

SCHEME OF EXAMINATION FOR B.Ed. SPL. ED. TWO YEAR PROGRAMME
(To be implemented from the Session 2015-16)
(As recommended by the UG Board of Studies in Education)
YEAR I

Course	Nomenclature	Max. Marks			No. of Credits	Teaching Hours per week (Exam Hours : Marks)
		Total	Theory	Internal Assessment		
I	Human Growth & Development	100	80	20	4	4 (3 Hrs: 80)
II	Contemporary India and Education	100	80	20	4	4 (3 Hrs: 80)
III	Learning, Teaching and Assessment	100	80	20	4	4 (3 Hrs: 80)
IV	Pedagogy of School Subjects (ANY ONE) (Special Reference to Disability) 1. Pedagogy of Teaching Science 2. Pedagogy of Teaching Mathematics 3. Pedagogy of Teaching Social Studies	100	80	20	4	4 (3 Hrs: 80)
V	Pedagogy of School Subjects (ANY ONE) (Special Reference to Disability) 1. Pedagogy of Teaching Hindi 2. Pedagogy of Teaching English	100	80	20	4	4 (3 Hrs: 80)
VI (A)	Inclusive Education	50	40	10	2	2 (1:30 Hrs. 40)
VI (B)	Introduction to Sensory Disabilities (VI, HI, Deaf-blind)	50	40	10	2	2 (1:30 Hrs. 40)
VII (A)	Introduction to Neuro Developmental Disabilities (LD, MR/ID, ASD)	50	40	10	2	2 (1:30 Hrs. 40)

VII (B)	Introduction to Locomotor & Multiple Disabilities (Deaf-Blind, CP,MD)	50	40	10	2	2 (1:30 Hrs. 40)
VIII	Assessment and Identification of Needs	100	80	20	4	4 (3 Hrs: 80)
IX	Curriculum Designing, Adaptation and Evaluation	100	80	20	4	4 (3 Hrs: 80)
X (A)	*Practical : Cross Disability & Inclusion	50			2	
X (B)	**Practical : Disability Specialization	50			2	
Total Marks		1000	Total Credits		40	

Engagement with field as part of courses indicated below:

Sr. No.	Task for the Teacher Trainees	Course	Place
1.	Assignment / Project	Course I & II	Institute
2.	Assignment / Project/Presentation	Course III & VI (A)	Institute
3.	Assignment / Project/Presentation	Course IV, V & IX	Institute/ Special/Inclusive School
4.	Assignment / Project/Presentation	Course VIII (All disabilities)	Camp / Clinic / School, etc. (for minimum of fifteen hours)

Course X (A): *Practical - Cross Disability and Inclusion

Tasks for the Student-Teachers	Disability Focus	Education Setting	Description
Classroom Observation	Major Disability	Special school	Minimum 30 School Periods
	Other than Major Disability	Minimum 3 Special schools for other disabilities	Minimum 30 School Periods
	Any Disability	Inclusive Schools	Minimum 10 School Periods

- Schedule for practical for Course X (A) 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.

Course X (B): **Practical - Disability Specialization

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

Sr. No.	Tasks for Student-Teachers	Disability Focus	Education Setting	Description
1	Classroom observation	Major Disability	Special school	Observation of all subjects at different level, minimum 50 School Periods
2	a. Lesson planning for selected pedagogy school subjects	Major Disability	For Special school & Inclusive Set up	10 essons
	b. Lesson planning focusing on adaptation, evaluation	Major Disability	For Special school & Inclusive Set up	10 lessons
3	a. Micro teaching & simulated teaching on selected skills	General	Institute	10 lessons
	b. Micro teaching & simulated teaching on 5 each from lessons planned in 2	Major Disability	Institute	10 lessons

YEAR II

Course	Nomenclature	Max. Marks			No. of Credits	Teaching Hours per week (Exam Hours : Marks)
		Total	Theory	Internal Assessment		
I (A)	Skill Based Optional Course (Cross Disability and Inclusion) Any One: <ol style="list-style-type: none"> 1. Guidance & Counseling 2. Early Childhood Care & Education 3. Applied Behavioural Analysis 4. Community Based Rehabilitation 5. Application of ICT in Classroom 6. Gender and Disability 7. Braille and Assistive Devices 	50	40	10	2	2 (1:30 Hrs. 40)
I (B)	Skill Based Optional Course (Specialization Disability) Any One: <ol style="list-style-type: none"> 1. Orientation and Mobility 2. Communication Options : Oralism 3. Communication Options : Manual (Indian Sign Language) 4. Augmentative and Alternative Communication 5. Management of Learning Disability 6. Vocational Rehabilitation & Transition to Job Placement 	50	40	10	2	2 (1:30 Hrs. 40)
II	Educational Intervention and Teaching Strategies	100	80	20	4	4 (3 Hrs: 80)
III	Technology and Disability	100	80	20	4	4 (3 Hrs: 80)
IV (A)	Psycho Social and Family Issues	50	40	10	2	2 (1:30 Hrs. 40)

IV (B)	Reading and Reflecting on Texts	50	40	10	2	2 (1:30 Hrs. 40)
V (A)	Drama and Art in Education	50	40	10	2	2 (1:30 Hrs. 40)
V (B)	Basic Research & Basic Statistic	50	40	10	2	2 (1:30 Hrs. 40)
VI	Practical: Cross Disability & Inclusion	100			4	
VII	Practical: Disability Specialization	100			4	
VIII	Main Disability Special School (Related to disability specialization)	100			4	
IX	Other Disability Special School (Related to cross disability and inclusion)	100			4	
X	Inclusive School (Related to cross disability and inclusion & disability specialization)	100			4	
Total Marks		1000	Total Credits		40	

Engagement with field as part of courses indicated below:

Sr. No.	Task for the Student-Teachers	Courses	Place
1.	Assignment / Project/Presentation	Course I (A), II, III & IV (B)	Institute
2.	Assignment / Project/Presentation	Course I (B), IV (B), V (A) & V (B)	Institute/ School

Course VI : Practical - Cross Disability and Inclusion

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

Sr. No.	Tasks for the Student-Teachers	Disability Focus	Education Setting	No. of Lessons
1.	Classroom Observation	Other than Major Disability	Special schools for other disabilities	Observation of all subjects at different level, minimum 15 school Periods
		Any Disability	Inclusive Schools	Observation of all subject at different level, minimum 15

				school Periods
2.	a. Lesson planning and execution on different levels for selected pedagogy school subjects	Any Disability	Special schools for other disabilities/ Resource Room	25 lessons
			Inclusive Schools	25 lessons
3.	a. Individualized Teaching lessons on different levels for selected pedagogy school subjects		Special schools for other disabilities/ Resource Room	20 lessons
	b. Individualized Teaching lessons	Any Disability	Inclusive Schools	20 lessons

Course VII: Practical - Disability Specialization

Sr. No.	Tasks for the Student-Teachers	Disability Focus	Education Setting	No. of Lessons
1.	a. Classroom observation	Major Disability	Special School	Minimum 30 school Periods
	b. Visit to other special schools	Major Disability	Special School	Minimum 2 Schools
2.	a. Lesson planning and execution on different levels for all subjects	Major Disability	Special School/ Resource Room	30 lessons
	b. Lesson planning and execution on different levels for selected pedagogy school subjects	Major Disability	Special School/ Resource Room	20 lessons
3.	a. Individualized Teaching lessons on selected pedagogy school subjects	Major Disability	Special School/ Resource Room	20 IEPs
4.	Observation of support services	Major Disability	Institute/ Clinic	Depending on the specialization

Field Engagement/School Attachment/Internship

Course VIII: Main Disability Special School (Related to Disability Specialization)

S.N.	Tasks for the Student –Teachers	Disability Focus	Education Setting	No. of Lessons
1.	Classroom Teaching	Major Disability	Special schools for disability specialization	Minimum 90 school Periods

**Course IX: Other Disability Special School
(Related to Cross Disability and Inclusion)**

S.N.	Tasks for the Student-Teachers	Disability Focus	Education Setting	No. of Lessons
1.	Classroom Teaching	Other than Major Disability	Special schools for other specialization	Minimum 180 school Periods

**Course X: Inclusive School
(Related to Cross Disability and Inclusion & Disability Specialization)**

S.N.	Tasks for the Student-Teachers	Disability Focus	Education Setting	No. of Lessons
1.	Classroom Teaching	Any Disability	Inclusive School	Minimum 180 school Periods

Note: Minimum of four weeks should be allocated for School attachment/ Internship and reflected in the time table and should cover Tasks specified for Courses VII (Practical : Disability Specialization) & Course IX: Other Disability Special School (Related to Cross Disability & Inclusion) and Course X: Inclusive School (Related to Cross Disability & Inclusion and Disability Specialization) 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 as per framework is given below:

Areas	Disability Specialization	Other Disability	Inclusive Education
Course IV: Pedagogy Subject 1	Year II (3days-15 Hrs)	Year II (2 days-12 Hrs)	Year II (2 days-12 Hrs)
Course V: Pedagogy Subject 2	Year II (3 days-15 Hrs)	Year II (2 days-12 Hrs)	Year II (2 days-12 Hrs)
School Attachment/ Internship (Other Disability Special School & Inclusive School)	Year II (24 days-120 Hrs)	Year II (24 days-120 Hrs)	Year II (24 days-120 Hrs)

Note:

1. Observation and Lessons should be on Primary and Secondary level of classes in all the three areas i.e. Disability Specialization, 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 specialization.
4. Practical in Inclusive setting should be preferably with various disabilities.
5. **Practical Exams will be conducted by the external examiners at the end of year.**

Engagement with the Field and School Experience

In the first year, 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,, 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.

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, a student-teacher 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, organization 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. 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.

Criteria for the award of 20 % Internal Assessment in Theory Papers will be as per the distribution given below:-

1.	One Task & Assignment in every Theory Paper	10% Marks
2.	One test in every theory paper	5% Marks
3.	Attendance	5% Marks
	Upto 75%	0 Mark
	Upto 80%	2% Mark
	Upto 85%	3% Mark
	Upto 90%	4% Mark
	Above 90%	5% Mark

Note:-

If a candidate is awarded Internal Assessment of more than 75% the concerned teacher will specific justification for the same which shall be considered by a committee to be constituted by the concerned Head/Principal of the institute as the case may be.

Grand Total: - 2000 Marks

Total Credits: - 80

YEAR I

COURSE- 1: HUMAN GROWTH & DEVELOPMENT

Time: 3 Hours

Max. Marks: 100
(Theory: 80, Internal: 20)

NOTE FOR PAPER SETTER

- i) Paper setters will set 9 questions in all, out of which students will be required to attempt 5 questions.
- ii) Q. No. 1 will be compulsory and will carry 16 marks. There will be 4 short-answer type questions of 4 marks each to be selected from the entire syllabus.
- iii) Two long answer type questions will be set from each of the four units, out of which the students will be required to attempt one question from each unit. Long-answer type questions will carry 16 marks each.
- iv) All questions will carry equal marks.

OBJECTIVES

After completion of the course, the student teachers will be able to:

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

COURSE CONTENT

UNIT- I

Approaches to Human Development

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

Theoretical Approaches to Development

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

UNIT- II

The Early Years (Birth to Eight Years)

- Prenatal development: Conception, stages and influences on prenatal development

- Birth and Neonatal development: Screening the newborn - APGAR Score, Reflexes and responses, neuro-perceptual development
- Milestones and variations in Development
- Environmental factors influencing early childhood development
- Role of play in enhancing development

UNIT- III

Early Adolescence (From nine years to eighteen years)

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

UNIT- 1V

Transitions into Adulthood

- Psychological well-being
- Formation of identity and self-concept
- Emerging roles and responsibilities
- Life Skills and independent living
- Career Choices

Tasks & Assignments: Any one of the following (10 marks)

- Hands on Experience.
- Observe children in various settings and identify milestones achieved.
- Seminar on human development.
- Writing Journal for reflection and case study.
- Any other task/assignment given by the institution.

SUGGESTED READINGS

- Berk, L. E. (2000). *Human Development*. Tata Mc.Graw Hill Company, New York.
- Brisbane, E. H. (2004). *The developing child*. Mc.Graw Hill, USA.
- Cobb, N. J. (2001). *The child infants, children and adolescents*. Mayfield Publishing Company, California.
- Hurlocl, E. B. (2005). *Child growth and development*. Tata Mc.Graw Hill Publishing Company, New York.
- Hurlocl, E. B. (2006). *Developmental Psychology- A life span approach*. Tata Mc.Graw Hill Publishing Company, New Delhi.
- Meece, J. S., & Eccles J. L (Eds) (2010). *Handbook of Research on Schools, Schooling and Human Development*. New York: Routledge.
- Mittal. S. (2006). *Child development- Experimental Psychology*. Isha Books, Delhi.

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

COURSE- II: CONTEMPORARY INDIA AND EDUCATION

Time: 3 Hours

Max. Marks: 100
(Theory: 80, Internal: 20)

NOTE FOR PAPER SETTER

- i) Paper setters will set 9 questions in all, out of which students will be required to attempt 5 questions.
- ii) Q. No. 1 will be compulsory and will carry 16 marks. There will be 4 short-answer type questions of 4 marks each to be selected from the entire syllabus.
- iii) Two long answer type questions will be set from each of the four units, out of which the students will be required to attempt one question from each unit. Long-answer type questions will carry 16 marks each.
- iv) All questions will carry equal marks.

OBJECTIVES

After completion of the course, the student teachers will be able to:

- explain the history, nature and process and Philosophy of education
- analyse the role of educational system in the context of Modern Ethos
- understand the concept of diversity
- develop an understanding of the trends, issues, and challenges faced by the contemporary Indian Education in global context

COURSE CONTENT

UNIT-I

Philosophical Foundations of Education

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

Understanding Diversity

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

UNIT-II

Contemporary Issues and Concerns

- Universalisation of School Education, Right to Education and Universal Access
- Issues of a) Universal enrolment b) Universal retention c) Universal learning
- Issues of quality and equity: Physical, economic, social, cultural and linguistic,

particularly w.r.t girl child, weaker sections and disabled

- 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
- 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-III

Education Commissions and Policies (School Education)

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

UNIT-IV

Issues and Trends in Education

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

Tasks & Assignments: Any one of the following (10 marks)

- 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

SUGGESTED READINGS

- Aggarwal. J. C. (1992). Development and Planning of Modern Education: New Delhi Vikas Publishing House Pvt. Ltd.
- Ain, L. C. (2010). Civil Disobedience, Book Review Literary Trust: New Delhi. Select chapters.
- Anand, S. P. (1993). The Teacher & Education in Emerging Indian Society, New Delhi: NCERT.
- Bhat. B. D. (1996). Educational Documents in India, New Delhi: Arya Book Depot.
- Bhatia, K. & Bhatia, B. (1997). The Philosophical and Sociological Foundations, New Delhi Doaba House.
- Biswas. A. (1992). Education in India, Arya Book Depot. New Delhi
- Biswas. A., & Aggarwal, J.C. (1992). Education in India, Arya Book Depot New Delhi.
- Chakravarty, S. (1987). Development Planning: The Indian Experience, Oxford University Press: New Delhi.
- Chandra, B. (1997). Nationalism and Colonialism, Orient Longman: Hyderabad.
- Choudhary. K.C., & Sachdeva, L. (1995). Total literacy by 2000: New Delhi: IAE Association.
- Deaton A., & Dreze, J. (2008-2009). Poverty and Inequality in India in Raj Kapila and Uma Kapila (Ed.) in Indian Economy since Independence. Oxford University Press: New Delhi.
- Deshpande, S. (2004). Contemporary India: A Sociological View. Penguin: New Delhi.
- Dubey, S. C (2001). Indian Society, National Book Trust: New Delhi.
- Famous Speeches of Gandhi ji: Speech on the Eve of The Last Fast, January 12, 1948.
- Guha, R. (2007). India after Gandhi: The History of the World's Largest Democracy. Macmillon: Delhi.
- Jagannath. M. (1993). Indian Education in the Emerging Society, New Delhi Sterling publishers Pvt. Ltd.
- Jain, L.C. (2010). Civil Disobedience, Book Review Literary Trust, New Delhi.
- Jangira, N.K. (2012). NCERT Mmother of Inclusive Eeducation Address on Golden Jubilee of NCERT at RIE, Ajmer on 01 Sept. 2012.
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- National Education Commission. (1964-66). Ministry of Education, Government of India, New Delhi
- National Policy on Education. (1986 & 92). Ministry of Human Resource Development Government of India, New Delhi.
- Right to Education Act. (2009). Ministry of Human Resource Development, Government of India, New Delhi.
- 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.

Web sites

- <http://unesdoc.unesco.org/images/0023/002322/232205e.pdf>
- <http://www.gandhi-manibhavan.org/gandhicomelive/speech8.htm>
- <http://www.mk Gandhi.org/speeches/speechmain.htm>

COURSE- III: LEARNING, TEACHING AND ASSESSMENT

Time: 3 Hours

Max. Marks: 100
(Theory: 80, Internal: 20)

NOTE FOR PAPER SETTER

- i) Paper setters will set 9 questions in all, out of which students will be required to attempt 5 questions.
- ii) Q. No. 1 will be compulsory and will carry 16 marks. There will be 4 short-answer type questions of 4 marks each to be selected from the entire syllabus.
- iii) Two long answer type questions will be set from each of the four units, out of which the students will be required to attempt one question from each unit. Long-answer type questions will carry 16 marks each.
- iv) All questions will carry equal marks.

OBJECTIVES

After completion of the course, the student teachers will be able to:

- comprehend the theories of learning and intelligence and their applications for teaching children
- analyse the learning process, nature and theory of motivation
- describe the stages of teaching and learning and the role of teacher
- situate self in the teaching learning process
- analyze the scope and role of assessment in teaching learning process in order to introduce dynamic assessment scheme for educational set up towards enhanced learning

COURSE CONTENT

UNIT-I

Human Learning and Intelligence

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

UNIT-II

Learning Process and Motivation

- Sensation: Definition and Sensory Process
- Attention: Definition and Affecting Factors
- Perception: Definition and Types

- Memory, Thinking, and Problem Solving
- Motivation: Nature, Definition and Maslow's Theory

Teaching Learning Process

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

UNIT- III

Overview of Assessment and School System

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

UNIT-IV

Assessment: Strategies and Practices

- Strategies: (Oral, written, portfolio, observation, project, presentation, group discussion, open book test, surprise test, untimed test, team test, records of learning landmark, close set/open set and other innovative measures) Meaning and procedure
- Typology and levels of assessment items: Multiple choice, open ended and close ended; direct, indirect, inferential level
- Analysis, reporting, interpretation, documentation, feedback and pedagogic decisions
- Assessment of diverse learners: Exemptions, concessions, adaptations and accommodations;
- 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).

Tasks & Assignments: Any one of the following (10 marks):

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

SUGGESTED 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.
- Geisinger, K.F. (2013). APA Handbook of Testing and Assessment in Psychology. Available at American Psychological Association, USA.
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COURSE- IV (1): PEDAGOGY OF TEACHING SCIENCE

Time: 3 Hours

Max. Marks: 100
(Theory: 80, Internal: 20)

NOTE FOR PAPER SETTER

- i) Paper setters will set 9 questions in all, out of which students will be required to attempt 5 questions.
- ii) Q. No. 1 will be compulsory and will carry 16 marks. There will be 4 short-answer type questions of 4 marks each to be selected from the entire syllabus.
- iii) Two long answer type questions will be set from each of the four units, out of which the students will be required to attempt one question from each unit. Long-answer type questions will carry 16 marks each.
- iv) All questions will carry equal marks.

OBJECTIVES

After completion of the course, the student teachers will be able to:

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

COURSE CONTENT

UNIT-I

Nature and Significance of Science

- Nature, Scope, Importance and Value of Science
- Science As An Integrated Area of Study
- Science and Modern Indian Society: Relationship of Science and Society
- Impact of Science with Special Reference to Issues related with Environment, Industrialization and Disarmament
- Role of Science for Sustainable Development

Planning for Instruction

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

UNIT-II

Approaches and Methods of Teaching Sciences

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

UNIT-III

Learning Resources with reference to Children with Disabilities for Teaching Science

- Teaching Learning Aids – Need, Importance, Selection, Use and Classification of Aids Based on Type of Experience, Audio Visual Aids, Multimedia, Charts, and Models (Tactile and Visual)
- Importance of Co-Curricular Activities-Science Club, Science Exhibition, Science Text Books-Characteristics and Significance with reference to Children with Disabilities
- The Science Laboratory-Planning Organization of Lab, Storage, Record Keeping and Safety of Scientific Equipments with reference to Children with Disabilities
- Aquarium, Vivarium – Role in Teaching with Setting & Maintaining
- Museum, Botanical And Zoological Garden: Role In Teaching

UNIT-IV

Evaluation

- Evaluation- Concept, Nature and Need
- Norm Referenced & Criterion Referenced Evaluation, Comprehensive and Continuous Evaluation: Concept and Significance, Scholastic and Co-Scholastic Assessment
- Tools and Techniques for Formative and Summative Assessments
- Preparation of Diagnostic Test and Achievement Test
- Adaptations of Evaluation Procedure With Reference To Children With Disabilities

Tasks & Assignments: Any one of the following (10 marks)

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

SUGGESTED READINGS

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COURSE- IV (2): PEDAGOGY OF TEACHING MATHEMATICS

Time: 3 Hours

Max. Marks: 100
(Theory: 80, Internal: 20)

NOTE FOR PAPER SETTER

- i) Paper setters will set 9 questions in all, out of which students will be required to attempt 5 questions.
- ii) Q. No. 1 will be compulsory and will carry 16 marks. There will be 4 short-answer type questions of 4 marks each to be selected from the entire syllabus.
- iii) Two long answer type questions will be set from each of the four units, out of which the students will be required to attempt one question from each unit. Long-answer type questions will carry 16 marks each.
- iv) All questions will carry equal marks.

OBJECTIVES

After completion of the course, the student teachers will be able to:

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

COURSE CONTENT

UNIT-I

Nature of Mathematics

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

Objectives and Instructional Planning in Mathematics

- Aims and Objectives of Teaching Mathematics in Elementary and Secondary Schools
- Bloom's Taxonomy of Educational Objectives and Writing Objectives in Behavioural Terms
- Lesson Planning– Importance and Basic Steps. Planning Lesson of Arithmetic, Algebra and Geometry
- Unit Planning – Format of A Unit Plan

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

UNIT-II

Strategies for Learning and Teaching Mathematics

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

UNIT-III

Teaching-Learning Resources in Mathematics for Students with Disabilities

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

UNIT-IV

Assessment and Evaluation for Mathematics Learning

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

Tasks & Assignments: Any one of the following (10 marks)

- Pedagogical analysis of a unit of content from secondary school Mathematics Syllabus
- Preparation of a multimedia presentation on a topic with special reference to students with disabilities
- Construction of a question paper based on current CBSE format/concerned State Board of education, preparing its Scoring key, and marking scheme

- Analyzing errors committed by school children in Mathematics and preparing a remedial plan
- Developing an Action Research proposal for a problem related to teaching and learning of Mathematics with reference to students with disabilities

SUGGESTED READINGS

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COURSE- IV (3): PEDAGOGY OF TEACHING SOCIAL SCIENCE

Time: 3 Hours

Max. Marks: 100
(Theory: 80, Internal: 20)

NOTE FOR PAPER SETTER

- i) Paper setters will set 9 questions in all, out of which students will be required to attempt 5 questions.
- ii) Q. No. 1 will be compulsory and will carry 16 marks. There will be 4 short-answer type questions of 4 marks each to be selected from the entire syllabus.
- iii) Two long answer type questions will be set from each of the four units, out of which the students will be required to attempt one question from each unit. Long-answer type questions will carry 16 marks each.
- iv) All questions will carry equal marks.

OBJECTIVES

After completion of the course, the student teachers will be able to:

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

COURSE CONTENTS

UNIT-I

Nature of Social Sciences

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

Curriculum and Instructional Planning

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

UNIT-II

Approaches to teaching of Social Science

- Curricular approaches: a) Coordination, b) Correlational, c) Concentric, d) Spiral, e) Integrated, f) Regressive

- Methods of teaching social science: Lecture, discussion, socialized recitation, source and project method
- Devices and techniques of teaching social studies – Narration, description, illustration, questioning, assignment, field trip, story telling, Role play, Group and self study, programmed learning, inductive thinking, Concept mapping, expository teaching and problem solving
- 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-III

Evaluation of Learning in Social Science

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

UNIT-IV

Social Science Teacher as a Reflective Practitioner

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

Tasks & Assignments: Any one of the following (10 marks)

- 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

SUGGESTED READINGS

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COURSE- V (1): PEDAGOGY OF TEACHING HINDI

Time: 3 Hours

Max. Marks: 100
(Theory: 80, Internal: 20)

NOTE FOR PAPER SETTER

- i) Paper setters will set 9 questions in all, out of which students will be required to attempt 5 questions.
- ii) Q. No. 1 will be compulsory and will carry 16 marks. There will be 4 short-answer type questions of 4 marks each to be selected from the entire syllabus.
- iii) Two long answer type questions will be set from each of the four units, out of which the students will be required to attempt one question from each unit. Long-answer type questions will carry 16 marks each.
- iv) All questions will carry equal marks.

OBJECTIVES

After completion of the course, the student teachers will be able to:

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

पाठ्यवस्तु

इकाई—1

भाषा, हिन्दी भाषा की प्रकृति और प्रयोज्यता

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

हिन्दी साहित्य का सामान्य परिचय

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

इकाई—2

भाषा अधिगम की प्रकृति और पाठ नियोजन

- माध्यमिक स्तर पर हिन्दी शिक्षण के लक्ष्य और उद्देश्य।
- इकाई नियोजन का प्रत्यय, इसका महत्त्व और निर्माणविधि।
- पाठयोजना का परिचय, उपयोग और महत्त्व।
- पाठयोजना के चरण और उनका क्रियान्वयन।
- हिन्दी शिक्षण के ज्ञानात्मक, बोधात्मक, कौषलात्मक और रुचिगत उद्देश्यों का निर्धारण।
- विशिष्ट उद्देश्यों का व्यावहारिक षब्दावली में लेखन।
- पाठ योजना के संरचनात्मक उपागम का परिचय और अभ्यास।

इकाई—3

हिन्दी की विविध विधाओं के शिक्षण की विधियों का परिचय और उपयोग

- माध्यमिक कक्षाओं में गद्य शिक्षण की उपयोगिता।
- गद्य शिक्षण की अर्थबोध, व्याख्या, विप्लेषण और संयुक्त विधि का परिचय और इनकी समीक्षा।
- माध्यमिक कक्षाओं के पाठ्यक्रम में पद्य के समावेश की उपयोगिता।
- पद्य शिक्षण कीषब्दार्थ कथन, खण्डान्वय, व्यास और समीक्षा विधि का परिचय और इनकीउपयुक्तता का आकलन।
- माध्यमिक स्तर पर व्याकरण शिक्षण की आवश्यकता और उपयोगिता।
- व्याकरण शिक्षण की निगमन, आगमन, भाषासंसर्ग और पाठ्य-पुस्तक विधियों का मूल्यांकन।

भाषा अधिगम-शिक्षण में सहायक सामग्रियों का प्रयोग

- शिक्षण उपकरणों का सन्दर्भ, महत्त्व और लाभ।
- अधिगम-शिक्षण के दृश्य उपकरणों के प्रकार।
- दृश्यउपकरणों- प्यामपट्ट, चार्ट, नक्शा, मानचित्र, प्रतिरूप, कार्यशील प्रतिरूप औरपलैषकार्डकी प्रयोगविधि।
- श्रव्य उपकरणों - कॉम्पैक्ट डिस्क व कैसेटस् के प्रयोग की विधि और अभ्यास।
- मुद्रित श्रव्यउपकरणों-अखबार, पत्रिकाओं और पुस्तकों का सहायक उपकरणों के रूप मेंप्रयोग।
- वैद्युदण्विकउपकरणों-टेलीविजन, कम्प्यूटर और विष्वजाल के सहायक उपकरणों केरूप मेंप्रयोग की विधि और उपयोगिता।
- भाषा अधिगम में भाषा प्रयोगशाला के प्रयोग की विधि और समीक्षा।

इकाई—4

भाषा अधिगम के मूल्यांकन की प्रविधि

- मूल्यांकन की संकल्पना, उद्देश्य और महत्त्व।
- सतत एवं व्यापक मूल्यांकन का सन्दर्भ।
- लेखन, पठन,श्रुतलेख, सुलेख, तीव्रलेखन, त्रुटिमुक्त लेखन, आशुभाषण और काव्यपाठका
- सतत एवं व्यापक मूल्यांकन प्रविधि द्वारा मूल्यांकन।
- कक्षागत पाठ्यसहगामीगतिविधियों - गीत, अभिनय, संवाद, क्रियाकलाप और नेतृत्व के गुणोंकासतत एवं व्यापक मूल्यांकन प्रविधि द्वारा मूल्यांकन।
- विद्यार्थियों के भाषा अधिगम का संचयीवृत्त बनाना।

चिन्तनशील साधक के रूप में शिक्षक

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

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

प्रायोगिककार्य

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

सन्दर्भ पुस्तकें

- हिन्दी शिक्षण : अभिनव आयाम, डॉ. श्रुतिकान्त पाण्डेय, एक्सिस पब्लिकेशंस, दरियागंज, नई दिल्ली, 2010.
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- हिन्दी शिक्षण, रमन बिहारी लाल, रस्तोगी प्रकाशन, मेरठ, 2002.
- हिन्दी शिक्षण, सावित्री सिंह, इन्टरनेशनल पब्लिशिंग हाउस, मेरठ, 2004

COURSE- V (2): PEDAGOGY OF TEACHING ENGLISH

Time: 3 Hours

Max. Marks: 100
(Theory: 80, Internal: 20)

NOTE FOR PAPER SETTER

- i) Paper setters will set 9 questions in all, out of which students will be required to attempt 5 questions.
- ii) Q. No. 1 will be compulsory and will carry 16 marks. There will be 4 short-answer type questions of 4 marks each to be selected from the entire syllabus.
- iii) Two long answer type questions will be set from each of the four units, out of which the students will be required to attempt one question from each unit. Long-answer type questions will carry 16 marks each.
- iv) All questions will carry equal marks.

OBJECTIVES

After completion of the course, the student teachers will be able to:

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

COURSE CONTENTS

UNIT-I

Nature of English Language & Literature

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

Instructional Planning

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

UNIT-II

Approaches and Methods of Teaching English

- Difference between an approach and a method
- Task based approach, co-operative learning, language across curriculum, communicative language teaching, Bilingual, Eclectic and Constructive approach
- Methods of Teaching of Prose, Poetry, Drama, Grammar and Vocabulary- i)

- Translation method. ii) Structural – Situational method. iii) Direct method
- Development of four basic language skills: Listening, Speaking, Reading, and Writing
 - Accommodation in approaches and techniques in teaching children with disabilities

UNIT-III

Instructional Materials

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

UNIT-IV

Evaluation

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

Tasks & Assignments: Any one of the following (10 marks)

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

SUGGESTED READINGS

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

COURSE- VI (A): INCLUSIVE EDUCATION

Time: 1.30 Hours

Max. Marks: 50
(Theory: 40, Internal: 10)

NOTE FOR PAPER SETTER

- i) Paper setters will set 5 questions in all, out of which students will be required to attempt 3 questions.
- ii) Q. No. 1 will be compulsory and will carry 8 marks. There will be 2 short-answer type questions of 4 marks each to be selected from the entire syllabus.
- iii) Two long answer type questions will be set from each of the two units, out of which the students will be required to attempt one question from each unit. Long-answer type questions will carry 16 marks each.
- iv) All questions will carry equal marks.

OBJECTIVES

After completion of the course, the student teachers will be able to:

- explain the construct of inclusive education & the progression from segregation towards valuing & appreciating diversity in inclusive education
- explicate the national & key international policies & frameworks facilitating inclusive education
- enumerate the skills in adapting instructional strategies for teaching in mainstream classrooms
- describe the inclusive pedagogical practices & its relation to good teaching
- expound strategies for collaborative working and stakeholders support in implementing inclusive education

COURSE CONTENT

UNIT-I

Introduction to Inclusive Education

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

Policies & Frameworks Facilitating Inclusive Education

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

Policy (1968), National Policy on Education (1986), Revised National Policy Education (1992), National Curricular Framework (2005), National Policy for Persons With Disabilities (2006)

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

UNIT-II

Adaptations Accommodations and Modifications

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

Inclusive Academic Instructions

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

Supports and Collaborations for Inclusive Education

- Stakeholders of Inclusive Education & Their Responsibilities
- Advocacy & Leadership for Inclusion in Education
- Family Support & Involvement for Inclusion
- Community Involvement for Inclusion
- Resource Mobilisation for Inclusive Education

Tasks & Assignments: Any one of the following (05 marks)

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

SUGGESTED READINGS

- Bartlett, L. D., & Weisentein, G. R. (2003). Successful Inclusion for Educational Leaders. New Jersey: Prentice Hall.
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- Gore, M.C. (2004). *Successful Inclusion Strategies for Secondary and Middle School Teachers*, Corwin Press, Sage Publications.
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- King-Sears, M. (1994). *Curriculum-Based Assessment in Special Education*. California: Singular Publications.
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- McCormick, S. (1999). *Instructing Students who Have Literacy Problems*. 3rd Ed. New Jersey, Pearson.
- Rayner, S. (2007). *Managing Special and Inclusive Education*, Sage Publications.
- Ryandak, D. L. & Alper, S. (1996). *Curriculum Content for Students with Moderate and Severe Disabilities in Inclusive Setting*. Boston, Allyn and Bacon.
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- 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.
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- Westwood, P. (2006). *Commonsense Methods for Children with Special Educational Needs - Strategies for the Regular Classroom*. 4th Edition, London Routledge Falmer: Taylor & Francis Group.

**COURSE-VI (B): INTRODUCTION TO SENSORY DISABILITIES
(VI, HI, Deaf-blind)**

Time: 1.30 Hours

**Max. Marks: 50
(Theory: 40, Internal: 10)**

NOTE FOR PAPER SETTER

- i) Paper setters will set 5 questions in all, out of which students will be required to attempt 3 questions.
- ii) Q. No. 1 will be compulsory and will carry 8 marks. There will be 2 short-answer type questions of 4 marks each to be selected from the entire syllabus.
- iii) Two long answer type questions will be set from each of the two units, out of which the students will be required to attempt one question from each unit. Long-answer type questions will carry 16 marks each.
- iv) All questions will carry equal marks.

OBJECTIVES

After completion of the 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

COURSE CONTENT

UNIT-I

Hearing Impairment: Nature & Classification

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

Impact of Hearing Loss

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

UNIT-II

Visual Impairment-- Nature and Assessment

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

Educational Implications of Visual Impairment

- Effects of Blindness--Primary and Secondary
- Selective Educational Placement
- Teaching Principles
- Expanded Core Curriculum-- Concept and Areas
- Commonly Used Low Cost and Advanced Assistive Devices

Deaf-blindness

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

Task & Assignment (any one of the following)

- 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

SUGGESTED READINGS

- Bradford, L. J. & Hardy, W.G. (1979). Hearing and Hearing Impairment. New York: Grune and Stratton.
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 - 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.
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 - Tye-Murray, N. (1998). *Intervention Plans for Children*. In Tye-Murray N. (Eds) *Foundations of Aural Rehabilitation*. San Diego: Singular, 381–413.

**COURSE-VII (A): INTRODUCTION TO NEURO DEVELOPMENTAL
DISABILITIES (LD, MR/ID, ASD)**

Time: 1.30 Hours

**Max. Marks: 50
(Theory: 40, Internal: 10)**

NOTE FOR PAPER SETTER

- i) Paper setters will set 5 questions in all, out of which students will be required to attempt 3 questions.
- ii) Q. No. 1 will be compulsory and will carry 8 marks. There will be 2 short-answer type questions of 4 marks each to be selected from the entire syllabus.
- iii) Two long answer type questions will be set from each of the two units, out of which the students will be required to attempt one question from each unit. Long-answer type questions will carry 16 marks each.
- iv) All questions will carry equal marks.

OBJECTIVES

After completion of the course, the student teachers will be able to:

- discuss the characteristics and types of learning disability
- describe the tools, areas of assessment and apply intervention strategies to enhance learning
- explain the characteristics and types of intellectual disability
- describe the tools, areas of assessment and prepare and apply intervention strategies for independent living
- explain the characteristics and types of autism spectrum disorder
- describe the tools, areas of assessment and apply intervention strategies

COURSE CONTENT

UNIT-I

Learning Disability: Nature, Needs and Intervention

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

Intellectual Disability: Nature, Needs and Intervention

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

UNIT- II

Autism Spectrum Disorder: Nature, Needs and Intervention

- Definition, Types and Characteristics
- Tools and Areas of Assessment

- Instructional Approaches
- Teaching Methods
- Vocational Training and Career Opportunities

Task & Assignment (any one of the following):

- Develop an Assessment Tool for a child with learning disability in the given area
- Prepare a transition plan from school to college for an LD Child
- Prepare a life skill curriculum
- Prepare a screening tool for children with Autism Spectrum Disorder
- Prepare teacher made test for functional assessment of a given child with ID/ Autism
- Plan an educational program on the basis of an assessment report of a child with ID/Autism

SUGGESTED READINGS

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- 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 (1sted.) Academic Press, San Diego, CA.

COURSE-VII (B) : INTRODUCTION TO LOCOMOTOR AND MULTIPLE DISABILITIES (Deaf-Blind, CP, MD)

Time: 1.30 Hours

Max. Marks: 50
(Theory: 40, Internal: 10)

NOTE FOR PAPER SETTER

- i) Paper setters will set 5 questions in all, out of which students will be required to attempt 3 questions.
- ii) Q. No. 1 will be compulsory and will carry 8 marks. There will be 2 short-answer type questions of 4 marks each to be selected from the entire syllabus.
- iii) Two long answer type questions will be set from each of the two units, out of which the students will be required to attempt one question from each unit. Long-answer type questions will carry 16 marks each.
- iv) All questions will carry equal marks.

OBJECTIVES

After completion of the course, the student teachers will be able to:

- identify the persons with locomotor disabilities such as Cerebral Palsy, Amputees, Polio, Leprosy Cured, Muscular Dystrophies, Neural and Spinal defects and Multiple disabilities
- plan an effective programme for creating awareness about the persons with locomotor disabilities and multiple disabilities
- plan an effective therapeutic programme for the persons with locomotor disabilities and multiple disabilities and to refer for medical intervention if necessary
- plan an effective educational programme and functional activities for the persons with locomotor disabilities and multiple disabilities

COURSE CONTENT

UNIT-I

Cerebral Palsy (CP)

- CP: Nature, Types and Its Associated Conditions
- Assessment of Functional Difficulties of CP including Abnormalities of Joints and Movements (Gaits)
- Provision of Therapeutic Intervention and Referral of Children with CP
- 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
- Facilitating Teaching-Learning of Children with CP in School, IEP, Developing TLM; Assistive Technology to Facilitate Learning and Functional Activities

UNIT-II

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

- Definition, Meaning and Classification
- Assessment of Functional Difficulties
- Provision of Therapeutic Intervention and Referral

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

Multiple Disabilities and Other Disabling Conditions

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

Tasks & Assignments: Any one of the following (05 marks)

- 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.

SUGGESTED 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

(DISABILITY SPECIALIZATION - HEARING IMPAIRMENT)

COURSE-VIII: ASSESSMENT AND IDENTIFICATION OF NEEDS

Time: 3 Hours

Max. Marks: 100
(Theory: 80, Internal: 20)

NOTE FOR PAPER SETTER

- i) Paper setters will set 9 questions in all, out of which students will be required to attempt 5 questions.
- ii) Q. No. 1 will be compulsory and will carry 16 marks. There will be 4 short-answer type questions of 4 marks each to be selected from the entire syllabus.
- iii) Two long answer type questions will be set from each of the four units, out of which the students will be required to attempt one question from each unit. Long-answer type questions will carry 16 marks each.
- iv) All questions will carry equal marks.

OBJECTIVES

After completion of the course, the student teachers will be able to:

- explain the need and techniques for early identification of hearing loss in children
- acquire knowledge in the area of audiological assessment and its relevance in education
- discuss communicative and language related needs with the understanding of its development and assessment
- understand the need for assessment of various processes involved in production of speech
- describe and identify different components of educational assessment and analyse various educational needs of individuals with hearing impairment

COURSE CONTENTS

UNIT-I

Early Identification of Hearing Loss: Need and Strategies

- Need for early identification of hearing loss
- Overview to behavioural and objective techniques in screening for hearing loss
- Team members involved in hearing screening and their role
- Use of checklists and behavioural observation in early identification of hearing loss by school teachers (congenital & acquired)
- Referral of children based on signs and symptoms of hearing loss

Audiological Assessment

- Orientation: Sound, Physical and psychological parameters/attributes, concept of dBHL vs dB SPL, Auditory milestones in typical children (0-2 years)
- Assessment & methods of assessment: Subjective & Objective tests; Orientation to these tests and their importance
- Audiometer: Block diagram, parts & use; Types of audiometry [sound field (BOA, VRA) & close field]; role of special educators in conditioning for pure tone audiometry
- Audiogram: Understanding of audiogram and its implication in assessing the educational needs of children with different types and degrees of hearing loss.
- 2.5 Concept of unaided, aided audiograms, Speech spectrum and its applications

UNIT-II

Assessment of Language & Communication

- Communication: Concepts and types (Linguistic versus Non Linguistic)
- Receptive and Expressive Language: Concept, Types (verbal and manual) and Structure
- Developmental milestones in typically growing children; Impact of deafness on communication and language with reference to clinical (type, degree, onset) and environmental (parental participation, access to language early intervention services) factors
- Assessing communication and language: Developmental checklists, Scales, Standardized tools and assessing language samples using parameters of measurement (productivity, complexity, correctness and communicativeness)
- Identification of needs related to communication and language

UNIT-III

Assessment of Speech

- Respiration and Phonation: Pre-requisites, process, types and need for assessment
- Basics of Articulation and phonology (active and passive articulators; classification of vowels and consonants; assessment of articulation)
- Suprasegmental aspects of speech and its assessment
- Milestones of speech development in typically developing children
- Speech Intelligibility: Concept, Factors & Assessment

UNIT-IV

Educational Assessment and Identification of Needs

- Educational assessment: Concept and Scope
- Factors affecting educational performance: individual, family and environment
- Types of Assessment: Norm referenced and Criterion Referenced test, Comprehensive and Continuous assessment, Summative and Formative, Formal and Informal, Conventional & alternate, Performance based and Curriculum based
- Tools and techniques of Educational Assessment: Observations, Interviews, Developmental scales, Standardized and Criterion based tests, Teacher Made Tests at different levels and classroom assessment techniques (Conventional and Modern)
- Current trends and challenges in assessment: Independent, dual purpose and constructivist perspective and adaptations

Tasks & Assignments: Any one of the following (10 marks)

- Compiling checklists (at least two) to identify hearing impairment in children
- Using the audiograms of children (at least two), identify the audiological needs of each
- Profiling the speech of children (at least two) by using a speech assessment kit
- Record the interaction with the three year old typically developing child and write your brief reflections in terms of use of vocabulary and syntax
- Compile various tools used for educational assessment of children

SUGGESTED READINGS

- Bel, R.L. and Frisbie, D.A.(1991) 5thed, Essentials of Educational Measurement, Prentice hall publication, New Jersey.
- Boyle, J. and Fisher, S. (2007) educational testing (A competence based approach), BPS Blackwell publication, Singapore.
- Brigrance, A.H. and Hargis, C.H. (1993) Educational Assessment, Charles C Thomas publication, USA.
- Evens, P. and Varma. V (1990). Special Education Past, Present and Future, The Falmer Press.
- Gregory, Jnight, et al. (1998), Issues in Deaf Education. Cromwel Press.
- Jalvi R, Nandurkar A., Bantwal A., (2006). Introduction to hearing impairment. New Delhi: Kanishka Publication.
- Jurs, S.G. and Wiersma, W.(1990) 2nd ed Educational Measurement and Testing, Allyn and Bacon publication, Boston .
- Linn, R. L. and Gronlund, N. E. (1995) 7thed Measurement and Assessment in Teaching, Prentice hall publication, New Jersey.
- Madell, JR & Flexer, C., (2008) Pediatric Audiology: Diagnosis, Technology and Management. New York: Thieme Medical Publishers.
- 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.
- Mathew, S. and Misra, A. (2010) Knowledge based evaluation of students with hearing impairment, Journal of NCED, Vol 2, Issue 1, page 26-33.
- McMillan, J.H (2001) Classroom assessment: Principles & practices for effective instruction (2nd Eds), Allyn & Bacon, Boston.
- Newby, H. A., & Popelka, G. R. (1992). Audiology (6thed.). New York: Appleton-Century-crofts.
- Nitko, A. J. (1983) Educational Tests and Measurement, An Introduction, Harcourt Brace Publication, New York
- Northern, J.L. Downs, M.P. (2002). Hearing in Children. 5th Edition. Philadelphia: Lippincott Williams and Wilkins
- Patel, R.N. (1985), Educational Evaluation, Himalaya publication, Bombay
- Poham, James. W. (1993), Educational Evaluation. Prentice Hall, New Jersey.
- Quigley & Paul, (1984) Language and deafness, College – Hill Press Inc. California
- Rehabilitation Council of India (2007). Status of Disability in India - 2007: Hearing Impairment and Deaf-blindness. New Delhi: Rehabilitation Council of India.

- Singh, B. (2004) Modern educational Measurement and Evaluation System, Anmol Publication, New Delhi.
- UNICEF (2006), new trends in development evaluation. Retrieved from http://www.unicef.org/ceecis/new_trends_dev_evaluation.pdf
- Waldman, D., & Roush, J. (2010). Your child's Hearing Loss; A Guide for Parents. San Diego: Plural Publishing.
- Warden, P., Winter, J., & Broadfoot, P. (2002). Assessment, Routledge Falmer Publication, London.
- Yoshinaga-Itano, C. (2003). From screening to early identification and intervention: Discovering predictors to successful outcomes for children with significant hearing loss. *Journal of deaf studies and deaf education*, 8(1), 11-30.

(DISABILITY SPECIALIZATION -HEARING IMPAIRMENT)

COURSE-IX: CURRICULUM DESIGNING, ADAPTATION AND EVALUATION

Time: 3 Hours

**Max. Marks: 100
(Theory: 80, Internal: 20)**

NOTE FOR PAPER SETTER

- i) Paper setters will set 9 questions in all, out of which students will be required to attempt 5 questions.
- ii) Q. No. 1 will be compulsory and will carry 16 marks. There will be 4 short-answer type questions of 4 marks each to be selected from the entire syllabus.
- iii) Two long answer type questions will be set from each of the four units, out of which the students will be required to attempt one question from each unit. Long-answer type questions will carry 16 marks each.
- iv) All questions will carry equal marks.

OBJECTIVES

After completion of the course, the student teachers will be able to:

- familiar with concept of curriculum and explain the importance of designing it for children with hearing impairment in the context of 21st century learning skills
- develop capacity of developing literacy skills of reading and writing in children with hearing impairment
- describe the need for curricular adaptation and decide suitable adaptation and undertake it
- appreciate the need for curricular evaluation and describe the tools and methods for evaluating it

COURSE CONTENTS

UNIT-I

Curriculum and Its' Designing

- Curriculum-Concept, Types and Models
- Approaches and Steps for Curriculum designing
- Curricular needs of children with hearing impairment in scholastic areas
- Curricular needs of children with hearing impairment in non-scholastic areas
- Curricular framework for 21st Century.

Developing Literacy Skills: Reading

- Pre-requisites for reading and emergent reading skills
- Assessment of reading skills at different levels
- Approaches and Strategies to develop reading skills and independent reading
- Types and Models of developing reading skills
- Challenges and Remedial strategies

UNIT-II

Developing Literacy Skills: Writing

- Pre-requisites for writing and emergent writing skills
- Assessment of written language at different levels
- Components and types of writing
- Steps and Strategies in Developing Writing
- Challenges and Remedial Strategies

UNIT-III

Curricular Adaptation

- Curricular Adaptation- Meaning and Principles
- Need Assessment and decision making for Adaptation
- Adapting Curriculum- Content, Teaching-learning Material, and Instruction
- Types of Adaptation and Process
- Adaptation and Accommodations in Student's Evaluation and Examinations

UNIT-IV

Curricular Evaluation

- Concept, Need for Curricular Evaluation
- Factors associated with Curricular Evaluation (Learner, Content, Instructor and Resources)
- Areas of Curricular Evaluation: Context, Input, Process and Product
- Methods and Tools for Curricular Evaluation
- Challenges in Curricular Evaluation

Tasks & Assignments: Any one of the following (10 marks)

- Study the syllabus, annual calendar and time table of any class in a school and write your brief reflections on how syllabus is converted into action plan
- Go through any pre-school curriculum and write your reflections on how this differs from school curriculum in terms of structure, activities and evaluation
- Take any two pages from either history or science text book from secondary section and adapt the content and presentations of the same for a child with hearing impairment.

SUGGESTED READINGS

- Bialostok, S. (1992). Raising Readers: Helping your child to literacy. Winnipeg, MB: Peguis Publishers.
- Bunch, G.O. (1987). The Curriculum and the Hearing Impaired student: Theoretical and practical considerations. Boston, MA: College-Hills Press.
- Culliman, B.E. (2000). Read to Me: Raising Kids Who Love to Read. New York: Scholastic.
- Fontas, I. (2001). Guiding reader and Writers (Grades 3-6): Teaching comprehension, Genre and Context Literacy. Portsmouth, NH: Heinemann.

- Gathoo, V. (2006). Curricular Strategies and Adaptations for children with Hearing Impairment New Delhi: Kanishka Publishers.
- Marsh, C.J. (2004). Key concepts for understanding curriculum. Routledge Falmer.
- Moores, D.F., Martin, D.S. (2006). Deaf Learner: developments in curriculum and Instruction. Gallaudet University Press.
- Posner, G.J., & Rudnitsky, A.N. (2005). Course Design: A Guide to curriculum Development for Teachers. Pearson.

PRACTICUM: HEARING IMPAIRMENT

Course X (A): Practical: Cross Disability and Inclusion Hours: 10 Credits: 02
Marks: 50

Sr. No.	Tasks	Educational Settings	Specific Activities	Hrs.	Submissions
1	Visit to special school for children with hearing impairment	Special School for children with hearing impairment	Study the infrastructure available in a special school for children with hearing impairment	3	Report including reflections
2	Identification of hearing loss and its implications		Study the summary report of the evaluation carried out on any two children with hearing impairment & study its implications in terms of educational placement	2	
3	Classroom teaching observation		Observe the teaching of children with hearing impairment in any one special classroom and write the observation report	5	
Total				10	

Sr. No.	Tasks	Educational settings	Specific activities	Hrs	Marks	Submissions
1	Assessment of hearing	Institute / Clinic	*Observation of: BOA, conditioned Pure tone Audiometry, VRA , Speech Audiometry , Hearing aid trial & hearing aid testing *Studying 10 Audiograms and noting the diagnosis and Recommendations *Practicing Ling's 6 sound test	15	10	Journal with Reflections
2	Assessment of speech	Institute / Clinic	*Listening to speech of children with and without hearing loss and identifying parameters (Non segmental, segmental & supra segmental) 3 children each *Observing speech assessment (screening) – 2 children *Carrying out speech assessment (screening) -2 children *Observing speech assessment using standardized tool –2 children	15	10	Journal with Reflections
3	Assessment of language	Institute / Clinic	*Studying & describing standardized language tests – 1 Number *Observations of any one test administration – 1 child *Administering any 1 test in a group *Observation of developmental scale-3 children * Observing a reading comprehension test- 1 group of students of primary level	15	10	Journal with Reflections
4	Assessment In Development Tal Psychology	Institute / Clinic	*Studying & describing DST, GDS, CPM , SFB ,VSMS *Observing assessment of children using any two of the above *Studying 10 assessment reports and noting the diagnosis and Recommendations	15	20	
TOTAL				60	50	

(DISABILITY SPECIALIZATION - LEARNING DISABILITY)

COURSE- VIII: ASSESSMENT AND IDENTIFICATION OF NEEDS

Time: 3 Hours

Max. Marks: 100
(Theory: 80, Internal: 20)

NOTE FOR PAPER SETTER

- i) Paper setters will set 9 questions in all, out of which students will be required to attempt 5 questions.
- ii) Q. No. 1 will be compulsory and will carry 16 marks. There will be 4 short-answer type questions of 4 marks each to be selected from the entire syllabus.
- iii) Two long answer type questions will be set from each of the four units, out of which the students will be required to attempt one question from each unit. Long-answer type questions will carry 16 marks each.
- iv) All questions will carry equal marks.

OBJECTIVES

After completion of the course, the student teachers will be able to:

- comprehend the concept, the history, causes and manifestations of learning disability
- describe and differentiate among different types of learning disability
- understand the assessment and the assessment procedures for learning disability diagnosis
- explain the domains and tools for assessment

COURSE CONTENT

UNIT-I

Introduction to Learning Disability (LD)

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

Types of LD

- Specific LD in Reading
- Specific LD in Writing
- Specific LD in Mathematics
- Dyspraxia
- Non-verbal LD

UNIT-II

Assessment of LD

- Concept of screening and identification
- Identification criteria – DSM 5
- Differential diagnosis
- Assessment tools – standardized (WISC, SPM, CPM, DTLTD, DTRD, BCSLD, GLAD, Aston Index), CRTs and NRTs, TMTs

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

UNIT-III

Domains of Assessment

- Motor
- Perceptual
- Cognitive
- Social-Emotional
- Language

UNIT-IV

Assessment of Curricular Areas

- Readiness skills
- Reading
- Spelling
- Writing
- Mathematics

Tasks & Assignments: Any one of the following (10 marks)

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

SUGGESTED READINGS

- Bender, W. N.,(1995)Identification and Teaching Strategies Learning Disabilities, characteristics, identification and coaching categories New York: Allyn bacon
- Jena SPK (2013). Specific Learning Disabilities: Theory to Practice New Delhi; Sage Publications
- Lee. S H., Harris Karen R., Graham Steve. (2003) Handbook of Learning Disabilities, the Guilford Press, 1st Edition
- Lerner, J W. (2000). Learning Disabilities: Houghton Mifflin
- Raj, F. (2010). Breaking Through – A hand book for parents and teachers of children with specific learning disabilities, Secunderabad: Vifa Pub
- Reddy L. G., Ramaa R. and Kusuma A. (2000): Learning Disabilities: a practical Guide to Practitioners, New Delhi: Discovery Publishers
- Venkateshwarlu, D. (2005). Diagnosis and remediation of mathematical difficulties, New Delhi: Neel Kamal publications.

(DISABILITY SPECIALIZATION - LEARNING DISABILITY)

**COURSE-IX: CURRICULUM DESIGNING, ADAPTATION AND
EVALUATION**

Time: 3 Hours

**Max. Marks: 100
(Theory: 80, Internal: 20)**

NOTE FOR PAPER SETTER

- i) Paper setters will set 9 questions in all, out of which students will be required to attempt 5 questions.
- ii) Q. No. 1 will be compulsory and will carry 16 marks. There will be 4 short-answer type questions of 4 marks each to be selected from the entire syllabus.
- iii) Two long answer type questions will be set from each of the four units, out of which the students will be required to attempt one question from each unit. Long-answer type questions will carry 16 marks each.
- iv) All questions will carry equal marks.

OBJECTIVES

After completion of the course, the student teachers will be able to:

- describe the principles, types, and areas of curriculum
- acquire knowledge about learning hierarchies to help planning
- discuss the different instructional planning and its use
- demonstrate skills in applying different adaptations for inclusive education
- make effective use of different forms of evaluation

COURSE CONTENT

UNIT-I

Curriculum Design

- Curriculum design– Concept, Definition and Principles
- Principles of Inclusive Curriculum
- Types of curriculum– Core, Collateral, Support, Hidden
- Universal design of learning for curriculum development
- NCF
- Curriculum Design and Development: Subject centred, learner centred (CWLD), Learning centred

UNIT-II

Curriculum Hierarchies

- Reading (English any Regional Language)
- Writing
- Mathematics
- Science
- Social Studies

Instructional Planning

- Models of Instructional Planning- ADDIE
- Bloom's Taxonomies of Learning – Cognitive, Psychomotor & Affective
- Elements of Lesson plan- 5 E plan
- Models of Teaching – CAM

- Pyramid Plan

UNIT-III

Adaptation, Modification, Accommodation

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

UNIT-IV

Assessment & Evaluation

- Assessment & Evaluation- Concept, definition, scope
- Types of Assessment- Alternative, Authentic, Performance based, Subject based portfolio
- Evaluation – Formative, Summative, CCE
- Development of question paper (table of specifications)
- Tools of evaluation- Rubrics grading, marking schemes

Tasks & Assignments: Any one of the following (10 marks)

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

SUGGESTED READINGS

- Angela Losardo & Angela Syverson (2011). *Alternative Approaches to Assessing Young Children*, Second Edition.
- Cohen, Sandra B & Plaskon, Stephen P (1980). *Language arts*. Columbus. Charles E Merrill.
- Cook, R, E, Tessier, Annette & Armbruster, Virginia B: (1987). *Adapting early childhood curricula for children with special needs*. (2nd ed) Columbus. Merrill Publ,
- D Kim Reid, Wayne P Hresko: (1981). *A Cognitive approach to learning disabilities*. Auckland. McGraw-Hill.
- Davis, William E: *The Special Educator: strategies for succeeding in today's schools*.
- Glazzard, Peggy (1982). *Learning activities and teaching ideas for the special child in the regular classroom*. New Jersey. Prentice-Hall,
- Hodkinson, Alan & Vickerman, Philip 2009: *Key issues in special educational needs and inclusion*. Los Angeles. SAGE.
- Joyce S. Choate (2003) *Successful Inclusive Teaching: Proven Ways to Detect and Correct Special Needs*.

- Karten, Toby J. (2010). Inclusion strategies that work! [research-based methods for the classroom] (2nd ed) California. Corwin A Sage Company.
- Lewis, Rena B. & Doorlag, Donald H. (1999). Teaching special students in general education classrooms. (5th ed) New Jersey. Prentice Hall.
- Margo, A. Mastropieri & Thomas E. Scruggs 2009: The Inclusive Classroom: Strategies for Effective Differentiated Instruction, 4th Edition.
- McIntyre, Thomas 1989: A resource book for remediating common behavior and learning problems. Boston. Allyn and Bacon.
- Nancy L Eisenberg, Pamela H Esser 1994.: Teach and reach: students with attention deficit disorders: the educator's handbook and resource guide. Texas. Multi Growth Resources.
- Schulz, Jane B & Carpenter, C Dale: Mainstreaming exceptional students. [a guide for classroom teachers] (4th ed) Boston. Allyn and Bacon.
- Stephen, S. Strichart & Charles T. Mangrum: Teaching Learning Strategies and Study Skills To Students with Learning Disabilities, Attention Deficit Disorders, or Special Needs, 3rd Edition.
- Steve Graham & Karen Harris 2005: Writing Better: Effective Strategies for Teaching Students with Learning Difficulties.
- Virginia, W. Berninger & Beverly J. Wolf 2009: Teaching Students with Dyslexia and Dysgraphia: Lessons from Teaching and Science.
- Westwood, Peter: 1987 Commonsense methods for children with special needs. [strategies for the regular classroom] London. Croom Helm.
- William N. Bender: 2007 Differentiating Instruction for Students With Learning Disabilities: Best Teaching Practices for General and Special Educators

PRACTICUM – LEARNING DISABILITY

Course X (A): Practical: Cross Disability & Inclusion Hours: 10

Credits: 02

Marks: 50

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

- Schedule for practical 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.

Course X (B): Practical: Disability Specialisation

Hours: 60

Credits: 02

Marks: 50

Note: Schedule for practical shall be included in the time table (minimum ten working days may be allocated). Skill for Micro teaching shall be selected with reference to Major Disability (minimum 5 skills)

Sr. No.	Tasks for the Student-teachers	Disability Focus	Educational Setting	Hrs (60)	Description
1	Classroom observation	Major Disability	Special school	30	Observation of all subjects at different level, minimum 50 school Periods.
2	a. Micro teaching & simulated lessons on selected skills	General	Institute	5 (planning hours)	5 lessons
	b. Micro teaching & simulated lessons	Major Disability	Institute	5 (planning hours)	5 lessons
3	a. Lesson planning for subjects selected	Major Disability	For Special school / Inclusive Set up	10	10 lessons
	b. Lesson planning focussing on adaptation, Evaluation	Major Disability	Inclusive Set up	10	10 lessons

(DISABILITY SPECIALIZATION- MENTAL RETARDATION)

COURSE-VIII: ASSESSMENT AND IDENTIFICATION OF NEEDS

Time: 3 Hours

Max. Marks: 100
(Theory: 80, Internal: 20)

NOTE FOR PAPER SETTER

- i) Paper setters will set 9 questions in all, out of which students will be required to attempt 5 questions.
- ii) Q. No. 1 will be compulsory and will carry 16 marks. There will be 4 short-answer type questions of 4 marks each to be selected from the entire syllabus.
- iii) Two long answer type questions will be set from each of the four units, out of which the students will be required to attempt one question from each unit. Long-answer type questions will carry 16 marks each.
- iv) All questions will carry equal marks.

OBJECTIVES

After completion of the course, the 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

COURSE CONTENT

UNIT-I

Intellectual Disability - Nature and Needs

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

Assessment

- Concept, Meaning, Definition and purpose of Educational assessment
- Methods of Assessment - Observation, Interview and Rating Scale
- Types and Approaches - NRT, CRT, CBA & Teacher Made Tests
- Areas of Assessment - Medical, Psychological, Educational, Behavioural & Ecological

- Documentation of assessment, Result interpretation & Report writing– Implication of all the above for Inclusion

UNIT-II

Assessment at Pre-School and School levels

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

UNIT-III

Assessment at Adult and Vocational levels

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

UNIT-IV

Assessment of Family Needs

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

Tasks & Assignments: Any one of the following (10 marks)

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

SUGGESTED 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. (1998). Functional Academics for students with mental retardation - A guide for teachers. Secunderabad: NIMH.
- Myreddi, V., & Narayan, J. (2004). FACP – PMR, NIMH, Secunderabad.
- Narayan & Kutty, A.T.T. (1989) .Handbook for Trainers of the Mentally Retarded persons Pre-primary level. 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. (Ed.) (1999). School readiness for children with special needs. Secunderabad, NIMH.
- 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
- 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.
- Repp, A.C. (1983) Teaching the Mentally Retarded, New Jersey, Prentice Hall: The Faimmer Press. York McMillan.
- 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.

(DISABILITY SPECIALIZATION- MENTAL RETARDATION)

COURSE-IX: CURRICULUM DESIGNING, ADAPTATION & EVALUATION

Time: 3 Hours

Max. Marks: 100

(Theory: 80, Internal: 20)

NOTE FOR PAPER SETTER

- i) Paper setters will set 9 questions in all, out of which students will be required to attempt 5 questions.
- ii) Q. No. 1 will be compulsory and will carry 16 marks. There will be 4 short-answer type questions of 4 marks each to be selected from the entire syllabus.
- iii) Two long answer type questions will be set from each of the four units, out of which the students will be required to attempt one question from each unit. Long-answer type questions will carry 16 marks each.
- iv) All questions will carry equal marks.

OBJECTIVES

After completion of the course, the 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
- evaluate and make effective use of different techniques

COURSE CONTENT

UNIT-I

Curriculum Designing

- Meaning, Definition, Concept and Principles of Curriculum
- Types and Approaches of Curriculum Designing
- Curriculum Domains - Personal, Social, Academics, Recreational and Community Living
- Steps in developing curriculum, challenges of developing curriculum for inclusion
- Curriculum evaluation, Implementation in inclusion

UNIT-II

Curriculum at Pre-School and Primary School level

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

maintenance and report writing

Curriculum at Secondary, Pre-vocational and Vocational level

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

UNIT-III

Curriculum Adaptations

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

UNIT-IV

Curriculum Evaluation

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

Tasks & Assignments: Any one of the following (10 marks)

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

SUGGESTED 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.
- King-Sears, H.E. (1994) Curriculum Based Assessment in Special Education. San Diego Singular Publishing Group
- Luftig, R.L. (1949).Teaching the Mentally Retarded Student: Curriculum, Methods and Strategies.Library of Congress Cataloging-in-publications data.
- Myreddi, V. & Narayan, J. (2005) FACP – PMR, NIMH, Secunderabad.
- Myreddi, V., & Narayan, J. (1998). Functional Academics for students with mild mental retardation, NIMH, Secunderabad.
- Narayan, & Kutty, A.T.T. (1989) Handbook for Trainers of the Mentally Retarded persons Pre-primary level. NIMH, Secunderabad.
- Narayan, J. (1990). Towards independence series 1 to 9. NIMH, Secunderabad.
- Narayan, J. (1998) Grade Level Assessment Device for Children with Learning Problems in Regular Schools, NIMH, Secunderabad.
- Narayan, J. (2003) .Educating 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.
- 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.
- Repp A.C. (1983) Teaching the Mentally Retarded, New Jersey, Prentice Hall
- 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.

PRACTICUM: MENTAL RETARDATION

Course X A: Practical: Cross Disability & Inclusion

Hours: 10

Credits: 02

Marks: 50

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

Schedule for practical 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.

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

Note: Schedule for practical 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.

YEAR II

COURSE-I A (1): GUIDANCE AND COUNSELLING

Time: 1.30 Hours

Max. Marks: 50
(Theory: 40, Internal: 10)

NOTE FOR PAPER SETTER

- i) Paper setters will set 5 questions in all, out of which students will be required to attempt 3 questions.
- ii) Q. No. 1 will be compulsory and will carry 8 marks. There will be 2 short-answer type questions of 4 marks each to be selected from the entire syllabus.
- iii) Two long answer type questions will be set from each of the two units, out of which the students will be required to attempt one question from each unit. Long-answer type questions will carry 16 marks each.
- iv) All questions will carry equal marks.

OBJECTIVES

After completion of the course, the student teachers will be able to:

- apply the skills of guidance and counselling in classroom situations
- describe the process of development of self-image and self-esteem
- appreciate the types and issues of counselling and guidance in inclusive settings

COURSE CONTENT

UNIT-I

Introduction to Guidance and Counselling

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

Enhancing Self Image and Self Esteem

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

UNIT-II

Guidance and Counselling in Inclusive Education

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

Tasks & Assignments: Any one of the following (05 marks)

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

SUGGESTED READINGS

- Kapunan, R.R. (2004). Fundamentals of Guidance and Counselling. Rex Printing Company, Phillipines.
- Naik, P.S. (2013). Counselling Skills for Educationists. Soujanya Books, New Delhi.
- Nayak, A.K. (1997). Guidance and Counselling. APH Publishing, Delhi.
- Pal, O.B. (2011). Educational and Vocational Guidance and Counselling. Soujanya Books, New 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.

COURSE-I A (2): EARLY CHILDHOOD CARE AND EDUCATION

Time: 1.30 Hours

Max. Marks: 50
(Theory: 40, Internal: 10)

NOTE FOR PAPER SETTER

- i) Paper setters will set 5 questions in all, out of which students will be required to attempt 3 questions.
- ii) Q. No. 1 will be compulsory and will carry 8 marks. There will be 2 short-answer type questions of 4 marks each to be selected from the entire syllabus.
- iii) Two long answer type questions will be set from each of the two units, out of which the students will be required to attempt one question from each unit. Long-answer type questions will carry 16 marks each.
- iv) All questions will carry equal marks.

OBJECTIVES

After completion of the course, the student teachers will be able to:

- explain the biological & sociological foundations of early childhood education
- describe the developmental systems approach, role and responsibilities of interdisciplinary teams for early education of children with disabilities
- enumerate the inclusive early education pedagogical practices

COURSE CONTENT

UNIT-I

The Early Years: An Overview

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

Early Education of Children with Disabilities

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

UNIT-II

Inclusive Early Childhood Educational (ECE) Practices

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

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

Tasks & Assignments: Any one of the following (05 marks)

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

SUGGESTED READINGS

- Barbour, N., & Seefeldt, C. (1998). Early Childhood Education. An Introduction (4th)
- Catron, C.E., & Allen, J. (1993). Early Childhood Curriculum. New York: MacMillan Publishing Company.
- Costello, P.M. (2000). Thinking Skills & Early Childhood Education. London: David Fulton Publishers.
- 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.
- Dunn, S.G., & Dunn, K. (1992). Teaching Elementary students through their individual learning styles: Practical approaches for grades 3-6. Massachusetts: Allyn & Bacon.
- Gordon, I.J. (1972). Early Childhood Education. Chicago: Chicago University Press.
- Guralnick, M.J. (2005). The Developmental Systems Approach to Early Intervention: Brookes Publication.
- 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.
- Klausmeir, H.J., & Sipple, T.S. (1980). Learning & Teaching Concepts. Strategy for testing applications of theory. New York: Academic Press.
- Krogh, S.L., & Slentz, K. (2001). Early Childhood Education, Yesterday, Today & Tomorrow. London: Lawrence Erlbaum Associates Publishers.
- Mohanty, J., & Mohanty, B. (1999). Early Childhood Care and Education. Delhi: Offset Printers.
- Range, D.G., Layton, J.R. & Roubinek, D.C. (1980). Aspects of Early

ChildhoodEducation.Theory to Reserch to Practice. New York: Academic Press.

- Spodek, B., Saracho, O.N., & Davis, M.D. (1987). Foundations of Early ChildhoodEducation. Englewood Cliffs, New Jersey: Prentice Hall.
- Wortham, S.C. (NK). Measurement & Evaluation in Early Childhood Education (2nd Eds.), Ohio: Merrill Prentice Hall.

COURSE- I A (3): APPLIED BEHAVIOUR ANALYSIS

Time: 1.30 Hours

**Max. Marks: 50
(Theory: 40, Internal: 10)**

NOTE FOR PAPER SETTER

- i) Paper setters will set 5 questions in all, out of which students will be required to attempt 3 questions.
- ii) Q. No. 1 will be compulsory and will carry 8 marks. There will be 2 short-answer type questions of 4 marks each to be selected from the entire syllabus.
- iii) Two long answer type questions will be set from each of the two units, out of which the students will be required to attempt one question from each unit. Long-answer type questions will carry 16 marks each.
- iv) All questions will carry equal marks.

OBJECTIVES

After completion of the course, the student teachers will be able to:

- apply methods of ABA in teaching and learning environments
- integrate techniques of ABA in teaching programs
- select suitable strategies for managing challenging behaviours

COURSE CONTENT

UNIT-I

Introduction to Applied Behaviour Analysis (ABA)

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

Strategies for Positive Behaviour Support

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

- Token economy
- Response cost
- Pairing and fading
- Leadership role of teacher in promoting positive behaviour

UNIT-II

Management of Challenging Behaviour

- Differential Reinforcements of Behaviour
- Extinction and Time Out
- Response Cost and Overcorrection
- Maintenance
- Generalization and Fading

Tasks & Assignments: Any one of the following (05 marks)

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

SUGGESTED READINGS

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

COURSE-I A (4): COMMUNITY BASED REHABILITATION

Time: 1.30 Hours

Max. Marks: 50
(Theory: 40, Internal: 10)

NOTE FOR PAPER SETTER

- i) Paper setters will set 5 questions in all, out of which students will be required to attempt 3 questions.
- ii) Q. No. 1 will be compulsory and will carry 8 marks. There will be 2 short-answer type questions of 4 marks each to be selected from the entire syllabus.
- iii) Two long answer type questions will be set from each of the two units, out of which the students will be required to attempt one question from each unit. Long-answer type questions will carry 16 marks each.
- iv) All questions will carry equal marks.

OBJECTIVES

After completion of the course, the student teachers will be able to:

- explain the concept, principles and scope of community based rehabilitation
- learn the strategies for promoting public participation in CBR
- apply suitable methods for preparing persons with disability for rehabilitation within the community
- provide need-based training to persons with disabilities
- develop an understanding of the role of government and global agencies in CBR

COURSE CONTENT

UNIT-I

Introduction to Community Based Rehabilitation (CBR)

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

Preparing Community for CBR

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

UNIT-II

Preparing Persons with Disability for CBR

- School Education: Person Centred Planning, and Peer Group Support
- Transition: Individual Transition Plan, Development of Self Determination and Self Management Skills
- Community Related Vocational Training
- Skill Training for Living within Community

- Community Based Employment and Higher Education

Tasks & Assignments: Any one of the following (05 marks)

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

SUGGESTED 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.

COURSE-I A (5): APPLICATION OF ICT IN CLASSROOM

Time: 1.30 Hours

Max. Marks: 50
(Theory: 40, Internal: 10)

NOTE FOR PAPER SETTER

- i) Paper setters will set 5 questions in all, out of which students will be required to attempt 3 questions.
- ii) Q. No. 1 will be compulsory and will carry 8 marks. There will be 2 short-answer type questions of 4 marks each to be selected from the entire syllabus.
- iii) Two long answer type questions will be set from each of the two units, out of which the students will be required to attempt one question from each unit. Long-answer type questions will carry 16 marks each.
- iv) All questions will carry equal marks.

OBJECTIVES

After completion of the course, the student teachers will be able to:

- gauge the varying dimensions in respect of ICT and applications in special education
- delineate the special roles of ICT applications
- acquire familiarity with different modes of computer-based learning

COURSE CONTENT

UNIT-I

Information Communication Technology (ICT) and Special Education

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

Using Media and Computers

- Media: Radio and Audio Media- Script Writing, Storytelling, Songs, etc., Television and Video in Education, Importance of Newspaper in Education
- Computers: Functional Knowledge of Operating Computers—On/Off, Word Processing, Use Of Power Point, Excel, ICT Applications for Access to Print
- 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
- Computer-Aided Learning: Application of Multimedia in Teaching and Learning, Programmed Instruction; Computer-Assisted Instruction; Interactive Learning
- E-Classroom: Concept, Organizing E-Classroom and Required Adaptations for Students with Disabilities

UNIT-II

Visualising Technology-Supported Learning Situations

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

Tasks & Assignments: Any one of the following (05 marks)

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

SUGGESTED 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.
- 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.

COURSE-I A (6): GENDER AND DISABILITY

Time: 1.30 Hours

Max. Marks: 50
(Theory: 40, Internal: 10)

NOTE FOR PAPER SETTER

- i) Paper setters will set 5 questions in all, out of which students will be required to attempt 3 questions.
- ii) Q. No. 1 will be compulsory and will carry 8 marks. There will be 2 short-answer type questions of 4 marks each to be selected from the entire syllabus.
- iii) Two long answer type questions will be set from each of the two units, out of which the students will be required to attempt one question from each unit. Long-answer type questions will carry 16 marks each.
- iv) All questions will carry equal marks.

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

COURSE CONTENT

UNIT-I

Human Right-based Approach and Disability

- Human Rights-Based Approach: Concept and History
- Principles of Human Rights-Based Approach
 - Equality and Non-Discrimination
 - Universality & Inalienability
 - Participation and Inclusion
 - Accountability and Rule of Law
- Elements of Human Rights System
 - Legal Framework
 - Institutions
 - Development Policies & Programs
 - Public Awareness
 - Civil Society
- Advantage of Human Rights-Based Approach
- Implications for Disability
 - Empowerment
 - Enforceability
 - Indivisibility
 - Participation

Gender and Disability

- Sex & Gender: Concept & Difference
- Impairment & Disability: Concept & Difference
- Gender Experience of Disability

- Public Domain: School and Outside School
- Private and Familial Domain
- Normalization and Social Role Valorisation
- Gender and Disability Analysis: Techniques and Strategies
- Psyche and Gender: Implications for Teaching

UNIT-II

Women and Girl Child with Disability

- Inclusive Equality
 - Access to Family Life
 - Access to Education, Vocational Training and Employment
 - Access to Political Participation
- Factors Contributing to Disability
 - Gender-Based Violence in School and Within Family
 - Traditional Practices
- Sexual and Reproductive Health
- Teacher's Role in Promoting Gender Equality
- Gender Critique of Legislation, Government Policy and Schemes

Tasks & Assignments: Any one of the following (05 marks)

- Study the case of a woman with disability and submit a report
- Review selected paper/s authored by women with disability
- Conduct a gender analysis of a selected disability Act/Policy

SUGGESTED READINGS

- Beeghley, L. (1999). *Angles of Vision: How to Understand Social Problems*, West View Press.
- 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.
 - Treas, J., & Drobic, S. (2010). *Dividing the Domestic: Men, Women, and Household Work in Cross-National Perspective*, Stanford University Press.

COURSE-I A (7): BRAILLE AND ASSISTIVE DEVICES

Time: 1.30 Hours

Max. Marks: 50
(Theory: 40, Internal: 10)

NOTE FOR PAPER SETTER

- i) Paper setters will set 5 questions in all, out of which students will be required to attempt 3 questions.
- ii) Q. No. 1 will be compulsory and will carry 8 marks. There will be 2 short-answer type questions of 4 marks each to be selected from the entire syllabus.
- iii) Two long answer type questions will be set from each of the two units, out of which the students will be required to attempt one question from each unit. Long-answer type questions will carry 16 marks each.
- iv) All questions will carry equal marks.

OBJECTIVES

After completion of the course, the student teachers will be able to:

- acquire basic information about braille, its relevance and some important functional aspects
- get basic information on types and significance of different braille devices
- get acquainted with the types and significance of basic devices relating to mathematics science, geography and low vision as also on sources of their availability

COURSE CONTENT

UNIT-I

Braille

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

Braille Devices -- Types, Description, Relevance

- Slate and Stylus
- Braille Writer
- Electronic Devices— Note takers and Refreshable Braille Displays
- Braille Embossers
- Braille Translation Software

UNIT-II

Other Devices – Types, Description, Relevance

- Mathematical Devices: Taylor Frame and Types, Abacus, Geometry Kit, Algebra Types
- Geography: Maps--Relief, Embossed, Models
- Science Material

- Low Vision Aids--Optical, Non-Optical, Vision Training Material
- Schemes and Sources of Availability

Tasks & Assignments: Any one of the following (05 marks)

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

SUGGESTED 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.
- 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.
- Lowenfeld, B. (1969). Blind Children Learn to Read. Springfield: Charles C. Thomas.
- Mani, M.N.G. (1992). Techniques of Teaching Blind Children. N.Delhi: Sterling Publishers.
- Mani, M.N.G. (1997). Amazing Abacus. Coimbatore: SRVK Vidyalaya.
- Manual on Bharti Braille (1980). Dehradun: NIVH
- Mellor, M. C. (2006). Louis Braille A Touch of Genius. Boston: National Braille Press.
- 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.

COURSE-I B (1): ORIENTATION AND MOBILITY

Time: 1.30 Hours

Max. Marks: 50
(Theory: 40, Internal: 10)

NOTE FOR PAPER SETTER

- i) Paper setters will set 5 questions in all, out of which students will be required to attempt 3 questions.
- ii) Q. No. 1 will be compulsory and will carry 8 marks. There will be 2 short-answer type questions of 4 marks each to be selected from the entire syllabus.
- iii) Two long answer type questions will be set from each of the two units, out of which the students will be required to attempt one question from each unit. Long-answer type questions will carry 16 marks each.
- iv) All questions will carry equal marks.

OBJECTIVES

After completion of 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

COURSE CONTENT

UNIT-I

Introduction to Orientation and Mobility

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

Human/ Sighted Guide Technique

- Grip
- Stance
- Hand Position
- Speed Control
- Negotiating: Narrow Spaces, Seating Arrangements, Staircases, Muddy paths

UNIT-II

Pre-Cane Skills

- Upper and Lower Body protection
- Room Familiarization
- Using Oral Description for Orientation
- Search Patterns

- Building Map Reading Skills

Cane Travel Techniques and Devices

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

Training In Independent Living Skills

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

Tasks & Assignments: Any one of the following (05 marks)

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

SUGGESTED 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.

- 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.

COURSE- I B (2): COMMUNICATION OPTIONS: ORALISM

Time: 1.30 Hours

Max. Marks: 50
(Theory: 40, Internal: 10)

NOTE FOR PAPER SETTER

- i) Paper setters will set 5 questions in all, out of which students will be required to attempt 3 questions.
- ii) Q. No. 1 will be compulsory and will carry 8 marks. There will be 2 short-answer type questions of 4 marks each to be selected from the entire syllabus.
- iii) Two long answer type questions will be set from each of the two units, out of which the students will be required to attempt one question from each unit. Long-answer type questions will carry 16 marks each.
- iv) All questions will carry equal marks.

OBJECTIVES

After completion of the course, the student teachers will be able to:

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

COURSE CONTENT

UNIT-I

Understanding Hearing Loss in Real Life Context

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

Advance Understanding of Oral Options

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

UNIT-II

Skill Development Required for Oralism

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

Skill Development Auditory Verbal (AV) Approach

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

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

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

Tasks & Assignments: Any one of the following (05 marks)

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

SUGGESTED READINGS

- Borden, Gloria J., Harris, Katherine S. & Raphael, Lawrence J. (2005). SpeechScience Primer (4th) Lippincott WilliamsAnd 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.
- 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: DC.
- Estabrooks, W. (2001). 50 Frequently Asked Questions (Faqs) About Auditory-Verbal Therapy. Learning to Listen Foundation.
- Heller, R. (1999). Effective Leadership. Dk Publishing: New York.
- Heller, R. (1999). Managing Change. Dk Publishing: New York.
- Ling, D. (1989). Foundations of Spoken Language for Hearing Impaired Children. A.G.Bell. Washington D.C.
- Ling, D., & Ling, A.H. (1985). Aural Habilitation: The Foundations of Verbal Learning in Hearing Impaired Children. A.G. Bell Association, Washington D.C.
- Edgar, L. L., & Marguerite, S. (1963). Play it by ear! : Auditory training games, John Tracy Clinic Publication, Los Angeles.
- Resource Book on Hearing Impairment. AYJNIHH Publication.
- Unpublished Dissertations and Thesis on Profiling Communication Options in Special Schools in India

COURSE- I B (3): COMMUNICATION OPTIONS: MANUAL (INDIAN SIGN LANGUAGE)

Time: 1.30 Hours

**Max. Marks: 50
(Theory: 40, Internal: 10)**

NOTE FOR PAPER SETTER

- i) Paper setters will set 5 questions in all, out of which students will be required to attempt 3 questions.
- ii) Q. No. 1 will be compulsory and will carry 8 marks. There will be 2 short-answer type questions of 4 marks each to be selected from the entire syllabus.
- iii) Two long answer type questions will be set from each of the two units, out of which the students will be required to attempt one question from each unit. Long-answer type questions will carry 16 marks each.
- iv) All questions will carry equal marks.

OBJECTIVES

After completion of the course, the student teachers will be able to:

- discuss the two manual options with reference to indian special schools
- discuss the relevant issues like literacy, inclusion and training with reference to manual options
- describe manual options in the light of issues like language, culture and identify
- exhibit beginner level hands on skills in using manual options
- motivate self to learn and practice more skills leading to linguistic adequacy and fluency

COURSE CONTENT

UNIT-I

Understanding Deafness in Real Life Context

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

Advance Understanding of Manual Options and Indian Scenario

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

UNIT-II

ISL Skill Development: Middle Order Receptive and Expressive Skills

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

ISL Skill Development: Towards Higher Order Receptive and Expressive Skills

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

ISS/ ISL Skill Development and Course Conclusions

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

Tasks & Assignments: Any one of the following (05 marks)

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

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 theDeaf*, 139(3), 378-386.
- Communication Options and Students with Deafness. (2010). Rehabilitation Councilof India, New Delhi.
- Devych, G. N., Bhattacharya, T., Grover, N., & Randhawa, S.P.K. (2014). *IndianSign Language(S)*. Orient BlackSwan, Hyderabad.
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- 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 SpeechLanguage & 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, R. (1999). Managing Change. DK Publishing: New York.
 - 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.
 - ISS Learning Material and Dictionaries
 - 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.
 - Paul, P. V. (2009). Language and Deafness. Jones and Bartlett: Boston.
 - Teaching Learning ISL Material Developed at AYJNIHH, Mumbai, SRKV, Coimbatore and NISH, Trivandrum.
 - 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.
 - Woodward, J. (1993). The Relationship of Sign Language Varieties in India, Pakistan and Nepal. Sign Language Studies (78), 15-22.
 - 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
 - Zeshan, U. (2000). Sign Language in Indo-Pakistan. John Benjamins Pub. Co, Philadelphia.

COURSE- I B (4): AUGMENTATIVE AND ALTERNATIVE COMMUNICATION

Time: 1.30 Hours

**Max. Marks: 50
(Theory: 40, Internal: 10)**

NOTE FOR PAPER SETTER

- i) Paper setters will set 5 questions in all, out of which students will be required to attempt 3 questions.
- ii) Q. No. 1 will be compulsory and will carry 8 marks. There will be 2 short-answer type questions of 4 marks each to be selected from the entire syllabus.
- iii) Two long answer type questions will be set from each of the two units, out of which the students will be required to attempt one question from each unit. Long-answer type questions will carry 16 marks each.
- iv) All questions will carry equal marks.

OBJECTIVES

After completion of the course, the student teachers will be able to:

- equip with a basic knowledge of AAC
- equip with a basic knowledge of AAC systems
- equip with a basic knowledge of AAC assessment
- equip with a basic knowledge of programme planning and strategies

COURSE CONTENT

UNIT-I

Organizational frame work for Communication

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

Basic principles of AAC interventions

- Child - Child capacity
- Child capacity and context
- Working towards symbolic expression
- Communication skills and
- Functions

UNIT-II

Areas of AAC Assessment

- Sensory areas
- Cognition , communication and language
- Posture and positioning. Motor planning and control
- Scanning
- Environment, Interaction & Symbols

Context of Communication

- Partner /skills , user skills and environment
- Competency development - types of competencies and its development
 - Linguistic competence
 - Operational Competence
 - Social competence
 - Strategic competence

Introduction to communication tools and Access Mode

- Types of AAC devices and systems
 - No Technology
 - Low Technology
 - High Technology
- Access to communication charts - hand, finger, eye point
- Access to devices:
 - Switches - hand switch , blow switch, infrared devices etc
 - Software -scan mode combined with a switch
- Selection of AAC
 - Child competency and environment
 - Design, Access, Motor, Devices
- Challenges in the development of AAC and Literacy
 - Grammar ; spelling
 - Building Vocabulary: and richness of language
 - Motor expression

Tasks & Assignments: Any one of the following (05 marks)

- Develop a script for a particular situation and then develop a communication board to go along with the script.
- Read and critique two intervention research studies in the area of augmentative and alternative communication for students with autism and/or intellectual disabilities

SUGGESTED READING

- 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
- David R. Beukelman, D.R., & Mirenda,P. (2013). Augmentative and Alternative Communication Supporting Children and Adults with Complex Communication Need, (4th Edu.) Brookes Publishing Co. Baltimore.
- Lynch, C., & Cooper, J.(1991).Early Communication Skills: Practical Activities for Teachers and Therapists, Speechmark Publishing Ltd, Bicester, Oxon
- McCurtin, A., & Geraldine, M.(2000). The Manual of AAC Assessment. Speechmark Publishing Ltd., London.
- Silverman, F.H. (1994).Communication for the Speechless (3rdEdn.). Allyn & Bacon, Boston.
- Tina, D., & Mike, D. (1997). Literacy Through Symbols: Improving Access for

Children and Adults, David Fulton Publishers, London.

- 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.

COURSE- I B (5): MANAGEMENT OF LEARNING DISABILITY

Time: 1.30 Hours

Max. Marks: 50
(Theory: 40, Internal: 10)

NOTE FOR PAPER SETTER

- i) Paper setters will set 5 questions in all, out of which students will be required to attempt 3 questions.
- ii) Q. No. 1 will be compulsory and will carry 8 marks. There will be 2 short-answer type questions of 4 marks each to be selected from the entire syllabus.
- iii) Two long answer type questions will be set from each of the two units, out of which the students will be required to attempt one question from each unit. Long-answer type questions will carry 16 marks each.
- iv) All questions will carry equal marks.

OBJECTIVES

After completion of the course, the student teachers will be able to:

- explain the concept, causes and characteristics of learning disabilities
- discuss different types of learning disabilities and its associated conditions
- develop teacher made assessment test in curricular areas
- plan appropriate teaching strategies as per the specific needs of children with learning disability

COURSE CONTENT

UNIT-I

Learning Disabilities: Types

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

Assessment of Basic Curricular Skills

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

UNIT-II

Intervention Strategies in Basic Skills of Learning

- Language skills
- Reading
- Writing
- Maths skills
- Study skills

Tasks & Assignments: Any one of the following (05 marks)

- 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

SUGGESTED READINGS

- Baca, L. M., & Cervantes, H.T. (2004). *The Bilingual special education interface*. (4th ed.). Pearson. New Jersey.
- Bauer, A. M., & Shea, T. M. (2003). *Parents and schools: creating a successful partnership for students with special needs*. Merrill Prentice Hall, 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.
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COURSE- I B (6): VOCATIONAL TRAINING, TRANSITION & JOB PLACEMENT

Time: 1.30 Hours

Max. Marks: 50
(Theory: 40, Internal: 10)

NOTE FOR PAPER SETTER

- i) Paper setters will set 5 questions in all, out of which students will be required to attempt 3 questions.
- ii) Q. No. 1 will be compulsory and will carry 8 marks. There will be 2 short-answer type questions of 4 marks each to be selected from the entire syllabus.
- iii) Two long answer type questions will be set from each of the two units, out of which the students will be required to attempt one question from each unit. Long-answer type questions will carry 16 marks each.
- iv) All questions will carry equal marks.

OBJECTIVES

After completion of 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

COURSE CONTENT

UNIT-I

Fundamentals & Assessment of Vocational Rehabilitation

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

Vocational Transition & Curriculum Planning

- Concept, meaning, importance of transition
- Vocational transition models
- Transitional Planning at pre-vocational & post-vocational level
- Development of Individualized Vocational Transitional Plan
- Development of Vocational Curriculum

UNIT-II

Process of Vocational Rehabilitation & Placement

- Types of Employment Settings
- Process of Job Placement & Creation of Need-based Employment Settings
- Adaptations, Accommodation, Safety Skills and First Aid

- Self Advocacy & Self Determination Skill Training
- Equal opportunities and attitudes towards persons with disabilities

Tasks & Assignments: Any one of the following (05 marks)

- 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.
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(DISABILITY SPECIALIZATION - HEARING IMPAIRMENT)

COURSE-II: EDUCATIONAL INTERVENTION AND TEACHING STRATEGIES

Time: 3 Hours

**Max. Marks: 100
(Theory: 80, Internal: 20)**

NOTE FOR PAPER SETTER

- i) Paper setters will set 9 questions in all, out of which students will be required to attempt 5 questions.
- ii) Q. No. 1 will be compulsory and will carry 16 marks. There will be 4 short-answer type questions of 4 marks each to be selected from the entire syllabus.
- iii) Two long answer type questions will be set from each of the four units, out of which the students will be required to attempt one question from each unit. Long-answer type questions will carry 16 marks each.
- iv) All questions will carry equal marks.

OBJECTIVES

After completion of the course, the student teachers will be able to:

- understand about programmes for early intervention of infants and children with hearing impairment
- describe the need, stages and importance of auditory listening & speech reading for facilitating development of spoken language of children with hearing impairment
- explain various approaches to teaching, strategies for speech intervention
- describe methods, techniques and options to facilitate language and communication
- explain the concept, principles and practices, linkages and outcomes of educational intervention

COURSE CONTENT

UNIT-I

Need & Strategies for Early Intervention of Hearing Loss

- Parent-infant programmes for children with HI: Overview, need, requirements and plan of action.
- Pre-school training programmes: Overview, need, requirements and plan of action.
- Individual Speech-Language Therapy Programmes: Overview, need, requirements and plan of action.
- Impact of early intervention on school outcomes
- Intervention of late identified children with hearing impairment: Challenges & Strategies

Auditory Learning (AVT & Auditory Training) & Speech Reading

- Concept of 'Auditory Listening': Unisensory & Multisensory approaches
- Auditory training: Importance, types (Individual & Group) and Stages
- Auditory Verbal Therapy: Principle, importance and role of teacher

- Auditory Training and AVT: Pre-requisites, challenges, similarities & differences
- Speech Reading: Concept, importance, Pre-requisites, challenges and Role of teacher

UNIT-II

Speech Intervention Strategies

- Approaches to teaching speech: Auditory Global Approach; Multi-sensory Syllable unit approach; Ling's Approach
- Formulation of Lesson plan: Long term goals; Short term goals; Activities for teaching correct production of various vowels and consonants
- Orientation to acoustics of speech
- Strategies for production of speech: Modelling & Shaping through Auditory, Visual, Tactile modalities
- Individual and Group speech teaching: Strengths and challenges

UNIT-III

Communication and Language Teaching Strategies

- Methods of teaching language: Natural, Structural and Combined
- Principles and Techniques of developing language
- Communication options: Compare and contrast
- Communication options: justification and challenges
- Tuning the environment (Home & School) for facilitating language & Communication

UNIT-IV

Educational Intervention Strategies

- Educational Intervention: Concept, Need & Areas (curricular & co curricular) & Types of educational intervention (group, individual, developmental, remedial)
- Principles and practices in early educational intervention: Family centred, contextualised (natural & inclusive environment) & integrated (collaborative) support and services
- Maxims, Methods of teaching & Lesson planning (group, individual, developmental, and remedial)
- Partnership of various professionals & agencies in educational intervention
- Child & Family Outcomes of Early Educational Intervention

Tasks & Assignments: Any one of the following (10 marks)

- Observe any two activities in a Parent-infant programme / pre-school programme and write a report.
- Classify the vowels and consonants of your language into low, mid & high frequency and make word list for auditory training
- Read and reflect upon five lesson plans for teaching speech to children with hearing impairment
- Select a story and write for three levels (pre-school, third and seventh standard) using appropriate complexity of language (vocabulary & syntax)

- Read and reflect upon five lesson plans for teaching curricular subjects to children with hearing impairment

SUGGESTED READINGS

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(DISABILITY SPECIALIZATION - HEARING IMPAIRMENT)

COURSE-III: TECHNOLOGY AND DISABILITY

Time: 3 Hours

Max. Marks: 100
(Theory: 80, Internal: 20)

NOTE FOR PAPER SETTER

- i) Paper setters will set 9 questions in all, out of which students will be required to attempt 5 questions.
- ii) Q. No. 1 will be compulsory and will carry 16 marks. There will be 4 short-answer type questions of 4 marks each to be selected from the entire syllabus.
- iii) Two long answer type questions will be set from each of the four units, out of which the students will be required to attempt one question from each unit. Long-answer type questions will carry 16 marks each.
- iv) All questions will carry equal marks.

OBJECTIVES

After completion of the course, the student teachers will be able to:

- enumerate various listening devices and describe ways of effective usage and maintenance
- create awareness and basic exposure to state-of-the-art technology for management of various aspects of speech
- narrate the range of technological applications that can be used for facilitating communication and language
- explain the present and future technologies facilitating the education of children with hearing impairment
- identify different resources (financial & human) to obtain technology

COURSE CONTENT

UNIT-I

Listening Devices and Classroom Acoustics

- Listening devices: Types (Individual & Group), functioning of Hearing aids, classification of hearing aids based on style (body level, ear level), technology (analog, programmable, digital), Ling's six sound test and other outcome measures
- Ear moulds: Types, Importance, Care & maintenance
- Classroom amplification devices: Individual, Speech Trainer & group, Hard wire, loop induction, infra-red & FM systems, their importance in educational management
- Cochlear Implant, middle ear implant, BAHA & Auditory Brainstem implant: Candidacy, components, functioning & importance with special reference to ADIP 2014 scheme
- Comparison between individual hearing aids, group hearing aids & cochlear implant and their care & maintenance

Technology for Management for Speech

- Computer based training aids/equipment for management of speech (Dr. Speech; Vaghmi; Speech viewer)
- Use of computer based speech equipment for management of voice in children with hearing impairment
- Use of computer based speech equipment for management of suprasegmental features of speech in children with hearing impairment
- Basic infrastructure required for using computer based speech training aids/equipment
- Tele Speech Therapy

UNIT-II

Technology Facilitating Language & Communication

- Low cost technology and its application in development of teaching learning material
- Electronic and web-based technology applications: TV, Digital recorders, Downloaded AV films, Search engines, Online learning material, Language apps
- Web based technology for using and training of ISL
- Sign to text and Text to sign technology
- Augmentative and Alternative communication for children with Hearing Impairment with additional/associating concerns

UNIT-III

Technology Facilitating Education

- Technology and its impact on education: Changing Trends in teaching & learning
- Technology products for educational purposes: Listening (Induction loop/FM/IR), Visual (Speech to text/text to speech) Audio-Visual (computer based learning & self-learning packages, Multimedia)
- Technology Based Educational Services: Online learning, Web based learning, Computer assisted Learning, Video remote interpreting, C-Print technology, Open, Close and Real time Captioning
- ICT and education of children with Hearing Impairment: Planning, Implementation & Evaluation of teaching-learning
- Future technologies: Universal Design: Meaning & Scope

UNIT-IV

Resource Mobilisation for Technology

- Agencies for Aids & Appliances: Government and non-government
- Eligibility criteria for availing funding under Government schemes
- Procedure for availing funding from different agents
- Challenges encountered with cost involved in maintenance of devices after availing funding and ways to overcome
- Agencies/Strategies to locate required human resources for various services and referrals

Tasks & Assignments: Any one of the following (10 marks)

- Draw a neat labelled block diagram of hearing aid. Prepare a list of tips for minor trouble shooting
- Prepare a list of agencies for procuring equipment and software for teaching speech
- Make a story using web based content, pictures, images and video clips
- Compile different educational apps
- Compile a list of government and non-government funding agencies for aids & appliances.

SUGGESTED READINGS

- Allum, D.J. (Ed). (1996). Cochlear Implant Rehabilitation in Children and Adults. England, London; Whurr Publishers.
- Andersson, C. (2014). Assistive Technology for the Hearing-impaired, Deaf and Deafblind. Amazon Pub.
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- Bess, F.H., & Humes, L.E. (1990). Audiology: The fundamentals. London: Williams & Wilkins.
- Finitzo-Hieber, T. (1981). Classroom Acoustics. In R. J. Roeser & M. P. Downs (Eds.) Auditory disorders in school children. New York: Theime-Stratton.
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- Mathew, S.M. (2012). Technology for persons with hearing impairment. Status of Disability in India-2012. New Delhi: RCI
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- Stewart, D.A. & Kluwin, T.N. (2001). Teaching Deaf & Hard of Hearing Students: Content, Strategies & Curriculum. London : Allyn & Bacon
- Taylor, Brian M., H. Gustav (2011). Fitting and Dispensing Hearing Aids. San Diego: Plural Publishing.
- Tweedie, J. (1987). Children's Hearing Problems, Their Significance, Detection and Management. Bristol: The Bath Press.
- Waldman, D., & Roush, J. (2010). Your child's Hearing Loss; A Guide for Parents. San Diego: Plural Publishing.

(DISABILITY SPECIALIZATION - HEARING IMPAIRMENT)

COURSE-IV (A): PSYCHO SOCIAL AND FAMILY ISSUES

Time: 1. 30 Hours

Max. Marks: 50
(Theory: 40, Internal: 10)

NOTE FOR PAPER SETTER

- i) Paper setters will set 5 questions in all, out of which students will be required to attempt 3 questions.
- ii) Q. No. 1 will be compulsory and will carry 8 marks. There will be 2 short-answer type questions of 4 marks each to be selected from the entire syllabus.
- iii) Two long answer type questions will be set from each of the two units, out of which the students will be required to attempt one question from each unit. Long-answer type questions will carry 16 marks each.
- iv) All questions will carry equal marks.

OBJECTIVES

After completion of the course, the student teachers will be able to:

- explain psycho social development of early childhood and role of family
- understand the family needs and find self-ready to support families for empowering the child with disability
- ensure family involvement in educational programs

COURSE CONTENT

UNIT-I

Psychosocial Aspects and Disability

- Overview of psychosocial development; wellbeing and quality of life
- Implications of hearing impairment on domains of psychosocial development
- Role of family in psychosocial development of children with hearing impairment
- Role of peers and community in psychosocial development of children with hearing impairment
- Challenges and issues in psychosocial development of children with hearing impairment

Family Needs

- Identifying Family Needs for information, decision making, skill transfer and referral
- Fostering family's acceptance of child's impairment and creating a positive environment
- Building parents' confidence for making informed choices (communication options, options for listening devices, school placement) and Advocacy
- Supporting family in raising children with hearing impairment: Facilitating availing of concessions, facilities and scholarship & other benefits
- Encouraging family participation in self-help groups and family support networking

UNIT-II

Family Empowerment

- Encouraging family centred practices, parent self-efficacy belief and family involvement in child's learning and parenting
- Encouraging family acceptance of listening devices and ensuring its regular use
- Supporting family in fostering and developing communication and language
- Involving family in fostering and developing play, recreation and values
- Encouraging family involvement in educational programme and participation in community based rehabilitation programme

Tasks & Assignments: Any one of the following (05 marks)

- Compile five activities that could be undertaken to foster parents acceptance of their child's impairment
- Select a tool to measure parent's self-efficacy and administer it on three parents and submit with brief reflections.
- Attend a parent meeting of a special school and report tips provided for fostering parent advocacy

SUGGESTED READING

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(DISABILITY SPECIALIZATION - LEARNING DISABILITY)

COURSE-II: EDUCATIONAL INTERVENTION AND TEACHING STRATEGIES

Time: 3 Hours

**Max. Marks: 100
(Theory: 80, Internal: 20)**

NOTE FOR PAPER SETTER

- i) Paper setters will set 9 questions in all, out of which students will be required to attempt 5 questions.
- ii) Q. No. 1 will be compulsory and will carry 16 marks. There will be 4 short-answer type questions of 4 marks each to be selected from the entire syllabus.
- iii) Two long answer type questions will be set from each of the four units, out of which the students will be required to attempt one question from each unit. Long-answer type questions will carry 16 marks each.
- iv) All questions will carry equal marks.

OBJECTIVES

After completion of the course, the student teachers will be able to:

- explain the purpose and define the principles of educational intervention
- discuss the various teaching strategies across the curricular hierarchies
- link the teaching strategies to the curricular areas
- provide specific strategies for core and collateral curriculum
- plan programme for skill, process and curricular deficits

COURSE CONTENT

UNIT-I

Conceptual Framework of Educational Interventions

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

Educational Interventions for Processing Deficit

- Attention
- Perception
- Memory
- Thinking
- Meta-cognition

UNIT-II

Reading and Writing Interventions

- Principles of intervention in reading and writing

- Strategies for developing word recognition skills, fluency and comprehension
- Strategies for developing handwriting, spelling and written expression
- Strategies for Reading and writing across the curriculum
- Strategies for differentiation and inclusion in the classroom

UNIT-III

Interventions for Mathematics

- Principles for interventions in mathematics
- Strategies for developing mathematical concepts
- Strategies for developing computation, automaticity [timed tasks] and application
- Strategies for problem solving
- Accommodations [Calculators, Computers] in the mainstream classroom

UNIT-IV

Intervention in Life Skills

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

Tasks & Assignments: Any one of the following (10 marks)

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

SUGGESTED READINGS

- Bird, R. The dyscalculia toolkit supporting learning difficulties in maths. (2nd ed) Los Angeles. Sage,
- Cummings, C, B [2000] Winning Strategies for Classroom Management Teaching, Inc
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(DISABILITY SPECIALIZATION - LEARNING DISABILITY)

COURSE-III: TECHNOLOGY & DISABILITY

I.

Time: 3 Hours

Max. Marks: 100
(Theory: 80, Internal: 20)

NOTE FOR PAPER SETTER

- i) Paper setters will set 9 questions in all, out of which students will be required to attempt 5 questions.
- ii) Q. No. 1 will be compulsory and will carry 16 marks. There will be 4 short-answer type questions of 4 marks each to be selected from the entire syllabus.
- iii) Two long answer type questions will be set from each of the four units, out of which the students will be required to attempt one question from each unit. Long-answer type questions will carry 16 marks each.
- iv) All questions will carry equal marks.

OBJECTIVES

After completion of the course, the student teachers will be able to:

- explain the meaning, scope and use of technology
- analyse the learning needs in relation to technology
- understand and use the various types of technology for presenting, engaging and evaluating
- discuss the trends and issues related to the use of technology

COURSE CONTENT

UNIT-I

Concept of Technology

- Meaning, Nature, Scope and Significance of Technology
- Types /tools of technology – Projector, Smart board, Software and ipad, ipod, Tablets, Mobiles
- Technology integration vs technology use in the curriculum
- Assistive technology: Meaning and scope
- Role & Use of AT for children with LD

Learning Needs of CWLD

- Communication
- Reading
- Writing
- Mathematics
- Self management

UNIT-II

Technology for Presentation & Expression (Input and Output)

- Classroom Presentation & Expression: Concept & scope
- Visual presentation - Large print displays, alternative colours to the screen, colour

- coding, smart boards, Multimedia Presentations, screen magnifiers
- Auditory - text to voice, screen readers, FM Listening Systems, podcast
- Cognitive – graphic organisers
- Consideration for selection of tools – no tech, low tech, high tech, low cost, high cost

UNIT-III

Technology for Classroom Engagement

- Classroom engagement – Meaning and components
- Reading ,Writing & Mathematics - Talking books, recorder,Optical character recognition , Speech recognition systems, Alternative writing surfaces , pencil grips , podcast, Proof reading software,Talking calculators, Electronic math worksheets, fluidity software
- Organising - sticky notes, highlighter pens, or highlighter tape, graphic organisers, digital organisers
- Types programme- drill & practice, Simulations, Games, Tutorial
- Consideration for selection of programmes and tools in an inclusive class

UNIT-IV

Trends & Issues in Using Technology

- Digital natives & Immigrants
- From isolation to inclusion
- Parent/family involvement
- Cyber Safety
- Evaluation of impact of technology– Social, ethical and human

Tasks & Assignments: Any one of the following (10 marks)

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

SUGGESTED READINGS

- Albert M. Cook PhD PE and Janice Miller Polgar (2012). Essentials of Assistive Technologies
- Amy G. Dell, Deborah Newton (2011). Assistive Technology in the Classroom:
- Das,R.C(1992) Educational Technology : A Basic Text New Delhi :Sterling
- Diane P. Bryant and Brian R. Bryant (2011). Assistive Technology for People with Disabilities, 2nd Edition.
Enhancing the School Experiences of Students with Disabilities (2nd Edition)
- Joan Green (2011). The Ultimate Guide to Assistive Technology in Special

Education: Resources for Education, Intervention, and Rehabilitation.

- Judy Lever-Duffy & Jean McDonald (2010). Teaching and Learning with Technology (4th Edition)
- Kimberly S. Voss (2005). Teaching by Design: Using Your Computer to Create Materials for Students With Learning Differences.
- Loui Lord Nelson Ph.D. and Allison Posey (2013). Design and Deliver: Planning and Teaching Using Universal Design for Learning
- Sampath, K etal (1990). Educational Technology. NewDelhi: Sterling.
- Thomas G. West (2009). In the Mind's Eye: Creative Visual Thinkers, Gifted Dyslexics, and the Rise of Visual Technologies.
- Timothy J. Newby & others (2010). Educational Technology for Teaching and Learning (4th Edition).
- Tracey E. Hall & Anne Meyer (2012). Universal Design for Learning in the Classroom: Practical Applications.

(DISABILITY SPECIALIZATION - LEARNING DISABILITY)

COURSE-IV (A): PSYCHO SOCIAL AND FAMILY ISSUES

Time: 1.30 Hours

Max. Marks: 50
(Theory: 40, Internal: 10)

NOTE FOR PAPER SETTER

- i) Paper setters will set 5 questions in all, out of which students will be required to attempt 3 questions.
- ii) Q. No. 1 will be compulsory and will carry 8 marks. There will be 2 short-answer type questions of 4 marks each to be selected from the entire syllabus.
- iii) Two long answer type questions will be set from each of the two units, out of which the students will be required to attempt one question from each unit. Long-answer type questions will carry 16 marks each.
- iv) All questions will carry equal marks.

OBJECTIVES

After completion of the course, the student teachers will be able to:

- explain the concept of psycho-social issues
- reflect on various dimensions of psycho-social issues among children with learning disabilities
- understand various family issues children with LD
- learn the importance of intervening strategies and ways of handling issues
- discuss the concept of networking and liaisoning with the parents, community, family, school and NGO's

COURSE CONTENT

UNIT-I

Overview of Psycho-social Domains

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

Family Dynamics

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

UNIT-II

Nurturing Social Emotional Wellbeing

- Strategies for developing positive self-concept
- Social skill training

- Stress management
- Family counselling
- Networking and liaisoning with students, parents, community and NGO's

Tasks & Assignments: Any one of the following (10 marks)

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

SUGGESTED READINGS

- Goldstein, S., Naglieri, J. A. & DeVries, M. (2011). Learning and Attention Disorders in Adolescence and Adulthood: Assessment and Treatment.
- Gunton, S. (2007). Learning Disabilities (Social Issues Firsthand).
- Hales G. (2003). Beyond Disability towards an Enabling society.
- Hurlock, E. B. (2002). Developmental Psychology, Tata Mc Graw –Hill, New Delhi.
- Kelly, K& others (2006). You Mean I'm Not Lazy, Stupid or Crazy? The Classic Self-Help Book for Adults with Attention Deficit Disorder.
- Paley, S. (2012). Promoting positive behaviour when supporting people with a learning disability and people with autism. Los Angeles. Sage.
- Reid, R. & Lienemann, T. O.; Strategy Instruction for Students with Learning Disabilities, Second Edition (What Works for Special-Needs Learners).

(DISABILITY SPECIALIZATION- MENTAL RETARDATION)

COURSE-II: EDUCATIONAL INTERVENTION AND TEACHING STRATEGIES

Time: 3 Hours

Max. Marks: 100
(Theory: 80, Internal: 20)

NOTE FOR PAPER SETTER

- i) Paper setters will set 9 questions in all, out of which students will be required to attempt 5 questions.
- ii) Q. No. 1 will be compulsory and will carry 16 marks. There will be 4 short-answer type questions of 4 marks each to be selected from the entire syllabus.
- iii) Two long answer type questions will be set from each of the four units, out of which the students will be required to attempt one question from each unit. Long-answer type questions will carry 16 marks each.
- iv) All questions will carry equal marks.

OBJECTIVES

After completion of the course, the 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

COURSE CONTENT

UNIT-I

Intervention

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

Individualised Education Programme

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

UNIT-II

Teaching Strategies and TLM

- Stages of Learning
- Principles of Teaching
- Multi-sensory Approaches – Montessori Methods, VAKT Method, Orton - Gillingham Method, Augmentative and Alternative Communication
- Teaching Strategies – Task Analysis, Chaining, Shaping, Modelling, Prompting, Fading and Reinforcement, Role Play, Play Way method
- Development and Use of TLM for ID

UNIT-III

Intervention for Mal-adaptive Behaviour

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

UNIT-IV

Therapeutic Intervention

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

Tasks & Assignments: Any one of the following (10 marks)

- Visit to 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

SUGGESTED READINGS

- A.C.Ornstein (1990). Strategies for Effective Teaching. Harper and Row, Publishers, Inc.
- 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.
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- 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*.
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- 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, & Kutty, A,T.T. (1989) *Handbook for Trainers of the Mentally Retarded persons. Pre-primary level*. 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*
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- Repp A.C. (1983) *Teaching the Mentally Retarded*, New Jersey, Prentice Hall King-
- Robert A. Gable and Steven F.W. (1993). *Strategies for Teaching Students with Mild to Severe Mental Retardation*, London and Philadelphia: Jessica Kingsley Publishers.
- 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.
- Subba Rao, T.A. (1992). *Manual on Developing Communication Skills in Mentally Teachers*. 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
- Van Riper, C.A. and Emerick. L. (1990), *Speech Correction-An introduction to speech pathology and Audiology*. Eighth Edition, Prentice Hall.

(DISABILITY SPECIALIZATION- MENTAL RETARDATION)

COURSE-III: TECHNOLOGY AND DISABILITY

Time: 3 Hours

Max. Marks: 100
(Theory: 80, Internal: 20)

NOTE FOR PAPER SETTER

- i) Paper setters will set 9 questions in all, out of which students will be required to attempt 5 questions.
- ii) Q. No. 1 will be compulsory and will carry 16 marks. There will be 4 short-answer type questions of 4 marks each to be selected from the entire syllabus.
- iii) Two long answer type questions will be set from each of the four units, out of which the students will be required to attempt one question from each unit. Long-answer type questions will carry 16 marks each.
- iv) All questions will carry equal marks.

OBJECTIVES

After completion of the course, the student teachers will be able to:

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

COURSE CONTENT

UNIT-I

Technology in Education and Instruction

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

UNIT-II

ICT

- ICT – Meaning, Definition, Scope and Significance
- Psychological bases for ICT among teachers and learners
- Development of ICT – Stages, Requirement and Process
- Use of ICT in developing collaborative networks for sharing and learning such as Internet – E-mail, Tele-teaching, Tele-conference

- Use of ICT to simplify record keeping, information management in education administration in special and inclusive settings

UNIT-III

Use of Multimedia in Education

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

Technology Based Instructions

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

UNIT-IV

Application of Technology

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

Tasks & Assignments: Any one of the following (10 marks)

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

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.
- 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.
- Mangal K. (1990). Fundamentals of Educational technology. Prakash Brothers
- McMillan, J.H. & Schumarcher, S. (1989). Research in Education: A Conceptual Introduction, New York: Harper & Collins.
- Mehra, Vandana (2004) Educational Technology, New Delhi : S S Publishers.
- Mohanty, J. (1992). Educational Technology, New Delhi: Deep and Deep Publication.
- Mukhopadhaya, M. (ed.) (2005). Education Technology Knowledge Assessment, New Delhi: Shipra Publications.
- R., Robertson, S. and Peter John. (2009). Improving Classroom Learning with ICT, New York: Routledge. Takewale, R. G. (1995). Technologies for Educational Network, Presidential address in the seminar on Technologies for Educational Networking, New Delhi: IGNOU.
- Richmond, W. R. (ed.) (1900). The Concept of Education Technology: A Dialogue with Yourself, London: Weidenfield and Nicolson.
- Ruhela Satyapal. (1991). Educational Technology, A systematic Text Book Associated Publishers
- 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.
- Tara Chand. (1992). Educational Technology. Anmol Publication.

(DISABILITY SPECIALIZATION- MENTAL RETARDATION)

COURSE-IV (A): PSYCHO SOCIAL AND FAMILY ISSUES

Time: 1.30 Hours

**Max. Marks: 50
(Theory: 40, Internal: 10)**

NOTE FOR PAPER SETTER

- i) Paper setters will set 5 questions in all, out of which students will be required to attempt 3 questions.
- ii) Q. No. 1 will be compulsory and will carry 8 marks. There will be 2 short-answer type questions of 4 marks each to be selected from the entire syllabus.
- iii) Two long answer type questions will be set from each of the two units, out of which the students will be required to attempt one question from each unit. Long-answer type questions will carry 16 marks each.
- iv) All questions will carry equal marks.

OBJECTIVES

After completion of the course, the 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
- 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 forPWIDs

COURSE CONTENT

UNIT-I

Family

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

Psycho-Social Issues

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

Involving Families

- Training and involving families in the rehabilitation process
- Parent professional relationship

- Formation of Parent Self-Help Group
- Parent Associations
- Empowering Families

UNIT-II

Adolescent Issues

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

CBR and CPP (Community People Participation)

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

Tasks & Assignments: Any one of the following (5 marks)

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

SUGGESTED 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.
- Bennett, T. Lingerfelt, V & Nelson, D.E. (1990). Developing Individual and Family Support Plans – A Training Manual, Cambridge M.A. Brookline Books.
- Blacher, J. (Ed.) (1984). Severely Handicapped Young Children and Other Families: Research in Review Ovlendio: Academic Press Inc.
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- Dale, N. (2000). Working with families of Children with Special Needs: Partnership and Practice, East Sussex: Brunner- Routledge.
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- Kashyap, L. (1996). Measurement Issues in Family Centered Social Work, in Bharat, S. (Ed.) *Family Measurement in India*, New Delhi: Sage Publications.
- Mann, P.H. Suiter P.A. & Mc Laughlin R.M. (1992). *A Guide for educating mainstreamed students*, Boston: Allyn & Bacon
- 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*.
- 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.

COURSE-IV (B): READING AND REFLECTING ON TEXTS

Time: 1.30 Hours

Max. Marks: 50
(Theory: 40, Internal: 10)

NOTE FOR PAPER SETTER

- i) Paper setters will set 5 questions in all, out of which students will be required to attempt 3 questions.
- ii) Q. No. 1 will be compulsory and will carry 8 marks. There will be 2 short-answer type questions of 4 marks each to be selected from the entire syllabus.
- iii) Two long answer type questions will be set from each of the two units, out of which the students will be required to attempt one question from each unit. Long-answer type questions will carry 16 marks each.
- iv) All questions will carry equal marks.

OBJECTIVES

After completion of the course, the student teachers will be able to:

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

COURSE CONTENT

UNIT-I

Reflections on Literacy

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

Reflections on Reading Comprehension

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

Skill Development in Responding to Text

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

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

UNIT-II

Reflecting Upon Writing as a Process and Product

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

Practicing Independent Writing

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

Tasks & Assignments: Any one of the following (5 marks)

- 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

SUGGESTED 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.
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- Aulls, M. W. (1982). *Developing readers in today's elementary school*. Allyn and Bacon: Boston
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- Ezell, H., & Justice, L. (2005). Programmatic Research on Early Literacy: Several Key Findings. IES 3rd Annual Research Conference: American Speech Language & Hearing Association (ASHA).
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- 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
- May, F. B. (2001). Unravelling the seven myths of reading. Allyn and Bacon: Boston
- McCormick, S. (1999). Instructing students who have literacy problems.(3rd) Merrill: New Jersey
- McGregor, T. (2007). Comprehension Connections: Bridges to Strategic Reading. Heinemann Educational Books.
- Miller, D. (2002). Reading With Meaning: Teaching Comprehension in the Primary Grades. Stenhouse Publishers, New York.
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- Paul, P. V. (2009). Language and Deafness. Jones and Bartlett: Boston
- Soundarapandian, M. (2000). Literacy campaign in India. Discovery Publishing House: New Delhi.
- Tovani, C., & Keene, E. O. (2000). I Read It, but I Don't Get It: Comprehension Strategies for Adolescent Readers. Stenhouse Publishers.

COURSE-V (A): DRAMA AND ART IN EDUCATION

Time: 1.30 Hours

**Max. Marks: 50
(Theory: 40, Internal: 10)**

NOTE FOR PAPER SETTER

- i) Paper setters will set 5 questions in all, out of which students will be required to attempt 3 questions.
- ii) Q. No. 1 will be compulsory and will carry 8 marks. There will be 2 short-answer type questions of 4 marks each to be selected from the entire syllabus.
- iii) Two long answer type questions will be set from each of the two units, out of which the students will be required to attempt one question from each unit. Long-answer type questions will carry 16 marks each.
- iv) All questions will carry equal marks.

OBJECTIVES

After completion of the course, the student teachers will be able to:

- exhibit basic understanding in art appreciation, art expression and art education
- plan and implement facilitating strategies for students with and without special needs
- discuss the adaptive strategies of artistic expression
- discuss how art can enhance learning

COURSE CONTENT

UNIT-I

Introduction to art Education

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

Performing Arts: Dance and Music

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

UNIT-II

Performing Arts: Drama

- Range of art activities in drama

- Experiencing, responding and appreciating drama
- Exposure to selective basic skills required for drama
- Drama: Facilitating interest among students: planning and implementing activities
- Enhancing learning through drama for children with and without special needs: strategies and adaptations

Visual Arts

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

Media and Electronic Arts

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

Tasks & Assignments: Any one of the following (5 marks)

- ‘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

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 inteaching the visual arts. New York, NY: Teachers College Press.

- Finlay, Victoria. The brilliant History of Color in Art. Getty Publications, China.
- Gair, S. B. (1980). Writing the arts into individualized educational programs. *ArtEducation*, 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.
- 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.

COURSE-V (B): BASIC RESEARCH AND BASIC STATISTICS

Time: 1.30 Hours

Max. Marks: 50

(Theory: 40, Internal: 10)

NOTE FOR PAPER SETTER:

- i) Paper setters will set 5 questions in all, out of which students will be required to attempt 3 questions.
- ii) Q. No. 1 will be compulsory and will carry 8 marks. There will be 2 short-answer type questions of 4 marks each to be selected from the entire syllabus.
- iii) Two long answer type questions will be set from each of the two units, out of which the students will be required to attempt one question from each unit. Long-answer type questions will carry 16 marks each.
- iv) All questions will carry equal marks.

OBJECTIVES

After completion of the course, the student teachers will be able to:

- describe the concept and relevance of research in education and special education
- develop an understanding of the research process and acquire competencies for conducting a research
- apply suitable measures for data organization and analysis

COURSE CONTENT

UNIT-I

Introduction to Research

- Scientific Method
- Research: Concept and Definitions
- Application of Scientific Method In Research
- Purpose of Research
- Research in Education and Special Education

Types and Process of Research

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

UNIT-II

Measurement and Analysis of Data

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

Tasks & Assignments: Any one of the following (5 marks)

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

SUGGESTED READINGS

- Best, J. W., & Kahn, J. V. (1996). *Research in Education* Prentice-Hall of India New Delhi.
- Cohen, J. (1988). *Statistical Power Analysis for the Behavioral Sciences*. Academic Press, New York.
- Dooley, D. (1997). *Social Research Methods*. Prentice-Hall of India, New Delhi.
- Greene, S., & Hogan, D. (2005). *Researching children's experience*. Sage Publication: London.
- Grewal, P.S. (1990). *Methods of Statistical Analysis*. Sterling Publishers, New Delhi.
- Guptha, S. (2003). *Research Methodology and Statistical Techniques*. Deep & Deep Publishing, New Delhi.
- Koul, L. (1996). *Methodology of Educational Research*. Vikas Publishing House, New Delhi.
- Potti, L.R. (2004). *Research Methodology*. Yamuna Publications, Thiruvananthapuram.

PRACTICUM: HEARING IMPAIRMENT

Course VI: Practical: Cross Disability & Inclusion

Hours: 20

Credits: 04

Marks: 100

Sr. No.	Tasks	Educational Settings	Specific activities	Hrs.	Submission
1	Infrastructure of an Inclusive school	Inclusive School	Studying the extent of barrier free environment (Infrastructure including Assistive devices, Human resource & Inclusive teaching practices) available in an Inclusive School	04	Report with reflect-ions
2	Classroom teaching observations		Observing 10 lessons (5 language + 5 subjects) and writing report	08	
3	Assisting Teacher		Working as teacher assistant for Prayers/ Assembly, Checking hearing device, Attendance, Home work/Class work, Writing diaries, Preparing TLM, Teaching practice sessions recapitulation, and Break times	08	
TOTAL				20	

Course VII: Practical: Disability Specialisation

Hours: 120

Credits: 04

Marks: 100

Sr. No.	Tasks	Educational settings	Specific activities	Hrs	Submiss- Ions
1	Aural intervention	Institute / Clinic	<ul style="list-style-type: none"> - Carrying out daily listening checks on children with hearing impairment (5 children) - Use Aided Audiogram for (2 children each) A. Linking Ling's 6 Sound test B. Selecting modality of training (Auditory, Speech reading, combination) C. Selecting method of Communication (Oral vs Manual) 	9	
2	Speech intervention	Clinic	<ul style="list-style-type: none"> - Observing individual speech teaching sessions (2 children) - Observing group teaching sessions (2 children) - Planning and executing lesson plan for teaching non-segmental, Segmental and Supra segmental aspects of speech (2 children) 	9	

3	Learning And practicing ISL	Institute / school / ISL center	To learn and practice Basic vocabulary, Common phrases, Conversations, Sample subject Texts, Stories in signs. (Preferably involving a Deaf individual and taught by certified signer)	30	
4	Classroom observation of teaching	Special school for children with hearing impairment	Preschool - Observing and reporting classroom teaching for various subjects as per the time table of the school- Minimum 18 school periods - Language - School subjects - Co-curricular	24	
			Primary - Observing and reporting classroom teaching for various subjects as per the time table of the school- Minimum 18 school periods - Language - School subjects - Co-curricular		
5	Lesson planning	Institute	Supervised activity by college faculty with specific feedback	6	
6	Delivering Lessons	Special school	20 lessons (Science/Maths-5, Social Science- 5, Language – 8, Art – 2)	24	
7	Individualised lessons		5 lessons on 1 student	6	
8	Delivering Lessons	Inclusive school	4 lessons of school periods indicating appropriate curricular Adaptations	6	
9	Visit to other than Practice Teaching School	Special School	Observing infrastructure and curricular transaction	6	
TOTAL				120	

Course VIII: Practical: Main Disability Special School (Related to Disability Specialization)

Hours: 120

**Credits: 02
Marks: 100**

Sr. No.	Tasks	Educational settings	Specific activities	Hrs.	Submissions
1	Teacher Assistant**	Special school for Children With Hearing Impairment	Working as teacher assistant for prayers / assembly, checking hearing device, attendance, home work/class work, writing diaries, preparing TLM, teaching practice sessions recapitulation, and break times,	30	Journal of Daily Reflections And Learning
2	Practicing Functioning as a teacher **		Undertaking continuous whole day teaching using daily diary system for planning and recording.	18	Daily diary
3	Understanding School Examination **		Assisting in exam related planning, setting question papers, assessing, entering outcome in records, writing progress reports, feedback to students and parents, drawing pedagogic decisions.	12	Portfolio of Assessment Activities
4	Understanding Beyond Classrooms		Participating in School committees meetings, Sports, Picnics, trips, visits, Parent Teacher Association (PTA) meeting, competitions, Celebrations, annual gatherings, medical check ups – any 3	12	*
5	Development of (TLM), Worksheet		Developing 3 Teaching Learning Material (TLM) and 10 worksheet for the assigned class	18	TLM
6	Document Study		Reading and reporting on academic calendars, time table, diaries, work books, progress reports, case files, parent meeting reports, certificates, forms to avail exemptions and concessions, assessment formats for pre-school	12	*
7	Use of internet and modern Technology For Improving the class Processes		Special school for children with Hearing Impairment	Using technology for classroom teaching, art education, record keeping, communication, downloading power points, AVs for concept development involving Students	12

8	Compilations of language teaching Material, news, conversation, stories and Unseen pictures		Compiling language material news, conversations, stories and unseen pictures, Directed activities	6	Journal of Compilation Ns
9	Program end presentation		Power point presentation on consolidations, reflections and take away points from field engagement to be able to become a teacher	6	
TOTAL				120	

* Certificate from school head grading the performance on 5 point scale. Candidates below the score 3 repeat the placement

** For items each student will be assigned a class and the class teacher is expected to support as the long term mentor for the student placed in her / his class.

Course IX: Practical: Other Disability Special School (Related to Cross Disability & Inclusion)

Hours: 18

Credits: 04

Marks: 100

Sr. No.	Tasks	Educational settings	Specific activities	Hrs.	Submissions
1	Teacher assistant	Special school of Other disability	Studying the background of the children in the allotted class & working as teacher assistant for Prayers/assembly, Attendance, Home work/class work, Writing diaries & Assisting in school celebrations	12	Journal of Daily Reflections and learning
2	Document study		Reading and reporting on Academic calendars, Time table, Diaries, Work books, Progress reports, Case files, 3 Parent meeting reports, Certificates, Forms to avail exemptions and concessions, Assessment formats for pre-school	3	Journal
3	Use of internet and modern technology for improving the class processes		Using technology for classroom teaching, Art education, Record keeping, Communication, Downloading power points, AVs for concept development involving students	3	Journal
TOTAL				18	

Course X: Practical: Inclusive School (Related to Cross Disability and Inclusion & Disability Specialization)

Hours: 120

**Credits: 04
Marks: 100**

Sr. No.	Tasks	Educational settings	Specific activities	Hrs.	Submissions
1	Understanding the children in the classroom	Inclusive School	Studying the background of children in the allotted Class	06	Report with reflections
2	Understanding the plans		Studying the half yearly, Monthly & Unit plans and Calendar of activities and Progress report	12	
3	Teaching support		Assisting the teachers in Adaptation of content, Lesson planning, Scheduling, Resource mobilisation, Preparing TLM & Planning Celebrations	60	
4	Remedial support		Teaching special children for specialised support for achieving the content mastery - 2 students	30	
5	Student evaluation		Assist the teachers in developing Teacher made tests, Marking scheme, Scoring key, Exam supervision, Evaluation of answer scripts & Reporting	12	
TOTAL				120	

PRACTICUM: LEARNING DISABILITY

Course VI: Practical: Cross Disability and Inclusion

Hours: 20

Credits: 04

Max. Marks: 100

Sr. No.	Tasks for the Student-teachers	Disability Focus	Educational Setting	No. of Lessons
1	Community work / Tour	Community Perspective (anganwadi, gram panchayat)	Rural / Semi-urban	Visit report
2	Collaborative Teaching	Any Disability	Resource Room/ Home based / Inclusive Schools	10 lessons
3	Case study 2 (individualised)		Special schools for other disabilities/ Resource Room/ Inclusive schools/ Home based	20 lessons
4	Group Teaching Lessons	Any Disability	Inclusive Schools	20 lessons

Course VII: Practical: Disability Specialisation

Hours: 120

Credits: 04

Marks: 100

Sr. No.	Tasks for the Student-Teachers	Disability Focus	Educational Setting	No. of Lessons
1	a. case study observation	Major Disability	Special School	Minimum 30 school Periods
	b. Visit to other special Schools	Major Disability	Special School	Minimum 2 schools
2	a. Lesson planning and execution on different levels for all subjects	Major Disability	Special School/ Resource Room	
	b. Lesson planning and execution on different levels for selected subjects	Major Disability	Special School/ Resource Room	
3	Case study	Major Disability	Special School/ Resource Room	
4	Observation of support Services	Major Disability	Institute/ Clinic	Depending on the Specialization

Course VIII: Practical: Main Disability Special School (Related to Disability Specialization)
Hours: 120 Credits: 04
Marks: 100

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

Minimum of four weeks should be allocated for School attachment/Internship and reflected in the time table and should cover Tasks specified under Disability Specialization and Main Disability special school 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.

Course IX: Practical: Other Disability Special School (Related to Cross Disability & Inclusion)
Hours: 18 Credits: 04
Marks: 100

Sr. No.	Tasks for the Student-teachers	Disability Focus	Set up	No. of Lessons
1	Classroom Teaching	Other than Major Disability	Special schools for other Disabilities	Minimum 180 school Periods

Course X: Practical: Inclusive School (Related to Cross Disability & Inclusion and Disability Specialization)
Hours: 120 Credits: 04
Marks: 100

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

PRACTICUM: MENTAL RETARDATION

Course VI: Practical: Cross Disability & Inclusion

Hours: 120

Credits: 04

Marks: 100

Sr. No.	Tasks for the Student-teachers	Disability Focus	Educational Setting	Hrs.	No. of Lessons
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
2	a. Lesson planning and execution on different levels for selected subjects a. Languages b. Non Languages	Any Disability Other than ID	Special schools for other disabilities/ Resource Room	30	20 lessons (10 Language & 10 Non-language)
			Inclusive Schools	30	20 lessons (10 Language & 10 Non-language)
3	a. Individualised Teaching lessons on different levels for selected subjects a. Languages b. Non Languages	Any Disability Other than ID	Special schools for other Disabilities	25	20 lessons (10 Language & 10 Non-language)
	b. Individualised Teaching lessons a. Languages b. Non Languages		Resource Room /Inclusive Schools	25	20 lessons (10 Language & 10 Non-language)

Course VII: Practical: Disability Specialisation**Hours: 12****Credits: 04****Marks: 100**

Sr. No.	Tasks for the Student-teachers	Disability Focus	Educational Setting	Hrs.	Description
1	IEP	ID	Special School	30 hrs	Develop IEP for 1 student with ID at Secondary/Pre Vocational Level
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
3	School Sensitisation on Disabilities for regular staff, Peer group and Parents	ID	Regular School	10 hrs	-----
4	Observation of support Services	Major Disability	Institute/ Clinic	10 hrs	Depending on the specialization

A suggestive framework is given below:

Areas	Disability Specialization
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)

Course VIII: Practical: Main Disability Special Schools (Related to Disability Specialization)**Hours: 120****Credits: 04****Marks: 100**

Sr. No.	Tasks for the Student Teachers	Disability Focus	Set up	No. of Lessons
1	Classroom Teaching Across all class levels and Curricular Domains Class Levels a). ECSE b). Pre-primary c). Primary d). Secondary e). Prevocational	ID	Special schools for ID	Minimum 60 lessons (15 Personal/Social, 25-Functional Academics, 10-Occupational, 10-Recreational)

Note: Minimum of four weeks should be allocated for School attachment/ Internship and reflected in the time table and should cover Tasks specified under Main Disability

Special Schools (Related to Disability Specialization) 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.

Course IX: Practical: Other disabilities special Schools (Related to Cross Disability & Inclusion)
Hours: 18 Credits: 04
Marks: 50

Sr. No.	Tasks for the Student-Teachers	Disability Focus	Set up	No. of Lessons
1	Classroom Teaching	Any Disability Other than ID	Special Schools for other disabilities	Minimum 30 Lessons

Course X: Practical: Inclusive School (Related to Cross Disability and Inclusion & Disability Specialization)
Hours: 120 Credits: 04
Marks: 100

Sr. 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 Disability Specialization, Other disabilities special Schools (Related to Cross Disability & Inclusion) and Inclusive School (Related to Cross Disability and Inclusion & Disability Specialization) 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)