)
D	Augmentative and Alternative Communication
E	Management of Specific Learning Disability
F	Vocational Training, Transition and Job Placement

24.4 AREA C: INTELLECTUAL DISABILITY COURSES

C12	Assessment and Identification of Needs
C13	Curriculum Designing, Adaptation and Evaluation
C14	Intervention and Teaching Strategies
C15	Technology and Disability
C16	Psycho Social and Family Issues

24.5 AREA D: ENHANCEMENT OF PROFESSIONAL CAPACITIES (EPC)

(Wherever applicable specific reference to disability will be focused)

D 17	Reading and Reflecting on Texts
D 18	Performing and Visual Arts (EPC)
D 19	Basic Research & Basic Statistics

24.6 AREA E: PRACTICAL RELATED TO DISABILITY

E1	Cross Disability and Inclusion (Part of Area B)
E2	Intellectual Disability (Part of Area C)

24.7 AREA F: FIELD ENGAGEMENT/SCHOOL ATTACHMENT/INTERNSHIP

F1	Intellectual Disability Special School (Related to Area C)
F2	Other Disability Special School (Related to Area B)
F3	Inclusive School (Related to Area B & C)

24.8 AREA G: VIVA-VOCE

The practical board shall conduct viva voce along with the practical examinations of the IVth Semester for each candidate and award mark/grade on the basis of the performance of the candidates.

24.9 Consolidated Semester-wise Structure of B.Ed. Special Education Programme

Semester I				Semester II			
Code	Course Name	Credits	Marks	Code	Course Name	Credits	Marks
Core course				Core course			
SEM 121	Human Growth and Development	5	100	SEM 128	Learning ,Teaching and Assessment	5	100
SEM 122	Contemporary India and Education	5	100	SEM129.1 SEM129.2 SEM129.3	(ANY ONE from A4 Part I to Part III) (Special reference to ID) Pedagogy of Teaching Science Pedagogy of Teaching Mathematics Pedagogy of Teaching Social Studies	5	100
Cross Disability and Inclusion courses				SEM130.1 SEM130.2 SEM130.3	(ANY ONE from A5 Part IV to Part V) (Special reference to ID) Pedagogy of Teaching Hindi Pedagogy of Teaching Malayalam Pedagogy of Teaching English	5	100
SEM 123	Introduction to Sensory Disabilities (VI, HI, Deaf-Blind)	3	60	Cross Disability and Inclusion courses			
SEM 124	Introduction to Neuro Developmental Disabilities (LD, ID, ASD)	3	60				
SEM 125	Introduction to Locomotor & Multiple Disabilities (CP,MD)	3	60	SEM 131	Inclusive Education	4	80

Intellectual Disability Specialization course				Intellectual Disability Specialization course			
SEM 126	Assessment and Identification of Needs	5	100	SEM 132	Curriculum Designing, Adaptation and Evaluation	5	100
Practical Course Related to Disability				Practical Course Related to Disability			
SEM 127	Cross Disability and Inclusion	6	120	SEM 133	Practical: Intellectual Disability	6	120
Total		30	600	Total		30	600
Semester III				Semester IV			
Code	Course Name	Credits	Marks	Code	Course Name	Credits	Marks
Intellectual Disability Specialization course				Cross Disability and Inclusion courses			
SEM 134	Intervention and Teaching Strategies	5	100		(ANY ONE from B 10 - A to G)	4	80
				SEM141.1	Guidance and Counselling		
				SEM 141.2	Early Childhood Care and Education		
				SEM 141.3	Applied Behaviour Analysis		
				SEM 141.4	Community Based Rehabilitation		
				SEM 141.5	Application of ICT in Classroom		
				SEM 141.6	Gender and Disability		
				SEM 141.7	Braille and Assistive Devices		
SEM 135	Technology and Disability	5	100		(ANY ONE from B 11 - A to F)	4	80
				SEM142.1	Orientation and Mobility		
				SEM 142.2	Communication Options: Oralism		
				SEM 142.3	Communication Options: Manual (Indian Sign Language)		

				SEM 142.4	Augmentative and Alternative Communication		
				SEM 142.5	Management of Learning Disability		
				SEM 142.6	Vocational Training, Transition and Job Placement		
SEM 136	Psycho Social and Family Issues	4	80	Enhancement of Professional Capacities			
Practical Course Related to Disability				SEM 143	Basic Research and Basic Statistics	4	80
SEM 137	Practical: Intellectual Disability	5	100	Practical Course Related to Disability			
Field Engagement/School Attachment/Internship courses				SEM 144	Cross Disability and Inclusion	6	120
SEM 138	Intellectual Disability Special School	5	100	Field Engagement/School Attachment/Internship courses			
Enhancement of Professional Capacities				SEM 145	Other Disability Special School	5	100
SEM 139	Reading and Reflecting on Texts(EPC)	3	60	SEM 146	Inclusive School	5	100
SEM 140	Performing and Visual Arts (EPC)	3	60	SEM 147	Viva - Voce	2	40
	Total	30	600		Total	30	600

24.10 SEMESTER-WISE STRUCTURE

SEMESTER – I

Course	Course Code and Title	Instructional Hours	Credits	Marks		
				Internal	External	Total
A 1	SEM121 Human Growth and Development	100	5	20	80	100
A 2	SEM122 Contemporary India and Education	100	5	20	80	100
B 8	SEM 123 Introduction to Sensory Disabilities (VI, HI, Deaf-Blind)	60	3	15	45	60
B 9	SEM 124 Introduction to Neuro Developmental Disabilities (LD, ID, ASD)	60	3	15	45	60
B 10	SEM 125 Introduction to Locomotor and Multiple Disabilities (CP, MD)	60	3	15	45	60
C 13	SEM 126 Assessment and Identification of Needs	100	5	20	80	100
E 1	SEM 127 Practical: Cross Disability and Inclusion	120	6	120	-	120
Total		600	30	225	375	600

Engagement with field as part of courses indicated below:

Sl. No.	Task for the Student-Teachers	Course	Place
1	Assignment/Project	A1	Institute
2	Assignment/Project	A2	Institute
3	Assessment and Identification of Needs	C12 (All Disabilities)	Camp/Clinic/School, etc. for minimum of 15 hours

SEM 127, Practical- Cross Disability and Inclusion (Area B)

Task for the Student-Teachers	Disability Focus	Education Setting	Hours (120)	Description
Classroom Observation	Intellectual Disability	Special School	50	Minimum 30 School Periods
	Other than Intellectual Disability	Minimum 3 Special Schools for Other Disabilities	50	Minimum 30 School Periods
	Any Disability	Inclusive Schools	20	Minimum 10 School Periods

- Schedule for practical for E1 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 Code and Title	Instructional Hours	Credits	Marks		
				Internal	External	Total
A 3	SEM 128 Learning ,Teaching and Assessment	100	5	20	80	100
A 4	(ANY ONE from A4 Part I to Part III)(Special reference to MR) SEM 129.1 Pedagogy of Teaching Science SEM 129.2, Pedagogy of Teaching Mathematics SEM 129.3, Pedagogy of Teaching Social Studies	100	5	20	80	100
A 5	(ANY ONE from A5 Part IV to Part V) (Special reference to MR) SEM130.1 Pedagogy of Teaching Hindi SEM130.2 Pedagogy of Teaching Malayalam SEM130.3 Pedagogy of Teaching English	100	5	20	80	100
B 6	SEM 131 Inclusive Education	80	4	15	65	80

C 13	SEM 132 Curriculum Designing, Adaptation and Evaluation	100	5	20	80	100
E 2	SEM 133 Practical: Intellectual Disability	120	6	70	50	120
Total		600	30	165	435	600

Engagement with Field as part of courses as indicated below:

Sl. No.	Task for the Student-Teachers	Course	Place
1	Assignment / Project / Presentation	A3	Institute
2	Assessment / Project / Presentation	B6	Institute
3	Assessment / Project / Presentation	C13	Institute / Special / Inclusive school
4	Assessment / Project / Presentation	A4 / A5	

SEM 133, Practical - Intellectual Disability (Area C)

Note: Schedule for practical for E-2 shall be included in the time table (minimum ten working days may be allocated). Skill for Micro teaching shall be selected with reference to Intellectual Disability.

Sl. No	Task for the Student-Teachers	Disability Focus	Education Setting	Hours (120)	Description
1.1	Classroom observation	Intellectual Disability	Special School	60	Observation of all subjects at different level, minimum 50 school periods
1.2	a. Lesson planning for subjects selected	Intellectual Disability	For special school and Inclusive set up	20	10 lessons
	b. Lesson planning focusing on adaptation, evaluation	Intellectual Disability	For special school and Inclusive set up	20	10 lessons
1.3	a. Micro teaching and simulated teaching on selected skills	General	Institute	10	10 lessons
	b. Micro teaching and simulated teaching on 5 each from lessons planned in 1.2	Intellectual Disability	Institute	10	10 lessons

SEMESTER III

Course	Course Code and Title	Instructional Hours	Credits	Marks		
				Internal	External	Total
C 14	SEM 134 Intervention and Teaching Strategies	100	5	20	80	100
C 15	SEM 135 Technology and Disability	100	5	20	80	100
C 16	SEM 136 Psycho Social and Family Issues	80	4	15	65	80
E 2	SEM 137 Practical: Intellectual Disability	100	5	60	40	100
F 1	SEM 138 Intellectual Disability Special school (Related to Area C)	100	5	60	40	100
D 17	SEM 139 Reading and Reflecting on Texts (EPC)	60	3	15	45	60
D 18	SEM 140 Performing and Visual Arts (EPC)	60	3	15	45	60
Total		600	30	205	395	600

Engagement with field as part of courses as indicated below:

Sl. No.	Task for the Student-Teachers	Course	Place
1	a. Assignment / Project / Presentation	C 14	Institute
2	b. Assignment / Project / Presentation	C 15	Institute
3	c. Assessment / Project / Presentation	C 16	Institute
4	d. Assessment / Project / Presentation	D 17	Institute / school
5	e. Assessment / Project / Presentation	D 18	Institute / school

SEM 137, Practical – Intellectual Disability (Area C)

Sl. No	Task for the Student-Teachers	Disability Focus	Education Setting	No. of Lessons
1.1	a. Classroom observation	Intellectual Disability	Special School	Minimum 30 school periods
	b. Visit to other special schools	Intellectual Disability	Special School	Minimum 2 schools

1.2	a. Lesson planning and execution on different levels for all subjects	Intellectual Disability	Special school / Resource Room	30 Lessons
	b. Lesson planning and execution on different levels for selected subjects	Intellectual Disability	Special school / Resource Room	20 Lessons
1.3	a. Individualised Teaching lessons on selected subjects	Intellectual Disability	Special school / Resource Room	20 IEPs
1.4	Observation of support services	Intellectual Disability	Institute / Clinic	Minimum 10 school periods for OT,PT,BM & Speech Therapy units

SEM 138, Intellectual Disability (Area C)

Sl. No	Task for the Student-Teachers	Disability Focus	Education Setting	No. of Lessons
1	Classroom Teaching	Intellectual Disability	Special School	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.

Areas	Intellectual Disability (E 2 & F1)
A-4 Pedagogy Subject 1	Semester-III (3 days-15 hours)
A-5 Pedagogy Subject 2	Semester-III (3 days-15 hours)
F-1 School Attachment/Internship	Semester-III (24 days-120 hours)

SEMESTER IV

Course	Course Code and Title	Instructional Hours	Credits	Marks		
				Internal	External	Total
B 10	Skill Based Optional course (Cross disability and Inclusion) ANY ONE SEM141.1 Guidance and Counselling SEM 141.2 Early Childhood Care & Education SEM 141.3 Applied Behaviour Analysis SEM 141.4 Community Based Rehabilitation SEM 141.5 Application of ICT in Classroom SEM 141.6 Gender and Disability SEM 141.7 Braille and Assistive Devices	80	4	15	65	80
B 11	Skill Based Optional course (Specialization Disability) ANY ONE SEM 142.1 Orientation and Mobility SEM 142.2 Communication Options: Oralism SEM 142.3 Communication Options: Manual (Indian Sign Language) SEM 142.4 Augmentative and Alternative Communication SEM 142.5 Management of Learning Disability SEM 142.6 Vocational Training, Transition and Job Placement	80	4	15	65	80
D 19	SEM 143 Basic Research and Basic Statistics (EPC)	80	4	15	65	80
E 1	SEM 144 Practical: Cross Disability and Inclusion	120	6	30	90	120
F 2	SEM 145 Other Disability Special School	100	5	40	60	100
F 3	SEM 146 Inclusive school	100	5	40	60	100
G	SEM 147 Viva - Voce	40	2	10	30	40
	Total	600	30	165	435	600

Engagement with field as part of courses as indicated below:

Sl. No.	Task for the Student-Teachers	Course	Place
1	Assignment / Project / Presentation	B 10	Institute
2	Assignment / Project / Presentation	B 11	Institute / School
3	Assessment / Project / Presentation	D 19	Institute / School

SEM 144, Practical: Cross Disability and Inclusion (Area B)

Note: Practical timing shall be included in time table (minimum of four weeks). Classroom 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.

Sl. No	Task for the Student-Teachers	Disability Focus	Education Setting	No. of Lessons
1.1	Classroom observation	Other than Intellectual Disability	Special School 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

SEM 145, Other Disability Special School (Area B)

Sl. No	Task for the Student-Teachers	Disability Focus	Education Setting	No. of Lessons
1	Classroom Teaching	Other than Intellectual Disability	Special School for other disabilities	Minimum 180 school periods

SEM 146, Inclusive School (Area B & C)

Sl. No	Task for the Student-Teachers	Disability Focus	Education Setting	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.

Area	Disability Specialisation	Other disability	Inclusive Education
A 4 Pedagogy Subject 1	Semester III (3 days - 15 hours)	Semester IV (2 days – 12 hours)	Semester IV (2 days – 12 hours)
A 5 Pedagogy Subject 2	Semester III (3 days - 15 hours)	Semester IV (2 days – 12 hours)	Semester IV (2 days – 12 hours)
F – 2 & F – 3 Internship	Semester III (24 days - 120 hours)	Semester IV (24 days - 120 hours)	Semester IV (24 days - 120 hours)

Note:

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

Area G: Viva – Voce

Along with the IVth Semester practical examinations, a comprehensive Viva – voce will be conducted by the External practical examination board appointed by the University.

**B.Ed. SPECIAL EDUCATION
(INTELLECTUAL DISABILITY)
PROGRAMME**

SYLLABUS
(With effect from 2015 admissions)

**MAHATMA GANDHI UNIVERSITY
PRIYADARSINI HILLS
KOTTAYAM**

SEMESTER I

Course 1, Core Course, Credit: 05, Contact Hours: 100, Marks: 100

SEM 121, HUMAN GROWTH AND DEVELOPMENT

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.

Course Content

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 and communication, Social relationship)

Unit 2: Theoretical Approaches to Development

- 2.1 Cognitive and 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
- 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 – meta cognition, creativity, and 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.
- Santrock. J. W. (2006). *Child Development.*, Tata Mc.Graw Hill Publishing Company, New York.
- Santrock. J. W. (2007). *Adolescence.*, Tata Mc.Graw Hill Publishing Company, New Delhi.

SEMESTER I

Course II, Core Course, Credit: 05, Contact Hours: 100, Marks: 100

SEM 122, CONTEMPORARY INDIA AND EDUCATION

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

Course Content

Unit 1: Philosophical Foundations of Education

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

Unit 2: 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
- 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), M.K.Jayaraj Commission (2013).
- 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.
- National Education Commission. (1964-66). Ministry of Education, Government of India, New Delhi

- National Policy on Education. (1986 & 1992). 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.
- M.K.Jayaraj Commission Report (2013). State Institute for the Mentally Challenged, Thiruvananthapuram.

Suggested Readings

- Aggarwal. J. C. (1992). Development and Planning of Modern Education. Vikas Publishing House Pvt. Ltd., New Delhi.
- 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. NCERT, New Delhi:
- 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.
- 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.

SEMESTER I

Course III, Cross Disability and Inclusion Course, Credit: 03,

Contact Hours: 60, Marks: 60

SEM 123, INTRODUCTION TO SENSORY DISABILITIES

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

Course Content

Unit 1: Hearing Impairment: Nature and Classification

- 1.1 Types of sensory impairments: Single (Hearing Impairment & Visual Impairment) and Dual sensory impairment (Deaf-blindness)
- 1.2 Importance of hearing
- 1.3 Process of hearing and its impediment leading to different types of hearing loss
- 1.4 Definition of hearing loss, demographics and associated terminologies: Deaf/ deafness/ hearing impaired/ disability/ handicapped
- 1.5 Challenges arising due to congenital and acquired hearing loss

Unit 2: Impact of Hearing Loss

- 2.1 Characteristics of learners with hearing loss and impact of different degrees of hearing impairment on communication
- 2.2 Language and communication issues attributable to hearing loss and need for early intervention
- 2.3 Communication options, preferences and facilitators of individuals with hearing loss
- 2.4 Issues and measures in literacy development and scholastic achievement of students with hearing loss
- 2.5 Restoring techniques using human (interpreter) and technological support (hearing devices)

Unit 3: Visual Impairment-- Nature and Assessment

- 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

- 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

- 5.1 Definition, causes, classification, prevalence and characteristics of deaf-blindness
- 5.2 Effects and implications of deaf-blindness on activities of daily living and education
- 5.3 Screening, assessment, identification and interventional strategies of deaf-blindness
- 5.4 Fostering early communication development: Methods, assistive devices and practices including AAC
- 5.5 Addressing orientation, mobility and 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.
- Handbook on Deafblindness (2005). Sense International India. Retrieved online on 24/4/2015 from <http://www.google.co.in/url?sa=t&rct=j&q=&esrc=s&source=web&cd=>

3&ved =0CD EQFjAC&url=http%3A%2F%2Fssa.nic.in%2Finclusive-education%2Ftrainingmodule-for-resource-teachers-for-disablechildren%2FModule%25202%2520Deafblindness.pdf%2Fat_download%2Ffile&ei=LkY6VdGI0IKymAW604CgDg&usg=AFQjCNHxJc9OazS1f-TSI_HgQqJKxWjs_A&sig2=LIBWuGnYE0OLPtpK5FCHEg&bvm=bv.91427555, d.dGY

- Kelley, P., & Gale, G. (1998). *Towards Excellence: Effective education for students with vision impairments*. Sydney: North Rocks Press.
- Lowenfeld, B. (1973). *Visually Handicapped Child in School and Society*; American Foundation for the Blind; New York.
- Lynas, W. (2000). *Communication options*. In J. Stokes (Ed), *Hearing Impaired Infants – Support in the first eighteen months*. London: Whurr Publishers Ltd.
- Martin, F. N., & Clark, J.G. (2009). *Introduction to Audiology*. 10th ed. Boston: Pearson Education.
- Martin, F.N., & Clark, J.G. (2012). *Introduction to Audiology*. 11th ed. Boston: Pearson Education.
- National Institute for the Visually Handicapped (2015). *Information Booklet on Visual Impairment in India*, Dehradun: Government of India.
- Nerbonne, M. A., & Schow, R.L. (2002). *Introduction to Audiologic Rehabilitation*. Boston: Allyn and Bacon.
- Nerbonne, M. A., & Schow, R.L. (2013). *Introduction to Audiologic Rehabilitation*. 6th ed. Boston: Pearson Education.
- Northern, J. L., & Downs, M. P. (2002). *Hearing in Children (5th Ed.)*. Philadelphia: Williams & Wilkins
- Prescod, S. V. (1978). *Audiology Handbook of Hearing Disorders*. New York: Van Nostrand Reinhold Company.
- Sataloff, R. T., & Sataloff, J. (2005). *Hearing Loss. (4th Ed.)* London: Taylor & Francis.
- Sims, L.G., Walter, G.G., & Whitehead, R.L. (1981). *Deafness and Communication: Assessment and Training*. Baltimore: Williams and Wilkins.
- Warren, D.H. (1994). *Blindness and Children: An Individual Differences Approach*. New York: Cambridge University Press.

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.
- 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.

SEMESTER I

Course IV, Cross Disability and Inclusion Course, Credit: 03,

Contact Hours: 60, Marks: 60

SEM 124, INTRODUCTION TO NEURO DEVELOPMENTAL DISABILITIES

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.

Course Content

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

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.
- 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.

SEMESTER I

Course V, Cross Disability and Inclusion Course, Credit: 03,

Contact Hours: 60, Marks: 60

SEM 125, INTRODUCTION TO LOCOMOTOR AND MULTIPLE DISABILITIES

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 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 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.

Course Content

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/inclusiveducation/training-module-for-resource-teachers-for-disablechildren/Module%205%20Cerebral%20Palsy.pdf/at_download/file
- Sarva Siksha Abhiyan. Module on Multiple Disabilities. http://ssa.nic.in/inclusiveducation/training-module-for-resource-teachers-for-disablechildren/Module%203%20Multiple%20Disability.pdf/at_download/file

SEMESTER I

Course VI, Intellectual Disability Specialization Course,

Credit: 05, Contact Hours: 100, Marks: 100

SEM 126, ASSESSMENT AND IDENTIFICATION OF NEEDS

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.

Course Content

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 purpose of Educational assessment
- 2.2 Methods of Assessment - Observation, Interview and Rating Scale
- 2.3 Types and Approaches - NRT, CRT, CBA and Teacher Made Tests
- 2.4 Areas of Assessment - Medical, Psychological, Educational, Behavioural and Ecological
- 2.5 Documentation of assessment, Result interpretation and 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
- 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 and 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 and Schemes of MoSJE for Vocational Skill Development
- 4.5 Documentation of assessment, Result interpretation and 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

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

SEMESTER I

Course VII, Practical Course related to Disability, Credit: 06,

Contact Hours: 120, Marks: 120

SEM 127, Cross Disability and Inclusion

Disability Focus	Educational Setting	Hours (120)	Tasks for the Student-Teachers	Description
Intellectual Disability	Special School of PwID	80 hrs	Classroom Observation, Assessment and IEP a. ECSE b. Pre-Primary c. Primary d. Secondary e. Pre-Vocational	Minimum 10 School Periods Develop and teach IEP for 1 student with ID at ECSE or Pre-Primary level.
HI, VI, LD, CP, ASD or Multiple Disabilities	Minimum 3 Special Schools for HI, VI, LD, CP, ASD or Multiple Disabilities	30 hrs (10 hrs each in each disability)	Classroom Observation and Report	Minimum 30 School Periods 10 school periods in each special school
Any Disability	Inclusive Schools available in the neighbourhood	10 hrs	Classroom Observation and Report	Minimum 10 School Periods

- Schedule for practical for SEM 127 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 1, Core Course, Credit: 05, Contact Hours: 100, Marks: 100

SEM 128, LEARNING, TEACHING AND ASSESSMENT

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.

Course Content

Unit 1: Human Learning and Intelligence

- 1.1 Human learning: Meaning, definition and concept formation
- 1.2 Learning theories:
 - Behaviourism: Pavlov, Thorndike, Skinner
 - Cognitivism: Piaget, Bruner
 - Social Constructivism: Vygotsky, Bandura
- 1.3 Intelligence:
 - Concept and definition
 - Theories: Two-factor, Multifactor, Triarchic Theory (Robert Steinberg)
- 1.4 Creativity: Concept, Definition and Characteristics
- 1.5 Implications for Classroom Teaching and Learning

Unit 2: Learning Process and Motivation

- 2.1 Sensation: Definition and Sensory Process
- 2.2 Attention: Definition and Affecting Factors
- 2.3 Perception: Definition and Types
- 2.4 Memory, Thinking, 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

Transaction and Evaluation

This concepts and theoretical precepts included in this course should be explained with reference to children with and without disabilities. The effort of transaction should be to enhance the understanding of how learning occurs and what are the suitable means of its

assessment. Evaluation may be done by asking student-teachers to children with and without disabilities and present a report of the same.

Essential Readings

- Amin, N. (2002). *Assessment of Cognitive Development of Elementary School Children. A Psychometric Approach*, Jain Book Agency, New Delhi.
- Chauhan, S.S. (2013). *Advanced Educational Psychology*. Jain Book Agency, Delhi.
- King-Sears, E. M. (1994). *Curriculum Based Assessment in Special Education*. Singular Publishing Group, San Diego, CA.
- Panch, R. (2013). *Educational Psychology: Teaching and Learning Perspective*, McGraw Hill Education (India) Private Limited, New Delhi.
- Paul, P. (2009). *Language and Deafness*. Singular publication.
- Salvia, John, Ysseldyke, James, E. And Bolt, Sara. (2007). *Assessment in Special and Inclusive Education*. Houghton Mifflin Company, Boston.
- Whitcomb, S., & Merrell, K.W. (2012). *Behavioral, Social, and Emotional Assessment of Children and Adolescents*, Routledge, New York.
- Woolfolk, A., Misra, G., & Jha, A.K.(2012). *Fundamentals of Educational Psychology*, 11th edn, Pearson Publication, New Delhi.

Suggested Readings

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

SEMESTER II

Course II, Core Course, Credit: 05, Contact Hours: 100, Marks: 100

SEM 129.1, PEDAGOGY OF TEACHING SCIENCE

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 and 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.

Course Content

Unit 1: Nature and Significance of Science

- 1.1 Nature, Scope, Importance and Value of Science
- 1.2 Science as an Integrated Area of Study
- 1.3 Science and Modern Indian Society: Relationship of Science and Society
- 1.4 Impact of Science with Special Reference to Issues related with Environment, Industrialization and Disarmament
- 1.5 Role of Science for Sustainable Development

Unit 2: Planning for Instruction

- 2.1 Aims and Objectives of Teaching Science in Elementary and Secondary School
- 2.2 Bloom's Taxonomy of Educational Objectives and Writing Objectives in Behavioural Terms
- 2.3 Lesson Planning – Importance and Basic Steps. Planning Lesson for an Explanation, Demonstration, and Numerical Problem in Teaching of Sciences
- 2.4 Unit Planning – Format of A Unit Plan
- 2.5 Pedagogical Analysis: Meaning and Need. Guidelines for Conducting Pedagogical Analysis

Unit 3: Approaches and Methods of Teaching Sciences

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

- 3.2 Lecture, Demonstration, Discussion, Problem-solving, Concept-mapping, Programmed Instruction, Team Teaching, Seminar, Computer Assisted Learning (CAL)
- 3.3 Project Method and Heuristic Method
- 3.4 Creating Different Situations of Learning Engagement: Group Learning, Individual Learning, Small Group, Cooperative (Peer-Tutoring, Jigsaw, etc.), Situated/Contextual Learning with reference to Children with Disabilities
- 3.5 Constructivist Approach and its Use in Teaching Science

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

- 4.1 Teaching Learning Aids – Need, Importance, Selection, Use and Classification of Aids Based on Type of Experience, Audio Visual Aids, Multimedia, Charts, and Models (Tactile and Visual)
- 4.2 Importance of Co-Curricular Activities-Science Club, Science Exhibition, Science Text Books-Characteristics and Significance with reference to Children with Disabilities
- 4.3 The Science Laboratory-Planning Organization of Lab, Storage, Record Keeping and Safety of Scientific Equipments with reference to Children with Disabilities
- 4.4 Aquarium, Vivarium – Role in Teaching with Setting and 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 and Criterion Referenced Evaluation, Comprehensive and Continuous Evaluation: Concept and Significance, Scholastic and Co-Scholastic Assessment
- 5.3 Tools and Techniques for Formative and Summative Assessments
- 5.4 Preparation of Diagnostic Test and Achievement Test
- 5.5 Adaptations of Evaluation Procedure With Reference to Children with Disabilities

Practical/ Field Engagement/Project Work

Any one of the following

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

Essential Readings

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

SEMESTER II

Course II, Core Course, Credit: 05, Contact Hours: 100, Marks: 100

SEM 129.2, PEDAGOGY OF TEACHING MATHEMATICS

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 and 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.

Course Content

Unit 1: Nature of Mathematics

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

Unit 2: Objectives and Instructional Planning in Mathematics

- 2.1 Aims and Objectives of Teaching Mathematics in Elementary and Secondary Schools
- 2.2 Bloom's Taxonomy of Educational Objectives and Writing Objectives in Behavioural Terms
- 2.3 Lesson Planning– Importance and Basic Steps. Planning Lesson of Arithmetic, Algebra and Geometry
- 2.4 Unit Planning – Format of A Unit Plan
- 2.5 Pedagogical Analysis: Meaning and Need and Procedure for Conducting Pedagogical Analysis. Classification of Content, Objective, Evaluation, etc

Unit 3: Strategies for Learning and Teaching Mathematics

- 3.1 Concept Formation and Concept Attainment: Concept Attainment Model for Learning and Teaching of Concepts
- 3.2 Learning by Exposition: Advanced Organizer Model
- 3.3 Methods of Teaching- Lecture, Discussion, Demonstration, Inductive-Deductive, Analytic-Synthetic, Problem-Solving, and Project
- 3.4 Techniques of Teaching Mathematics: Oral Work, Written Work, Drill-Work, Brain-Storming and Computer Assisted Instruction (CAI)
- 3.5 Creating Different Situations of Learning Engagement: Group Learning, Individual Learning, Small-Group, Cooperative (Peer-Tutoring, Jigsaw, etc.), and Situational/Contextual Learning

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

- 4.1 Mathematics Laboratory- Concept, Need, and Equipment for Setting up a Mathematics Laboratory
- 4.2 Utilization of Learning Resources in Mathematics: Charts and Pictures, Weighing and Measuring Instruments, Drawing Instruments, Models, Concrete Materials, Surveying Instruments With Reference To Children with Disabilities
- 4.3 Bulletin Boards and Mathematics Club
- 4.4 Abacus, Cussionaire Rods, Fractional Discs, Napier Strips
- 4.5 Calculators, Computers, Smart Boards, Multimedia Presentations, and Special Aids and Appliances For Children With Disabilities

Unit 5: Assessment and Evaluation for Mathematics Learning

- 5.1 Assessment and Evaluation- Concept, Importance and Purpose
- 5.2 Error Analysis, Diagnostic Tests, Identification of Hard Spots and Remedial Measures
- 5.3 Tools and Techniques for Formative and Summative Assessments of Learner Achievement in Mathematics, Comprehensive and Continuous Evaluation in Mathematics
- 5.4 Preparation of Diagnostic and Achievement Test
- 5.5 Adaptations in Evaluation Procedure for Students With Disabilities

Practical/ Field Engagement/ Project Work

Any one of the following

- I. Pedagogical analysis of a unit of content from secondary school Mathematics Syllabus
- II. Preparation of a multimedia presentation on a topic with special reference to students with disabilities
- III. Construction of a question paper based on current CBSE format/concerned State Board of education, preparing its Scoring key, and marking scheme
- IV. Analyzing errors committed by school children in Mathematics and preparing a remedial plan

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

Transactions

Lecture cum demonstration, Workshops and Seminars

Essential Readings

- Carey, L.M. (1988). *Measuring and Evaluating School Learning*, 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.

SEMESTER II

Course II, Core Course, Credit: 05, Contact Hours: 100, Marks: 100

SEM 129.2, PEDAGOGY OF TEACHING SOCIAL SCIENCE

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.

Course Content

Unit I: Nature of Social Sciences

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

Unit II: Curriculum and Instructional Planning

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

Unit III: Approaches to teaching of Social Science

- 3.1 Curricular approaches: a) Coordination, b) Correlational, c) Concentric, d) Spiral, e) Integrated, f) Regressive
- 3.2 Methods of teaching social science: Lecture, discussion, socialized recitation, source and project method
 - 3.2.1. Devices and techniques of teaching social studies – Narration, description, illustration, questioning, assignment, field trip, story telling, Role play, Group

and self study, programmed learning, inductive thinking, Concept mapping, expository teaching and problem solving

- 3.3 Accommodations required in approaches for teaching children with disabilities
- 3.4 Instructional material for teaching of social science: Time-lines and Genealogical charts, Maps and Globes, Use of different types of Boards(Smart boards, Chalk Board, Flannel Board), Tape-records, Radio, Television, Films & Filmstrips, Overhead Projector, Social science games and Power Point Presentation
- 3.5 Adaptations of material for teaching children with disabilities

Unit IV: Evaluation of Learning in Social Science

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

Unit V: Social Science Teacher as a Reflective Practitioner

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

Transaction

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

Course Work/ Practical/ Field Engagement

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

Essential Readings

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

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

Suggested Readings

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

SEMESTER II

Course III, Core Course, Credit: 05, Contact Hours: 100, Marks: 100

SEM 130.1, PEDAGOGY OF TEACHING HINDI

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

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

पाठ्यवस्तु

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

- १.१ भाषा का प्रत्यय और उपयोगिता।
- १.२ बोली, विभाषा और मानक भाषा का प्रत्यय।
- १.३ शिक्षा, समाज, व्यापार, राजनीति, शोध एवं विकास में भाषा का योगदान।
- १.४ हिन्दी भाषा का नामकरण, संस्कृत से हिन्दी के उद्भव की प्रक्रिया।
- १.५ विश्वभाषा ॥ और भविष्य भाषा ॥ के रूप में हिन्दी का विकास का आकलन।
- १.६ मूल-भूत भाषा कौशलों – श्रवण, वाचन, पठन और लेखन का परिचय।

इकाई २ – पाठ्यवस्तु संवर्धन

- २.१ हिन्दी साहित्य का सामान्य परिचय।
- २.२ हिन्दी गद्य साहित्य की परम्परागत विधाएँ – कहानी, नाटक और महाकाव्य।
- २.३ हिन्दी गद्य साहित्य की आधुनिक विधाएँ – उपन्यास, यात्रा विवरण, जीवनी, आत्मकथा और संस्मरण।
- २.४ हिन्दी व्याकरण में उर्दू, अंग्रेजी और संस्कृत से समाविष्ट प्रत्यय।
- २.५ माध्यमिक स्तर पर हिन्दी पाठ्यक्रम में हुए परिवर्तनों का आकलन।

इकाई ३ – भाषा अधिगम की प्रकृति और पाठ नियोजन

- ३.१ माध्यमिक स्तर पर हिन्दी शिक्षण के लक्ष्य और उद्देश्य।

- ३.२ इकाई नियोजन का प्रत्यय, इसका महत्त्व और निर्माणविधि।
- ३.३ पाठयोजना का परिचय, उपयोग और महत्त्व।
- ३.४ पाठयोजना के चरण और उनका क्रियान्वयन।
- ३.५ हिन्दी शिक्षण के ज्ञानात्मक, बोधात्मक, कौशलात्मक और रूचिगत उद्देश्यों का निर्धारण।
- ३.६ विशिष्ट उद्देश्यों का व्यावहारिक शब्दावली में लेखन।
- ३.७ पाठ योजना के संरचनात्मक उपागम का परिचय और अभ्यास।

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

- ४.१ माध्यमिक कक्षाओं में गद्य शिक्षण की उपयोगिता।
- ४.२ गद्य शिक्षण की अर्थबोध, व्याख्या, विश्लेषण और संयुक्त विधि का परिचय और इनकी समीक्षा।
- ४.३ माध्यमिक कक्षाओं के पाठ्यक्रम में पद्य के समावेश की उपयोगिता।
- ४.४ पद्य शिक्षण की शब्दार्थ कथन, खण्डान्वय, व्यास और समीक्षा विधि का परिचय और इनकी उपयुक्तता का आकलन।
- ४.५ माध्यमिक स्तर पर व्याकरण शिक्षण की आवश्यकता और उपयोगिता।
- ४.६ व्याकरण शिक्षण की निगमन, आगमन, भाषासंसर्ग और पाठ्य—पुस्तक विधियों का मूल्यांकन।

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

- ५.१ शिक्षण उपकरणों का सन्दर्भ, महत्त्व और लाभ।
- ५.२ अधिगम—शिक्षण के दृश्य उपकरणों के प्रकार।
- ५.३ दृश्य उपकरणों — श्यामपट्ट, चार्ट, नक्शा, मानचित्र, प्रतिरूप, कार्यशील प्रतिरूप और फ्लैश कार्ड की प्रयोग विधि।
- ५.४ श्रव्य उपकरणों — कॉम्पैक्ट डिस्क व कैसेट्स के प्रयोग की विधि और अभ्यास।
- ५.५ मुद्रित श्रव्य उपकरणों —अखबार, पत्रिकाओं और पुस्तकों का सहायक उपकरणों के रूप में प्रयोग।
- ५.६ वैद्युदण्विक उपकरणों — टेलीविजन, कम्प्यूटर और विश्वजाल के सहायक उपकरणों के रूप में प्रयोग की विधि और उपयोगिता।
- ५.७ भाषा अधिगम में भाषा प्रयोगशाला के प्रयोग की विधि और समीक्षा।

इकाई ६ — भाषा अधिगम के मूल्यांकन की प्रविधि

- ६.१ मूल्यांकन की संकल्पना, उद्देश्य और महत्त्व।
- ६.२ सतत एवं व्यापक मूल्यांकन का सन्दर्भ।
- ६.३ लेखन, पठन, श्रुतलेख, सुलेख, तीव्रलेखन, त्रुटिमुक्त लेखन, आशुभा ण और काव्यपाठ का सतत एवं व्यापक मूल्यांकन प्रविधि द्वारा मूल्यांकन।
- ६.४ कक्षागत पाठ्यसहगामी गतिविधियों — गीत, अभिनय, संवाद, क्रियाकलाप और नेतृत्व के गुणों का सतत एवं व्यापक मूल्यांकन प्रविधि द्वारा मूल्यांकन।
- ६.५ विद्यार्थियों के भाषा अधिगम का संचयीवृत्त बनाना।

इकाई ७ — चिन्तनशील साधक के रूप में शिक्षक

- ७.१ अनुवर्ती चिन्तन की आवश्यकता और महत्त्व।
- ७.२ चिन्तन दैनन्दिनी और पोर्टफोलियो बनाना।

- ७.३ विद्यार्थियों की अधिगम समस्याओं के निदान और समाधान के लिए क्रियात्मक अनुसन्धान का प्रयोग।
- ७.४ पाठ्यक्रम, सहायक सामग्री और पाठ्यविधियों का आलोचनात्मक विवेचन।
- ७.५ पाठ्यक्रम, सहायक सामग्री और पाठ्यविधियों पर विद्यार्थियों और अभिभावकों की प्रतिक्रियाओं का संग्रह।

प्रायोगिक कार्य –

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

मूल्यांकन योजना –

मूल्यांकन बिन्दु	कक्षा परीक्षा	प्रायोगिक कार्य	पोर्टफोलियो	उपस्थिति	सत्रान्त परीक्षा
प्रदेय अंक	१०	१०	०५	०५	७०

सन्दर्भ पुस्तकें –

- हिन्दी शिक्षण : अभिनव आयाम, डॉ. श्रुतिकान्त पाण्डेय, एक्सिस पब्लिकेशंस, दरियागंज, नई दिल्ली, २०१०.
- हिन्दी शिक्षण, उमा मंगल, आर्य बुक डिपो करोल बाग, नई दिल्ली, २००५.
- हिन्दी शिक्षण, डॉ. रामशकल पाण्डेय, विनोद पुस्तक मन्दिर, आगरा, २००५.
- हिन्दी साहित्य का इतिहास, आचार्य रामचन्द्र गुक्ल, राजकमल प्रकाशन, नई दिल्ली, २००६
- हिन्दी शिक्षण, रमन बिहारी लाल, रस्तोगी प्रकाशन, मेरठ, २००२.
- हिन्दी शिक्षण, सावित्री सिंह, इन्टरनेशनल पब्लिशिंग हाउस, मेरठ, २००४

SEMESTER II

Course III, Core Course, Credit: 05, Contact Hours: 100, Marks: 100

SEM 130.2, PEDAGOGY OF TEACHING MALAYALAM

Semester II, Course III, Core Course, Credits: 5, Contact Hours: 100, Marks: 100

SEM 130.2, PEDAGOGY OF TEACHING MALAYALAM

Introduction

This course will enable the student-teachers to gain a scientific base with regard to the aims and objectives of teaching Malayalam language, language skills, instructional planning, approaches, methods and strategies of teaching Malayalam, curriculum and evaluation. It will help in applying theory to practice and to design own materials and plan lessons for teaching. The course offers the students to equip themselves with analytic and investigative skills in issues related to teaching of Malayalam. The course also equips the student-teachers with awareness, attitudes and skills needed for teaching children with special needs.

Objectives

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

- Explain the importance of Malayalam as mother tongue and medium of instruction.
- Prepare and implement appropriate planning at various levels of classroom teaching.
- Apply various approaches and methods of teaching Malayalam.
- Accommodate and adapt approaches, strategies and materials for teaching and evaluating children with special needs.

Course Content

Unit I: Importance of Malayalam Language and Literature

- 1.1 Historical development of Malayalam language
- 1.2 Mother tongue as the medium of instruction
- 1.3 Influence of mother tongue in the formation of culture
- 1.4 Malayalam and other languages
- 1.5 Correlation with other disciplines (ICT and Performing Arts- Drama and Theatre)

Unit II: Instructional Planning

- 2.1 Aims and objectives of teaching Malayalam at different stages of schooling, Maxims of teaching Malayalam, Gradation and motivational factors.
- 2.2 Instructional planning: Need and importance
- 2.3 Taxonomy of instructional objectives: B.S. Bloom, Dave and Simpson. Specifications and Competencies
- 2.4 Micro teaching skills. Unit and lesson plan: Need, importance and procedure
- 2.5 Planning and adapting units and lessons for children with intellectual disability.

Unit III: Approaches and Methods of Teaching Malayalam

- 3.1 Basic language skills (Listening, Speaking, Reading and Writing) and different methods of vocabulary development (Dictionary, Reference, Frayar model, Semantic map, etc)
- 3.2 Direct method: Play way method, Dalton plan, Project method, Dramatization, and Lecture method

- 3.3 Discourse oriented pedagogy: Importance of discourses in Malayalam language teaching – Debate, Drama, Seminars, Posters, Narratives, Screen play, Editorials, Travelogues, etc.
- 3.4 Methods and approaches of teaching prose and poetry
- 3.5 Methods of teaching grammar and composition

Unit IV: Innovative Strategies, Instructional Materials and Curriculum

- 4.1 Cooperative Learning, Collaborative learning, Team teaching, Peer tutoring, Language games and Role play
- 4.2 Instructional aids for effective teaching: Smart boards, black boards, flannel boards, pictures/picture-cut-outs, charts, tape-recorders, radio, television, films, and film strips, overhead projector, language laboratory, language games, reading cards, work sheets, hand outs, power point presentation, multi media equipments, web based learning, Edublogs and text books.
- 4.3 Content analysis of prescribed Malayalam readers from school curriculum
- 4.4 Approaches to curriculum organization – topical, unit, concentric and spiral
- 4.5 Accommodation and adaptations in approaches, strategies and materials for children with intellectual and learning disabilities

Unit V: Evaluation

- 5.1 Evaluation: Concept, scope, functions and types
- 5.2 Construction of an achievement test and diagnostic test
- 5.3 Adaptation of evaluation tools for children with special needs
- 5.4 Individual assessment for children with special needs. Error analysis, diagnostic tests and enrichment Measures
- 5.5 Data analysis and interpretation with graphical representations.

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 Malayalam
- Develop workbook (interactive including language games)
- Prepare worksheets to enrich vocabulary among students with intellectual and learning disability.
- 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

- Chandrasekharan Nair, C.K. Gadyarachana. Kerala Bhasha Institute, Thiruvananthapuram.
- Vasudeva Bhattathiri, C.V. Gadyashilpam. Kerala Bhasha Institute, Thiruvananthapuram.
- Rajaraja Varma, A.R. Kerala Panineeyam. D.C.Books, Kottayam.

- Vasudeva Bhattathiri, C.V. Malayala Bhasha Bodhanam. Kerala Bhasha Institute, Thiruvananthapuram.
- Kalpatta Balakrishnan. Malayala Sahithya Charithram. Kerala Bhasha Institute, Thiruvananthapuram.
- Parameswaran Nair, P.K. Malayala Sahithya Charithram. Sahithya Academy.
- Panamana Ramachandran Nair. Malayala Sahithya Niroopanam. Current Books, Kottayam.
- Sukumar Azheekode. Malayala Sahithya Vimarshanam. D.C.Books, Kottayam.
- Bloom, B.S. Taxonomy of Educational Objectives: The Classification of Educational Goals (Vol.I). Green, Longman.

Suggested Readings

- Bindu, C.M. Mathrubhashabodhanam: Pravanathakalum Reethikalum. Scorpio, Calicut.
- Krishnamoorthi, J. Mumbilulla Jeevitham. D. C. Books, Kottayam.
- Vasudevan Bhattathiri. Nalla Malayalam. D. C. Books, Kottayam.
- Irinjayam Ravi. Prayogika Vyakaranam.
- Panmana Ramachandran Nair. Thettillatha Malayalam. D. C. Books, Kottayam.
- Krishna Kumar. National Curriculum Framework. NCERT, New Delhi.
- Prabodhachandran, V.R. Ucharanam Nannavan. Kerala Bhasha Institute.
- Sivarajan, K. Malayala Bhashadyapanam. Calicut University.
- Allen, D., & Ryan, K. Micro teaching. Adison Wesley, London.
- Care, E., Mc Gaw, B., & Griffin, P. Assessment and Teaching of 21st Century Skills. Springer, New York.
- Aggarwal, Y.P. Statistical Methods. Sterling Publications Pvt. Ltd., New Delhi.
- Alessi, S. M., Trollip, S.R. Multimedia for learning : Methods and Development (3rd ed.). Allyn & Bacon, Needham Heights, MS.
- Sharma, J. P. National Curriculum Framework for School Education: A discussion document. NCERT, New Delhi.
- Crowder, N. A. Action Research to improve school practices. Columbia University, New York.
- Passi, B. K. (ed). Becoming better teacher: A Micro teaching Approach. Sahithya Mudranalaya, Ahamadabad.
- SCERT. Kerala Curriculum Framework. Thiruvananthapuram.

SEMESTER II

Course III, Core Course, Credit: 05, Contact Hours: 100, Marks: 100

SEM 130.3, PEDAGOGY OF TEACHING ENGLISH

Introduction

This course will enable the student-teachers to gain a strong knowledge base in nature of English language and 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.

Course Content

Unit I: Nature of English Language & Literature

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

Unit II: Instructional Planning

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

Unit III: Approaches and Methods of Teaching English

- 3.1 Difference between an approach and a method
- 3.2 Task based approach, co-operative learning, language across curriculum, communicative language teaching, Bilingual, Eclectic and Constructive approach

- 3.3 Method of Teaching 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 and Filmstrips, Overhead Projector, Language Laboratory, Language games, reading cards, Worksheets, Handouts, and Power Point Presentation
- 4.3 Construction of a teacher made test for English proficiency
- 4.4 Teaching portfolio
- 4.5 Adaptations of teaching material for children with disabilities

Unit V: Evaluation

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

Transaction

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

Course Work/ Practical/ Field Engagement

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

Essential Readings

- Allen, H., & Cambell, R. (1972). Teaching English as second Language, McGraw Hill, New York.
- Bharthi, T., & Hariprasad, M. (2004). Communicative English, Neelkamal Publications, Hyderabad.

- Bhatia, K.K. (2006). *Teaching and Learning English as a Foreign Language*. Kalyani Publishers, New Delhi.
- Grellet, F.(1980). *Developing Reading Skills*, Cambridge University Press, New York.
- IGNOU CTE – 02 Certificate in Teaching of English (1989). *The Structure of English*, IGNOU, New Delhi.
- IGNOU EEG – 02 Elective Course in English (1989). *The Structure of Modern English Blocks (1 to 7)*, IGNOU, New Delhi.

Suggested Readings

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

SEMESTER II

Course 1V, Cross Disability and Inclusion Course, Credit: 04, Contact Hours: 80,

Marks: 80

SEM 131, INCLUSIVE EDUCATION

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.

Course Content

Unit 1: Introduction to Inclusive Education

- 1.1 Marginalisation vs. Inclusion: Meaning and 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 and Empowerment
- 1.5 Barriers to Inclusive Education: Attitudinal, Physical and Instructional

Unit 2: Policies and Frameworks Facilitating Inclusive Education

- 2.1 International Declarations: Universal Declaration of Human Rights (1948), World Declaration for Education for All (1990)
- 2.2 International Conventions: Convention against Discrimination (1960), Convention on Rights of a Child (1989), United Nations Convention of Rights of Persons with Disabilities (UNCRPD) (2006)
- 2.3 International Frameworks: Salamanca Framework (1994), Biwako Millennium Framework of Action (2002)
- 2.4 National Commissions & Policies: Kothari Commission (1964), National Education Policy (1968), National Policy on Education (1986), Revised National Policy of

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

- 2.5 National Acts and 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

- 3.1 Meaning, Difference, Need and 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 and Multiple Disabilities
- 3.5 Engaging Gifted Children

Unit 4: Inclusive Academic Instructions

- 4.1 Universal Design for Learning: Multiple Means of Access, Expression, Engagement and Assessment
- 4.2 Co-Teaching Methods: One Teach One Assist, Station-Teaching, Parallel Teaching, Alternate Teaching and Team Teaching
- 4.3 Differentiated Instructions: Content, Process and 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

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

Practical and Field Engagement

- I. Visit Special Schools of any two Disabilities and an Inclusive school and 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 and 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.
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- Giuliani, G.A. & Pierangelo, R. (2007). *Understanding, Developing and Writing IEPs*. Corwin press: Sage Publishers.
- Gore, M.C. (2004) . *Successful Inclusion Strategies for Secondary and Middle School Teachers*, Corwin Press, Sage Publications.
- Hegarthy, S. & Alur, M. (2002). *Education of Children with Special Needs: from Segregation to Inclusion*, Corwin Press, Sage Publishers.
- Karant, P., & Rozario, J. ((2003). *Learning Disabilities in India*. Sage Publications.
- Karten, T. J. (2007). *More Inclusion Strategies that Work*. Corwin Press, Sage Publications.
- King-Sears, M. (1994). *Curriculum-Based Assessment in Special Education*. California: Singular Publications.
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- 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.
- Stow L. & Selfe, L. (1989). *Understanding Children with Special Needs*. London: Unwin Hyman.
- Turnbull, A., Turnbull, R., Turnbull, M., & Shank, D.L. (1995). *Exceptional Lives: Special Education in Today's Schools*. 2nd Ed. New Jersey: Prentice-Hall.Inc.
- Vlachou D. A. (1997). *Struggles for Inclusive Education: An Ethnographic Sstudy*. Philadelphia: Open University Press.
- Westwood, P. (2006). *Commonsense Methods for Children with Special Educational Needs - Strategies for the Regular Classroom*. 4th Edition, London Routledge Falmer: Taylor & Francis Group.

SEMESTER II

Course V, Intellectual Disability Specialization course, Credit: 04,

Contact Hours: 80, Marks: 80

SEM 132, CURRICULUM DESIGNING, ADAPTATION AND EVALUATION

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.

Course Content

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

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

Unit 5: 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.
- 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.

Semester - II

**Course VI, Disability Specialisation Course, Credit: 06, Contact Hours: 120,
Marks: 120**

SEM 133, Practical Course Related to Intellectual Disability

Disability Focus	Educational Setting	Hours (120)	Tasks for the Student-Teachers	Description
Intellectual Disability	Special School	40 hrs	IEP	Develop and teach IEP for 1 student with ID at Primary level.
Intellectual Disability	Special School	30hrs	Lesson Planning and Teaching	20 lessons (10 Curriculum & 10 Co-curriculum)
General	Institute	10 hrs	Micro teaching and simulated teaching on selected skills	5 lessons (Demonstration of Micro teaching skills)
General	General	20 hrs	Macro Teaching A. Lesson Planning and Teaching for subjects selected a. Language b. Non Language	10 lessons (5 in each subject)
General	General	20 hrs	B. Lesson planning and Teaching focusing on adaptation and evaluation a. Language b. Non Language	10 lessons (5 in each subject)

Note:

- Schedule for practical for SEM 133 shall be included in the time table (ten working days may be allocated).
- Skill for micro teaching shall be selected with reference to Intellectual Disability.

SEMESTER III

Course I, Intellectual Disability Specialization course, Credit: 05,

Contact Hours: 100, Marks: 100

SEM 134, INTERVENTION AND TEACHING STRATEGIES

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 basics of learning and teaching and acquire competency to select and demonstrate appropriate teaching strategies for teaching in different curriculum areas.
- Understand nature and identification of maladaptive behaviour and develop insight into various modes of its management.
- Develop understanding of various therapeutic interventions, their objectives, scope, modalities, and require intervention.

Course Content

Unit 1: Intervention

- 1.1 Concept, Significance, Rationale, Scope, and 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

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.
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- Narayan, J. (1998) Grade Level Assessment Device for Children with Learning Problems in Regular Schools, NIMH, Secunderabad.
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- 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. San Diego Singular Publishing Group.
- Shesborne, V. (1990). Developmental movement for children, Cambridge: Cambridge University Press.
- Subba Rao, T.A. (1992), Manual on Developing Communication Skills in mentally retarded persons, NIMH, Secunderabad.
- Swaminathan, M. (1990) Play activity for young children. India: UNICEF.
- Thomson, A., Skinner, A. & Piercy, J. (1991). Tidy's physiotherapy (Twelfth edition). Oxford: Butterworth – Heinmann Ltd.
- Van Riper, C.A. and Emerick L (1990) Speech Correction – An introduction to Speech Pathology & Audiology, Eighth Edition, Prentice Hall

Suggested Readings

- A.C.Ornstein (1990). Strategies for Effective Teaching. Harper and Row, Publishers, Inc.
- David W. (1998). Teaching and Learning in the Early Years. London and New York: Routledge.
- Jackman H.L. (1999). Sing Me a Story: Tell Me a Song. California: Crown Press, Inc.
- Mastropieri S. (1987). Effective Instruction for Special Education, Little, Brown and Company, Inc.
- Narayan, & Kutty, A,T.T. (1989) Handbook for Trainers of the Mentally Retarded persons. Pre-primary level. NIMH, Secunderabad.
- 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.

SEMESTER III

Course II, Intellectual Disability Specialization course, Credit: 05,

Contact Hours: 100, Marks: 100

SEM 135, TECHNOLOGY AND DISABILITY

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.

Course Content

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 and 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 and 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 Multimedia in Education
- 3.4 Recent Trends in Multimedia

3.5 Implication of Multimedia in teaching learning.

Unit 4: Technology Based Instructions

4.1 Enhancing Technology Friendly Practices among Teachers.

4.2 Computer-Assisted and 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/multimedia for creating awareness on disability in rural areas

Essential Readings

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

- Sampath, K., Pannirselvam, A. & Santhanam, S. (1990). Introduction to Educational Technology, New Delhi: Sterling Publishers Private Limited.
- Sharma, Hemant Lata and Sharma, Savita (2010). Learning to Learn with Love: Theory and Practice of Co-operative Learning, New Delhi: Gagandeep Publications Sutherland,

Suggested Readings

- Cima M Yeole. (1991). Educational Technology. CimaMyeole.
- D.ES, (1982). Handicapped Pupil and Special schools, Regulations. London HMSO.
- Dipika Bhadresh Shah, (1991). Educational Technology for developing teaching competency GavendraPrakashan
- JaganathMohanty. (1998). Studies in Educational Broadcasting. San subscription agency.
- 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

SEMESTER III

Course III, Intellectual Disability Specialization course, Credit: 04,

Contact Hours: 80, Marks: 80

SEM 136, PSYCHO-SOCIAL AND FAMILY ISSUES

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.

Course Content

Unit 1: Family

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

Unit 2: Psycho-Social Issues

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

Unit 3: Involving Families

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

Unit 4: Adolescent Issues

- 4.1 Physiological Changes; Implication in Emotional and Social Development

- 4.2 Interpersonal relationship – Parents, Siblings, Extended family, Single child, Peer group
- 4.3 Employment, Sexuality, Marriage, Alternative options, Pre- marital counselling
- 4.4 Ethical Issues
- 4.5 Challenges and Implications

Unit 5: CBR and CPP (Community People Participation)

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

Course Work/ Practical/ Field Engagement (Any One)

Special/ Inclusive School/ Institute

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

Essential Readings

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

Semester - III

Course IV, Disability Specialisation Course, Credit: 05, Contact Hours: 100, Marks: 100

SEM 137, Practical Course Related to Intellectual Disability

Disability Focus	Educational Setting	Hours (100)	Tasks for the Student-Teachers	Description
Intellectual disability	Special School	20 hrs	IEP	Develop and teach IEP for 1 student with ID at Secondary/Pre Vocational level.
Intellectual Disability	Resource Room/ Inclusive School	30 hrs	a. Lesson Planning and execution on different levels for all subjects	20 lessons
		30hrs	b. Lesson Planning and execution on different levels for selected subjects i. Languages ii. Non Languages	20 lessons
Intellectual Disability	Regular School	10 hrs	School sensitization on Disabilities for regular staff, peer group and parents
Intellectual Disability	Institute/Clinic	10 hrs	Observation of support services	Minimum 10 school periods for OT,PT,BM & Speech Therapy units

Semester - III**Course V, Field Engagement/School Attachment/Internship Course,****Credit: 05, Contact Hours: 100, Marks: 100****SEM 138, Intellectual Disability Special School**

Disability Focus	Educational Setting	Tasks for the Student-Teachers	Number of Lessons
Intellectual Disability	Special School	Classroom Teaching Across all class levels and Curricular Domains Class Levels a. ECSE, b. Pre-Primary c. Primary d. Secondary e. Prevocational	Minimum 50 lessons (10 Personal/ Social, 20 – Functional Academics, 10-Occupational, 10- Recreational)

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.

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 - III

Course VI, Enhancement of Professional Capacities (EPC) Course,

Credit: 03, Contact Hours: 60, Marks: 60

SEM 139, Reading and Reflecting on Texts

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.

Course Content

Unit 1: Reflections on Literacy

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

Unit 2: Reflections on Reading Comprehension

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

Unit 3: Skill Development in Responding to Text

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

- 3.2 Practicing Responding to Text (Using the Indicators) for Recreational Reading Material (Narrations) and School Textbooks (Description)
- 3.3 Practicing Responding to Text (Using the Indicators) for Reports, Policy Documents and News (Expositions) and Editorial, Academic Articles, Advertisement Copy, Resume (Argumentation)
- 3.4 Practicing Web Search, Rapid Reading and Comprehensive Reading

Unit 4: Reflecting Upon Writing as a Process and Product

- 4.1 Understanding writing as a Process: Content (Intent, Audience and Organization)
- 4.2 Understanding writing as a Process: Language (Grammar, Vocabulary, Spelling)
- 4.3 Understanding writing as a Process: Surface Mechanics (Handwriting, Neatness, Alignment and Spacing)
- 4.4 Practicing Self Editing and Peer Editing of Sample Texts
- 4.5 Practicing Evaluating Students Writing Using Parameters: Productivity, Correctness, Complexity, Text Organization and Literary Richness

Unit 5: Practicing Independent Writing

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

Course Work/ Practical/ Field Engagement

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

Essential Readings

- Anderson, R., Hiebert, E., Scott, J., & Wilkinson, I. (1985). *Becoming a Nation of Readers: The report of the commission on reading*. Washington, DC: National Institute of Education and the Center for the Study of Reading.
- ASER report of 2015: Pratham Publication
- May, F. B. (2001). *Unravelling the seven myths of reading*. Allyn and Bacon: Boston
- McGregor, T. (2007). *Comprehension Connections: Bridges to Strategic Reading*. Heinemann Educational Books.

- Tovani, C., & Keene, E. O. (2000). *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

Semester – III

**Course VII, Enhancement of Professional Capacities (EPC) Course, Credit: 04,
Contact Hours: 80, Marks: 80**

SEM 140, Performing and Visual Arts

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.

Course Content

Unit 1: Introduction to art Education

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

Unit 2: Performing Arts: Dance and Music

- 2.1 Range of art activities related to dance and music
- 2.2 Experiencing, responding and appreciating dance and music
- 2.3 Exposure to selective basic skills required for dance and music
- 2.4 Dance and Music: Facilitating interest among students: planning and implementing activities
- 2.5 Enhancing learning through dance and music for children with and without special needs: Strategies and Adaptations

Unit 3: Performing Arts: Drama

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

Unit 4: Visual Arts

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

Unit 5: Media and Electronic Arts

- 5.1 Range of art activities in media and electronic art forms
- 5.2 Experiencing, responding and appreciating media and electronic arts
- 5.3 Exposure to selective basic skills in media and electronic arts
- 5.4 Media and electronic arts: Facilitating interest among students: planning and implementing activities
- 5.5 Enhancing learning through media and electronic art for children with and without special needs: strategies and adaptations

Course Work/ Practical/ Field Engagement

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

Essential Readings

- Finlay, Victoria. The brilliant History of Color in Art. Getty Publications, China.
- Shirley, Greenway. (2000). Art, an A to Z guide. Franklin Watts: USA

- Vaze, Pundalik. (1999). *How to Draw and Paint Nature*. Jyosna Prakashan: Mumbai
- Ward, Alan. (1993) *Sound and Music*. Franklin Watts: New York.

Suggested Readings

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

Semester - IV

Course 1, Cross Disability and Inclusion Course, (Skill based Optional Course)

Credit: 04, Contact Hours: 80, Marks: 80

SEM 141.1, Guidance and Counselling

Objectives

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

- Apply the skills of guidance and counselling in classroom situations.
- Describe the process of development of self-image and self-esteem.
- Appreciate the types and issues of counselling and guidance in inclusive settings.

Course Content

Unit 1: Introduction to Guidance and Counselling

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

Unit 2: Enhancing Self Image and Self Esteem

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

Unit 3: Guidance and Counselling in Inclusive Education

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

Practicum/ Field engagement

- I. Counselling and report writing on a selected case
- II. Simulation of a parent counselling session
- III. Report of critical observation of a given counselling session

Transaction

The transaction for this course should be done with a perspective to enhance in the student teachers the ability to become a “People-helper”. They should be able to appreciate the role of a guide and counsellor in the school setting.

Essential Readings

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

Suggested Readings

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

Semester - IV

Course I, Cross Disability and Inclusion Course, (Skill based Optional Course)

Credit: 04, Contact Hours: 80, Marks: 80

SEM 141.2, Early Childhood Care and Education

Introduction

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

Objectives

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

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

Course Content

Unit 1: The Early Years: An Overview

- 1.1 Facts about Early Childhood Learning and Development
- 1.2 Neural Plasticity
- 1.3 Critical Periods of Development of Motor, Auditory, Visual, Linguistic and Cognitive Skills
- 1.4 Sensitive Periods of Learning: Maria Montessori's Framework & Windows of Opportunity and Learning Timelines of Development in Young Children
- 1.5 Integrating Theories of Development and Learning for Early Childhood Education Curricula

Unit2: Early Education of Children with Disabilities

- 2.1 Young Children at Risk and Child Tracking
- 2.2 Interdisciplinary Assessments & Intervention Plans
- 2.3 Developmental Systems Model for Early Intervention (Ofguralnick, 2001)
- 2.4 Curricular Activities for Development of Skills of: Imagination, Joy, Creativity, Symbolic Play, Linguistic, Emergent Literacy, Musical, Aesthetic, Scientific and Cultural Skills
- 2.5 Evidenced Based Practices for Early Intervention

Unit 3: Inclusive Early Childhood Educational (ECE) Practices

- 3.1 Natural Environments, Service Delivery Models and Importance of Universal Designs of Learning (UDL)
- 3.2 Practices for Inclusive ECE Programs: Adaptations of Physical Environment and Equipments, Visual Support Materials, Parent Partnerships, Friendships and Engagements with Typical Children

- 3.3 Principles of Inclusive ECE Practices: Full Participation, Open Ended Activities, Collaborative Planning
- 3.4 Collaborating with Parents, Family Education and Developing Individualised Family Service Plan (IFSP)
- 3.5 School Readiness and Transitions

Practical/ Field Engagements

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

Transactions

Visits, Observations and Workshops.

Essential Readings

- Costello, P.M. (2000). *Thinking Skills & Early Childhood Education*. London: David Fulton Publishers.
- Dunn, S.G., & Dunn, K. (1992). *Teaching Elementary students through their individual learning styles: Practical approaches for grades 3-6*. Massachusetts: Allyn & Bacon.
- Guralnick, M.J. (2005). *The Developmental Systems Approach to Early Intervention*: Brookes Publication.
- Klausmeir, H.J., & Sipple, T.S. (1980). *Learning & Teaching Concepts. A strategy for testing applications of theory*. New York: Academic Press.
- Mohanty, J., & Mohanty, B. (1999). *Early Childhood Care and Education*. Delhi: Offset Printers.

Suggested Readings

- Barbour, N., & Seefeldt, C. (1998). *Early Childhood Education. An Introduction* (4th Eds). U.K: Prentice Hall.
- Broman, B. C. (1978). *The Early Years in Childhood Education*. Chicago: RandMcNally College Publishing Company.
- Catron, C.E., & Allen, J. (1993). *Early Childhood Curriculum*. New York: MacMillan Publishing Company.
- Dahlberg, G. , Moss, P. & Pence, A. (2007). *Beyond Quality in Early Childhood Care and Education*.(2nd Ed.). New York: Routledge Publication.
- Dopyera, M.L., & Dopyera, J. (1977). *Becoming a Teacher of Young Children*. New York: Random House Publications.
- Gordon, I.J. (1972). *Early Childhood Education*. Chicago: Chicago University Press.
- Hamilton, D.S. & Flemming, (1990). *Resources for Creative Teaching in Early Childhood Education* (2nd Edition). Tokyo: Harcourt Brace Jovanvich.
- Hilderbrand, V. (1991). *Introduction to Early Childhood Education*. New York: MacMillan Publishing.

- Krogh, S.L., & Slentz, K. (2001). *Early Childhood Education, Yesterday, Today & Tomorrow*. London: Lawrence Erlbaum Associates Publishers.
- Range, D.G., Layton, J.R. & Roubinek, D.C. (1980). *Aspects of Early Childhood Education. theory to Research to Practice*. New York: Academic Press.
- Spodek, B., Saracho, O.N., & Davis, M.D. (1987). *Foundations of Early Childhood Education*. Englewood Cliffs, New Jersey: Prentice Hall,
- Wortham, S.C. (NK). *Measurement & Evaluation in Early Childhood Education* (2nd Eds.), Ohio: Merrill Prentice Hall.

Semester - IV

Course I, Cross Disability and Inclusion Course, (Skill based Optional Course)

Credit: 04, Contact Hours: 80, Marks: 80

SEM 141.3, Applied Behaviour Analysis

Objectives

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

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

Course Content

Unit 1: Introduction to Applied Behaviour Analysis (ABA)

- 1.1 Principles of Behavioural Approach
- 1.2 ABA - Concept and Definition
- 1.3 Assumptions of ABA – Classical and Operant Conditioning
- 1.4 Behaviour- Definition and Feature
- 1.5 Assessment of Behaviour – Functional Analysis of Behaviour, Behaviour Recording Systems

Unit 2: Strategies for Positive Behaviour Support

- 2.1 Selection of Behavioural Goals
- 2.2 Reinforcement - Types: Positive and Negative, Primary and Secondary
 - Schedules: Continuous, Fixed Ratio, Fixed Interval, Variable Ratio, Variable Interval
- 2.3 Discrete Trial Teaching
 - Discriminative Stimulus – Characteristics
 - Response
 - Prompts: Physical, Gestural, Pointing, Visual, Positional, Verbal
 - Consequence - Characteristics
 - Inter-Trial Interval
- 2.4 Application of ABA in Group Setting
 - Negotiation and contract
 - Token economy
 - Response cost
 - Pairing and fading

2.5 Leadership role of teacher in promoting positive behaviour

Unit 3: Management of Challenging Behaviour

3.1 Differential Reinforcements of Behaviour

3.2 Extinction and Time Out

3.3 Response Cost and Overcorrection

3.4 Maintenance

3.5 Generalization and Fading

Practicum

- I. Observation and functional analysis of behaviour of a given case.
- II. Development of ABA program for management of a challenging behaviour.

Transaction

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

Essential Readings

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

Suggested Readings

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

Semester - IV

Course I, Cross Disability and Inclusion Course, (Skill based Optional Course)

Credit: 04, Contact Hours:80, Marks: 80

SEM 141.4, Community Based Rehabilitation

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.

Course Content

Unit 1: Introduction to Community Based Rehabilitation (CBR)

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

Unit 2: Preparing Community for CBR

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

Unit 3: Preparing Persons with Disability for CBR

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

Practicum/ Field Engagement

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

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

Transaction

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

Essential Readings

- Loveday, M. (2006). *The HELP Guide for Community Based Rehabilitation Workers: A Training Manual*. Global-HELP Publications, California.
- McConkey, R. and O'Tool, B (Eds). *Innovations in Developing Countries for People with Disabilities*, P.H. Brookes, Baltimore.
- Neufelt, A. and Albright, A (1998). *Disability and Self-Directed Employment: Business Development Model*. Campus Press Inc. York University.
- Peat, M. (1997). *Community Based Rehabilitation*, W.B. Saunders Company.
- *Scheme of Assistance to Disabled for Purposes of Fitting of Aids/Appliances*, — Ministry of Social Welfare, Govt. of India, New Delhi.
- *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.

Semester - IV

Course I, Cross Disability and Inclusion Course, (Skill based Optional Course)

Credit: 04, Contact Hours: 80, Marks: 80

SEM 141.5, Application of ICT in Classroom

Course Description

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

Objectives

After completing the course the student teacher will be able to

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

Course Content

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

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

Unit 2: Using Media and Computers

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

Unit 3: Visualising Technology-Supported Learning Situations

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

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

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

- I. Develop a script on any topic of your choice. Conduct an interview with an expert on the selected topic to prepare an audio or video program of 15 minutes duration
- II. Prepare a PPT by inserting photos and videos on a topic of your choice
- III. Create your email account as well as design a blog

Essential Readings

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

Suggested Readings

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

Semester - IV

Course I, Cross Disability and Inclusion Course, (Skill based Optional Course)

Credit: 04, Contact Hours: 80, Marks: 80

SEM 141.6, Gender and Disability

Objectives

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

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

Unit 1: Human Rights-based Approach and Disability

1.1 Human Rights-Based Approach: Concept and History

1.2 Principles of Human Rights-Based Approach

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

1.3 Elements of Human Rights System

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

1.4 Advantage of Human Rights-Based Approach

1.5 Implications for Disability

- Empowerment
- Enforceability
- Indivisibility
- Participation

Unit 2: Gender and Disability

2.1 Sex and Gender: Concept and Difference

2.2 Impairment and Disability: Concept and Difference

2.3 Gendered Experience of Disability

- Public Domain: School and Outside School
- Private and Familial Domain

- Normalization and Social Role Valorisation

2.4 Gender and Disability Analysis: Techniques and Strategies

2.5 Psyche and Gender: Implications for Teaching

Unit 3: Women and Girl Child with Disability

3.1 Inclusive Equality

- Access to Family Life

- Access to Education, Vocational Training and Employment

- Access to Political Participation

3.2 Factors Contributing to Disability

- Gender-Based Violence in School and Within Family

- Traditional Practices

3.3 Sexual and Reproductive Health

3.4 Teacher's Role in Promoting Gender Equality

3.5 Gender Critique of Legislation, Government Policy and Schemes

Practicum/Field Engagement

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

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

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

Transaction

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

Essential Readings

- Habib, L. A. (1997). *Gender and Disability: Women's Experiences in the Middle East*. Oxfam, UK.
- Hans, A. (2015). *Disability, Gender and the Trajectories of Power*. Sage Publications Pvt. Ltd.
- Meekosha, H. (2004). *Gender and Disability*. Sage Encyclopaedia of Disability.
- O'Brien, J., & Forde, C. (2008). *Tackling Gender Inequality, Raising Pupil Achievement*, Dunedin Academic.
- Ridgeway, C. L. (2011). *Framed by Gender: How Gender Inequality Persists in the Modern World*. Oxford University Press.
- Samuels, E. (2014). *Fantasies of Identification: Disability, Gender, Race*. NYU Press, USA.
- Smith, B. G., & Hutchison, B. (2013). *Gendering Disability*. Rutgers University Press, New Jersey.

Desirable Readings

- Beeghly, L. (1999). *Angles of Vision: How to Understand Social Problems*, West View Press.
- Purkayastha, D. (2010). *Economic Growth, Intra-Household Resource Allocation and Gender Inequality*, Atlantic Economic Journal, Vol. 38, No. 4.
- Treas, J., & Drobnic, S. (2010). *Dividing the Domestic: Men, Women, and Household Work in Cross-National Perspective*, Stanford University Press.

Semester - IV

Course I, Cross Disability and Inclusion Course, (Skill based Optional Course)

Credit: 04, Contact Hours: 80, Marks: 80

SEM 141.7, Braille and Assistive Devices

Introduction

Braille, the embossed system of reading and writing for the blind along with its inventor, Louis Braille (1809-1852), has opened a wide range of avenues and opportunities for effective mainstreaming and empowerment for Persons with Visual Impairment. In addition, a plethora of devices are now available which help the visually impaired to access meaningful education in all school-subjects as also skills of independent living and economic activities. This course familiarizes the student-teachers with the importance and operational aspects of Braille, which has stood the test of time and competition for the last about 185 years. It also introduces them to basic devices used for teaching blind and low vision children. It is hoped that through the study of the course, the learners will be motivated to know more about these and various other devices and technologies and be in a position to help children with visual impairment/their parents to procure the needed devices with ease and speed.

Objectives

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

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

Course Content

Unit 1: Braille

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

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

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

Unit 3: Other Devices – Types, Description, Relevance

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

- 3.2 Geography: Maps--Relief, Embossed, Models
- 3.3 Science Material
- 3.4 Low Vision Aids--Optical, Non-Optical, Vision Training Material
- 3.5 Schemes and Sources of Availability

Course Work/ Practical/ Field Engagement (Any Two)

Each Student-Teacher will

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

Essential Readings

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

Suggested Readings

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

Semester - IV

Course II, Cross Disability and Inclusion Course, (Disability Specialization)

(Skill based Optional Course), Credit: 04, Contact Hours: 80, Marks: 80

SEM 142.1, Orientation and Mobility

Introduction

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

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

Objectives

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

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

Course Content

Unit 1: Introduction to Orientation and Mobility (O & M)

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

Unit 2: Human/ Sighted Guide Technique

- 2.1 Grip
- 2.2 Stance
- 2.3 Hand Position
- 2.4 Speed Control
- 2.5 Negotiating: Narrow Spaces, Seating Arrangements, Staircases, Muddy paths

Unit 3: Pre-Cane Skills

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

Unit 4: Cane Travel Techniques and Devices

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

Unit 5: Training In Independent Living Skills

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

Course Work/Practical/ Field Engagement

Undertake any two of the following

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

Essential Readings

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

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

Suggested Readings

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

Semester - IV

Course II, Cross Disability and Inclusion Course, (Disability Specialisation)

(Skill based Optional Course), Credit: 04, Contact Hours: 80, Marks: 80

SEM 142.2, Communication Options: Oralism

Introduction

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

Objectives

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

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

Course Content

Unit 1: Understanding Hearing Loss in Real Life Context

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

Unit 2: Advance Understanding of Oral Options

- 2.1 Difference Between Uni Sensory and Multi Sensory Approach in Oralism
- 2.2 Oracy To Literacy: Why and How
- 2.3 Speech Reading: Need, Role and Strategies in All Communication Options
- 2.4 Training and Guidance on Aural Oral Practices for Families and Tuning Home Environment: Current Scenario, Importance And Strategies
- 2.5 Tuning Mainstream Schools/Classrooms for Aural Oral Communication: Do's and Don'ts

Unit 3: Skill Development Required for Oralism

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

Unit 4: Skill Development Auditory Verbal (AV) Approach

- 4.1 AV Approach: Meaning, Misconcepts and Justification
- 4.2 Stages of Auditory Hierarchy
- 4.3 Understanding Listening Strategies, Techniques of AV Approach and Their Relation to Listening Environment
- 4.4 Reading Model Plans and Observing a Few Weekly Individual Sessions
- 4.5 Developing Instructional Material for AVT Sessions Linking Listening, Language and Cognition

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

Summing up

- 5.1 Use of Oralism and AV Approach in Indian Special Schools: Current Scenario
- 5.2 Oralism / AV Approach: Prerequisites for Special Schools
- 5.3 Strategies of Implementation Oral Communication Policy and Fulfilling Prerequisites
- 5.4 Resource Mobilization For Listening Devices: (ADIP, Organized Charity, CSR, Fund Raising Events, Web Based Fund Raising)
- 5.5 Reflections on The Course: From Theory to Practice to Initiating Change

Course Work/ Practical/ Field Engagement

- I. Watching Video's of Individual Sessions and Classroom Teaching
- II. Role Play and Dramatization
- III. Developing Learning Material for Facilitating Connectivity Among Listening, Language and Cognition
- IV. Recording Self Narrated Stories / Poems and Writing Reflections Upon it
- V. Interacting with Non Disabled Children for Practicing Expansion of Ideas

Essential Readings

- Borden, Gloria J.; Harris, Katherine S. & Raphael, Lawrence J. (2005). *Speech Science Primer (4th)* Lippincott Williams and Wilkins: Philadelphia.
- *Dhvani* (English). Balvidyalaya Publication: Chennai.
- Estabrooks, W. (2006). *Auditory-Verbal Therapy And Practice* , Ag Bell

- Heller, R. (1999). *Managing Change*. Dk Publishing: New York.
- Ling, D. (1990). *Acoustics, Audition and Speech Reception*. (Cd) Alexandria, Auditory Verbal International.
- Paul, P. V. (2009). *Language and Deafness*. Jones And Bartlett: Boston.
- *Communication Options And Students With Deafness*. (2010). Rehabilitation Council of India, New Delhi.

Suggested Readings

- Chaney, A. L., & Burk, T. L. (1998). *Teaching Oral Communication In Grades K – 8*. Allyn And Bacon. Boston
- Cole, E., & Flexer, C. (2010). *Children with Hearing Loss: Developing Listening and Talking, Birth to Six*. (2nd Ed.). Plural Publishing Inc, San Diego, CA.
- Dhvani (Marathi). Balvidyalaya – Cym Publication
- *Directory of Rehabilitation Resources for Persons with Hearing Impairment in India*. (2000). AYJNIHH Publication, Mumbai.
- Estabrooks, W., & Marlowe J, (2000). *The Baby is Listening*, A. G. Bell Association, Washington D.C.
- Estabrooks, W. (2001). *50 Frequently Asked Questions (Faqs) About Auditory- Verbal Therapy*. Learning to Listen Foundation.
- Heller, R. (1999). *Effective Leadership*. Dk Publishing: New York.
- Heller, R. (1999). *Managing Change*. Dk Publishing: New York.
- Ling, D. (1989). *Foundations of Spoken Language for Hearing Impaired Children*. A.G.Bell. Washington D.C.
- Ling, D., & Ling, A.H. (1985). *Aural Habilitation: The Foundations of Verbal Learning in Hearing Impaired Children*. A.G. Bell Association, Washington D.C.
- Edgar, L. L., & Marguerite, S. (1963). *Play it by ear! : auditory training games*, John Tracy Clinic Publication, Los Angeles.
- *Resource Book on Hearing Impairment*. AYJNIHH Publication.
- *Unpublished Dissertations and Thesis on Profiling Communication Options in Special Schools in India*.

Semester - IV

Course II, Cross Disability and Inclusion Course, (Disability Specialisation)

(Skill based Optional Course), Credit: 04, Contact Hours: 80, Marks: 80

SEM 142.3, Communication Options: Manual (Indian Sign Language)

Introduction

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

Objectives

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

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

Course Content

Unit 1: Understanding Deafness in Real Life Context

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

Unit 2: Advance Understanding of Manual Options and Indian Scenario

- 2.1 Use of Simcom and Educational Bilingualism in Indian Schools: Current Scenario
- 2.2 Challenges, Prerequisites and Fulfilling Prerequisites
- 2.3 Monitoring and Measuring Development of ISL/ISS in Students: Receptive and Expressive Mode
- 2.4 Training and Guidance for Families and Tuning Home Environment: Current Scenario and Strategies
- 2.5 Tuning Mainstream Schools/Classrooms for Students Using Manual Communication: Do's and Don'ts

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

- 3.1 Practicing 'Motherese' (Tuning Language to Suit Young Children) and Age Appropriate Discourse with Children with Appropriate Language, Turn Taking and Eye Contact
- 3.2 Practicing Natural Signing in Short Common Conversations
- 3.3 Practicing Natural Signing in Stories/Poems/Narrations/Jokes
- 3.4 Practicing Natural Signing in Discussing Emotions, Expansion of Ideas and Current Affairs
- 3.5 Practicing Group Dynamics

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

- 4.1 Learning to Express Gender, Number, Person, Tense, Aspect
- 4.2 Practicing Sentence Types: Affirmative, Interjections, Imperative and Interrogative and Negativization
- 4.3 Practicing Sentence Types: Simple, Complex, Compound
- 4.4 Observing Using ISL in Classrooms – Social Science
- 4.5 Observing Using ISL in Classrooms – Science / Mathematics

Unit 5: ISS/ ISL Skill Development and Course Conclusions

- 5.1 Practicing Markers (Local Language)
- 5.2 Practicing Syntax in Conversations and Discussions
- 5.3 Observing Using ISS/ISL in Classrooms for School Subjects
- 5.4 Resource Mobilization for Skill Development Training (Organized Charity Sources, CSR, Fund Raising Events, Web Based Fund Raising)
- 5.5 Reflections on the Course: From Theory to Practice to Initiating Change

Course Work/ Practical/ Field Engagement

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

Essential Readings

- *Communication Options and Students with Deafness*. (2010). Rehabilitation Council of India, New Delhi.
- Heller, R. (1999). *Managing Change*. DK Publishing: New York.
- ISS Learning Material and Dictionaries
- Paul, P. V. (2009). *Language and Deafness*. Jones and Bartlett: Boston.

- *Teaching Learning ISL Material Developed at AYJNIHH, Mumbai, SRKV, Coimbatore and NISH, Trivandrum*
- Zeshan, U. (2000). *Sign Language in Indo-Pakistan*. John Benjamins Pub. Co, Philadelphia.

Suggested Readings

- Akamatsu, C. T., & Armour, V. A. (1987). Developing written literacy in deaf children through analyzing sign language, *American Annals of the Deaf*, 132(1), 46- 51.
- Andrews, J.F., Winograd, P., & DeVille, G. (1994). Deaf children reading fables: Using ASL summaries to improve reading comprehension. *American Annals of the Deaf*, 139(3), 378-386.
- Devych, G. N., Bhattacharya, T., Grover, N., & Randhawa, S.P.K. (2014). *Indian Sign Language(S)*. Orient BlackSwan, Hyderabad.
- *Directory of Rehabilitation Resources for Persons with Hearing Impairment in India*. (2000), AYJNIHH Publication.
- Education. Gallaudet Research Institute, Working Paper 89-3, Gallaudet University, Washington, D.C.
- Evans, L. (1982). *Total Communication, Structure and Strategy*. Washington D.C.: Gallaudet College Press.
- Ezell, H.K., & Justice, L.M.(2005). Programmatic Research On Early Literacy: Several Key Findings. *IES 3rd Annual Research Conference: American Speech Language & Hearing Association (ASHA)*.
- Frank, S. (1985). *Reading Without Nonsense*.: Teachers College Press, New York.
- Ghate, P. (1996). *Indian Sign System*. AYJNIHH In-House Publication: Mumbai.
- Ghate, R.A. (2009). *Survey of Teachers' Opinion on Status of Education of the Deaf*. Unpublished Report of RCI, New Delhi.
- Heller, Robert (1999). *Effective Leadership*. Dk Publishing: New York.
- Huddar, A. (2008). *Language and Communication*. DSE Manuals. Rehabilitation Council of India, New Delhi.
- *Improve Reading Comprehension. American Annals of the Deaf, 139, 378-386.*
- *Indian Sign Language Dictionary* .(2001). Sri Ramakrishna Mission Vidyalaya, Coimbatore.
- Johnson, R., Liddell, S., & Erting, C. (1989). Unlocking the Curriculum: Principles for Achieving Access in Deaf Language. *American Annals of the Deaf, 132, 46-51.*
- Lewis, Rena B. & Doorlag, Donald H. (1999). (5th Ed) *Teaching Students with Special Needs in General Education Classrooms*. Prentice Hall Inc. New Jersey.
- Woodward, J., Vasishta, M., & de Santis, S. (1985). An introduction to the Bangalore variety of Indian Sign Language. Gallaudet Research Institute Monograph No. 4, Gallaudet Research Institute. Washington, D.C
- Vasishta, M.M., Woodward, J., & De Santis, S. (1981). *An Introduction to Indian Sign Language: Focus on Delhi*. All India Federation of the Deaf, New Delhi.
- Websites for Signed Dictionaries.

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

Semester - IV

Course II, Cross Disability and Inclusion Course, (Disability Specialization)

(Skill based Optional Course), Credit: 04, Contact Hours: 80, Marks: 80

SEM 142.4, Augmentative and Alternative Communication

Objectives

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

Course Content

Unit 1: Organizational frame work for Communication:

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

Unit 2: Basic principles of AAC interventions:

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

Unit 3: Areas of AAC Assessment:

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

Unit 4: Context of Communication:

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

Unit 5: Introduction to communication tools and Access Mode:

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

Suggested Reading:

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

Semester - IV

Course II, Cross Disability and Inclusion Course, (Disability Specialization)

(Skill based Optional Course), Credit: 04, Contact Hours: 80, Marks: 80

SEM 142.5, Management of Learning Disability

Introduction

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

Objectives

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

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

Course Content

Unit 1: Learning Disabilities: Types

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

Unit 2: Assessment of Basic Curricular Skills

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

Unit 3: Intervention Strategies in Basic Skills of Learning

- 3.1 Language skills
- 3.2 Reading
- 3.3 Writing
- 3.4 Maths skills
- 3.5. Study skills

Transaction

- This activity-based approach should allow the teacher to step back and allow the student-teachers to self-facilitate.
- The student-teachers must be given experience in the various settings such as clinics, schools, resource centres etc, for exposure to actual assessment.
- Discussions, debates, simulations and collaborative methods, must be used for transaction.

Course Work/ Practical/ Field Engagement

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

Essential Readings

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

Suggested Readings

- Baca, L. M., & Cervantes, H.T. (2004).The Bilingual special education interface. (4th ed) . Pearson. New Jersey
- Browder, D. M. (2001). Curriculum and assessment for students with moderate and severe disabilities. . The Guilford Press. New York
- Brunswick, N. (2012). Supporting dyslexic adults in higher education and the workplace. Wiley-Blackwell. Malden.
- Fitzgibbon, G., & O'Connor, B. (2002). Adult Dyslexia:a guide for the workplace. John Wiley & Sons,Ltd. London.
- Gribben, M.(2012). The study skills toolkit for students with dyslexia. Sage Pub. London
- Karanth, P., & Rozario, J. (2003). Learning disabilities in India : willing the mind to learn. Sage Publication, New Delhi
- Martin, L, C.(2009). Strategies for teaching students with learning disabilities. . Corwin Press,California
- McCardle, P., Miller, B., Lee, J, R., & Tzeng, O, J.L. (2011). Dyslexia across languages. (orthography and the brain-gene-behavior link) Baltimore. Paul H. Brookes.
- Shula, C. (2000). Understanding children with language problems. Cambridge,New York.
- Prakash, P. (2008). Education of exceptional children: challenges and stratrgies. Kanishka publishers, New Delhi.
- Reddy, G.L., & Ramar, R.(2000). Education of children with special needs, New Delhi – Discovery Pub.

- Thapa, K. (2008). Perspectives on learning disabilities in India. (current practices and prospects). Sage Publication, Los Angeles.
- Trusdell M. L., & Horowitz, I. W. (2002). Understanding learning disabilities : a parent guide and workbook : for parents, teachers, professionals, advocates and others who work with, or come in contact with, individuals with learning disabilities. (3rd rev ed) Maryland. York Press.
- Wong, B., & Butler, D. L. (2012). Learning about learning disabilities. (4th ed.) Amsterdam. Elsevier Academic Press.

Semester - IV

Course II, Cross Disability and Inclusion Course, (Disability Specialization)

(Skill based Optional Course), Credit: 04, Contact Hours: 80, Marks: 80

SEM 142.6, Vocational Training, Transition and Job Placement

Objectives

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

- Develop an understanding of vocational education and 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.

Course Content

Unit 1: Fundamentals and Assessment of Vocational Rehabilitation

- 1.1. Definition, meaning and scope of Vocational Education
- 1.2. Legislations, policies, agencies, schemes, concessions and 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 and 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 and Creation of Need-based Employment Settings
- 3.3. Adaptations, Accommodation, Safety Skills and First Aid
- 3.4. Self Advocacy and Self Determination Skill Training
- 3.5. Equal opportunities and attitudes towards persons with disabilities

Hands on Experience

- Developing curriculum on any vocational skill
- Administering any vocational assessment tool

- Visit to any vocation Institution

Suggested Readings

- McDonnell, J., & Hardman, M.L.(2010). Successful Transition Programs Pathways for Students With Intellectual and Developmental Disabilities, Sage Publications, Los Angeles.
- Kutty, A.T., & Rao L.G, (2003).Curriculum for Vocational Education, Transition of Persons with Mental Retardation from School to Work. Series -2, NIMH Publications, Secunderabad.
- Kutty, A.T., & Rao, L.G, (2001). Transition of Persons with Mental Retardation from School to Work – A Guide, NIMH Publications, Secunderabad.
- Mukhobadhyay, M., & Kutty A.T. (2006). Principles of Vocational Training, Part-II, DVTE (MR) Manual, Rehabilitation Council of India, Kanishka Publisher, New Delhi.
- Rao, V.K. (2004), Vocational Education, A.P.H. Publishing Corporation, New Delhi.
- Wehmeyer, M. L. (2007). Promoting Self-Determination in Sstudents with Developmental Disabilities, Guilford Press, Washington.
- Whitehead, T. D., & Hughey, J. B. (2004). Exploring Self Advocacy from a SocialPower Perspective, Nova Science Publishers, New York

Semester - IV

Course III, Enhancement of Professional Capacities (EPC) Course,

Credit: 04, Contact Hours: 80, Marks: 80

SEM 143, Basic Research and Statistics

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.

Course Content

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 and 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

Practicum/ Field Engagement

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

Essential Readings

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

Suggested Readings

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

Semester - IV

Course IV, Practical Course related to Disability, Credit: 06,

Contact Hours: 120, Marks: 120

SEM 144, Cross Disability and Inclusion

Disability Focus	Educational Setting	Hours (120)	Tasks for the Student-Teachers	Description
Other than ID	Special Schools for Other Disabilities	5 hrs	Classroom Observation	Observation of all subjects at different level, minimum 10 school periods
Any Disability	Inclusive Schools	5 hrs		
Any Disability Other than ID	Special Schools for Other Disabilities/Resource Room	30hrs	Lesson Planning and execution on different levels for selected subjects	20 lessons (10 Language & 10 Non-language)
	Inclusive Schools	30 hrs	<ul style="list-style-type: none"> i. Languages ii. Non Languages 	20 lessons (10 Language & 10 Non-language)
Any Disability Other than ID	Special Schools for Other Disabilities	25 hrs	Individualised Teaching lessons on different levels for selected subjects <ul style="list-style-type: none"> i. Languages ii. Non Languages 	20 lessons (10 Language & 10 Non-language)
Any Disability Other than ID	Resource Room/Inclusive Schools	25 hrs	Individualised Teaching lessons <ul style="list-style-type: none"> i. Languages ii. Non Languages 	20 lessons (10 Language & 10 Non-language)

Semester - IV

**Course V, Field Engagement/School Attachment/Internship courses, Credit: 05,
Contact Hours: 100, Marks: 100
SEM 145, Other Disability Special School**

Disability Focus	Educational Setting	Tasks for the Student-Teachers	Number of Lessons
Any Disability Other than ID	Special Schools for Other Disabilities	Classroom Teaching	Minimum 30 lessons

Semester - IV

**Course VI, Field Engagement/School Attachment/Internship courses, Credit: 05,
Contact Hours: 100, Marks: 100
SEM 146, Inclusive School**

Disability Focus	Educational Setting	Tasks for the Student-Teachers	Number of Lessons
Any Disability Other than ID	Inclusive School	Classroom Teaching	Minimum 30 lessons

Note:

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 Specialization and number of Days
Classroom Observation	Semester IV (2days – 10 hrs)
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 (24days)
F3 – Attachment/Internship	Semester IV (24days)

Semester - IV

**Course VI, Viva - Voce, Credit: 02, Marks: 40
SEM 147, Viva – Voce**

At the end of the IVth Semester Practical Examinations, there will be a comprehensive Viva-voce examination.

Core Committee for B.Ed. Special Education (Intellectual Disability)

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- 2. Dr. Sr. Glory** **Member**
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