

Curriculum Framework

Bachelor of Education - Special Education B.Ed.Spl.Ed.

Norms, Regulations & Course Content

May, 2015

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



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PREFACE

Rehabilitation Council of India has been running B.Ed and M.Ed Programme in Special Education for more than a decade and half with degrees recognised by the UGC through Notification of July 5, 2014 as well as Notification of May 2009. It has always made efforts to keep parity with NCTE recommended framework so as to facilitate the role requirement of special teachers/special educators for all types of school setting in which children and young persons with disability are educated. As of today this covers inclusive schools, resource room, home- based education as well as special schools through which the educational needs of children with disabilities are being met.

NCTE vide its Notification of December 2014 increased the duration of B.Ed. and M.Ed, level courses to 2 years each beside recommending integrated programme leading to 4 years BA/B.Com/B.Sc degree as well as B.Ed. /M.Ed. (3 years Integrated programme) leading to B.Ed./M.Ed. (Integrated Degree). It also needs to be mentioned that duration of the education programme through open and distance learning system leading to B.Ed. programme remained unchanged so far by NCTE.

RCI was already in the process of revising its courses leading to diploma and degree in special education during last one year through the Core Committees constituted out of the Expert Committees as mandated by the Act. However, a policy decision was made at the level of the Department of Empowerment of Persons with Disabilities, MoSJ&E as well as RCI through its competent bodies that RCI will also increase the duration of B.Ed./M.Ed. Special Education to two years from the academic session 2015-16. RCI has decided through a consultative process to expand B.Ed. Spl. Ed. (ODL) to Five Semesters (Two Years and Six Months) effective from the academic session 2015-16.

For this purpose RCI has been continuously working since December 2014 to make it a reality and implement the programme w.e.f. the academic session 2015-16. This involves a continuous work of a team at RCI as well as the professionals support drawn through the Expert Committees and the Special Invitees. RCI's competent bodies like General Council (GC) and Executive Council (EC) have been duly informed and have been supportive.

As of today RCI has been able to circulate the framework for the two years B.Ed. Special Education and M.Ed Special Education Programme to all implementing agencies and has shared with larger public through its website. Meeting at RCI for the Core and Common Courses and parallel meetings at all the related National Institutes (AYJNIHH, NIVH, NIMH, NIEPMD) as well as SNDT Women's University, Juhu Campus were conducted during April 2015. Meeting of all the Universities offering these courses through Distance/ODL mode as per MoU signed with RCI has also been accomplished on 7-8 May 2015. Now we are ready to share this comprehensive document for further processing for initiating the session 2015-16 onwards by the respective RCI recognized institutions.

I record appreciation for all the members of the Expert Committees dealing with B.Ed. and M.Ed. courses as well as other Committee Members dealing with diploma level courses. Their inputs have been valuable to this exercise. Members of Expert Committee also shared their views and approval for these finalized courses through emails; RCI appreciates their valuable support and inputs. It is not possible to put all the names here but I am sure every one will appreciate the sentiments of our gratitude for the members as well as the invitees for this healthy and fruitful partnership (Please see annexure for the list of all such professional partners).

I also take this opportunity to put on record my appreciation for the team at RCI which has worked continuously to make it a reality in such a short time of less than five months to bring it up to this stage. It was a great pleasure to lead the team and work with all the partners. RCI specifically acknowledge Mr. Suman Kumar, Dy. Director (Programme), Mr. Sandeep Tambe, Assistant Director (Recognition) for working out the framework and details for B.Ed. and M.Ed. Special Education through regular mode and Dr. Subodh Kumar, Dy. Director (Academics) and Mr. Sandeep Thakur, Programme Officer for B.Ed. Special Education through Distance/ODL mode; needless to say that these four persons have been working continuously as a team to take this work forward with support from RCI's Administrative staff beyond office hours and holidays.

I will also like to express my appreciation of the contribution and support of Shri D N Sreenivasappa, Member Secretary till 10.3.2015 and Shri Satish Kumar Srivastava, Member Secretary who have continuously supported this intense and intensive exercise of curriculum development at such a short notice with their administrative support and valuable suggestions from time to time.

Last but not the least I also take this opportunity to express my gratitude to the officials of Deptt. of Empowerment of Persons with Disabilities specially Shri Awanish Kumar Awasthi, Joint Secretary who is also a member of RCI General Council and Executive Committee for continuously supporting RCI towards all its commitments and aspirations.

Prof. Sudesh Mukhopadhyay

Chairperson

15 May 2015

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Bachelor of Education - Special Education (B.Ed. Spl.Ed.) Programme¹

I. PREAMBLE

Both, Indian society (and hence) the Indian school system are full of strengths and challenges the essence of which is diversity. Coming together with diverse background is part of our growing up and functioning in the society as adults. But how are the classrooms which are known to be miniature societies and future societies handling this coming together currently? This is one of the key questions waiting to be addressed at macro as well as micro level today. As we take the credit (and pride) of managing some of the obviously visible diversities quite well, it is high time that we move on to dealing with lesser visible diversities in classrooms. Various subtle diversities are waiting to be identified by classroom teachers if not by theorists and experts - dealing with these will come only after acknowledging them systematically. Diversities related to learning styles, multiple intelligences, personality profiles or study habits are a few of the factors yet to take their due places in classroom activities. Similarly diversity of abilities and hence of the related educational needs, too are waiting to be addressed properly in Indian classrooms.

With this backdrop the current B. Ed. Special Education curriculum is revisited. After a lot of brainstorming this curriculum has been developed to empower the special teachers/educators to ensure education of students with disabilities in an inclusive, right based and barrier free environment. It is in tune with the reforms in Indian education and teacher education system in general with specific reference to NCTE Notification of December 2014. It intends to place teacher education preparation in special education in the rights- perspective of the larger picture. *The prime intention is to develop a task force of the special teachers/educators who can deliver the best in all settings: inclusive, special, open or home based and in all the roles: classroom teacher, resource teacher, itinerant teacher or cross disability teacher facilitators.*

This document proposes the program structure for the duration of two years so that a wide range of knowledge and skills can be inculcated in trainee teachers during the program. Difference in philosophies and theories between special and general education need to be bridged and special educators and teachers trained to collaborate to meet diverse needs in the classroom. The program structure readies them for embarking on a fulfilling professional journey spurred by reflection and practices. Moving away from 'show and tell' to 'learning by doing', the course will be skill oriented, and offer various opportunities of interaction with self, students, schools and communities.

The curriculum attempts at striking a balance between core knowledge (theory and pedagogy) and skills; cross disability knowledge and skills, as well as disability specific knowledge and skills. The role of special educators has changed dramatically, with a shift from direct

This Degree is as per UGC Notification on Specifications of Degrees March 2014 as published in the Gazette of India, July 5, 2014.

provider of instruction to facilitator and consultant. A teacher would need the first set of skills to develop a basic understanding of curriculum transaction and content pedagogical knowledge as well as change agent, collaboration, communication and time management skills. Provision of the second set would be required, since cross disability expertise is more relevant within the framework of inclusion; and a teacher would need the third set to specialise in one of the disabilities particularly for serving the needs of children with specific disability in inclusive as well as special setting.

Inclusion is at the educational centre stage today and hence the role of special and general teachers need to be operationalized systematically. 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. It is expected that so far separated general and special education would initiate more bilateral collaborations with each other to fulfil the global objective of EDUCATION FOR ALL.

II. OBJECTIVES

The B.Ed.Spl.Ed. programme aims to develop Special Education teachers/Educators for children with disabilities 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 this being teachers for all children. After completing the B.Ed. (Special Education) programme the student-teachers will:

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

III. NOMENCLATURE

Nomenclature of B. Ed. Special Education courses should be as per UGC Notification of 2009 and 2014 and the new nomenclature will be B.Ed.Spl.Ed. such as for Visual Impairment the nomenclature will be B.Ed.Spl.Ed.(VI).

IV. GENERAL FRAMEWORK OF THE COURSE

The course is planned on the Choice Based Credit System (CBCS). *According to UGC guidelines one credit is equivalent to one hour of teaching (lecture or tutorial) or two hours of practical work/field work per week.* RCI also recommends practical work for each theory course besides these contact hours including self-study, assignments, etc. That may involve same number of hours as are the contact hours specified for each course.

The Course structure has three sets of courses:

1. Core courses in every semester
2. Elective course which can be chosen from pool of papers in order to:
 - a. Support the discipline of study
 - b. Provide an expanded scope
 - c. Exposure to some other discipline/domain (*this will depend on the options available with the implementing university and institution*)
 - d. Nurturing student proficiency/skills
3. Elective Foundation courses are value-based

RCI will follow the 10-point grading system following letter grades recommended by the UGC² as given below:

Table 1: Grades and Grade Points

Letter Grade	Grade Point
O (Outstanding)	10
A+ (Excellent)	9
A (Very Good)	8
B+ (Good)	7
B (Above Average)	6
C (Average)	5
P (Pass)	4
F (Fail)	0
Ab (Absent)	0

- a. A student obtaining Grade F shall be considered fail and will be required to reappear in the examination.
- b. For non-credit courses 'Satisfactory' or 'Unsatisfactory' shall be indicated instead of the letter grade and this will not be counted for the computation of SGPA/CGPA.
- c. The Universities can decide on the grade or percentage of marks required to pass in a course and also the CGPA required to qualify for a degree taking into consideration the recommendations of the statutory professional councils such as AICTE, MCI, BCI, NCTE, etc.
- d. The statutory requirement for eligibility to enter as assistant professor in colleges and universities in the disciplines of arts, science, commerce, etc., is a minimum average mark of 50% and 55% in relevant postgraduate degree respectively for reserved and general category. Hence, it is recommended that the cut-off marks for grade B shall not be less than 50% and for grade B+, it should not be less than 55% under the absolute grading system. Similarly cut-

¹ [http://www.ugc.ac.in/pdfnews/9555132 Guidelines.pdf](http://www.ugc.ac.in/pdfnews/9555132%20Guidelines.pdf)

off marks shall be fixed for grade B and B+ based on the recommendation of the statutory bodies (AICTE, NCTE, etc.) of the relevant disciplines.

RCI as a Statutory body recommends that the cut-off marks for grade B shall not be less than 50% and for grade B+, it should not be less than 55% under the absolute grading system. Internal assessment for Theory Courses will not exceed 20% and 50% in the practicum wherever applicable.

Duration

The Course/programme will be of two years with 2 semesters in each year. Each semester will be of 16-18 weeks; 2 weeks in summer and 2 weeks in inter semester break will also be utilized for covering the courses. In this way, the following operational weeks will be available for transacting the course:

Year 1- 16-18 weeks for two semesters + 2 weeks in summer

Year 2- 16-18 weeks for two semesters + 2 weeks in inter-semester breaks

This comes to 64-72 weeks + 6 weeks for field activities/skill development with 40 credits in each year.

V. PROGRAMME STRUCTURE

STRUCTURE FOR 2 YEARS

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

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

Specialisation offered (with specific reference to Area C)

The B. Ed. Spl. Ed. programme is offered in following specializations:

- I. Autism Spectrum Disorders(ASD)
- II. Hearing Impairment (HI)

- III. *Learning Disability(LD)*
 IV. *Mental Retardation /Intellectual Disability (MR/ID)*
 V. *Multiple Disabilities (MD)*
 VI. *Visual Impairment (VI)*

AREA A: CORE COURSES

A1	Human Growth & Development
A2	Contemporary India and Education
A3	Learning, Teaching and Assessment
A4	Stream based Pedagogy of Teaching Any one
	PART I : Language
	PART II: Social Science
	PART III: Mathematics
	PART IV: Science
A5	Pedagogy of Teaching (Special Reference to Disability) Any one
	PART I: Hindi / Regional Language (Special Reference to Disability)
	PART II: English (Special Reference to Disability)
	PART III : Social Science (Special Reference to Disability)
	PART IV: Mathematics (Special Reference to Disability)
	PART V: Science (Special Reference to Disability)

AREA B: CROSS DISABILITY AND INCLUSION

Note:

- All student-teachers will be learning about all disabilities (theory, practical as well as field engagement) and specialization in any one disability *other than selected for Area C*.
- Institutions/organizations offering B.Ed.Spl.Ed. are expected to decide *other than specialization area* out of VI / HI / MR / LD / MR (ID) / ASD / MD.
- In case of student-teachers with disability; the choice of two optional courses from B-9 or B-10 can be on case to case basis (e.g. Student-teachers with VI and HI may opt for courses that are appropriate for them across/only from B9 & B10).*

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

B 10: Skill-based Optional Course (Cross Disability and Inclusion) ANY ONE

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

B11: Skill-based Optional Course (Disability Specialization) ANY ONE

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

AREA C: DISABILITY SPECIALIZATION COURSES

Institutions / Organizations offering B.Ed.Spl.Ed. are expected to decide on Specific Disability Area for Specialization out of MR(ID) / VI

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

AREA D: ENHANCEMENT OF PROFESSIONAL CAPACITIES (EPC)

(Wherever applicable specific reference to disability will be focused)

D17	Reading and Reflecting on Texts
D18	Drama and Art in Education
D19	Basic Research & Basic Statistic

AREA E: PRACTICAL RELATED TO DISABILITY

E1. Cross disability and inclusion (Part of Area B)

E2. Disability specialization (Part of Area C)

AREA F: FIELD ENGAGEMENT/ SCHOOL ATTACHMENT/ INTERNSHIP

F1. Main disability special school (Related to Area C)

F2. Other disability special school (Related to Area B)

F3. Inclusive school (Related to Area B & C)

YEAR WISE STRUCTURE

FIRST YEAR

Course	Course title	Credits	Marks
A1	Human Growth and development	4	100
A2	Contemporary India and Education	4	100
A3	Learning, Teaching and Assessment	4	100
A4	Stream Based Pedagogy (any one from Part –I to Part- IV	4	100
A5	Pedagogy of School Subjects any one from Part-I to Part V	4	100
B 6	Inclusive Education	2	50
B7	Introduction to Sensory Disabilities (VI, HI, Deaf-blind)	2	50
B8	Neuro Developmental Disabilities (LD,MR/ID, ASD)	2	50
B9	Introduction to Locomotor & Multiple Disabilities (CP, MD)	2	50
C 12	Assessment and Identification of Need	4	100
E 1	Practical Cross Disability & Inclusion	6 (2+4)	150 (50 + 100)
E 2	Practical Disability specialization	6 (2+4)	150 (50 + 100)
	Total	44	1100

- *Detail of practical E 1 & E 2 may slightly differ as per the need of disability specialization.*
- *Schedule for practical for E-1 shall be included in the time table (ten working days may be allocated).*
- *Observations as mentioned are essential. However, if schools for other disability are not available in the nearby area, the same may be interpreted as observation at Inclusive school/education/services being provided in the resource room/ home based education or vice versa with other disability.*

SECOND YEAR

Course	Course title	Credits	Marks
B 10	Skill Based Optional Course (Cross disability and Inclusion) any one	2	50
B 11	Skill Based Optional Course (Disability specialization) any one	2	50
C 13	Curriculum Designing, Adaptation and Evaluation	4	100
C 14	Intervention and Teaching Strategies	4	100
C 15	Technology and Disability	4	100
C 16	Psycho- Social and Family Issues	2	50
D 17	Reading and Reflecting on text	2	50
D 18	Drama and Art in Education	2	50
D 19	Basic Research and Basic Statistics	2	50
F 1	Main Disability in Special School (Related to area C)	4	100
F 2	Other Disability Special School	4	100
F 3	Inclusive School	4	100
	Total	36	900

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

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

It may be noted:

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

VI. ADEQUACY OF THE SPECIAL EDUCATION SYLLABI

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

VII. DURATION OF THE COURSE

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

VIII. WORKING DAYS & ATTENDANCE

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

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

IX. ELIGIBILITY FOR ADMISSION

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

X. ADMISSION

Admission Procedure: as per University norms.

XI. PROGRAMME PATTERN

RCI developed the programme on Semester basis and RCI has proposed 2000 marks in view of disability specific specialization. The curriculum framework being presented for approval has followed Annual mode as is being practiced in Faculty of Education, University of Delhi and total marks have also been reduced to 1700 after consulting the committee formed for reviewing the B.Ed (special education) course.

XII. PASSING MINIMUM

As per Faculty of Education B.Ed (General) norms.

XIII. NATURE OF EVALUATION

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

XIV. TRANSITORY REGULATIONS

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

XV. FACULTY-STUDENT RATIO

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

XVI. FACULTY NORMS

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

XVII. INFRASTRUCTURAL FACILITIES

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

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

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

XVIII. CERTIFICATION AS A REGISTERED PROFESSIONAL

It is mandatory as per Section 13 of RCI Act for every teacher of special education to obtain a "Registered Professional Certificate" from the Rehabilitation Council of India to work in the field of special education in India. As continuous professional growth is necessary for the renewal of the certificate, the teachers as well as educators in special education should undergo in-service programme periodically to update their professional knowledge. Amendments, if any, to the regulations of the course will be made periodically by the Rehabilitation Council of India. Any deviation from the above regulations should have the prior approval of the Rehabilitation Council of India.

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

XIX. AWARD OF DEGREE

The affiliating Universities will award degree in Bachelor of Education Special Education (Area of Specialisation). The areas of specialisation provided are Autism Spectrum Disorders (ASD), Hearing Impairment (HI) , Learning Disability (LD), Mental Retardation / Intellectual Disability (MR/ID), Multiple Disabilities (MD) and Visual Impairment (VI). For example in the area of Hearing Impairment the degree awarded will be B.Ed.Spl.Ed. (HI). While issuing

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

XX. PRACTICING SCHOOLS

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

Not applicable for National Institutes and Universities.

Engagement with the Field and School Experience⁴

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

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

a) Tasks and Assignments that run through all the courses

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

b) School Internship/Attachment

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

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

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

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

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

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

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

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

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

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

AREA - A CORE COURSES

AREA A: CORE COURSES

A1	Human Growth & Development
A2	Contemporary India and Education
A3	Learning, Teaching and Assessment
A4	Stream based Pedagogy of Teaching Any one
	PART I : Language
	PART II: Social Science
	PART III: Mathematics
	PART IV: Science
A5	Pedagogy of Teaching (Special Reference to Disability) Any one
	PART I: Hindi / Regional Language (Special Reference to Disability)
	PART II: English (Special Reference to Disability)
	PART III : Social Science (Special Reference to Disability)
	PART IV: Mathematics (Special Reference to Disability)
	PART V: Science (Special Reference to Disability)

HUMAN GROWTH & DEVELOPMENT

Course Code: A 1

Credit: 04

Contact Hours: 60

Marks: 100

Introduction

This course exposes student-teachers to the study of child and human development in order to gain a better understanding about variations and the influence of socio-cultural-political realities on development. A critical understanding of theoretical perspectives of development would aid in their application in the teaching learning process. Through close observation of children in their natural environments the student teachers 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 one of challenge and potential.*
- *analyze different factors influencing the development of children.*

Unit 1: Understanding Human Development

- 1.1 Concepts of growth, development and maturation.
- 1.2 Growth curve and stages of human development from infancy to adulthood.
- 1.3 Domains of development (Physical, Cognitive, Socio-emotional, moral and Language.
- 1.4 Main characteristics & features of development across stages (Prenatal development, Infancy, Childhood, Adolescence, Adulthood)
- 1.5 Debates in Human Development: Nature vs Nurture, universalism vs. contextualism

Unit 2: Theoretical Approaches to Development

- 2.1 Cognitive & Social- cognitive theories (Piaget, Vygotsky, Bandura)
- 2.2 Psychosocial Theory (Erikson)
- 2.3 Morality : (Kohlberg & Gilligan))
- 2.4 Ecological Theory (Bronfrenbrenner)

Unit 3: Understanding Infancy & Childhood

- 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 Importance of play in childhood

3.5 Contextualizing childhood in contemporary environment factors: globalization, media influences, technology.

Unit 4: Puberty and Adolescence

4.1 Emerging capabilities across domains: physical, social emotional, moral & cognitive

4.2 Emerging capabilities across domains related to cognition - metacognition, creativity, ethics

4.3 Issues challenges & debates related to puberty & adolescence

4.4 Locating adolescence in the socio cultural milieu (special focus on gender, caste, socio economic background and disability)

4.5 Contemporary issues in adolescence: (impact of globalization, engagement with media, technology & social networking.)

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.
- Hurlock, E. B. (2005). *Child growth and development*. Tata Mc.Graw Hill Publishing Company, New York.
- Hurlock, E. B. (2006). *Developmental Psychology- A life span approach*. TataMc.Graw Hill Publishing Company, New Delhi.

- Malaviya,R. (2007). Creating a Learning School Environment: Child Development and Pedagogical Issues, Academic Excellence, New Delhi
- Malaviya, R., Sharma,A. & Gupta,G. (2014). Influence of diverse learning styles on the patterns of the processes of remembering and classroom dynamics. International Journal of Humanities and Social Science. Vol.1.No.1.
- Malaviya,R. (2006). Concept of Discipline in MERI: Journal of Education, Vol I, No:II, Oct
- 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.

CONTEMPORARY INDIA AND EDUCATION

Course Code: A2

Credit: 04

Contact Hours: 60

Marks: 100

Introduction

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

- *Understand basic concepts & issues in educational theory.*
- *Analyse the development of the educational system in its historical & contemporary contexts.*
- *Understand the concept of diversity*
- *Develop perspective on the understanding of the trends, issues, and challenges in the field of education and special education in the global context.*

Unit 1: Philosophical and Sociological Foundations of Education

- 1.1 Basic concepts in philosophy of education: Teaching, Training, Learning, Enquiry and Education in the context of child's nature, growth and development
- 1.2 Philosophies of Education: idealism, naturalism, pragmatism, existentialism and humanism
- 1.3 Indian Philosophers (Aurobindo, Gandhi, Tagore and Krishna Murthy) with special reference to the main ideas of these thinkers concerning aims of education and pedagogic practices.
- 1.4 Agencies of Education: School, family, community and media
- 1.5 Constitutional provisions on education that reflect National Ideals: Equality, liberty, secularism, and social justice

Unit 2: Understanding Diversity

- 2.1 Concept of Diversity
- 2.2 Types of Diversity: Gender, linguistic, caste, region, 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 National Commissions and Policies: Education Commission (1964), NPE and POA (1986, 1992), National Policy for Persons with Disabilities (2006)
- 4.2 National Acts: RCI Act, 1992, PWD Act, 1995, NT Act, 1999, RTE Act (2009 & 2012).
- 4.3 Programmes and Schemes: IEDC (1974, 1983), SSA (2000, 2011), RMSA, 2009, IEDSS, 2009
- 4.4 International Conventions and Policies: Salamanca Declaration and Framework, 1994; UNCRPD, 2006; MDG, 2015; INCHEON strategies
- 4.5 Development of the educational system through interaction of various policy imperatives in the historical and cotemporary contexts.

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. Macmillon: Delhi.
- National Education Commission. (1964-66). Ministry of Education, Government of India, New Delhi
 - National Policy on Education. (1986 & 92). Ministry of Human Resource Development Government of India, New Delhi.
 - Right to Education Act. (2009). Ministry of Human Resource Development, Government of India, New Delhi.

Suggested Readings

- Organizing discussions, presentations and projects on some of the following:
 - Aggarwal. J. C. (1992). Development and Planning of Modern Education: New Delhi Vikas Publishing House Pvt. Ltd.
 - Ain, L. C. (2010). Civil Disobedience, Book Review Literary Trust: New Delhi. Select chapters.
 - Anand, S. P. (1993). The Teacher & Education in Emerging Indian Society, New Delhi: NCERT.
- Bhat. B. D. (1996). Educational Documents in India, New Delhi: Arya Book Depot.
 - Bhatia, K. & Bhatia, B. (1997). The Philosophical and Sociological Foundations, New Delhi Doaba House.
- Biswas. A. (1992). Education in India, Arya Book Depot. New Delhi
 - Biswas. A., & Aggarwal, J.C. (1992). Education in India, Arya Book Depot New Delhi.
 - Chakravarty, S. (1987). Development Planning: The Indian Experience, Oxford University press: New Delhi.
- Chandra, B. (1997). Nationalism and Colonialism, Orient Longman: Hyderabad.

Choudhary. K.C., & Sachdeva, L. (1995). Total literacy by 2000: New Delhi: IAE Association.

- Deaton A., & Dreze, J. (2008-2009). Poverty and Inequality in India in Raj Kapila and Uma Kapila (Ed.) in Indian Economy since Independence. Oxford University Press: New Delhi.
- Deshpande, S. (2004). Contemporary India: A Sociological View. Penguin: New Delhi

Dhankar, Rohit (2006). Shiksha Aur Samajh Haryana: Aadhar Prakashan

- Dubey, S. C (2001). Indian Society, National Book Trust: New Delhi.
- Elmhirst, L.K. (1994). Rabindranath Tagore: Pioneer in Education. Delhi: Sahitya Chayan
- 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.
 - Kumar, Krishna. (1977). Raj Samaj aur Shiksha. Delhi: Rajkamal
 - Kumar, Krishna. (1998). Shiksha Gyan Aur Varchasv. Delhi: Granthshilpi
 - Kumar, Krishna. (2002). Shiksha Aur Gyan. Delhi: Granthshilpi
 - Kumar, Krishna. (2004). What is Worth Teaching? Delhi: Orient Longman
 - Krishnamurti, Jiddu.(1992) Education and the Significance of Life. India: Krishnamurti Foundation India
 - 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.

LEARNING, TEACHING AND ASSESSMENT

Course Code: A 3

Credits: 04

Contact Hours: 60

Marks: 100

Introduction

This Course will initiate student-teachers to understand learning theories and as their applications in teaching & learning. Assessment of learning as a continuous process is also focused upon. The course also focuses on the PwD as learners and their special education needs that teachers need to address in diverse educational 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*
- *Understanding the learning process, nature and theory of motivation*
- *Describe the stages of teaching and learning and the role of the teacher*
- *Situate self in the teaching learning process*
- *Analyze the scope and role of assessment in teaching learning process in order to introduce dynamic assessment scheme for educational set up towards enhanced learning.*

Unit 1: Human Learning and Intelligence

1.1 Human learning: Meaning, definition and concept formation

1.2 Learning theories:

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

1.3 Intelligence:

- Concept and definition
- Theories: Two-factor, Multifactor, Triarchic Theory (Robert Steinberg), emotional intelligence(Goleman) multiple intelligence (Gardener)

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 Understanding the concepts of assessment, evaluation, measurement, test and examination

4.4 Formative and summative evaluation, norm referenced and criterion referenced evaluation

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, 1stedn, Pearson Publication, New Delhi.

Suggested Readings

- Geisinger, K.F. (2013). APA Handbook of Testing and Assessment in Psychology. Available at American Psychological Association, USA.
- Guskey, T. R., & Bailey. J (2000). Grading and Reporting. Thousnad Oaks, CA: Corwin King.
- Howell, K. W., & Nolet, V. (2000). Curriculum-Based Evaluation: Teaching 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.

A-4 Stream Based Pedagogy

Pedagogy I- Language

Course Code: A-4 (PART-1)

Credit - 04

Contact Hours: 60

Marks: 100

Unit 1: General Introduction on Language:

What is Language? Various components of language; Functions of language; How different are different languages? Critical analysis of the following terms: Dialect, Standard and Non-standard language, classical ; Characterizing mother tongue, first language, and second language, bilingual and multilinguals.

Unit 2: Language Policies and Politics

Power, identity, and politics of language; Language as a medium of instruction and debates about English as a medium of instruction; The recommendations of NCF-2005 on language education

Unit 3: Language and Literacy in the Context of School

Language environment of school and the varied nature of Indian classrooms; Language Learner's profile: language environment at home; Characterizing bilingualism and multilingualism; Notions about interference or bridge; School's Expectations: Views relating to child's home language and literacy practices; What is viewed as "right" and "wrong" language in schools and the underlying assumptions; Critically understanding "errors" and the insights they provide.

Unit 4: Language Acquisition

Language learning in early childhood; Language and Cognition: Piaget, Vygotsky, And Chomsky on language acquisition and relevance of their views for the language teacher; Second language acquisition

Unit 5: Language Processes and the Classroom Context

Oral language in the classrooms; Participation in the classroom; Facilitating language interaction and independence. Creating secure classroom environment for language use; Space for "risk taking"; Reading: Engaging with books of different types ;Comprehension of stories and non-fiction (content area texts) ;Response to literature: Aesthetic and emotive aspect of reading; Writing as a composing process: Problem solving, developing a sense of audience, purpose, and understanding the process of writing.

Unit 6: Examining the language curriculum

Syllabus of different languages; Review of textbooks, use of literature in language textbooks, critical analysis of exercises and; Moving beyond the textbook: Children's literature for different age groups ;Classroom practices in India

Unit 7: Challenges in Language Learning

Issues of non-comprehension; lack of independence in language use; Examining the role of school context in creating difficulties for language learners ;Understanding language "disability" and the language teacher's role in dealing with it.

Readings

Agnihotri, R. K. (1996). Kaun Bhasha Kaun Boli. Sandarbh 13, 37-43

Agnihotri, R. K. (2009). Language and dialect. Learning curve, 13.

Agnihotri, R.K., & Kumar, S. (2001). Bhasha, boli, aur samaj. Deshkal Publications.

Atwell, N. (1987). In the Middle: Writing, reading, and learning with the adolescents. Portsmouth:. Heineman.

Kunwar, N. (2015). 'Right writing' in Indian classroom: learning to be artificial. Language and language teaching. Vol 4, No. 1, Issue 7.

Rai, M. (2015). Writing in Indian schools: the product priority. Language and language learning. Vol 4, No 1, Issue 7, 32-36

Sinha, S. (2012). Reading without meaning: The dilemma of Indian classrooms. Language and Language Teaching, 1:1. 22- 26.

Sinha, S. (2009), Rosenblatt's theory of reading: Exploring literature, Contemporary Education

A-4 Stream Based Pedagogy

Pedagogy I- Foundations in Social Science Pedagogy

Course Code: A-4 (PART-II)

Credit - 04

Contact Hours: 60

Marks: 100

Objectives of the Course:

To enable the prospective teachers to address the following questions:

- What is the nature and philosophy of Social Science?
- What is his/her reflective understanding of contemporary society and the relevance in teaching of social science in schools?
- What is the status of learning social science at secondary school level?
- What are the issues and challenges in articulating the nature of social science curriculum and its pedagogical practices?
- How does one evaluate and assess the teaching and learning processes and its valuable implications in the professional development of teachers?

Units of Study

Unit I Evolutionary Framework of Social Science

- An Overview of the Foundations of each Discipline:
 - a) History and Geography- Temporal and Spatial Dimensions.
 - b) Political science and Economics – The Systems and Processes of Society.
- Specialised Knowledge versus Inter Disciplinary Knowledge
- Trajectory of Social Science Evolutionary Process:
 - Philosophical and Theoretical discourses
- Concept of Social Science and Social Studies
- Evolution of Social Science Curriculum to the present stage in terms of various Indian educational policies.

Unit II Social Science in Schools

- Challenges in the development of Social Science Curriculum
- General Approaches in the construction of social science curriculum: thematic organization: Interdisciplinary, multi disciplinary and fused frameworks
- Cross Cultural perspectives and issues in social science
- Teaching of Social Science:

- Development of Critical Enquiry, Critical Thinking and Problem Solving in building perspectives in Social Sciences: Social, Historical, Environmental, Economic and Constitutional perspectives

Unit III Pedagogical practices in Social Science Curriculum

- Social Science and Indian School Curricula in search of new Directions.
- Review different Commissions/Committees Reports
- National Curriculum Frameworks-1975,1988,2000 and 2005
- Critical Review of Social Science Text books from class 6th to 10th
- Concerns in Teaching Social Science: Diversity, Gender and Special Needs

Unit IV Contexts in Social Science instruction

- Inclusive Classroom
- Democratic Spaces
- ICT in Social Sciences
- Development of Unit Plan: Thematic mapping of curricular content

Unit V Evaluation in Social Science

- Challenges in evaluation:
 Assessing learners' perspectives on various social issues ,
 Assessing learners' action for a social change at the individual level

Unit VI Professional Development of Social Science Teacher

- Social Science Teacher as A Reflective Practitioner
- In-Service Teacher Development Programmes

Suggested Practicum

- a) Collaborative projects on selected cross curricular areas taken from school syllabus: written assignments on issues, seminar presentation, action research with peers' involvement.
- b) Establishment and Enrichment of Social Science Resource Centre
- c) Enrichment of the subject areas like geography, history, political and social life and economics.
- d) Engagement with curriculum policies/documents and curriculum frameworks.

- e) Critical appraisal of existing social science curriculum and text book at school level

- f) Development of Unit / Thematic Plan.
- g) Organizing field trips as learning experience.
- h) Collection and Maintenance of relevant instructional resources .

Suggested Readings

- Arora &Awasthy (2003), Political theory, Haranand Publication Pvt. Ltd. New Delhi.
- Arora, P (2014). Exploring the Science of Society. Journal of Indian Education.NCERT, New Delhi.
- Arora, P (2014). A Democratic Classroom for Social Science, Project Report, University of Delhi, Delhi.
- Batra, P. (Ed 2010). Social Science Learning in Schools: Perspective and Challenges. Sage Publications India Pvt. Ltd. New Delhi.
- Bining, A.C. &Bining, D.H.(1952), Teaching of social studies in secondary schools, Tata McGraw Hill Publishing Co. Ltd. Bombay.
- Crotty, M., (1998), The foundations of social research: Meaning and perspective in the research process, London: Sage Publication.
- Edgar, B.W. &Stanely (1958), Teaching social studies in high school, Heath and company, Boston D.C.
- Gallanvan &Kottler, Ellen (2008), Secrets to success for social studies teachers, Crowin Press, Sage Publication, Thousand Oaks, CA 91320.
- George, A., M. &Madan, A. (2009). Teaching Social Science in Schools. Sage Publications India Pvt. Ltd. New Delhi.
- Hamm, B. (1992).Europe – A Challenge to the Social Sciences. International Social Science Journal (vol. 44).
- Haralambos, M. (1980). Sociology Themes and Perspectives. New York. O.U.P.
- Haydn Terry,Arthur James and Hunt Martin. (2002),Learning to Teach History in the secondary school : A companion to school experience, Routledge, Falmer, (Taylor and Francis group), London, New York.
- Kumar, Sandeep (2013).Teaching of Social Science, Project Report, University of Delhi, Delhi.

- Kirkpatrick, Ecron, (1997). Foundation of Political Science: Research, Methods and Scope, New York, The free press.

- Mayor, F. (1992). The role of the Social Sciences in a changing Europe. *International Social Science Journal* (vol. 44).
- Misra, Salil and Ranjan, Ashish (2012) *Teaching of Social Sciences: History, Context and Challenges* in Vandana Saxena (ed.), *Nurturing the Expert Within*, Pearson, New Delhi
- Popper, Karl. (1971). *The Open Society and its Enemies*. Princeton University Press.
- Prigogine, I., & Stengers I. (1984). *Order Out of Chaos: Man's New Dialogue with Nature*. Bantam Books.
- UNESCO-World Social Science Report (2013)
- Wagner, P. (1999). *The Twentieth Century – the Century of the Social Sciences?* World Social Science Report.
- Wallerstein, I, et al., (1996). *Open The Social Sciences: Report of the Gulbenkian commission on the Restructuring of the Social Sciences*. Vistaar Publications, New Delhi.
- Webb, Keith (1995). *An Introduction to problems in the philosophy of social sciences*, Pinter, London, New York.
- Winch, Peter (1958). *The idea of a Social Science and its relation to Philosophy* Routledge and Kegan Paul, London, New York: Humanities Press.
- Zevin, J., (2000), *Social studies for the twenty first century*, Lawrence Erlbaum Associates Publishers, London.

A-4 Stream Based Pedagogy

Pedagogy I- Understanding the Discipline of Mathematics

Course Code: A-4 (PART-III)
Contact Hours: 60

Credit - 04
Marks: 100

UNIT 1: Introduction to mathematical thinking

- (i) Mathematics as study of creating, discerning and generalising patterns: Identifying and analysing abstract patterns, patterns of shapes, patterns of motion, patterns of repeating chance, numerical patterns.
- (ii) Understanding Mathematics as a humanly created subject: Creating Mathematical structures: idea of axioms, postulates and proofs, what is a proof? Different methods of proofs: direct proof, indirect proof, counter examples, proof by induction.
- (iii) Sociocultural, economic and political factors in the development of mathematics. Everyday mathematics, multicultural mathematics; its use in decision making, at the workplace, etc.
- (iv) Societal beliefs related to 'knowing' and 'doing' mathematics. Critically challenging the sociological beliefs related to mathematical abilities, mathematics confined to arithmetic.

Readings and resources:

- Bishop, A. J. (1988). The interactions of mathematics education with culture. *Cultural Dynamics*, 1(2), 145–157.
- D'Ambrosio, U. (1985). Ethnomathematics and its place in the history and pedagogy of mathematics. *For the Learning of Mathematics*, 5(1), 44–48.
- Devlin K. (2011). Introduction to Mathematical thinking.
- Ernest, P. (2009). New philosophy of mathematics: Implications for mathematics education. In B. Greer, S. Mukhopadhyay, A. B. Powell, & S. Nelson-Barber (Eds.), *Culturally responsive mathematics education* (pp. 43–64). Routledge.
- Gutstein, E. (2007). "And that's just how it starts": Teaching mathematics and developing student agency. *Teachers College Record*, 109(2), 420–448.

Kazemi, E., & Stipek, D. (2001). Promoting conceptual thinking in four mathematics classrooms. *The Elementary School Journal*, 102(1), 59–80.

MESE -001(2003). Teaching and Learning Mathematics. IGNOU series

Newman, J. (2003). The World of Mathematics: A Four-Volume Series. Washington Tempus

Sautoy, M. du. (2008). The Story of Maths. UK: BBC Four Documentary. (Also available as a book)

Timothy Gowers (2002). Mathematics: A Very Short Introduction. Oxford University Press

Wheeler D (1983). Mathematisation matters. *For the Learning of Mathematics*, 3(1).36

UNIT 2: Learning mathematics

- (i) Developmental progression in the learning of mathematical concepts- Piaget, Skemp, Bruner and Vygotsky; Fischbein on intuitive thinking
- (ii) Processes of dealing with abstractions, particularisation and generalisation. Studying algorithms; what works and how?
- (iii) Focus on mathematical processes- Problem solving, problem-posing, patterning, reasoning, abstraction and generalisation; argumentation and justification
- (iv) Sociocultural perspectives in mathematics learning- Situated learning; social construction of knowledge; social interaction and community of practice
- (v) Historical evolution of concepts – understanding how concepts evolved, power-play in legitimising concepts

Readings:

- Boaler, J. (2010). *The elephant in the classroom. Helping children love and learn maths*. Souvenir Press Ltd
- Boaler, J. & Staples, M. (2005). Transforming students' lives through an equitable mathematics approach: The case of Railside school. Available for download on: www.stanford.edu/~joboaler/
- Boaler, J. (2013, March). Ability and Mathematics: The mindset revolution that is reshaping education. In *Forum* (Vol. 55, No. 1, pp. 143-52). Symposium Journals.
- Burns, M. (2007). *About teaching mathematics: A K–8 resource*, Third Ed. Math Solutions Publications.
- Gray, E, & Tall, D (1994). Duality, ambiguity, and flexibility: A “Proceptual” view of simple arithmetic. *Journal for Research in Mathematics Education*, 25(2), 116-140.
- Jackson, K. J., Shahan, E., Gibbons, L., & Cobb, P. (2012). Setting up complex tasks. *Mathematics Teaching in the Middle School*, (January), 1–15.
- Skemp, R. (1978). Relational understanding and instrumental understanding. *Arithmetic Teacher* 26 (3), 1-16.

UNIT 3: How should we teach mathematics?

- (i) Culture of learning- Creating dynamic classroom environments; sharing and exploring ideas, encouraging diverse and innovative procedures, using multiple ways to solve problems, making conjectures, seeking generalisations; respecting diverse capabilities; use of context; metacognition
- (ii) Role of Communication in classroom- Math talk; building a community of mathematicians in classrooms; constructing mathematical ideas by providing scope for exploration, explanation and evaluation of children's work
- (iii) Use of resources, activities, story-telling and technology in initiating mathematical thinking.
- (iv) Notions related to mathematical ‘ability’; promoting growth mindset, depth versus speed; math anxiety
- (v) Teacher's beliefs and knowledge about the nature of mathematics and mathematical learning, teachers' agency in school math reform.

Readings and resources:

- Ball, D. L., & Bass, H. (2003). Making mathematics reasonable in school. In *A research companion to principles and standards for school mathematics* (pp. 27–44).
- Ball, D.L., Hill H.C. & Bass, H.(2005). Knowing mathematics for teaching. *American Educator*. Fall 2005.

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- Boaler, J. & Humphreys, C. (2005). Connecting mathematical ideas: Middle school video cases to support teaching and learning (Portsmouth, NH, Heinemann).
- Boaler, J. (1993). The role of contexts in the mathematics classroom: Do they make mathematics more “real”? *For the Learning of Mathematics*, 13(2), 12–17.
- Chapin, O'Connor, & Anderson (2009). *Classroom discussions: Using math talk in elementary classrooms*. Math Solutions.
- Cirillo, M. (2009). Ten things to consider when teaching proof. *Mathematics Teacher*, 103(4), 250-257.
- Fuller, E., M Rabin, J., & Harel, G. (2011). Intellectual need and problem-free activity in the mathematics classroom. *Jornal Internacional de Estudos em Educação Matemática*, 4(1).
- Hiebert, J., Carpenter, T., Fennema, E., Fuson, K., Wearne, D., Murray, H. (1997). *Making Sense: Teaching and learning mathematics with understanding*. Portsmouth, NH: Heinemann.
- Kazemi, E. (1998). Discourse that promotes conceptual understanding. *Teaching Children Mathematics*, 4(7), 410- 414.
- Knuth, E., Choppin, J., & Bieda, K. (2009). Proof: Examples and beyond. *Mathematics Teaching in the Middle School*, 15(4), 206-211.
- Lampert, M. (2001). *Teaching problem and problems for teaching*. Yale University.
- Lockhart, P., & Devlin, K. J. (2009). *A mathematician's lament*. New York: Bellevue Literary Press.
- Martino, A.M. & Maher, C. (1999). Teacher questioning to promote justification and generalization in mathematics: What research practice has taught us?. *Journal of Mathematical Behavior*, 18(1), 53-78.
- Parish, S. (2014). *Number talks: Helping children build mental math and computation strategies, Grades K-5, Updated with Common Core Connections*. Math Solutions.
- Reinhart, S. (2000). Never say anything a kid can say! *Mathematics Teaching in the Middle School*, 5(8), 478-483.
- Schifter, D. (2001). Learning to see the invisible. What skills and knowledge are needed in order to engage with students' mathematical ideas? In T. Wood & B. Scott Nelson & J. Warfield (Eds.), *Beyond classical pedagogy: Teaching elementary mathematics*. Mahwah, (pp. 109-134). NJ: Lawrence Erlbaum Associates
- Smith & Stein (2011). *Five practices for orchestrating productive mathematics discussions*.
- Solomon, Y., & Black, L. (2008). Talking to learn and learning to talk in the mathematics classroom. In N. Mercer & S. Hodgkinson (Eds.), *Exploring talk in school* (pp. 73–90).
- TIMSS Videos of mathematics classrooms available at:
<http://www.timssvideo.com/videos/Mathematics>
- Deborah Ball video on eliciting student thinking, MSRI interview of 6th graders.
<http://www.msri.org/workshops/696/schedules/16544>

UNIT 4: Mathematics for equity and social justice

- (i) Why teach ‘mathematics to all’? – Concerns and challenges
- (ii) Issues of gender, class and culture in mathematics learning and achievement - Expectations, attitudes and stereotypes; access to higher mathematics; interrogating the

notion of 'achievement gap'; construction of learners' identity in a mathematics classroom

(iii) Addressing the concerns of societal as well as mathematical equity

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Readings:

- Davis, B. (1995). Why teach mathematics? Mathematics education and enactivist theory. *For the Learning of Mathematics*, 15(2), 2–9.
- Davis, B. (2001). Why teach mathematics to all students? *For the Learning of Mathematics*, 21(1), 17–24.
- Dweck, C.S. (2006). Is math a gift? Beliefs that put females at risk. In W.W.S.J.Ceci (Ed.), *Why Aren't More Women in Science? Top Researchers Debate the Evidence*. American Psychological Association.
- Eccles, J & Jacobs, J.E. (1986). Social forces shape math attitudes and performance. *Signs: Journal of Women in Culture and Society*, 11(21), 367-380.
- Greer, B., Mukhopadhyay, S., & Powell, A. B. (Eds.). (2009). *Culturally responsive mathematics education*. Routledge.
- Gutstein, E., Lipman, P., Hernandez, P. & de los Reyes, R. (1997). Culturally relevant mathematics teaching in a Mexican American context, *Journal for Research in Mathematics Education*, 28(6), 709- 737.
- Rampal, A., Ramanujam, R. & Saraswathi, L.S. (1999). *Numeracy counts!* and *Zindagi ka hisaab* (2001). National Literacy Resource Centre, Mussoorie. Available at www.arvindguptatoys.com
- Rousseau, C., & Tate, W. (2003). No time like the present: Reflecting on equity in school mathematics. *Theory Into Practice*, 42(3).
- Schoenfeld, A. (2002). Making mathematics work for all children: Issues of standards, testing and equity. *Educational Researcher*, 31(1), 13-25.

Engagement with the Field

An understanding of the relationship between the discipline and a selection of school curriculum will be enhanced through observations and projects to address the following issues: What knowledge is valued? How is mathematics experienced in school settings and how are learner identities constructed? How do communities shape knowledge production and, there, what counts as useful mathematical knowledge? How might scholars and teachers work with community-based knowledge makers to develop collaborative knowledge resources?

Assignments/Projects

1. Analysis of books, folk games, and other resource materials
2. Observation of children doing everyday math, playing folk games; community numeracy practices
3. Classroom observations and analysis of mathematics classrooms
4. Use and setting up of a mathematics lab
5. Development of manipulatives, games, low-cost activity materials

A-4 Stream Based Pedagogy

Pedagogy I- Science Education

Course Code: A-4 (PART-IV)
Contact Hours: 60

Credit - 04
Marks: 100

Course Objective

This course would enable the pupil teachers to understand Science as a discipline through its philosophical and epistemological perspectives. The insights into the nature of science and how children construct knowledge science would help in developing a critical understanding about the curriculum in science and how it unfolds through the transactional processes at the various levels of school education. Thus, this course aims to lead the pupil teachers from an understanding about science discipline to a holistic understanding about science-education situated in learner context and social realities.

Unit I : Nature of Science and Science Education

- The nature of science- science as a process and science as a body of knowledge, as a social enterprise; Science-Technology-Society-Environment (STSE) Interface.
- A historical perspective: the development of science as a discipline; awareness of the contributions of Popper and Kuhn.
- A critical understanding of science as a subject at the various levels of school education and thereby of the purpose of science education at the various levels of school education.
- Development of Scientific Temper, public understanding of science, ethics of science; science education in the context of a developing country.

Unit II: The learner Context

- Children's conceptualisation of scientific phenomena- Pre-conceptions in science and their significance in knowledge constructions (with linkages to learning at the primary level); Misconceptions and 'alternative frameworks' in science.
- Understanding children's fear of science addressing their inabilities to correlate the observed phenomena with micro level processes and with their symbolic/mathematical representations.
- Construction of knowledge in science: conceptual schemes, concept maps.

- Role and limitation of language: its contribution towards expression, articulation and the understanding of science.
- Addressing Learner-diversity: gender issues, special need-learners, contextual factors.

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Practicum (Unit I-II): Project/assignment based on school experience observations-

Unit III: The science curriculum

- The nature and underlying criteria for a science curriculum and content organization.
- Approaches to curriculum transaction: integrated approach and disciplinary approach; Interdisciplinarity.
- A critical review of Science Curriculum at the National Level i.e. NCERT curriculum, at the State Level i.e. SCERT curriculum, Hoshangabad Science Teaching Programme (HSTP) ; An awareness about science curricula at international level such as Nuffield Science, Harvard Science, project 2061 etc .
- Criteria for the analysis of science textbooks (including issues related to gender, the socio-cultural context, etc.)

Practicum: Critical analysis of existing science syllabi and textbooks.

Unit IV : Enrichment of Content Knowledge

- Devising content analysis and enrichment programme for selective content areas in physics, chemistry and biology (working through group/workshop/seminar modes).
- Developing representations/creative expressions of the outcomes of content enrichment.
- Taking comprehensive feedback from peers regarding the processes and outcomes of content enrichment.

Unit V: Professional Development of Science Teacher

- Need for professional development
- Professional development at the individual, organisational and governmental level.
- Teacher as a researcher: Action research by teachers in collaboration with research institutions, voluntary organizations, etc.

Practicum : Conducting Action Research in any area related to science education.

Suggested Reading List

- Aikenhead, W. W. (1998). Cultural aspects of learning science. *Part one* , pp 39-52. (B. F. Tobin, Ed.) Netherlands: Kluwer academic Publisher.

- Barba, H.R. (1997). *Science in Multi-Cultural Classroom: A guide to Teaching and Learning*. USA: Allyn and Bacon.
- Bevilacqua F, Giannetto E, & Mathews M.R., (eds.). *Science Education and Culture: The Contribution of History and Philosophy of Science*. The Netherlands: Kluwer Academic Publishers.

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- Cobern, W. W. (1998). *Socio-Cultural Perspectives on Science Education*. London: kluwer Academic Publisher.
- Deo, M.G. & Pawar, P.V. (2011), General Article: Nurturing Science Talent in Villages, In *Current Science*, Vol. 101, No. 12, pp1538-1543.
- Hines, S. M. (Ed.). (2005). *Multicultural science Education: Theory, Practice, and Promise* (Vol. 120). New York, U.S.A: Peter Lang.
- Lee, E. & Luft, J. (2008), Experienced Secondary Science Teachers' Representation of Pedagogical Content Knowledge. *International Journal of Science Education* 30(10), 1343-1363(21), August
- Lee, O. (2003). Equity for Linguistically and Culturally Diverse Students in Science Education. *Teachers College Record* , 105 (3), pp 465-489.
- Lynch, S. J. (2000). *Equity and Science Education Reform*. Mahwah, NJ: LawrenceErlbaum Associates, Inc.
- *National Curriculum Framework for Teacher Education: Towards Preparing Professional and Humane Teacher (2009-10)*, NCERT: New Delhi
- *National Curriculum Framework, (2005)*, NCERT: New Delhi
- Newsome, J. G. & Lederman, N. G. (Eds.) (1999), *Examining Pedagogical Content Knowledge: The Construct and its Implications for Science Education*. Kluwer Academic Publishers, The Netherlands
- Parkinson, J. (2002). Chapter-1. Learning to Become an Effective Science Teacher. In *Reflective Teaching of Science 11-18: Continuum Studies in Reflective Practice and Theory*. New York: Continuum. pp. 1-12.
- Quigley, C. (2009). Globalization and Science Education: The Implications for Indigenous knowledge systems. *International Educational Studies* , 2 (1), pp 76-88.
- *Rashtriya Madhyamik Shiksha Abhiyan* (2005), MHRD: New Delhi
- Rivet, A.E. & Krajick, J.S. (2008), Contextualizing Instruction: Leveraging Students' Prior Knowledge and Experiences to Foster Understanding of Middle School Science, In *Journal of Research in Science Teaching*, Vol. 45, No. 1, pp 79-100.
- Sears, J. and Sorensen, P. (Eds.). (2000) *Issues in Science Teaching*. Routledge Falmer, The Netherlands.
- Tobin, K. (Ed.). (1993). *The Practice of Constructivism Science Education* . Hillsdale, New Jersey: Lawrence Erlbaum Associates, Inc.
- Van Driel, J.H.V., Beijaard, D. & Verloop, N. (2001), Professional Development and Reform in Science Education: The Role of Teachers' Practical Knowledge. *Journal of Research in Science Teaching*, 38(2), 137-158, February
- Wallace J. and Louden W. (eds.). *Dilemmas of Science Teaching: Perspectives on Problems of Practice*. London: Routledge Falmer. pp. 191-204.
- Wang, H. A and Schmidt, W. H. (2001). - History, Philosophy and Sociology of Science in Science Education: Results from the Third International Mathematics and Science Study. In F. Bevilacqua, E. Giannetto, and M.R. Mathews, (eds.). *Science Education and Culture: The*

A-5 PEDAGOGY-II OF TEACHING HINDI

Course Code : A5 Part I

Credits: 04

Contact Hours: 60

Marks: 100

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- f'k{k k ,oa fon~;ky;h ikB~;p;kZ esa Hkk"kk ds egRo dks js[kkafdr dj ldsaxsA
- fgUnh Hkk"kk ,oa lkfgR; f'k{k.k ds mn~ns';ksa dh iwfrZ ds fy, izHkkoh lk/uksa ,oa leqfpr fof/;ksa dk iz;ksx dj ldsaxsA
- vius fo|kfFkZ;ksa esa visf{kr Hkk"kk dkS'kyksa ds fodkl ds fy, Lo;a esa HkhHkk"kk&dkS'kyksa ds fodkl ds fy, lrr iz;Ru'khy jgsaxsA
- izFke Hkk"kk vf/xe dh leL;kvksa dks le>dj mUgsa nwj dj iz;kl dj ldsaxsA
- vius fo|kfFkZ;ksa ds vf/xe dk leqfpr ewY;kadu dj ldsaxsA

bdkbZ 1 fgUnh Hkk"kk&f'k{k.k% IS¼kfUrd ifjizs{;

- 1-1 Hkk"kk% vFkZ] egRo ,oa izdk;Z] fgUnh Hkk"kk dh izd`fr]
- 12 Hkk"kk vkSj IEizs"k.k] Hkk"kk vkSj fopkj] Hkk"kk vkSj l`tu
- 1-3 fgUnh dh O;kdjf.kd O;oLFkk & èofu fopkj] o.kZ fopkj] 'kCn fopkj] okD; fopkj]
- 1-4 fgUnh f'k{k.k ds mn~ns';& izFke Hkk"kk ,oa vU; Hkk"kk ds :i esa] laidZ Hkk"kk ,oa jktHkk"kk ds :i esa] fon~;ky;h ikB~;p;kZ esa fgUnh dk LFkku] fofHkUu f'k{k.k vk;ksxksa ,oa lfeFr;ksa dh laLrqfr;ki] fo|ky;ksa esa fgUnh dh ;FkkFkZ fLFkfr

bdkbZ 2 Hkk"kk dkS'kyksa dk fodkl

- 2-1 Hkk"kk dkS'kyksa ls vfHkizk;] Hkk"kk f'k{k.k esa mudk LFkku ,oa egRo
- 2-2 Jo.k dkS'ky & rkRi;Z] egRo] mn~ns';] izdkj] f'k{k.k fof/;ki] dkS'ky fodkl d fØ;k,i] ewY;kadu
- 2-3 ekSf[kd vfHkO;fDr dkS'ky & rkRi;Z] egRo] mn~ns';] izdkj] ekSf[kd jpuk

dh fo'ks"krk,i] mPpkj.k laca/h lkekU; nks"k] dkj.k ,oa fujkdj.k] dkS'ky fodkl
fØ;k,i] ewY;kadu

2-4 iBu dkS'ky & rkRi;Z] egRo] mn~ns';] iBu dh fo'ks"krk,i] mn~ns';ksa ds
lanHkZ esa iBu ds izdkj] lLoj rFkk ekSu iBu] xgu vè;;ufu"B iBu rFkk O;kid iBu]
iBu dkS'ky fodkl fØ;k,i] 43

iBu&nks"k&dkj.k rFkk fujkdj.k

2-5 ys[ku dkS'ky & rkRi;Z] egRo] f'k{k.k& mn~ns';] izHkkoh ys[ku dh
fo'ks"krk,i] fyf[kr vfHkO;fDRk ds fofo/ :i] ys[ku dkS'ky fodkl fØ;k,i] fyf[kr
dk;Z dk ewY;kadu] la'kks/u dk;Z] jpuk f'k{k.k& funsZf'kr ys[ku] Lora=k ys[ku

2-6 mPp Lrjh; Hkkf"kd dkS'kyksa dk fodkl

2-7 dkS'ky fodkl ds fy, ikB ;kstuk fuekZ.k

bdkbZ 3 fgUnh Hkk"kk rFkk lkfgR; dk f'k{k.k ,oa ikB ;kstuk

3-1 fgUnh Hkk"kk f'k{k.k esa O;kdj.k dk LFkku] egRo ,oa mi;ksfxrk] f'k{k.k
mn~ns'; rFkk fof/;ki

3-2 Hkk"kk vkSj lkfgR; & vUr%laca/ vkSj fHkUurk] lkfgR; ds lkSUn;Zcks/
ds rRo

3-3 dfork dk jlkLoknu& egRo] mn~ns';] vkLokn ds /jkry] dfork& f'k{k.k ds
i{k&Hkko ,oa dyk i{k] f'k{k.k&fof/;ki] vkLoknu esa f'k{k.k dh Hkwfedk]
lkSan;Zcks/ fodkl ;qfDr;ki] ewY;kadu

3-4 lkfgR; dh fofHkUu fo/kvksa ds f'k{k.k ds fy, ikB ;kstuk fuekZ.k ,oe
vuqdwyu

3-5 xn~; f'k{k.k & egRo] mn~ns';] xn~; fo/kvksa ds fofo/ :i (fuca/ ,oa
fuca/srj) rFkk mudh f'k{k.k & fof/;ki] xgu vè;;ufu"B ikB ,oa foLr`r vè;;ufu"B
ikBksa dh f'k{k.k fof/ esa varj] ewY;kadu

3-6 Hkk"kk ,oa lkfgR; dh fofHkUu fo/kvksa ds ekè;e ls l`tukRedrk ,oa
thou dkS'kyksa dk fodkl

3-7 fgUnh Hkk"kk vkSj tulapkj] tulapkj ds fofo/ :i] tulapkj ekè;eksa dh
Hkk"kk vkSj fo|kfFkZ;ksa dh Hkk"kk ij mldk izHkko] fgUnh f'k{k.k esa tulapkj
ekè;eksa dh Hkwfedk

bdkbZ 4 fgUnh&f'k{k.k % lk/u vkSj lkexzh

4-1 fgUnh ikB~;Øe rFkk ikB~;iqLrdsa & fgUnh ikB~;Øe dk vkykspukRed
vè;;u ikB~;iqLrdsa rFkk iwjd iqLrdsa dk egRo] mn~ns';] fo'ks"krk,i]
fuekZ.k izfØ;k ,oa ewY;kadu] ikB~;iqLrd leh{kk ,oa ikB~;iqLrdsa dk

leh{kkRed fo'ys"k.k

4-2 fgUnh f'k{k.k esa iz;qDr 'kSf{kd midj.k& 'kSf{kd midj.kksa dk egRo ,oa mudh mi;ksfxrk

4-3 n`'; midj.kksa & ';keiV~V] pkVZ] uD'kk] ekufp=k] izfr:i] dk;Z'khy izfr:i vkSj ÝyS'k dkMZ dh iz;ksx fof/

44

4-4 JO; midj.kksa & dkWEiSDV fMLd o dSlSV~l ds iz;ksx dh fof/ vkSj vH;kla

4-5 eqfnzr JO; midj.kksa& v[kckj] if=kdkvksa vkSj iqLrdksa dk lgk;d midj.kksa ds :i esa iz;ksxA

4-6 oS|qnf.od midj.kksa& Vsyhfotu] dEl;wVj vkSj fo'otky ds lgk;d midj.kksa ds :i esa iz;ksx dh fof/ vkSj mi;ksfxrkA

4-7 Hkk"kk vf/xe esa Hkk"kk iz;ksx'kky ds iz;ksx dh fof/ vkSj leh{kk

4-8 ikB~;p;kZ lgxkeh fØ;k,i & Lo:i] izdkj ,oa Hkk"kkfHkO;fDr ds fodkl esa mudk egRo vkSj ;ksxnku

bdkbZ 5 Hkk"kk vf/xe ds ewY;kadu dh izfof/

5-1 ewY;kadu dh ladYiuk] mn~ns';' vkSj egRo

5-2 Irr ,oa O;kid ewY;kadu dk lUnHkZA

5-3 ys[ku] iBu] J`rys[k] lqys[k] rhozys[ku] =kqfVeqDr ys[ku] vk'kqHkk vkSj dkO;ikB dk Irr ,oa O;kid ewY;kadu izfof/ }kjk ewY;kadu

5-4 d{kkxr ikB~;lgxkeh xfrfof/;ksa & xhr] vfHku;] laokn] fØ;kdyki vkSj usr`Ro ds xq.kksa dk Irr ,oa O;kid ewY;kadu izfof/ }kjk ewY;kadu

5-5 fo|kfFkZ;ksa ds Hkk"kk vf/xe dk lap;ho`r cukukA

5-6 fpUru nSufUnuh vkSj iksVZiQksfy;ks cukuk

izk;ksfxd i{k % leqUu;u fØ;k,i (dksbZ rhu)

- vkl&ikl ds fdLh {ks=k ds fdLh fof'k"V leqnk; ds yksxksa dh Hkk"kk dk losZ{k.k vkSj mudh 'kCnkoyh dk vè;;u&fo'ys"k.k
- Hkk"kk dkS'kyksa laca/h Hkk"kk [ksy fuekZ.k
- dYiukiz/ku ,oa Hkkoiz/ku ekSfyd fuca/ ys[ku ds fy, fo"k; lwph fuekZ.k rFkk muesa ls fdUgha nks fo"k;ksa ij fuca/ ys[ku

- i=k&if=kdkvkas eas izdkf'kr jpukvksa] ubZ ledkyhu lkfgfR;d iqLrdksa dk vè;;u&fo'ys"k.k
- ikB~; iqLrdksa esa fu/kZfjr ikBksa dh varoZLrq ls feyrh&tqyrh jpukvksa dk ladyu
- ikB~;iqLrdksa esa fufgr vUr%dFkkvksa dk ladyu

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- ikB~;iqLrdksa esa ladfyr eqgkojksa] yksdksfDr;ksa dk Lora=k iz;ksx ,oa muds vFkZ ls feyrs tqyrs eqgkojksa] yksdksfDr;ksa dk ladyu
- fgUnh Hkk"kk ,oa lkfgR; ds lao/Zu ,oa izksRlkgu ds fy, fn, tkus okys iqjLdkj] iqjLd`r jpukdkj ,oa mudh jpukvksa dh lwph dk fuekZ.k
- ikB~;iqLrdksa esa fu/kZfjr ikBksa esa ls fdlh ,d dsizfrikn~; fo"k; dk p;u dj ifj;kstuk fuekZ.k

lanHkZ lwph %

- vxzoky] iq:"kksRre] dqekj lat; (2000) fgUnh% ubZ pky eas <yh% ,d iqufoZpkj] ns'kdky izdk'ku] ubZ fnYyh
- vKs;] lFpPnkuan ghjkuan okRL;k;u (2010) oRly fuf/ izdk'ku ekyk % lafofRr] lLrk lkfgR; e.My izdk'ku] ubZ fnYyh
- dkSf'kd] t;ukjk;.k (1987)] fgUnh f'k{k.k] gfj;k.kk lkfgR; vdkneh] paMhx<+
- xqIrkJ euksjek (1984)] Hkk"kk vf/xe] dsUnzh; fgUnh laLFkku] vkxjk
- xksLokeh] d`".k dqekj] lkfgR; Hkk"kk vkSj lkfgR; f'k{k.k] mPp f'k{k vkSj 'kks/ laLFkku] nf{k.k Hkkjr fgUnh izpkj lHkk] gSnjkckn
- xksLokeh] d`".k dqekj ,oa 'kqDy nsosUnz (1992)] lkfgR; f'k{k.k] mPp f'k{k vkSj 'kks/ laLFkku] enzkl
- prqosZnh] jkeLo:i (2005)] fgUnh lkfgR; vkSj laosnuk dk fodkl] yksdHkkjrh izdk'ku] fnYyh
- tkslsiQ tsLIh (1997)] Hkk"kk dh tSfodrkJ Kkuksn; izdk'ku] /kjokM+
- frokjh] iq:"kksRre (1992)] fgUnh f'k{k.k] jktLFkku fgUnh xzaFk vdkneh
- frokjh] HkksykukFk (1990)] fgUnh Hkk"kk f'k{k.k] fyfi izdk'ku] fnYyh

- ik.Ms;] jke'kdy (2005)] fgUnh f'k{k.k] fouksn iqLrd eafnj] vkxjk
- ikaMs;] gsepUnz (2001)] Hkkf"kd lEizs"k.k vkSj mlds izfrn'kZ

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- izlkn] ds'ko (1976)] fgUnh f'k{k.k] /uir jk; ,aM lal] fnYyh
- ckNksfr;k ghjyky (2011)] fgUnh f'k{k.k% ladYiuk vkSj iz;ksx] fdrkc?kj izdk'ku] fnYYkh
- ukxksjh] 'kekZ ,oa 'kekZ (1976)] fgUnh Hkk"kk ,oa lkfgR; f'k{k.k] jktLFkku izdk'ku
- ygjh] jtuhdkar (1975)] fgUnh f'k{k.k] jke izlkn ,aM lal] vkxjk
- O;kxkRldh (2009)] fopkj vkSj Hkk"kk (vuw-)] xzaFk f'kYih] ubZ fnYyh
- flag] fujatu dqekj (1981) ekè;fed fo|ky;ksa esa fgUnh f'k{k.k] jktLFkku fgUnh xzaFk vdkneh] t;iqj
- lqjs'kdqekj (2001)] 'kSyhfoKku] ok.kh izdk'ku] ubZ fnYyh
- fgUnh f'k{k.k (2005)] mek eaxy] vk;Z cq d fMiks] djksy cks] ubZ fnYyh

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A5 PEDAGOGY OF TEACHING ENGLISH

Course Code: A5 (Part II)

Credits: 04

Contact Hours: 60
100

Marks:

Introduction

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

Objectives

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

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

Unit 1: English Language in India and the Learner

1. Status of English in India - official language, second language, foreign language, English as medium of instruction.
2. Profiles of English language learners in India.
3. Various approaches, methods and techniques in use for teaching English:

The Direct Method

- The Structural
Approach Grammar
translation Method
Communicative Language Teaching Task-
based Language Learning Language
Learning in the Constructivist Paradigm
- 4. Second Language acquisition

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- 5. Current policy trends and English language learners in India [NCF, National Focus group paper and other policy documents]

Unit 2: Listening and Speaking: Oral language development and the English language learners

- 2.1 Socio cultural dimensions of oral language in the context of India
- 2.3 Oral language development in the classroom
- 2.3 Tasks, Materials and Resources for developing oral language (listening and speaking): storytelling, dialogues, situational conversations, role-plays, simulations, speech, games.
- 2.4 Adaptations of teaching material for children with disabilities

Unit 3: Reading

- 3.1 Teaching Reading: The Reading process; Theories of reading in a second language (English);
- 3.2 Reading Comprehension and meaning making in a second language; Strategic reading.
- 3.3 Reading informational texts
- 3.4 Socio cultural dimensions of reading in English in India. ,
- 3.5 Planning lessons and adaptation

Unit 4: Teaching Literature

- 4.1 Literature in the School Curriculum: English language learner and background knowledge
- 4.2 Response to literature: aesthetic and efferent interactions with texts
- 4.3 Role of English texts in the classroom - Children's literature, Young Adult literature; text structure, genres, and text selection

Unit 5: Writing

- 5.1 Teaching Writing: writing as a process - different stages of writing
- 5.2 Mechanics of writing including punctuation, spelling and grammar
- 5.3 Writing in English as a learning tool across the curriculum
- 5.4 Working with errors and giving feedback
- 5.5 Planning lessons and adaptation

Unit 6: Grammar and Vocabulary

- 6.1 Concerns in teaching of Grammar and

Vocabulary

6.2 Teaching Grammar in context

6.3 Teaching Vocabulary: developing vocabulary strategies in context

6.4 Tasks, Materials and Resources for teaching grammar and vocabulary

6.5 Planning lessons and adaptation

Unit 7: Assessment of English Language and Literature

7.1 Issues and concerns in the Assessment of English at various schools levels

7.2 Using multiple measures for assessment: portfolios, ASL, self-assessment, peer assessment

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7.3 Formative and Summative Assessment in English

7.4 Adaptation of Evaluation Tools for Children with Disabilities

7.5 Individualized assessment for Children with Disabilities

7.6 Error analysis, Diagnostic tests and Enrichment measures

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 Delh

Suggested Readings:

- Agnihotri, R.K., & Khanna, A.L. (Ed.) (1996). English Grammar in context, Ratnasagar, Delhi.
- Agnihotri & Khanna (eds.O (1991). Second Language Acquisition. New Delhi: Sage.
- Asher. R. E. (ed.) (1994). The Encyclopedia of Language and Linguistics.
- 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.
- Brumfit and Carter (1986). Literature and Language Teaching : Oxford : OUP.
- Brumfit, C. (ed.) (1983). Teaching Literature Overseas: Language - Based Approaches, ELT Document: 115, Oxford : Pegamon.
- Bryne, D. (1988). Teaching Writing Skills, Longman, England.
- Bygate, M. (1987). Speaking : Oxford: OUP.

- CUP. Anderson & Lynch (1988). Listening. Oxford: OUP.
- Doff, A. (1988) Teach English. CUP : Cambridge.
- Grellet, F. (1981). Developing Reading Skills, CUP : Cambridge.
- Hayes, B.L. (ed) (1991). Effective Strategies for Teaching Reading. Allyn & Bacon.

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- Hedge, T. (1998). Writing : Resource Book for Teachers. Oxford :
- Hughes, A. (1989). Testing for Language Teachers Cambridge :
CUP. OUP.
- Krashen, D. (1992). Principles and Practice in Second Language Acquisition,
Pergamum
Press Oxford.
- Kuppel, F. (1984). Keep Talking : Communicative Fluency Activities for Language
Teaching. Cambridge : CUP.
- Krishna Swamy (2003). Teaching English: Approaches, Methods and
Techniques,
Macmillan Publication, New Delhi.
- Littlewood, W. (1992). Teaching Oral Communication. Oxford : Blackwell Publishers
- Morgan J. & Rinvoluceri M. (1986). Vocabulary, OUP : Oxford.
- Nuttall, Chrisrine (1987) Teaching Reading Skills in a Foreign Language.
London : Heinemann Educational Books Ltd.
- Nunan, D. and C. Lamb (1996). The Self-directed Teacher : Managing the Learning
Process. Cambridge: CUP.
- Nunan, D. (1989). Designing Tasks for the Communicative Classroom.
Cambridge
- Parrott, M. (1993). Tasks for Language Teachers. Cambridge : CUP.
- Prabhu, N. S. (1987). Second Language Pedagogy. Oxford : OUP.
- Richards and Rodgers (1986). Approaches and Methods in Language Teaching. Oxford
: OUP.
- Richards & Lockhart (1994) Reflective Teaching in Second Language Classrooms.
Cambridge CUP.
- 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.
- Underhill, N. (1987). Testing Spoken Language : Cambridge : CUP.
- Ur, P. (1991). Discussions that work. Cambridge : CUP.
- Ur.P. (2014). A Training Course in Teaching of English. CUP: Cambridge
- Weir, C. J. (1993). Understanding and Developing Language Texts. London's Prentice Hall.

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A5 PEDAGOGY OF TEACHING SOCIAL SCIENCE

Course Code: A 5 (Part III)

Credits: 04

Contact Hours: 60

Marks: 100

Introduction

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

Objectives

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

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

Unit 1 Aims and objectives of teaching Social Science

- Social Science in a democratic secular country
- Place of Social Science in Secondary School Curriculum
- Inter-disciplinary nature of Social Science
- Social Science Text books

Unit II Issues and Challenges in Teaching-learning of Social Science

- Pre-conceptions and misconceptions in Social Science
- Social Science as an integrated subject.
- Critical pedagogy in social science
- Teaching Social Science to children with special needs
- Democratic Classroom

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Unit III: Approaches to teaching of Social Science

- Purpose, Approaches of teaching- learning of Social Science
- Curricular approaches: a) Coordination, b) Correlational, c) Concentric, d) Spiral, e) Integrated, f) Regressive
- Accommodations required in approaches for teaching children with disabilities
 - Instructional material for teaching of social science: Time-lines & Genealogical charts, Maps & Globes, Use of different types of Boards(Smart boards, Chalk Board, Flannel Board), Tape-records, Radio, Television, Films & Filmstrips, Overhead Projector, Social science games and Power Point Presentation
 - Adaptations of material for teaching children with disabilities

Unit IV Social Science Pedagogy

- Method of teaching- learning of social science
- Inductive, Deductive, Interdisciplinary and Constructivist approaches in teaching-learning of Social Science
- Methods and Techniques: Lecture, Dialogue, Question-Answers, Discussion, Problem Solving, Project, Storytelling, , Identifying and interpreting sources & data, Field trips & excursions, Dramatization, Archives & historical Sources, Video Shows, Current events, Comparative, Cartographic techniques, time-line, other activities
- Theoretical basis and Development of Lesson Plan
- Adaptation of lesson plan for children with disabilities
- ICT in Social Science Classroom

Unit V Enriching Social Science

- Social Science Resource Room: Need, Equipment and management.
- Social Science Teacher: Personality, Outlook and reflective Practitioner
- Competencies for teaching Social science to children with disabilities

Unit VI Evaluation in Social Science

- Formative, Summative, Continuous and Comprehensive, Assessment at different stages.

- Assessment Modes: Self-assessment, Peer assessment, Group assessment, Learners' profile, Open text book assessment, Performance based testing.
- Preparation and Analysis of a Question Paper.
- Diagnostic testing and enrichment techniques for 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
- Establishment and Enrichment of Social Science Resource Centre
- Organizing field trips and evaluating learning outcomes

Suggested Readings

- Aggarwal, J. C. (2008). Principles, methods & techniques of teaching. UP: Vikas Publishing House Pvt Ltd.
 - Aggarwal, J.C. (2008). Teaching of social studies: A practical approach. (4th ed). UP: Vikas Publishing House Pvt Ltd.
 - An Introduction to problems in the Philosophy of Social Sciences (1995) By Keith Webb, Pub. - Pinter, London, New York.
 - Arora, P (2006). Lesson Plan: A Means or an End, MERI journal of education, Number-I, April 2006, New Delhi.
 - Arora, P (2014). Exploring the Science of Society, journal of Indian Education. NCERT, New Delhi.
- Arora, P (2014). A Democratic Classroom for Social Science, Project Report, University of Delhi, Delhi.
- Batra, P. (Ed 2010). Social Science Learning in Schools: Perspective and Challenges. Sage Publications India Pvt. Ltd. New Delhi.
 - Bining, A.C. & Bining, D.H.(1952), Teaching of social studies in secondary schools, Tata McGraw Hill Publishing Co. Ltd. Bombay.

- Chauhan, S. S. (2008). Innovations in teaching learning process. UP: Vikas Publishing House Pvt Ltd.
- Crotty, M.,° (1998), The foundations of social research: Meaning and perspective in the research process, London: Sage Publication.
- Duplass, J. A. (2009). Teaching elementary social studies. New Delhi: Atlantic Publishers.
- Edgar, B.W. & Stanely (1958), Teaching social studies in high school, Heath and company, Boston D.C.

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- Gallanvan & Kottler, Ellen (2008), Secrets to success for social studies teachers, Crowin Press, Sage Publication, Thousand Oaks, CA 91320.
- George, A., M. & Madan, A. (2009). Teaching Social Science in Schools. Sage Publications India Pvt. Ltd. New Delhi.
- Hamm, B. (1992). Europe - A Challenge to the Social Sciences. International Social Science Journal (vol. 44).
- Haralambos, M. (1980). Sociology Themes and Perspectives. New York. O.U.P.
- Kochhar, S.K. (1985), Methods and Techniques-for teaching History, Sterling Publishers Pvt. Ltd, New Delhi.
- Kumar, Sandeep (2013). Teaching of Social Science, Project Report, University of Delhi, Delhi.
- Kirkpatrick, Ecron, (1997). Foundation of Political Science: Research, Methods and Scope, New York, The free press.
- Learning to Teach Histoiy in the secondary school, A companion to school experience (2nd Edition, 2002) By Terry Haydn, James Arthur and Martin
- Hunt, Pub.- Routledge, Falmer, (Taylor and Francis group), London, \e» York.
- Mayor, F. (1992). The role of the Social Sciences in a changing Europe. International Social Science Journal (vol. 44).
- Misra, Salil and Ranjan, Ashish (2012). Teaching of Social Sciences: History, Context and Challenges in Vandana Saxena (ed.), Nurturing the Expert Within, Pearson, New Delhi
- Pathak, S.P. (2005), Teaching of History- The Paedo Centric Approach, Kanishka Publishers, New Delhi.
- Popper, Karl. (1971). The Open Society and its Enemies. Princeton University Press.
- Prigogine, I., & Stengers I. (1984). Order Out of Chaos: Man's New Dialouge with Nature. Batnam Books
- 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.
- Stone, R. (2008). Best Practices for Teaching Social Studies: What Award-Winning Classroom Teachers Do, Corwin, CA.
- The idea of a Social Science and its relation to Philosophy (1958), by Peter Winch, Pub.- Routledge and Kegan Paul, London, New York: Humanities Press.

- Wagner, P. (1999). The Twentieth Century - the Century of the Social Sciences? World Social Science Report.
- Wallerstein, I, et al., (1996). Open The Social Sciences: Report of the Gulbenkian commission on the Restructuring of the Social Sciences. Vistaar Publications, New Delhi.
- Zevin, J., (2000), Social studies for the twenty first century, Lawrence Erlbaum Associates Publishers, London.

A5 PEDAGOGY OF MATHEMATICS

Course Code: A 5 (Part IV)

Credits: 04

Contact Hours: 60

Marks: 100

Introduction

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

Objectives

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

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

UNIT – 1 Mathematical Content and its Pedagogic issues

Approaches of teaching mathematics in relation to the conceptual development of:

1.1 Number systems and Number Theory

Explore the idea of number sense and different number systems, role of estimation in developing number sense. Exploring properties associated with numbers including their geometric representations.

Different interpretations of rational numbers –fractions, rational numbers, proportional relationship; using number line, and real life context for teaching rational numbers

Children's reasoning in relation to integers and rational numbers, role of 'number talks' in promoting number sense

1.2 Geometry, spatial thinking and measurement

Exploring different dimensions of geometry and spatial reasoning such as – visualisation, understanding symmetry, congruency and similarity; attributes of different geometrical shapes - surface area and volume, mapping skills

Development of proof skills: making generalisations and justifications

1.3 Statistics & Probability

Understanding different statistical concepts of data collection and representation, use and meaning of central tendencies, analyzing variations;
Investigating basic concepts of probability such as nature of distributions, randomness, sample space, independent events, relationship between statistics and probability

1.4 Patterns, Functions and Algebra

Relationship between arithmetic and algebra
Big ideas in algebraic reasoning such as finding, describing and using patterns, understanding linearity and non-linear functions
Development of algebraic reasoning leading to more sophisticated ideas related to growth and decay, optimization, making different types of graphs (linear and non-linear) and drawing interpretations from the nature of graphs

Readings

- Banerjee, R., & Subramaniam, K. (2012). Evolution of a teaching approach for beginning algebra. *Educational Studies in Mathematics*, 80(3), 351-367.
- Bryant, P., & Nunes, T. (2012). *Children's understanding of probability*. Nuffield Foundation. Retrieved from
- Clements, D.H., & Battista, M.T. (1992). Geometry and spatial reasoning. In D.A. Grouws - (Ed.), *Handbook of research on mathematics teaching and learning* (pp. 420- 464). New York, Macmillan.
- Gal, I. (2005). Towards "probability literacy" for all citizens: Building blocks and instructional dilemmas. In G. A. Jones (Ed.), *Exploring probability in school* (pp. 39-63). Springer.
- Graham A. (2006). *Developing thinking in statistics*. Sage Publication
- Kieran, C. (1992). The learning and teaching of school algebra. In Grouws, D.A. (Ed.), *Handbook of research on mathematics teaching and learning* (pp. 390-419). New York: MacMillan Publishing Company,
- Lamon, S. (2005). *Teaching fractions and ratios for understanding: Essential content knowledge and instructional strategies for teachers*. Mahwah, NJ: Erlbaum.
- LMT-01 Block 5 Unit-16: Exploring Number System.
- Makar, K., & Rubin, A. (2009). A framework for thinking about informal statistical inference. *Statistics Education Research Journal*, 8(1), 82-105.

- Mason J., Graham A. & Wilder S. J. (2005). *Developing thinking in algebra*. Sage Publication. (Block 1-pp. 2-90)
- Steen, L. A. (1990). *On the shoulders of giants: New approaches to numeracy*. National Academies Press. (Chapter 1- Patterns; Chapter 2- Dimensions, Chapter 3- Quantity, Chapter 4- Uncertainty, Chapter 5- Shape)
- Wilder S. J. & Mason J.(2005).*Developing thinking in geometry*. Sage Publication.(Block 1 &2 pp.1-152)
- Zazkis, R. & Liljedahl, P. (2002). Generalization of patterns: The tension between algebraic thinking and algebraic notation. *Educational Studies in Mathematics*, 49, 379-402.

Unit 2: Designing and Planning a Unit and Lessons

2.2 Engagement with the National curriculum, syllabus and textbooks. Critical study of all three in light of the conceptual and pedagogical understanding developed in Unit 1

2.2 Studying the curriculum: Aspects related to what is worth knowing and experiencing in mathematics, understanding the nuances between intended curriculum and implemented curriculum.

2.3 Developing unit plans and concept maps, designing constructive lesson plans, understanding the role of communication, mathematical community and group dynamics in classrooms

2.4 Critical engagement with ICT, mathematics laboratory, simulations and mathematical modelling in promoting mathematical thinking

Readings

NCERT.(2006). *Syllabus for classes at the elementary level* (Vol. 1). New Delhi: NCERT.

NCERT. (2006). *Syllabus for secondary and higher secondary classes*. New Delhi: NCERT.

LMT-01 Block 2, Unit-05: Building a Constructive Classroom (classroom organization, material and assessment). IGNOU.

Unit 3: Teaching-Learning Resources in Mathematics for Students with Disabilities

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

3.2 Utilization of Learning Resources in Mathematics: Charts and Pictures, Weighing and Measuring Instruments, Drawing Instruments, Models, Concrete Materials, Surveying Instruments such as Abacus, Cussionaire Rods, Fractional Discs, Napier Strips, geo board, tangrams, tessellation kits, paper models, paper folding actions with reference to children with disabilities

- 3.3 Mathematical modeling is promoting mathematical thinking
- 3.4 Role of calculators and computers, simulations and special teaching aids to learning in
Promote children with special needs

Unit 4: Assessment

- 4.1 Assessment and Evaluation – Concept, Importance and Purpose
- 4.2 Error analysis, Diagnostics Tests, Identification of Hard Spots and Remedial Measures
- 4.3 Critical role of assessment in enhancing learning- Explore diverse methods and tools of assessing an array of learning/performance outcomes of diverse learners, relationship of assessment with self-esteem, motivation, and identity as learners, assessment for learning and role of feedback
- 4.4 Traditional assessment vs. assessment within a constructivist paradigm
- 4.5 Assessing reasoning, argumentation and logical thinking in mathematics
Performance based assessment
- 4.6 Adaptations in Evaluation Procedure for students with disabilities

Readings

- Boesen, J., Lithner, J., & Palm, T. (2010). The relation between types of assessment tasks and the mathematical reasoning students use. *Educational Studies in Mathematics*, 75, 89-105.
- Cooper, B., & Dunne, M. (1998). Any one for tennis? Social class differences in children's responses in national curriculum mathematics testing. *The Sociological Review*, 46(1), 115-148.
- Grant, D. A. (2000). What's on the test? An analytical framework and findings from an examination of teachers' math tests. *Educational Assessment*, 6(4), 221-256.
- Hamilton, T. M. (2010). Mathematics learners and mathematics textbooks: A question of identity? Whose curriculum? Whose mathematics? *Curriculum Journal*, 21(1), 3-23.
- Morgan, C., & Watson, A. (2002). The interpretative nature of teacher's assessment of students' mathematics: Issue for equity. *Journal for Research in Mathematics Education*, 35(2), 78-110.
- NCERT. (2006). *Position paper-National focus group on assessment (NCF 2005)*. New Delhi: NCERT.
- Swaffield, S. (2011). Getting to the heart of authentic assessment for learning, *Assessment in Education: Principles, Policy & Practice*, 18(A), 433-449.

Assignments/Projects/Practicum

- Textbook analysis
- Activity analysis
- Analysing student's oral and written responses
- Undertaking performance based assessment in a classroom
- Small action research on children's conceptions related to a mathematical concept
- Designing field based projects for middle or secondary school children
- Organizing a Mathmela in a school or a locality
- Exploring mathematical practices of an artisanal community such as that of potters or masons
- Exploring indigenous games for the mathematics classroom
- Making performance-based tasks as a medium for inter-conceptual understanding
- Mathematical modelling
- Investigation of proofs without words
- Using historical anecdotes as means for promoting mathematical communities in classrooms
- ICT-based projects for linking higher mathematics
- Analyzing 'math-talk'
- Creating videos of students' mathematical work

A5 PEDAGOGY OF TEACHING SCIENCE

Course Code: A 5 (Part V)

Credits: 04

Contact Hours: 60

Marks: 100

Introduction

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

Objectives

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

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

Unit I Pedagogical Underpinning

- Place of science in school curriculum
- The concept "of Pedagogical Content Knowledge (PCK) and its implications for science teaching.
- Aims of teaching science at the upper-primary and secondary level.
- Objectives of teaching science with special reference to the development of thinking and process skills

Unit II Classroom processes

- Pedagogical planning: considerations in relation to content (curriculum and concepts] and learners (with specific reference to socio-cultural and developmental context of the learner including special needs).
- A repertoire of teaching-learning processes: Inquiry based approach, inductive and deductive approach, experimentation, demonstration, discussion, investigatory projects, individually paced programmes, group work, peer learning, observation-based survey, problem solving, guided independent study, seminar presentation, action research
- Developing unit plans, lesson plans and Remedial/Enrichment plans using combinations of various processes.
- Planning for conduct of science, experiments and laboratory work with a critique of the current practices

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

- Criteria for selecting/designing Teaching-Learning Resources : content based, learner based and context based.
- Textbook, reference books, encyclopaedia, newspaper and alike Improvisations and Science Kits
- Instructional aides, computer aided instruction in science, multi-media packages, interactive software, websites, open Educational Resources (OER) etc.
- Planning of extended experiences, science quiz, science fair, science corner/resource room, science club, excursion and related SUPW activities.
- Aquarium, Vivarium - Role in Teaching with Setting & Maintaining
- Museum, Botanical And Zoological Garden: Role In Teaching

Unit IV Organization of the science Laboratory

- Layout and design of the science laboratory.
- Storage of apparatus, consumable and non-consumable items/materials
- Maintenance of laboratory records.
- Making arrangements for the conduct of experiments.
- Safety of scientific equipments with reference to children with disabilities

Unit V Assessment

- Nature of learning and assessment, analysis and critique of the present pattern of examinations.
- Design and analysis of
 - Formative assessment tasks
 - Summative Assessment
- Assessment of laboratory work and project work
- Assessment through creative expression-drawing, posters, drama, poetry, etc as part of formative assessment for continuous assessment of thinking and process skills
- Developing learner profiles and portfolios; participatory and peer assessment.
- Preparation of Diagnostic Test
- 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.
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- 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

- Collette, T. Alfred. And Chiappetta, L. Engene. (1994) Science Instruction in the Middle and Secondary Schools, Macmillan Company.
- Driver Rosalind and Rushworth Peter etal. Making sense of Secondary Science Research into Children's Ideas.
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- Gupta, V. K. (1995). Readings in Science and Mathematics Education, Ambala: The Associated Press.
- Harlan, Jean, (5th Edition), *Science Experience for the Early Childhood Years*.
- Harley, Wynne & Elstgest, Jos, *UNESCO Sourcebook for Science in Primary School. A workshop approach on teacher education*.
- Mangal S. K. & Shubhra (2005). Teaching of Biological Sciences, Meerut: International Publishing House.
- Rao, V.K. (2004). Science Education, APH Publishing Corpn. New Delhi.
- Vidya. N. (199&) *How-to think Scientifically*, Deep and Deep Publishers.
- Wallace, John and Loudon, William (2002) *Dilemmas of Science Teaching*, Routledge Publishers.

Web resources:

- <http://www.arvindguptatoys.com/>
- <https://phet.colorado.edu/>
- <http://www.nasa.gov/>
- <http://undsci.berkeley.edu/teaching/> and <http://undsci.berkeley.edu/>
- <http://www.plantingscience.org/>
- <http://edheads.org/>
- <https://www.discoveryeducation.com/teachers/>
- <http://www.ncert.nic.in/NCERTS/textbook/textbook.htm?jesc1=0-16>
- [http://www.ibe.unesco.org/publications/EducationalPracticesSeriesPdf/Practice 17.p df](http://www.ibe.unesco.org/publications/EducationalPracticesSeriesPdf/Practice 17.pdf)
- [http://www.nuffieldfoundation.org/sites/default/files/files/Nuffield CuP FULL REP ORTv FINAL.pdf](http://www.nuffieldfoundation.org/sites/default/files/files/Nuffield_CuP_FULL_REP_ORTv_FINAL.pdf)

CROSS DISABILITY AND INCLUSION

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

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

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

B11: Skill-based Optional Course (Disability Specialization) ANY ONE

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

INCLUSIVE EDUCATION

Course Code: B 6

Credits: 02

Contact Hours: 30

Marks: 50

Introduction

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

Objectives

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

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

Unit 1: Introduction to Inclusive Education

5 Hours

- 1.1 Marginalisation vs. Inclusion: Meaning & Definitions
- 1.2 Changing Practices in Education of Children with Disabilities: Segregation, Integration & Inclusion
- 1.3 Diversity in Classrooms: Learning Styles, Linguistic & Socio-Cultural Multiplicity
- 1.4 Principles of Inclusive Education: Access, Equity, Relevance, Participation & Empowerment
- 1.5 Barriers to Inclusive Education: Attitudinal, Physical & Instructional

Unit 2: Policies & Frameworks Facilitating Inclusive Education

5 Hours

- 2.1 International Declarations: Universal Declaration of Human Rights (1948), World Declaration for Education for All (1990)
- 2.2 International Conventions: Convention against Discrimination (1960), Convention on Rights of a Child (1989), United Nations Convention of Rights of Persons with Disabilities (UNCRPD) (2006)

- 2.3 International Frameworks: Salamanca Framework (1994), Biwako Millennium Framework of Action (2002)
- 2.4 National Commissions & Policies: Kothari Commission (1964), National Education Policy (1968), National Policy on Education (1986), Revised National Policy of Education (1992), National Curricular Framework (2005), National Policy for Persons With Disabilities (2006)
- 2.5 National Acts & Programs: IEDC (1974), RCI Act (1992), PWD Act (1995), National Trust Act (1999), SSA (2000), RTE (2006), RMSA (2009), IEDSS (2013)

Unit 3: Adaptations Accommodations and Modifications

7 Hours

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

Unit 4: Inclusive Academic Instructions

8 Hours

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

Unit 5: Supports and Collaborations for Inclusive Education

5 Hours

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

Practical & Field Engagement

- I. Visit Special Schools of any two Disabilities & an Inclusive school & write observation report highlighting pedagogy
- II. Prepare a Checklist for Accessibility in Mainstream Schools for Children with Disabilities
- III. Design a Poster on Inclusive Education
- IV. Prepare a Lesson Plan on any one School subject of your choice using any one Inclusive Academic Instructional Strategy

Transactions

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

Suggested Readings

- Bartlett, L. D., & Weisentein, G. R. (2003). *Successful Inclusion for Educational Leaders*. New Jersey: Prentice Hall.
- Chaote, J. S. (1991). *Successful Mainstreaming*. Allyn and Bacon.
- Choate, J. S. (1997). *Successful Inclusive Teaching*. Allyn and Bacon.
- Daniels, H. (1999) . *Inclusive Education*. London: Kogan.
- Deiner, P. L. (1993). *Resource for Teaching Children with Diverse Abilities*, Florida: Harcourt Brace and Company.
- Dessent, T. (1987). *Making Ordinary School Special*. Jessica Kingsley Pub.
- Gargiulo, R.M. *Special Education in Contemporary Society: An Introduction to Exceptionality*. Belmont: Wadsworth.
- Gartner, A., & Lipsky, D.D. (1997). *Inclusion and School Reform Transferring America's Classrooms*, Baltimore: P. H. Brookes Publishers.
- Giuliani, G.A. & Pierangelo, R. (2007). *Understanding, Developing and Writing IEPs*. Corwin press: Sage Publishers.
- Gore, M.C. (2004) . *Successful Inclusion Strategies for Secondary and Middle School Teachers*, Crowin Press, Sage Publications.
- Hegarthy, S. & Alur, M. (2002). *Education of Children with Special Needs: from Segregation to Inclusion*, Corwin Press, Sage Publishers.
- Karant, P., & Rozario, J. ((2003). *Learning Disabilities in India*. Sage Publications.
- Karten, T. J. (2007). *More Inclusion Strategies that Work*. Corwin Press, Sage Publications.
- King-Sears, M. (1994). *Curriculum-Based Assessment in Special Education*. California: Singular Publications.
- Lewis, R. B., & Doorlag, D. (1995). *Teaching Special Students in the Mainstream*. 4th Ed. New Jersey: Pearson.
- McCormick, S. (1999). *Instructing Students who Have Literacy Problems*. 3rd Ed. New Jersey, Pearson.
- Rayner, S. (2007). *Managing Special and Inclusive Education*, Sage Publications.

- Ryandak, D. L. & Alper, S. (1996). *Curriculum Content for Students with Moderate and Severe Disabilities in Inclusive Setting*. Boston, Allyn and Bacon.
 - Sedlak, R. A., & Schloss, P. C. (1986). *Instructional Methods for Students with Learning and Behaviour Problems*. Allyn and Bacon.
- 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.

INTRODUCTION TO SENSORY DISABILITIES

Course Code: B 7

Credits: 02

Contact Hours: 30

Marks: 50

Introduction

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

Objectives

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

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

Unit 1: Hearing Impairment: Nature & Classification

5 Hours

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

Unit 2: Impact of Hearing Loss

5 Hours

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

Unit 3: Visual Impairment— Nature and Assessment**5 Hours**

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

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

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

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

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

Course Work/ Practical/ Field Engagement

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

Transactions

Visits, Observations, Videos and Interactions with Students with Disabilities

Essential Readings

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

- Handbook on Deafblindness (2005). Sense International India. Retrieved online on 24/4/2015 from http://www.google.co.in/url?sa=t&rct=j&q=&esrc=s&source=web&cd=3&ved=0CDEQFjAC&url=http%3A%2F%2Fssa.nic.in%2Finclusive-education%2Ftraining-module-for-resource-teachers-for-disable-children%2FModule%25202%2520Deafblindness.pdf%2Fat_download%2Ffile&ei=LkY6VdGfOIKymAW604CgDg&usg=AFQjCNHxJc9OazS1f-TSI_HgQqJKxWjs_A&sig2=LIBWuGnYE0OLPtK5FCHEg&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.

INTRODUCTION TO NEURO DEVELOPMENTAL DISABILITIES

Course Code: B 8

Credits: 02

Contact Hours: 30

Marks: 50

Introduction

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

Objectives

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

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

Unit 1: Learning Disability: Nature, Needs and Intervention

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

Unit 2: Intellectual Disability: Nature, Needs and Intervention

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

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.
- Krishnaveni & Malaviya. (2009). Abilities in Autistic Children and their Relevance in Special Education. In Technical Series No3 Lady Irwin College, Social Ecology of Disability: New Delhi, Academic Excellence (ISBN13: 9788189901981)
- Moyes, R.A. (2010). Building Sensory Friendly Classrooms to Support Children with Challenging Behaviors: Implementing Data Driven Strategies, Sensory World, Texas.

- Malaviya,R. (2014) Specific Learning Disabilities: An Educator's Perspective. in Sagar,R.(ed) Specific Learning Disabilities: Indian Scenario
- Malaviya,R. Strategies for Inclusion of Specific Learning Disabled Child in the Regular School. In Sapra,R. Child development: Issues and Concerns for the Well Being of the Child. New Delhi, Vishabharti Publications 2006 (ISBN: 81-890000-91-8)
- 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.

INTRODUCTION TO LOCOMOTOR AND MULTIPLE DISABILITIES

Course Code: B 9

Credits: 02

Contact Hours: 30

Marks: 50

Introduction

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

Objectives

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

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

Unit 1: Cerebral Palsy (CP)

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

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

- 2.1. Definition, Meaning and Classification
- 2.2. Assessment of Functional Difficulties
- 2.3. Provision of Therapeutic Intervention and Referral
- 2.4. Implications of Functional Limitations for Education and Creating Prosthetic Environment in School and Home: Seating Arrangements, Positioning and Handling Techniques at Home and School
- 2.5. Facilitating Teaching-Learning: IEP, Developing TLM; Assistive technology

Unit 3: Multiple Disabilities and Other Disabling Conditions

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

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

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

Essential Readings

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

GUIDANCE & COUNSELLING

Course Code: B 10(A)

Credits: 02

Contact Hours: 30

Marks: 50

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.*

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.

EARLY CHILDHOOD CARE AND EDUCATION

Course Code: B10 (B)

Credits: 02

Contact Hours: 30

Marks: 50

Introduction

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

Objectives

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

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

Unit 1: The Early Years: An Overview

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

Unit2: Early Education of Children with Disabilities

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

Unit 3: Inclusive Early Childhood Educational (ECE) Practices

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

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- 3.2 Practices for Inclusive ECE Programs: Adaptations of Physical Environment & Equipments, Visual Support Materials, Parent Partnerships, Friendships & Engagements with Typical Children
- 3.3 Principles of Inclusive ECE Practices: Full Participation, Open Ended Activities, Collaborative Planning
- 3.4 Collaborating with Parents, Family Education & Developing Individualised Family Service Plan (IFSP)
- 3.5 School Readiness and Transitions

Practical/ Field Engagements

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

Transactions: Visits, Observations & Workshops.

Essential Readings

- Costello, P.M. (2000). *Thinking Skills & Early Childhood Education*. London: David Fulton Publishers.
- Dunn, S.G., & Dunn, K. (1992). *Teaching Elementary students through their individual learning styles: Practical approaches for grades 3-6*. Massachusetts: Allyn & Bacon.
- Guralnick, M.J. (2005). *The Developmental Systems Approach to Early Intervention*: Brookes Publication.
- 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 Jovanovich.
- 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.

APPLIED BEHAVIOUR ANALYSIS

Course Code: B 10(C)

Credits: 02

Contact Hours: 30

Marks: 50

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.*

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

- 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.

COMMUNITY BASED REHABILITATION

Course Code: B 10(D)

Credits: 02

Contact Hours: 30

Marks: 50

Objectives

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

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

Unit 1: Introduction to Community Based Rehabilitation (CBR)

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

Unit 2: Preparing Community for CBR

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

Unit 3: Preparing Persons with Disability for CBR

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

Practicum/ Field Engagement

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

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.

APPLICATION OF ICT IN CLASSROOM

Course Code: B 10(E)

Credits: 02

Contact Hours: 30

Marks: 50

Course Description

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

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.*

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.

GENDER AND DISABILITY

Course Code: B 10(F)

Credits: 02

Contact Hours: 30

Marks: 50

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 Right-based Approach and Disability

6 Hours

1.1 Human Rights-Based Approach: Concept and History

1.2 Principles of Human Rights-Based Approach

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

1.3 Elements of Human Rights System

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

1.4 Advantage of Human Rights-Based Approach

1.5 Implications for Disability

- Empowerment
- Enforceability
- Indivisibility
- Participation

Unit 2: Gender and Disability

10 Hours

2.1 Sex & Gender: Concept & Difference

2.2 Impairment & Disability: Concept & Difference

2.3 Gendered Experience of Disability

- Public Domain: School and Outside School
- Private and Familial Domain
- Normalization and Social Role Valorisation

2.4 Gender and Disability Analysis: Techniques and Strategies

2.5 Psyche and Gender: Implications for Teaching

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

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

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

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

BRaille AND ASSISTIVE DEVICES

Course Code: B10(G)

Credit: 02

Contact Hours: 30

Marks: 50

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.*

Unit 1: Braille

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

Unit 2: Braille Devices — Types, Description, Relevance

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

Unit 3: Other Devices - Types, Description, Relevance

- 3.1 Mathematical Devices: Taylor Frame and Types, Abacus, Geometry Kit, Algebra Types
- 3.2 Geography: Maps—Relief, Embossed, Models
- 3.3 Science Material
- 3.4 Low Vision Aids—Optical, Non-Optical, Vision Training Material
- 3.5 Schemes and Sources of Availability

Course Work/ Practical/ Field Engagement (Any Two)

Each Student-Teacher will

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

Essential Readings

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

Suggested Readings

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

ORIENTATION AND MOBILITY

Course Code: B 11(A)

Credit: 02

Contact Hours: 30

Marks: 50

Introduction

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

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

Objectives

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

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

Unit 1: Introduction to Orientation and Mobility

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

Unit 2: Human/ Sighted Guide Technique

- 2.1 Grip
- 2.2 Stance
- 2.3 Hand Position

2.4 Speed Control

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

Unit 3: Pre-Cane Skills

3.1 Upper and Lower Body protection

3.2 Room Familiarization

3.3 Using Oral Description for Orientation

3.4 Search Patterns

3.5 Building Map Reading Skills

Unit 4: Cane Travel Techniques and Devices

4.1 Canes — Types, Parts, Six Considerations

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

4.3 Use of Public Transport

4.4 Asking for Help: When and How

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

Unit 5: Training In Independent Living Skills

5.1 Self Care, Gait and Posture

5.2 Personal Grooming

5.3 Eating Skills and Etiquette

5.4 Identification of Coins and Currency Notes

5.5 Basics of Signature Writing

Course Work/Practical/ Field Engagement

Undertake any two of the following

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

Essential Readings

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

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

Suggested Readings

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

COMMUNICATION OPTIONS: ORALISM

Course Code: B 11(B)

Credits: 02

Contact Hours: 30

Marks: 50

Introduction

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

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.*

Unit 1: Understanding Hearing Loss in Real Life Context

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

Unit 2: Advance Understanding of Oral Options

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

Unit 3: Skill Development Required for Oralism

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

Unit 4: Skill Development Auditory Verbal (AV) Approach

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

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

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

Course Work/ Practical/ Field Engagement

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

Essential Readings

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

Suggested Readings

- Chaney, A. L., & Burk, T. L. (1998). *Teaching Oral Communication In Grades K - 8*. Allyn And Bacon. Boston
- Cole, E., & Flexer, C. (2010). *Children with Hearing Loss: Developing Listening and Talking, Birth to Six*. (2nd Ed.). Plural Publishing Inc, San Diego, CA.
- *Dhvani* (Marathi). Balvidyalaya - Cym Publication
- *Directory of Rehabilitation Resources for Persons with Hearing Impairment in India*. (2000). AYJNIHH Publication, Mumbai.
- Estabrooks, W., & Marlowe J, (2000). *The Baby is Listening*, A. G. Bell Association, Washington D.C.
- Estabrooks, W. (2001). *50 Frequently Asked Questions (Faq's) 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*.

COMMUNICATION OPTIONS: MANUAL (INDIAN SIGN LANGUAGE)

Course Code: B 11(C)

Credits: 02

Contact Hours: 30

Marks: 50

Introduction

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

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.*

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

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.

AUGMENTATIVE AND ALTERNATIVE COMMUNICATION

Course Code: B 11(D)

Credits: 02

Contact Hours: 30

Marks: 50

Objectives

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

Unit 1: Organizational frame work for Communication:

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

Unit 2: Basic principles of AAC interventions:

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

Unit 3: Areas of AAC Assessment:

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

Unit 4: Context of Communication:

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

Unit 5: Introduction to communication tools and Access Mode:

- 5.1 Types of AAC devices and systems

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

Suggested Reading:

- Silverman, F.H.(1994). *Communication for the Speechless (3rd Edn.)*. Allyn & Bacon, Boston.
- David R. Beukelman,D.R., & Mirenda,P (2013). *Augmentative and Alternative Communication Supporting Children and Adults with Complex Communication Needs (4th Edn.)* Brookes Publishing Co. Baltimore.
- Lynch, C., & Cooper, J.(1991).*Early Communication Skills: Practical Activities for Teachers and Therapists*, Speechmark Publishing Ltd, Bicester, Oxon
- Warrick, A., & Kaul,S.(1997).*Their manner of speaking : augmentative communication for children and young adults with severe speech disorders*, Indian Institute of Cerebral Palsy, Kolkata
- Communication, compiler: T.N. Southgate. BA, Ormerod School, Oxford, Editor
,G.M. Cochrane MA, FRCP, Equipment for Disabled People , Mary Mariborough Lodge, Nuffield Orthopaedic Centre, Oxford OX3 7 LD
- Tina, D., & Mike, D.(1 997). *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.

MANAGEMENT OF LEARNING DISABILITY

Course Code: B 11(E)

Credits: 02

Contact Hours: 30

Marks: 50

Introduction

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

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.*

Unit 1: Learning Disabilities: Types

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

Unit 2: Assessment of Basic Curricular Skills

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

Unit 3: Intervention Strategies in Basic Skills of Learning

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

Transaction

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

Course Work/ Practical/ Field Engagement

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

Essential Readings

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

Suggested Readings

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

- Prakash, P. (2008). Education of exceptional children: challenges and strategies. . 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.

VOCATIONAL TRAINING, TRANSITION & JOB PLACEMENT

Course Code: B 11(F)

Credits: 02

Contact Hours: 30

Marks: 50

Objectives

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

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

Unit 1: Fundamentals & Assessment of Vocational Rehabilitation

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

Unit 2: Vocational Transition & Curriculum Planning

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

Unit 3: Process of Vocational Rehabilitation & Placement

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

Hands on Experience

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

Suggested Readings

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

AREA - C

DISABILITY SPECIALIZATION

COURSES

Institutions / Organizations offering B.Ed.Spl.Ed. are expected to decide on Specific Disability Area for Specialization out of MR(ID) / VI

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

Disability Specialization

MENTAL RETARDATION / INTELLECTUAL DISABILITY

ASSESSMENT AND IDENTIFICATION OF NEEDS

Course code: C 12

Credits: 04

Contact Hours: 60

Marks: 100

Objectives

After completing the course student-teachers will be able to

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

Unit 1: Intellectual Disability - Nature and Needs

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

Unit 2: Assessment

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

Unit 3: Assessment at Pre-School and School levels

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

3.5 Documentation of assessment, Result interpretation & Report writing- Implication of class level assessment & its relation to Inclusion with resource support

Unit 4: Assessment at Adult and Vocational levels

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

Unit 5: Assessment of Family Needs

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

Course Work/ Practical/ Field Engagement (Any one)

Camp/ Community Mode

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

School Mode

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

Clinical Mode

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

Essential Readings

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

Suggested Readings

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

- 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.

CURRICULUM DESIGNING, ADAPTATION & EVALUATION

Course code: C 13

Credits: 04

Contact Hours: 60

Marks: 100

Objectives

After completing the course student-teachers will be able to

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

Unit 1: Curriculum Designing

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

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

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

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

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

Unit 4: Curriculum Adaptations

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

Unit5: Curriculum Evaluation

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

Course Work/ Practical/ Field Engagement (Any One)

Special/ Inclusive schools

To prepare need based curriculum for training in

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

Essential Readings

- Baine, D. (1988) Handicapped Children in Developing Countries, Assessment, Curriculum and Instruction. University of Alberta, Alberta,
- Bos, C.S. & Vaughn, S. (1994) Strategies for teaching students with learning and behaviour problems. Boston: Allyn and Bacon.
- Jeyachandaran, P., & Vimala, V. (2000). Madras Developmental Programming System.
- Luftig, R.L. (1949). Teaching the Mentally Retarded Student: Curriculum, Methods and Strategies. Library of Congress Cataloging-in-publications data.
- Myreddi, V., & Narayan, J. (1998). Functional Academics for students with mild mental retardation, NIMH, Secunderabad.
- Myreddi, V. & Narayan, J. (2005) FACP - PMR, NIMH, Secunderabad.
- Narayan, J. (1990). Towards independence series 1 to 9. NIMH, Secunderabad.

- 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.

INTERVENTION AND TEACHING STRATEGIES

Course code: C 14

Credits: 04

Contact Hours: 60

Marks: 100

Objectives

After completing the course student-teachers will be able to

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

Unit 1: Intervention

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

Unit 2: Individualised Education Programme

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

Unit 3: Teaching Strategies and TLM

- 3.1 Stages of Learning
- 3.2 Principles of Teaching
- 3.3 Multi-sensory Approaches - Montessori Methods, VAKT Method, Orton - Gillingham Method, Augmentative and Alternative Communication
- 3.4 Teaching Strategies - Task Analysis, Chaining, Shaping, Modelling, Prompting, Fading and Reinforcement, Role Play, Play Way method

Unit 4: Intervention for Mal-adaptive Behaviour

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

Unit 5: Therapeutic Intervention

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

Course Work/ Practical/ Field Engagement (Any One)

Special/ Inclusive Schools/ Institute

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

Essential Readings

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

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

Suggested Readings

- A.C.Ornstein (1990). Strategies for Effective Teaching. Harper and Row, Publishers, Inc.
- David W. (1998). Teaching and Learning in the Early Years. London and New York: Routledge.
- 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 Publisers.
- 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.

TECHNOLOGY AND DISABILITY

Course code: C 15

Credits: 04

Contact Hours: 60

Marks: 100

Objectives

After completing the course student-teachers will be able to

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

Unit 1: Technology in Education and Instruction

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

Unit 2: ICT

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

Unit 3: Use of Multimedia in Education

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

Unit 4: Technology Based Instructions

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

Unit 5: Application of Technology

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

Course Work/ Practical/ Field Engagement (Any One)

Special/ Inclusive School/ Institute

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

Essential Readings

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

- Richmond, W. R. (ed.) (1900). The Concept of Education Technology: A Dialogue with Yourself, London: Weidenfield and Nicolson.
- Sampath, K., Pannirselvam, A. & Santhanam, S. (1990). Introduction to Educational Technology, New Delhi: Sterling Publishers Private Limited.
- Sharma, Hemant Lata and Sharma, Savita (2010). Learning to Learn with Love: Theory and Practice of Co-operative Learning, New Delhi: Gagandeep Publications Sutherland,

Suggested Readings

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

PSYCHO-SOCIAL AND FAMILY ISSUES

Course code: C 16

Credits: 02

Contact Hours: 30

Marks: 50

Objectives

After completing the course student-teachers will be able to

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

Unit 1: Family

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

Unit 2: Psycho-Social Issues

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

Unit 3: Involving Families

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

Unit 4: Adolescent Issues

- 4.1 Physiological Changes; Implication in Emotional and Social Development

- 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 Ovlandio: 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 Laughlin R.M. (1992) A Guide for educating mainstreamed students, Boston: Allyn & Bacon
- Malaviya, R. (2008). Development of the Resource Corners and Kit for Classrooms: Understanding Psycho-social Issues in Classroom Dynamics. Report of the Regional Workshop on Children with Special Needs. Shikshan Bharati
- 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.

AREA D

ENHANCEMENT OF PROFESSIONAL CAPACITIES (EPC)

(Wherever applicable specific reference to disability will be focused)

D17	Reading and Reflecting on Texts
D18	Drama and Art in Education
D19	Basic Research & Basic Statistic

Course code: D 17

Credits: 02

Contact Hours: 30

Marks: 50

Introduction

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

Objectives

After completing the course student-teachers will be able to

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

Unit 1: Reflections on Literacy

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

Unit 2: Reflections on Reading Comprehension

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

Unit 3: Skill Development in Responding to Text

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

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

Unit 4: Reflecting Upon Writing as a Process and Product

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

Unit 5: Practicing Independent Writing

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

Course Work/ Practical/ Field Engagement

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

Essential Readings

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

- 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.
- Gallangher, K. (2004). *Deeper Reading: Comprehending Challenging Texts*. Stenhouse Publishers
- Heller, R. (1998). *Communicate clearly*. DK Publishing: New York.
- Luetke-Stahlman, B., & Nielsen, D. (2003). Early Literacy of Kindergartners with Hearing Impairment. *High Beam*
- May, F. B. (1998). *Reading as communication*. Merrill: New Jersey
- Miller, D. (2002). *Reading With Meaning: Teaching Comprehension in the Primary Grades*. Stenhouse Publishers, New York.
- Pandit, B., Suryawanshi, D. K., & Prakash, M. (2007). *Communicative language teaching in English*. Nityanutan Prakashan, Pune.
- Paul, P. V. (2009). *Language and Deafness*. Jones and Bartlett: Boston

PERFORMING AND VISUAL ARTS

Course code: D 18

Credits: 02

Contact Hours: 30

Marks: 50

Introduction

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

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

Objectives

After completing the course student-teachers will be able to

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

Unit 1: Introduction to art Education

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

Unit 2: Performing Arts: Dance and Music

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

Unit 3: Performing Arts: Drama

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

Unit 4: Visual Arts

- 5.6 Range of art activities in visual arts
- 5.7 Experiencing, responding and appreciating visual art
- 5.8 Exposure to selective basic skills in visual art
- 5.9 Art education: Facilitating interest among students: planning and implementing activities
- 5.10 Enhancing learning through visual art for children with and without special needs: strategies and adaptations

Unit 5: Media and Electronic Arts

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

Course Work/ Practical/ Field Engagement

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

Essential Readings

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

Suggested Readings

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

BASIC RESEARCH AND STATISTICS

Course code: D 19

Credits: 02

Contact Hours: 30

Marks: 50

Objectives

After completing the course student-teachers will be able to

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

Unit 1: Introduction to Research

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

Unit 2: Types and Process of Research

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

Unit 3: Measurement and Analysis of Data

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

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..

PRACTICUM: MR

Credits: 02

Marks: 50

First Year

E 1: Cross disability & inclusion

Hours: 60

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

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

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

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

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

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

A suggestive framework is given below:

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

Second

Year

F1: Main

Disability

Special

School

Hours: 120

Credits: 04

Marks:

100

Sl. No.	Tasks for the Student- teachers	Disability Focus	Set up	No. of Lessons
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1	Classroom Teaching Across all class levels and Curricular Domains <i>Class Levels</i> <i>a. ECSE,</i> <i>b. Pre-Primary</i> <i>c. Primary</i> <i>d. Secondary</i> <i>e. Prevocational</i>	ID	Special schools for ID	Minimum 60 lessons (15 Personal/ Social, 25 - Functional Academics, 10- Occupational, 10- Recreational)
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Note: Minimum of four weeks should be allocated for School attachment/ Internship and reflected in the time table and should cover Tasks specified under F1 with sufficient time for teaching to acquire competence to deal with students with ID across different severity/ class levels and Curricular domains for whole class. A suggestive framework is given below:

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

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

(First Year) E 1: Cross disability
& inclusion

Hours:
120

Credits: 04
Marks:
100

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

Hours:
120

Credits: 04
Marks: 100

(Second Year) F 2: Other Disability
Special School

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

(Second Year) F 3:
Inclusive School

Hours: 120

Credits: 04

Marks: 100

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

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

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

