ASHTAVAKRA INSTITUTE OF REHABILATION SCIENCES AND RESEARCH
AN ISO 9001:2008 CERTIFIED INSTITUTE, APPROVED BY GOVT OF NCT, DELHI
Academic Calendar: B.Ed. Special Education (ID, HI,VI, ASD, LD)
Academic Session: 2025-26

Odd 1st& 3rd Semester 1.08.2025 (Monday) to 15.1.2026 (Thursday)						
Week No.	**Week**	**Week Days**	**No. of Days**	**Events and Exams with date**	**Holidays**	**Effective Teaching Days**
1	1 Aug – 2 Aug 2025	Fri - Sat	02	1st Induction Programme (1st Aug. To 8th Aug. 2025) 3rd Orientation Programme (1st Aug. To 8th Aug. 2025)	Nil	02
2	4 Aug – 9 Aug 2025	Mon –Sat	06	1st Induction Programme (1st Aug. To 8th Aug. 2025) 3rd Orientation Programme (1st Aug. To 8th Aug. 2025) 1st&3rd Sem. Class Schedule (4thAug to 4th Dec.2025)	9th August Rakshabandan	05
3	11 Aug -16 Aug 2025	Mon –Sat	06	Assignment/ Project 1st Sem. Assign A1, A2 & B5 (11thAug – 15th Aug 2025) Assignment/ Project 3rd Sem. Assign C14, C15 & D18 (11thAug – 15th Aug 2025)	15th August Independence Day 16th August Janmashtami	06
4	18 Aug – 23 Aug 2025	Mon –Sat	06	Visit to Special School & Inclusive School for CWID A2, B2& B5 (18th Aug- 23th Aug 2025)	Nil	06
5	25 Aug-30 Aug2025	Mon –Sat	06	Assignment/ Project 1st Sem. Submission A1, A2 & B5 1st Sem. (25thAug – 30th Aug 2025) Assignment/ Project 3rd Sem. Submission C14, C15 & D18 (25thAug – 30th Aug 2025) International CRE (29th Sept – 30thNov 2025)	27thAugust Ganesh Chaturthi	05
5	1 Sept -6 Sept 2025	Mon –Sat	06	Celebration of Teacher's Day (5th Sept 2025)-	5th Sept Eid	05
6	8 Sept – 13 Sept 2025	Mon -Sat	06	Presentation 1st Sem.	Nil	06

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				A3 (8th Sept – 13thSept 2025) Presentation 3rd Sem. C16 (8th Sept – 13thSept 2025)		
7	15 Sept-20 Sept 2025	Mon –Sat	06	Presentation 1st Sem. B2 (15thSept – 20thSept 2025) Presentation 3rd Sem. C14 (15thSept – 20thSept 2025)	Nil	06
8	22 Sept – 27 Sept 2025	Mon –Sat	06	FDP on International Week for Deaf (22th Sep 2025 – 27th Sep 2025)	Nil	06
9	29 Sept – 30 Sept 2025	Mon –Tue	02	Group Discussion (29th Sept– 30th Sept 2025)	Nil	02
10	1 Oct – 4 Oct 2025	Wed – Sat	04	Role Play 1st Sem. B1 (1stOct – 4thOct 2025) Role Play3rd Sem. D17 (1stOct – 4thOct 2025)	1st Oct MahaNavami 2nd Oct Dussehra 2nd Oct Mahatma Gandhi Jayanti	02
11	6 Oct – 11 Oct 2025	Mon –Sat	06	Role Play 1st Sem. A2 (13th Oct – 18th Oct 2025) Role Play3rd Sem. D18 (1stOct – 4thOct 2025) Seminar on World Mental Health Day (10th Oct 2025)	7th Oct Maharishi Balmikijayanti	04
12	13 Oct – 18 Oct 2025	Mon -Sat	06	School Observation 1st Sem. (Ashtavakta Special School) (13th Oct 2025 to 15th Nov 2025)	Nil	05

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				School Internship 3rd Sem. (Inclusive School (Govt. & Public School)) (13th Oct 2025 to 15th Nov 2025) Workshop on World Cane Day (15th Oct 2025)		
13	20 Oct- 25 Oct 2025	Mon -Sat	06	School Observation 1st Sem. (Ashtavakta Special School) (13th Oct 2025 to 15th Nov 2025) School Internship 3rd Sem. (Inclusive School (Govt. & Public School)) (13th Oct 2025 to 15th Nov 2025)	20th – 23rd Oct Diwali	01
14	27 Oct- 31 Oct 2025	Mon -Fri	05	School Observation 1st Sem. (Ashtavakta Special School) (13th Oct 2025 to 15th Nov 2025) School Internship 3rd Sem. (Inclusive School (Govt. & Public School)) (13th Oct 2025 to 15th Nov 2025)	28th Oct Chhat Puja	04
15	1 Nov 2025	Sat	01	School Observation 1st Sem. (Ashtavakta Special School) (13th Oct 2025 to 15th Nov 2025) School Internship 3rd Sem. (Inclusive School (Govt. & Public School)) (13th Oct 2025 to 15th Nov 2025)	Nil	01
16	3 Nov -8 Nov 2025	Mon –Sat	06	School Observation 1st Sem. (Ashtavakta Special School) (13th Oct 2025 to 15th Nov 2025) School Internship 3rd Sem. (Inclusive School (Govt. & Public School)) (13th Oct 2025 to 15th Nov 2025)	5th Nov Guru Nanak Jayanti	04
17	10 Nov – 15 Nov 2025	Mon -Sat	06	School Observation 1st Sem. (Ashtavakta Special School) (13th Oct 2025 to 15th Nov 2025) School Internship 3rd Sem. (Inclusive School (Govt. & Public School)) (13th Oct 2025 to 15th Nov 2025)	Nil	05

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18	17 Nov – 22 Nov 2025	Mon -Sat	06	MOOCs Internal Practical Examination (17th Nov 2025 – 22nd Nov 2025)	Nil	05
19	24 Nov – 29 Nov 2025	Mon -Sat	06	Internal Theory Examination (24th Nov 2025 – 29th Nov 2025)	Nil	05
20	1 Dec – 6 Dec 2025	Mon -Sat	06	External Practical Examination (1st Dec 2025 – 6th Dec 2025) Awareness campaign rally on World Aids Day (1st Dec 2025) World Disability Day(3rd Dec 2025)	Nil	05
21	8 Dec – 13 Dec 2025	Mon -Sat	06	Term End External Theory Examination (8th Dec – 1 Jan 2025) **Workshop for faculty on need of Psychologist & Psychiatrist in Present Scenario (10th Dec 2025)**	Nil	
22	15 Dec – 20 Dec 2025	Mon -Sat	06	Term End External Theory Examination (8th Dec – 1 Jan 2025)	Nil	
23	22 Dec – 27 Dec 2025	Mon -Sat	06	Term End External Theory Examination (8th Dec – 1 Jan 2025)	25th Dec Christmas	
24	29 Dec- 31 Dec 2025	Mon -Wed	03	Term End External Theory Examination (8th Dec – 1 Jan 2025) **Seminar for Faculty on Mental Wellness & Social Connection (30th Dec. 2025)**	Nil	
25	1 Jan - 3 Jan 2026	Thurs - Sat	03	Winter Break	Nil	
26	5 Jan - 10 Jan 2026	Mon -Sat	06	Winter Break **Workshop for Faculty on World Braillee Day (5th Jan 2026)** **Workshop for Faculty on Mastering the VSMS : Administration, Interpretation & Report Writing (7th Jan. 2026)**		
27	12 Jan - 15 Jan 2026	Mon -Thurs	06	Winter Break		
Total				Effective Teaching Days (including Internal Examination)		130

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		Effective Teaching Days (Excluding Internal Examination)	120

* 4 Weeks School Observation /Internship

GeetaBhutani
Principal

Sanjana Mittal
Dy. Director

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Even 2nd& 4thSemester 16.01.2026 (Friday) to 16.7. 2026 (Thursday)						
Week No.	**Week**	**Week Days**	**No. of Days**	**Events and Exams with date**	**Holidays**	**Effective Teaching Days**
1	16 Jan 2026	Fri - Sat	02	2nd& 4th Orientation Programme (16th Jan. 2026)	Nil	01
2	19 Jan to 24 Jan 2026	Mon –Sat	06	2nd& 4th Sem. Class Schedule (4thJan. to 21st May 2026)	23rd Jan. VasantPanchami	05
3	26 Jan to 31Jan 2026	Mon –Sat	06	2nd& 4th Sem. Class Schedule (4thJan. to 21st May 2026)	26th Jan. Republic Day	05
4	2Feb to 7 Feb 2026	Mon –Sat	06	Assignment/ Project 2nd Sem. Assign A4, A5, C4 (2Feb to 7 Feb 2026) Assignment/ Project 4thSem. Assign B10, B11 & D19 (2Feb to 7 Feb 2026)	Nil	06
5	9Feb to 14 Feb 2026	Mon –Sat	06	Anugoonj	11th to 13th Feb. 2026	04
5	16Feb to 21 Feb 2026	Mon –Sat	06	Assignment/ Project 2nd Sem. Assign A4, A5, C4 (16 Feb to 21 Feb 2026) Assignment/ Project 4th Sem. Assign B11 & D19 (16 Feb to 21 Feb 2026 **Workshop for Faculty on Processor of Hearing Test (19th Feb. 2026)**	19th Feb. ShivajiJayanti	05

Even 2nd& 4thSemester 16.01.2026 (Friday) to 16.7. 2026 (Thursday)						
Week No.	**Week**	**Week Days**	**No. of Days**	**Events and Exams with date**	**Holidays**	**Effective Teaching Days**

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1	23Feb to 28 Feb 2026	Mon –Sat	06	Presentation 2nd Sem. B3 (23Feb to 28 Feb 2026) Presentation4th Sem. B10 (23Feb to 28 Feb 2026)	Nil	06
2	2 Mar to 7 Mar 2026	Mon –Sat	06	Group Discussion 4th Sem. (2 Mar to 7 Mar 2026)	3rd and 4thHolikaDahana&Holi	04
3	9 Mar to 14 Mar 2026	Mon –Sat	06	Role Play 2NDSem. B1 (9 Mar to 14 Mar 2026) Role Play4thSem. D17 (9 Mar to 14 Mar 2026)	Nil	06
4	16 Mar to 21 Mar 2026	Mon –Sat	06	Group Discussion2nd Sem. (16 Mar to 21 Mar 2026) School Internship 4thSem. (Special School (Govt. & Public School) (16 Mar to 21 Mar 2026) Celebrate world down Syndrome Day (21st March)	21stRanzan Id	05
5	23 Mar to 28 Mar 2026	Mon –Sat	06	Regular Classes	26th Rama Navami	05
5	30 Mar to 31Mar 2026	Mon –Tues	02	Regular Classes	31stMahavirJayanti	01
	Even 2nd& 4thSemester 16.01.2026 (Friday) to 16.7. 2026 (Thursday)					
Week No.	**Week**	**Week Days**	**No. of Days**	**Events and Exams with date**	**Holidays**	**Effective Teaching Days**

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1	1 April to 4 April 2026	Wed-Sat	04	School Observation 2nd Sem. (Special School) (1 April to 30 April 2026) School Internship 4th Sem. (Inclusive School (Govt. & Public School)) (1 April to 30 April 2026) World Autism Day (2nd April 2026)	3rd Good Friday	03
2	6 April to 11 April 2026	Mon –Sat	06	School Observation 2nd Sem. (Special School) (1 April to 30 April 2026) School Internship 4th Sem. (Inclusive School (Govt. & Public School)) (1 April to 30 April 2026)	Nil	06
3	13 April to 18 April 2026	Mon –Sat	06	School Observation 2nd Sem. (Special School) (1 April to 30 April 2026) School Internship 4th Sem. (Inclusive School (Govt. & Public School)) (1 April to 30 April 2026) International CRE (13 April to 18 April 2026)	14thAmbedkarJayanti	05
4	20 April to 25 April 2026	Mon –Sat	06	School Observation 2nd Sem. (Special School) (1 April to 30 April 2026) School Internship 4th Sem. (Inclusive School (Govt. & Public School)) (1 April to 30 April 2026)	Nil	06
5	27 April to 30 April 2026	Mon –Thurs	06	School Observation 2nd Sem. (Special School) (1 April to 30 April 2026) School Internship 4th Sem. (Inclusive School (Govt. & Public School)) (1 April to 30 April 2026)	Nil	04
5	1 May to 2 May 2026	Fri - Sat	02	Revision and Practical work	1st Buddha Purnima	01
Even 2nd& 4thSemester 1.08.2025 (Monday) to 15.1.2026 (Thursday)						
Week No.	**Week**	**Week Days**	**No. of Days**	**Events and Exams with date**	**Holidays**	**Effective Teaching Days**

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1	4 May to 9 May 2026	Mon –Sat	02	Revision and Practical work	Nil	06
2	11 May to 16 May 2026	Mon –Sat	06	Term End Internal Theory Examination (11 May to 16 May 2026)	NIL	06
3	18 May to 23 May 2026	Mon –Sat	06	Preparatory Leave **Workshop for Faculty on Mastering the NIMHANS : Administration, Interpretation & Report Writing (20th May 2026)**	Nil	05
4	25May to 30 May 2026	Mon –Sat	06	Preparatory Leave	27thBakrid	05
5	1 June to 6 June 2026	Mon –Sat	06	Term End External Theory Examination (1 June to 18 June 2026)	Nil	06
5	8 June to 13 June 2026	Mon –Sat	06	Term End External Theory Examination (1 June to 18 June 2026)	19th Feb. Shivaji Jayanti	05
1	15 June to 20 June 2026	Mon –Sat	06	Term End External Theory Examination (1 June to 18 June 2026)	Nil	06
2	22 June to 27 June 2026	Mon –Sat	06	Summer Break	NIL	06
3	29 June to 30 June 2026	Mon –Tues	02	Summer Break	Nil	02
4	1 July to 4 July 2026	Mon -Sat	04	Summer Break	Nil	04
5	6 July to 11 July 2026	Mon –Sat	06	Summer Break	Nil	06
5	13 July to 16 July 2026	Mon –Thurs	04	Summer Break)	Nil	04

Sanjana Mittal
Deputy Director

ASHTAVAKRA INSTITUTE OF REHABILATION SCIENCES AND RESEARCH

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सत्यमेव जयते

भारतीय पुनर्वास परिषद्

Curriculum Framework

Bachelor of Education - Special Education

B.Ed.Spl.Ed.

(Two Years Duration)

Norms, Regulations & Course Content

2024

REHABILITATION COUNCIL OF INDIA

(Statutory Body of the Ministry of Social Justice & Empowerment)

Department of Empowerment of Persons with Disabilities (Divyangjan)

Government of India

B-22, Qutab Institutional Area, New Delhi – 110016

www.rehabcouncil.nic.in

Bachelor of Education - Special Education

B.Ed.Spl.Ed.

2024

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

I. PREAMBLE

Rightly said, 'Teaching is a passion more than a profession and it creates all other professions by not just providing information, but also generating inspiration'. Therefore, though the conventional teacher-centred education has changed to a more student-centred approach, the place of the teacher; rightly addressed as the 'Guru' in the Indian tradition remains indisputable. This is seen right from NEP (1966) based on the Kothari Commission, which recognized that the quality, competence, of teachers are undoubtedly the most significant contributory factor to the recent NEP (2020) which upholds teachers' role in national development. Fifty-six years since the first policy was published, the teachers and the teacher education are at the centre of the fundamental reforms in the education system for 'all' children. The NEP 2020 reiterates the global education development agenda reflected in the Goal 4 (SDG4) of the 2030 Agenda for Sustainable Development. It seeks to "ensure inclusive and equitable quality education and promote lifelong learning opportunities for all" by 2030. A special emphasis has been provided to include the Socio-economically disadvantaged (SEDGs) which includes the Divyangjan. The policy highlights that quality education for 'all 'children is the key to India's continued ascent, and leadership on the global stage and will facilitate the economic growth, social justice and equality, scientific advancement, national integration, and cultural preservation. NEP 2020 is in complete consonance with the principles and provisions of the RPWD Act (2016) for empowerment of persons with disabilities. This includes (a) respect for inherent dignity, individual autonomy including the freedom to make one's own choices, and independence of persons; (b) non-discrimination; (c) full and effective participation and inclusion in society; (d) respect for difference and acceptance of persons with disabilities as part of human diversity and humanity; (e) equality of opportunity; (f) accessibility; (g) equality between men and women; (h) respect for the evolving capacities of children with disabilities and respect for the right of children with disabilities to preserve their identities.

The Rehabilitation Council of India (RCI) established in 1992, is a statutory body. It functions under the Department of Empowerment of Persons with Disabilities (Divyangjan) (DoEPwD), Ministry of Social Justice & Empowerment, Govt. of India and is solely responsible for regulating and monitoring the professional of development and other training programs in the field of disability. These programs are offered both face to face and via distance mode through Open Universities across India. RCI also maintains and renews registrations of qualified personnel and professionals in its Central Rehabilitation Register (CRR) for which Continuous Rehabilitation Education (CRE) are conducted in the field of Rehabilitation and Special Education. RCI revises its syllabi from time to time so that the learners undergoing the programs are attuned to the current trends and futuristic requirements.

The present syllabi of B. Ed. Special Education is revised keeping in view the provisions of RPWD Act (2016) and the NEP (2020). The courses revised includes introduction to disabilities that would sensitise the learners about the 21 disabilities and its differential needs with respect to accessibility, reasonable accommodations and facilitating effective

participation. The course on education of children with disabilities that is based on the Supreme Court guidelines will help learners understand their role in various educational set ups. A course in supportive skills for education of students with disabilities endeavours to prepare the learners with basic essential skills for orientation mobility, Braille, Indian Sign Language and Educational bilingualism. The syllabi has the latest technology and will prepare the learners to undertake pedagogy using the suggested skills of enhancing communication, creativity, critical thinking and collaborations. The course on Life skills across life span and the employability module will assist the learners in preparation of their careers and contribute for empowerment of persons with disabilities.

II. OBJECTIVES

The B.Ed.Spl.Ed. programme aims to develop Special Education teachers/Educators for children with disabilities for various settings (including Inclusive, Special, Open School and Home-Based Education). The B.Ed. (Special Education) programme will prepare human resources to enable them to acquire knowledge and develop competencies and skills to impart education and training effectively to children with disabilities as well as all other children. The programme is based on the provisions of RPWD Act (2016) and the National Education Policy, (NEP) (2020). After completing the B.Ed. (Special Education) programme the learners will:

a. Acquire knowledge & skills about human development, contemporary Indian education, and pedagogy of various school subjects and assessment for learning.
b. Acquire knowledge & skills about nature and educational needs of children with disabilities as well as of a few select specific disabilities.
c. Acquire concepts, knowledge and skills to prepare learners with disabilities to the meet the aspiration of nation and conserves its values, traditions and culture *as* enshrined in NEP, 2020.
d. Develop conceptual understanding of education provisions and skills for working with children with various disabilities in Special and inclusive settings.
e. Enhance knowledge and skills for professional development.

III. NOMENCLATURE

Nomenclature of B.Ed.Spl.Ed. programme should be as per **UGC** Notification No. F.5-1/2013 (CPP-II) of 2014 and the new nomenclature will be Bachelor of Education – Special Education (Name of Specialization in Disability).

Example: For Visual Impairment specialization, the nomenclature shall be Bachelor of Education – Special Education (Visual Impairment). The abbreviated form shall be as B.Ed.Spl.Ed.(VI).

IV. PROGRAMME STRUCTURE

B. Ed. Spl. Ed. (ASD/HI/ID/ MD/SLD/VI/) 2 Years

Code	Area	Courses (Papers)	Credit	Hours	Instructional Hours	Notional Hours
A	THEORY: Core Courses	5	10	300	285	15
B	Cross Disability and Inclusive Education Courses	6	12	360	300	60
C	THEORY: Disability Specialisation Courses	5	10	300	285	15
D	Enhancing Professional Capacities (EPC) Courses	3	6	180	90	90
E	Practical related to Cross-Disability and Inclusion	4	16	480	-	480
F	Practical related to Disability Specialization	4	24	720	-	720
G	Employability Skills	1	2	60	-	60
	Total	**25**	**80**	**2400**	**960**	**1440**

* B5 & B6 are skill-based courses and each includes 45 Practical Hours.

960 hours – Theory & 1440 hours – Practical (Weightage: 60% practical & 40 % Theory)

***The syllabus is provided for a program of two years duration. Universities have the flexibility to distribute the courses into semester pattern by maintaining the prescribed total hours and credits of RCI which are as per the NCrF (2023) guidelines.**

AREA A: CORE COURSES

Course Code	Course Name	Credit	Hours
A1	Human Growth & Development	2	60
A2	Contemporary India and Education	2	60
A3	Learning, Teaching and Assessment	2	60
A4	Pedagogy of Teaching (Special Reference to Disability) Any one a : Science (Special Reference to Disability) b: Mathematics (Special Reference to Disability) c: Social Studies (Special Reference to Disability)	2	60
A5	Pedagogy of Teaching (Special Reference to Disability) Any one d: Hindi / Regional Language (Special Reference to Disability) e: English (Special Reference to Disability)	2	60
	Total	**10**	**300**

AREA B: CROSS DISABILITY AND INCLUSION

Course Code	Course Name	Credit	Hours
B1	Introduction to Disabilities	2	60
B2	Introduction to Education of Students with Disabilities	2	60
B3	Equitable & Inclusive Education	2	60
B4	Life Skills across Life Span	2	60
B5	Supportive Skills for the Education of Children with Disabilities	2	60
B6	Skill-Based Optional Course (Anyone)	2	60
		12	720

B6: Skill-based Optional Course (ANYONE)

A	Guidance and Counselling
B	Positive Behaviour Supports
C	Early Childhood Care & Education
D	Community-Based Rehabilitation
E	Application of ICT in Classroom
F	Disability, SEDGs, and Gender

AREA C: DISABILITY SPECIALIZATION COURSES

ASD/HI/ID/MD/SLD/VI

Course Code	Course Name	Credit	Hours
C1	Identification of Disability & Assessment of Needs (Disability Specialization)	2	60
C2	Curriculum Development, Adaptation and Evaluation (Disability Specialization)	2	60
C3	Intervention & Teaching Strategies (Disability Specialization)	2	60
C4	ICT & Assistive Technology	2	60
C5	Psycho-Social and Family Issues	2	60
	Total	10	300

AREA D: ENHANCEMENT OF PROFESSIONAL CAPACITIES (EPC)

(Wherever applicable specific reference to disability shall be focused)

Course Code	Course Name	Credit	Hours
D1	Reading and Reflecting on Texts	2	60
D2	Drama and Art in Education	2	60
D3	Basic Research & Basic Statistics	2	60
	Total	6	180

AREA E: PRACTICAL RELATED TO PEDAGOGY & DISABILITY SPECIALIZATION

Course Code	Course Name	Credit#	Hours#
E1	Visits & Writing Reports (Special Schools, Therapy centres, Rehabilitation organisations, and Inclusive Schools)		
E2	Classroom Observation at different levels and of different subjects		
E3	Lesson Planning & Development of TLM		
E4	Execution of Lesson (Teaching Practice)		
	Total	**16**	**480**

 # Each disability specialization varies in requirements of practicals; hence the same has been worked out accordingly keeping the total number of credits and hours same. Details have been provided in the respective disability specialization sections of Practical I of E1 to E4.

AREA F: SUPPORTIVE SKILLS / SCHOOL INTERNSHIP

Course Code	Course Name	Credit*	Hours*
F1	Supportive Skill Training (Assistive Technologies, Functional Academic Skills, etc.)		
F2	Internship in Disability Specialization		
F3	Internship at Inclusive School		
F4	Internship in Other Disability		
	Total	**24**	**720**

Each disability specialization varies in requirements of Field engagements/internships; hence the same has been worked out accordingly keeping the total number of credits and hours the same. Details have been provided in the respective disability specialization sections of Practical II of F1 to F4.

AREA G – EMPLOYABILITY SKILLS

Course Code	Title	Credit	Hours
G	Employability Skills	2	60

V. ADEQUACY OF THE SPECIAL EDUCATION SYLLABI

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

VI. DURATION OF THE COURSE

The duration of the Course is two academic years, which can be completed in a maximum of three years from the date of admission to the programme. However, the University may exercise some flexibility as per University norms for other professional programmes.

VII. WORKING DAYS & ATTENDANCE

The programme will be conducted for at least 200 working days each year exclusive of the period of examination and admission. The institution shall work for a minimum of thirty-six hours a week (five or six days), during which physical presence in the institution of all the teachers and student teachers is necessary to ensure their availability for advice, guidance, dialogue and consultation as and when needed. The minimum attendance of Learner shall have to be 80% for all course work and 90% for all practicals including project work/Dissertation work/internship (5% attendance may be condoned by the head of institution on genuine grounds).

VIII. ELIGIBILITY FOR ADMISSION

(a) Candidates with at least fifty percent marks either in the Bachelors Degree and/or in the Masters degree in Sciences/ Social Sciences/ Humanities, Bachelor's in Engineering or Technology with specialization in Science and Mathematics with 55 % marks or any other qualification equivalent thereto, are eligible for admission to the programme.
(b) The reservation and relaxation for SC/ST/OBC/PWD and other categories shall be as per the rules of the Central Government/ State Government, whichever is applicable.

IX. ADMISSION

Admission Procedure: as per University norms.

X. PROGRAMME PATTERN

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

XI. PASSING MINIMUM

Minimum 50% marks are essential in all courses for passing in the programme. However, the University may exercise some flexibility or Grace Marks as per University norms.

XII. TRANSITORY REGULATIONS

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

XIII. FACULTY-STUDENT RATIO

The faculty-student ratio in the area of B.Ed.Spl.Ed. may be 1:10, as per the RCI norms. Considering the infrastructural facilities needed for Special Education and based on the tasks such as supervising practicum.

XIV. CERTIFICATION AS A REGISTERED PROFESSIONAL

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

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

XV. AWARD OF DEGREE

The affiliating Universities will award degree in Bachelor of Education Special Education (Area of Specialisation). The areas of specialisation provided are Autism Spectrum Disorders (ASD), Hearing Impairment (HI), Learning Disability (LD), Mental Retardation/ Intellectual Disability (MR/ID), Multiple Disabilities (MD) and Visual Impairment (VI). For example in the area of Hearing Impairment the degree awarded will be B.Ed.Spl.Ed. (HI). While issuing degree certificate, the Universities are advised to clearly spell out the area of specialization and mention as a statement that the passed out can teach in all settings and other disabilities (cross disabilities)

XVI. PRACTICING SCHOOLS

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

AREA A

CORE COURSES

Human Growth & Development

Course Code: A1 **Credits: 02** **Hours: 60**

Introduction

This course is designed to enable learners to become familiar with the dynamic aspects of human growth and development over the life span. Major theoretical perspectives in developmental psychology are included. Learners will gain a deeper understanding of transitions between major life phases, and a broad knowledge of development within each life stage. Through close observation of children in their natural environments the learners would be able to situate their theoretical knowledge within realistic frames. The course content will help learners to apply the knowledge in their profession.

Learning outcomes

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

- Explain the process of development with special focus on infancy, childhood and adolescence.
- Summarize the theoretical approaches on Human Development
- Critically analyze developmental variations among children.
- Comprehend adolescence as a period of transition and threshold of adulthood.

Unit1: Approaches to Human Development

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

Unit 2: Theoretical Perspectives on Human Development

2.1 Psychodynamic Theories
- 2.1. 1 Sigmund Freud's Psychoanalytic Theory
- 2.1.2 Erikson's Psychosocial Theory

2.2 Behaviourist Theories:
- 2.2.1 Ivan Pavlov's Classical Conditioning Theory
- 2.2.2 B. Frederick Skinner's Operant Conditioning Theory

2.3 Humanistic Theory and Social Theory
- 2.3.1 Abraham Maslow's Theory
- 2.3.2 Lev Vygotsky's Sociocultural Theory

2.4 Cognitive Theory
    2.4.1 Jean Piaget's Theory
2.5 Ecological theory
    2.5.1 Bronfenbrenner's Ecological Systems Theory

Unit 3: Prenatal and Early years (Zero -Eight years)

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

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

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

Unit 5: Transitions into Adulthood

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

Course work/Practical/Field Engagement

1. Observe children in early childhood education programme. Assess a child's strengths and needs across all developmental and behavioural dimensions in the early childhood years and record
2. Critically evaluate the intervention programme related health, nutrition and Education of young children
3. Discuss the theoretical approaches of human development in the seminar/workshop in the classroom
4. Writing Journal for reflection and case study

Recommended Readings

- Berk, L. E. (2000). Human Development. Tata Mc. Graw Hill Company, New York.
- Berk, L.C. (2008). Child Development, New Delhi: Prentice Hall of India (Pvt.) Ltd.

- 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.
- Elizabeth B. Hurlock (1980). *Developmental Psychology*: *A Life-Span Approach*, Prentice Hall, New Delhi.
- 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.

Contemporary India and Education

Course Code: A2 **Credits: 02** **Hours: 60**

Introduction

This course will enable learners to explore education from philosophical and sociological perspectives and gain insights into diverse communities, children, and schools. The course traces the educational developments in the historical context leading to contemporary India. The course also includes various commissions and policies and issues and trends in the field of education, special and inclusive education.

Objectives

After completing this Course, the learner should be able to:

- Explain the concept and scope of education and the philosophical perspectives to understand education.
- Analyze the role of educational system in the context of Modern Ethos.
- Discuss the concept of diversity and describe the strategies for addressing diverse learning needs of children with disabilities.
- Develop an understanding of the trends, issues, and challenges faced by the contemporary Indian Education in national and global contexts.
- Critically analyze the historical development of education in India in general and education of children with disabilities

Unit 1: Philosophical Foundations of Education

1.1. Concept and Nature of Education: Concept of Education (Meaning and definition), Aims of Education (Individual, Social and Democratic), Scope of education; Conceptual distinction between Education and Schooling, Learning, Training, Teaching, Instruction.

1.2. Agencies of Education: School, family, community and media as agencies of education,

1.3. Schools of Philosophy: Idealism, Naturalism, Pragmatism, Existentialism, Humanism, and Constructivism as Schools of Philosophy

1.4. Classical Indian Philosophies: Vedanta Darshan, Sankya Darshan, Budhism and Jainism

1.5. Contribution of Indian Philosophers: Sri Aurobindo, Mahatma Gandhi, Rabindranath Tagore, J. Krishna Murthy, Sonam Wangchuk

Unit 2: Understanding Diversity

2.1. Concept and Types of Diversity: Concept, Nature and Types of Diversity (Gender, linguistic, cultural, socio-economic and disability),

2.2. Girl child with disability, twice exceptionality; Disability as a Social and Political Construct;

2.3. Global Perspective: United Nations mandate on Disability, International Classification of Functioning, Disability and Health (ICF 2001 by WHO), Impairment, Disability and Handicap (IDH) (Classified by the WHO 1980),

2.4. Diversity and learning; Attributions to diversity in learning, embracing diversity in

schools, equity and inclusion

2.5. Gender Equality as a Sustainable Development Goal (UN SDG5), Good Health and Wellbeing as a Sustainable Development Goal (UN SDG3), Quality Education as a Sustainable Development Goal (UN SDG4), Reduced Inequality as a Sustainable Development Goal (UN SDG10)

Unit 3: Commissions, Acts and Policies on Education in General and Children with Disabilities

3.1. Constitutional Provisions: Reflecting on ideas of Equality, Liberty, Secularism, and Social Justice; Constitutional Provisions on Right to Education, Women Education, Education for the Weaker Section and Minorities, Education for the Diverse Need Sections.

3.2. National Commissions University Education Commission (1948-49), Secondary Education Commission (1952-53), Education Commission (1964-66); National Policy on Education (NPE 1968), National Policy of Education (NPE 1986 and POA1992)

3.3 National Education Policy (NEP, 2020), National Curriculum Framework (NCF, 2005), National Curriculum Framework for Teacher Education (NCFTE, 2009), National Curriculum Framework for School Education (NCFSE, 2023)

3.4. International Conventions and Policies: Salamanca Declaration and Framework, 1994; UNCRPD, 2006 (United Nations Committee on Right of Persons with Disabilities); MDG, 2015 (The Millennium Development Goals Report); INCHEON strategies (United Nations effort, Incheon Gan 2030); Biwako Millennium Framework.

3.5. National Acts: RCI Act, 1992, PWD (Persons with Disability) Act, 1995, NT (National Trust) Act, 1999, RTE Act (2009 &2012) (Right to Education); The Right of Persons with Disability Act 2016.

Unit 4: Development in School Education and Equal Educational Opportunity

4.1. Landmarks in Development of Education of Children with Disabilities: concept of disability in Surgeon Report, Disability in Charter Act 1823, Central Advisory Board of Education (CABE 1923) on children with hearing impairment (sign language), Indian perspective on Disability (Divyang Jan)

4.2. Right to Education and Universal Access; Issues of Universal enrolment, Universal retention, and Universal learning;

4.3. Issues of quality and equity: Physical, economic, social, cultural, language issues in education (addressing multilingual practices of the children)

4.4. Meaning of equality and constitutional provisions: equity and equality, 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 systems.

4.5. Programmes and Schemes: IEDC (1974, 1983) (Integrated Education for the Disabled Children), Samarga Shiksha Abhiyan [SSA (2000, 2011) (Sarva Shiksha Abhiyan), RMSA, 2009 (Rashtriya Madhyamik Shiksha Abhiyan)], IEDSS, 2009 (Inclusive Education of the Disabled at the Secondary Stage)

Unit 5: Challenges and Trends in Education

5.1. Challenges of education across different levels from foundational to secondary stage
5.2. Trends in delivery of educational service: inclusive education as a right based model, complementarily of inclusive and special schools, Community participation and community-based education
5.3. Professional Development of Teachers: Aspiration and Qualities of Teachers, Professional Development of Teachers, In-service Teacher Education and Professional Development of Teachers
5.4. Professional Ethics of the Teachers and Its Importance, Professional Identity of Teachers, Teacher as a Researcher, Teacher as a Facilitator
5.5. Strategies for addressing the Issues of Professional Development of Teachers, National Education Policy (NEP 2020) on Professional Development of Teachers

Course work/Practical/Field Engagement

- **Assignment:** Prepare and submit an assignment of 1000 words describing the inequality in schooling and how the schools can address this challenge.
- **Visit:** Visit to a special school and an inclusive school of your locality. Interview any 5 students from each school to find out that they like most in schools, that they disclike and problems they face. Prepare a report and submit.
- **Group Activity:** organize an exhibition on different Indian philosophers and their contribution

Transaction

Learners' engagement through interactive lectures, group discussion through case study and problem-based approaches as well as submission of assignments. The learning further needs to be strengthened through practicum activities, and field engagement through visits. The assessment also needs to be in a continuous basis.

Recommended Readings

- Convention on the Rights of the Child Adopted and opened for signature, ratification and accession by General Assembly resolution 44/25 of 20 November 1989 entry into force 2 September 1990, in accordance with article 49, https://www.ohchr.org/sites/default/files/Documents/ProfessionalInterest/crc.pdf
- Dimitriadi, S. (2014). Diversity, special needs, and inclusion in early year education. SAGE India.
- DoEPwD (2016). The Rights of Persons with Disabilities Act, Ministry of Social Justice and Empowerment, Govt. of India, New Delhi. https://www.iitg.ac.in/eo/sites/default/files/RPwDAct2016.pdf
- DoSEL (2020). National Education Policy-2020, Department of School Education and Literacy, Ministry of Human Resource Development (now Ministry of Education), New Delhi.
- DoSEL (2023). National Curriculum Framework for School Education 2023. , Department of School Education and Literacy, Ministry of Education), New Delhi.

https://www.education.gov.in/sites/upload_files/mhrd/files/ncf_2023.pdf

- DoSEL (2023). National Guidelines and Implementation Framework on Equitable and Inclusive Education, Department of School Education and Literacy, Ministry of Education, New Delhi.
- DoSEL(2009). The Right of Children to Free and Compulsory Education Act, 2009. Ministry of Human Resource Development (now Ministry of Education), New Delhi. https://www.indiacode.nic.in/bitstream/123456789/13682/1/rte_act_2009.pdf
- Jha, M. M. (2002). School Without Walls: Inclusive Education for All. Oxford, Heinemann.
- Julka, A., Mukhopadhyay, S., Vyas, S., Sharma, M, Anupriya, C., & Salin, D. (2014). Including Children with Special Needs: Primary Stage. NCERT, New Delhi
- Mehra D. D. (2009). Education in Emerging Indian Education, Indian Education. Ludhiyana: Tondan Publications, Books Market.
- MHRD (1968). National Policy on Education, 1968. Ministry of Human Resource Development (now Ministry of Education), New Delhi. https://www.education.gov.in/sites/upload_files/mhrd/files/document-reports/NPE-1968.pdf
- MHRD(1986). National Policy on Education 1986. Ministry of Human Resource Development (now Ministry of Education), New Delhi. https://ncert.nic.in/pdf/nep/npe86.pdf
- MSJE (2006). National Policy for Persons with Disabilities 2006. Ministry of Social Justice and Empowerment, Government of India, New Delhi.
- Mukhopadhyay, S., & Mani, M. N. G. (2002). Education of Children with Special Needs, in Govinda, R. (2002) (Ed) India Education Report. Oxford University Press, New Delhi.
- Murthy, S. K. (2009). Philosophical and Sociological Foundation of Education. Ludhiyana: Tondan Publication. Books Market.
- Narulla, S. & Naik, J. P. (1964). Student History of Education in India. Mc Millian & Co., of India Pvt. Ltd.
- National Policy and Education. (1986). MHRD. New Delhi: Govt. of India.
- Pathak, K. R. (2007). Education in the Emerging India. New Delhi: Atlantic Publishers.
- Pathak, R. P. (2009). Philosophical and Sociological Foundations of Education. New Delhi: Kanishka Publishers
- Pangatungan, M. (2022). Special education book: a resource book for teachers and other professionals servicing students with disabilities. Palmetto Publishing.
- Siddiqui, M. H. (2009). Philosophical and Sociological foundation of Education. New Delhi: APH Publishing Corporation, APM Publication Corporation.
- Singh Y. K. (2007). Philosophical. Foundation of Education. New Delhi: APH Publication Corporation.
- Thakur, A. S., and Berwal, S. (2007). Education in Emerging Indian Society. New Delhi: National Publishing House.
- Tilak J.B.G (2018). Education and development in India: critical issues in public policy and development. Springer Singapore.

- UNESCO (2004). Education for All: The Quality Imperative. EFA Global Monitoring Report. Paris
- UNESCO (2009). Report on Education for sustainable development.

Learning, Teaching and Assessment

Course Code: A3 **Credits: 02** **Hours: 60**

Introduction

This course will initiate learners to understand learning theories and how these theories translate into teaching and learning actions. Assessment of learning as a continuous process is focused to identify the progress or difficulties faced by the students. The course addresses the learning needs of persons with disabilities, and the supports that the teacher needs to address in diverse educational settings.

Objectives

After completing this course the learner will be able to:

- Discuss 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
- Demonstrate understanding of the teaching learning process including focus on students with and without diverse learning needs,
- Analyse the scope and role of assessment in teaching learning process including focus on students with and without disabilities.

Unit 1: Human Learning and Intelligence

1.1 Human learning: meaning, definition and concept formation
1.2 Learning theories:
- Behaviourism: e.g. Pavlov, Thorndike, Skinner
- Cognitivism: e.g. Piaget, Bruner
- Social Constructivism: e.g. Vygotsky, Bandura

1.3 Intelligence:
- Concept and definition
- Theories: e.g. Two-factor, Multifactor, Triarchic Theory (Robert Steinberg)

1.4 Creativity: Concept, Definition and Characteristics
1.5 Implications for Classroom teaching and learning in special and inclusive class room settings

Unit 2: Learning Process and Motivation

2.1 Sensation: Definition and Sensory Process
2.2 Attention: Definition and Affecting Factors
2.3 Perception: Definition and Types
2.4 Memory, Thinking, and Problem Solving
2.5 Motivation: Nature, Definition and Maslow's Theory

Unit 3: Teaching Learning Process

3.1 Maxims of Teaching

3.2 Stages of Teaching: Plan, Implement, Evaluate, Reflect
3.3 Stages of Learning: Acquisition, Maintenance, Generalization
3.4 Learning Environment: Psychological, Social and Physical
3.5 Leadership role of teacher in special and inclusive Classroom, school and community

Unit 4: Overview of Assessment and School System

4.1 Assessment: Conventional meaning and constructivist perspective
4.2 'Assessment of Learning' and 'Assessment for Learning': Meaning and difference
4.3 Comparing and contrasting assessment, evaluation, measurement, test and examination
4.4 Formative and summative evaluation, Curriculum Based Measurement, with particular references to students with disabilities/diverse learning needs
4.5 Key concepts in evaluation: e.g. marks, credit, grading, choice, alternate certifications, transparency, internal-external proportion, improvement options

Unit 5: Assessment: Strategies and Practices

5.1 Strategies: e.g. Oral, written, portfolio, observation, project, presentation, group discussion, open book test, surprise test, untimed test, team test, records of learning landmark, cloze set/open set and other innovative measures - Meaning and procedure
5.2 Typology and levels of assessment items: e.g. Multiple choice, open ended and close ended; direct, indirect, inferential level
5.3 Analysis, reporting, interpretation, documentation, feedback and pedagogic decisions
5.4 Assessment of learners with diverse learning needs: Exemptions, concessions, adaptations and accommodations;
5.5 School examinations: Critical review of current examination practices and their assumptions about learning and development; Efforts for exam reforms: Comprehensive and Continuous Evaluation (CCE), National Curriculum Framework (NCF), Right to Education Act (RTE, 2009), National Policy on Education (NEP, 2020), Rights of Persons with disabilities Act (RPwD Act, 2016)

Transaction

The concepts and theoretical precepts included in this course should be explained with reference to children with and without disabilities. The effort of transaction should be to enhance the understanding of how learning occurs in different settings and what can be the suitable means of its assessment. Evaluation may be done by asking the learners to interact with children with and without disabilities in any learning environment and present a report of the same.

Course work/Practical/Field Engagement

1. Observe children in a class in special, regular and inclusive schools respectively and describe similarities and differences in teaching-learning contexts and submit a report.
2. Prepare a Self-study report on individual differences among learners.
4. Compile three curriculum based assessment tools in any one subject area by doing a web search, write a report.

Recommended Readings

- Amin, N. (2002). Assessment of Cognitive Development of Elementary School Children: A Psychometric Approach. New Delhi: Jain Book Agency.

- Chauhan, S.S. (2013). Advanced Educational Psychology. New Delhi: Jain Book Agency,
- King-Sears, E.M. (1994). Curriculum Based Assessment in Special Education. San Diego: Singular Publishing Group.
- Panch, R. (2013). Educational Psychology: Teaching and Learning Perspective. New Delhi: McGraw Hill Education (India) Private Limited.
- Salvia, J., Ysseldyke, J, E. and Bolt, S. (2007). Assessment in Special and Inclusive Education. Boston: Houghton Mifflin Company.
- Whitcomb, S., & Merrell, K.W. (2012). Behavioral, Social, and Emotional Assessment of Children and Adolescents, New York: Routledge.
- Woolfolk, A., Misra, G., & Jha, A.K. (2012). Fundamentals of Educational Psychology, (11th ed). New Delhi: Pearson Publication.
- https://sites.google.com/site/webresourcesforlearning/home
- https://www.cambridgeenglish.org/teaching-english/professional-development/cambridge-english-teaching-framework/teaching-learning-and-assessment/
- http://teachinglearningresources.pbworks.com/w/page/19919565/Learning%20Theories
- https://www.ncbi.nlm.nih.gov/books/NBK562189/

Pedagogy of Teaching Science

Course Code: A 4 (a) **Credits: 02** **Hours: 60**

Introduction

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

Objectives

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

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

Unit 1: Nature and Significance of Science

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

Unit 2: Planning for Instruction

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

Unit 3: Approaches and Methods of Teaching Sciences

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

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

3.3 Project Method, Survey, Field-inquiry and Heuristic Method

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

3.5 Constructivist, phenomenological and computational thinking approaches and their application in Teaching Science

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

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

4.2 Importance of science learning and enrichment activities- Science Circles, Topic-based and Project-based club (eg. Eco-club, Health and well-being club), Science Exhibition, activities in tinkering laboratory, Science journals for learners, science-tech activities, and Significance of enrichment activities with reference to Children with Disabilities

4.3 The Science Laboratory-Planning organization of Lab, storage, adaptation in science lab and apparatus, science apparatus for all learners (UD-equipment), Assistive technology for learning science and Virtual/digital/app-based science laboratory, Safety of learners and scientific Equipments, Significance of science lab (physical/virtual) with reference to Children with Disabilities

4.4 Aquarium, Vivarium – Role in learning science, setting, care & maintenance

4.5 Museum, Botanical, Zoological and Herbal Garden: Role in learning science, project and field work activities.

Unit 5: Assessment and Evaluation

5.1 Assessment and Evaluation- Concept, Nature and Need, Flexibility in assessment

5.2 Norm Referenced & Criterion Referenced Evaluation, School based Assessment: Concept and Significance, Holistic Assessment

5.3 Tools and Techniques for Formative and Summative Assessments

5.4 Preparation of Diagnostic Test, Achievement Test and holistic development report card.

5.5 Adaptations of Evaluation Procedure with Reference to Children with Disabilities

Transaction

Transaction of this course will include active engagement of learners in science activities, interactive talks & lectures, demonstrations and observations, exposure to varied settings-science labs, virtual labs, schools and classrooms, field-trips to science-park/garden/museum/other science-learning establishments, projects and assignments,

participation in quizzes, seminars, exhibitions and competitions.

Practical/ Field Engagement

- 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.
- Curricular adaptations for teaching Sciences to students with disabilities.
- Designing/adaptation in science apparatus to facilitate participation of children with disabilities in science-learning activities (any five of your choice).
- Exploring and using teaching- learning apps/e-content suitable to teach scientific concepts to children with disabilities in an inclusive classroom.

Recommended Readings

- Buxton, A. C. (2010). Teaching Science in Elementary and Middle School**.** NewDelhi: Sage Publications.
- Bybee, R. (2010). The teaching of science: 21st-century perspectives. Arlington, VA: NSTA Press, USA.
- Fensham, P.J. (1994). The content of Science: A constructive Approach to its Teaching and Learning**.**Washington, D.C: The Falmer Press.
- Gupta, V. K. (1995). Teaching and lLearning of Science and Technology. New Delhi: Vikas Publishing House Pvt. Ltd.
- Joshi, S. R. (2005). Teaching of Science.New Delhi: A.P.H Publishing Corporation.
- Kelley, P., & Gale, G. (1998). Towards Excellence: Effective education for students with vision impairments, Sydney: North Rocks Press.
- Lawson, E. A. (2010). Teaching Inquiry Science in Middle School, New Delhi: Sage Publications.
- Layton, D. (1989). Innovations in Science and Technology Education, New Delhi: Sterling Publishers.
- Mani, M. N. G. (1992). Techniques of teaching blind children, New Delhi: Sterling Publishers.
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- Murray, L. J. (1988). Basic Skills – Science, Boston: John Murrey.
- NCERT (1982). Teaching Science in secondary schools, New Delhi: NCERT.
- NCERT (2013). Pedagogy of Science-Physical Science (Part-I). Textbook for B.Ed. New Delhi: NCERT.(available at www.ncert.nic.in)
- NCERT (2013). Pedagogy of Science-Physical Science (Part-II). Textbook for B.Ed. New Delhi:NCERT. (available at www.ncert.nic.in)
- NCERT (2016). In-Service Training ProgrammePedagogy of Science-Physical Science (Part-II). Textbook for B.Ed. New Delhi:NCERT. (available at www.ncert.nic.in)

- NCERT (2019). Pedagogy of Science. National Initiatives for School Heads' and Teachers Holistic Advancement. New Delhi:NCERT. (available at www.ncert.nic.in)
- NCERT (2019). School Based Assessment. National Initiatives for School Heads' and Teachers Holistic Advancement. New Delhi:NCERT. (available at www.ncert.nic.in)
- NIVH (1992). Handbook for the teachers for the visually handicapped, Dehradun
- Scholl, G.T. (1986). Foundations of education for blind and visually handicapped children and youth, New York: American Foundation for the blind.
- Sharma, R.C. (2005). Modern Science teaching, Delhi: Dhanpat Rai & Sons.
- Siddiqui, H. M. (2007). Teaching science, New Delhi: Balaji offset.
- Siddiqui, N.N., & Siddiqui, M.N. (1994). Teaching of science today & tomorrow, Delhi: Doaba House.
- Singh, V.K. (2014). Teaching Science and Mathematics to all Children at the Secondary Level (Inclusive Education). In-service Teachers Professional Development (ITPD) package for teachers of the secondary stage. Department of Education in Science and Mathematics, New Delhi:NCERT. (available at www.ncert.nic.in)
- NCERT (2015). Including Children with Special Needs-Upper Primary. New Delhi:NCERT. (available at www.ncert.nic.in)
- Starin, A., & Sund, B. (1983). Teaching science through discovery. Ohio: Charles E. Merril Publishing Company
- Tripathi, S. (2004). Teaching of Physical Science, Delhi: Dominant Publications.
- UNESCO (1966). Source Book for Science Teaching, Paris: UNESCO.
- Vaidya, N. (2003). Science Teaching in Schools, New Delhi: Deep & Deep Publishers.
- Vanaja, M. (2006). Teaching of Physical Science, Hyderabad: Neelkamal Publications.
- Rao, V.K. (2004). Science Education. APH Publishing Corp., New Delhi.

Pedagogy of Teaching Mathematics

Course Code: A4 (b) **Credits: 02** **Hours: 60**

Introduction

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

Objectives

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

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

Unit 1: Nature of Mathematics

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

Unit 2: Objectives and Instructional Planning in Mathematics

2.1 Aims and Objectives of Teaching Mathematics in Elementary and Secondary Schools
2.2 Bloom's Taxonomy of Educational Objectives and Writing Objectives in Behavioural Terms

2.3 Lesson Planning– Importance and Basic Steps. Planning Lesson of Arithmetic, Algebra and Geometry
2.4 Unit Planning – Format of A Unit Plan

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

Unit 3: Strategies for Learning and Teaching Mathematics

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

3.2 Learning By Exposition: Advanced Organizer Model

3.3 Methods of Teaching- Mathematics experiencing activities, Inquiry-based teaching-learning, Lecture, Discussion, Demonstration, Inductive-Deductive, Analytic-Synthetic, Problem-Solving, Project and Integrating Science, Technology, Engineering, Arts and Mathematics (STEAM) approach.

3.4 Techniques of Teaching Mathematics: Indian Knowledge System/Indigenous knowledge and practices, Oral Work, Written Work, Drill-Work, Brain- Storming and Computer Assisted Instruction (CAI), integration of arts, sports and science in teaching mathematics.

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

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

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

4.2 Utilization of Learning Resources in Mathematics: Charts and Pictures, Weighing and Measuring Instruments, Drawing Instruments, Models, Concrete Materials, Surveying Instruments with reference to Children with Disabilities

4.3 Mathematics learning and enrichment activities-Mathematics Club, Topic-centred and project based clubs, Quiz and debate clubs, Maths Olympiads and competitions

4.4 Mathematics learning devices: Abacus, Cussionaire Rods, Fractional Discs, Napier Strips

4.5 Technological support in learning mathematics- Virtual mathematics laboratory, Maths learning apps, assistive technology, e-contents and other digital materials, Calculators, Computers, Smart Boards, Multimedia Presentations, and Special, adapted and universally designed mathematical learning aids for Children with Disabilities

Unit 5: Assessment and Evaluation for Mathematics Learning

5.1 Assessment and Evaluation- Concept, Importance and Purpose, Flexibility in assessment.

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

5.3 Tools and Techniques for Formative and Summative Assessments of Learner Achievement in Mathematics, School Based Assessment in Mathematics and assessment of holistic development.

5.4 Preparation of Diagnostic, Achievement Test and holistic development report card.

5.5 Adaptations in Evaluation including techno-based evaluation Procedure for Students with Disabilities

Transactions

Transaction of this course will include active engagement of learners in mathematics learning activities, interactive talks & lectures, demonstrations and observations, exposure to varied settings-mathematics labs, virtual labs, schools and classrooms, field-trips for mathematical survey and Indian Knowledge System, projects and assignments, participation in quizzes, workshops and seminars, exhibitions and competitions.

Practical/ Field Engagement/ Project Work

- Preparation of a multimedia presentation on a topic with special reference to students with disabilities
- Designing procedures of assessment through multiple evidences to ensure understanding of mathematical concepts, skills and capacities (eg. Procedural fluency, Computational thinking, problem solving etc.)- designing individual and group activities for assessment, assignments, projects, real-life experiences, question papers, quizzes etc.
- 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

Recommended Readings

- Carey, L.M. (1988). Measuring and Evaluating School Learning. Allyn and Bacon, Boston.
- Chambers, P. (2010). Teaching Mathematics. Sage Publication, New Delhi.
- Chapman, L.R. (1970). The Process of Learning Mathematics. Pregamon Press, New York.
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- David, W. (1988). How Children Think and Learn. Blackwell Publishers Ltd., New York.
- Gupta, H. N., & Shankaran, V. (1984). Content-Cum-Methodology of Teaching Mathematics. NCERT, New Delhi.
- James, A. (2005). Teaching of Mathematics. Neelkamal Publication, New Delhi.
- Keeley, P. K., & Cheryl, T. R. (2011). Mathematics Formative Assessment. Sage Publications. London.
- Kumar, S. (2009). Teaching of Mathematics. Anmol Publications, New Delhi.
- Mangal, S.K. (1993). Teaching of Mathematics. Arya Book Depot, New Delhi.

- Mani, M. N. G. (1992). Techniques of Teaching Blind Children. Sterling Publishers, New Delhi.
- Mukhopadhyaya, S., Jangira, N. K., Mani, M.N. G., & Raychaudhary, N. (1988). Sourcebook for Training Teachers of Visually Handicapped. NCERT, New Delhi.
- NCERT (2012). Pedagogy of Mathematics. Textbook for B.Ed. New Delhi: NCERT.(available at www.ncert.nic.in)
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- NCERT (2019). School Based Assessment. National Initiatives for School Heads' and Teachers Holistic Advancement. New Delhi:NCERT. (available at www.ncert.nic.in)
- NCERT (2022). National Curriculum Framework for Foundational Stage. New Delhi:NCERT.
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- NCERT (2023). National Curriculum Framework for School Education. New Delhi:NCERT. (available at www.ncert.nic.in)
- Nemeth, A. (1973). Nemeth Code for Mathematics and Scientific Notation. American Printing House, Loviseville.
- Siddhu, K.S. (1990). Teaching of Mathematics. Sterling Publishers, New Delhi.
- Singh, V.K. (2014). Teaching Science and Mathematics to all Children at the Secondary Level (Inclusive Education). In-service Teachers Professional Development (ITPD) package for teachers of the secondary stage. Department of Education in Science and Mathematics, New Delhi:NCERT. (available at www.ncert.nic.in)

Pedagogy of Teaching Social Science

Course Code: A 4 (c) **Credits: 02** **Hours: 60**

Introduction

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

Objectives

After completing the course the student-teachers will 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 variety of learning and enrichment activities and community resources for promoting social science learning.

Unit I: Nature of Social Sciences

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

Unit II: Curriculum and Instructional Planning

2.1 Organization of social science curriculum at school level- considerations from Indian Knowledge System and rootedness in India, progressive from local to global, real and diverse, narratives and evidence-based, interdisciplinary, adequate, relevant and representations of socio-cultural capitals, livelihood and economy, democracy and governance, and humanistic values and environmental concerns.
2.2 Instructional Planning: Concept, need and importance
2.3 Unit plan and Lesson plan: need and importance
2.4 Procedure of Unit and Lesson Planning
2.5 Adaptation of unit and lesson plans for children with disabilities

Unit III: Approaches to teaching of Social Science

3.1 Curricular approaches: a) Coordination, b) Correlational, c) Concentric, d)

Spiral, e) Integrated, f) Regressive

3.2 Methods of teaching social science: lecture, conversations, discussions and debates, socialized recitation, case-studies, evidence-survey, source-auditing, project method, Inquiry and analytic method, Reflective essays and critics, creativity (models and artefacts)

3.2.1. Devices and techniques of teaching social studies – Narration, description, illustration, questioning, assignment, field trip, story- telling, Role play, Group and self-study, programmed learning, inductive thinking, Concept mapping, expository teaching and problem solving

3.3 The Social Science Laboratory-Planning organization of Lab, storage, accessible lab, equipment and resource materials, Assistive technology for learning social science and Virtual/digital/app-based social science laboratory, Significance of social science lab (physical/virtual) with reference to Children with Disabilities

3.4 Instructional material for teaching of social science: Time-lines & Genealogical charts, Maps & Globes, literatures and journals, textbooks and supplementary readers (in accessible formats), sources from ancient and contemporary arts, heritage and culture, museum multimedia, Television, Films & Filmstrips, Social science games and e-contents and digital materials

3.5 Adaptations of curriculum and resource materials for teaching social sciences to children with disabilities

Unit IV: Assessment and Evaluation of Learning in Social Science

4.1 Assessment and Evaluation-Concept, nature and purpose, flexibility in assessment

4.2 Techniques of evaluating learner achievement in social Science: Written and Oral tests, Observation Tools, Work Samples, Portfolio, Rubrics.

4.3 Assessment: tools and techniques of School Based Assessment, assessment of holistic development

4.4 Construction of diagnostic test, teacher made achievement test and holistic development report card

4.5 Adaptations of Evaluation Procedure for children with disabilities

Unit V: Social Science Teacher as a Reflective Practitioner

5.1 Being a reflective practitioner- use of action research

5.2 Developing an Action Research Plan for solving a problem in teaching-learning of Social science

5.3 Case study- Need and Importance for a School Teacher

5.4 Development of a Professional Portfolio/ Teaching Journal

5.5 Competencies for teaching Social science to children with disabilities

Transaction

The student-teachers should be encouraged to read literature, research studies and articles. They will be encouraged to participates in journal clubs, social science circles, local economy survey, livelihood audits, role play in students' parliament, democratic

decision making, action-research (eg. e-commerce), case study (eg. digital economy), quizzes, seminars, field trips, lectures, demonstrations, school visits and observations to teach this course.

Course Work/ Practical/ Field Engagement

- Develop an Action Research Plan on a problem related to teaching and learning in Social Science
- Adapt teaching learning materials for a child with disability
- Develop questions and achievement tests in social science
- Organize activities like quiz, mock-parliament, field trips & survey, exhibitions and any other social science enrichment activities in schools.
- Designing e-content related to social science curriculum for children with disabilities in an inclusive classroom.

Recommended Readings

- Aggarwal, J. C. (2008). Principles, methods & techniques of teaching. Vikas Publishing House Pvt Ltd., Meerut.
- Aggarwal, J.C. (2008). Teaching of social studies: A practical approach. Vikas Publishing House Pvt Ltd., Meerut.
- Batra, P. (2010). Social Science Learning in Schools Perspective and Challenges. Sage Publications Pvt. Ltd., New Delhi.
- Chauhan, S. S. (2008). Innovations in teaching learning process. Vikas Publishing House Pvt Ltd., New Delhi.
- Dhand, H. (2009). Techniques of Teaching. APH Publishing Corporation, New Delhi.
- Duplass, J. A. (2009). Teaching elementary social studies. Atlantic Publishers, New Delhi.
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- Mangal, S.K. (2004). Teaching of Social Science, Arya Book Depot, Delhi.
- Mangal, U. (2005). Samajik Shikshan, Arya Book Depot, New Delhi.
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- Stone, R. (2008). Best Practices for Teaching Social Studies: What Award-Winning Classroom Teachers Do. Corwin, CA.

हिंदी भाषा का शिक्षण-शास्त्र

(PEDAGOGY OF HINDI**)**

पाठ्यक्रम कोड : A5 (भाग- IV) **क्रेडिट : 02** **अवधि : 60 घंटे**

परिचय

यह पाठ्यक्रम शिक्षार्थियों को हिंदी भाषा और साहित्य, निर्देशात्मक योजना और मूल्यांकन की प्रकृति को समझने में सक्षम बनाएगा । यह शिक्षार्थियों को समावेशी कक्षाओं में भाषा शिक्षण-अधिगम के सिद्धांतों पर आधारित पाठ की योजना तैयार करने एवं उससे संबंधित अधिगम-सामग्री के निर्माण करने में सहायक होगा । यह पाठ्यक्रम शिक्षार्थियों को हिंदी भाषा के गहन पहलुओं की विवेचना करने और हिंदी भाषा शिक्षण के दृष्टिकोण और वर्तमान प्रथाओं के बारे में जानने का अवसर प्रदान करेगा। भारतीय व अंतर्राष्ट्रीय संदर्भों के संबंध में यह पाठ्यक्रम शिक्षार्थियों में विश्लेषणात्मक और अनुसंधानात्मक कौशल-क्षमता का भी विकास करेगा द्य हिंदी भाषा शिक्षण, अन्य भाषा शिक्षाशास्त्र, भाषा अधिग्रहण, भाषा के बहुसांस्कृतिक पहलुओं और बहुभाषावाद से संबंधित मुद्दों के लिए भी एक आधार प्रदान करेगा।

उद्देश्य:

प्रस्तुत पाठ्यक्रम द्वारा शिक्षार्थी -

- व्यक्ति तथा समाज के जीवन और विकास में हिन्दी 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 के 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 उद्देश्य की सहज प्राप्ति के लिए सहायक उपकरणों के निर्माण और उपयोग में दक्ष होंगे।
- भाषा अधिगम में विद्यालय आधारित आंकलन प्रविधि के उपयोग कुशलतापूर्वक करेंगे।
- भाषा अधिगम में विद्यार्थियों की कठिनाइयों के निराकरण के लिए क्रियात्मक अनुसंधान का प्रयोग करेंगे।

इकाई -१ हिन्दी भाषा की प्रकृति, प्रयोज्यता और संवर्धन

- हिन्दी भाषा का नामकरण, संस्कृत से हिन्दी के उद्भव की प्रक्रिया।
- हिन्दी भाषा में उर्दू, अंग्रेजी और संस्कृत से समाविष्ट प्रत्यय।
- विश्वभाषा और भविष्य भाषा के रूप में हिन्दी के विकास का आंकलन।
- हन्दी साहित्य का सामान्य परिचय।
- हन्दी गद्य साहित्य की विधाएँ – कहानी नाटक और महाकाव्य, उपन्यास, यात्रा विवरण, आत्मकथा और संस्मरण।

इकाई २ - भाषा अधिगम की प्रकृति और पाठ नियोजन

- हिन्दी शिक्षण के लक्ष्य और उद्देश्य।
- काई नियोजन का प्रत्यय, इसका महत्त्व और निर्माण.विधि।
- पाठयोजना का परिचय, उपयोग और महत्त्व।
- पाठयोजना के चरणए संरचनाए उपागम और उनका क्रियान्वयन।
- हिन्दी शिक्षण के ज्ञानात्मक, बोधात्मक, कौशलात्मक और रूचिगत उद्देश्यों का निर्धारण।

इकाई ३ - हिन्दी की विविध विधाओं के षिक्षण की विधियों का परिचय और उपयोग

- गद्य एवं पद्य शिक्षण की आवश्यकता और उपयोगिता।
- गद्य शिक्षण की अर्थबोध, वयाख्या, विश्लेषण और संयुक्त विधि का परिचय और इनकी समीक्षा।
- पद्य शिक्षण की शब्दार्थ कथन, खण्डान्वय, व्यास तथा समीक्षा विधि का परिचय और इनकी
- उपयुक्तता का आंकलन।
- व्याकरण शिक्षण की आवश्यकता और उपयोगिता।
- व्याकरण शिक्षण की निगमन, आगमन, भाषासंसर्ग और पाठ्य-पुस्तक विधियों का मूल्यांकन।

इकाई ४ - भाषा अधिगम- षिक्षण में सहायक सामग्रियों का प्रयोग

- क्षण उपकरणों का संदर्भ, महत्त्व और लाभ।
- अधिगम-शिक्षण के दृश्य, श्रव्यए स्पर्श उपकरणों के प्रकार।
- दृश्य उपकरण – श्यामपट्ट, चार्ट, नक्शा, मानचित्र, प्रतिरूप, कार्यशाल प्रतिरूप और फ्लैश
- कार्डए सांकेतिक भाषा की वीडियो तथा अनुशीर्षक, अखबार, पत्रिकाओं और पुस्तकों इत्यादि के प्रयोग की विधि और अभ्यास।
- श्रव्य उपकरण - कॉम्पैक्ट डिस्क, श्रव्य पुस्तक, डेजी पुस्तकों, आई-पॉड इत्यादि के प्रयोग की विधि और अभ्यास।
- स्पर्श उपकरण - वास्तविक वस्तुएंए व्यक्तिए वस्तुए आवागमनए पशु.पक्षीए पेड़.पौधे इत्यादि
    - के स्पर्शात्मक .प्रतिरूपए स्पर्शात्मक नक्शा, स्पर्शात्मक मानचित्र, मानव.शरीर का स्पर्शात्मक.
    - प्रतिरूपए ब्रेल.लिपी में पाठ्यपुस्तकेण् एवं अन्य स्पर्शात्मक शिक्षण. अधिगम सहायक सामग्री
    - इत्यादि के रूप में प्रयोग की विधि और उपयोगिता।

- वैद्युदण्विक उपकरणों - टेलीविजन, कम्प्यूटर, डीजीटल पुस्तक, ई.सामग्रीए सॉफ्ट.वेयरस, मोबाइल एप्पस और विश्वजाल के सहायक तकनीक व उपकरणों के रूप में प्रयोग की विधि और उपयोगिता।
- भाषा अधिगम में भाषा प्रयोगशाला ;भौतिक व आभाषीद्ध के प्रयोग की विधि और समीक्षा।

इकाई ५ - भाषा अधिगम के आंकलन व मूल्यांकन की प्रविधि

- आंकलन व मूल्यांकन की संकल्पना, उद्देश्य और महत्त्व, आंकलन प्रक्रिया में लचीलापन ।
- आंकलन के विभिन्न प्रकार तथा उपकरणए विद्यालय आधारित आंकलन का संदर्भ।
- लेखन, पठन, श्रृतलेख, सुलेख, तीव्रलेखन, त्रुटिमुक्त लेखन, आशुभाषण, काव्यपाठ, गीत, अभिनय, संवाद, क्रियाकलाप और नेतृत्व के गुणों का प्रविधि द्वारा मूल्यांकन तथा उनके के भाषा अधिगम का संचयीवृत्त बनाना
- त्रुटियों की पहचान व विश्लेषणए नैदानिक परीक्षण और उपचारात्मक उपाय द्य
- दिव्यांग विद्यार्थियों के लिए आंकलन प्रक्रिया में अनुकूलन और उनके सर्वांगीण विकास का आंकलन कर रिपोर्ट तैयार करना।

पाठ्यक्रम के संचालन

इस पाठ्यक्रम के संचालन में हिंदी शिक्षण-अधिगम की गतिविधियां, पारस्परिक चर्चा और व्याख्यान, साहित्य-समीक्षा, प्रदर्शन और अवलोकन, विभिन्न अधिगम केंद्र, जैसे- भाषा प्रयोगशालाओं, आभासी प्रयोगशालाओं, स्कूलों और कक्षाओं इत्यादि में शिक्षार्थियों की सक्रिय भागीदारी शामिल होगी| इसके अतिरिक्त हिंदी भाषा की बहुसांस्कृतिक पहलू और बहुलता को समझाने हेतु विभिन्न परिवेशों में अकादमिक-भ्रमण; परियोजनाएं और ई-सामग्री और डिजिटल शिक्षण सामग्री की तैयारी, क्विज़ कार्यशालाओं और संगोष्ठियों, प्रदर्शनियों और प्रतियोगिताओं में भागीदारी के अवसर प्रदान किए जाएंगे |

पाठ्यक्रम कार्यध्प्रायोगिक कार्यध् अधिगम केंद्रों पर कार्य –

- आधुनिक भाषा के रूप में हिन्दी के गुणों और स्थित का अनुसंधान विवरण।
- हिन्दी शिक्षण की किन्ही दो अधनुतन विधियों का परिचय एवं इनके उपयोग की तुलनात्मक समीक्षा।
- हिन्दी शिक्षण के श्रवण, वाचन और लेखन अधिगम के सटीक मूल्यांकन में विद्यालय आधारित आंकलन की प्रविधि के उपयोग का विवरण।
- चिन्तन दैनन्दिनी, पोर्टफोलियो और आलोचनात्मक विवरणी के उपयोग की समीक्षा और इनकी प्रतिकृति का प्रस्तुतिकरण।

संदर्भ पुस्तकें -

- पाण्डेय, श्रुतिकान्त (२०१०) हिन्दी शिक्षण : अभिनव आयाम, एक्सिस पब्लिकेशंस, दरियागंज, नई दिल्ली
- मंगल, उमा (२००५) हिन्दी शिक्षण, आर्य बुक डिपो करोल बाग, नई दिल्ली
- पाण्डेय, रामशकल (२००५)हिन्दी शिक्षण, विनोद पुस्तक मन्दिर
- शुक्ल, रामचन्द (२००६) हिन्दी साहित्य का इतिहास, राजकमल प्रकाशन, नई दिल्ली
- लाल, रमन बिहारी (२००२) हिन्दी शिक्षण, रस्तोगी प्रकाशन, मेरठ
- सिंह, सावित्री (२००४) हिन्दी शिक्षण, इन्टरनेशनल पब्लिशिंग हाउस, मेरठ
- रा.शै. अ. प्र. प. (२०१४) विशेष आवश्यकता वाले बच्चों का समावेशन-प्राथमिक स्तर, राष्ट्रीय शैक्षिक अनुसंधान और प्रशिक्षण परिषद्, नई दिल्ली : रा.शै. अ. प्र. प. (www.ncert.nic.in)
- रा.शै. अ. प्र. प. (२०१५). विशेष आवश्यकता वाले बच्चों का समावेशन-उच्च प्राथमिक स्तर, राष्ट्रीय शैक्षिक अनुसंधान और प्रशिक्षण परिषद्, नई दिल्ली: रा.शै. अ. प्र. प. (www.ncert.nic.in)
- रा.शै. अ. प्र. प. (२०१९). विद्यालय आधारित आंकलन | स्कूल प्रमुखों और शिक्षकों की समग्र उन्नति के लिए राष्ट्रीय पहल, नई दिल्ली: रा.शै. अ. प्र. प. (www.ncert.nic.in)
- रा.शै. अ. प्र. प. (२०१९). भाषा शिक्षण-शास्त्र| स्कूल प्रमुखों और शिक्षकों की समग्र उन्नति के लिए राष्ट्रीय पहल, नई दिल्ली: रा.शै. अ. प्र. प. (www.ncert.nic.in)
- रा.शै. अ. प्र. प. (२०१४). विशेष आवश्यकता वाले बच्चों का समावेशन-प्राथमिक स्तर, राष्ट्रीय शैक्षिक अनुसंधान और प्रशिक्षण परिषद्, नई दिल्ली : रा.शै. अ. प्र. प. (www.ncert.nic.in)
- रा.शै. अ. प्र. प. (२०१५). विशेष आवश्यकता वाले बच्चों का समावेशन-उच्च प्राथमिक स्तर, राष्ट्रीय शैक्षिक अनुसंधान और प्रशिक्षण परिषद्, नई दिल्ली: रा.शै. अ. प्र. प. (www.ncert.nic.in)
- रा.शै. अ. प्र. प. (२०१९). विद्यालय आधारित आंकलन | स्कूल प्रमुखों और शिक्षकों की समग्र उन्नति के लिए राष्ट्रीय पहल, नई दिल्ली: रा.शै. अ. प्र. प. (www.ncert.nic.in)
- रा.शै. अ. प्र. प. (२०१९). भाषा शिक्षण-शास्त्र| स्कूल प्रमुखों और शिक्षकों की समग्र उन्नति के लिए राष्ट्रीय पहल, नई दिल्ली: रा.शै. अ. प्र. प. (www.ncert.nic.in)

Pedagogy of Teaching English

Course Code: A5 (e) **Credits: 02** **Hours: 60**

Introduction

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

Objectives

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

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

Unit I: Nature of English Language & Literature

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

Unit II: Instructional Planning

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

Unit III: Approaches and Methods of Teaching English

3.1 Difference between an approach and a method

3.2 Task based approach, collaborative learning, experiential learning, reflective, inquiry-based approach, language across curriculum, communicative language teaching, Bilingual, Multilingual, Eclectic and Constructive approach

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

3.4 Development of four basic language skills: Listening (comprehension), Speaking (communication), Reading, and Writing

3.5 Accommodation in approaches and techniques in teaching children with disabilities

Unit IV: Instructional Materials

4.1 Importance of instructional material and their effective use

4.2 The use of the instructional aids for effective teaching of English: Multimedia including chalk, digital/smart, flannel Board, Pictures/ Picture-cut-outs, Charts, Tape-records, Radio, Television, mobile phone, Films & Filmstrips, Projector, Language Laboratory, Virtual lab, Language games, reading cards, Worksheets, Handouts, and literature.

4.3 Construction of a teacher made learning materials and other resurces for English proficiency

4.4 Language learning and enrichment activities-storytime, book review, reading buddies, book club, language circles, quizzes, discussions, debates, script writing and composing, creative writing, writing portfolio

4.5 Adaptations of teaching material for children with disabilities

Unit V: Assessment and Evaluation

5.1 Assessment and Evaluation - Concept and Need, Flexibility in assessment

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

5.3 Tools and techniques of Assessment, School Based Assessment in English language, Assessment of Holistic Development

5.4 Error Analysis, Diagnostic Tests, Identification of Hard Spots and Enrichment measures

5.5 Adaptation of Evaluation Tools and Formats for Children with Disabilities, designing of Individualized assessment procedure and holistic development report card.

Transaction

Transaction of this course will include active engagement of learners in English teaching-learning activities, interactive talks & lectures, literature-review, demonstrations and observations, exposure to varied settings-language labs, virtual labs, schools and classrooms, field-trips for multicultural aspects of language and plurality, projects and assignments, preparation of e-contents and digital learning materials, participation in quizzes, workshops and seminars, exhibitions and competitions.

Course Work/ Practical/ Field Engagement

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

Recommended Readings

- Agnihotri, R.K., & Khanna, A. L.(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. Kalyani Publishers, Ludhiana.
- Bindra, R. (2005). Teaching of English. Radha Krishan Anand and Co., Jammu.
- Grellet, F. (1980). Developing Reading Skills, Cambridge University Press, New York.
- Krashen, D. (1992). Principles and Practice in Second Language Acquisition. Pergamum Press Oxford.
- Krishna Swamy (2003). Teaching English: Approaches, Methods and Techniques. Macmillan Publication, New Delhi.
- NCERT (2014). Including Children with Special Needs-Primary Stage. New Delhi: NCERT. (available at www.ncert.nic.in)
- NCERT (2015). Including Children with Special Needs-Upper Primary Stage. New Delhi: NCERT. (available at www.ncert.nic.in)
- NCERT (2019). Pedagogy of Languages. National Initiatives for School Heads' and Teachers Holistic Advancement. New Delhi:NCERT. (available at www.ncert.nic.in)
- NCERT (2019). School-Based Assessment. National Initiatives for School Heads' and Teachers Holistic Advancement. New Delhi:NCERT. (available at www.ncert.nic.in)
- NCERT (2022). National Curriculum Framework for Foundational Stage. New Delhi: NCERT. (available at www.ncert.nic.in)
- NCERT (2023). National Curriculum Framework for School Education. New Delhi: NCERT. (available at www.ncert.nic.in)
- Sachdeva, M. S. (2007). Teaching of English. Patiala: Twenty First Century Publications.
- Sahu, B. K. (2004). Teaching of English. Kalyani Publishers, Ludhiana.
- Shaik, M. & Gosh, R.N. (2005). Techniques of Teaching English. Neelkamal Publications, Hyderabad.
- Sharma, P. (2011). Teaching of English: Skill and Methods. Shipra Publication, Delhi.

AREA B

CROSS DISABILITY AND INCLUSION COURSES

Introduction to Disabilities

Course Code: B1 **Credits: 02** **Hours: 60**

Introduction

This course is designed to provide an overview of disabilities. While specifically understanding the types and needs of various disabilities, the course also aims to develop knowledge and understanding about vital provisions as per the Rights of Persons with Disabilities Act (RPwD 2016) for empowering persons with disabilities. The course also intends to develop sensitivity towards persons with disabilities which is essential while working and teaching children with disabilities

Objectives: After completing the course, the learners willbe able to:

- Explain the various terms associated with disabilities
- Classify various disabilities according to different frameworks
- Describe the vital provisions for empowering persons with disabilities
- Give details of the prevalence, characteristics and needs of various disabilities
- Discuss the sensitivity to be kept in mind while working with persons with disabilities

Unit I: Basics of disability

1.1 Exceptionality: Concept, Types, Strengths and Characteristics

1.2 Diversity, Difficulty, Delay & Disability in learners

1.3 Myths and realities about disabilities. 2e- Twice exceptionality

1.4 21 Specified disabilities in RPwD (2016) and their educational implications

1.5 International Classification of Functioning (ICF) framework of WHO; inaccessible environments as a source of barriers for learners with disabilities

Unit 2: Significant provisions for empowerment of learners with disabilities in RPWD Act (2016)

2.1 Respect for difference and acceptance of persons with disabilities as part of human diversity

2.2 Benchmark disabilities & high support needs

2.3 Reasonable accommodations, equality and equity

2.4 Accessibility & barrier free environment for different disabilities

2.5 Effective participation and inclusion

Unit 3 Characteristics, incidence, prevalence, types, and needs of persons with;

3.1 Locomotor disabilities and Muscular Dystrophy

3.2 Cerebral Palsy and other neurological conditions

3.3 Blindness and Low vision

3.4 Hearing impairment

3.5 Speech and language disabilities

Unit 4 Characteristics, incidence, prevalence, types, and needs of persons with;

4.1 Intellectual Disability

4.2 Autism Spectrum Disorder

4.3 Specific Learning Disabilities

4.4 Multiple Disability and Deafblindness

4.5 Other Disabilities included in the RPwD (2016)

Unit 5: Sensitivity while working with persons with disabilities

5.1 Use of respectable and 'person first' language and preserve identity

5.2 Avoid labeling except for certification purposes.

5.3 Uphold abilities and not limitations

5.4 Understand intersectionality of disability

5.5 Eliminate stereotypes

Transactions

Lectures, readings, group discussions and debates

Course work/Field engagements

- Making awareness posters for avoiding labeling, upholding strengths
- Awareness programs on celebrating days allocated for specific disabilities
- Gathering state wise data about incidence of disability

Recommended readings:

- Batshaw, M. L., Roizen, N. J., & Lotrecchiano, G. R. (2012). Children with disabilities. Paul H Brooks Publishing.
- Chavan, B.S, Ahmed, W., Gupta, R.K. (2022).Comprehensive text book on disability. New Delhi: JayPee brothers medical publishers (P) Ltd.
- Chauhan, N. K. (2023). Introduction to disabilities. Book Enclave.

- Dogbe, D. S. Q., Yeboah, K. A. (2020). Introduction to special education and disability studies. LAMBERT Academic Publishing.
- Farrell, A. F. (2015). Educating special students: An introduction to provision for learners with disabilities and disorders. Sage Publications.
- Hodkinson, A. (2019). Key issues in special educational needs, disability and inclusion. SAGE Publication Ltd.
- Johnstone, D. (2001). An introduction to disability. David Fulton Publisher.
- Khatri, N. (2023). Introduction to disability. Walnut Publication.
- Martin, J. E., & Martin, R. (2016). An introduction to special education: Making a difference. Pearson.
- Mishra, P., Reddy, K. S., & Sridevi, K. (2021). Introduction to disabilities. Neelkamal Publications (P) Ltd (Hyderabad)
- Ramaswamy, B. (2012). Introduction to disability basic concepts and issues. Kaniska Publication.
- Shakespeare, T. (2018). Disability the basis. Routledge.
- Smith, J., & Sewell, A. (2020). Introduction to special educational needs, disability and inclusion: a student's guide. SAGE Publication Ltd.
- Wearmouth, J. (2023). Special educational needs and disability. Routledge.
- Westwood, P. (2013). What teachers need to know about students with disabilities. ACER Press.

Web links

- https://depwd.gov.in/acts
- http://www.ccdisabilities.nic.in/resources/disability-india
- https://niua.in/intranet/sites/default/files/2458.pdf
- https://cdnbbsr.s3waas.gov.in/s3e58aea67b01fa747687f038dfde066f6/uploads/2023/11/202311292033291428.pdf
- https://www.nhfdc.nic.in/upload/nhfdc/Persons_Disabilities_31mar21.pdf

Introduction to Education of Students with Disabilities

Course Code: B2 **Credits: 02** **Hours: 60**

Introduction

This course will enable the learners to gain knowledge about the developments in the education of children with disabilities based on philosophical transformations, Govt initiatives, legal and policy provisions, technology and research. The course will also provide knowledge about various educational options and their infrastructural requirements and pedagogical practices. Learners, who will be special educators after successfully completing the program, would also understand their current role responsibilities and futuristic skills for education of children with disabilities.

Objectives

After completing the course, the learners will be able to:

- Discuss the developments on the basis of advancements that rationalize the change in trends in the education of children with disabilities
- Describe the national initiatives and provisions for education children with disabilities and their families
- Explain the infrastructural requirements and pedagogical practices for various educational set ups
- Explain and undertake their role responsibilities as a special educator
- Discuss the readiness required for the future for education of students with disabilities

Unit 1: Changing perspectives in the education of children with disabilities

1.1 Paradigm shift in the disability (re)habilitation models & its impact on education of children with disabilities

1.2 Understanding the segregated special education, integrated education and inclusive education from the lens of policy provisions and recommendations of National Acts provisions, Education commissions, Disability and Education policies, and International frameworks

1.3 Technological advancements leading to changing perspectives towards education of children with disabilities

1.4 Research in neuroscience and neuroplasticity contributing for early childhood education and intervention

1.5 Concept of 'high returns on early investment' facilitating early identification and intervention and education of children with disabilities

Unit 2: Current initiatives for education of children with disabilities

2.1 Initiatives by various Ministries in setting up of CDEIC and DIEC centers and training of Aganwadis for facilitating early identification and intervention for inclusive education

2.2 Setting up and supporting of special schools, centers, vocational education; provisions of various Govt schemes

2.3 'Divyanjan' as SEDGs and their educational empowerment; provisions in NEP 2020 and National Curricular Framework for Foundational Stage (2022), National Curricular Framework for School Education (2023)

2.4 Training regular school teachers, norms for special educators, standards for teacher pupil ratio for inclusive education and accommodations for learning as directed by Supreme Court judgment (2021)

2.5 Reservation of seats under RTE (2009) Act and creating barrier free environment in schools and e-content guidelines, provisions of open schooling

Unit 3: Changing role of a special educator

3.1 Sensitizing community and Aganwadis for early identification and intervention, development of soft skills, attending skills and knowledge of ICT

3.2 Home visits and need based home training, informed choices, supporting for conducting surveys as mentioned in RPwD Act (2016)

3.3 Assisting families in availing facilities in schemes, concessions and preparation of UDID card and data management

3.4 Working with general school teachers for inclusive pedagogy and supporting basic skills for learning for children with different disabilities

3.5 Undertaking action research and attending continuous rehabilitation and professional development programs

Unit 4: Setting up of the special centres and curricular strategies in special schools (12 hrs)

4.1 Early intervention (below 3 years) infrastructural requirements, cross disability curriculum, school readiness programs and transition planning

4.2 Foundational and preparatory (3 yrs to 11 yrs) infrastructural requirements and pedagogical practices

4.3 Middle school (11yrs to 14 years) and secondary (14 yrs to 18 years) infrastructural requirements and pedagogical practices, supporting career education of students with disabilities.

4.4 Pedagogical practices for high support needs, multiple disabilities and independent living skills

4.5 Maintaining school records and conducting parent meetings and programs for families

Unit 5: Futuristic requirements for education of students with disabilities

5.1 Using technological tools and apps for easing and enhancing communication, reading, writing and computing

5.2 Blended and Web-Based educational service for distance learning for reaching the unreached

5.3 UDL (Universal designs for learning) frameworks

5.4 AI (Artificial intelligence) tools to surpass communication barriers, AI-powered assistive robots for assisting students with socio-emotional challenges; AI tools for collecting and preserving data for monitoring progress, fine-tuning teaching strategies, and identify potential learning roadblocks.

5.5 Education for life and career skills: Critical thinking, problem solving, reasoned decisions, financial literacy, entrepreneurship skills, collaborations and risk taking abilities

Transaction:

Lectures, Symposiums, Desk reviews, Focus Group Discussions

Course work/Field engagements

- Visits to various educational set ups
- Interacting with Adults with disabilities and Senior retired professionals
- Readings and reflections of biographies and institutional reports
- Flow chart of accessing Govt schemes

Recommended readings

- Ajay Singh, Mark Viner, Chia Jung Yeh (2020). Special Education Design and Development Tools for School Rehabilitation Professionals, IGI Global, USA
- Ange Anderson (2019). Virtual Reality, Augmented Reality and Artificial Intelligence in Special Education: A Practical Guide to Supporting Students with Learning Differences, Routledge; 1st edition
- B S Chavan, Wasim Ahmad, Raj Kumari Gupta (Eds). Comprehensive Textbook on Disability (2022) ISBN: 978-93-5465-551-7 (2022), Jaypee brothers medical publishers, New Delhi
- Catlin Tucker, Katie Novak (2022). The Shift to Student-Led: Reimagining Classroom Workflows with UDL and Blended Learning, Impress, LP
- Chandra, S. (2023). Universal Design for Learning Addressing the Barriers, IP Innovative Publication Pvt Ltd
- Curricular framework for cross disability early intervention and school readiness, Pehal and Nipun, published by RCI, AYJNISHD (D) and Pratham
- Disability and Inclusion: From rationale to reality, Ratan Sarkar, Dr. Mumtaz Begum Eds:, New Delhi ISBN: 978-81-8435-469-0Adyayan Publishers & Distributors,
- Dr. Behzad Maqbool, Prof. Jayanthi Pujari (Editor). Changing Scenario and Emerging Trends in Special Education. Neelkamal publications
- Dr. K. Ravikanth Rao and Dr. P. Dinakar (2016). Life Skills Education. Neelkamal publishers, Hyderbad
- Edward A. Polloway, James R. Patton, Loretta Serna, Jenevie W. Bailey (2012). Strategies for Teaching Learners with Special Needs, Pearson publisher
- G, Shirly., Kunnath, S K., Varghese, A., George, V M., (Eds) (2019). Disability: an overview. Trivandrum, NISH. ISBN: 9788193985007.

- G. Lokanadha Reddy (2015). Role Performance of Special Education Teachers: Problems and Prospects. Discovery Publishing Pvt.Ltd
- Himangshu Das & Rajesh Ramachandran (2022). Challenges in Transition: Autism Spectrum Disorder Eds, ISBN: 978-81-957612-1-0, published by NIEPMD, Chennai (www.niepmd.tn.nic.in/publications)
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Web based readings

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- https://ici-s.umn.edu/files/qTxnhxmNxT/inclusive-education-strategies-textbook
- https://main.sci.gov.in/supremecourt/2016/6641/6641_2016_3_1501_30887_Judgement_28-

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- https://manuu.ac.in/DDE-SelfLearnmaterial/BEDD116DST_July4.pdf
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- https://niepid.nic.in/Educating%20Children%20With%20Learning%20Problems.pdf
- https://unesdoc.unesco.org/ark:/48223/pf0000186611
- https://www.bdu.ac.in/cde/docs/ebooks/B-Ed/I/CONTEMPORARY%20INDIA%20AND%20EDUCATION.pdf
- https://www.education.gov.in/sites/upload_files/mhrd/files/document-reports/Confluence.pdf
- https://www.education.gov.in/sites/upload_files/mhrd/files/infocus_slider/NCF-School-Education-Pre-Draft.pdf
- https://www.education.gov.in/sites/upload_files/mhrd/files/NEP_Final_English_0.pdf
- https://www.hzu.edu.in/bed/Basics-in-Education%20(NCERT).pdf
- https://www.niepid.nic.in/Handbook%20on%20EIC.pdf
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- https://www.unicef.org/media/126506/file/UNICEF-Right-to-Education-Children-Disabilities-ENG.pdf
- https://www2.ed.gov/documents/ai-report/ai-report.pdf

Equitable and Inclusive Education

Course Code: B 3 **Credits: 02** **Hours: 60**

Introduction:

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

Objectives: After completing the course the learner will be able to

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

Unit 1: Introduction to Inclusive Education & Policy Perspectives

1.1 Disability & Diversity; Diversity in Classrooms (Learning Styles, Linguistic & Socio-Cultural Multiplicity)
1.2 Marginalisation vs. Inclusion; Meaning & Definition of Inclusive Education; Understanding Barriers to Inclusive Education: Physical, Educational and Attitudinal
1.3 Changing Practices in Education of Children with Disabilities: Segregation, Integration & Inclusion
1.4 National Commissions & Policies Promoting Inclusive Education
1.5 International Declarations & Conventions Promoting Inclusive Education

Unit 2: Adaptations, Reasonable Accommodations & Planning

2.1 Need for Adaptations; Curricular Adaptations
2.2 Disability-Specific Adaptation: Requirements & Approaches
2.3 Importance of Communication & Language for Inclusive Classroom
2.4 Participation in Non-Academic Curricular Activities: Planning and Adaptations
2.5 Assessments Strategies for Facilitating Learning in an Inclusive Classroom

Unit 3: Inclusive Academic Instructions

3.1 Universal Design & Addressing Diversity: Meaning, Key Principles
3.2 Universal Design for Learning: Understanding Principles and Application to Classrooms
3.3 Inclusive Classroom Environment
3.4 Differential Instructions & Peer Mediated Instructions (Peer Tutoring, Peer Assisted Learning)
3.5 Engaging Gifted Children: Cooperative Teaching Models

Unit 4: Supports and Collaborations for Inclusive Education

4.1 Planning for Classroom engagement for all (Lesson Planning for different Subjects)

4.2 Advocacy & Leadership for Inclusion in Education; Stakeholders of Inclusive Education & their Responsibilities
4.3 Resource rooms and the role of special educators
4.4 Integration of ICT for Inclusion
4.5 Family Support & Community Involvement for Inclusion

Unit 5: Positive Behaviour Supports

5.1 Understanding behaviours: Topography, communicative and non-communicative functions, internal and external factors
5.2 Neurodivergent affirming strategies to promote positive behaviour support (e.g. using interest, structure, visual strategies, self-stimulatory behaviours, providing choices and control)
5.3 Understanding role of using motivation and teaching emotional regulation
5.4 Creating predictable environments
5.5 Differentiating between shutdowns, meltdowns and tantrums

Transactions

Group discussions following videos and visits. A debate for Inclusion vs. Segregation. Self-study for legislations and frameworks. Presentations and critical analysis of laws and policies.

Course work / Practical / Field Engagement

- Visit Special Schools for at least two disabilities and at least two inclusive schools and write observation reports highlighting pedagogy
- Prepare a checklist for accessibility in mainstream schools for children with disabilities
- Design a poster on inclusive education considering policy concerns
- Prepare a lesson plan on any one school subject of your choice using any one inclusive academic instructional strategy

Recommended Readings

- Bartlett, L. D., & Weisentein, G. R. (2003). Successful Inclusion for Educational Leaders. New Jersey: Prentice Hall.
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- Choate, J. S. (1997). Successful Inclusive Teaching. Allyn and Bacon.
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- Deiner, P. L. (1993). Resource for Teaching Children with Diverse Abilities, Florida: Harcourt Brace and Company.
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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.
- Vlachou D. A. (1997). Struggles for Inclusive Education: An Ethnographic Study. Philadelphia: Open University Press.
- Westwood, P. (2006). Commonsense Methods for Children with Special Educational Needs - Strategies for the Regular Classroom. 4th Edition, London Routledge Falmer: Taylor & Francis Group.

LIFE SKILLS ACROSS LIFE SPAN

Course Code: B4 **Credits: 02** **Hours: 60**

Introduction: Teaching life skills is essential for fostering independence, social integration, employability, and overall well-being throughout the lifespan of individuals with disability. The skills evolve over a period of time along with the individual with a disability and their environment. Keeping a life span perspective is crucial as it plays a significant role in the holistic development and independence of individuals with special needs throughout their lifespan. It empowers them to lead fulfilling lives and actively participate in their communities.

Objectives: After completing the course the learner will be able to:

- Critically evaluate the necessity and relevance of appropriate life skills development
- Make individualized adaptions to teach skills across diverse learners
- Plan for transitions at various life stages
- Understand and implement strategies to promote SEL and other critical life skills in individuals with disabilities

Unit 1. Foundations of Life Skills Education

1.1 Introduction to life skills
1.2 Theoretical frameworks supporting life skills development
1.3 Developmentally appropriate life skills across different life stages
1.4 Relevance of life skills for children with disabilities
1.5 Ethical, inclusive and experiential practices

Unit 2. Adapting Life Skills for Diverse Learners

2.1 Adaptive and differentiated instruction in life skills
2.2 Assistive technology, AACs in teaching life skills
2.3 Individualized Education Plans (IEPs) for life skills
2.4 Addressing challenges
2.5 Transition planning for life after school

Unit 3. Promoting Social-Emotional Learning (SEL) and Personal Competencies

3.1 Understanding emotions and emotional regulation
3.2 Strategies for emotional regulation and self-management
3.3 Social awareness and empathy
3.4 Parent, caregiver and professional's role in supporting social and emotional learning
3.5 Methods for Influencing the socio-emotional Development of individuals with special Needs: insights from Current Research

Unit 4. Teaching Critical Life Skills

4.1. Perspective taking, critical thinking and problem-solving, executive functioning
4.2. Social (interpersonal skills and conflict resolution), Communication skills (Verbal, non-verbal, AACs) and Emotional Regulation (identification, expression and stress management)
4.3. Self-care, personal hygiene, privacy and sexuality, and independent living
4.4. Financial literacy and functional life skills (home, educational, training and employment setup)

4.5. Leadership and self-advocacy, community participation, rights, leisure and recreation

Unit 5. Collaborative Approaches in Life Skills Education

5.1 Interdisciplinary collaboration

5.2 Family-professional partnerships

5.3 Community engagement for life skills

5.4 Peer-mediated instruction

5.5 Real-life education through life skills: innovations and best practices in special education

Transaction

The concepts may be explained through real-life examples and selected case studies. Learners may be encouraged to conduct hands-on observations and critically review the materials.

- Lectures and discussions
- Field visits
- Hands-on experiential demonstrations
- Workshops and seminars
- Self-study and use of online resources
- Presentations and projects

Course work/Practical/Field Engagement

- Develop worksheets and TLMs to teach essential life skills
- Develop and execute lesson plans to group teach selected life skills to individuals under 10 years of age essential in inclusive classrooms
- Develop and execute lesson plans to group teach selected life skills to individuals over 10 years of age essential in educational settings
- Develop and execute lesson plans to individually teach selected life skills essential in a workplace

Recommended Readings

Chung, C. K., Talreja, V., & a Dream, D. (2022). When We Thrive, Our World Thrives: Stories of Young People Growing Up With Adversity. Notion Press.

Ciarrochi, J., Forgas, J. P., & Mayer, J. D. (Eds.). (2013). *Emotional intelligence in everyday life*. Psychology press.

Elias, M. J. (2003). *Academic and social-emotional learning* (Vol. 11). Brussels, Belgium: International Academy of Education.

Espelage, D. L., Rose, C. A., & Polanin, J. R. (2016). Social-emotional learning program to promote prosocial and academic skills among middle school students with disabilities. *Remedial and Special Education*, *37*(6), 323-332.

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Kennedy, F., Pearson, D., Brett-Taylor, L., & Talreja, V. (2014). The life skills assessment scale: measuring life skills of disadvantaged children in the developing world. *Social Behavior and Personality: an international journal*, *42*(2), 197-209.

Life Skills Curriculum in India and research (https://dreamadream.org/life-skills-curriculum/ & https://dreamadream.org/financialstype/research-papers/)

Mannix, D. (2009). *Life skills activities for secondary students with special needs*. John Wiley & Sons.

Pearson, D., Kennedy, F. C., Bhat, S., Talreja, V., & Newman-Taylor, K. (2021). Thriving in adversity: Do brief milieu interventions work for young adults in the developing world? A pragmatic randomized controlled trial. *Social Behavior and Personality: an international journal*, *49*(9), 1-8.

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Ramaswamy, B., Pushpa, R. S., & Gururaj, M. B. (2018). *Skill Development In India (Prabhat Prakashan): Sone ka Nevla: A Treasure Trove of Stories by Sudha Murty*. Prabhat Prakashan.

Rani, K. N., Mohanraj, J., Indira, B., & Lakshmi, B. S. (2012). *Step by Step: Learning Language and Life Skills*. Pearson Education India.

Singhal N. (2022). Independence in Self-Care Routines: A Curriculum for Professionals and Parents of Children with Autism and Developmental Conditions. Developed with support from DST, GOI.

Subasree, R., Nair, A. R., & Ranjan, R. (2014). The Life Skills Assessment Scale: the construction and validation of a new comprehensive scale for measuring Life Skills. *IOSR Journal of Humanities and Social Science (IOSR-JHSS)*, *19*(1), 50-58. https://dreamadream.org/life-skills-assessment-scale/

Zins, J. E. (Ed.). (2004). *Building academic success on social and emotional learning: What does the research say?*. Teachers College Press.

Web References:

https://aif.org/wp-content/uploads/2018/10/Lifeskills-2018a_MAST.pdf

https://www.unicef.org/india/media/2571/file/Comprehensive-lifeskills-framework.pdf

https://www.autismspeaks.org/life-skills-and-autism

https://www.autismlevelup.com/

Supportive Skills for the Education of Children with Disabilities

Course Code: B5 **Credits: 2** **Hours: 60**

Introduction: This course is designed to assist the learners in developing the basic skills required for communication and undertaking educational practices for students with disabilities. It is introduced as a core course so that the learners are equipped with information, fundamentals and essential accommodations for students with different disabilities who have varied learning and communication needs.

Objectives: After completing the course the learner will be able to:

- Create a welcoming, safe and a barrier free learning environment for students with disabilities
- Communicate with students using ISL, Tactile signs, speech reading techniques or AAC methods
- Exhibit readiness for use of basics of Braille script and mobility orientation
- Use technology for facilitating learning
- Describe the basic assistance required for children for overcoming literacy and numeracy issues and functional skills

Unit 1: Welcoming and safe school environment

1.1 Creating positive school climate, inclusive school policy, use of auditory, visual and tactile signage and icons

1.2 Safe corridors, classrooms, windows with grills and student friendly spaces including toilets and drinking water

1.3 Teaching and non-teaching staff displaying positive attitude and using inclusive respectable language

1.4 Creating buddy systems, prevention of bullying, POCSO committee and redressal cell

1.5 The power of embracing mistakes, rectifying and learning from failures

Unit 2: Basics of ISL, Tactile signs & Speech reading for students with HI or deafblindness or other disabilities

2.1 Finger spelling and signing basic vocabulary of names, numbers, colours, days, months and question forms

2.2 Signing class essentials such as home work, attendance, transport, family members, school subjects and school activities

2.3 Signing essential communications for curricular and cross curricular activities

2.4 Manual alphabets for tactile signs; hand shapes, positions and movement of hands

2.5 Speech/lip reading skills and oral transliteration for educational settings

Unit 3: Basics of Braille and mobility orientation for Low vision or VI

3.1 Pre-Braille skills for the development of tactile sense

3.2 Introduction to Braille alphabets in English, Hindi and Braille of regional languages. Numerals, numbers and signs and symbols of basic operation in Braille

3.3 Colour contrasts and large print for low vision. Use of tactile shapes for denoting various objects for school environment.
3.4 Orientation and mobility instructions and pre cane skills and protective techniques
3.5 Use of Multimedia books, screen readers and magnifiers.

Unit 4: **Adapted communication aids and AAC Methods for students with CP and ASD**

4.1 Communication cards, & displays, gupshup books, text to speech and speech to text
4.2 Use of adapted reading and writing instruments and appropriate positioning for students with CP
4.3 Use of structured, visual strategies, for creating sensory friendly and predictable environment for ASD
4.4 Using interests and motivation, self-stimulatory behavior and echolalia to promote learning
4.5 Using AACs to foster communication and learning in students with CP and ASD

Unit 5: Supporting academic learning for students with ID and SLD

5.1 Support in academics – Literacy and numeracy skills for students with SLD and ID. Use of prior knowledge, colour coding, chunking, graphic organizers and collaborative reading groups for reading
5.2 Use of tablets, laptops, calculators for numeracy. Multimedia books for reading, sketching, pointing and use of transparency and fading strategy for writing and numeracy
5.3 Functional academics for specific students with ID who have difficulty in learning academics: Use of suitable learning and functional aids. Breaking learning tasks into small steps,
5.4 Self-help skills - adaptations in the gadgets used to suit the need of the students.
5.5 Adaptations of tools and instruments, for safety of students with ID in work stations.

Transaction

Lectures and readings for Unit 1. Demonstration and hands on training for all supportive skills for Units 2, 3, 4 and 5

Course work/Practical/Field Engagement

- Visit and inclusive school and prepare a report on school climate, ethos and culture
- Observation records of supportive skills as videos, photographs with permission
- Developing a portfolio based on supportive skills

Recommended readings

- Advances in Information Communication Technology and Computing: Proceedings of AICTC 2022. (2023). Germany: Springer Nature Singapore.
- Aggarwal, K. (2002). Handbook for parents of children with Disabilities. Planning Commission. Govt. of India.
- Asmita. H. (2006).Language and Communication. Kanishka Publication, New Delhi.
- Bouck, E. C. (2015). Assistive Technology. United States: SAGE Publications.
- Children with Visual Impairments: A Parents' Guide. (2006). United States: Woodbine House.
- Creating Inclusion and Well-being for Marginalized Students
- Dash, M. (2000). Education in India: Problems and Perspectives. India: Atlantic Publishers and Distributors.

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- Dr. Sr. Alice Mathew. Learning Disabilities and Remediation, Neelkamal Publications, Hyd
- Elaine Sutherland, Lesley-Anne Barnes Macfarlane (Eds) (2016) Implementing Article 3 of the United Nations Convention on the Rights of the Child, Best Interests, Welfare and Well-being. Cambridge University Press
- Foundations of Vision Rehabilitation Therapy. (2020). United States: APH Press, American Printing House for the Blind.
- Gargiulo, R. M., Kilgo, J. L. (2018). An Introduction to Young Children With Special Needs: Birth Through Age Eight. United States: SAGE Publications.
- Garry Hornby James M. Kauffman (eds) (2021). Special and Inclusive Education: Perspectives, Challenges and Prospects. MDPI, Switzerland
- Gordon-Gould, P. & Hornby, G. (2023). Inclusive education at the crossroads: Exploring special needs provision in global contexts. Routledge.
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- Hamblin, T. & Bose, S. (2003). Motor Development, IICP, Kolkata
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- Linda Goldman (2017). Whole-School Approaches to Supporting Children's Grief, Loss, and Trauma. Jessica Kingsley Publishers
- M. V. Manoj Kumar (ed)(2023). Computer Assistive Technologies for Physically and Cognitively Challenged Users. Bentham Science Publishers
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- Richard Byers, Richard Rose (2005). Planning the Curriculum for Pupils with Special Educational Needs A Practical Guide. David Fulton Publishers
- Richard Rose (2005). Becoming a Primary Higher Level Teaching Assistant (Higher Level Teaching Assistants Series). First edition, learning matters.
- Sense International India (2017). Handbook on Deafblindness. Ahmedabad India
- Shantanu Dey (2021). Handbook of E-Pedagogy. Clever Fox Publishing, Chennai
- Sibnath Deb (2018). An Empirical Investigation Into Child Abuse and Neglect in India-Burden, Impact and Protective Measures. Springer Nature, Singapore
- Tomkins, W. (2012). Indian Sign Language. United States: Dover Publications.
- Warrick, A. & Kaul, S. (2002). Everyone is Talking: Making Communication Displays, IICP, Kolkata

- Warrick, A. & Kaul, S. (2002). Everyone is Talking: Using Communication Displays, IICP, Kolkata

Web based reading

- https://dsel.education.gov.in/sites/default/files/update/SOP_WASH.pdf
- https://ies.ed.gov/ncee/wwc/Docs/practiceGuide/wwc_foundationalreading_040717.pdf
- https://mdu.ac.in/UpFiles/UpPdfFiles/2022/Jan/4_01-10-2022_16-23-18_Reading-Difficulties-Disabilities.pdf
- https://mural.maynoothuniversity.ie/2709/1/KD_Exploring_Language_and_Communication.pdf
- https://niepid.nic.in/LEARNING%20DISABILITIES.pdf
- https://niepmd.tn.nic.in/documents/Book_on_Deafblindness_040820.pdf
- https://pubs.asha.org/toc/persp/7/6
- https://www.apa.org/pi/disability/resources/assessment-disabilities
- https://www.cbm.org/fileadmin/user_upload/Publications/Guidelines_on_best_practice_for_persons_living_with_deafblindness_EN.pdf
- https://www.niepid.nic.in/Education%20of%20children%20with%20deafblindness.pdf
- https://www.researchgate.net/publication/226930226_Learning_Difficulties_Literacy_and_Numeracy_Conversations_Across_the_Fields
- https://www.unicef.org/india/media/1191/file/Making-Schools-Accessible.pdf
- https://divyangjan.depwd.gov.in/islrtc/

Guidance and Counseling

Course Code: B 6(A) **Credits: 02** **Hours: 60**

Introduction:

Guidance and counselling are vital in helping children and their families to cope with stress and to find the right way to plan their programmes in education, vocation and daily living activities. This course will empower the learners of this course to understand guidance and counselling, the types and context of counselling and apply the counselling and guidance skills to help students and their families.

Objectives

After completing this course the learners will be able to

- Describe the concept and meaning of Counseling and Guidance.
- Apply the skills of guidance and counseling in classroom situations and with families of the students.
- Describe the process of development of self-image and self-esteem.
- Discuss the types of counseling and guidance in special school and inclusive settings.
- Narrate the importance and scope of family counseling

Unit 1: Introduction to Guidance and Counseling

1.1. Guidance and Counseling: Definition and Aims

1.2. Areas of Guidance and Counseling

1.3. Core conditions in counseling

1.4. Skills and competencies of a Counselor

1.5. Role of the teacher in guiding and counseling students with special educational needs.

Unit 2: Applying Guidance and Counseling skills

2.1. Differentiating counseling and guidance

2.2. Ethics in counseling – e.g. Confidentiality, anonymity, respect, empathy

2.3. Counselor as a good listener

2.4. Guiding the students and their families on specific issues e.g, family issues, concerns on academic performance, special educational needs

2.5. Counseling on specific issues e.g. Career counseling, family issues that emotionally affect the students such as separation/death of dear ones, other traumatic conditions

Unit 3: Enhancing Self Image and Self Esteem

3.1.Concept of Self as a human being.
3.2.Understanding emotions, feelings and changes

3.3.Growth to autonomy

3.4.Personality development – role of the counselor

3.5.Role of teacher in developing in children, self-esteem and respecting feelings of others

Unit 4: Guidance and Counseling in Inclusive Education

4.1.Current status with reference to Indian schools
4.2.Types of Counseling: non directional, Child-centered, supportive, family members

4.3.Guidance in Formal and Informal situations: Within and outside classroom, vocational guidance

4.4.Group guidance: Group leadership styles and group processes

4.5.Challenges in group guidance

Unit 5: Family counseling of students with special educational needs

5.1. Importance of establishing rapport with the family members.

5.2. Addressing family as a unit with focus on the student with special educational need.

5.3. Counseling siblings and other extended family members

5.4. Connecting home and school – collaboration with school teachers and family

5.5. Record maintenance of guidance and counseling interventions.

Transaction

The transaction for this course should be done with a perspective to enhance in the learners the ability to become a "People-helper". They should be able to appreciate the role of a guide and counsellor in the school setting. Lecture discussions, role play and case discussions should be adopted to facilitate understanding among the learners.

Course work/Practical/Field Engagement

I. Counselling and report writing on a selected client/family

II. Conduct of a simulated parent counselling session

III. Review documents on vocational guidance and write an essay.

Recommended Readings

- Naik, P.S. (2013). Counselling Skills for Educationists. New Delhi: Soujanya Books.
- Nayak, A.K. (1997). Guidance and Counselling. New Delhi: APH Publishing.

- Rao, V. K., & Reddy, R.S. (2003). Academic Environment: Advice, Counsel and Activities. New Delhi: Soujanya Books.
- Shah, A. (2008). Basics in Guidance and Counselling. New Delhi: Global Vision Publishing House.
- Sharma, V.K. (2022). Administration and Training of Educational and Vocational Guidance. New Delhi: Soujanya Books.
- Mehrotra, N (2016). A resource book on disability studies in India, https://www.jnu.ac.in/Faculty/nilika/A%20READER%20ON%20DISABILITY%20STUDIES%20IN%20INDIA.pdf
- https://egyankosh.ac.in/bitstream/123456789/46291/1/BESE-132B4E.pdf
- https://www.niepid.nic.in/Protocol_Psy.pdf
- https://www.mheducation.co.in/counselling-and-guidance-9781259005077-india

POSITIVE BEHAVIOUR SUPPORTS

Course Code: B6 (B) **Credits: 02** **Hours: 60**

Introduction:

Positive Behaviour Interventions and Supports (PBIS) is the current trend in helping students to learn and exhibit the appropriate behaviour contextually. The PBIS strategies are not just directed towards students with disabilities but planned in such a way that all students in the school benefit from it. If planned and implemented in the right manner, PBIS is one of the best ways to help students in special as well as inclusive educational settings. The techniques involve the students in planning the behavioural expectations and the consequences if not followed thus making the whole process a participatory technique. This unit will elaborate on the planning and implementation of PBIS in schools.

Objectives:

After undertaking the course the learners will be able to

- Explain the concept and historical perspectives of behaviour
- Narrate the need for implementing schoolwide positive behavioural strategies
- Plan positive behavioural intervention and support (PBIS) for the class
- Demonstrate competency in implementing the three-tier system of PBIS
- Illustrate the role of teachers and other stakeholders in implementing schoolwide PBIS

Unit 1: Understanding Behaviour

1.1 Behaviour – Historic perspective, classical conditioning, operant conditioning and other methods used in promoting appropriate behaviour
1.2 Understanding behaviours – Definition, features, topography and functions of behaviour
1.3 Understanding the communicative and non-communicative functions of behaviours
1.4 Role of internal factors (pain, hormones, sleep, physical and mental health and medication)
1.5 Role of external factors (unpredictability, lack of clarity, sudden changes)

Unit 2: Positive Behavioural Intervention and Support

2.1 Concept and focus: Promoting academic success and facilitating positive behaviour
2.2 Basic elements of the practice of PBIS: expected outcome, evidence-based practices, collection of data
2.3 Basis of PBIS: Fostering safe and positive relationships, fair and predictable consequences, and review of environmental modifications
2.4 Extent of support based on the nature of the behaviour being addressed
2.5 Overall classroom environment and management

Unit 3: Implementing PBIS

3.1 The three-tier system of implementing PBIS – Tier 1 Primary Prevention, Tier 2 Secondary Prevention and Intervention, Tier 3 Tertiary Prevention and Intervention
3.2 Involvement of students in planning and implementing
3.3 Developing PBIS matrix
3.4 Monitoring implementation
3.5 Points to consider for successful implementation of PBIS

Unit 4: Positive Strategies for Behaviour Support

4.1 Proactive, active and reactive strategies
4.2 Using interests, structure and visual strategies to promote positive behaviours
4.3 Providing choices, agency and control
4.4 Focus on emotional regulation
4.5 Limitations and negative impact of the use of aversive techniques and punishment procedures

Unit 5: Promoting Positive Support

5.1. Functional Analysis of Behaviour and Intervention
5.2. Differentiating between shutdowns, meltdowns and tantrums
5.3. Understanding focused interests and motivations
5.4. Importance and benefits of self-stimulatory behaviours
5.5. Understanding sensory processing

Transaction

The concepts may be explained through real-life examples and selected case studies. Learners may be encouraged to conduct hands-on observations and critically review the materials.

- Lectures and discussions
- Field visits
- Hands-on experiential demonstrations
- Workshops and seminars
- Self-study and use of online resources
- Presentations and projects

Course work/Practical/Field Engagement

- Observe an individual, identify behaviours that interfere with learning and carry out a functional analysis.
- Critically review the behaviours that interfere with the learning of persons with disabilities and provide their perspective of why might that behaviour be important for them.
- Prepare a matrix for a class of your choice to exercise Tier 1.
- Develop an individualised plan for different settings: educational, home, public places

Recommended Readings

Bradshaw, C. P., Reinke, W. M., Brown, L. D., Bevans, K. B., & Leaf, P.J. (2008). Implementation of school-wide positive behavioural interventions and supports (PBIS) in elementary schools: Observations from a randomized trial. Education and Treatment Children, 31(1), 1– 26. http://www.educationandtreatmentofchildren.net/

Dunsmoor, J.E., Murphy, G.L. (2015). Categories, concepts, and conditioning: how humans generalize fear. Trends Cognitive Science ;19(2):73-7. doi:10.1016/j.tics.2014.12.003

Polloway, E.A., Patton, R.P, and Serna, L., (2008). Strategies forteaching learners with special needs. Ohio: Pearson

Timothy and William, J (2019) Applied behavioural analysis. Boston: Pearson Publishers.

What is School-Wide Positive Behavioural Intervention and Supports? (2010). *Positive*

Behavioural Intervention and Supports. http://pbis.org/school/what_is_swpbs.aspx
Whitman, M.A. (1975) Behaviour Modification: Introduction and Implications , 24 DePaul L. Rev. 949 Available at: https://via.library.depaul.edu/law-review/vol24/iss4/6

Websites

- https://www.pbis.org/resource/references-for-the-evidence-base-of-pbis
- https://www.researchgate.net/deref/http%3A%2F%2Fpbi.sagepub.com%2F
- https://doi.org/10.1002/pits.22209
- Culturally responsive practices and PBIS. Annotated bibliography. https://files.eric.ed.gov/fulltext/ED601040.pdf
- https://cdn.ymaws.com/member.tash.org/resource/resmgr/Webinars/2016/2016-PBIS-Webinar/1990_JASH_Toward_Nonaversive.pdf
- https://mn.gov/mnddc/positive_behavior_supports/pdf/From-Behavior-Management-to-Positive-Behavioral-Supports.pdf
- https://www.unicef.org/easterncaribbean/media/1191/file/7-Key-Steps-to-Implementing-Positive-Behavioural-Systems-at-You-School-2017.pdf

Early Childhood Care and Education

Course Code: B 6 (C) **Credits: 02** **Hours: 60**

Introduction

The course is designed to provide the learners with an insight into importance of early childhood period especially the critical period of growth and development. Knowledge about the Domains of development and important milestones of typical children in this course will help in identifying delays, at risk children and refer them for assessments. The identified young children with disabilities could be supported through interventional play based activities in an ECCE program. So, the overall aim of the course is to facilitate inclusion ECCE practices right from the start.

Objectives

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

- Explain the various domains of development.
- Describe ways to identify at risk children and use screening tools
- Describe the provisions and requirements for ECCE
- Enumerate the inclusive early education pedagogical practices.
- Describe the requirements for school readiness and transitioning

Unit 1: The Early Years: An Overview

1.1 Growth and development – Factors affecting growth and development, Principles of development, ages and stages of development
1.2 Critical period of development and Neural Plasticity
1.3 Sensitive Periods of Learning: Maria Montessori's Framework & Windows of opportunity for learning
1.4 Domains of development: 1) Physical, motor & health 2) Communication and language, 3) Cognition, 4) Socio-emotional and 5) Approaches to learning
1.5 Significant milestones under each domain and red flags

Unit2: Early Childhood Education & Intervention

2.1 Young children at risk as a result of physical and environmental factors and those resulting from individual and family circumstances.
2.2 Developmental checklists for screening & referrals
2.3 Developmental Systems Model for Early Intervention
2.4 Cross disability approach for early intervention
2.5 Play as a tool for screening children

Unit 3: Requirements and provisions for Inclusive ECE

3.1 Service Delivery systems for ECCE and EI : ICDS under Ministry of Women & Child development, DECIC under MoH and CDEIC under DEPwD of MSJ&E
3.2 The ecosystem model for inclusive ECCE: Provisions at individual (child and family outcomes) micro system (Peer and teacher interactions), meso system (curriculum and professional team approach), exosytem (community participation), and macro-level (national policy provisions).
3.3 National and Global provisions: UNCRC (1989) & Protocols, The commission for protection of child rights (2005), Prohibition of child marriage Act (2006), POCSO (2012), Juvenile Justice (Care and Protection of Children) Act (2015), Child labour (Prohibition and Regulation) Amendment Act (2016) NEP 2020 provisions for ECCE
3.4 Setting up of Inclusive ECCE: Infrastructural requirements, curriculum and collaborative practices
3.5 Importance of Natural Environments and role of family in developing Individualized Family Service Plan (IFSP)

Unit 4 Inclusive Pedagogical practices

4.1 Integrating Theories of Development into pedagogical practices
4.2 Types and Stages of play – Symbolic play and its importance for the children with Disabilities
4.3 UDL based activities in ECCE
4.4 Developing Creativity, critical thinking, language, communication, Literacy, Numeracy through Activity Based Learning
4.5 Developing musical, aesthetic, scientific &cultural Skills in young children

Unit 5 School Readiness and Transitions

5.1 Children's readiness for school and school readiness for children
5.2 Indicators of school readiness
5.3 NIPUN Bharat's Goals and competencies for school readiness
5.4 Transitioning from Home to inclusive ECCE
5.5 Transitioning from inclusive ECCE to inclusive schools

Practical/ Field Engagements

- 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
- Develop and IFSP and a Transition plan

Transactions

Visits, Observations & Workshops.

Suggested Readings

- Barbour, N., & Seefeldt, C. (1998). Early Childhood Education. An Introduction (4th Ed). U.K: Prentice Hall.
- Broman, B. C. (1978). The Early Years in Childhood Education. Chicago: Rand McNally College Publishing Company.
- Catron, C.E., & Allen, J. (1993). Early Childhood Curriculum. New York: MacMillanPublishing Company.
- Costello, P.M. (2000). Thinking Skills & Early Childhood Education. London: DavidFulton Publishers.
- Dahlberg, G., Moss, P. & Pence, A. (2007). Beyond Quality in Early Childhood Careand Education. (2nd Ed.). New York: Routledge Publication.
- Desparabhu, S. (2019). Early Childhood Special Education – An Introduction. Kanishka Publishers, Distributors. New Delhi
- Dunn, S.G., & Dunn, K. (1992). Teaching Elementary students through their individual learning styles: Practical approaches for grades 3-6. Massachusetts: Allyn & Bacon.
- Cross Framework for Cross Disability Early Intervention & School Readiness PEHAL (Birth to 3 years) NIPUN Inclusive (3 to 6 years) RCI DEPwD of MSJE https://rehabcouncil.nic.in/sites/default/files/pratham_book.pdf
- Guralnick, M.J. (2005). The Developmental Systems Approach to Early Intervention:Brookes Publication.
- Klausmeir, H. J., & Sipple, T.S. (1980). Learning & Teaching Concepts. A strategy fortesting applications of theory. New York: Academic Press.
- Mohanty, J., & Mohanty, B. (1999). Early Childhood Care and Education. Delhi: Offset Printers.
- Mohite, P. & Prochner, L. (2008). Early Childhood Care and Education. Concept publishing Company. New Delhi.
- NCFFS (2022) National Curricular for Foundational Stage, NCERT, DOSEL, MoE New Delhi
- Sen Gupta, M. (2009). Early Childhood Care and Education. PHI Learning Private Limited. New Delhi.
- Venkatacharya, P., Reddy, K. S. & Shridevi, k. (2018). Early Childhood Care and Education. Neelkamal Publications Private Limited. New Delhi.

Web references

- https://depts.washington.edu/chdd/guralnick/pdfs/overview_dev_systems.pdf
- https://wcd.nic.in/sites/default/files/national_ecce_curr_framework_final_03022014%20%282%29_1.pdf
- https://ncert.nic.in/dee/pdf/smooth_successful.pdf
- https://ncert.nic.in/pdf/VidyaPravesh_Guidelines_GradeI.pdf
- https://www.right-to-education.org/issue-page/early-childhood-care-and-education
- https://itpd.ncert.gov.in/pluginfile.php/1541285/mod_resource/content/1/1_7_eng_ecce_in_india.pdf

Community-Based Rehabilitation

Course Code: B6 (D) **Credits: 02** **Hours: 60**

Introduction:
The course is designed to help the learners understand the importance of Community Based Rehabilitation, and its impact on the lives of persons with other disabilities. The course will also facilitate the learning about mobilising the resources from the community and its utilisation for the benefit of persons with disabilities and their families. The course content provides inputs about role of OPDs, siblings' groups, SHGs and will help to gain knowledge about participatory approach in CBR.

Objectives
After completing this course the learners 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.
- Develop an understanding of the roles played by OPD members and siblings

Unit 1: Introduction to Community Based Rehabilitation (CBR)
1.1 Concept and Definition of CBR
1.2 Principles of CBR
1.3 Difference between CBR and Institutional Living
1.4 Socio-cultural and Economic Contexts of CBR
1.5 Scope and Inclusion of CBR in Government Policies and Programs

Unit 2: Preparing Community for CBR
2.1 Awareness Program-Types and Methods
2.2 Advocacy - Citizen and Self
2.3 Focus Group Discussion
2.4 Family Counselling and Family Support Groups
2.5 CBR and Corporate Social Responsibility

Unit 3: Preparing Persons with Disability for CBR
3.1 School Education: Person-Centred Planning, and Peer Group Support
3.2 Transition: Individual Transition Plan, Development of Self Determination and Self Management Skills
3.3 Community Related Vocational Training
3.4 Skill Training for Living within Community
3.5 Community Based Employment and Higher Education

Unit 4: Inclusive Community Development
4.1 Community, Disability and Development
4.2 Mapping of resources in the community
4.3 Advocacy and collaboration with government departments
4.4 Identifying needs of families and developing IFSP

4.5 Disability and poverty

Unit 5: Mobilising Community for inclusion of persons with disabilities
5.1 Promoting OPD and their roles in CBR
5.2 Promoting Sibling Groups
5.3 Inclusion of PwDs in SHG
5.4 Inclusion of PwDs in Panchayat-Raj
5.5 Participatory approach of CBR

Transaction
Besides the lecture method the topics in this course may be transacted through discussion on selected case studies, classroom seminar/debates and visit to community to interact with OPDs and SHGs.

Course work / Field Engagement

- 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

Recommended 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 (2014). 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 AIl" in World Health Magazine, WHO, Geneva.

Application of ICT in Education

Course Code: B6 (E) **Credits: 02** **Hours: 60**

Course Description

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

Learning Outcomes

After completing the course, the learners 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.
- Describe the application of ICT in Inclusive setups
- Explain the policy provisions for ICT

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

1.1 Meaning, Definitions and Importance of ICT
1.2 Scope of ICT in Teaching Learning Process, Assessment, Administration and Research
1.3 Role of ICT in 'Construction of Knowledge' (Constructivism & ICT)
1.4 Integrating ICT in Special Education and its Application
1.4 Challenges of ICT in Education

Unit 2: ICT, Computer and Communications

2.1 Communicative Skills & ICT (Supporting Listening, Speaking, Reading & Writing for different groups)
2.2 Mass Communication Media: Radio, Television, Newspaper, Magazines, Internet based Social Media
2.3 Computers: Functional Knowledge, Using Word Processing, Spreadsheet and Presentation Software
2.4 Computer as a Learning Tool: Effective Browsing; Cross Collating Knowledge from Varied Sources
2.5 Communication with Stakeholders & Use of ICT

Unit 3: Visualising Technology-Supported Learning Situations

3.1 Preparation of Learning Schemes and Planning Interactive Use of ICT
3.2 Developing PPT Slide Show for Classroom
3.3 Organising virtual classroom and virtual meetings

3.4 Organizing Teleconferencing and Video-Conferencing
3.5 Assessment Strategies and Scope of ICT

Unit 4: ICT Ecosystem for Inclusive Education

4.1 Creating ICT Ecosystem in the school for inclusive education– hardware, software –
4.2 Use of OERs; Free and Open Source Software (FOSS)
4.3 Assistive Technologies and ICT for planning and classroom management
4.4 MOOCs, e groups, e-forums, etc (National level Initiatives)
4.5 E-Classroom: Concept, and Required Adaptations for Students with Disabilities

Unit 5: Policy, Legal & Ethical Concerns

5.1 Security Threats and Measures; Cyber privacy and Netiquette
5.2 National Level initiatives for promotion of E-learning
5.3 Ethical Practices; Cyber laws and Child Safety
5.4 International and National Policy concerns on Use of ICT in education
5.5 Overview of WCAG (Web Content Access Guidelines)

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

I. Develop a script on any topic of your choice. Conduct an interview with an expert on the selected topic to prepare an audio or video program of 15 minutes duration
II. Prepare a PPT by inserting photos and videos on a topic of your choice
III. Create your email account as well as design a blog
IV. Enrol and complete MOOC courses in Swayam Portal
V. Analyse OERs on National Platform, write the features and characteristics of these OERs

Suggested Reading

- 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.
- 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, Maidenhead.
- CEMCA (2016). Resource Book on ICT Integrated Teacher Education. The Commonwealth Educational Media Centre for Asia (CEMCA).
- UNESCO (2023). UNESCO's ICT Competency Framework for Teachers

Disability, SEDGs, and Gender

Course Code: B 6 (F) **Credits: 02** **Hours: 60**

Introduction

This course will prepare learners to develop an understanding about the intersectionality of disability with Gender and other Socio Economic disadvantaged Groups (SEDGs). The purpose is to inculcate the human oneness and valuing and respecting persons with disabilities regardless of their socio-cultural identities, gender, geographical conditions and socio-economic backgrounds. This course is also aimed at creating awareness among the learners about the legal provisions for empowerment of persons with disabilities belonging to different socio-economically disadvantaged groups (SEDGs). The expected long term benefit is to develop knowledge, skills and attitude among learners about the sensitivity and vital points of considerations while planning and executing learning activities for students with disabilities belonging to diverse SEDGs.

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, human values and co-existence of disability among socio-economically disadvantaged groups.
- Explain the socio-demographic perspectives of gender and disabilities, compounding impact of gender and disability, legal safeguard for girls and transgender and gendered experiences of students with disabilities.
- Describe the socio-cultural and educational issues and concerns of students with disabilities belonging to Socio-cultural groups (ST, SC, OBC and Minorities), educational programmes and role of a teacher.
- Illustrate the challenges in education of students residing in difficult and aversive geographical terrains, educational initiative and role of a teacher
- Enlist the challenges faced by children with disabilities in difficult circumstances, analyse the disadvantageous impact on the CwDs and plan out the educational intervention programmes for them.

Unit 1: Human Rights, human values and disability

1.1 Human rights-based approach: Concept, history and advantages

1.2 Principles of human rights-based approach- Equality and non-discrimination, universality & inalienability, participation and inclusion, interdependence and interrelatedness, accountability and rule of law

1.3 Instruments of human rights system- Legal frameworks, policies & programmes, resources and supports, public awareness-information, education and communication (IEC), establishments, networking and collaborations with different societal spheres

1.4 Human values and disability- Social existence of disability, human diversity and rights, empowerment, enforceability, indivisibility, participation, legal and social protection, safety and security, and advocacy

1.5 Socio-Economically Disadvantaged Groups (SEDGs) and human empowerment– SEDGs-social and legal identities, their socio-economic conditions, empowerment provisions for their

health care, education, employment, legal protection and justice, accessible public spaces and services, social inclusion and community participation.

Unit 2: Gender Identity and disability

2.1 Gender and socialization practices - gender and sex, stigma and discrimination, gender roles and responsibilities, socialization of boys, girls and transgender in family and society.

2.2 Disability and socialization practices- gendered disability, stigma and discrimination, violence, individuals with disability and their roles and responsibilities, socialization of boys, girls and transgender with disability in family and society.

2.3 Legal safe guards for girls and transgender with and without disability- Constitutional provisions, PWDV Act 2005, POCSO-2012, JJ Act 2015, RTE (amendment) Act 2012 and, RPwD Act 2016, Transgender Persons (Protection of Rights) Act, 2019, The Criminal Law (Amendment) Act, 2013 & 2018

2.4 Gendered experience of students with disability- Residential and non-residential schools, classrooms and beyond, curriculum, learning activities, textbooks, assessment, equity and social role valorization, implications for teaching and learning in different learning centres.

2.5 Educational initiatives and teachers' role: Policy, schemes and programmes, gender inclusion fund, measures for empowerment of girls, women and transgender with disability on enhancing quality of their socio-economic conditions, education, health (including sexual, reproductive and mental health), employment, life-style.

Unit 3: Disability and Socio-cultural groups

3.1 Socio-Cultural Groups- Constitutional and social identities, educational and social rights, policy and programmes for scheduled tribes, scheduled castes, other backward classes, linguistic and religious minority groups.

3.2 Socio-educational issues and concerns- marginalization, discrimination and social exclusion, harassment, poverty, social mores & customs, language, inaccessibility to quality schools.

3.3 Gendered disability among socio-cultural groups- multiple and compound impacts of disability and disadvanatgedness, lack of resources and supports, underrepresentation in schools.

3.4 Educational initiatives: Identification of untapped talents among SEDGs, inclusion fund, up gradation and strengthening of schooling system, academic activities under tribal sub-plan and scheduled caste sub plan, relaxations and reservation schemes, scholarships and other incentive schemes.

3.5 Teachers' role in promoting equality and inclusion- respect and acceptance of socio-cultural conditions, contextualization of curriculum, multilingual pedagogical approach, skills of multi-grade teaching, identification of socio-cultural milieu and other resources, use of socio-cultural capital of learners in teaching and learning.

Unit 4: Disability and Geographical conditions

4.1 Geography and disparity in education - inter and intra states disparity, poverty, specific issues of coastal areas, hilly areas, dessert, natural disasters prone areas, developmental projects area, international boundaries area.

4.2 Geographical conditions and disability- issues related to different geographical terrains, access to education, access to rehabilitation services, infrastructural conditions, language and culture, availability and accessibility of resources, services, information, communication

and transport.

4.3 Educational initiatives in difficult terrains: Government schemes and programmes, intervention in aspirational districts, PM- New15 point programmes, Special Education Zones, Special Education Zones, residential schooling, alternative forms of schooling, scholarships and other incentive schemes.

4.4 Local governance and collaboration: understanding the local governance, resource identification and resource mobilization, collaboration with local organizations and community.

4.5 Teachers' role in promoting equality and inclusion- understanding the geographical conditions and learning needs of children, adjustment of learning spaces, adaptation and accommodation in scheduling of learning activities and timings, adaptation in curriculum, teaching-learning, assessment, harnessing technology.

Unit 5: Disability, Socio-economic and other disadvantaged conditions

5.1 Disability and poverty: Occurrence of disability, discrimination and vulnerability, other interacting factors like family interaction, child rearing, nutrition, social and physical well-being, employment.

5.2 Disability in migrant community, refugees, construction workers- CwDs in migrating families, ambiguous sense of belongingness, lack of housing and inaccessible living arrangements, experiences of simultaneous discrimination, health and social relations, sense of helplessness.

5.3 Children with disability in chronic distress and at risk conditions- CwDs of chronically ill parent(s), sex-workers, single parents, prisoners, CwDs in juvenile/observation homes, CwDs engaged in substance abused, CwDs living in vulnerable situations, orphans with disabilities, child beggars, destitute CwDs, victims with disabilities of or CwDs of victims of trafficking, victims with disabilities of disasters, social conflicts, war and other human actions.

5.4 Educational initiatives: Policy, schemes and programmes, short-term mitigating interventions and long term sustainable interventions, educational opportunities in mobile schools, schools on wheel/tents, porta-cabin schools, learning in shelter homes, services of counselors, social workers and volunteers as in NEP 2020.

5.5 Teachers' role in promoting equality and inclusion- learning opportunities in difficult situations, curricula alignment, designing of portable learning aids, package programming and digital education, developing information and community support mechanism, working with family in distress, identifying and use of strengths within at risk community, resourcefulness and service provision in crisis situation, inter and intra linkages in community and bridging the gap between the school and community.

Transaction

This course has been designed to provide the student teachers a socio-cultural perspective to disability. It aims to promote awareness about the space for disability equity and rehabilitation within the human rights system. As such the transaction of the course topics should be done through focus group discussions, issue-based classroom interactions in addition to lectures and seminars. Field-visits, cross-sectional survey, case studies, assignments and projects should be added to strengthen the transactional process and learning.

Course work/Practicum/Field Engagement

- Design activity- log to establish a Gender Justice Club or Disability Support Circle in

school.

- Study the case of a woman with disability and submit a report.
- Explore internet and document case-studies of transgender with disability
- Review selected paper/s authored by women with disability
- Conduct a gender analysis of a selected disability Act/policy
- Interact with children and families of socio-cultural groups, identify the challenges of education and prepare a plan of action.
- Visit to observation homes/shelter homes/homes of construction workers, migrant families in your locality, interact with CwDs and families at risk and prepare a package programme for her/his holistic development.

Recommended Readings

- Alber, B. and Hurst, R. (2004). Disability and a human rights approach to development. Disability Knowledge and Research. (available at www.disabilitykar.net)
- DGS (2021). Inclusion of Transgender Children in School Education: Concerns and Roadmap. Department of Gender Studies, National Council of Educational Research and Training, New Delhi.
- DoSEL (2020). National Education Policy-2020. Department of School Education and Literacy. Ministry of Human Resource Development (Now Ministry of Education), New Delhi.
- Ghosh, M. (2015). Disability and women: A Note on theTribal Aboriginals in Darjeeling Hills. International Journal of Scientific Research, 4(4), doi:10.36106/ijsr
- Gobinda C. Pal (2010). Dalits with Disabilities: The Neglected Dimension of Social Exclusion. Working Paper Series Indian Institute of Dalit Studies New Delhi
- 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. New Delhi.
- Meekosha, H. (2004). Gender and Disability. Sage Encyclopaedia of Disability.
- NCERT (2006). Position Paper-National Focus Group on Gender Issues in Education. National Council of Educational Research and Training, New Delhi.
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- The Juvenile Justice (Care and Prtection of Children) Act, 2015, available at https://www.indiacode.nic.in/bitstream/123456789/8864/1/201602.juvenile2015pdf.pdf
- The Protection of Children from Sexula Offences Act, 2012, available at https://lddashboard.legislative.gov.in/sites/default/files/The_Protection_of_Children_from_Sexual_Offences_Act_2012.pdf,
- The Protection of Women from Domestic Violence Act, 2005, available at https://lddashboard.legislative.gov.in/sites/default/files/A2005-43.pdf
- The Right of Children to Free and Compulsory Education Amendment Act 2012, available at https://www.ldexplained.org/wp-content/uploads/2022/01/Right-of-Children-to-Free-and-Compulsory-Education-Amendment-Act-2012-English-Copiable_Searchable.pdf
- The Rights of Persons with Disabilities Act, 2016, available at https://www.iitg.ac.in/eo/sites/default/files/RPwDAct2016.pdf
- The Transgender Persons (Protection of Rights) Act 2019 https://thc.nic.in/Central_Governmental_Acts/Transgender_Persons_(Protection_of_Rights)_Act,_2019.pdf
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AREA C

DISABILITY SPECIALIZATION COURSES

Autism Spectrum Disorder (ASD)

Identification of Disability and Assessment of Needs

Course Code: C1 (ASD) **Credits: 02** **Hours: 60**

Introduction: Screening, assessment and identification of needs in individuals with autism are crucial processes that play a significant role in understanding the strengths, challenges, and unique characteristics of each person. Early and accurate need assessment allows for timely and targeted interventions that promote developmental progress. This course provides an introduction to the conditions on the autism spectrum and related disorders, focussing on their nature and needs. It also familiarizes the student with tools and tests for identification and differential assessment used for screening and diagnosing children for Autism.

Objectives: After completing the course learner shall

- Critically understanding the concept, history and theoretical perspectives of ASD
- Demonstrate an understanding and appreciation of the culture of the autism spectrum
- Understand the other conditions related to ASD
- Demonstrate the use of various assessment procedures
- Demonstrate a critical understanding of intersectionality with ASD

Unit 1. Introduction to Autism Spectrum Disorders (ASD)

1.1 Autism Spectrum Disorder: Concept, Definition, Aetiology, prevalence and incidence
1.2 Historical perspective and the shift to neurodiversity
1.3 Characteristics as per the latest version of DSM and ICD
1.4 Educational and employment avenues for individuals with ASD
1.5 Certification, legal support and schemes for persons with ASD

Unit 2. Characteristics of Autism Spectrum Disorders (ASD)

2.1 Understanding ASD as per the ICF paradigm
2.2 Understanding ASD as per the neurodiversity paradigm
2.3 Understanding learning styles and principles of teaching (spectrum condition, uneven skill profile, context-based teaching, concept-based teaching and rote learning; concrete learning; literal learning, generalisation training)
2.4 Understanding theoretical perspective from a neurodivergent perspective: Theory of Mind, Central Coherence Theory, Executive Function Theory, Double Empathy Problem
2.5 Understanding theoretical perspective from a neurodivergent perspective: Polyvagal Theory, Monotropism, Sensory Perception Theory

Unit 3. Related Conditions

3.1 Motor and sensory conditions
3.2 Developmental conditions (ID, LD, Hyperlexia, Semantic Pragmatic Disorder, Non-Verbal Learning Disability)
3.3 Neurological conditions (Seizures, ADHD, Tourette's)
3.4 Physical health (Autoimmune, gut-related conditions)

3.5 Mental health (Depression, Anxiety, OCD, Masking and Camouflaging)

Unit 4. Identification and Assessment of Needs of Individuals across Autism Spectrum Disorders

4.1 Screening, diagnosis, assessment, evaluations - Concept and definition
4.2 Screening tools: Indian, international and cultural adaptations of observation-based and parent-report measures: Modified Checklist for Autism in Toddlers (MCHAT-R/F)
4.3 Diagnostic assessments: Criteria: (DSM 5, ICD 11, ICF) and Tools:
- Indian observation-based/parent report measures: Indian Scale for Assessment of Autism (ISAA), AIIMS-Modified INCLEN Diagnostic Tool for Autism Spectrum Disorder (AIIMS Modified INDT-ASD)
- International/cultural adaptations of observation-based/parent report measures: Childhood Autism Rating Scale 2nd edition (CARS-2), Autism Diagnostic Observation Schedule, Second Edition (ADOS-2), Autism Diagnostic Interview-Revised (ADI-R)
- International/cultural adaptations of self-report measures: The Ritvo Autism Asperger Diagnostic Scale-Revised (RAADS-R), Social Responsiveness Scale, Second Edition (SRS-2); ICF checklist

4.4 Areas of Assessments:
- Developmental: (Infant-Toddler Checklist, Child Developmental Screening)
- Psychological: (WISC, MISIC, Binet-Kamath, Raven's Progressive Matrices, Seguin Form Board)
- Adaptive and Functional: (Vineland Adaptive Behaviour Scales—Second Edition (VABS-2); Verbal Behaviour Milestones Assessment and Placement Program (VB-MAPP)
- Educational: Psycho-Educational Profile (PEP-R); Adolescents and Adults Psycho-Educational Profile (A-PEP), Curricular based assessment, Functional Assessment Checklists for Programming (FACP); EACCID Assessment of Basic Language and Learning Skills (ABLLS), BASIC-MR, and BASAL-MR

4.5 Areas of Adolescence and Adult Assessments:
- Vocational and Work: (TEACCH Transition Assessment Profile-Second Edition (TTAP-2), The Assessment of Functional Living Skills (AFLS)
- Independent Living**:** The Assessment of Functional Living Skills (AFLS)

Unit 5. Critical Aspects of Assessment

5.1 Autism assessment from a gender perspective
5.2 Autism assessment across age (adolescence and adulthood) and abilities
5.3 Understanding and enhancing Quality of Life
5.4 Differential diagnosis (ADHD, ID, social anxiety)
5.5 Role of medication and alternative therapies

Transaction

The concepts may be explained through real-life examples and selected case studies. Learners may be encouraged to conduct hands-on observations and critically review the materials.
- Lectures and discussions
- Field visits

- Hands-on experiential demonstrations
- Workshops and seminars
- Self-study and use of online resources
- Presentations and projects

Course work/Practical/Field Engagement

- Administration of screening and assessment tools on children across different ages and levels
- Development of a detailed profile for children with ASD
- Presentations on embracing difference and diversity
- Develop a plan to share a diagnosis of autism with an autistic person and his family
- Develop a presentation for community, school teachers and other audiences to talk about autism
- Develop a plan for an autistic person to be involved in self-advocacy

Recommended Readings

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- Dutta, S. K., & De, M (Eds) (2019). Understanding Autism: Through the Lens of parents and Professionals. The Asiatic Society.
- Fields-Meyer, T. (2011). Following Ezra: What One Father Learned About Gumby, Otters, Autism, and Love From His Extraordinary Son. United States: Penguin Publishing Group.
- Glasberg, Beth A.(2016). Functional Behaviour Assessment For People With Autism - Making Sense Of Seemingly Senseless Behaviour- Woodbine House
- Grandin, T., & Panek, R. (2013). The autistic brain: thinking across the spectrum. Boston: Houghton Mifflin Harcourt.
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- Jeyachandaran, P., & Vimala, V. (2000). Madras Developmental Programming System. Chennai: Vijay human services
- Jordon, R. Roberts, J.M., & Hume, K. (Eds) (2019). The SAGE Handbook of Autism and Education. United Kingdom: SAGE Publications.
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- Malin's Intelligence Scale for Indian Children (MISIC)
- Mesibov, G. Thomas, J.B., Chapman, S. M. , Schopler, E. (2007). TEACCH Transition Assessment Profile-Second Edition (TTAP-2). Austin, TX: Pro-Ed.
- Mesibov, G. B., Schopler, E., Schaffer, B., & Landrus, R. (1988). Individualized assessment and treatment for autistic and developmentally disabled children: Vol. 4. Adolescent and Adult Psychoeducational Profile (AAPEP). Austin, TX: Pro-Ed.
- Myreddi, V., & Narayan, J. (2004). Functional Assessment Checklist for Programming – PMR, NIMH, Secunderabad
- Narayan, J. (2008). Grade Level Assessment Device for Children with Learning Problems in Regulars Schools, Secunderabad: NIMH
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- Sundberg, M. L. (2008). VB-MAPP Verbal Behaviour Milestones Assessment and Placement Program: A Language and Social Skills Assessment Program for Children with Autism Or Other Developmental Disabilities (VB-MAPP): Guide. United States: AVB Press.
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Curriculum Development, Adaptation and Evaluation

Course Code: C2 (ASD) **Credits: 02** **Hours: 60**

Introduction:

This paper will enable learners to understand the approaches to curriculum development, its types and processes. The course is designed to help the learners acquire knowledge and skills to adapt curriculum and select evaluative methods to suit the needs of children with ASD in different educational settings.

Objectives: After completing the course learners shall

- Understand and apply the concepts of curriculum designing, adaptation and evaluation
- Apply the principles of universal design of learning in adaptation of curriculum for individuals with ASD
- Develop and adapt IEPs based on the assessment and the curricular domain to meet the specific learning needs of individuals with ASD
- Develop a curriculum and adapt an existing curriculum to meet the learning needs of individuals with ASD
- Develop a curriculum and adapt an existing curriculum to teach academic and life skills to individuals with ASD

Unit 1: Definition and Approaches to Curriculum Development

1.1 Concept, meaning, and principles of curriculum development
1.2 Types of curriculums: core, support, collateral, hidden and co-curriculum
1.3 Approaches to curriculum development - developmental, functional, ecological, eclectic, school-based
1.4 Approaches to curriculum transaction – person-centred, activity-centred, holistic
1.5 Role of special educator in curriculum development for students with diverse learning needs

Unit 2: Curriculum Adaptation and Evaluation for Individuals Across Autism Spectrum

2.1 Evaluation of curriculum based on recent developments and trends
2.2 Curriculum designing based on the individual profile - Individualized Educational Programme (IEP) and Individualized Family Support Programme (IFSP)
2.3 Curricular adaptation to meet needs in different settings – home-based settings, special schools, inclusive schools; vocational and work settings, in-person, online, and blended learning
2.4 Role of technology in curriculum development
2.5 Considerations during curriculum development (lifespan approach, context-based learning, neurodiversity affirming, strength and interest focus)

Unit 3: Curriculum Development and Teaching

3.1 Community and learners need assessment
3.2 Aims, goals and objectives

3.3 Selection and preparation of teaching methods and material
- Microteaching
- Scaffolding
- T-L aids

3.4 Implementation, recording and evaluations

3.5 Adapting the hidden curriculum for individuals with autism (e.g. awareness of expected but not explicit rules, processes and procedures, social hierarchies and protocols)

Unit 4: Curricular Focus for Individuals across the Autism Spectrum

4.1 Attending skills and pre-academics, functional academics and academics

4.2 Language and communication (verbal, non-verbal and AAC)

4.3 Play, leisure and recreation

4.4 Vocational, skill development and employment

4.5 Preparing for transitions (across age and environments)

Unit 5: Curricular Focus on Life Skills for Individuals across the Autism Spectrum

5.1 Perspective-taking and executive functioning

5.2 Social interactions (interpersonal skills and conflict resolution), and emotional regulation (identification, expression and stress management)

5.3 Self-care, personal hygiene, privacy and sexuality, and independent living

5.4 Community participation and engagement

5.5 Leadership and self-advocacy

Transaction

The concepts may be explained through real-life examples and selected case studies. Learners may be encouraged to conduct hands-on observations and critically review the materials.
- Lectures and discussions
- Field visits
- Hands-on experiential demonstrations
- Workshops and seminars
- Self-study and use of online resources
- Presentations and projects

Course work/Practical/Field Engagement

- Development of curriculum for selected children with autism using a suitable approach
- Adaptation of existing curriculum for children with ASD in inclusive schools for selected grades and subjects

- Development of curriculum for children with ASD in special schools for specific learning needs
- Adaptation of existing teaching aids for specific content areas
- Development of new teaching aids for specific lesson plans

Recommended Readings

- Anderson, S. R., Jablonski, A. L., Thomeer, M. L., & Knapp, V. M. (2007). Self-help Skills for People with Autism: A Systematic Teaching Approach. United States: Woodbine House.
- Baine, D. (2017). Developing community-referenced curricula for marginalized communities, Alberta. Canada: Vector International
- Conelly, F.M., Fang He,M., (2008): Handbook of Curriculum and Instruction. Sage Publication
- Freeman, S. K., Dake, L. (1997). Teach Me Language: A Language Manual for Children with Autism, Asperger's Syndrome and Related Developmental Disorders. United States: SKF Books.
- Gathoo, V., Palkar, G., Mathur, D., Mhatre, P., Kapoor, D., & Veling, S. (2023). Curricular Framework for Cross Disability Early Intervention and School Readiness: PEHAL (Birth to 3 years) and NIPUN Inclusive (3 to 6 years) (1st ed.). Rehabilitation Council of India.(ISBN) 978-81-962808-0-2
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- Myles, B.S., Trautman, M.L., Schelvan, R.L. (2004). The Hidden Curriculum: Practical Solutions for Understanding Unstated Rules in Social Situations. USA:AAPI,
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- National Research Council, Commission on Behavioural and Social Sciences & Education, Committee on Early Childhood Pedagogy (2001). Eager to Learn: Educating our Pre-schoolers.
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- Simpson, R.L. & Myles, B.S. (2008). Educating Children and Youth with Autism: Strategies for effective practice, 2nd ed. Pro.Ed. Texas.
- Wyse, D. Hayward.L., Pandya, J. (2015): Handbook of Curriculum, Pedagogy and Assessment. NY: Sage Publication
- Zager, D., & Wehmeyer, M. L. (2019). Teaching Adolescents and Young Adults with Autism Spectrum Disorder: Curriculum Planning and Strategies. London: Routledge

Web References:

- https://www.unom.ac.in/asc/Pdf/CURRICULUM%20DESIGN%20AND%20DEVELOPMENT-1.pdf
- https://www.researchgate.net/publication/325088451_Curriculum_Design_and_Development
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Intervention and Teaching Strategies

Course Code: C3 (ASD) **Credits: 02** **Hours: 60**

Introduction:

This course provides a multidimensional perspective on teaching approaches currently being used for children with ASD. It prepares the learners to select a teaching approach and use it with methods and strategies relevant to the learning needs of children with ASD.

Objectives: After completing the course learners shall

- Demonstrate an understanding and use of appropriate teaching strategies and development of teaching-learning material
- Understand and apply environmental accommodations to meet the learning needs of autistic individuals in different settings
- Critically review and apply strategies for enhancement of learning in children with ASD.
- Use visual strategies and positive behaviour supports to teach and shape appropriate behaviours
- Plan the teaching programme by selecting appropriate teaching strategies in individual, small group and large-group teaching

Unit 1: Learning Characteristics, Teaching Techniques and Strategies

1.1. Concept and meaning of learning characteristics and types of learners (visual learners, auditory learners, tactile, kinaesthetic learners)
1.2. Stages of learning: Acquisition, maintenance, fluency and generalization

1.3. Principles of teaching (concrete, iconic, representational, symbolic), teaching methods (multisensory, playway, Montessori, project-based)
1.4. Teaching strategies (environmental structure, reinforcement, task analysis, prompting, fading, shaping chaining,)
1.5. Evaluation (continuous and comprehensive evaluation, progress monitoring and documentation)

Unit 2: Teaching Strategies across Different Settings for Individuals with Autism

2.1 Universal design for learning (UDL) and differentiated instruction (DI)
2.2 Teaching process and procedures in home-based teaching programmes
2.3 Teaching strategies for educational and vocational setups: individual, small group and large groups
2.4 Classroom management (team teaching, shadow teaching, peer engagement and cooperative learning)
2.5 Peer-mediated programs and teaching strategies to foster participation in educational setups and community

Unit 3: Visual Teaching Strategies for Individuals across the Autism Spectrum

3.1 Using structure and visual supports – introduction, principles, needs and importance
3.2 Teaching curricular and co-curricular activities in educational setups using visual strategies
3.3 Creating reasonable accommodations in vocational and work settings using structure and visual supports
3.4 Using visual strategies in home-based learning and self-care
3.5 Use of Social Stories, and Comic Strips to facilitate transitions and emotional regulation

Unit 4: Essential Interventions for Individuals across the Autism Spectrum

4.1 Sensory and occupational therapy for autistic individuals
4.2 Speech-language therapy and Assistive and Augmentative Communication (AACs)
4.3 Positive behaviour support
4.4 Fostering independence in public spaces (restaurants, movies, shopping, public transport)
4.5 Special considerations for age (adolescents and adults) and genders

Unit 5: Other Approaches to Teaching Methods and Strategies for Individuals with Autism

5.1 Developmental approaches [(Learning Experiences and Alternate Program for Preschoolers and their Parents (LEAP), Early Start Denver Model (ESDM), The Joint Attention, Symbolic Play, Engagement & Regulation (JASPER), Floortime)]
5.2 Behavioural approaches [(Applied Behaviour Analysis (ABA), Verbal Behaviour Analysis (VBA), Cognitive Behaviour Therapy (CBT)]
5.3 Parent professional collaborations and parent empowerment programs
5.4 Social skill training e.g. PEERS
5.5 Consideration for learning and teaching methods in ASD (e.g. stages of learning, individual and group teaching)

Transaction

The concepts may be explained through real-life examples and selected case studies. Learners may be encouraged to conduct hands-on observations and critically review the materials.

- Lectures and discussions
- Field visits
- Hands-on experiential demonstrations
- Workshops and seminars
- Self-study and use of online resources
- Presentations and projects

Course work/Practical/Field Engagement

- Develop lesson plans for selected skill learning using structure and visual supports across different settings
- Develop social stories for teaching selected behaviours in inclusive classrooms
- Develop a plan to make autism-friendly environments
    - Mainstream school classroom
    - Vocational setup
    - Workplace
    - Home

Recommended Readings

- Barua M. & Daley T. (2008). Autism Spectrum Disorders. New Delhi: Aahan Publications. http://www.autism-india.org/docs/Advocacy_Attachments_Autistic%20Spectrum%20Disorder%20A%20Guide%20for%20Paediatricians.pdf
- Benigno, V., Capuano, N., & Mangione, G. R. (2015). A web-based knowledge hub for special and inclusive education. International Journal of Emerging Technologies in Learning (iJET), 10(7), 5–13.

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- Sutherland, R., Robertson, S., & John, P. (2008). Improving Classroom Learning with ICT. Routledge, New York.

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- https://blog.stageslearning.com/blog/10-tips-for-teaching-young-children-with-autism-spectrum-disorder
- https://files.eric.ed.gov/fulltext/ED491496.pdf
- https://wac.colostate.edu/resources/teaching/guides/ld/

ICT and Assistive Technology

Course Code: C4 (ASD) **Credits: 02** **Hours: 60**

Introduction:

Many autistic individuals, even those who use spoken language, benefit from the use of assistive devices and assistive technology. This course provides an orientation to various assistive interventions and technology to enable learners to integrate essential interventions.

Objectives: After completing the course learners shall

- Explain the role of technology in the education of individuals with ASD
- Demonstrate competency in the selection of appropriate technological support for teaching the diverse learning needs of the individual
- Use ICT for assessment, curricular planning, progress monitoring and recordkeeping
- Demonstrate ability to develop lessons in different curricular domains using ICT
- Critically understand the recent trends, developments and the impact of technology-based teaching and planning

Unit 1: Educational Technology

1.1. Educational technology – definition, meaning, scope and current trends
1.2. Use of technology in a teaching-learning environment
1.3. Assistive technology - hardware and software in supporting students with developmental disabilities
1.4. Advantages and limitations in the use of technology
1.5. Enabling optimum support through technology including self-regulation

Unit 2: Using ICT in Teaching

2.1 Assistive Technology (AT): concept and definition; Assistive Devices (AD)
2.2 AT categories: low-tech devices, mid-tech devices, high-tech devices
2.3 Computer-assisted and computer-managed instructions, cybernetics, e-learning, use of search engines and the role of artificial intelligence
2.4 Application of technology in lesson planning, TLMs, implementation of lessons, report writing and evaluation procedures
2.5 Blended learning to meet the learner's needs

Unit 3: Need Assessment and Planning for AT with Individuals across the Autism Spectrum

3.1 Planning and preparation: Training in AT for use to select goals and technology,
3.2 Assessment of environmental support
3.3 Speech, language and communication: Indian and international tools and apps

3.4 AT for academic learning and evaluation (e.g., reading, writing & mathematics - talking books, recorder, optical character recognition, speech recognition systems, alternative writing surfaces, pencil grips, podcasts, proofreading software, talking calculators, electronic math worksheets, fluidity software)
3.5 Use of technology in vocational and work skills

Unit 4: Integration of AT in the Everyday Life of Individuals across the Autism Spectrum

4.1 AT for adaptive and functional skills
4.2 AT to provide positive behaviour support (e.g., visual schedules, social stories; use of social media, electronic musical instruments)
4.3 AT for teaching executive functioning skills (e.g., organisers, sticky notes, highlighter pens, or highlighter tape, graphic organisers, digital organisers, calendars)
4.4 AT for self-learning, recreation and transitions
4.5 AT to address motor, sensory and other concerns

Unit 5: Trends & Issues in Using Technology
5.1 Consideration for the selection of programs and tools
5.2 Using technology to evaluate academic progress (e.g., google form for exams, creating PPTs instead of Viva etc)
5.3 Parent and family involvement in the use of technology
5.4 Cyber safety, cyberbullying and use of social media
5.5 Evaluation of the impact of technology: social, ethical and human

Transaction

The concepts may be explained through real-life examples and selected case studies. Learners may be encouraged to conduct hands-on observations and critically review the materials.

- Lectures and discussions
- Field visits
- Hands-on experiential demonstrations
- Workshops and seminars
- Self-study and use of online resources
- Presentations and projects

Course work/Practical/Field Engagement

- Assessment for selection of suitable Assistive Technology for a given child with ASD
- Develop a low-tech assistive device for communication
- Plan an educational unit that integrates the usage of AT

Recommended Readings

- Berkowitz, S. (2018). Make the Connection: A Practical Guide to Parents and Practitioners for Teaching the Nonverbal Child to Communicate - with AAC. Herding Cats Press.

- Beukelman, D. R. (2020). Augmentative & Alternative Communication: Supporting Children and Adults with Complex Communication Needs. United States: Brookes Publishing.

- Bondy, A., Frost, L. (2012). A Picture's Worth: PECS and Other Visual Communication Strategies in Autism. Bethesda, MD: Woodbine House.
- Boser, K.I., Goodwin, M.S., & Wayland, S.C. (2013). Technology Tools for Students with Autism: Innovations that Enhance Independence and Learning. Brookes Publishing.
- Buron, K. D., Curtis, M. (2003). The Incredible 5-point Scale: Assisting Students with Autism Spectrum Disorders in Understanding Social Interactions and Controlling Their Emotional Responses. United Kingdom: Autism Asperger Publishing Company.

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- Cormier, C., & Natale, N. (2014). Assistive Technology Guide to Maximize Learning for Children with Autism. Create Space Independent Publishing Platform. UK.
- Mukhopadhaya, M. (2005). Education Technology Knowledge Assessment., New Delhi.: Shipra Publications
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- https://www.teachthought.com/technology/15-assistive-technology-tools-resources-for-students-with-disabilities/
- https://assistedtechnology.weebly.com/sett-framework.html
- https://www.cdac.in/index.aspxid=st_ict_Enhanc

Psychosocial and Family Issues

Course Code: C5 (ASD) **Credits: 02** **Hours: 60**

Introduction: The proof of successful learning is found in positive life outcomes post-education. For learners who teach individuals with ASD, it is essential to be oriented to the challenges and issues of adolescence and adulthood as well as the challenges that are created by the environment for individuals with autism and their family members. This course enables learners to the process of transition and preparation to adulthood, and the role of family and community in providing equal opportunities and participation for persons with ASD.

Objectives: After completing the course learners shall

- Understand the developmental transition from childhood into adolescence and adulthood
- Support persons with ASD and their families through the transition into adulthood
- Understand the issues and challenges faced by individuals with autism and their families
- Understand the role of the community and the systemic changes required for participation of individuals with ASD and their families
- Understand the role of an educator in empowering individuals with ASD

Unit 1: Transition from adolescence to adulthood for a person with ASD

1.1 Individual transition plan
1.2 Vocational training and higher education
1.3 Work and employment
1.4 Mental health in transition
1.5 Disclosure and advocacy

Unit 2: Preparedness for Adulthood

2.1 Critical life skills (making choices, decision-making, critical thinking, problem-solving)
2.2 Gendered experience of autism
- Public domain: school and outside school
- Private and familial domain
- Normalization and social role valorisation

2.3 Housing and living arrangements
2.4 Sexuality, marriage and parenthood
2.5 Financial management and guardianship

Unit 3. Physical and Mental Health

3.1 Understanding trauma and abuse (physical, psychological, sexual, emotional, pharmacological)
3.2 Addressing mental health concerns (depression, anxiety, trauma, well-being, quality of life)
3.3 Promoting agency, self-determination and self-advocacy
3.4 Facilitating a suitable social environment
3.5 Legal rights and advocacy

Unit 4. Issues related to families of individuals with ASD

4.1 A parent's journey: assessment and life goals
4.2 Living with a person with autism: Parent perspectives
4.3 Living with a person with autism: Sibling perspectives
4.4 Living with a person without autism: Perspectives from autistic self-advocates
4.5 Social attitude – neighbourhood, parents of other children, friendship, support, societal responses, myths and misconceptions

Unit 5: Empowering Person with Autism and their Families

5.1 Role and responsibilities of parents, caregivers, siblings and extended family
5.2 Family-centred practices: family systems programs, Instructional programs, Interactional programs
5.3 Parent-empowered training programs
5.4 Role of parents and family members in service delivery and advocacy
5.5 Access to legal framework and government scheme

Transaction

The concepts may be explained through real-life examples and selected case studies. Learners may be encouraged to conduct hands-on observations and critically review the materials.

- Lectures and discussions
- Field visits
- Hands-on experiential demonstrations
- Workshops and seminars
- Self-study and use of online resources
- Presentations and projects

Course work/Practical/Field Engagement

- Develop an individual transition plan for a selected individual with autism
- Interact with the parents of selected individuals with ASD and find out the needs and issues
- Do a community mapping of available support and services for a selected family
- Critically evaluate the available legal provisions for autistic individuals and their families
- Support a selected family access

Recommended Readings

- Adamson, L.B., Bakeman, R., Deckner, D.F., and Nelson, P.B. (2012). Rating parent-child interactions: Joint engagement, communication dynamics, and shared topics in autism, Down syndrome, and typical development. Journal of Autism and Developmental Disorders, 42(12), 2622-2635.
- Neuville, E. (2019). Pathways to the Mainstream: The Promise of Social Role Valorization. In S. Dutta & M. De (Eds.), Understanding Autism (pp.32-46). Kolkata, West Bengal: The Asiatic Society.
- Neuville, E., Cardozo, P., De, M., & Lemay, R. (2023). Social Role Valorization Theory in

India: An Idea with Consequences. In Understanding Disability: Interdisciplinary Critical Approaches (pp. 25–38). essay, Singapore: Springer Nature
- Peshawaria, R Menon, DK Ganguly R. Roy, S. Pilla y R.P.R.S. & Gupta A (1995) Understanding Indian families having persons with Mental Retardation, Secunderabad
- Prizant, B. M. (2015). Uniquely Human: A different way of seeing autism. NY: Simon & Schuster
- Rehabilitation Council of India (2008). Autism, Nature and Needs. RCI, Kanishka Publishers
- Sarva Shiksha Abhiyan (2013). Module on Training of Resource Teachers for Autism Spectrum Disorders. SSA. http://14.139.60.153/bitstream/123456789/1585/1/Training%20Module%20on%20Autism%20Spectrum%20Disorders.pdf
- Singhal N. (2019). Employment Opportunities for Adults with Autism. In S. K. Dutta & M. De (Ed.) Understanding Autism: through the Lens of Parents and Professionals. Kolkata, India: S. Chakrabarti.
- Vaidya, S. (2016). Autism and the Family in Urban India: Looking Back, Looking Forward. Springer.

Web References:

- www.intechoper.com>books
- www.lmbsorgcommonmisconception
- www.mental healthgov.basics.m
- www.predictiveindex.com
- www.whoint.publications>cbr
- www.zapddznz.org

AREA C

DISABILITY SPECIALIZATION COURSES

Hearing Impairment (HI)

Identification of Disability and Assessment of Needs

Course Code: C1 (HI) **Credits: 02** **Hours: 60**

Introduction

Hearing loss needs to be identified at the earliest in order to provide timely intervention to children with hearing impairment (CwHI). This in turn would help them to develop adequate communication and language so as to function at par with typically developing children in school and beyond. The course is designed to provide input to learners about various assessments to be undertaken for identifying needs in order to plan the intervention program.

Objectives

After completing the course, 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 receptive and expressive language.
- Describe and identify different components of educational assessment and analyze various educational needs of children with hearing impairment.

Unit 1: Early Identification of Hearing Loss: Need and Strategies

1.1 Need for and importance of early identification of hearing loss for preventing speech and language deprivation.

1.2 Overview of behavioral and objective techniques in screening for hearing loss.

1.3 Team members involved in hearing screening and their role. Need to sensitize them on language deprivation, sign language & deaf community.

1.4 Use of checklists and behavioral observation in early identification of hearing loss by school teachers (congenital & acquired).

1.5 Referral of children based on signs and symptoms of hearing loss.

Unit 2: Audiological Assessment

2.1 Orientation: Sound, Physical and psychological parameters/attributes, concept of decibel, Behavioral Auditory developmental milestones in typical children (0-2 years).

2.2 Assessment & methods of assessment: Subjective & Objective tests; Orientation to these

tests and their importance.

2.3 Audiometer: Block diagram, parts & use; Types of audiometry [sound field (BOA, VRA)].

2.4 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. Orientation to auditory processing of speech and impact of its disorder.

Unit 3: Assessment of Communication & Language

3.1 Communication: Meaning, types and barriers.

3.2 Communication and language milestones of typically developing children.

3.3 Impact of various types, degrees and onset of hearing loss on communication and language.

3.4 Impact of various environmental factors such as parental hearing status, family involvement on communication and language.

3.5 Receptive and expressive verbal language and ISL and need for its assessment.

Unit 4: Assessment of Speech and ISL

4.1 Prerequisites, processes, types and need for speech and ISL assessment.

4.2 Basics of articulation and phonology (active and passive articulators; classification of vowels and consonants) & its assessment.

4.3 Supra-segmental aspects of speech and assessment of speech intelligibility.

4.4 Basics of ISL Parameters and their role in early sign language acquisition. Development of ISL through the ages. Pre-requisites, processes and need for assessment of ISL.

4.5 Assessment of various components of ISL (hand-shape, palm orientation, position of the hands, movement of the hands and non-hand components such as the use of the face, facial expressions, or body posture).

Unit 5: Educational Assessment and Identification of Needs

5.1 Educational assessment: Concept and scope

5.2 Factors affecting educational performance: individual, family and environment.

5.3 Types of Assessment (as/of/for): Norm referenced and Criterion Referenced tests, Comprehensive and Continuous assessment, Summative and Formative, Formal and

Informal, Conventional and alternate, Performance based and Curriculum based.

5.4 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).

5.5 International trends and challenges in assessment with bilingual and bimodal approaches: Independent, dual purpose and constructivist perspective and adaptations.

Course work/Practical/Field Engagement

- 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.
- Profiling ISL skills of children (at least two) by using ISL assessment tools.
- Record the interaction with a three year old typically developing child and write your brief reflections in terms of use of vocabulary and syntax (speech and sign language).
- Compile various tools used for educational assessment of children.

Transaction and Evaluation

Lecture cum Demonstrations, Tutorials, Assignments, Tests.

Suggested Readings

- Bel, R. L., & Frisbie, D. A. (1991). Essentials of Educational Measurement (5thed). Prentice Hall Publication, New Jersey.
- Boyle, J., & Fisher, S. (2007). Educational testing (A competence-based approach). BPS Blackwell Publication, Singapore.
- Brigance, A. H., & Hargis, C. H. (1993). Educational Assessment, Charles C Thomas publication, USA.
- https://www.lead-k.org/leadkfaq/
- Jalvi, R, Nandurkar, A., & Bantwal, A. (2006). Introduction to Hearing Impairment. Kanishka Publication, New Delhi.
- Jurs, S. G., & Wiersma, W. (1990). Educational Measurement and Testing (2nded). Allyn and Bacon, Boston.
- Linn, R. L., & Gronlund, N. E. (1995). Measurement and Assessment in Teaching. (7thed). Prentice Hall Publication, New Jersey.

- Martin, F. N., & Clark, J. G. (2012). Introduction to Audiology (11th ed.). Pearson Education, Boston.
- Mathew, S., & Misra, A. (2010). Knowledge based evaluation of students with hearing impairment. Journal of NCED, Vol 2(1), 26-33.
- McMillan, J. H. (2001). Classroom assessment: Principles & practices for effective instruction (2nd Ed). Allyn & Bacon, Boston.
- 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 ed.). Lippincott Williams and Wilkins, Philadelphia.
- Patel, R. N. (1985). Educational Evaluation. Himalaya Publication, Bombay.
- Poham, J. W. (1993). Educational Evaluation. Prentice Hall, New Jersey.
- Quigley, S., & Paul, P. (1984). Language and Deafness. College–Hill Press Inc., California.
- Research Briefs by VL2 https://vl2.gallaudet.edu/research-briefs
- Resources by LEAD -K
- Singh, B. (2004). Modern educational Measurement and Evaluation System, Anmol Publication, New Delhi.
- Status of Disability in India. (2007). Hearing Impairment and Deaf-blindness. Rehabilitation Council of India, New Delhi.
- UNICEF. (2006). New Trends in Development Evaluation. Retrieved from http://www.unicef.org/ceecis/new_trends_dev_evaluation.pdf
- VCSL Checklist: https://vl2.gallaudet.edu/visual-communication-and-sign-language

Curriculum Development, Adaptation and Evaluation

Course Code: C2 (HI) **Credits: 02** **Hours: 60**

Introduction

The course intends to develop capacities of learners to design curriculum keeping in view the special needs of children with hearing impairment. Learners are expected to go beyond the 3Rs with broad understanding of 21st century learning. The learner would also develop requisite skills of developing literacy as well as appreciate the need and decide suitable adaptations to be undertaken for curricular transactions.

Objectives

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

- Understand the 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.

Unit 1: Curriculum and Its Designing

1.1. Curriculum - Concept, Types and Models.

1.2. Approaches and Steps for Curriculum designing.

1.3. Curricular needs of children with hearing impairment in scholastic areas.

1.4. Curricular needs of children with hearing impairment in non-scholastic areas.

1.5. Curricular framework for 21st Century.

Unit 2: Developing Literacy skills: Reading

2.1. Pre-requisites for reading and emergent reading skills.

2.2. Assessment of reading skills at different levels.

2.3. Approaches and strategies to develop reading skills and independent reading.

2.4. Types and models of developing reading skills.

2.5. Challenges and remedial strategies including Bilingual strategies to develop reading skills.

Unit 3: Developing Literacy Skills: Writing

3.1. Pre-requisites for writing and emergent writing skills.

3.2. Assessment of written language at different levels.

3.3. Components and types of writing.

3.4. Steps and strategies in developing writing.

3.5. Challenges and remedial strategies including Bilingual strategies to develop writing skills.

Unit 4: Curricular Adaptation

4.1. Curricular Adaptation- Meaning and principles.

4.2. Need assessment and decision making for adaptation.

4.3. Adapting Curriculum- Content, teaching-learning material, and instruction.

4.4. Types of adaptation and process.

4.5. Adaptation and accommodations in student's evaluation and examinations.

Unit 5: Curricular Evaluation

5.1. Concept and need for curricular evaluation.

5.2. Factors associated with curricular evaluation (Learner, Content, Instructor and Resources).

5.3. Areas of curricular evaluation: Context, Input, Process and Product.

5.4. Methods and tools for curricular evaluation.

5.5. Challenges in curricular evaluation.

Course Work/Practical/Field Engagement

- Study the syllabus, annual calendar and timetable 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 textbook from secondary section and adapt the content and presentations of the same for a child with hearing impairment.

Transaction & Evaluation

Lecture-cum-Demonstrations, Group assignments, Discussion, Assignments and

Tests.

Suggested Readings

- Bialostok, S. (1992). Raising Readers: Helping your child to literacy. Penguin Publishers, Winnipeg, MB.
- Bunch, G. O. (1987). The Curriculum and the Hearing-Impaired student: Theoretical and practical considerations. MA: College-Hill Press, Boston.
- Culliman, B. E. (2000). Read to Me: Raising Kids Who Love to Read. Scholastic, New York.
- Fontas, I. (2001). Guiding readers and writers (Grades3-6): Teaching comprehension, Genre and Context Literacy. NH: Heinemann, Portsmouth.
- Gathoo, V. (2006). Curricular Strategies and Adaptations for children with Hearing Impairment. Kanishka Publishers, New Delhi.
- 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, London.

Intervention and Teaching Strategies

Course Code: C3 (HI) **Credits: 02** **Hours: 60**

Introduction

Early identification of hearing loss needs to be followed by a good quality intervention. This enables the children to develop adequate speech and language which in turn would facilitate school readiness. Teachers need to use specialized techniques for developing listening, speaking, communication and linguistic skills to children with hearing impairment for them to access knowledge.

Objectives

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

- Understand programmes for early intervention of infants and children with hearing impairment.
- Describe the need, stages and importance of auditory/listening training & speechreading 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.

Unit 1: Need & Strategies for Early Intervention of Hearing Loss

1.1 Parent-infant programmes for children with HI: Overview, need, requirements and plan of action. Early Indian Sign Language Services for Infants and Parents for Language Development.

1.2 Pre-school training programmes: Overview, need, requirements and plan of action.

1.3 Individual speech-language therapy programmes: Overview, need, requirements, and plan of action.

1.4 Impact of early intervention on school outcomes.

1.5 Intervention of late identified children with hearing impairment: Challenges & strategies.

Unit 2: Auditory Learning, Speechreading and Speech intervention strategies

2.1. Auditory training – Rationale, importance, stages, types (individual and group) and methods.

Factors affecting auditory training. Challenges in auditory training.

2.2. Auditory Verbal Therapy – Principles, pre-requisites, strategies, importance and role of teacher in AVT. Orientation to speech acoustics. Similarities and differences between auditory training and AVT.

2.3. Speechreading – Rationale, need, pre-requisites and methods. Factors affecting speechreading.

2.4. Speech intervention strategies - Approaches (Auditory Global approach, Multisensory syllable unit approach, Ling's approach), Uni-sensory and multisensory approach. Measuring outcomes.

2.5. Teaching speech to CwHI – Formulation of lesson plan and activities for speech teaching and correction, strategies for production of speech (modelling, shaping), individual and group speech teaching and their strengths and limitations.

Unit 3: Bilingual Teaching Strategies for Deaf Children

3.1. Importance of Early Sign Language Foundation, with ISL as first language (L1)

3.2. Use of ISL in classroom for teaching subjects.

3.3. Bilingual education strategies in the classroom.

3.4. Collaborative and team-based strategies.

3.5. International trends in Bilingual, Bicultural Teaching strategies.

Unit 4: Communication and Language Teaching Strategies

4.1 Principles of developing language.

4.2 Methods of teaching language: Natural, Structural and Combined.

4.3 Techniques of teaching language.

4.4 Maxims of teaching language.

4.5 Tuning the environment (home and school) for facilitating language and communication.

Unit 5: Educational Intervention Strategies

5.1 Educational Intervention: Concept, Need & Areas (curricular & co-curricular) & Types of educational intervention (group, individual, developmental, remedial).

5.2 Principles and practices in early educational intervention: Family centred, contextualized (natural & inclusive environment) & integrated (collaborative) support and services.

5.3 Early language acquisition and literacy development.

5.4 Partnership of various professionals & agencies in educational intervention.

5.5 Child & Family Outcomes of Early Educational Intervention.

Course Work/Practical//Field Engagement

- 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.
- Multi-level story creation: Select a story and write for three levels (pre-school, third and seventh standard) using appropriate complexity of language (vocabulary & syntax). Use this story for relating to children in various levels in ISL.
- Read and reflect upon five lesson plans for teaching curricular subjects to children with hearing impairment.

Transaction & Evaluation

Lecture cum Demonstrations, Role playing, Assignments, and Tests.

Suggested Readings

- Aggarwal, J. C. (2010). Principles, Methods and Techniques of Teaching. Vikas Publishing House, New Delhi.
- Beattie, R. G. (2001). Ethics in Deaf Education: the first Six Years. Academic Press Inc., New York.
- Easterbrooks, S. (2007). Helping Deaf and Hard of Hearing Students to Use Spoken Language: A Guide for Educators and Families. Corwin,
- Estabrooks, W., (2006). Auditory-Verbal therapy and practice. Alexander Graham Bell Association for Deaf, Washington DC.
- Finitzo-Hieber, T. (1981). Classroom Acoustics. In R. J. Roeser & M. P. Downs (Eds.) Auditory disorders in school children. Thieme-Stratton, New York.
- Guralnick, M, J, (2005). The Developmental Systems Approach to Early Intervention.

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- Ling, D. (2002). Speech and the hearing-impaired child: Theory and practice. (2nd Ed). Alexander Graham Bell Association for the Deaf. Washington, DC.
- Livingston, S. (1997). Rethinking the Education of Deaf Students: Theory and Practice from a Teacher's Perspective. Heinemann, London.
- Lynas, W. (1994). Communication Options in the Education of Deaf Children. Whurr Publishers Ltd, London.
- Mahendru, M. (2005). Activity Book for Language Development in Children with Hearing Impairment. Educare Publication, New Delhi.
- Mahshie. S. N. (1995). Educating deaf children bilingually, Gallaudet University, Washington
- Marschark, M. S., & Patricia, E. (2003). Oxford Handbook of Deaf Studies Language and Education. Oxford University Press, London.
- Maxon, A., & Brackett, D. (1992). The Hearing-Impaired Child: Infancy through High School Years. Andover Medical Publishers. Boston.
- McAnally, P. I., Rose, S., & Quigley, S. P. (1987). Language Learning practices with Deaf Children. A College-Hill Publication, San Diego.
- Moores, D. F. (1997). Educating the deaf. Houghton Mifflin Company, Boston.
- Nerbonne, M.A., & Schow, R. L. (2013). Introduction to Audiologic Rehabilitation. 6th ed. Pearson Education, Boston.
- Nolan, M., & Tucker, I. (1984). Educational Audiology. Croom Helm, London.
- Owens, R. E. (2012). Language development: An introduction. Pearson Education, Boston.
- Paul, P. V., & Whitelaw, G. M. (2011). Hearing and Deafness: An Introduction for Health and Education Professionals. Jones and Bartlett Learning, Boston.
- Powell, F., Finitzo-Hieber, T., Friel-Patti, S., & Henderson, D. (1985). Education of the Hearing-Impaired Child. Taylor and Francis Ltd., San Diego.
- Rhoades, E., & Duncan, J. (2010). Auditory-verbal practice: Toward a family centered approach. Charles C. Thomas, Springfield: Illinois.
- Sanders, D. A. (1993). Management of hearing handicap: Infants to elderly (3rd ed.). Englewood Cliffs, Prentice-Hall, New York.

- Schirmer, B. R. (2001). Psychological, Social and Educational Dimensions of Deafness. Allyn and Bacon, Boston.
- VanRiper, C., & von Emerick, L. (1984). Speech correction – An introduction to speech pathology and audiology. 7th Ed. Englewood Cliffs Prentice Hall Inc. NJ.
- Vasishta, Madan and Ahuja, Gayatri. An Introduction to Education of Deaf and Hard of Hearing Children.

Technology and Disability

Course Code: C4 (HI) **Credits: 02** **Hours: 60**

Introduction

Technology plays a vital role in development including teaching and learning processes. It is especially beneficial to children with hearing impairment to access information through different modalities which otherwise would have been inaccessible to them. Use of technology eases out the process of learning and makes it easier, enjoyable and meaningful. The said course is designed to provide the learners with knowledge of technology so that the same could be used effectively for children with hearing impairment.

Objectives

After completing 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.

Unit 1: Listening Devices and Classroom Acoustics

1.1 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, care, maintenance and basic troubleshooting of hearing aids.

1.2 Ear moulds: Types, importance, care & maintenance.

1.3 Classroom amplification devices: Speech Trainer, Hard wire, loop induction, infra-red & FM systems, their importance in educational management.

1.4 Cochlear implant, middle ear implant, bone conduction implant, & Auditory Brainstem implant: Candidacy, components, functioning & importance with special reference to ADIP 2014 scheme.

1.5 Comparison between individual hearing aids, group hearing aids & cochlear implant and their care & maintenance.

Unit 2: Technology for Management of Speech

2.1 Computer based training aids/equipment for management of speech (Dr. Speech; Vaghmi; Speech viewer).

2.2 Use of computer-based speech equipment for management of voice in children with hearing impairment.

2.3 Use of computer-based speech equipment for management of supra-segmental features of speech in children with hearing impairment.

2.4 Basic infrastructure required for using computer-based speech training aids/equipment.

2.5 Tele speech therapy.

Unit 3: Technology for Facilitating Language & Communication

3.1 Low-cost technology and its application in the development of teaching learning material.

3.2 Electronic and web-based technology applications: TV, Digital recorders, Downloaded AV films, search engines, online learning material, Language Apps.

3.3 Web based technology for ISL.

3.4 Sign to text and Text to sign technology and Closed captioning.

3.5 Augmentative and Alternative communication (AAC) for children with hearing impairment with additional/associating concerns.

Unit 4: Technology for Facilitating Education

4.1 Impact of Technology on Education: Evolving Trends.

4.2 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).

4.3 Technology Based Educational Services: Online learning, Web based learning, Computer assisted Learning, Video remote interpreting, C-Print technology, Open, Close and real time Captioning.

4.4 ICT and education of children with Hearing Impairment: Planning, Implementation & Evaluation of teaching-learning.

4.5 Universal Design of Learning: Meaning & Scope.

Unit 5: Resource Mobilization for Technology

5.1 Agencies for Aids & Appliances: Government and non-government.

5.2 Eligibility criteria for availing funding under Government schemes.

5.3 Procedure for availing funding from different agents.

5.4 Challenges encountered with cost involved in maintenance of devices after availing funding and ways to overcome.

5.5 Locating Human Resources for Services and Referrals

Course work/Practical//Field Engagement

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

Transaction & Evaluation

Lecture cum Demonstrations, Self-study, Assignments, Seminar, Debate, Quiz.

Suggested Readings

- Andersson, C. (2014). Assistive Technology for the Hearing-impaired, Deaf and Deaf-blind. Springer, New York.
- Berg, F. (2008). Speech Development Guide for Children with Hearing Loss. Plural Publishing, San Diego.
- Dillon, H. (2001). Hearing aids. New York: Thieme Medical Publications.
- Finitzo-Hieber, T. (1981). Classroom Acoustics. In R. J. Roeser & M. P. Downs (Eds.) Auditory disorders in school children. Theime-Stratton, New York.

- Kumar, K. L. (2009). Educational Technology: A Practical Textbook for Students, Teachers, Professionals and Trainers. Amazon Pub.
- Mathew, S. M. (2012). Technology for persons with hearing impairment. Status of Disability in India, RCI, New Delhi.
- Moores, D. F. (1997). Educating the deaf. Houghton Nifflin Company.
- Rapp, W. H. (2014). Universal design for learning in action. Baltimore MD: Brooks
- Riekehof, L. L. (1978). The joy of learning signs. Gospel publishing House, Missouri
- Sanders, D.A. (1993). Management of hearing handicap: Infants to elderly. Englewood Cliffs. Prentice-Hall, New Jersey.
- Schirmer, B. R. (2001). Psychological, Social and Educational Dimensions of Deafness. Allyn and Bacon, Boston.
- Stewart, D. A., & Kluwin, T. N. (2001). Teaching Deaf & Hard of Hearing Students: Content, Strategies & Curriculum. Allyn & Bacon, London.
- Tweedie, J. (1987). Children's Hearing Problems, Their Significance, Detection and Management. The Bath Press, Bristol.

Psycho-Social and Family Issues

Course Code: C5 (HI) **Credits: 02** **Hours: 60**

Introduction

Family and environment play a crucial role in the development and education of a child and the same is true in case of children with hearing impairment. As a learner in the field of special education one must not only understand and acknowledge the role of context in which the child is growing, but also try to tune it to facilitate easily accessible, age appropriate and fluent language. The course is expected to draw learner's attention to these factors which are likely to impact the education of children with hearing impairment and keep family as the core for success.

Objectives

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

- Explain psychosocial development of early childhood and role of family.
- Understand the family needs and prepare to support families in empowering children with disabilities.
- Ensure family involvement in educational programs.
- Describe strategies for family empowerment
- Explain intersectionality and related concepts

Unit 1: Psychosocial Aspects and Disability

1.1 Overview of psychosocial development; wellbeing and quality of life.

1.2 Implications of hearing impairment on domains of psychosocial development.

1.3 Role of family in psychosocial development

1.4 Role of Deaf Mentors / Role Models, Peers and Community

1.5 Challenges and issues in psychosocial development

Unit 2: Family Needs

2.1 Identifying family needs for information, decision making, skill transfer and referral.

2.2 Fostering family's acceptance: from hearing loss to deaf gain

2.3 Building parents' confidence for making informed choices (communication options, options for listening devices, school placement, advocacy).

2.4 Supporting family in raising children with hearing impairment: Facilitating availing of concessions, facilities and scholarship & other benefits.

2.5 Encouraging family participation in self-help groups and family support networking.

Unit 3: Family Empowerment

3.1 Encouraging family centered practices, parent self-efficacy belief and family involvement in child's learning and parenting. Promoting Family Acceptance of Assistive Devices

3.2 Creating Language Rich Environment in Families

3.3 Involving Family in Play, Recreation, and Values

3.4 Encouraging family involvement in educational programme and participation in community-based rehabilitation programme.

Unit 4: Collaborative Practices for Psycho-social Development

4.1 Interdisciplinary collaboration for psycho-social development.

4.2 Role of positive experiences and language exposure

4.3 Identity crisis, Deaf identity, Audism and Deafhood.

4.4 Need for Indian Sign language communication for families.

4.5 Bilingual, Bimodal and Bicultural collaboration.

Unit 5: Shifting the Mindset

5.1 Intersectionality in Deaf Community and their families.

5.2 Comparing the experiences within families with multiple deaf members and families with only one deaf member.

5.3 Importance of social emotional connect with various family members.

5.4 Importance of Self Advocacy, and Participation in Decision Making by deaf members in their families.

5.5 Nothing About Us, Without Us – Including Deaf Voices in the Discourse.

Course work/Practical/ Field Engagement

- Family Interview and Case Study: Conduct interviews with families of children with hearing impairment. Develop a case study based on the interview, highlighting family dynamics, challenges, and strategies for support.
- Maintain a reflective journal throughout the course, documenting their interactions with different families during practical engagements, especially note the differences in the experiences within families with multiple deaf members and families with only one deaf

member.

- Compile five activities that could be undertaken to foster parents' acceptance of their child's impairment.
- Select a tool to measure a 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.

Transaction & Evaluation

Lecture cum Demonstration, Role Play, inviting parents as speakers for sharing experiences, Assignments, Tests.

Suggested Readings

- Beazley, S., & Moore, M. (2005). Deaf children their families and professionals dismantling barriers. David Fultron Publishers, London.
- Brown, I., & Brown, R. (2000). Quality of Life and Disability. Jessica Kingsley Publishers, London.
- Caspe, M., Lopez, M. E., Chu, A., & Weiss, H. B. (2011). Teaching the teachers: Preparing educators to engage families for student achievement. Harvard Family Re-search Project, Cambridge.
- Corter, M. (1966). Deaf transactions: Deaf families, deaf communities and deaf identities. Jessica Kingsley publishers, London.
- Dunst, C., Trivette. C., & Deal. A. (1996). Enabling & empowering families. Principles & guidelines for practice. Brookline Books, Cambridge.
- Gregory, S., Bishop, J., & Sheldon, L. (1999). Psychological perspectives of deafness. Cambridge University Press, Cambridge.
- Marscark, M., & Clark, M.D. (1998). Psychological Perspectives on Deafness Vol. I & II. Psychological Press, London.
- Parasnis, I. (1996). Cultural and Language Diversity and the Deaf Experience. Cambridge University Press, Cambridge.
- Scheetz, N. A. (2000). Orientation to Deafness. Allyn and Bacon, Boston.
- Spencer, P. E., Erting, C. J., & Marschark, M. (2000). The deaf child in the family and school. Lawrence Erlbaum, New York.

AREA C

DISABILITY SPECIALIZATION COURSES

Intellectual Disability (ID)

Identification of Disability and Assessment of Needs

Course code: C1 (ID) **Credits: 02** **Hours: 60**

Introduction:

The first step in education is assessment and identification of needs, particularly so, when we have children with diverse learning needs. Types and areas of assessment are of utmost importance to help in understanding the needs of the students. This course will prepare the learners to identify the learning needs of students with intellectual disability by selecting appropriate tools and using them suitably to identify their learning needs in different settings.

Objectives

After completing the course the learners will be able to

- Discuss the historical perspective, nature and needs and characteristics of persons with Intellectual Disability.
- Narrate various procedures, areas and approaches of assessment and their relevance.
- Describe the importance of assessment at various levels of school education in special and inclusive settings..
- List the assessment tools for independent living, provisions and schemes for vocational skills development and implication of assessment.
- Discuss the significance of different types of family needs their assessment and implications for extending support to their families, demonstration.

Unit 1: Intellectual Disability - Nature and Needs

1.1 Historic Perspective of Intellectual Disability (ID)

1.2 Definitions of Intellectual Disability, National and International –e.g. ICD-10, WHO, Rights of Persons with disabilities Act (RPwD, 2016).

1.3 Causes and Prevention of Intellectual disability

1.4 Classification – Medical, Psychological, Educational. International classification of Functioning (ICF).

1.5 Screening, Identification, Characteristics and Needs of persons with intellectual disability.

Unit 2: Assessment

2.1 Concept, Meaning, Definition and purpose of assessment. Assessment for certification, assessment for programming.

2.2 Areas and of Assessment - Medical, Psychological, Educational, Behavioural & Ecological

2.3 Methods of Assessment – e.g. Observation, Interview and Rating Scale

2.4 Types and Approaches – Norm Referenced Tests (NRT) e.g. Psychological assessment tools of intelligence e.g. Indian adaptation of Binet test of intelligence, Malins Intelligence scale for Indian children, NIEPID Indian Test of Intelligence (NITI)., WISC.

Criterion Referenced Tests (CRT), Curriculum based assessment (CBA) and Teacher Made Tests

2.5 Documentation of assessment, Result interpretation and Report writing– Implication of all the above for Inclusion

Unit 3: Assessment at various levels of School education

3.1 Importance of Assessment at Pre- School and School levels,/ NEP 2020 - Foundational, Preparatory, Middle and Secondary levels.

3.2 Developmental and Adaptive Behaviour Assessment

3.3 Assessment Tools at Foundational and preparatory levels (preschool) –e.g. Upanayan, Aarambh, Portage guide to early education, Madras developmental Programming system (MDPS), Functional assessment checklist for Programming (FACP), other recently developed tools.

3.4 Assessment Tools at School Ages (NEP 2020 – Middle and secondary levels)– e.g. MDPS, BASIC-MR, Grade level assessment device for children with learning problems in schools (GLAD), Support Intensity Scale, Curriculum based assessment, any recently developed tools.

3.5 Documentation of assessment, Result interpretation and Report writing– Implication of class level and curriculum based assessment and its relation to Inclusion with resource support.

Unit 4: Assessment at Adult and Vocational levels

4.1 Significance of Assessment for Independent living of persons with intellectual disabilities

4.2 Assessment for Transition from School to Work

4.3 Assessment Tools for Independent Living –BASAL-MR, VAPS, Comprehensive Assessment Tool for Adults with Intellectual Disabilities.

4.4 Provisions and Schemes of Ministry of Social Justice and Empowerment (MSJ&E) for Vocational Skill Development

4.5 Documentation of assessment, Result interpretation & Report writing – Implications of assessment outcomes for Community living

Unit 5: Assessment of Family Needs

5.1 Significance of psychosocial needs and its assessment in family

5.2 Assessment of parental needs and its implication in planning Individualised programmes

5.3 Assessment of siblings and extended family members and its implication in planning education of persons with intellectual disability.

5.4 .Assessment of family and community resources for inclusion and strengthening of family.

5.5 Documentation, recording and reporting –using the information in holistic programming with the multidisciplinary team.

Transaction

The course can be transacted using lecture – discussion mode, the course faculty member as a facilitator may help the learners to find answers that s/he puts across from the curricular content of this course. Can have demonstration of assessment using various tools with different individuals with intellectual disability.

Course work/Practical/Field Engagement

- Compile information on relevant educational assessment tools for different levels of school education developed in India
- Develop a teacher made assessment tool for a subject of your choice.
- Develop an informal assessment tool for assessment of family needs of a person with intellectual disability
- Conduct an assessment of a person at secondary level to identify the needs and make a transition plan from school to work.
- Assess a student with intellectual disability in an inclusive school and highlight his/her learning needs.

Recommended readings

- Chavan, B.S., Ahmad, W. Gupta, R.K (Eds0(2022). Comprehensive Text book on disability/. New Delhi: Jaypee Brothers Medical publishers.
- Hennel, G (2018). Identifying Special Needs: Diagnostic Checklists For Profiling Individual Differences. New York: Routledge
- Jayachandran, P & Vimala, V (1990) Madras developmental Programming systems, Madras: Vijay Human Services.
- Kaufman, A.S and Kaufman, N.L (Eds) . (2016). Essentials of Intellectual Disability Assessment and Identification, Boston: Wiley.
- King-Sears, H.E. (1994). Curriculum Based Assessment in Special Education Singular publishing Group, San Diego.
- Manogna.S.R, Susan.B.K & Kumar. R. J (2022). *Sexuality Education Needs Assessment Checklist.* NIEPID, Secunderabad. Retrieved from www.niepid.nic.in/list.php
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- Narayan, J. (2003) Grade Level Assessment Device for Children with Learning Problems in Regular Schools, NIMH, Secunderabad

- Narayan, J., Myreddi, V. Rao, S. (2002). Functional Assessment checklist for programming, NIMH: Secunderabad
- NIEPID (2023). NIEPID Indian Test of Intelligence (NITI). Hyderabad: NIEPID
- Overton, T. (2000) Assessment in special education: An applied approach. Boston: Pearson Education
- Panda, K.C. (1997). Education of Exceptional Children. New Delhi: Vikas Publishers.
- Peshawaria R & Venkatesan, S. (1992). Behavioural Assessment Scales for Indian Children wirh Mental Retardation. BASIC MR, Secunderabad: NIMH
- Salvia, J., Ysseldyke, J, E. and Bolt, S. (2007). Assessment in Special and Inclusive Education. Boston: Houghton Mifflin Company
- Srinivasulu. G & Mugesh. T. (2020). *Comprehensive Assessment Tool for Adults with Intellectual Disabilities.* NIEPID, Secunderabad. Retrieved from www.niepid.nic.in/list.php
- essentials-Intellectual-Disability-Identification-Psychological-ebook/dp/B01DRDK7IQ
- https://indianpsychiatricsociety.org/child-psychiatry-disorders-assessment-and-management-clinical-practice-guidelines-on-intellectual-disability/
- https://www.edudel.nic.in/upload/upload_2021_22/289_300_dt_02052022.pdf
- https://specialeducationnotes.co.in/Assessment%20tools%20used%20in%20India.htm
- Kaufman, M.J. (Ed) (2022) Revitalising special education, https://ezaccess.libraries.psu.edu/login?url=https://ebookcentral.proquest.com/lib/pensu/detail.action?docID=7088548

Curriculum Designing, Adaptation and Evaluation

Course code: C2 (ID) **Credits: 02** **Hours 60**

Introduction

This course will prepare the learners to develop skills of curriculum designing considering different domains of learner-centred activities. They will develop insights into transitional determinants of curricular and pedagogical structure across different stages of school education in view of holistic development of children with intellectual disability. This course will also equip teacher trainees with competencies and skills to adapt, modify or design curriculum based on the principles of Universal Design as per the learning needs of children with intellectual disability.

Objectives

After completing the course the learner 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, preparatory stages of school education and their implications.
- Acquire knowledge about curriculum domains at middle Secondary stages of school education and understand its implications.
- Understand different strategies for curriculum adaptation, accommodation, modification and their significance.
- Evaluation and make effective use of different techniques.

Unit 1: Curriculum Designing

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

Unit 2: Curriculum at Foundational and Preparatory stages of Schooling

2.1 Significance of Early Childhood Care and Education (ECCE)and School Readiness
2.2 Early Childhood Education Curricular domains – Enhancement of domain in Motor, Personal, Cognitive and Communication areas
2.3 Curriculum activities for developing Foundational literacy and numeracy
2.4 Sensitization of family, involvement in foundational and preparatory stages
2.5 Implication for Intervention at ECCE and Preparatory stages, transition, documentation, record maintenance and report writing

Unit 3: Curriculum at Middle and Secondary stages of schooling

3.1 Curriculum domains at Middle stage

3.2 Curriculum domains at Secondary stage

3.3 Curriculum domains at for vocational exposure and skill development

3.4 Rehabilitation of PwIDs under National Skill development Scheme (NSDS by MSJ&E)

3.5 Implications of transition, placement for inclusion in community, documentation, record maintenance and reporting

Unit 4: Curriculum Adaptations

4.1 Need for Curricular Adaptation, Accommodation and Modification

4.2 Adaptation, Accommodation and Modification for Foundational literacy and numeracy Curriculum

4.3 Adaptation, Accommodation and Modification for language and social science subjects

4.4 Adaptation, Accommodation and Modification for mathematics and science subjects

4.5 Adaptation, Accommodation and Modification for other school subjects (yoga, sports, music, art and craft, vocational skills)

Unit5: Assessment and Evaluation

5.1 Assessment and evaluation- Concept, Nature and Need, Flexibility in assessment

5.2 Approaches, types, tools and techniques of assessment

5.3 Emerging practices in assessment –holistic assessment, school based assessment, competency based assessment, assessment of group and individual learning.

5.4 Differential evaluation and reporting the holistic progress of students with intellectual disability (SwID)

5.5 Implications of evaluation for vertical and horizontal transition, and inclusion of SwID.

Transaction

Interactive course with discussions, assignments, individual and group work in developing and designing learner-centric and need-based curriculum, learning materials including digital materials as well as field engagement to get first-hand experiences in practicing transaction of curriculum and assessment of students in inclusive classrooms and other learning centres.

Course Work/ Practical/ Field Engagement

- Prepare a need based curriculum for a group of your choice in Activities for daily living, social,

  communication, motor and cognitive skills, Foundational literacy and numeracy Preparation of assessment plan and multidimensional holistic reporting

- Develop a plan for Vertical transition from one stage to another stage of schooling (Options may be given to select stages of school transition)
- Develop a plan for Horizontal transition: special/alternative learning centres to regular schooling and vice versa (options may be given to select learning settings).

- Incorporate Movement/Dance/Yoga/Sports skills/Arts and Crafts activity (options may be given to select activities), conduct in special/inclusive setting and submit report of your observations.
- ICT as a resource in teaching and learning (options may be given to select school subjects and topics). Do a relevant activity and report.

Recommended Readings

- Chennat, S (Ed) (2019). Disability, inclusion and inclusive education, New Delhi: Springer
- DoSEL (2023). NIPUN Bharat Mission- Stakeholders: Roles and Responsibilities. Department of School Education and Literacy. Ministry of education, Government of India, New Delhi.
- https://ncert.nic.in/pdf/NIPUN_BharatStakeholders_RolesResponsibilities.pdf
- DoSEL(2021).Pragyata-Guidelines for Digital Education. Department of School Education and Literacy. Ministry of education, Government of India, New Delhi https://ncert.nic.in/pdf/announcement/PRAGYATA_Guidelines_English.pdf
- DoSEL(2022). Nipun Bharat. Department of School Education and Literacy. Ministry of education, Government of India, New Delhi
- DoSEL(2022). Toy-Based Pedagogy A Handbook Learning for Fun, Joy and Holistic Development. Department of School Education and Literacy. Ministry of education, Government of India, New Delhi.
- https://ncert.nic.in/pdf/notice/toy_based_pedagogy.pdf
- Guidelines for Innovative Pedagogical Approaches & Evaluation Reforms https://www.ugc.gov.in/pdfnews/7900069_Guidelines-PEA.pdf.
- MoE (2021).Guidelines for the Development of e-Content for Children with Disabilities. Department of School Education and Literacy. Ministry of education, Government of India, New Delhi https://ncert.nic.in/pdf/CWSN_E-Content_guidelines_2021_new.pdf
- 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.
- National Education Policy 2020, Ministry of Human Resource Development (Now Ministry of Education), Government of India.
- https://www.education.gov.in/sites/upload_files/mhrd/files/NEP_Final_English_0.pdf.
- NCERT (2017). Learning Outcomes at the Elementary Stage. National Council of Educational Research and Training, New Delhi.
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Educational Research and Training, New Delhi.

- https://ncert.nic.in/pdf/publication/otherpublications/learning_outcomes.pdf
- NCERT (2022). National Curriculum Framework for Foundational Stage 2022. National Council of Educational Research and Training, New Delhi. https://ncert.nic.in/pdf/NCF_for_Foundational_Stage_20_October_2022.pdf
- NCERT (2023). National Curriculum Framework for School Education 2023. National Council of Educational Research and Training, New Delhi.https://ncert.nic.in/pdf/NCFSE-2023-August_2023.pdf
- NCERT(n.d.).Learning Outcomes at Higher Secondary Stage. National Council of Educational Research and Training, New Delhi.
- https://ncert.nic.in/pdf/publication/otherpublications/Draft_LO.pdf
- NCERT(2019). The Preschool Curriculum. National Council of Educational Research and Training, New Delhi. https://ncert.nic.in/dee/pdf/Combined_Pre_school_curriculumEng.pdf
- Panda, K.C. (1997). Education of Exceptional Children. Vikas Publications, New Delhi.
- Peshwaria, R., & Venkatesan. (1992). Behavioural approaches for mentally retarded children A manual for teachers. NIMH, Secunderabad.
- Subba Rao, T.A. (1992). Manual on Developing Communication Skills in Mentally Retarded Persons, NIMH, Secunderabad.

Intervention and Teaching Strategies

Course Code: C3 (ID) **Credits: 2** **Hours: 60**

Introduction:

Once the disability is identified, it is necessary to plan and implement comprehensive intervention programme to prevent further delay and deficit and improve the condition of students with diverse learning needs. This course will help the learners to understand the levels and types of intervention need to be prepared for students with special needs. This course will also equip the learners to select and adopt strategies and methods in the intervention programme to improve skills and behaviour for independent living of students with special sneeds.

Objectives:

After completing the course, the learner will be able to:

- Explain the importance of early intervention, types and techniques of early intervention
- Describe the importance and historical perspective of Individualised Educational Programme (IEP), steps and components involved in developing, implementing and evaluating IEP
- Discuss various teaching strategies, methods and approaches, and describe the principles in developing and using Teaching Learning Material (TLM) for teaching different concepts
- Explain types of maladaptive behaviour, Behaviour Modification techniques, procedure to develop management plan for managing problem behaviour of students with special needs
- Discuss the need and importance of various therapeutic interventions and their implications in the lives of students with special needs

Unit 1: Early Intervention

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

Unit 2: Individualized Education Programme (IEP)

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

Unit 3: Teaching Strategies and TLM

3.1 Stages of Learning

3.2 Principles of Teaching

3.3 Multi-sensory Approaches –e.g. Montessori Method, Fernald VAKT Method , Orton - Gillingham Method

3.4. Teaching Strategies & methods– Task Analysis, Chaining, Shaping, Modelling,

Prompting, Fading and Reinforcement, Role Play, Play Way method

3.5. Difference between Functional & Learning Aids and Development & Use of TLM

for CWID

Unit 4: Intervention for challenging Behaviour

4.1 Over view of Challenging behaviour

4.2 Identification of challenging behaviour

4.3 Functional Analysis and Behaviour Modification Techniques, Cognitive BehaviourTechniques (CBT), Positive Behaviour Intervention and support (PBIS)

4.4 Management of challenging behaviour at Home and School, Parental Counselling -Individual, Group and Community

4.5 Ethical Issues in behaviour management and implications for Inclusion

Unit 5: Therapeutic Intervention

5.1 Occupational Therapy – Definition, Objective, Scope, Modalities and Intervention

5.2 Physiotherapy – Definition, Objective, Scope, Modalities and Intervention

5.3 Speech Therapy – Definition, Objective, Scope and Types of Speech, Language andHearing Disorders and Intervention

5.4 Yoga and Play therapy – Definition, Objective, Scope and Intervention

5.5 Therapeutic intervention: Visual and Performing Arts (e.g., Art and Craft, Music, Drama, Dance and movement, Sports.)

Transaction

The course can be transacted using lecture cum discussion mode. To facilitate learning multimedia presentation can be introduced. Development and implementation of intervention can be demonstrated in real or simulated setting where students' participation may be encouraged.

Course work/Practical/Field Engagement

- Prepare an adapted lesson on any school subject for a student with special needs attending class VII in a regular school.
- Assess and develop a behaviour management plan to be used by parents at home for

reducing any one problem behaviour of a student with ID.

- Prepare three teaching learning materials for teaching language (receptive and /or expressive) to a student with ID at foundation/preparatory level.
- Make a plan for organizing a visual art exhibition/competition for students in a special school.

References

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- https://childhood-developmental-disorders.imedpub.com/teaching-communication-skills-to-preschool-children-with-mild-intellectual-disabilities-an-evidence-based-study.pdf
- https://niepid.nic.in/87%20Teaching%20&%20Trg%20Material%20on%20Physiotherapy%201%20of%202.PDF

- Training in communication skills for persons with Intellectual Disability: https://niepid.nic.in/Training%20in%20communication%20Skills.pdf
- https://www.verywellfamily.com/essential-parts-of-an-individual-education-program-2162702
- https://www.goodreads.com/book/show/42747086-management-of-behaviour-problems-of-children-with-mental-retardation
- https://www.niepid.nic.in/Early%20Intervention.pdf
- https://www.rasmussen.edu/degrees/education/blog/early-childhood-intervention/
- https://rehabcouncil.nic.in/sites/default/files/pratham_book.pdf

Information & Communication Technology (ICT) and Assistive Technology

Course code: C4 (ID) **Credits:02** **Hours: 60**

Introduction

Technology plays a vital role in development including teaching learning process. It is especially beneficial to children with Intellectual Disability to access information through different modalities which otherwise would have been inaccessible to them. This course is designed to provide the learners with knowledge and skills in using technology so that it can be used effectively in teaching as well as with children with intellectual disability.

Objectives

After completing the course the learner will be able to:

- Explain the meaning, nature and scope of ICT;
- Discuss the role of ICT in special and inclusive classroom and how it can be integrated in the teaching-learning process;
- Use effectively use ICT tools, software applications and digital resources
- Integrate ICT into teaching-learning and its evaluation
- Describe the use and application of educational software and assistive devices for learners with intellectual disability.

Unit 1 : Educational Technology

1.1. Educational technology – definition, meaning, scope and current trends.
1.2. Use of technology and multi media in teaching learning environment
1.3. Assistive technology -hardware and software in supporting students with Intellectual disability.

1.4. Selection, use and maintenance of appropriate assistive devices for persons with intellectual disability. Advantages and limitations in the use of technology

1.5. Enabling optimum support in education through technology. Schemes for availing assistive devices: ADIP and other schemes

Unit 2: Instruction using Technology

2.1. Computer-Assisted learning - Computer Managed Instructions, Cybernetics, E- learning, Use of Net Search engines and Websites
2.2. Preparation of technology enhanced lessons, Hybrid model of teaching
2.3. Application of Technology in Lesson Planning, Worksheet Preparation, Implementation of lessons, report writing and Evaluation
2.4 Blended learning to meet the learner needs.
2.5. Technology in inclusive education

Unit 3: Technology-Supported Learning Situations

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

Unit 4: Teaching and learning with ICT tools.

4.1: Smart Tutoring System (STS)
4.2 ICT and Exceptional learning
4.3 Advantages of digital teaching and digital TLM
4.4 Digital skill development for inclusion
4.5 Role of ICT in disability inclusive services and development programs
Digital resource development for inclusive teaching

Unit 5: Application of Technology

5.1 Application of Technology in Lesson Planning, Worksheet Preparation, Report writing and Evaluation
5.2 Application of Technology in Assistive Devices, professionally advanced software
5.3 Application of Technology in Instruction – Individual, small group and large group
5.4 Advantages, merits and demerits
5.5 Implications for inclusion

Transaction
In addition to lecture mode, actual experiences in using technology as part of the teaching learning process is strongly recommended.

Course work/Practical/Field Engagement

• Organize workshop using ICT for disability friendly class room activities and curricular transaction and submit report
• Develop technology supported lesson plans for PwID and submit
• Use mass media/multi media for creating awareness on disability in rural areas and submit your observation

Recommended Readings

- Chand.T. (1992). Educational Technology. Anmol Publication, New Delhi.
- Green, J. L.(2011).The Ultimate Guide to Assistive Technology in Special Education. New York: Prufrock Press
- Kumar, K.L. (1996). Educational Technology. New Age Publication, New Delhi.
- Lancioni, G.E. & Singh, Nirbhay & O'Reilly, M.F. & Sigafoos, J.. (2011). Assistive technology for behavioral interventions for persons with severe/profound multiple disabilities: A selective overview. European Journal of Behavior Analysis. 12. 7-26.
- Mangal, K. (1990). Fundamentals of Educational technology. Prakash Brothers, New Delhi.

- Mehra, V (2004): Educational Technology, New Delhi: SS Publishers.
- Mukhopadhaya, M. (2005). Education Technology Knowledge Assessment., New Delhi.: Shipra Publications
- Mohanty, J. (1992). Educational Technology. Deep and Deep Publication. New Delhi.
- Sampath, K., Pannirselvam, A., & Santhanam, S. (1990). Introduction to Educational Technology. Sterling Publishers Private Limited, New Delhi.
- Satyapal, R. (1991). Educational Technology, A systematic Text Book. Associated Publishers, New Delhi.
- Shah, D.B. (1991). Educational Technology for developing teaching competency. Gavendra Prakashan, Surat.
- Takewale, R. G. (1995). Technologies for Educational Network, Presidential address in the seminar on Technologies for Educational Networking. IGNOU, New Delhi.

Web resources:

www.xceptionalleaningindia.com
https://thearc.org/our-initiatives/technology/
www.ataccess.org)
http://ataporg.org/index.asp

http://www.beachcenter.org/).

http://www.colemaninstitute.org

http://www.pluk.org/AT1.html

https://www.ncbi.nlm.nih.gov/pmc/articles/PMC5319964/

https://study.com/academy/lesson/assistive-technology-for-intellectual-disabilities.html

https://www.emerald.com/insight/content/doi/10.1108/S0270-401320230000037004/full/html

https://dsel.education.gov.in/sites/default/files/2021-06/CWSN_E-Content_guidelines.pdf

Psycho-social and Family Aspects

Course code: C5 (ID) **Credits:02** **Hours: 60**

Introduction

Family and environment play a crucial role in development and education of every child including those with Intellectual Disability. As a learner in the field of special education, one must not only understand and acknowledge the role of context in which the child is growing, but also try to tune it to facilitate age appropriate activities as a contributing member. This course is expected to draw learner's attention to these factors which are likely to impact education of children with Intellectual Disability, keeping family as the focus.

Objectives

After completing the course the learner will be able to:

- Explain the meaning of psychosocial aspects and the impact of psychosocial issues on children with ID and their families.
- Describe the role of special educator in addressing the various psychosocial issues
- Define the role of family support for children with ID and to empower families.
- Ensure family involvement in educational programs
- Explain the role of special educators in empowering families.

Unit 1 : Psychological aspects

1.1. Psychological aspects – definition, meaning and concept.
1.2. Myths and misconception related to intellectual disability.
1.3. Role of special educator in ensuring psychological wellbeing and promoting self-esteem and self-confidence of students with ID.
1.4. Creating an environment of psychological well being
1.5. Use of Positive behaviour intervention support (PBIS)

Unit 2. Social Aspects

2:1. Social issues- exploitation, delinquency, child labour and abuse of persons with Intellectual disabilities
2:2. Impact of disability on social development
2:3. Attitude of family, community, peer group, teacher, co workers
2:4.Need for facilitating suitable social environment
2.5. Rights and advocacy, promoting self-advocacy - role of special educator.

Unit 3. Issues related to families of children with ID

3.1. Counselling and guidance on Issues concerning early identification, diagnosis, assessment and placement
3.2. Issues related to stages of emotions such as shock, guilt, disappointment
3.3. Parent child relationship - Planning for support, safety concerns; overprotection and neglect and its impact
3.4. Social attitude – neighbourhood, parents of other children, friendship, support, Societal responses, myths and misconceptions
3.5. Role of special educators in supporting the families

Unit 4: Empowering Families

4.1. Understanding the concerns of parents
4.2. Family cantered practices: family systems programs, Instructional programs,
4.3. Parent management training: parent-child interaction therapy, other interventions
4.4. Identification and special services for parents.
4.5. Prevention from abuse: e.g., physical, psychological, sexual, emotional

Unit 5. Role of Community

5.1 Concept, Definition and Scope of Community
5.2 Models of community-based rehabilitation (CBR), advantages and disadvantages
5.3 Types of community resources and their mobilization
5.4 Organizing services for person with disability.
5.5. Role of special educator, in promoting institution building and community mobilization.

Transaction

The course can be delivered in the lecture- discussion mode; the learners can be given opportunities to present in the form of seminar and group discussions. Let the learners explore and find ways and means to help persons with intellectual disabilities to help the families and community to accept and include children with intellectual disability.

Course work/Practical/ Field Engagement

- Help the families of children with intellectual disabilities form a parent group in a community - Submit report
- Organise parent training programmes for parent groups on specific theme related to Intellectual Disability – Submit report
- Mobilise community resources and carry out a recreation programme/sports event/cultural programme involving children with and without disability – Submit report

Recommended Readings

- Adamson, L.B., Bakeman, R., Deckner, D.F., and Nelson, P.B. (2012). Rating parent-child interactions: Joint engagement, communication dynamics, and shared topics in autism, Down syndrome, and typical development.
- Brown, I., & Brown, R. (2000). Quality of Life and Disability. Jessica Kingsley Publishers, London.
- Caspe, M., Lopez, M. E., Chu, A., & Weiss, H. B. (2011). Teaching the teachers: Preparing educators to engage families for student achievement. Harvard Family Re- search Project, Cambridge.
- Basu, S., Das, P., Chakravarty, I. (2007) Family Life of the Disabled Aged, Ageing and Society: Indian Journal of Gerontology, 17 (3 & 4)
- Cramer, H., Carlin, J. (2008) Family Based Short Breaks (Respite) for Disabled Children:
- Manogna.S.R, Susan.B.K & Kumar. R. J (2022). *Sexuality Education Needs Assessment Checklist.* NIEPID, Secunderabad. Retrieved from www.niepid.nic.in/list.php

- Manogna.S.R, Susan.B.K & Kumar. R. J (2022). *Sexuality Education - a Pictorial guide for teaching adolescents and adults with intellectual disabilities.* NIEPID, Secunderabad. Retrieved from www.niepid.nic.in/list.php
- Manogna.S.R, Susan.B.K & Kumar. R. J (2022). *Sexuality Education for adolescents and adults with intellectual disabilities - An instructional guide for parents, teachers and caregivers.* NIEPID, Secunderabad. Retrieved from www.niepid.nic.in/list.php
- 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
- Srinivasulu. G & Mugesh. T. (2020). *Comprehensive Assessment Tool for Adults with Intellectual Disabilities.* NIEPID, Secunderabad. Retrieved from www.niepid.nic.in/list.php
- Taub, D.J. (2006). Understanding the Concerns of Parents of Students with Disabilities: Challenges and Roles for School Counselors. Professional School Counseling Journal, October 2006, 10(1),52-57.

Web Resources:-

- www.mental healthgov.basics.m
- www.lmbsorgcommonmisconception
- oshwiki.ed.wiki.pshychosocialissues
- www.whoint.publications>cbr
- www.intechoper.com>books
- www.predictiveindex.com
- www.zapddznz.org

AREA C

DISABILITY SPECIALIZATION COURSES

Multiple Disability (MD)

Identification of Disability & Assessment of Needs (Disability Specialization)

Course code: C1 (MD) **Credits: 02** **Hours: 60**

Introduction:

The course intends to develop capacities of learners to identify and assess persons with Multiple Disabilities, highlight the key characteristics or indicators of various multiple disabilities, discuss assessment tools or diagnostic methods used in identifying these disabilities, and stress the significance of a multidisciplinary approach involving professionals from various fields such as psychology, medicine, education, and therapy to ensure accurate identification and holistic support for individuals with multiple disabilities. The learners should acquire comprehensive knowledge of different assessment procedures that will enable them to plan on how to teach children and Adults with MD.

Objectives: After completing the course the learner will be able to:

- Acquire basic knowledge in the area of Multiple Disabilities and deafblindness.
- Explain the identification and assessment procedures applied to Multiple Disabilities including deafblindness.
- Comprehend the physical and functional aspects of multiple disabilities.
- Comprehend the behavioral management of children with Multiple Disabilities.
- Understand the Hearing, Speech and Communication aspects of persons with Multiple Disabilities and deafblindness.

Unit 1: Introduction to Multiple Disabilities

1.1 Basic Anatomy- Skeletal, Muscular, Nervous System
1.2 Concept of Impairment, Disability and Handicap, ICF
1.3 Locomotor Impairment- Hansens' disease, arthritis, kyphosis, scoliosis and rickets
1.4 Neurological impairment- encephalitis, meningitis, head injury, Motor Neuron Disease, Mucopoly sacchridosis, Inborn Errors of Metabolism (IEM), Chromosomal abnormality
1.5 Deafblindness and additional conditions with special reference to syndromes like Congenital Rubella Syndrome, Usher Syndrome and CHARGE syndrome, dwarfism, and combinations of conditions like ASD associated with physical disabilities and highlighting the primary characteristics, challenges associated with each type

Unit 2: Identification and Assessment of Persons with Multiple Disabilities

2.1. Introduction to Psychological, educational, behavioral and functional assessments
2.2. Functional assessment for programming and teaching. Norm Referenced Tests (NRT), Criterion Referenced Tests (CRT), Curriculum based assessment and Developmental Checklists for assessment and programming of children with Multiple Disabilities (Portage Guide, Upanayan, Carolina curriculum for special needs, Callier Azuza, MDPS, FACP, Basic MR, DST, VSMS, Bhatia, BKT, CPM, SFB), Functional behaviour assessments (FBA), Assessment of basic language and learning skills)
2.3. Interpretation of assessment results with reference to school, home, and community settings

2.4. Multi-disciplinary approach to assessment. Involvement of various disciplines nature of coordination of multi-disciplinary team referral agencies and linkages, networking for identification of Persons with Multiple disabilities and deafblindness
2.5. Role of multi-purpose rehabilitation workers, professionals, and special educators in identification of persons with multiple disabilities and deafblindness

Unit: 3: Physical and functional Assessment

3.1. Sensory assessment of vision, tactile, vestibular and techniques of sensory Stimulation & integration including Sensory Profiling
3.2. Motor assessment of fine and gross motor skills. Physiotherapy, Occupational Therapy- their implication and adaptation for classroom management
3.3. Assessment of orientation and mobility skills, Positioning, Lifting, Carrying, Transfer of persons. Developmental Assessment- Gross, Motor and Functional Measurement Scale (GMFM)
3.4. Assessment and management of daily living skills in feeding dressing & undressing, toileting, bathing & grooming, Menstrual Hygiene and mealtime activities, Medical assessments, including vision, hearing, mobility, and health evaluations, are crucial to understanding an individual's overall health status and needs)
3.5. Role of ICT in assessment and use of Assistive devices in assessment and assessments for augmentative and alternative assessments to help identify the most suitable communication aids or strategies, considering factors like sensory abilities and motor skills.

Unit: 4: Developmental and Behavioral Aspects in Relation to Multiple Disabilities

4.1. Developmental stages- Physical, social, cognitive, language and communication and emotional
4.2. Developmental delays and their implications in the life cycle
4.3. Adaptive deficits- self-help areas, emotional, social, cognate and language areas
4.4. Maladaptive behaviors- functional analysis
4.5. Ethical issues in management strategies of maladaptive behavior in-home and Classroom settings and Community Settings

Unit 5: Hearing, Speech, Language and Communication Aspects.

5.1 Speech, Language and Communication definition and assessment
5.2 Structure and functions of speech mechanism
5.3 Receptive and expressive language for persons with Multiple disabilities and with specific reference to Tactile Sign Language with deafblind
5.4 Hearing and Speech disorders- Classroom management. Home training and role of Parents
5.5. An introduction to augmentative and alternate communication (Pragmatic / functional communication in classroom and home activities to enhance communicative skills of children with Multiple Disabilities)

Transaction: Lecture-cum-Demonstration, Group assignments, Discussion, Assignments and Tests Course work/Practical/Field Engagement

Recommended readings

- Aggarwal, K. (2002). Handbook for parents of children with Disabilities. Planning Commission. Govt. of India.
- Asmita.H. (2006).Language and Communication. Kanishka Publication, New Delhi.
- Baine, D. (1988). Handicapped Children in Developing Countries, Assessment, Curriculum and Instruction. University of Albrta, Alberta.
- Bloom, B., Hastings, J., & Madaus, G.G.(1971). Handbook on Formative and
- Summative Evaluation of Student Learning. McGraw- Hill, New York.
- Carol, S.L. (2002). Early Childhood Assessment. Wiley, New York.
- Evans, P., & Verma, V. (1990). Special Education. Past Present and Future. The Faimer Press.
- ICD – 10- World Health Organization. (2015). World Heald Organizaton, Geneva.
- Karthik. M. (2011). Introduction to Occupational therapy and occupational therapy marketing
- King-Sears, H.E. (1994). Curriculum Based Assessment in Special Education. Singular Publishing Group, San Diego.
- Levitt, S. (2004). Treatment of Cerebral Palsy and Motor Delay, blackwell
- Longone, (1990). Teaching Retarded learners Curriculum and Methods for improving instruction. Allyn and Bacon, Boston.
- Michel. H. (2003). Comprehensive Handbook of Psychological Assessment, Volume 3, Behavioural Assessment. Wiley, Singapore.
- Miller, M. (2007). Physical Therapy of Cerebral Palsy. Springer, New York.
- Narayan, J., & Myreddi, V., & Rao, S. (2002). Functional Assessment Checklist for Programming. NIMH, Secunderabad.
- Overton, T. (1992). Assessment in Special Education- An Applied Approach. McMillan International Edition.New York.
- Panda, K.C. (1997) Education of Exceptional Children. Vikas Publications. New Delhi
- Porter, S., (2013). Tidy's Physiotherapy. Elsevier, Edinburgh.
- Sadhana. R. (2006). Fundamentals of Speech & Speech teaching. Kanishka Publication, New Delhi.
- Sharma, P. (1995). Basics on Development and Growth of a Child. Reliance Publishers, New Delhi
- Sense International India (2017). Handbook on Deafblindness. Ahmedabad India
- 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. Allyn & Baccon, Boston.
- The Diagnostic and Statistical Manual of Mental Disorders- IV-TR. (2000). American Psychiatric Association, Arlington.
- Text book of Medicare DAVIDSON
- UPANAYAN, National Institute of Mentally Handicapped, Secunderabad.
- Van Riper, C.A., & Emerick. L. (1990). Speech Correction- An Introduction to Speech Pathology and Audiology (8th Edn.). Prentice Hall, New York.
- Wough, A., & Grant, A. (2006). Anatomy and Physiology in health and Illness. Elsevier, Edinburgh.
- Banerjee, A. (1996), Infant Assessment: 0-2 years, IICP, Calcutta
- Hamblin, T. (1998). Physical Assessment: of a child with Cerebral Palsy. IICP, Calcutta.
- Banerjee, A. & Hamblin, T. (1995). Physical Management: for the child with Cerebral Palsy, IICP, Kolkata
- Banerjee, R.; Kundu, M. & Banerjee, A. (1995)., Feeding: for the child with
- Cerebral Palsy, IICP, Calcutta

- Banerjee, R.; Kundu, M. & Sarkar, P. B. (1995). Dressing: for the child with Cerebral Palsy, IICP, Calcutta
- Banerjee, R.; Kundu, M. & Ganguly, I. (1995). Toileting: for the child with Cerebral Palsy, IICP, Calcutta
- Bose, S. (1996). Screening for Hearing Loss , IICP. Calcutta
- Programme Checklist for persons with multiple disabilities a guide for special educators (NIEPMD publications, available in www.niepmd.tn.nic.in /publication.php)

Web based readings

1. https://ncert.nic.in/pdf/DSCS_booklet.pdf
2. www.niepmd.tn.nic.in /publication.php)
3. https://ncse.ie/wp-content/uploads/2014/10/5_NCSE_Diag_Ass.pdf
4. https://www.unicef.org/eca/media/31131/file/Assessing%20disability%20of%20children%20report.pdf
5. https://www.giz.de/en/downloads/06_Identification%20of%20Children%20with%20Disabilities.pdf
6. https://www.apa.org/pi/disability/resources/assessment-disabilities
7. https://www.thoughtco.com/assessing-students-with-special-needs-3110248

Curriculum Development, Adaptation and Evaluation

Course code: C2 (MD) **Credits: 02** **Hours: 60**

Introduction:
The course intends to develop capacities of learners to design curriculum keeping in view the special needs of children with MD. Learners are expected to go beyond the 3Rs with broad understanding of 21st century learning. The learner would also develop requisite skills of developing literacy skills of reading and writing as well as appreciate need and decide suitable adaptation to be undertaken for curricular transactions. The course will also equip with the knowledge and tools necessary to create inclusive and effective educational plans for individuals with multiple disabilities.

Objectives: After completing the course, the learner will be able to:

- Familiar with concepts and Principles of curriculum and explain the importance of designing it for children with hearing impairment/MD in the context of 21st Century learning skills/ NEP 2020 along with NCF 2023
- Develop capacity of developing literacy skills of reading and writing in children with Multiple disabilities
- 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.
- Develop IEP and Group Teaching plan.
- Apply the alternate methods of evaluation of learning among the children with multiple disabilities.

Unit 1: Curriculum and Its' Designing

1.1. Curriculum-Concept, Types and Models
1.2. Approaches and Steps for Curriculum designing
1.3. Curricular needs of children with MD in scholastic areas.
1.4. Curricular needs of children with MD in non-scholastic areas
1.5. Curricular framework for 21st Century. (Individualized Educational Programme(IEP), Individualized Family support Plan (IFSP), Individualized transition Plan(ITP), Individualized Vocational Education Plan (IVEP), Lesson Plan, Group teaching.

Unit 2: Developing Literacy Skills: Reading

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

Unit 3: Developing Literacy Skills: Writing

3.1. Pre-requisites for writing and emergent writing skills
3.2. Assessment of written language at different levels

3.3. Components and types of writing
3.4. Steps and Strategies in Developing Writing
3.5. Challenges and Remedial Strategies

Unit 4: Curricular Adaptation

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

Unit 5: Curricular Evaluation

5.1. Concept, Need for Curricular Evaluation
5.2. Factors associated with Curricular Evaluation (Learner, Content, Instructor and Resources)
5.3. Areas of Curricular Evaluation: Context, Input, Process and Product
5.4. Methods and Tools for Curricular Evaluation
5.5. Challenges in Curricular Evaluation

Transaction: Lecture-cum-Demonstration, Group assignments, Discussion, Assignments and Tests , Experiential training

Course work/Practical/Field Engagement

- 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 MD

Recommended readings:

- Bunch, G.O. (1987). The Curriculum and the Hearing Impaired student: Theoretical and practical considerations. MA: College-Hills Press, Bosto.
- Fontas, I. (2001). Guiding reader and Writers (Grades 3-6): Teaching comprehension, Genre and Context Literacy. NH: Heinemann, Portsmouth.
- Gathoo, V. (2006). Curricular Startegies and Adaptations for children with Hearing Impairment. Kanishka Publishers, New Delhi.
- 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.
- Sense International India (2017). Handbook on Curriculum Adaptation for Inclusive Education of Students with Deafblindness. Ahmedabad India
- Bialostok, S. (1992). Raising Readers: Helping your child to literacy. Peguis
- Publishers, Winnipeg, MB.
- Culliman, B.E. (2000). Read to Me: Raising Kids Who Love to Read. Scholastic,
- New York.
- Posner, G.J., & Rudnitsky, A.N. (2005). Course Design: A Guide to curriculum
- Development for Teachers. Pearson, London.

- Banerjee, R.; Banerjee, A.; Hamblin, T.; Dutt, V. & Sur, J. (1999). Curriculum Guidelines for Students with Multiple Disabilities: Physical and Neurological, IICP, Calcutta

Web based reading

- https://www.education.gov.in/sites/upload_files/mhrd/files/document-reports/Confluence.pdf
- https://fndusa.org/wp-content/uploads/2015/05/Curriculum-Modifications-and-Adaptations.pdf
- https://ugcmoocs.inflibnet.ac.in/assets/uploads/1/20/491/et/P15_M12200218101002021313.pdf
- https://scholarworks.uni.edu/cgi/viewcontent.cgi?article=1373&context=grp
- https://files.eric.ed.gov/fulltext/ED455648.pdf
- https://www.naset.org/fileadmin/USER_UPLOADS_PROTECTED/Classroom_Management/Series_VII/Series_VII_Part_1-What_are_curriculum_adaptations.pdf
- https://www.fullspedahead.com/9-ways-to-adapt-curriculum-in-special-education/
- https://aphconnectcenter.org/familyconnect/complex-needs/school-and-home-partnerships/children-with-multiple-disabilities/
- www.niepmd.tn.nic.in

Intervention and Teaching Strategies

Course code: C3 (MD) **Credits: 02** **Hours: 60**

Introduction:
The course intends to develop capacities of learners in understanding, planning and designing specific intervention and teaching strategies for persons with MD. The Learner should acquire comprehensive knowledge about planning intervention strategies that cover all aspects of learning, along with effective tools and strategies to create inclusive and empowering learning environments for individuals with multiple disabilities.

Objectives: After completing the course the learner will be able to:

- Explain the principles and apply early intervention strategies.
- Explain the principles and apply therapeutic methods.
- Describe appropriate teaching methods, techniques and strategies for persons with multiple disabilities and deafblindness.
- Understand Universal Design of Learning and specific strategies used for sensory impairment.
- Demonstration of teaching strategies.

Unit 1: Early Intervention

1.1 Concepts, principles of early intervention and importance of brain plasticity
1.2 Teaching self help skills, feeding and oro-motor skills
1.3 Multimodal approaches to facilitate development of Language, communication and speech, Cognition, social emotional skills, learning to play.
1.4 Teaching Pre-requisite skills for reading, writing, arithmetic and other related skills.
1.5 Individualized Family Support Plan (IFSP)

Unit 2: Therapeutic Intervention Strategies

2.1 Applied Behaviour analysis (ABA)
2.2 NDT, SIT, Hydrotherapy and Occupational Therapy
2.3 AAC - Total Communication
2.4 Sports and Games (Special Olympics, Paralympics& Abilympics)
2.5 Visual and Performance arts (dance, music, drama and yoga theatre art), Animal assisted therapy, social skills training, and recreational activities

Unit 3: Teaching Methods, Techniques and Strategies

3.1 Stages of learning: Acquisition, Maintenance, Fluency and Generalization
3.2 Principles of teaching: Concrete-abstract, Known to unknown, Simple to complex and Whole to part
3.3 Teaching Strategies, Task analysis, Prompting, Fading, Chaining, Shaping and Modelling
3.4 Teaching approaches: Multisensory, Montessori, Project method, Play-Way
3.5 Reinforcement: Types, Schedule and Principles, Differential Reinforcements Token Economy System

Unit 4: Universal Design in Learning

4.1 PECS
4.2 Discrete Trail Training

4.3 Themes, Mind mapping, Calendar system, Probing Teaching Strategies and Techniques
4.4 TEACCH, VBA & AT, Floor time and Miller method.
4.5 Class room behaviour management and differentiated instruction strategies

Unit 5: Teaching Methods, Approaches and Strategies for Sensory Impairment

5.1 Hand under hand, Hand over hand
5.2 Teaching Sign Language and Tactile Sign Language
5.3 Teaching Braille
5.4 Teaching Computers
5.5 O&M

Transaction: Lecture-cum-Demonstration, Group assignments, Discussion, Assignments and Tests

Course work/Practical/Field Engagement

- To assess and develop IEP for children with multiple disabilities using appropriate checklist 3 clients with different combinations
- To develop 20 lesson plan (15 curricular and 05 co-curricular) and practice at special school established for Multiple disabilities
- To develop appropriate TLM with relate to the content chosen for teaching through IEP and Group teaching
- To practice and implement the plus curricular and or extended curricular materials

Recommended Readings:

- Hogg. J. (1994). Making leisure provision for people with profound learning and multiple disabilities. Lahpman, California.
- Narayan, J., Myreddi, V., & Rao, S. (2002). Functional Assessment Checklist for Programming, NIMH, Secunderabad.
- Narayan, J. (1997). Grade Level Assessment Device for Children with Learning
- Problems in Regular Schools, NIMH, Secunderabd.
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- Warrick, A. & Kaul, S. (2002). Everyone is Talking: Making Communication Displays, IICP, Kolkata
- Reading Kit by Dr Reena Sen, IICP
- Varma, A.; Sen, R. & Worah, S. (1999), Getting Ready for Numbers, IICP.

Web based Reading

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- https://www.teachingvisuallyimpaired.com/students-with-multiple-disabilities.html
- https://www.thoughtco.com/multiple-disabilities-3111125
- http://aasep.org/fileadmin/user_upload/Protected_Directory/BCSE_Course_Files/Course_5/Chapter-9-Special_Education_Eligibility.pdf
- https://www.perkins.org/resource/strategies-assessing-and-teaching-students-visual-and-multiple-disabilities/
- https://ceedar.education.ufl.edu/wp-content/uploads/2014/09/IC-3_FINAL_03-03-15.pdf

ICT & Assistive Technology

Course code: C4 (MD) **Credits: 02** **Hours: 60**

Introduction:
The learner should gain comprehensive knowledge about the value of ICT and Assistive technology needed to enhance learning and educational experiences for people (children and Adults) with MD.

Objectives: After completing the course the learner will be able to:

- Explain the concept of Assistive technology.
- State the use of technology for persons with disabilities on communication and learning.
- Explain the principles and goals of Universal Design for Learning.
- Demonstrate the assistive technology required for social skills, livelihood skills and assistive /independent living.
- Demonstrate teaching skills through use of appropriate technology/ computers.

Unit 1: Introduction to Assistive Technology (AT)

1.1 Concept, Definition and the Importance of AT
1.2 History of Assistive Technology
1.3 Lifecycle approaches of using Assistive Technology
1.4 Levels of Assistive Technology and the difference between Assistive Technology and Adaptive Technology
1.5 Universal design for learning

Unit 2: Assistive Technology for Communication, Academic Learning and Assistive Living

2.1 Problems exhibited by the students with disabilities in communication, learning and in independent living
2.2 Technology that supports language and communication
2.3 Technology tools that strengthens academic learning
2.4 Technology that supports assistive /independent living and livelihood skills
2.5 Technology that supports home management, Issues of procuring & using assistive technology in rural / urban settings

Unit 3: Assistive Technology to Support Universal Design for Learning (UDL)

3.1 UDL: Concept, Meaning Definitions and Aim, emerging AT Trends and Innovations,
3.2 Case Studies and Best Practices in UDL
3.3 UDL: principles, goals and applications in the class room
3.4 UDL: application on curriculum and material preparations
3.5 Assistive Technology (AT) as a UDL Component, Customization, integration and Personalization with AT, AT Solutions for Multiple Disabilities within UDL

Unit 4: Assistive Technology to Enhance Social Skills, Orientation and Mobility

4.1 Concept, Meaning and Definitions of Social Communication, Orientation and Mobility
4.2 Prerequisites, Importance, Functions, Types and/or Modes of Communications
4.3 Assistive Listening Devices, Assistive Mobility Devises, Use of Social Media , Use of Browser
4.4 Technology in Sports, Dance, Drama and Music

4.5 AAC, O&M (maintenance of Listening aids, Visual aids, Mobility cane, use of Wheelchair, Motorized wheelchair, Crutches, Calipers, Artificial limbs, Tri-cycles, Cars and Other mobility equipment)

Unit 5: Access to Computer

5.1 Orientation to Computers, parts of computers, programmes in computer, Orientation to use of tablets and mobile phones.

5.2 Development and dissemination of Audio materials and resources, Application of computer in teaching (digital instructions, CAI) , Introduction to AI

5.3 Application of technology in the classroom (smart board, Portable reading devices, Magnifiers, CCTV voice output devices)

5.4 Alternate input devises (Sensors, Joy sticks, Switches, Mouse, Key board, Head pointers, Touch screen, Eye gazer, Optical recognition software, Tactile diagrams, Digital Accessible Information Systems (DAISY)

5.5 Alternate out put options (Screen magnification, Screen reader, Refreshable Braille display, Braille embosser, Mobile screen reader tools)

Transaction: Lecture-cum-Demonstration, Group assignments, Discussion, Assignments and Tests

Course work/Practical/Field Engagement

- To develop an appropriate assistive device and teach the clients assigned for IEP
- To develop computer programme with suitable input and output mechanism which suits for the IEP client
- To develop AAC and teach the client assigned for IEP
- Case studies demonstrating successful integration of AT within UDL environments. Highlight best practices and success stories where AT has significantly enhanced UDL implementation for individuals with diverse needs.

Recommended Readings

- Angelo. J. (1997). Assistive Technology for Rehabilitation Therapist. Buffalo, New York.
- Cook, M.A., & Hussey. M.S. (1995). Assistive Technology Principles and Practice. Mosby Inc.
- Das, R. C. (1992). Educational Technology: A Basic Text New. Sterling, New Delhi.
- Dececco, J.P. (1964). Educational Technology. HRW, New York.
- Fisk .J.R. (2008). AAOS Atlas of Orthoses and Assistive Devices. Elsevier Inc.
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- Rao, U. (2001). Educational technology. Himalaya Publishing House, Bombay.
- Sharma, R.A. (1983). Technology of Teaching. International, Meerut.
- Thomas, W.K. (1999). Assistive Technology Essential Human Factors. Allyn & Baccon, Boston

- Lancioni GE, Sigafoos J, O Reilly MF, Singh NN (2012) Assistive Technology: Interventions for Individuals with Severe/Profound and Multiple Disabilities. New York: Springer.
- Lancioni GE, Singh NN (2014) Assistive technologies for people with diverse abilities. New York: Springer.
- CBM-MSJE directory of assistive devices by CBM

Web based reading

- https://fisherpub.sjf.edu/cgi/viewcontent.cgi?article=1300&context=education_ETD_masters
- https://www.teachthought.com/technology/assistive-technology/
- https://www.unicef.org/media/126246/file/Assistive-Tech-Web.pdf
- https://files.eric.ed.gov/fulltext/EJ1078825.pdf
- https://www.perkins.org/unlocking-opportunities-making-the-world-more-accessible-through-disabilitytech/?gad_source=1&gclid=Cj0KCQiA4NWrBhD-ARIsAFCKwWvy_7fH-cf4xnRquX4YLVG4l9acNlhmrViEwIZ4PGqosr9-ABf9jDMaArbtEALw_wcB

Psychosocial and Family Issues

Course code: C5 (MD) **Credits: 02** **Hours: 60**

Introduction:

The Learner should gain knowledge about the importance of a Family Centred approach in teaching and working with a person with MD. They should also acquire knowledge about Community-Based intervention strategies. The learner will be understanding psychological, social, and familial dimensions surrounding individuals with multiple disabilities, with an aim to provide insights into the holistic support required for individuals and their families facing the challenges associated with multiple disabilities.

Objectives

After completing the course learners will be able to

- Understand the concept of attitude, stress and the coping strategies of PWD and their families.
- Comprehend the role of family.
- Explore the various support systems to implement family empowerment programme
- Acquire knowledge on community resources.
- Acquire knowledge on accessibility.

Unit 1: Attitudes and Stress

1.1 Attitudes of self (PWD), family & Community, Child Protection Policy, POCSO Act
1.2 Attitude change and basic theories (cognitive dissonance theory)
1.3 Stress, definition & theories
1.4 Coping with stress - Psycho social methods
1.5 Assessment of emotional reactions (emotional assessment scale)

Unit 2: Role of family

2.1 Family definitions, types, dynamics
2.2 Roles and responsibilities, communication systems
2.3 Family empowerment strategies
2.4 Family pathology-disability
2.5 Family as a support system

Unit 3: Working with Family having Children with multiple Disability

3.1 Disability -- Poverty & Poverty alleviation programme
3.2 Home-based training programme and Parent training programme
3.3 Local Level Committee/ Group Homes/ Respite Care
3.4 Parent guidance and counseling service
3.5 Parents association/ Support group- Objectives and Mission

Unit 4: Community Resource Mobilization

4.1 Assessment of Community needs & CBR Matrix
4.2 Formation of Organisation of persons with Disabilities- OPDs / Leadership training, Self Help Group/ Political participation
4.3 Resource Mobilization-Family resource and community resource
4.4 Networking Multi sectorial linkage - National and International
4.5 CSR/ Public Private Partnership

Unit 5: Access

5.1 Barrier free Environment & Universal design
5.2 Ergonomics -Work station, public places
5.3 Educational and architectural adaptation
5.4 Independent/ Assistive Living
5.5 Information and Communication - Website/ Open source

Transaction: Lecture-cum-Demonstration, Group assignments, Discussion, Assignments and Tests

Course work/Practical/Field Engagement

Recommended Readings

- Baine, D. (1988). Handicapped Children in Developing Countries: Assessment Curriculum and instruction. University of Alberta printing services.
- Balram, S. (2003). Universal Design: A new Paradigm. National Consultation on Biwako Millennium Framework for Action Towards an Inclusive barrier free and Rights based society for Persons with Disabilities in Asia and the Pacific.
- Baroff, G.S. (1986). Mental Retardation: nature, causes and management. Hemisphere Publishing Corporation. Washington.
- Bharava, M. (2004). Exceptional Children. H.P. Bhargava Book House, Agra.
- Browder, M.D. (2000). Assessment of Individual with Severe Handicap. Panl H. Brookes Publishing Co. Baltimore
- Corker, M., & French, S. (1999). Disability Discourse. Open University press, Buckingham.
- Dever, R.B. (1988). Community Living Skills: A taxonomy. In Begab, M.J.(Eb). AAMR Monographs. American Association on Mental Retardation, Washington DC.
- Helander, E., Mendis P., Nelson G., & Goerdt, A. (1989). Training in the community for people with Disability, WHO, Geneva.
- Hurlock, A.B. (1990). Developmental Psychology- A life span approach, Tata Mcgraw Hill, New Delhi
- Jeychandran, P., & Vimala, V. (1992). MDPS, Vijay Human Services, Chennai.
- Jha, M.M. (2002). School without walls: Inclusive Education for All.

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- Kebel, D. (1997). The management of Anxiety, B 1 Churchill Livingstone, New Delhi.
- Kerlinger, F.N. (2004), Foundation of Behavioral Research. Surjeet Publications. New Delhi.
- Mohapatra, C.S. (2004). Disability Management in India: Challenge and Commitments. NIMH, Secunderabd.
- Narayan, J., Myreddi, V., Reddy, S., & Rajgopal, P (1995). FACP, NIMH, Secunderabd.
- Narayan, J., & Menon, D.K. (1989). Organization of special class in a regular school, NIMH, Secunderabd.
- Pahl, J., & Quire, L. (1987). Families and Mental Retardation. Johns Hopkins University Press, Baltimore.
- Panda. K.C. (1988). Exceptional Children. Vikas Publications, New Delhi.
- Persons with Disabilities (Equal Opportunities, Protection of Rights and Full Participation) Act. (1995). Government of India, Ministry of social justice & Empowerment, New Delhi.
- Peshawaria et al., (1995). Understanding Indian Families having Persons with Mental Retardation. NIMH, Secunderabd.
- Rioux, M.H., & Mohit, A. (2005). Human Rights Disability and Law. National Human Rights Commission, New Delhi.
- Sense International India (2017). Handbook on Deafblindness. Ahmedabad India
- Tomilson, S. (1982). A Sociology of Special Education. Routleadge and Kegan Paul. London.
- Turnbull, A.P. and Turnbull, H.R. (1986). Families, professionals and exceptionality: A special Partnership. Ohio: Mrerill, Columbus.
- Turnbull, A.P., & Schulz, J.B.(1979). Mainstreaming handicapped students: A guide for the classroom teacher. Allyn and Bacon, Inc. Boston.
- World Health Organization. (1992). International Classification of Diseases, 10th Edition (ICD-10). W.H.O., Geneva.

Web based reading

- https://journals.sagepub.com/doi/pdf/10.1177/15407969231173916
- https://ejsw.journals.ekb.eg/article_25034_e9237a33bb88727fc89e07b62d538d7a.pdf
- https://files.eric.ed.gov/fulltext/EJ847482.pdf
- https://www.aimspress.com/article/doi/10.3934/medsci.2019.2.158?viewType=HTML

AREA C

DISABILITY SPECIALIZATION COURSES

Specific Learning Disability (SLD)

ASSESSMENT AND IDENTIFICATION OF NEEDS

Course Code: C1 (SLD) **Credits: 02** **Hours: 60**

Introduction

This course is planned to orient and educate the learners in understanding the condition of Learning Disability (SLD), the various types of SLD, and acquiring the skills of assessment in different domains and curricular areas, and diagnosing the condition. Along with the exposure to the standardized tools of assessment, the informal assessment tools are introduced. The skills in development and use of these tools will help them in conducting comprehensive assessment for programme planning.

Objectives

After completing the course, the learners will be able to

- Discuss the concept, the history, causes and manifestations of SLD
- Describe and differentiate among different types of SLD
- Describe the various assessment tools used for assessment of SLD
- Develop tools and conduct assessment of SLD in various domains
- Develop tools and conduct assessment of SLD in various curricular areas

Unit 1: Introduction to Specific Learning Disability (SLD)

1.1 History of SLD (International and National)
1.2 Definition (NJCLD, 2022 and RPwD, 2016)
1.3 Prevalence of SLD
1.4 Etiology of SLD- medical and social; co-morbidity of SLD with ADHD
1.5 Implications of SLD as an invisible disability; myths, and misconceptions

Unit 2: Types of SLD

Characteristics of the following across the life span
2.1 Reading
2.2 Writing
2.3 Mathematics
Characteristics and educational implications of
2.4 Dyspraxia; Developmental aphasia
2.5 Non-verbal LD

Unit 3: Assessment of SLD

3.1 Concept of screening and identification; differential diagnosis
3.2 Identification criteria – Latest DSM
3.3 Types of assessment tools – Criterion referenced tests, norm referenced tests, teacher made tests (TMTs), curriculum based tests, curriculum based assessments, curriculum based measurements, portfolios, checklists, rating scales, anecdotal records, observation schedules

3.4 Standardised / Formal tools – Screening tools (BCSLD, DALI, PRASHAST), IQ assessment (WISC, SPM, CPM), Diagnostic (DTLD, DTRD, Aston Index, NIMHANS SLD Index), Achievement (GLAD, WRAT)
3.5 Guidelines and procedure for assessment of SLD for certification in India

Unit 4: Domains of Assessment

4.1 Motor
4.2 Perceptual
4.3 Cognitive
4.4 Social-Emotional
4.5 Language

Unit 5: Assessment of Curricular Areas

5.1 Readiness skills
5.2 Reading (accuracy, reading comprehension, and fluency)
5.3 Spelling
5.4 Writing (hand writing and written expression)
5.5 Mathematics (number sense, language, maths facts, computation, problem solving)

Course Work/ Practical/ Field Engagement

- Review a movie or documentary on SLD to understand the condition
- Develop TMTs to assess various domains and curricular areas
- Diagnose the needs of the students based on case profiles

Recommended Readings

- Bender, W. (2008). Learning Disabilities: Characteristics, Identification, and Teaching Strategies, Ohio:Pearson/Allyn and Bacon
- Hayes,A.M., Dombrowski, E., Shefcyk, A., and Bulat.,J (2018). Learning Disabilities Screening and Evaluation Guide for Low- and Middle-Income Countries. RTI Press Publication No. OP-0052-1804. Research Triangle Park, NC: RTI Press. https://doi.org/10.3768/rtipress.2018.op.0052.1804
- Jena, S.P.K. (2013). Specific Learning Disabilities: Theory to Practice. Sage Publications, New Delhi
- Kapur, M., John, A., Rozario, J., & Oommen, A. (2002). NIMHANS Index of Specific Learning Disabilities, NIMHANS, Bangalore.
- Karanth, P., & Rozario, J. (2003). Learning disabilities in India willing the mind to learn. Sage, New Delhi.
- Lee. S H., Harris Karen R., & Graham, S. (2003). Handbook of Learning Disabilities. The Guilford Press, New York.
- Lerner, J. W. , & Beverely.j (2014). Learning Disabilities and Related Disabilities: Strategies for Success, New York: Cengage Learning
- Nakra, O. (2023). Children and Learning Difficulties. Allied Publishers.
- Raj, F. (2010). Breaking Through – A hand book for parents and teachers of children with specific learning disabilities. Vifa Pub, Secunderabad.

- Reddy L. G., Ramaa, R., & Kusuma, A. (2000).Learning Disabilities: A practical Guide to Practitioners. Discovery Publishers, New Delhi.
- Venkateshwarlu, D. (2005). Diagnosis and remediation of mathematical difficulties. Neel Kamal publications, New Delhi.

https://www.verywellfamily.com/how-learning-disabilities-can-affect-behavior-2161916
www.DyslexiaIDA.org

https://www.accessibletextbooksforall.org/stories/creating-learn-my-way-epub-and-reader

https://www.twinkl.co.in/

CURRICULUM DESIGNING, ADAPTATION AND EVALUATION

Course Code: C2 (SLD) **Credit: 02** **Hours: 60**

Introduction

The thrust of this course is on comprehending the key ideas related to curriculum, curriculum designing, curriculum adaptation, and curriculum evaluation.

The first unit is about different designs of curriculum wherein the UDL needs to be looked at from the inclusive education perspective. The second unit needs to be studied as the emphasis is on inclusion, hence curriculum hierarchies are essential to be understood. Unit three and four are about instructional planning and adaptations that will benefit students with Specific Learning Disability. Unit five is on evaluation where different kinds of evaluation must be studied, to be able to choose the appropriate tool for evaluation.

Objectives

After completing the course, the learners will be able to

- Describe the principles, types, and areas of curriculum
- Discuss the structure and scope of the content across various curricular areas and subjects
- Demonstrate the different ways of planning instruction
- Demonstrate skills in applying different adaptations for inclusive education
- Make effective use of different forms of evaluation

Unit 1: Curriculum Designing

1.1 Curriculum: Meaning and elements; difference between curriculum and syllabus
1.2 Types of curricula - Core, collateral, support, hidden, subject centered, learner centered, learning centered
1.3 Curriculum design: Concept and definition
1.4 Principles of curriculum design
1.5 Principles of an inclusive curriculum design

Unit 2: Curriculum Hierarchies

2.1 Reading (English and any regional language)
2.2 Writing
2.3 Mathematics
2.4 Science
2.5 Social studies

Unit 3: Instructional designing and planning

3.1 Instructional design: Meaning and steps (ADDIE Model, and Dick and Carey Model)
3.2 Instructional planning: meaning and steps
3.3 Instructional planning: pyramid plan, unit plan, and lesson plan design
3.4 Taxonomies of learning – Cognitive (Bloom's and Anderson's), Psychomotor & Affective
3.5 Instructional models – Direct instruction, Explicit direct instruction, Gradual release of responsibility, 5E instructional model

Unit 4: Adaptation, Modification, Accommodation

4.1 Definition and concept of adaptation, modification, accommodation; implications for students with SLD

4.2 Environmental adaptations – nature and types; Curriculum adaptations - Principles and steps of adaptation

4.3 Differentiated instruction – Meaning, process, and strategies

4.4 Individualised Education Programme/Plan - Need, scope, and process of development

4.5 Examination Provisions - CBSE, ICSE, IB, IGCSE, NIOS and various state boards.

Unit 5: Evaluation

5.1 Evaluation- Concept and scope (curriculum evaluation and student evaluation)

5.2 Curriculum evaluation types (formative, summative, diagnostic) and their purpose

5.3 Factors in curriculum evaluation

5.4 Tools for

- 5.4.1 Programme evaluation
- 5.4.2 Process evaluation
- 5.4.3 Student evaluation

5.5 Evaluation of IEP as a curriculum – factors and key considerations

Transaction

Experiential method, discussion, debates, connecting with teachers, undertaking surveys etc. will give the student-teachers perspectives on this course. Collaborations with general education teachers for inputs in unit two will be helpful to understand the scope of the curriculum that a student with SLD needs to access in different subject areas.

Coursework/ Practical/ Field Engagement

- Adapt a lesson according to the needs of the identified student/class
- Plan a differentiated lesson for a given class
- Conduct a survey to understand the challenges teachers face in curriculum transaction
- Review existing lesson plans to identify the incorporation of various taxonomies of learning

Recommended Readings

- Angela, L., & Angela, S. (2011). Alternative Approaches to Assessing Young
- Children, Second Edition. Brookes Publishing Company, Baltimore.
- Hodkinson, A., & Vickerman, P. (2009). Key issues in special educational needs and
- inclusion. SAGE, Los Angeles.
- Jones, S. (2000). Accommodation and modifications for students with hand writing problems and/or dysgraphia
- Joyce, S. C. (2003). Successful Inclusive Teaching: Proven Ways to Detect and
- Correct Special Needs. Pearson, London.
- Joyce, S. C. et al., (1987).Assessing and programming basic curriculum skills. Allyn
- & Bacon, Boston.
- Margo, A. M., & Thomas E. S. (2009). The Inclusive Classroom: Strategies for
- Effective Differentiated Instruction. Pearson, London.
- Karten, T. J. (2010). Inclusion strategies that work! Research-Based Methods for the

- classroom. Corwin, California.
- William, N. B. (2007). Differentiating Instruction for Students With Learning
- Disabilities: Best Teaching Practices for General and Special Educators. Corwin,
- California

https://council-for-learning-disabilities.org/wp-content/uploads/2017/07/CLD_EL_LD_Reading2016-FINAL.pdf
www.nichcy.org/training/contents.asp
www.Idonline.org/Id_indepth/writing/dysgraphia/
https://www.bdadyslexia.org.uk/
www.Idonline.org/Id_indepth/writing/dysgraphia

Intervention and Teaching Strategies

Course Code: C3 (SLD) **Credit: 02** **Hours: 60**

Introduction

This course will provide insight into the conceptual framework of the area of educational interventions. It will familiarize the learners with the strategies approaches and tools of assessment and seeks to develop an understanding of how interventions in the areas affected can be instrumental in enhancing performance. The course will prepare the student-teachers in helping children with learning disabilities by developing appropriate strategies and intervention plans for them. This will prepare them to work with students in clinical as well as classroom set-ups and arm them with programmes for assessment, goal setting, reviewing and reporting the success of the intervention targets.

Objectives

After completing the course, the learners will be able to

- Explain the purpose and define the principles of educational intervention.
- Demonstrate the use of the intervention and teaching strategies in the process areas
- Demonstrate the use of the intervention and teaching strategies in the various curricular (reading, writing, mathematics) areas
- Demonstrate the use of the intervention and teaching strategies in the area of life skills

Unit 1: Conceptual Framework of Educational Intervention

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

Unit 2: Educational Interventions for Processing Deficit (strategies and techniques)

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

Unit 3: Reading and Writing Interventions

3.1 Principles of intervention in reading and writing
3.2 Strategies for developing word recognition skills, fluency and comprehension
3.3 Strategies for developing handwriting, spelling and written expression
3.4 Strategies for Reading and writing across the curriculum
3.5 Strategies for differentiation and inclusion in the classroom

Unit 4: Interventions for Mathematics

4.1 Principles for interventions in mathematics

4.2 Strategies for developing mathematical concepts

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

4.4 Strategies for problem solving

4.5 Accommodations [calculators, computers] in the mainstream classroom

Unit 5: Intervention in Life Skills - strategies and techniques for

5.1 Developing social skills - Social competencies, self-regulation, and self-advocacy

5.2 Developing study skills

5.3 Developing 21st century skills - Collaboration, communication, creativity, critical thinking

5.4 Soft skills - Presenting self, time management, decision making, mindfulness

5.5 Preparation for independent living; Career planning, leisure and recreation

Transaction

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

Course Work/ Practical/ Field Engagement

• Prepare an educational intervention plan/tool for a given process

• Prepare an educational intervention plan/tool for a given skill

• Plan a parental meet to discuss the intervention goals

• Collaborate with a specific subject teacher to set an intervention goal

• Conduct a workshop for mainstream teachers on educational interventions/classroom strategies

Recommended Readings

- Bird, R. (2013). The Dyscalculia Toolkit: Supporting Learning Difficulties in Maths.
- Sage, Los Angeles.
- Cummings, C. (2000). Winning Strategies for Classroom Management Teaching.
- Book News, Inc., Portland.
- Das, J. P. (2009). Reading difficulties and dyslexia: An interpretation for teachers.
- Sage Publications, New Delhi.
- Harwell, J. M., & Jackson, R, W. (2008). The Complete Learning Disabilities
- Handbook: Ready-to-Use Strategies and Activities for Teaching Students with
- Learning Disabilities. Jossey Bass Inc, San Francisco.
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- Martin, L, C. (2009). Strategies for Teaching Students with Learning Disabilities:
- Corwin Press, CA.
- Mather, N., & Goldstein, S. (2001). Learning Disabilities and Challenging Behaviors:
- A Guide to Intervention and Classroom Management, Brookes Publishing Company,
- Baltimore.
- Narayan, J. (2002). Educating children with learning problems in the primary school.
- NIMH, Secunderabad.
- Pandey J., & Thapa K. (2008). Perspectives on learning disabilities in India: Current
- practices and prospects. Sage Publications, New Delhi.
- Raj, F (2010) Breaking Through – A hand book for parents and teachers of children
- with specific learning disabilities, Vifa Publication, Secunderabad.
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- Guide to Practitioners. Discovery Publishers, New Delhi.
- Tomlinson, C, A. (1999). The Differentiated Classroom: Responding to the Needs of
- All Learners. ASCD, Alexandria.
- Venkateswanshu, D. (2005). Diagnosis and remediation of mathematical difficulties.
- Neel Kamal publications, New Delhi.
- http://www.childdevelopmentinfo.com/learning/learning_disabilities.shtml
- https://dsel.education.gov.in/sites/default/files/2021-06/CWSN_E-Content_guidelines.pdf
- https://www.accessibletextbooksforall.org/accessible-epub-guide
- https://www.cricksoft.com/uk/clicker

ICT & Assistive Technology

Course Code: C4 (SLD) **Credit: 02** **Hours: 60**

Introduction

This course covers the integration of technology in the teaching learning process of the students with Specific Learning Disability. The focus of the course must be on what the technology device or software does for the individual/student not on the device itself. The units progress from understanding the meaning scope, to the use of technology for teaching and learning and ends with the issues that one faces while dealing with technology.

Objectives

After completing the course, the learners will be able to

- Explain the meaning, scope, and use of technology
- Describe the application of technology
- Use the various types of technology for presenting, engaging and engaging students with SLD in classrooms
- Discuss the trends and issues related to the use of technology

Unit 1: Concept of Technology

1.1 Meaning, need and significance of technology in education of children with SLD
1.2 ICT : Meaning and scope
1.3 Assistive technology (AT): Meaning and scope
1.4 Role & use of AT for children with SLD
1.5 Technology integration vs technology use in the curriculum

Unit 2: Application of Technology

2.1 Implications of use of technology for inclusion
2.2 Application of Technology for lesson planning, creating worksheets, report writing
2.3 SETT (Student, Environment, Task and Tools) Framework and quality indicators of AT
2.4 Computer assisted instructions and Computer managed instructions
2.5 Cybernetics, E-Learning, use of internet and web search

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

3.1 Content Presentation & Expression: Concept & scope
3.2 Visual mode- Large print displays, alternative colours to the screen, colour coding, smart boards, Multimedia Presentations, screen magnifiers
3.3 Auditory mode - text to voice, screen readers, FM Listening Systems, podcast
3.4 Cognitive – graphic organisers
3.5 Consideration for selection of tools – no tech, low tech, high tech, low cost, high cost

Unit 4: Technology for Classroom Engagement

4.1 Classroom engagement – Meaning and components

4.2 Reading, Writing & Mathematics - Talking books, recorder, optical character recognition , speech recognition systems, alternative writing surfaces , pencil grips , podcast, proof reading software, talking calculators, electronic math worksheets, fluidity software

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

4.4 Types of programmes - Drill & practice, simulations, games, tutorial

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

Unit 5: Trends & Issues in Using Technology

4.1 Digital natives & digital immigrants

4.2 From isolation to inclusion

4.3 Parent/family involvement

4.4 Cyber safety

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

Transaction

Transaction for all units must be through experiential learning, discussion, debate, research & review, design and problem solve, colloquia (with instructional designers, software developers).

Coursework/ Practical/ Field Engagement

• Develop low cost material for presentation (for teachers)

• Develop low cost material for engagement

• Develop low cost material for expression

• Conduct a survey on the kind of assistive technology used in the schools for students with Specific Learning Disability and present the findings

Essential Readings

• Amy, G. D., & Deborah, N. (2011). Assistive Technology in the Classroom:Enhancing the School Experiences of Students with Disabilities. Pearson, London.

• Dian, P. B., & Brian R. B. (2011). Assistive Technology for People with Disabilities. Pearson, London.

• Joan, G. (2011). The Ultimate Guide to Assistive Technology in Special Education: Resources for Education, Intervention, and Rehabilitation. Prufrock Press Inc., Texas.

• Kimberly, S. V. (2005). Teaching by Design: Using Your Computer to Create Materials for Students with Learning Differences. Woodbine House, Bethesda.

• Cook, A.M., & Polgar, J.M. (2012). Essentials of Assistive Technologies. Mosby, Missouri.

• Lever-Duffy, J., & McDonald. J. (2010). Teaching and Learning with Technology. Pearson, London.

• Newby, T.J. (2010). Educational Technology for Teaching and Learning (4th Edition). Pearson, London.

Senjam , S. S.(Ed.) (2021). An Introduction to Assistive Technology. United Kingdom: Nova Science Publishers.
• West. T.G. (2009). In the Mind's Eye: Creative Visual Thinkers, Gifted Dyslexics, and the Rise of Visual Technologies. Prometheus Books, New York.

https://www.readingrockets.org/topics/learning-disabilities/articles/assistive-technology-kids-learning-disabilities-overview
https://www.aicte-india.org/sites/default/files/AT/Assistive%20technology%20for%20learning.pdf
https://www.ldao.ca/introduction-to-ldsadhd/what-helps/assistive-technology/
https://exceptionalchildren.org/blog/sett-framework-and-evaluating-assistive-technology-remotely

Psycho-Social and Family Issues

Course Code: C5 (SLD) **Credits: 02** **Hours: 60**

Introduction

This course gives an overview of psychosocial domains, stages, characteristics and manifestations of psychosocial behaviours of a child with SLD at home and in community settings. It also deals with family dynamics and parenting styles that have a bearing on the upbringing of the child with SLD. and parent empowerment. It also lays stress on the importance of stress management, family counselling and social and emotional wellbeing.

Objectives

After completing the course, the learners will be able to

- Explain the concept of psychosocial domain, and psychosocial issues in children with SLD
- Discuss the challenges experienced by the families and solutions to deal with them
- Explain the challenges experienced by adolescents with SLD
- Discuss the various approaches to interventions of psychosocial concerns
- Discuss the strategies for nurturing social emotional wellbeing of a child with SLD

Unit 1: Overview of Psycho-social domain

1.1 Psychosocial domains- Meaning and components (Cognitive, Affective, Social)
1.2 Stages of psychosocial development (up to adolescence)
1.3 Psycho-social characteristics of children with SLD at different stages of psychosocial development
1.4 Manifestations of psychosocial behaviour of a child with SLD at home, school and society
1.5 Impact of attitudes of society on children with SLD

Unit 2: Family Dynamics

2.1 Family structure and its functioning
2.2 Parenting styles and home environment
2.3 Needs and concerns of child with SLD
2.4 Needs, concerns, role of family
2.5 Empowering Parents- Resource management, legal provisions

Module 3: Adolescents with SLD

3.1 Physiological Changes: Implication for psychosocial development
3.2 Sexuality and relationships
3.3 Socialisation
3.4 Higher education
3.5 Career choices

Unit 4: Intervention Approaches

4.1 Contemporary behavioural intervention approaches
4.2 Cognitive behavioural approaches

4.3 Parent training approaches
4.4 Social Emotional Learning (SEL) approach
4.5 Schoolwide systems approach

Unit 4: Strategies for Nurturing Social Emotional Wellbeing
4.1 Strategies for developing positive self-concept
4.2 Social skill training
4.3 Stress management
4.4 Family counselling
4.5 Networking and liaising with students, parents, community and NGO's

Transaction
This paper should be taught through review of research papers, seminars, discussions, debates, presentations, YouTube videos and movies to understanding of the issues athand.

Course Work/ Practical/ Field Engagement
- Observe and identify psycho-social problems of any student with SLD during school internship programme. Give detailed description along with intervention performed.
- Design a scrap book on news related to psycho-social issues among children with SLD. Analyse them and present a report with detailed write-up.
- Collect and compile articles on interventions for psychosocial issues from various sources and present them in class

Recommended Readings

- Hurlock, E. B. (2002). Developmental Psychology. Tata Mc Graw –Hill, New Delhi.
- Paley, S. (2012). Promoting positive behaviour when supporting people with a learning disability and people with autism. Los Angeles. Sage,

https://www.ldonline.org/ld-topics/self-esteem-stress-management/understanding-childrens-hearts-and-minds-emotional
https://files.eric.ed.gov/fulltext/EJ1162075.pdf
https://www.helpguide.org/articles/autism-learning-disabilities/helping-children-with-learning-disabilities.htm
https://www.ldatschool.ca/learn-about-lds/social-emotional-development-lds/
https://greatergood.berkeley.edu/article/item/how_to_bring_sel_to_students_with_disabilities
https://www.verywellfamily.com/how-learning-disabilities-can-affect-behavior-2161916
https://www.ldatschool.ca/social-skills-training/
https://journals.sagepub.com/doi/10.2307/1593630

AREA C

DISABILITY SPECIALIZATION COURSES

Visual Impairment (VI)

Identification of Children with Visual Impairment and Assessment of Needs

Course Code: C1 (VI) **Credits: 02** **Duration: 60 Hrs**

Introduction

We cannot treat child as 'a pair of young eyes'. We need to understand the whole child, including his feelings and needs. Having understood the psychological and sociological implications of visual impairment, the learners should be more empathetic to the needs of the visually impaired and address them appropriately in diverse educational settings. There are many eye conditions each with different educational and social implications. The infant must 'see to learn' and therefore a visually impaired infant must 'learn to see'. The course will enable the trainees to be able to identify children who are at risk for visual impairment. The trainees will be able to understand the functional vision assessment and other psychological tests which are crucial and important. The course also focuses on needs and assessment of visually impaired children with additional or associated disabilities.

Objectives

After completing the course student-teachers will be able to

- *Describe the process of seeing including structure of eye and common eye defects.*
- *Explain the etiology of visual impairment.*
- *Analyse the implications of visual impairment and identify their needs.*
- *Develop skills to identify and assess children with visual impairment.*
- *Describe the needs and develop skills to assess children with visual impairment and additional/associated disabilities (VIAD).*

Unit 1: Understanding Vision and Visual Impairment

1.1 Process of seeing with basic concept of Refraction, visual acuity, visual field, fusion, depth perception, etc.
1.2 Structure & function of eye
1.3 Visual perception and psychological aspects of vision
1.4 Concept and definitions of blindness and low vision (WHO & RPwD Act, 2016)
1.5 Development of vision in child (from birth)

Unit 2: Common Eye Disorders & Visual Impairment

2.1 Loss of Visual acuity, visual field, colour vision and contrast sensitivity
2.2 Different Refractive Errors
2.3 Vitamin-A deficiency, Cataract, Glaucoma, Corneal ulcer, trachoma and other infectious diseases
2.4 Strabismus, Nystagmus & Amblyopia
2.5 Disorders related to receptive aspects: Albinism, Retinal detachment, Retinitis pigmentosa, Retinopathy of prematurity, Cortical Visual Impairment, Optic atrophy and macular degeneration, etc.

Unit 3: Implications of Visual Impairment (Low Vision & Blindness)

3.1 Implications of visual impairment: Psycho-social & Educational
3.2 Factors affecting implications of visual impairment: Age of onset, degree of vision, type of vision loss, prognosis, and socio-economic status of the family
3.3 Effect of visual impairment on growth and development: Physical, Motor, Language, Socio-emotional, and Cognitive development
3.4 Educational needs of the students with visual impairment: personal, Educational, Social, Emotional and Vocational aspects
3.5 Coping strategies to overcome the implications of visual impairment (low vision & blindness).

Unit 4: Identification and Assessment of Visual Impairment

4.1 Identification of Visual Impairment: Role of Teachers and Screening Checklists for Teachers
4.2 Clinical assessment of vision – Concept, need, procedure and interpretation.
4.3 Functional assessment of vision: Concept, need and methods
4.4 Psychological Assessment for of the students with visual impairment: Different adapted tests
4.5 Tools of functional assessment of vision and skills Functional skills inventory for the blind (FSIB), Low Vision Assessment by Jill Keeffe, Lea tests, and Portfolio assessment

Unit 5: Assessment of Needs of Children with VIAD (Visually Impaired with Associated Disabilities)

5.1 Definition, Concept and etiology of VIAD
5.2 Impact of VIAD on growth and development
5.3 Challenges faced by VIAD
5.4 Screening, and identification of Visually Impaired children with associated disabilities
5.5 Multidisciplinary assessment of VIAD

Suggested Course Work/ Practical/ Field Engagement

- Present a seminar on implications of visual impairment on the personality of the visually impaired
- Use checklists prepared by national level organisations (NCERT, NIEPVD or others) for identification of vision related problems
- Prepare material on early indicators of visual impairment and prevention of visual impairment
- Supervised use of tests: eg. Vithoba Paknikar Performance Test, A short Scale IQ measure for the visually impaired based on WISC-R, Adapted EPQ, Adapted Blind Learning Aptitude Test, Concept development for blind children, Reading Preference Test, Cornell Medical Index for Visually Handicapped Children.

Recommended Readings:

- Barraga, N. C. (1980). Sequences of Visual Development. University of Texas, Austin.
- Bhan, S., & Swarup, S. (2010). Functional Skills Inventory for the Blind. National Association for the Blind. Mumbai.
- Bhandari, R., & Narayan J. (2009).Creating learning opportunities: a step by step guide to teaching students with vision impairment and additional disabilities, including deafblindness. India: Voice and vision.
- Holbrook, M. C., & Koenig, A. J. (2000). Foundations of Education, Vol I: History and Theory of Teaching Children and Youths with Visual Impairments. AFB Press, New York.
- Hyvarinen, L., & Jacob N. (2011).What and how does this child see: assessment of visual functioning for development and learning. Vistest Ltd., Finland.
- Kumar, P. (2018). Alp Drishti Bachhe (Hindi). Delhi: S R Publising House
- Kundu, C.L. (2000). Status of Disability in India. RCI, New Delhi.
- Leat, S.J., Shute R.H., & Westall, C.A. (1999). Assessing children's vision: A handbook. Butterworth-Heinemann, Oxford.
- Mani, M.N.G. (1992). Concept development of blind children. SRK Vidyalaya, Coimbatore.
- Mani, M.N.G. (2001). Reading Preference Test (REPT) for Children with Low Vision. Coimbatore: International Human Resource Development Centre for the Disabled.
- Mukhopadhyay, S., Mani, M.N.G., RoyChoudary, M., & Jangira, N.K. (1988). Source Book for Training Teachers of Visually Impaired. NCERT, New Delhi.
- National Institute for the Visually Handicapped (1990). Handbook for Teachers of the Blind. NIVH, Dehradun.
- NIEPVD (2020). *Effective Schools for Students with Visual Disabilities (Quality Indicators and Parameters).* NIVH Dehradun. Retrieved online on 22/11/2023 from https://nivh.gov.in/pdfdoc/qualityindicators.pdf
- NIEPVD (2022). Expanded Core Curriculum (Hindi) Vistarit Mool Pathchariya. National Institute for the Empowerment of Persons with Visual Disabilities. Available at https://nivh.gov.in/?page_id=7391
- NIEPVD (2023). Screening Checklist for Vision Difficulties in Students . National Institute for the Empowerment of Persons with Visual Disabilities. Available at https://nivh.gov.in/?page_id=7391
- NIEPVD (2016). Visual Disability: A Resource Book for Teachers. Vo. 1. National Institute for the Empowerment of Persons with Visual Disabilities, Dehradun
- NIEPVD (2016). Visual Disability: A Resource Book for Teachers. Vo. 2. National Institute for the Empowerment of Persons with Visual Disabilities, Dehradun
- Scholl, G. T. (1986). Foundations of the education for blind and visually handicapped children and youth: Theory and Practice. AFB Press, New York.
- Singh, T.B. (1986). A short Scale I.Q Measure for the Visually Handicapped. NIVH. Dehradun.
- Singh, T.B. (1986). Eyssenck Personality Questionnaire (EPQ) for the Visually Handicapped. NIVH. Dehradun.
- Singh, T.B. (1986).Standardisation of Cornell Medical Index on Visually Handicapped children. NIVH, Dehradun.

- Singh, T.B., & Sati, G. (1992). Use of Blind Learning Aptitude Test as a performance measure for the assessment of Visually Handicapped Children in India. NIVH, Dehradun.
- Warren, D.H. (1983). Blindness and Early Childhood Development. AFB Press. New York.

- Punani, B., & Rawal, N. (1993). Handbook: Visual Impairment. Ashish Publishing House, New Delhi.
- Bright Hub Education. (2012). Identifying Students with Visual Impairment. Retrieved from http://www.brighthubeducation.com/special-ed-visual-impairments/69240-early-signs-of-visual-impairment-in-a-child/

Curriculum, Adaptation and Strategies for Teaching Expanded Curriculum

Course Code: C2 (VI) **Credits: 02** **Hours: 60**

Introduction

The curriculum is the heart of any educational system. As is the curriculum, so is the educative process. This course will provide basic understanding of the concept of curriculum approaches to curriculum development. The course content shows a strong commitment to the notion that children with visual impairment should have access to the regular core curriculum for which they need to learn an expanded core curriculum unique to visual impairment. Apart from that certain curricular adaptations and modifications are required to be done to enable the students to access visually oriented concepts. Adapted physical education and creative arts also form a part of this course of study.

Objectives

After completing the course student-teachers will be able to

- Define curriculum, its types and explain its importance.
- Demonstrate techniques of teaching functional academic skills.
- Explain importance and components of independent living skills.
- Explain curricular adaptations with reasonable accommodations.
- Illustrate how physical education and creative arts activities can be adapted for the children with visual impairment.

Unit 1: Concept and Types of Curriculum

1.1 Concept, Meaning and need for curriculum
1.2 Curricular approaches in Special Education – developmental, functional, eclectic and universal design for learning approach
1.3 Types of Curriculum – need based, knowledge based, activity based, skill based and hidden curriculum
1.4 Curriculum Planning, Implementation and Evaluation: Role of Special teachers of the visually impaired
1.5 Introduction to Expanded Core Curriculum (ECC) - Meaning, Need and Components

Unit 2: Teaching Functional Academics Skills

2.1 Areas of Functional Academics Skills: Reading, Writing, Arithmetic, Concept Development, Listening, Spatial Awareness and Organizational skills
2.2 Learning media assessment: Meaning, importance, techniques of teaching Braille /Print
2.3 Pre-requisite skills for learning Braille, Abacus, Taylor Frame
2.4 Devices for facilitating academic/classroom activities by children with visual impairment
2.5 Strategies for learning supported with Braille and /or Large Print

Unit 3: Teaching of Independent Living Skills

3.1 Independent living skills – Meaning, Importance, Components

3.2 Orientation and Mobility – need and importance, techniques of teaching mobility, sighted guide and pre-cane, cane techniques and mobility aids
3.3 Daily living skills – assessment of needs and techniques of teaching age appropriate daily living skills
3.4 Sensory efficiency – importance and procedures for training auditory, tactile, olfactory, gustatory, kinaesthetic senses and residual vision
3.5 Techniques of teaching social interaction skills, leisure and recreation skills and self - determination

Unit 4: Curricular Adaptation

4.1 Curricular adaptation – Need, Importance and Process
4.2 Reasonable accommodation – Concept, Need and Planning
4.3 Planning of lessons for teaching Expanded Core Curriculum – Individualized Education Program writing
4.4 Pedagogical Strategic – Cooperative learning, Peer tutoring, reflective teaching, multisensory teaching
4.5 Preparation of Teaching Learning Material for ECC – Reading Readiness kit, Flash Cards, Sensory Kits, and Mobility Maps

Unit 5: Curricular Activities

5.1 Curricular activities: Meaning and need for adaptation.
5.2 Adaptation of physical education activities and Yoga
5.3 Adaptation of Games and Sports – both Indoor and Outdoor
5.4 Creative Recreational and Leisure Activities (eg. Orientation to accessible video games, adaptation of traditional games)
5.5 Agencies/Organisations promoting – Sports, Culture and Recreation activities for the Visually Impaired in India

Course Work/ Practical/ Field Engagement

- Prepare reading readiness material for pre-school children with visual impairment
- Prepare lesson plans for teaching ECC to children with visual impairment
- Preparation and presentation of a kit to develop sensory efficiency
- Select one chapter from a secondary level text book of your choice and adapt it for learners with visual impairment /Adapt one diagram and one map from secondary classes into non-visual format
- Refer adapted sports norms and rules for persons with visual impairment prepared by various agencies (eg. Indian Blind Sports Association, Chess Federation of India, Paralympic Committee of India, Abilympics, World Blind Cricket, and others)

Recommended Readings

- Lowenfeld, B. (1971). Our blind children: Growing and learning with them. Charles C. Thomas, Springfield.
- Aggarwal, J.C. (2005). Curriculum development.Shipra Publication, New Delhi.
- Arora, V. (2005). Yoga with visually challenged. Radhakrishna Publication, New Delhi.

- Ashcroft, S. C., & Henderson, F. (1963). Programmed Instruction in Braille. Stanwick House, Pittsburgh.
- Baratt, S. H. (2008). The special education tool kit. Sage Publication, New Delhi.
- Barraga, N. C. (1986). 'Sensory Perceptual Development'.in: G.T. Scholl (ed.) Foundations of the education for blind and visually handicapped children and youth: Theory and Practice. AFB Press, New York.
- Chapman, E. K. (1978). Visually Handicapped Children and Young People. Routledge and Kegan Paul, London.
- Cutter, J. (2006). Independent Movement and travel in Blind Children. IAP, North Carolina.
- Dickman, I.R. (1985). Making life more liveable. AFB, New York.
- Dodds, A. (1988). Mobolity training for visually handicapped people. Croom Helm. London.
- Hodapp, R. M. (1998). Developmental and disabilities: Intellectual, sensory and motor impairment. Cambridge Uni. Press, New York.
- Jose, R. (1983). Understanding Low Vision. American Foundation for the Blind, New York.
- Kauffman, J.M., & Hallahan, D.P. (1981). Handbook of Special Education. Prentice Hall, New Delhi
- Kelly, A.V. (1997). The curriculum: theory and practice. Harper and Row, London.
- Kumar, P. (2018). Alp Drishti Bachhe (Hindi). Delhi: S R Publising House
- Lowenfeld, B. (1973). The Visually Handicapped Child in School. John Day Company, New York.
- Mangal, S. K. (2011) Educating Exceptional Children: An Introduction to Special Education. PHI Learning Pvt.Ltd., New Delhi.
- Mani, M. N. G. (1992). Techniques of teaching blind children. Sterling Publishers Pvt. Ltd., New Delhi.
- Mani, M. N. G. (1997). Amazing Abacus. S.R.K. Vidyalaya Colony, Coimbatore.
- Mason, H., & Stephen McCall, S. (2003). Visual Impairment – Access to Education for Children and Young people. David Fulton Publishers, London.
- Mukhopadhyay, S., Mani, M.N.G., RoyChoudary, M., & Jangira, N.K. (1988). Source Book for Training Teachers of Visually Impaired. NCERT, New Delhi.
- National Curriculum Framework. (2005). Position paper National focus group in Education of Children with Special needs. NCERT, New Delhi.
- National Institute for the Visually Handicapped (1990). Handbook for Teachers of the Blind. NIVH, Dehradun.
- NIEPVD (2020). *Effective Schools for Students with Visual Disabilities (Quality Indicators and Parameters).* NIVH Dehradun. Retrieved online on 22/11/2023 from https://nivh.gov.in/pdfdoc/qualityindicators.pdf
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- NIEPVD (2016). Visual Disability: A Resource Book for Teachers. Vo. 2. National Institute for the Empowerment of Persons with Visual Disabilities, Dehradun
- Punani, B., & Rawal, N. (2000). Handbook for Visually Impaired. Blind Peoples' Association, Ahmedabad.
- Scholl, G. T. (1986). Foundations of the education for blind and visually handicapped children and youth: Theory and Practice. AFB Press, New York.
- Sharma, R. A. (2011). Curriculum development and instruction. R. Lall Book Depot, Meerut.
- Status of Disability in India. (2012). Rehabilitation Council of India, New Delhi.
- The expanded Core Curriculum. (2013). Retrieved from http: // www.afb.org
- Vijayan, P., & Gnaumi, V. (2010). Education of children with low vision. Kanishka Publication, New Delhi.
- Welsh, R., & Blasch, B. (1980). Foundation Orientation & Mobility.AFB, New York.
- Wright, L. (2013). The Skills of Blindness: What should students know and when students know. Retrieved from http:// www.lofob.org

Intervention and Teaching Strategies

Course Code: C3 (VI) **Credits: 04** **Hours: 60**

Introduction

This course builds on the pedagogy courses presented under A4 and A5 of the present B.Ed. curriculum. It prepares the student-teachers to transact lessons in various school-subjects for children with visual impairment. For this purpose, the required intervention and teaching techniques and skills are highlighted.

The student-teachers, it is hoped, will find the course highly stimulating, as it will enable them to help blind and low vision students to cope effectively with the challenges of curriculum transaction, at par with their sighted peers.

Objectives

After completing the course student-teachers will be able to

- Explain various theoretical perspectives related to intervention & teaching strategies.
- Demonstrate techniques of teaching Mathematics to visually impaired children.
- Acquire necessary competencies and skills for teaching science and assessment of the learners with special reference to children with visual impairment.
- Acquire and apply necessary skills for adapting TLM in social science and assessment of the learners with special reference to children with visual impairment.
- Describe the process of assessment visual efficiency and classroom management for children with low vision.

Unit 1: Theoretical Perspectives

1.1 Understanding Teaching Methods, Approaches, Strategies & Tactics
1.2 Intervention – Concept, Scope and Importance
1.3 Intervention for lately blinded students – Role of Special teachers/educators
1.4 Mediated teaching-learning – Concept, Need and Procedure
1.5 Enriched teaching for Concept development: Converting visual concepts into accessible experiences

Unit 2: Mathematics

2.1 Coping with Mathematics phobias
2.2 Conceptualization of Mathematical ideas – Processes and Challenges for Children with Visual Impairment
2.3 Preparation and Use of tactile materials
2.4 Mental arithmetic abilities – Concept, Importance and Application
2.5 Evaluation procedures with special reference to the Needs of Children with Visual Impairment

Unit 3: Science

3.1 Providing first-hand experience in the class and the school environment

3.2 Inclusive/collaborative learning for laboratory work
3.3 Science Teaching Learning Materials and Equipment: i) Preparation and use of TLM, ii) Locating and procuring Science equipment
3.4 Problem solving and Learning by doing approach for Visually Impaired students
3.5 Evaluation procedure with particular reference to Practicals and Adaptations in Examination questions

Unit 4: Social Science

4.1 Techniques of preparation and presentation of adapted Tactile maps, Diagrams, and Globe
4.2 Procuring, adapting and use of different types of models
4.3 Organizing field trips
4.4 Teaching Skills: Dramatization, Narration, Explanation, Story-telling, and Role play
4.5 Evaluation of concepts and skills in social science with particular reference to Geography

Unit 5: Teaching of Children with Low Vision

5.1 Selection of an appropriate medium of reading and writing
5.2 Techniques and procedures for developing reading and writing skills
5.3 Orientation and Mobility for low vision children
5.4 Creating Stimulating Learning Environment for Low Vision; Strategies for engagement
5.5 Classroom Management – Seating arrangement, adjustable furniture, illumination, non-reflecting surfaces and colour contrast

Course Work / Practical / Field Engagement

- Prepare and use two teaching learning materials for teaching Maths/ Science/ Social Science.
- Prepare a short concept paper (about 500 words) on developing a science laboratory for the visually impaired students.
- Functionally assess the vision of a low vision child and plan a teaching programme.

Recommended readings:

- Agrawal, S. (2004). Teaching Mathematics to Blind Students through Programmed Learning Strategies. Abhijeet Publication, Delhi.
- Bourgeault, S. E. (1969). The Method of Teaching the Blind : The Language Arts. American Foundation for the Overseas Blind ,Kuala Lumpur.
- Chapman, E. K. (1978). Visually Handicapped Children and Young People. Routledge, London.
- Fernandez, G., Koening. C., Mani. M.N.G., & Tensi. S. (1999). See with the Blind. Books for Change, Banglalore.
- Hodapp, R. M. (1998). Developmental Disabilities: Intellectual, Sensory and Motor Impairment. Cambridge University Press, New York.
- Jose, R. (1983). Understanding Low Vision. American Foundation For The Blind. New York.

- Kelley, P., & Gale, G. (1998). Towards Excellence: Effective Education for Students with Vision Impairments.North Rocks Press, Sydney.
- Kumar, P. (2018). Alp Drishti Bachhe (Hindi). Delhi: S R Publising House
- Lowenfeld, B. (1973). The Visually Handicapped Child in School. John Day Company, New York.
- Lydon, W. T., & McGraw, M. L. (1973). Concept Development for Visually Handicapped Children. AFB, New York.
- Mangal, S. K. (2011) Educating Exceptional Children: An Introduction to Special Education. PHI Learning Pvt. Ltd., New Delhi.
- Mangold, S. S. (1981). A teachers' Guide to the Special Education needs of Blind and Visually handicapped Children. New York: AFB
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- Mason, H., & McCall, S. (2003). Visual Impairment – Access to Education for Children and Young people. London: David Fulton Publishers.
- Mukhopadhyay, S., Mani, M.N.G., Roy Choudary, M., & Jangira, N.K. (1988). Source Book for Training Teachers of Visually Impaired. New Delhi: NCERT.
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- NIEPVD (2023). Screening Checklist for Vision Difficulties in Students . National Institute for the Empowerment of Persons with Visual Disabilities. Available at https://nivh.gov.in/?page_id=7391
- NIEPVD (2016). Visual Disability: A Resource Book for Teachers. Vo. 1. National Institute for the Empowerment of Persons with Visual Disabilities, Dehradun
- NIEPVD (2016). Visual Disability: A Resource Book for Teachers. Vo. 2. National Institute for the Empowerment of Persons with Visual Disabilities, Dehradun
- Punani, B., & Rawal, N.(2000). Handbook for Visually Impaired. Blind Peoples' Association, Ahmedabad.
- Scholl, G.T. (1986). Foundations of the education for blind and visually handicapped children and youth: Theory and Practice. AFB Press, New York.
- Vijayan, P.., & Gnaumi, V. (2010). Education of children with low vision. Kanishka Publication, New Delhi.

Technology and Education of the Visually Impaired

Course Code: C4 (VI) **Credits: 02** **Hours: 60**

Introduction

Technology in the form of adaptive and assistive devices and various applications / software, play a crucial role in the education of the visually impaired. This course brings into sharp focus the need and importance of such technologies both for the practicing teachers and the visually impaired learners. While highlighting the significance of addressing the user's point of view/feedback and involving mainstream professionals in developing required technologies, the course also dwells upon how best students with visual impairment get access to the printed text/material. The course also acquaints the student-teachers with various devices and applications for making the teaching learning process for important school subjects and other readings more meaningful, exciting and rewarding for all concerned. The educational needs of children with low vision and related technological perspectives are addressed, too, along with critical contributions of computer-aided learning and interventions. In short, the course focuses on making transaction of curriculum for blind and low vision students, a really enjoyable and worthwhile experience.

Objectives:

On completion of this course, the trainee shall:

- Explain the concept and nature of educational technology and ICT to the education of
- children with visual impairment.
- Acquire knowledge of the concept and nature of adaptive technology and explain
- underlying principles and techniques.
- Get familiar with technologies for print-access for children with visual impairment.
- Describe and use different technologies for teaching low vision children as also
- various school subjects.
- Get acquainted with conversion of print material into accessible formats.
- Demonstrate understanding of computer-based teaching-learning processes

Unit 1: Introducing Educational and Information Communication Technology

1.1 Educational Technology & Assistive Technologies - Concept, Importance, and Scope

1.2 Information and Communication Technology (ICT) - Concept and Scope for teaching-learning of the visually impaired

1.3 Special Significance and Goals of Technology for the Education of children with Visual Impairment

1.4 ICT and International Convention & Guidelines for Persons with Disabilities or, Visual Impairment

1.5 ICT and Indian Legal Framework including RPWD Act (2016) and National Education Policy (2020)

Unit 2: Assistive Technologies

2.1 Categories of Assistive Technologies: User or Task Oriented

2.2 Basic Considerations for Selection of Assistive Technologies (eg. Access, Affordability, Portability, Compatibility, and Availability)
2.3 Addressing User's Perspectives in Developing Adaptive Technologies (eg. Ease of use, adaptability to Indian conditions, parent and peer counselling)
2.4 Roles of Universities, Technical Institutes and the Scientific Community in conjunction with organizations working for and with visually impaired;
2.5 Universal/Inclusive Design - Concept, Advantages, and Limitations.

Unit 3: Access to Print for the Visually Impaired
3.1 Screen Readers, OCR software, Stand-alone Reading Machines and its applications (eg. Envision AI, KIBO, Smart speakers) with Special Reference to Indian Languages
3.2 Refreshable Braille displays and Braille Translation Software with Particular reference to Indian Languages including DBT and Open-Source Braille Translators such as Braille Blaster by APH, Braille Embossers.
3.3 Magnifying Software, Smart Phone Accessibility and Open-Source Software
3.4 Taking Books, Daisy Books, E-Pub: Access, Use & Development; Conversion from text to braille, text to speech, e-pub to Braille, etc. (including apps such as voice dream reader, voice dream writer, voice dream scanner, google lens, google look-out)
3.5 Use of artificial intelligence (e.g. Chat GPT, Microsoft Bing, Google Bard): Benefits & Challenges.

Unit 4: Assistive Technologies for the Visually Impaired with Reference to School Subjects and Low Vision
4.1 Assistive Technologies for Facilitating Mathematics Learning (Manual e.g. Measuring tape, Taylor Frame, & ICT based eg. MathCat, MathType, special softwares)
4.2 Assistive Technologies for Learning Science Concepts (eg. Thermometers, Colour Probes, Scientific and Maths Talking Calculators, Light Probes, and Weighing scales and Softwares like Lab Quest)
4.3 Social Science (eg. Tactile/Embossed Maps, Charts, Diagrams, Models of Different Types, Auditory Maps, Talking compass etc.)
4.4 Low vision devices: Optical, Non-Optical and Projective
4.5 Production of Accessible Learning Materials (eg. Braille, Large-Print Materials, Tactile Diagrams- Thermofoam/Swell Paper, E-pub): Concept, Methods and Schemes.

Unit 5: Accessible Virtual Learning & Social Media
5.1 Social Media; Creation of Blogs and Vlogs
5.2 Practices & Guidelines for creating accessible learning materials or Social Media contents.
5.3 Distance Learning and ICT including Video-Conferencing, virtual meetings
5.4 Open Educational Resources (OERs) and Online Libraries including Accessible Libraries for Students with Visual Disabilities
5.5 e-Classroom: Concept and Adaptations for Children with Visual Impairment

Practicum and Course Related Activities (as per the need of the course):
a. Assignment(s) (Group/Small Group/Individual)

Minimum three of the following

- Prepare a list of devices for Mathematics and Science available for the visually impaired in one special school and one inclusive school
- Write a short list of hints and suggestions you will offer to the scientific community for motivating them to develop adaptive technologies for the visually impaired
- Make a short report (in about 500 words) on the advantages and limitations as well as sources of availability in respect of any print-access technology and applications indicated in Unit 3 above.
- Make a case study of a student with low vision at the secondary stage, indicating clearly his educational needs and how you can address them
- Prepare a report on the possibilities and prospects available for the visually impaired students through the use of computers.
- Make a comparison between Taylor's frame and Abacus with their Pros and cons in 500 words.
- Prepare a short note (in about 400 words) on various aspects of a virtual classroom and how it could be made accessible to the visually impaired
- Visit Report after visit to the available nearest resource center of assistive technologies for visually impaired students.
- Hands on Training of Screen Reader, OCR soft-wares, conversion of pint into accessible learning materials.

Recommended readings:

- Biwas, P. C. (2004). Education of children with Visual Impairment: in inclusive
- Chaudhary, M. (2006). Low Vision Aids. Japee Brothers, New Delhi.
- Fatima, R. (2010). *Teaching aids in mathematics; a handbook for elementary teachers.* Kanishka Publication, New Delhi.
- Hersh, M.A., & Johnson, M. (2008). *Assistive Technology for Visually Impaired and*
- Hersh. M & Johnson .M (2014). *Assistive Technology for Visually Impaired and Blind People*. Springer Publications.
- Joshi. H (YNK). *A Manual on Taylor frame*. (Hindi). Retrieved online on 22/11/2023 from https://bpaindia.org/wp-content/uploads/2020/11/A-Manual-on-Taylor-Frame-Developed-by-Mr.-Hurshad-U-Joshi..pdf
- Lowenfeld, B. (1973). The Visually Handicapped Child in School. John Day
- Manduchi.R & Sri Kurniawan (2013). *Assistive Technology for Blindness and Low vision.* Taylor & Francis. ISBN-13 : 978-1138073135
- Mani. M.N.G. (1997).Amazing Abacus. S.R.K. Vidyalaya Colony, Coimbatore.
- Mathur.G (2020). *Low Vision: Manifestation and Management*. Published by NIEPVD. Retrieved online on 22/11/2023 from https://nivh.gov.in/pdfdoc/bookvi.pdf
- Mukhopadhyay, S., Mani, M.N.G., Roy Choudary, M., & Jangira, N.K. (1988). Source Book for Training Teachers of Visually Impaired. NCERT, New Delhi.
- National Institute for the Visually Handicapped (1990). Handbook for Teachers of the Blind. NIVH, Dehradun.
- NCERT (YKN). *NCERT initiatives for Inclusive and Accessible Education.* Retrieved online on 23/11/2023 from https://ncert.nic.in/accessibility.php

- NIEPVD (2016). Visual Disability: A Resource Book for Teachers. Vo. 1. National Institute for the Empowerment of Persons with Visual Disabilities, Dehradun
- NIEPVD (2016). Visual Disability: A Resource Book for Teachers. Vo. 2. National Institute for the Empowerment of Persons with Visual Disabilities, Dehradun
- NIEPVD (2020). *Effective Schools for Students with Visual Disabilities (Quality Indicators and Parameters).* NIVH Dehradun. Retrieved online on 22/11/2023 from https://nivh.gov.in/pdfdoc/qualityindicators.pdf
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- Perkins School for the Blind (2023). *A to Z Assistive Technology for Low Vision*. Available online on https://www.perkins.org/resource/z-assistive-technology-low-vision/
- Punani, B., & Rawal, N. (2000). *Handbook for Visually Impaired. Blind Peoples'*
- RNIB (2023).*Amazon Echo*. Retrieved online on 23/11/2023 from https://www.rnib.org.uk/living-with-sight-loss/assistive-aids-and-technology/everyday-tech/technology-in-the-home/amazon-echo/
- Scholl, G. T. (1986). Foundations of the education for blind and visually handicapped
- SG ENABLE (2023). *Enabling Guide.* Retrieved online on 22/11/2023 from . https://www.enablingguide.sg/im-looking-for-disability-support/assistive-technology/at-visual-impairment
- Singh, J. P. (2003). Technology for the Blind: Concept and Context. Kanishka
- Taraporevala & D'sylva (2014). *Equip your world: A Synoptic view of access technologies for the visually challenged*. Published by NIVH
- Vijayan, P., & Gnaumi, V. (2010). Education of Children with low Vision. Kanishka
- XRCVC (2020*). Accessible E-content Creation. Standards and Guidelines*. Retrieved online on 24/11/2023 from http://xrcvc.org/docs/Accessible%20E-Content%20Creation%20Standards%20and%20Guidelines.pdf

PSYCHO-SOCIAL AND FAMILY ISSUES

Course Code: C5 (VI) **Credits: 02** **Hours: 60**

Introduction

Children with Visual Impairment belong to families. It is important to explore family backgrounds and their influence on how visually impaired are perceived and how children perceive themselves, and how they behave in consequence. The learners need to develop an insight into the plethora of emotions the family goes through at the birth of a special child, the challenges they face throughout the life of the visually impaired, and the roles and responsibilities of the family and the community.

Objectives

After completing the course student-teachers will be able to

- Describe the effect of birth of a child with visual impairment on the family.
- Analyze the role of family and parental concerns related to their child with visual impairment from birth to adulthood.
- Explain the role of parent community partnership in the rehabilitation of a person with visual impairment.
- Develop different skills to empower families in meeting the challenges of having a child with visual impairment.

Unit 1: Family of a Child with Visual Impairment

1.1 Birth of a child with visual impairment and its effect on parents and family dynamics
1.2 Parenting styles: Overprotective, Authoritative, Authoritarian and Neglecting
1.3 Stereotypic attitudes related to visual impairment and attitude modification
1.4 Role of family in Early stimulation, Concept development and Early intervention
1.5 Role of siblings and extended family

Unit 2: Parental Issues and Concerns

2.1 Choosing an educational setting
2.2 Gender and disability
2.3 Transition to Secondary level education (Adolescence)
2.4 Transition to adulthood: sexuality, marriage, and employment
2.5 Parent support groups

Unit 3: Rehabilitation of Children with Visual Impairment

3.1 Concept of habilitation and rehabilitation
3.2 Community Based Rehabilitation (CBR) and Community Participatory Rehabilitation (CPR)
3.3 Legal provisions, concessions and advocacy
3.4 Vocational rehabilitation: need and challenges
3.5 Issues and challenges in rural settings

Unit 4: Meeting the Challenges of Children with Visual Impairment

4.1 Enhancing prosocial behaviour, Gestures & Postures
4.2 Stress and coping strategies
4.3 Recreation and leisure time management
4.4 Challenges of adventitious visual impairment
4.5 Soft skills and social skills training

Unit 5: Involvement in Educational Aspects

5.1 Role of Parents in School Development / SMC
5.2 Parents involvement in academic activities; IEP and Involvement of Parents
5.3 Understanding IFSP; Developing IFSP
5.4 Involvement of Parents in IFSP
5.4 Attitude of professionals in involving parents in IEP and IFSP

Course Work/ Practical/ Field Engagement (Any Two)

- Interview family members of three children with visual impairment (congenital/ adventitious and blind, low vision and VIMD) and analyze their reactions and attitude towards the child
- Prepare and present a list of activities how parents, siblings, and grandparents can be engaged with the child with visual impairment
- Prepare charts/ conduct street plays/ make oral presentations to remove myths related to visual impairment
- Visit schools for the visually impaired and make presentations before the parents on Government concessions and auxiliary services available

Recommended Readings

- Bhandari, R., & Narayan, J. (2009). Creating learning opportunities: a step by step guide to teaching students with vision impairment and additional disabilities, including deafblindness. Voice and vision, India.
- Hansen, J. C., Rossberg, R.H., & Cramer, S.H. (1994). Counselling Theory and Process. Allyn and Bacon, Boston.
- Lowenfeld, B. (1969). Blind children learn to read. Springfield: Charles C. Thomas.
- Lowenfeld, B. (1973). Visually Handicapped Child in School. American Foundation for the Blind, New York.
- Lowenfeld, B. (1975). The Changing Status of the Blind from Separation to Integration. Charles C. Thomas, California.
- Mani, M. N. G. (1992). Techniques of Teaching Blind Children. Sterling publishers Pvt. Ltd., New Delhi.
- Narayan, J., & Riggio, M. (2005). Creating play environment for children. Hilton/ Perkins. Watertown.
- Shah, A. (2008). Basics in guidance and Counselling. Global Vision Publishing House, New Delhi.
- Smith, D. D., & Luckasson, R. (1995). Introduction to Special Education – Teaching in an age of Challenge. (2Ed). Allyn & Bacon. USA.

AREA D

Enhancement of Professional Capacities (EPC)

Reading and Reflecting on Texts

Course code: D1 **Credits: 02** **Hours: 60**

Introduction

One of the core areas that schools focus upon is age appropriate and fluent literacy skills among the students. Hence, aspirant graduates who intend to make career in special education must also be good readers and writers. This course is skill based and activity-oriented and is designed to give the learners an opportunity to enhance their reading and writing skills from a professional perspective and apply it suitably for students with disabilities.

Objectives

After completing the course, the learners will be able to

- Discuss the role and importance of literacy in education
- Describe the difference between reading and reading comprehensions and the skills required.
- Narrate about the different types of texts.
- Discuss writing as a processes and a product
- Detail out the procedure for independent writing

Unit 1: Reflections on Literacy

1.1 Role of literacy in education, career and social life
1.2 Literacy and self esteem
1.3 Literacy and first language
1.4 Literacy of second language & educational bilingualism
1.5 Braille Literacy

Unit 2: Reflections on Reading and Comprehension

2.1 Reading – reading aloud, silent reading
2.2Reading comprehension- learning to read and reading to learn(Chall's stages of reading)
2.3 Developing reading and reading comprehension from foundational to higher level; activities and strategies
2.4 Self regulation and Meta cognitive awareness for reading
2.5 Reading and reading comprehension amongst children with disabilities

Unit 3: Responding to Texts

3.1 Indicators of text comprehension: retelling, paraphrasing, summarizing, answering, predicting, commenting and discussing
3.2 Type of texts narrative, descriptive, directing, and argumentative
3.3 Responding to text - reports, policy documents, news, editorial, academic articles, advertisement, resume, story books and novels
3.4 Web search, digital and e-books
3.5 Reading preferences, reading for pleasure

Unit 4: Writing as a Process and Product

4.1 Writing as a process: language, grammar, vocabulary, spelling
4.2 Content, intent, audience and organization
4.3 Process of writing - handwriting, neatness, alignment and spacing
4.4 Self editing and peer editing using COPS (capitalisation, organisation, punctuation and spellings)
4.5 Evaluating Students Writing: Conceptualisation, appropriateness, complexity, organization and literary richness and originality and creativity.

Unit 5: Independent Writing

5.1 Writing: Picture description, expansion of ideas, essays, stories, poems, original writing
5.2 Professional writing: e.g. applications, agenda, minutes, note taking and others
5.3 Converting written information into graphical representation
5.4 Filling up Surveys, Forms, Feedback Responses, Checklists
5.5 Professional writing in special education and ethics

Transaction

Lectures, journal clubs, seminars, debates and discussions for enhancing reading and writing skills

Course Work/ Practical/ Field Engagement

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

Recommended Readings

• Baniel, A. (2012). Kids beyond limits. Perigee Trade, New York.
• McCormick, S. (1999). Instructing students who have literacy problems.Merrill, New Jersy.
• Ezell, H., & Justice, L. (2005). Programmatic Research on Early Literacy: Several Key Findings. IES 3rd Annual Research Conference: American Speech Language & Hearing Association.
• 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 High Beam.
• May, F. B. (1998). Reading as communication. Merrill, New Jersy.
• May, F. B. (2001). Unravelling the seven myths of reading. Allyn and Bacon, Boston.
• McGregor, T. (2007). Comprehension Connections: Bridges to Strategic Reading.

Heinemann Educational Books.
• Miller. D. (2002). Reading with Meaning: Teaching Comprehension in the Primary Grades.Stenhouse Publishers, New York.
• Pandit, B., Suryawanshi, D. K., & Prakash, M. (2007). Communicative language teaching in English.Nityanutan Prakashan, Pune.
• Paul, P. V. (2009). Language and Deafness. Jones and Bartlett, Boston.
• 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.
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DRAMA AND ART IN EDUCATION

Course Code: D2 **Credits: 02** **Hours: 60**

Introduction: The rich Indian field of art may be translated into our education system to give exposure to a variety of art forms, learning and appreciating it as well as using it within teaching, advocating and sensitizing. This paper is an opportunity to facilitate the art within learners and the lives they impact. The paper also aims to understand modifications and adaptations that can facilitate the participation of individuals with a disability.
Appropriate learning alternatives are to be provided to learners with disability. E.g. as required, a candidate with blindness must get alternative learning opportunities and evaluative tasks for visual art or a candidate with deafness for music art.

Objectives
After completing the course learner will be able to

- Exhibit a basic understanding of art appreciation, art expression and art education
- Understand the diversity within artistic expression
- Apply art as 'critical pedagogy' in classrooms
- Adapt and modify activities to enhance learning and teach through art forms
- Promote inclusive art and facilitate participation at cultural and community events

Unit 1: Introduction to Art Education

1.1 Art and art education: Meaning, scope and perspectives
1.2 Breaking the stereotypes: understanding diversity and different perspectives within artistic expression
1.3 Artistic expression: Creative and emotional expression and regulation
1.4 Power of Art: classroom and beyond (e.g. changing disability narratives, sensitization and advocacy activities)
1.5 Adaptations, modifications, and strategies to facilitate learning and participation in cultural and community settings

Unit 2: Performing Arts: Dance and Music

2.1 Range of activities related to dance and music
2.2 Experiencing, responding and appreciating dance and music
2.3 Exposure to selective basic skills required for dance and music
2.4 Enhancing learning through movement, dance and music: strategies and adaptations
2.5 Adaptations, modifications, and strategies to facilitate participation in cultural and community settings

Unit 3: Performing Arts: Drama

3.1 Range of activities related to performing arts
3.2 Experiencing, responding and appreciating drama
3.3 Exposure to selective basic skills
3.4 Enhancing learning through role plays and drama: strategies and adaptations
3.5 Adaptations, modifications, and strategies to facilitate participation in cultural and community settings

Unit 4: Visual Arts

4.1 Range of activities related to visual arts
4.2 Experiencing, responding and appreciating visual arts
4.3 Exposure to selective basic skills
4.4 Enhancing learning through visual arts: strategies and adaptations

4.5 Adaptations, modifications, and strategies to facilitate participation in cultural and community settings

Unit 5: Media and Electronic Arts

5.1 Range of art activities in media and electronic art forms
5.2 Experiencing, responding and appreciating media and electronic arts
5.3 Role of ICT and exposure to selective basic skills
5.4 Enhancing learning through media and electronic art: strategies and adaptations
5.5 Adaptations, modifications, and strategies to facilitate participation in cultural and community settings

Transaction

The concepts may be explained through real-life examples and selected case studies. Learners may be encouraged to conduct hands-on observations and critically review the materials.

- Lectures and discussions
- Field visits
- Hands-on experiential demonstrations
- Workshops and seminars
- Self-study and use of online resources
- Presentations and projects

Course Work/ Practical/ Field Engagement

- Debates or performances to advocate opinions and thought processes
- Self-reflective essays on ways to include art to facilitate better teaching
- Group teaching of academic or non-academic concepts using art
- Develop and implement community sensitisation and awareness activities (e.g. Nukkad natak, art show, awareness campaigns or posters, any other events)
- Using different art forms to change the narrative of disability from “special,” or “overcoming”, to diversity, an integral part of our cultural narrative, artistic expression
- Review Indian and international disabled artists and companies in different art forms

Recommended Readings

- Baniel, A. (2012). Kids beyond limits. Perigee Trade, New York.
- Beyer, L.E. (2000). The arts, popular culture and social change. Falmer Press, London.
- Botton, A,D. and Armstrong, J. (2013). Art as Therapy. Phaidon Press, London
- Efland, A. D. (1990). A history of Art Education: Intellectual and social currents in teaching the visual arts. Teachers College Press, New York.
- Finlay, V. (2014). The brilliant History of Color in Art. Getty Publications, Finlay.
- Gair, S. B. (1980). Writing the arts into individualized educational programs. Art Education, 33(8), 8–11.
- Greene, S., & Hogan, D. (2005).Researching children's experience. Sage Publication: London.
- Heller, R. (1999). Effective Leadership. DK Publishing, New York.
- Lewiecki-Wilson C., & Brueggemann, B. J. (2008). Disability and the teaching of writing: A critical sourcebook. Bedford/St. Martin's, Boston, MA.
- Nyman, L., &. Jenkins, A. M. (1999). Issues and approaches to art for students with special needs (pp. 142–154).National Art Education Association, Reston, VA.
- Shirley, G. (2000). Art, an A to Z guide. Franklin Watts, New York.
- Vaze, P. (1999). How to Draw and Paint Nature. Jyosna Prakashan, Mumbai
- Ward, A. (1993). Sound and Music. Franklin Watts, New York.

Basic Research and Basic Statistics

Course code: D3 **Credits: 2** **Hours: 60**

Introduction:

Developing holistic and capable learners in the ever-changing educational world requires incorporating basic research and statistics. As the foundation of academic study, basic research introduces students to explore theories and methods and helps them get a deep understanding of the subjects they have chosen. Their intellectual curiosity is stimulated by this core knowledge, which also develops critical thinking abilities in youths, allowing them to evaluate data and identify gaps in their understanding.

Objectives: After completing the course the learner will be able to:

- Describe the concept, meaning and methods 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.
- Able to interpret the results and present research report
- Understanding the principles of structuring and organizing research reports, including the introduction, literature review, methodology, results, discussion, and conclusion.

Unit 1: **Introduction to Research**

1.1 Research: Concept, Meaning, and importance of research
1.2 Characteristics of Research
1.3 Purpose of research
1.4 Methods of Research
Descriptive/Analytical, Applied/Fundamental, Quantitative/Qualitative, Conceptual/ Empirical
1.5 Research in Education and Special Education

Unit 2: **Process of Research and Action Research**

2.1 Process of Research
- Selection of Problem
- Formulation of Hypothesis
- Collection of Data
- Analysis of Data & Conclusion

2.2 Research Proposal Writing
2.3 Action Research in Teaching Learning process
2.4 Steps in Action Research
2.5 Professional Competencies for Action Research

Unit 3: **Fundamentals of Research**

3.1 Research Design – concept, types and its uses
3.2 Tools of Research: Tests, Questionnaire, Checklist and Rating Scale

3.3 Standardization of Tool- Reliability and Validity
3.4 Sample and Sampling Techniques
3.5 Data Collection and Organization of data: Array, Grouped distribution, Normal Distribution Curve

Unit 4: **Measurement and Analysis of Data**

4.1 Scale for measurement: Nominal, Ordinal, Interval and Ratio
4.2 Measures of central tendency and Dispersion: Mean, Median and Mode, Standard deviation and Quartile deviation,
4.3 Correlation: Product Moment and Rank Order Correlation
4.4 Graphical representation of data – Bar Diagram, Pie Chart, Scatter diagram, line Diagram, Doughnut, Bubble, radar
4.5 Computer assisted statistical analysis softwares

Unit 5: **Research Report Writing**

5.1 Interpretation of Data
5.2 Report Writing
5.3 Publication of Research Articles
5.4 Ethics in Research
5.5 Recent trends in research in special education

Transaction

- Develop a teacher made test for a given subject matter
- Develop a questionnaire/checklist
- Develop an outline for conducting action research
- Student-Centric Discussion
- VAK Teaching
- Spaced Learning
- Differentiated Instruction
- Dual Coding
- Flipped Classroom
- Lecture method
- Demonstrative method
- Interrogative method
- Active method
- Experimental method
- Heuristic method

Course work/Practical/Field Engagement

- Assignment(s) (Group/Small Group/Individual)
- Project(s) (Group/Small Group/Individual)
- Workshops and Training Sessions
- Professional Development Opportunities in Research
- Reflective Journals and Reports

Recommended readings

- Basic Research and Statistics Book Material, Dr. B.R.Ambedkar Open University, Hyderabad, 2020
- Bernard Ostle (2012), Statistics in Research: Basic Concepts and Techniques for Research Workers, Literary Licensing, LLC
- Best, J. W., & Kahn, J. V. (1996). Research in Education Prentice-Hall of India, New Delhi.
- C. R. Kothari (2004), Research Methodology Methods & Techniques, New Age International (P) Limited, Publishers, New Delhi
- Chaitanya Kumar (2021), Basic Research Methods and Statistics for Social Sciences Kindle Edition, Insha Publications
- 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.
- Duncan Cramer (1996), Basic Statistics for Social Research: Step-by-Step Calculations & Computer Techniques Using Minitab
- 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.
- Jitendra Kumar et. al.(2022), Basic Research Methodology and Statistics, Thakur Publication Private Limited
- Koul, L. (1996). Methodology of Educational Research. Vikas Publishing House, New Delhi.
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AREA E

PRACTICAL RELATED TO PEDAGOGY & DISABILITY

Autism Spectrum Disability (ASD)

PRACTICUM: AUTISM SPECTRUM DISORDERS (ASD)
DIVERSITY AND INCLUSION

Course Code: E1 (ASD) **Credits: 04** **Hours: 120**

Focus	Educational Setting	Tasks for the Learners	Hours
Neurotypical Early Development	Preschools	Observe and understand neurotypical and neurodiverse development. Write a report and submit.	Minimum 10 hours or 3 full days
Other disabilities: HI, VI, CP, ID, MD, SLD	Special schools for each disability	Classroom Observations. Write a report and submit.	Minimum 5 hours or 1full day for each disability
Inclusion	Inclusive schools	Classroom Observation. Write a report and submit.	Minimum 25 school periods or 5 full days
Disability Specialization (ASD)	ASD special school and vocational centre	Observation of groups from early intervention /preparatory level to secondary/ vocational levels. Write a report and submit.	Minimum 60 hours or 20 full days

Please Note:

- *The schedule for respective visits shall be included in the timetable and 20 working days may be allocated.*
- *Observations mentioned are essential and the content/hours may be adapted as per feasibility and accessibility. For instance, if schools for a specific disability are not available in the nearby area, the same may be conducted as observation at inclusive schools, education or therapy centres or services being provided in the resource room or home-based education.*

DEVELOPMENT OF TLMs AND LESSON PLANNING

Course Code: E2 (ASD) **Credits: 04** **Hours: 120**

Focus	Setting	Tasks for the Learners	Hours
Two persons with ASD Ages: 2-10 years	Early intervention centre or preschool	For each child: Observe – - Assessments - Support services - Parent interactions Develop and submit - - TLMs - 15 Lesson Plans with at least one of each - - Language subject - Non-language subject - Non-academic activity - ADL / self-care - Communication - Group activity - Individual teaching - Transition plan	Minimum 40 hours
One person with ASD Ages: 10-18 years	Special school	Observe – - Assessments - Support services - Parent interaction Develop and submit - - TLMs - 15 Lesson Plans including at least one of each - - Language subject - Non-language subject - Non-academic activity - ADL / self-care - Communication - Group activity - Individual teaching - Transition plan	Minimum 20 hours
One person with ASD Age: 18+ years	Vocational centre/ Supported workplace	Observe – - Assessments - Support services - Parent interaction Develop and submit – - TLMs - 15 Lesson Plans including at	Minimum 20 hours

		least one of each - - Language subject - Non-language subject - Non-academic activity - ADL / self-care - Communication - Group activity - Individual teaching - Transition plan	
Two persons with ASD Ages: 5-18 years Grades: Prep-12	Inclusive school/ Resource room	For each child: Observe – - Assessments - Support services - Parent interaction Develop and submit- - TLMs - 15 Lesson Plans including at least one of each - - Language subject - Non-language subject - Non-academic activity - ADL / self-care - Communication - Group activity - Individual teaching - Transition plan	Minimum 40 hours

Please Note:

- *The schedule for the practical shall be included in the timetable and the required working days may be allocated.*
- *The tasks mentioned are essential and the content/hours may be adapted as per feasibility and accessibility. For instance, if a vocational centre is not available, the practical may be done with an older kid in a special school or an inclusive school.*
- *- For a holistic learning experience, the learner will benefit from working with autistic individuals of different ages and genders, and varied skill sets.*
- *Documents of all the lessons taught, the feedback received and the relevant TLM must be made available to the external examiner during the final practical examination.*

PRACTICUM: AUTISM SPECTRUM DISORDERS (ASD)
PREPARING IEPs

Course Code: E3 (ASD) **Credits: 04** **Hours: 120**

Focus	Educational Setting	Tasks for the Learners	Hours
One person with ASD Ages: 2-10 years	Early intervention centre or preschool	Develop and submit- - Individualised Educational Plan - Individualised Family Support Plan - TLMs - 10 Lesson Plans including at least one of each - - Language subject - Non-language subject - Non-academic activity - ADL / Self-care - Communication - Group activity - Individual teaching - Transition plan Execute and submit - - Assessment - Quality of Life Measures - Parent Interviews - Teaching of selected skills - Peer and Supervisor Feedback	Minimum 30 hours
One person with ASD Ages: 10-18 years	Special school	Develop and submit- - Individualised Educational Plan - Individualised Family Support Plan - TLMs - 10 Lesson Plans including at least one of each - - Language subject - Non-language subjects - Non-academic activities - ADL / Self-care - Communication - Group activity - Individual teaching - Transition plan Execute and submit - - Assessment - Quality of Life Measures - Parent Interviews - Teaching of selected skills - Peer and Supervisor Feedback	Minimum 30 hours

One person with ASD Ages: 18+ years	Vocational centre / Supported workplace	Develop and submit- - Individualised Educational Plan - Individualised Family Support Plan - TLMs - 10 Lesson Plans including at least one of each - - Job skill - ICT-based job skill - Soft skills (workplace related) - ADL / Self care - Communication - Group activity - Individual teaching - Transition plan Execute / Simulate and submit - - Assessment - Quality of Life Measures - Work place adaptation - Teaching of selected skills - Simulated sensitisation talks for employer and colleagues - Peer and Supervisor Feedback	Minimum 30 hours
One person with ASD Ages: 2-10 years	Inclusive schools/ Resource rooms	For each child, develop and submit- - Individualised Educational Plan - Individualised Family Support Plan - TLMs - 10 Lesson Plans including at least one of each - - Language subject - Non-language subject - Non-academic activity - Soft skill (classroom related) - Communication - Group activity - Individual teaching - Transition plan Execute and submit - - Simulated teaching of selected academic and non-academic lessons - Simulated sensitisation talks for teachers, peers and parents - Peer and Supervisor Feedback	Minimum 30 hours

Please Note:
- Schedule for the practical shall be included in the timetable and required working days allocated.

- The tasks mentioned are essential and the content/hours may be adapted as per feasibility and accessibility. For instance, if a vocational centre is not available, the practical may be done with an older kid in a special school or inclusive school.
- For a holistic learning experience, the learner will benefit from working with autistic individuals of different ages and genders, and varied skill sets.
- IEP, assessment and all lesson plans must be approved by the supervisor before execution.
- All execution must be done in the presence of a supervisor.
- Feedback must be received from the supervisor and peers in the format prescribed by the college.
- Documents of all the lessons taught, feedback received and the relevant TLM must be made available to the external examiner during the final practical examination.

PRACTICUM: AUTISM SPECTRUM DISORDERS (ASD)
SUBJECT TEACHING

Course Code: E4 (ASD) **Credits: 04**
Hours 120

Focus	Setting	Tasks for the Learners	Hours
One child with ASD Ages: 2-5 years Grades: Preschool	Early intervention centre or preschool	Develop and submit- - Individualised Educational Plan - Individualised Family Support Plan - TLMs - 10 Lesson Plans including at least one of each - - Language subject - Non-language subject - Non-academic activity - ADL / Self-care - Communication - Group activity - Individual teaching - Transition plan Execute and submit - - Assessment - Quality of Life Measures - Parent Interviews - Teaching of selected skills - Supervisor Feedback	Minimum 30 hours
Disability Specialization (ASD) One child with ASD Ages: 5-12 years Grades: 1- 5	Inclusive school/ Resource rooms	Develop and submit- - Individualised Educational Plan - Individualised Family Support Plan - TLMs - 10 Lesson Plans including at least one of each - - Language subject - Non-language subjects - Non-academic activities - ADL / Self-care - Communication - Group activity - Individual teaching - Transition plan Execute and submit - - Assessment - Quality of Life Measures - Parent Interviews - Teaching of selected skills	Minimum 30 hours

		- Supervisor Feedback	
Disability Specialization (ASD) One person with ASD Ages: 13-18 years Grades: 6-12	Inclusive school/ Resource rooms	Develop and submit- - Individualised Educational Plan - Individualised Family Support Plan - TLMs - 10 Lesson Plans including at least one of each - - Language subject - Non-language subjects - Non-academic activities - ADL / Self-care - Communication - Group activity - Individual teaching - Transition plan Execute and submit - - Assessment - Quality of Life Measures - Parent Interviews - Teaching of selected skills - Supervisor Feedback	Minimum 30 hours
Disability Specialization (ASD) One person with ASD Ages: 18+ years	Vocational centre / Supported workplace	Develop and submit- - Individualised Educational Plan - Individualised Family Support Plan - TLMs - 10 Lesson Plans including at least one of each - - Job skill - ICT-based job skill - Soft skills (workplace related) - ADL / Self care - Communication - Group activity - Individual teaching - Transition plan Execute and submit - Assessment - Quality of Life Measures - Work place adaptation - Teaching of selected skills - Supervisor Feedback	Minimum 30 hours

Please Note:
- Schedule for the practical shall be included in the timetable and required working days allocated.

- The tasks mentioned are essential and the content/hours may be adapted as per feasibility and accessibility. For instance, if a vocational centre is unavailable, work with an older kid in the school.
- IEP, assessment and all lesson plans must be approved by the supervisor before execution.
- All execution must be done in the presence of a supervisor.
- Feedback must be received from the supervisor in the format prescribed by the college.
- All relevant documents, feedback received and TLMs must be made available to the external examiner during the final practical examination.

AREA E

PRACTICAL RELATED TO PEDAGOGY & DISABILITY

Hearing Impairment (HI)

Visits & Writing Reports

Course Code: Area E1 (HI) **Credits: 2** **Hours: 60**

Brief description: Visits to different organisations wil help learners in understanding the disabilities and their implications. It will equip them with foundational skills required for communicating and teaching. This practical is therefore designed to provide exposure in the teaching learning processes (group / individual one to one), various modes of communication and the infrastructure in various set ups.

Sl. No.	Tasks	Educational settings	Specific activities	Hours	Submissions
1	Visits to special schools/ Deaf Associations/Training Centres which use a) Educational Bilingualism b) Total Communication c) Oral-aural approach	Special schools for children with hearing impairment	• Study the infrastructure, resources available in a special school, Deaf Associations/ Training Centres and observe the various services being offered. • Identify the communication mode being used by the school. • List the best practices offered by the schools/organizations visited. • Write a report on the quality of education delivery in the special schools / organizations visited based on the feedback from the deaf students. • Include the suggestions on what can be done to make it better.	45 (It is desirable that exposure to all approaches may be provided and should be spread across all semesters)	Writing reports including reflections on teaching-learning process. Reports can be written and in the form of ISL video submission.
2	Visit to speech and hearing center/clinic	Speech and hearing clinic	• Observe hearing assessment in children of various age groups • Observe hearing aid	15	Writing reports including reflections.

			trial and fitting in children of various age groups • 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) children. • Carrying out speech assessment (screening). • Observing speech assessment using standardized tool. • Observing listening check of children's hearing devices. • Observing individual speech teaching sessions. • Observing group teaching sessions (2children) • Planning and executing lesson plan for teaching non-segmental, segmental and supra-segmental aspects of speech (2children) • Study the infrastructure, resources and best practices in the settings		
TOTAL				**60**	

Classroom Observation at Different Levels and of Different Subjects

Course Code: Area E2 (HI) **Credits: 2** **Hours: 60**

Brief description: In this practical, the learners as teacher trainees will undertake detailed observations in classroom set ups of special schools, inclusive set ups, or training centres. This practical is aimed at giving exposure to teacher trainees in observation of different teaching learning processes, use of different strategies and techniques of teaching language and communication in various set ups.

Sl. No.	Tasks	Educational settings	Specific activities	Hours	Submissions
1	Classroom teaching observation at different levels and of different subjects using : a) Educational Bilingualism b) Total Communication c) Oral-aural approach	Special schools for children with hearing impairment	Observe the teaching of children with hearing impairment using: a) Educational Bilingualism b) Total Communication c) Oral-aural approach • Observe various activities such as conversation, visits, directed activity, story-telling/poem and ensure observation for teaching various class subjects. • Write the observation reports at different levels and of different subjects. • Include the learnings & insights, feedback, areas of improvement in the observation report. • It is desirable that	60	Observation Report for each observation (in written language or ISL or both) Presentation by the candidate sharing the summary of their observations & reflections.

			observation of classroom activities is spread across the semesters i.e.15 hours of observations in each semester. • It is desirable that the observations should be spread across different stages (5+3+3+4) i.e. Foundation Stage, Preparatory Stage, Middle Stage, and Secondary Stage		
TOTAL				**60**	

Lesson Planning & Development of TLM

Course Code: Area E3 (HI) **Credits: 06** **Hours: 180**

Brief description: Lesson plans are essential tools for educators, that aiding in imparting knowledge, skills, and competencies. It assists in guiding content delivery, organization, communication, and assessment. Through careful planning, educators engage students with accessible content, align activities with objectives, and ensure relevance. This particular practical component is focused to train learners in making effective lesson planning and preparing Teaching Learning Materials under the guidance of supervisors. This practicum will cover the areas mentioned in the table below:

Sr. No.	Tasks for Teacher Educators	Educational settings	Specific activities	Hours	Submission
1	Lesson Planning at different levels and of different subjects using the different modes of communication (EB, TC, oral)	Special School for children with hearing impairment	• Exploring the latest practices & formats in lesson planning. • Lesson planning at different levels and for different school subjects. • At least 4 Lessons in each stage (5+3+3+4) • Integrating hands on/ experiential learning, aspects of social emotional learning and relevant life skills while planning the lessons. • Designing relevant TLMs appropriate to the lessons.	80	Lesson Plans
2	Lesson planning for cross-curricular activities		Lesson Planning for various cross-curricular activities such as theatre, arts,	20	Lesson Plans

			sports, activities, social emotional learning and other life skills related areas.		
3	Content reading of school textbooks for all grades and adaptation of content of school subjects		• Content reading of school textbooks of all grades and reflecting on the same. • Preparing adaptations by selecting various topics related to different subjects (Language, Maths, Social Science, Science, poem).	30	Adapted content
4	Development of Teaching Learning Material (TLM) based on principles of Universal Design of Learning (UDL) including Information and Communication Technology (ICT), and use of Artificial Intelligence (AI)		• Collate list of resources in UDL for different lessons at different levels. (including list of existing e-content in ISL, ICT tools, web resources etc.) • Development of TLMs for various lessons appropriate for various learning styles in classroom (Visual / Auditory / Kinesthetic / Reading / Tactile / combination of all) • Preparing TLMs such as Videos in ISL / PPTs or TLM using ICT for the teaching practice lessons	50	TLMs and List of Existing Resources

			related to curriculum (5 topics of any subjects) • Develop TLMs for developing pre reading and pre writing skills (At least 3 each, including one in ISL) • Develop TLM for literacy development in deaf students. (At least 3 each, including one in ISL)		
TOTAL				**180**	

Execution of Lesson (Teaching Practice)

Course Code: Area E4 (HI) **Credits: 6** **Hours: 180**

Brief description: Teaching practice allows student teachers to practice the art and science of teaching, under the supervision and support of experienced teachers. This particular practical of Teaching Practice is an opportunity for aspiring teachers to understand the role and operation of how the schooling is done. This field experience provides a challenging nonetheless rewarding experience of working with students in actual classrooms and acquiring professional competence. This practicum will cover the areas mentioned in the table below:

Sr. No.	Tasks for Teacher Educators	Educational settings	Specific activities	Hours	Submission
1	Undertaking teaching practice lessons at different levels and of different subjects using the different modes of communication (EB, TC, Oral)	Special schools, Inclusive schools	Undertaking teaching practice lessons for the CWHI related to curriculum at different levels At least 4 Lessons in each stage (5+3+3+4) Integrating hands on/ experiential learning, aspects of social emotional learning and relevant life skills in teaching practice.	120	Journal with reports & reflections
2	Undertaking cross-curricular teaching		Teaching practice in various cross-curricular activities such as theatre, arts, sports, activities, social emotional learning and other life skills related areas. (At least 10 lessons)	20	

3	Assessment and implementation of Individualised Educational Plan (IEP) for school readiness		Preparing IEP for two CWHI (10 IEP for each student) a) Assessment of the students b) Preparing IEPs based on the result of assessment c)Implementation of IEP	20	
4	Creating bilingual videos for teaching topics at different levels and of different subjects		Creating bilingual videos (ISL & English/Hindi/other language) for teaching topics at different levels and of different subjects. (At least 10)	20	
TOTAL				**180**	

AREA E

PRACTICAL RELATED TO PEDAGOGY & DISABILITY

Intellectual Disability (ID)

DISABILITY AND INCLUSION

Course Code E1 (ID) **Credits: 02** **Hours: 60**

Course content: 1**.** Visits to organisations working in the area of disabilities (e.g. Special Schools, Therapy centres, Rehabilitation organisations, and Inclusive Schools).

2. Class room observation

Disability Focus	**Educational Setting**	**Hrs (60)**	**Tasks for the Student- teachers**	**Description**
ID	Special school of PwID	40 hrs	Observation of groups from early intervention, /preparatory level to secondary/prevocational levels.	Minimum 10 school Periods. Write a report and submit.
HI, VI, CP, ASD , Multiple Disabilities and resource units of SLD	Minimum 3 Special schools for HI, VI, CP, Autism or Multiple Disabilities and resource units of SLD	15 hrs (5 Hrs each in each disability)	Classroom Observation and Report	Minimum 30 school Periods 10 school Periods in each Special school. Submit report
Any Disability	Inclusive School available in the neighbourhood	5 hrs	Classroom Observation and Report	Minimum 10 school Periods Submit report.

Note:

- *Schedule for practical for E-1 shall be included in the time table.*
- *Observations as mentioned are essential. However, if schools for other disabilities are not available in the nearby area, the same may be conducted as observation at Inclusive school/ education, therapy centres or services being provided in the Resource room/ Home based education or vice versa with other disability.*

DISABILITY SPECIALISATION

Course Code: E 2 **Credits: 05** **Hours: 150**

Course Content: Individualised Educational Programme (IEP).

Sl. No.	Tasks for the Student-teachers	Disability Focus	Educational Setting	Hrs (150)	Description
1	Individualised Family Support Plan (IFSP)	Developmental delay	Early intervention centre/ similar units	30	Assess and Develop IFSP for a child with developmental delay under 3 years. Implement at least 10 sessions as per the programme and report.
2,	IEP in special school/ home based	ID	Special school, home based	55	Assess two students with intellectual disability functioning at different levels and attending different classes in a special school. One of them can be home based education.. Develop an IEP and implement at least 10 lessons each.
3	IEP in inclusive class room	ID	Inclusive schools	55	Assess two students with intellectual disability functioning at different levels and attending different classes in an inclusive school. Develop an IEP after considering the regular class curriculum and implement at least 10 lessons each in the inclusive class in collaboration with the

					class teacher
4	Observation of support services	ID	Institute/ Clinic	10 hrs	Submit report.

Note: Schedule for practical for E-2 shall be included in the time table. Skill for micro teaching shall be selected with reference to Major Disability.

Lesson Planning, Development of TLM and Teaching

E3 (ID) Group Teaching **Credits: 3** **Hours: 90**

Course content: 1. Lesson planning and development of teaching learning material
2. Group teaching in special schools

Sl. No.	Tasks for the Student-teachers	Disability Focus	Educational Setting	Hrs (90)	Description
1.	Lesson Planning and Teaching	ID	Special School	40	The student teacher has to develop 10 lessons that includes at least 2 lessons for each level /class ranging from preschool/ preparatory to secondary levels and transition plan from school to work. The lessons should include cocurricular activities, relevant TLM and also use of technology .
2	a. Lesson planning and execution on different levels for all subjects	ID	Resource Room/ Inclusive school	40 hrs	10 lessons with suitable adaptation and modifications, suitable TLM and use the principle of UDL.
3	School Sensitisation on Disabilities for regular staff, Peer group and Parents	ID	Regular School	10 hrs	Submit report

Note: Each lesson must be approved by the supervisor before executing the lessons. Documents of all the lessons taught and the relevant TLM must be made available to the external examiner during the final practical examination.

Subject Teaching in Regular Schools

Course Code E4 (ID) **Credits 6** **Hours 180**

Course Content:1. Micro teaching
2. Teaching subjects in regular schools/inclusive schools.

Sl. No.	Tasks for the Student-teachers	Disability Focus	Educational Setting	Hrs (180)	Description
1	a. Micro teaching & simulated teaching on selected skills	General – student teachers	Institute / Respective college	20	5 lessons (Demonstration of Micro teaching Skills
2	**Macro Teaching** **A.** Lesson planning and Teaching for subjects selected ***a.*** Languages ***b.*** Non Languages	General /inclusive	General/inclusive	80	15 lessons Use technology at least in 5 lessons, and suitable TLM In inclusive class room make suitable accommodations, and use Universal design for learning (UDL)
	B. Lesson planning and Teaching with focus on adaptation, evaluation ***a.*** Languages ***b.*** Non Languages	General/ inclusive	General / inclusive	80	15 lessons Use technology at least in 5 lessons, and suitable TLM In inclusive class room make suitable accommodations, and use Universal design for learning (UDL) .

Note:
1. *Each lesson must be approved by the supervisor before executing the lessons For final practical examination, all the records and TLMs must be submitted to the external examiner.*

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

AREA E

PRACTICAL RELATED TO PEDAGOGY & DISABILITY

Multiple Disability (MD)

Disability & Inclusion

Course Code E 1 (MD) **Credits: 02** **Hours: 60**

Course content: 1**.** Visits to organisations working in the area of disabilities (e.g. Special Schools, Therapy centres, Rehabilitation organisations, and Inclusive Schools).

2. Class room observation

Disability Focus	**Educational Setting**	**Hrs (60)**	**Tasks for the Student- teachers**	**Description**
MD	Special school of PwMD	40 hrs	Observation of groups from early intervention, /preparatory level to secondary/prevocational levels.	Minimum 10 school Periods. Write a report and submit.
HI, VI, CP, ASD , ID and resource units of SLD	Minimum 3 Special schools for HI, VI, CP, Autism or ID and resource units of SLD	15 hrs (5 Hrs each in each disability)	Classroom Observation and Report	Minimum 30 school Periods 10 school Periods in each Special school. Submit report
Any Disability	Inclusive School available in the neighbourhood	5 hrs	Classroom Observation and Report	Minimum 10 school Periods Submit report.

Note:

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

DISABILITY SPECIALISATION

Course Code: E 2 (MD) **Credits: 05** **Hours: 150**

Course Content: Individualised Educational Programme (IEP).

Sl. No.	Tasks for the Student-teachers	Disability Focus	Educational Setting	Hrs (150)	Description
1	Individualised Family Support Plan (IFSP)	Developmental delay	Early intervention centre/ similar units	30	Assess and Develop IFSP for a child with severe developmental delay under 3 years. Implement at least 10 sessions as per the programme and report.
2,	IEP in special school/ home based	ID	Special school, home based	55	Assess two students with multiple disability functioning at different levels and attending different classes in a special school. One of them can be home based education. Develop an IEP and implement at least 10 lessons each.
3	IEP in inclusive class room	ID	Inclusive schools	55	Assess two students with multiple disability functioning at different levels and attending different classes in an inclusive school. Develop an IEP after considering the regular class curriculum and implement at least 10 lessons each in the inclusive class in collaboration with the class teacher
4	Observation of support services	ID	Institute/ Clinic	10 hrs	Submit report.

Note: Schedule for practical for E-2 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.

Lesson Planning, Development of TLM and Teaching

E3 (MD) Group Teaching **Credits: 3**
Hours: 90

Course content: 1. Lesson planning and development of teaching learning material
2. Group teaching in special schools

Sl. No.	Tasks for the Student-teachers	Disability Focus	Educational Setting	Hrs (90)	Description
1.	Lesson Planning and Teaching	MD	Special School	40	The student teacher has to develop 10 lessons that includes at least 2 lessons for each level /class ranging from preschool/ preparatory to secondary levels and transition plan from school to work. The lessons should include cocurricular activities, relevant TLM and also use of technology .
2	a. Lesson planning and execution on different levels for all subjects	MD	Resource Room/ Inclusive school	40 hrs	10 lessons with suitable adaptation and modifications, suitable TLM and use the principle of UDL.
3	School Sensitisation on Disabilities for regular staff, Peer group and Parents	MD	Regular School	10 hrs	Submit report

Note: Each lesson must be approved by the supervisor before executing the lessons. Documents of all the lessons taught and the relevant TLM must be made available to the external examiner during the final practical examination.

Subject Teaching in Regular Schools

Course Code E4 (MD)) **Credits 6** **Hours 180**

Course Content:1. Micro teaching
2. teaching subjects in regular schools/inclusive schools.

Sl. No.	Tasks for the Student-teachers	Disability Focus	Educational Setting	Hrs (180)	Description
1	a. Micro teaching & simulated teaching on selected skills	General – student teachers	Institute / Respective college	20	5 lessons (Demonstration of Micro teaching Skills
2	**Macro Teaching** **A.** Lesson planning and Teaching for subjects selected *c.* Languages *d.* Non Languages	General	General / inclusive	80	15 lessons Use technology at least in 5 lessons, and suitable TLM In inclusive class room make suitable accommodations, and use Universal design for learning (UDL)
	B. Lesson planning and Teaching focussing on adaptation, evaluation *c.* Languages *d.* Non Languages	General	General / inclusive	80	15 lessons Use technology at least in 5 lessons, and suitable TLM In inclusive class room make suitable accommodations, and use Universal design for learning (UDL) .

Note: 1. *Each lesson must be approved by the supervisor before executing the lessons For final practical examination, all the records and TLMs must be submitted to the external examiner.*

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

AREA E

PRACTICAL RELATED TO PEDAGOGY & DISABILITY

Specific Learning Disability (SLD)

DISABILITY AND INCLUSION

Course Code: E1 (SLD) **Credits: 02** **Hours: 60**

1. Visits organisations working in the area of disabilities (e.g. Special Schools, Therapy centres, Rehabilitation organisations, and Inclusive Schools). Write a report on one organisation of each type (special school, rehabilitation organisation, inclusive school, therapy centre) and submit it for evaluation.

2. Classroom observation

Disability Focus	Educational Setting	Hrs. (45)	Tasks for the learners	Description
SLD	Centres/ inclusive schools/ alternative schools for students with learning challenges	30	Observation of the students with SLD in the class, the classroom organisation, student – teacher interaction, teaching methods used by the teacher. Observations must be conducted across grades and in different subject periods.	Minimum 30 school periods. Write a report and submit.
HI, VI, CP, ASD , ID, and Multiple Disabilities	Special schools for HI, VI, CP, ASD, ID and Multiple Disabilities	10 (2 Hrs each in each disabilit y)	Classroom Observation and Report	Minimum 15 school Periods. 3 school Periods in each Special school. Write a report and submit.
Any Disability	Inclusive School available in the neighbourhood	5	Classroom Observation and Report	Minimum 8 school Periods Write a report and submit.

Note:

- *Schedule for practical for E-1 shall be included in the time table.*
- *Observations as mentioned are essential. However, if schools for other disabilities are not available in the nearby area, the same may be conducted as observation at Inclusive school/ education, therapy centres or services being provided in the Resource room/ Home based education or vice versa with other disability.*

DISABILITY SPECIALISATION

Course Code: E2 (SLD) **Credits: 06** **Hours: 180**

Content	Educational Setting	Hours	Tasks for learners
Individualised teaching (IEP)	Alternative school/ Special school/ Inclusive school	60	Assess two students with SLD/ learning challenges to diagnose their learning needs. Develop their IEPs and implement at least 20 lessons for each student. Write a report and submit.
Development of teacher made tests (TMTs)	Institute	60	Develop three TMTs - one each for assessment of process deficits and skill deficit, and one for evaluation of content (subjects). Submit the TMTs.
Administration of tests and report writing	Alternative school/ Special school/ Inclusive school	60	Administer three standardised tests to two students with SLD / learning difficulties. Write assessment reports and submit.

Note:

- *Schedule for the practical shall be included in the timetable and required working days allocated.*
- *The tasks mentioned are essential and the content/hours may be adapted as per feasibility and accessibility.*
- *Assessment, IEP and all lesson plans must be approved by the supervisor before execution.*

Lesson Planning & Development of TLM

Course Code: E3 (SLD) **Credits: 04** **Hours: 120**

Sr. No.	Disability Focus	Tasks for the learners	Educational Setting	Hours	Description
1.	General/ inclusive	Lesson planning and development of TLM for micro teaching	Institute	10	Plan 5 subject teaching lessons for students in general schools using different micro teaching skills. Develop appropriate TLM to teach the planned content as required by the micro skill.
2.	SLD	Lesson planning and development of TLMs	Special School/Inclusive School/ Alternative school/ Clinics	60	Plan 20 lessons for students with SLD/ learning difficulties to teach curricular skills, provide interventions for process deficits, teach co-curricular skills. The lessons must be in different areas and at different levels. Develop appropriate TLM to teach the planned content.
3.	Other disability	Lesson planning and development of TLMs	Special school	25	Plan 10 lessons for students with any disability other than SLD. The 10 lessons must be in different subject areas and for students at different levels. Develop appropriate TLM to teach the planned content.
4.	Inclusion	Lesson planning and development of TLMs	Inclusive school	25	Plan 10 lessons for students in inclusive schools using the UDL framework. The 10 lessons must be in different subject areas and for students in different grades. Develop appropriate TLM to teach the planned content.

Note:

- *Each lesson must be guided by the supervisor to ensure the incorporation of appropriate pedagogy.*
- *Documents of all the lessons taught and the relevant TLM must be made available to the external examiner during the final practical examination.*

Execution of Lessons (Teaching Practice)

Course Code: E4 (SLD) **Credits: 04** **Hours: 120**

Sr. No.	Disability Focus	Tasks for the learners	Educational Setting	Hours	Description
1.	General/ inclusive	Execution of micro teaching lessons	Institute	10	Execute 5 subject teaching lessons for students in general schools using different micro teaching skills using appropriate TLMS.
1.	SLD	Execution of lessons	Special School/Inclusive School/ Alternative school/ Clinics	60	Execute 20 lessons for students with SLD/ learning difficulties to teach curricular skills, provide interventions for process deficits, teach co-curricular skills using appropriate TLMs. The lessons must be in different areas and at different levels.
2	Other disability	Execution of lessons	Special school	25	Execute 10 lessons for students with any disability other than SLD using appropriate TLMs. The 10 lessons must be in different subject areas and for students at different levels.
3	Inclusion	Execution of lessons	Inclusive school	25	Execute 10 lessons for students in inclusive schools using the UDL framework. The 10 lessons must be in different subject areas and for students in different grades. Develop appropriate TLM to teach the planned content.

Note:
- Schedule for the practical shall be included in the timetable and required working days allocated.
- All lesson plans must be approved by the supervisor before execution.
- All execution must be done in the presence of a supervisor.
- Feedback must be received from the supervisor in the format prescribed by the institute.

AREA E

PRACTICAL RELATED TO PEDAGOGY & DISABILITY

Visual Impairment (VI)

Visits & Writing Reports

Course Code: E1 (VI) **Credits: 2** **Hours: 60**

Brief description: Students will have a better knowledge of disability and their implications by visiting various organisations. It will give them the fundamental abilities needed for teaching and learning environment. This practical is therefore designed to provide exposure to the teaching-learning processes, various modes of learning and the infrastructural facilities.

Educational Settings: Special Schools for Children with Visual Impairment, Early Intervention Centres, Low Vision Centres, Therapy Centres, Rehabilitation Organisations.

Sl. No.	Tasks	Specific activities	Hours
1	Visits to Special Schools (Visual Impairment) & Writing Reports *At least 2 Special Schools to be visited	• Study the infrastructure, resources available in a special school, • List the best practices offered by the schools/organizations visited. • Write a report on the quality of education delivery in the special schools / organizations visited based on the feedback from the students. • Include the suggestions on what can be done to make it better. • Exposure to Sensory Kit, Functional Assessment Kit, Braille Record, Tactile Teaching Learning Material Preparation, Identification and Assessment Records, etc. are expected	30
2	Visits to Rehabilitation Centre & Special Schools (Other Disability) and writing Reports *At least 01 Therapy Centres, or, Rehabilitation Organisations, or, EIC; and 01 Model Inclusive Schools, or, Special Schools (Other Disability) need to be visited	• Study the infrastructure, resources available in a special school, • List the best practices offered by the schools/centres visited. • Write a report on the quality of services or training based on the feedback from the clients or beneficiaries. • Include suggestions on what can be done to make it better. • Exposure to Functional Assessment Kit, Records, Assessment Records, etc. are expected.	30
			60

Classroom Observation at Different Levels and of Different Subjects

Course Code: E2 (VI) **Credits: 2** **Hours: 60**

Brief description: In this practical, the students will do in-depth observations in special education classrooms, inclusive classrooms, or training facilities as teacher candidates. The purpose of this practical is to provide pupil teacher with experience in observing diverse teaching and learning processes, as well as using a variety of strategies and techniques to teach various subjects in varied contexts.

Sl. No.	Tasks	Specific activities	Hours
1	Classroom Observation at different levels and of different subjects	• Subject-Specific Classroom Observations at Special Schools and Inclusive Schools. • Observe various activities such as conversation, directed activity, story-telling, assessment, introduction, etc. • Write the observation report. • Include the learnings & insights, feedback, and areas of improvement in the observation report. • It is desirable that observation of classroom activities is spread across the semesters.	60
			60

Lesson Planning & Development of TLM

Course Code: E3 (VI) **Credits: 6** **Hours: 180**

Brief description: For educators, planning is vital that support a better understanding of students and the transfer of information, competencies, and abilities. It supports the direction of communication, organisation, assessment, and content distribution. Teachers may guarantee relevance, match activities to objectives, and engage students with easily accessible content by careful planning. This specific practical component focuses on teaching students how to prepare teaching materials and arrange lessons effectively under the supervision of mentors.

Sl. No.	Domain	Specific activities	Hours
1	Lesson Planning and Unit Planning Practice	• Lesson Plan Preparation Pedagogy I – II • Planning for the creation of a learning environment.	60
2	Hands-On Training for TLM Creation and Use of Open Resources	• Create tangible teaching aids, such as flashcards, tactile materials, or manipulative, • Digital TLM creation, developing multimedia resources, visual schedules, social stories, or communication boards; • Development of Teaching Learning Material (TLM) based on principles of Universal Design of Learning (UDL). • Searching and Using OERs	60
3	Content Reading of School Textbooks and Adaptation of Content	• Content reading of school textbooks of all grades and reflecting on the same. • Preparing adaptations by selecting various topics related to different subjects (Language, Maths, Social Science, Science).	30
4	IEP & Assessment	• Preparing Individualized Education Plan (IEP). • CCE strategies for CwVI (using Braille and other methods) • Integrate assessment of needs and planning for facilitating learning.	30
			180

Execution of Lesson (Teaching Practice)

Course Code: E4 (VI) **Credits: 6** **Hours: 180**

Brief description: Under the guidance and assistance of more experienced educators, student teachers can improve their art and science of teaching through teaching practice. This specific teaching practice exercise offers special educators a chance to comprehend the function and workings of the educational system. Gaining professional competence and working with students in real classrooms is a tough but rewarding experience that this field experience offers.

Sl. No.	Domain	Specific activities	Hours
1	Micro Teaching Sessions	Micro Teaching Practice Peer Observation and Feedback Collaborative and Group Teaching	30
2	Teaching Practice (Pedagogy I)	Undertaking Teaching Practice (Pedagogy I)	60
3	Teaching Practice (Pedagogy II)	Undertaking Teaching Practice (Pedagogy II)	60
4	Assessment and Progress Monitoring	Assessment and Progress Monitoring Home-Assignment Engagement	30
			180

AREA F

AREA F: SUPPORTIVE SKILLS / SCHOOL INTERNSHIP	
Course Code	**Course Name**
F1	Supportive Skill Training (Assistive Technologies, Functional Academic Skills, etc.)
F2	Internship in Disability Specialization
F3	Internship at Inclusive School
F4	Internship in Other Disability

Each disability specialization varies in requirements of Field engagements/internships; hence the same has been worked out accordingly keeping the total number of credits and hours same. Details have been provided in the respective disability specialization sections of Practical II of F1 to F4.

AREA F

SUPPORTIVE SKILLS AND SCHOOL INTERNSHIP

Autism Spectrum Disability (ASD)

INTERNSHIP IN OTHER DISABILITY SPECIAL SCHOOL

Course Code: F1 (ASD) **Credits: 04** **Hours: 120**

The internship will be guided by the course supervisor and will include placement of the learner in a **special school for at least two weeks or 10 working days.** The student trainee will carry out the following during the placement period and report after getting the certificate and endorsement of the school authority.

1. Observe schools and organisations. Observe children with and without any diagnosed conditions. Write a comprehensive report on the different milestones and behaviours observed.
2. Participate in at least one parent training programme, cultural programme, social event or sports event in a school in consultation with the respective school authorities with inclusion in focus.
3. Any other academic/cultural activity for which the school authorities advise the learner.

SUPPORTIVE SKILL TRAINING:
ASSISTIVE TECHNOLOGY, AND OTHER ACCESSIBILITY MEASURES

Course Code: F2 (ASD) **Credits: 04** **Hours: 120**

All the practical work in Area E and the internship in Area F require to have assistive technology and accessibility measures incorporated suitably. Each learner is expected to identify the accessibility needs of students in the given context. In addition, the assistive devices or the assistive technology to be used while transacting the curricular content have to be identified. This would need the assessment of the students with ASD for their ICT needs. Measures have to be taken to fulfil the needs. The use of technology during group teaching, adoption of teaching using blended mode and simulation of teaching using the technology have to be demonstrated. Based on such classroom experiences **develop an illustrative record/folder on assistive technology for persons with ASD as well as other disabilities**. Include information on the maintenance of personal assistive devices by persons with ASD and associated conditions, the schemes by the government of India for availing assistive devices such as ADIP and other schemes. In addition, any TLM developed for classroom transactions that involve technology may also be included and certified by the respective course coordinator and submitted during the final practical examination.

1. Observe schools and organisations. Write a comprehensive report on the needs and supports observed.
2. Participate in at least one parent training programme, cultural programme, social event or sports event in a school in consultation with the respective school authorities with inclusion in focus.
3. Any other academic/cultural activity for which the school authorities advise the learner.

Internship in Disability Specialisation

Course Code: F3 (ASD) **Credits: 08** **Hours: 240**

The internship will be guided by the course supervisor and will include placement of the learner in a **special school for at least six weeks or 30 working days.** During the placement, the learner is expected to work in classes ranging from early intervention/preschool to vocational training and work placement. The learner is expected to carry out the following activities and submit a report endorsed by the school authority along with the certification of completion of the internship.

1. Assessment of at least four students using formal and informal tools and identify the specific learning problems (at least one in each level/class) and write a comprehensive report.
2. Develop an appropriate individualised educational plan (IEP) (current level, annual goals, short-term objectives, methods, material and evaluation) and implement at least 10 sessions for each child using appropriate methods and TLMs. Based on the child, the session may range from 20-45 minutes.
3. Collaborate with the class teachers and plan group teaching lessons for each class in at least two different areas. After getting the lesson plans approved at least five lessons teach in the respective classes.
4. Organise at least one parent training programme, one cultural programme, social event or sports event in a school in consultation with the principal and respective class teacher.
5. Any other academic/cultural activity for which the school authorities advise the learner.

INTERNSHIP AT INCLUSIVE SCHOOL

Course Code: F4 (ASD) **Credits: 08** **Hours: 240**

The internship will be guided by the course supervisor and will include placement of the learner in an **inclusive school for at least four weeks or 20 working days.** The learner is expected to carry out the following activities and submit a report endorsed by the school authority along with the certification of completion of an internship.

1. Assessment of at least four students (in different classes) with special educational needs in inclusive classrooms using formal and informal tools and identifying the specific learning concerns consult the respective class teacher and write a comprehensive report.
2. Develop an appropriate educational programme with accommodations and modifications for each of the students. Collaborate with the class teachers and plan at least 5 group teaching lessons for each inclusive class where the assessed students are placed. The lessons will be taught in inclusive classes with all other students.
3. In addition, plan five lessons and co-teach/team teach with the class teacher in different inclusive classes in at least three different subjects.
4. Organise at least one parent training programme, one cultural programme, social event or sports event in a school in consultation with the principal and respective class teacher with inclusion in focus.

Any other academic/cultural activity for which the school authorities

AREA F

SUPPORTIVE SKILLS AND SCHOOL INTERNSHIP

Hearing Impairment (HI)

Supportive Skill Training (ISL & Assistive Technologies)

Course Code: F1 (HI) **Credits: 6** **Hours: 180**

Brief description:

The Supportive Skill Training in ISL and Assistive Technologies gives the learners an opportunity to acquire essential skills that are crucial for effective communication and accessibility in the context of hearing impairment. This combines comprehensive training in Indian Sign Language (ISL) and the existing Assistive Technologies. The aim is to empower educators with the tools and techniques necessary for fostering inclusive learning environments and enhancing the overall educational experience for individuals with hearing impairment.

F1 Supportive Skill Training - ISL

Sl. No.	Tasks	Educational settings	Specificactivities	Hrs	Submission
1	Compilation of resources available foreducational content through ISL	Training Center / Bilingual Center	Create a list of at least 10 different resources (Websites / YouTube channels / Apps / online courses etc.) available for learning educational content through ISL, along with links and topics.	5	Videos in ISL and Journal on Bilingual Teaching
2	ISL Communication		Learn and practice ISL Communication in daily life through basic vocabulary, sentences & questions. Practice dialogues in ISL about various topics.	20	
3	ISL Vocabulary for teaching subjects/ papers		Learn and practice the expansion of ISL vocabulary for teaching various subjects / papers. (Refer to the ISLRTC dictionary of 10,000 words and other existing resources)	20	

4	Teaching Concepts using ISL in various subjects		Observing subject wise e-content is available in ISL (SIGN LIBRARY, ISLRTC, NIOS etc.) Observing lessons in ISL given by deaf instructors. Delivering lessons using educational bilingualism in ISL and taking feedback from deaf instructors on the ISL quality and grammar.	20	
5	Abstract Concepts in ISL		Understanding and delivering abstract educational concepts in ISL	10	
6	Creative Expressions in ISL		Story telling in ISL, Poetry in ISL, Debates in ISL, Use of visual vernacular, News in ISL, Presentations in ISL, Interviews in ISL, ISL Competitions (Observe, practice and sign at least 5 examples each)	10	
7	Regional variation in ISL		Observe the regional variations in ISL and note the importance of knowing this variation while teaching.	5	
			Record regional variations in ISL (at least 5 examples). Discuss the importance of regional variations with the deaf students.		
8	ISL Grammar		ISL Parameters, Signing Space, Sign Families, Word Order, Size/Shapes in ISL, Different types of ISL sentences Questions in ISL, Negation in ISL, Tenses in ISL, Different Verbs in ISL, Classifiers, Indexing, and Localization	20	
9	ISL Games & Competitions		Participate and create various games, activities or competitions related to ISL	10	
			Total	**120**	

Supportive Skill Training (Assistive Technologies) 60 hours

Sl. No.	Tasks	Educational settings	Specific activities	Hours	Submissions
1	Types of hearing devices used with PwHI	Audiology clinic	Use demo kits/posters/videos or dummies to look at the different type of individual and group hearing devices available for PwHI and understand their advantages and limitations and selection criteria.	5	Journal
2	Listening check of hearing devices	Institute / Clinic	- Carrying out daily listening checks on devices of children with hearing impairment (5 children)	5	Reports in journal
3	Developing a pamphlet/poster/ video for describing care and maintenance of hearing devices to parents of CwHI	Institute / Clinic	- Understand the Dos and Don'ts for care and maintenance of hearing aids, cochlear implants, group hearing devices - Put down the points along with graphics, illustrations in simple language for use with parents/family members. - Use the developed material to explain care and maintenance to parents of CwHI (5 children)	10	Prepared material
4	Troubleshooting of hearing aids and cochlear implants	Audiology clinic	- Observe the audiologist performing troubleshooting of child's devices (2 children) - Troubleshoot devices of CwHI (2 children)	5	Observation report
5	Hearing Assistive Technology	Hearing and speech Clinic	• Compile a list of hearing assistive technology/ assistive listening devices available for PwHI, including alerting devices,	5	Prepared list in journal

			in terms of their providers, pricing, etc.		
6	Schemes for procurement of hearing devices	Hearing and speech Clinic	• Prepare a list of all available schemes that provide different types of hearing devices to PwHI and list the provisions under the schemes.	5	
7	Listening training		Prepare and demonstrate lesson plans for listening training for children • Below 2 years (2 plans) • Between 2 to 5 years (2 plans) • Above 5 years (2 children)	10	
8	Speech intervention	Clinic	- List out the available devices for speech teaching and correction, including various Apps. - Observing individual speech teaching sessions (2 children) - Observing group teaching sessions(2 children) - Planning and executing lesson planfor teaching non-segmental, Segmental and Supra segmental aspects of speech (2 children)	15	
TOTAL				**60**	

Internship in Disability Specialization

Course Code: F2 (HI) **Credits: 10** **Hours: 300**

Brief description: The Internship in Disability Specialization (Area F2) is a comprehensive 300-hour practicum focused on hearing impairment within special school settings. This immersive program provides hands-on experience supporting Special Educators, honing teaching skills, and contributing to the holistic development. Learners will gain exposure to diverse setups, including classrooms and extracurricular activities, while collaborating closely with experienced teachers as well as Deaf Teachers/ Mentors to get in depth understanding of the challenges as well as insights into the domain of special education, and the direct perspective from the deaf community. The internship emphasizes individualized mentorship, cultural sensitivity, inclusivity, and the integration of technology in teaching strategies. Upon completion, participants will possess a competitive edge in the job market, a network of professional connections, and a strong foundation for continued professional growth in the field of disability specialization.

Sr. No.	Tasks	Educational settings	Specific activities	Hrs 200	Submission
1	Practicing functioning as a Special Educator - Intern / Assistant Teacher for the CWHI	Special schools/ Deaf Associations/ Training Centres which use a) Educational Bilingualism b) Total Communication c) Oral-aural approach	Undertaking teaching lessons as per the assigned time-table by the organization using daily diary system for planning and recording. Maintaining records and reports Requesting feedback from the stakeholders (students / mentors / other teachers) and reflecting on how to make the teaching learning process better.	100	Journal with reports & reflections
2	Assisting Special educators in classroom activities and management		Assisting Special educators in classroom activities and management such as Prayers, sharing news in the assembly, checking devices,	30	

			attendance, home work/class work, writing diaries for the students. preparing TLM, teaching practice sessions recapitulation, and break times, conducting / organizing cultural activities		
3	Assisting in the school examinations		Assisting in exam related planning, setting question papers, assessing, entering outcome in records, writing progress reports, feedback to students and parents, drawing pedagogic decisions.	10	
4	Understanding beyond classrooms		Participating in School committees meetings, Planning different activities Sports, Picnics, trips, visits, Parent Teacher Association (PTA) meeting, competitions, Celebrations, annual gatherings, medical camp/check ups	10	
5	Development of (TLM), Worksheet		Developing 3 Teaching Learning Material (TLM) and 10 worksheet for the assigned class	10	
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	10	
7	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	10	

8	Compilations of language teaching material news, conversation, stories and unseen pictures		Compiling language material news, conversations, stories and unseen pictures, Directed activities	10	
9	Compiling list of deaf associations, deaf schools and other supporting agencies in the area.	Special School / Deaf Association/ Training Center with Deaf Teachers / Mentors and use of ISL	Make a list of deaf associations, deaf schools and other supporting agencies in the area and their contact information. Create a chart of deaf role models in India, including the successful deaf adults from that area.	10	Journal /Written Report /Video Report in ISL
10	Assisting Deaf Teacher / Mentor in organizing and conducting awareness about importance of ISL, Deaf Community and Deaf Culture		Assist a deaf teacher/mentor in designing an ISL course on teaching ISL vocabulary to family members using local language. Assisting Deaf Teacher / Mentor in organizing and conducting awareness about importance of ISL, Deaf Community and Deaf Culture at the early intervention centers/ hospitals/ police stations/ schools / govt. agencies / employers etc. (At least four) Writing the report of these awareness sessions, including feedback from the stakeholders and recommendations for the follow ups.	20	
11	Assisting Deaf Teacher/Mentor in Teaching ISL		Assisting Deaf Teacher/Mentor in designing specific	20	

			curriculum and teaching ISL to various stakeholders		
12	Assisting Deaf Teacher/Mentor in Communication Support		Assisting Deaf Teacher/Mentor in Communication Support in academic settings by providing assistance / access through ISL, verbal or written communication, where ever needed.	20	
13	Assisting Deaf Teacher/Mentor in Educational Bilingualism	Special School / Training Institute	Assisting Deaf Teacher/Mentor in creating educational content videos in ISL. Assisting Deaf Teacher/Mentor in lesson planning for live sessions on academic topics.	20	
14	Assisting Deaf Teacher/Mentor in Assessment for ISL		Assisting Deaf Teacher/Mentor in Designing and Delivering Formative Assessment for ISL specialized for the age groups and planning language intervention strategies accordingly.	10	
15	Program end presentation		Power point presentation on consolidations, reflections and take away points from field engagement to be able to become a teacher/ Special Educator	10	
			Total	**300**	

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

**** For items each teacher trainee 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.**

Internship at Inclusive School

Course Code: F3 (HI) **Credits: 4** **Hours: 120**

Brief description: This practicum specifically focuses on undergoing internship program in the Inclusive school set up. It also focuses on the hands on experience in undertaking responsibility by assisting the special Educators / mainstream teachers in the inclusive schools.

Sr. No.	Tasks for Teacher Educators	Educational settings	Specific activities	Hrs. 120	Submissions
1	Understanding the children in the classroom	Inclusive School	Studying the background of children in the allotted class	10	Report with reflections
2	Barrier Free Environment at an Inclusive school		Studying the extent of barrier free environment (Infrastructure including Assistive devices, Human resource & Inclusive teaching practices) available in an Inclusive school	05	
3	Understanding the plans		Studying the half yearly, Monthly & Unit plans and Calendar of activities and Progress report	05	
4	Teaching support		Assisting the teachers in Adaptation of content, Lesson planning, Scheduling, Resource mobilisation, Preparing TLM &Planning celebrations	50	
5	Remedial support		Teaching special children for specialised support for achieving the content mastery - 2 students	30	

6	Student evaluation		Assist the teachers in developing Teacher made tests, conducting unit tests, Marking scheme, Scoring key, Exam supervision, Evaluation of answer scripts & Reporting	20	
TOTAL				**120**	

Internship in Other Disability

Course Code: F4 (HI) **Credits: 4** **Hours: 120**

Brief description: This practicum specifically focuses on undergoing internship program in Other Disability apart from specialization chosen by the learners. It also focuses on the hands on experience in undertaking responsibility by assisting the Special Educators in the Special schools for other disabilities

Sl. No.	Tasks for Teacher Educators	Educational settings	Specific activities	Hrs.	Submissions
1	Teacher Assistant	Special school of other disability	Working as teacher assistant for Prayers/assembly, Attendance, Home work/class work, Writingdiaries & Assisting in school Celebrations, Creating TLMs etc. Reflection on the experience while teaching children with other disabilities.	50	Journal of daily reflections and learning
2	Additional Skills (Other Disabilities)		Learning the basics of Additional Skills required to teach children with other disabilities such as Orientation & Mobility / Braille / Tactile Sign Language / Any Other Relevant Skill	40	
3	Document Study		Studying the background of the children in the allotted class & Reading and reporting on Academic calendars, Time table, Diaries, Work books, Progress reports, Case files, 3 Parent meeting reports, Certificates, Forms to avail	5	Journal

			exemptions and concessions, Assessment formats,		
4	Studying differences in different areas		Prepare a document on finding differences in Barriers faced by other disabilities, Aids and Appliances, Do's and Don'ts	10	
5	Student evaluation		Assist the teachers in developing Teacher made tests, conducting unit tests, Marking scheme, Scoring key, Exam supervision, Evaluation of answer scripts & Reporting	5	
6	Undertaking Cross Curricular Activities		Conducting various activities of art , craft, painting, celebrations of festivals	10	
			Total	**120**	

AREA F

SUPPORTIVE SKILLS AND SCHOOL INTERNSHIP

Intellectual Disability (ID)

Supportive Skill Training - Assistive Technology, Other Accessibility Measures

Course Code: F1 (ID) **Credits: 4** **Hours: 120**

All the practical work in the area E and the internship in Area F require to have the assistive technology and accessibility measures incorporated suitably. Each learner is expected to identify the accessibility needs of students in the given context. In addition, the assistive devices or the assistive technology to be used while transacting the curricular content have to be identified. This would need the assessment of the students with intellectual disability for the ICT needs. Measures have to be taken to fulfill the needs.
Use of technology during group teaching, adoption of teaching used blended mode and simulation of teaching using the technology have to be demonstrated.

Based on such class room experiences and the internet search, develop an illustrative record / folder on assistive technology for persons with intellectual disability and associated conditions. Include information on maintenance of personal assistive devices by the persons with intellectual disability and associated conditions, the schemes by the government of India for availing assistive devices such as \ ADIP and other schemes. In addition, any TLM that you have developed for class room transaction that involved technology may also be included and certified by the respective course coordinator/tutor and submitted during the final practical examination.

Internship In Disability Specialisation

Course Code: F2 (ID) **Credits: 10** **Hours: 300**

Internship involves placement of the B.Ed student trainee/learner in a special school for students with intellectual disability period of six weeks During the placement the learner is expected to work in all the classes ranging from early intervention/pre school to vocational training and placement. The internship should be guided by faculty supervisor.
The student trainee/ learner is expected to carry out the following activities and submit report endorsed by the school authority along with the certification of completion of internship.

1. Assessment of students using formal and informal tools and identify the specific learning problems (atleast one in each level/class) and write a comprehensive report.
2. Develop an appropriate individualised educational plan (IEP) (current level, annual goals, short term objectives, methods and material and evaluation) and implement using appropriate method and material/TLM (atleast 7 sessions for each child each session not less than 45 minutes.).
   Collaborate with the class teachers and plan group teaching lessons for each class in at least two different areas. After getting the lessons plans approved teach in the respective classes. (At least 4 lessons /class).
3. Organise at least one parent training programme, one cultural programme, social event or sports event in school in consultation with the principal and respective class teacher.
4. Any other academic/ cultural activity in the school for which the school authorities seek the involvement of the student trainee.

Internship at Inclusive School

Course code: F3 (ID) **Credits: 6** **Hours: 180**

The internship should be guided by faculty supervisor. The internship will be for 4 weeks.
The learner is expected to be present in the placement premises on the working days during the internship. The student trainee/ learner is expected to carry out the following activities and submit report endorsed by the school authority along with the certification of completion of internship.

1. Assessment of students with special educational needs in the inclusive class using formal and informal tools and identify the specific learning problems (atleast five students in different classes), consult the respective class teacher and write a comprehensive report.
2. Develop an appropriate educational programme with accommodations and modification for each of the students. Collaborate with the class teachers and plan group teaching lessons for each inclusive class where the assessed students are placed. (Atleast 5 lessons for each student to be taught in inclusive class with all other students.
3. In addition, plan and co teach/team teach with the class teacher in different inclusive classes in at least three different subjects. (in each class co teach five lessons.)
4. Organise at least one parent training programme, one cultural programme, social event or sports event in school in consultation with the principal and respective class teacher with inclusion in focus.
5. Use technology effectively for all the activities during internship.
6. Any other academic/ cultural activity in the school for which the school authorities seek the involvement of the student trainee.

Internship in Other Disability Special School

Course Code: F4 (ID) **Credits: 4** **Hours: 120**

The internship will be guided by the course supervisor, lasting for two weeks**.** The learner is expected to be present in the placement premises on the working days during the internship.

The student trainee has to carry out the following during the placement period and report after getting the certificate and endorsement of the school authority.

1. Observe the classes. With the help of the class teacher assess at least 3 children with the specific disability using the appropriate tools and write a report.
2. Develop an educational plan, and with the approval of the concerned teacher execute the lessons for the children who were assessed. (at least 5 lessons each).
3. Develop at least 5 lessons in suitable class levels in different subjects, get it approved by the teacher and teach the whole class group with the supervision of the class teacher.
4. Organise at least one parent training programme, one cultural programme, social event or sports event in school in consultation with the principal and respective class teacher with inclusion in focus.
5. Use technology effectively for all the activities during internship. .
6. Any other academic/ cultural activity in the school for which the school authorities seek the involvement of the student trainee.

AREA F

SUPPORTIVE SKILLS AND SCHOOL INTERNSHIP

Multiple Disability (MD)

Supportive Skill Training- Assistive Technology, Other Accessibility Measures

Course Code: F1 (MD) **Credits: 4** **Hours: 120**

All the practical work in the area E and the internship in Area F require to have the assistive technology and accessibility measures incorporated suitably. Each learner is expected to identify the accessibility needs of students in the given context. In addition the assistive devices or the assistive technology to be used while transacting the curricular content have to be identified. This would need the assessment of the students with multiple disability for the ICT needs. Measures have to be taken to fulfill the needs.
Use of technology during group teaching, adoption of teaching used blended mode and simulation of teaching using the technology have to be demonstrated.

Based on such class room experiences and the net search develop an illustrative record / folder on assistive technology for persons with multiple disability. Include information on maintenance of personal assistive devices by the persons with multiple disability, the schemes by the government of India for availing assistive devices such as ADIP and other schemes. In addition, any TLM that you have developed for class room transaction that involved technology may also be included and certified by the respective course coordinator/tutor and submitted during the final practical examination.

INTERNSHIP IN DISABILITY SPECIALISATION

Course Code: F2 (MD) **Credits: 10** **Hours: 300**

Internship involves placement of the B.Ed student trainee/learner in a special school for students with multiple disability period of six weeks During the placement the learner is expected to work in all the classes ranging from early intervention/pre school to vocational training and placement. The internship should be guided by faculty supervisor.
The student trainee/ learner is expected to carry out the following activities and submit report endorsed by the school authority along with the certification of completion of internship.

1. Assessment of students using formal and informal tools and identify the specific learning problems (atleast one in each level/class) and write a comprehensive report .
2. Develop an appropriate individualised educational plan (IEP) (current level, annual goals, short term objectives, methods and material and evaluation) and implement using appropriate method and material/TLM (atleast 7 sessions for each child each session not less than 45 minutes.).
   Collaborate with the class teachers and plan group teaching lessons for each class in at least two different areas. After getting the lessons plans approved teach in the respective classes. (At least 4 lessons /class).
3. Organise at least one parent training programme, one cultural programme, social event or sports event in school in consultation with the principal and respective class teacher.
4. Any other academic/ cultural activity in the school for which the school authorities seek the involvement of the student trainee.

INTERNSHIP AT INCLUSIVE SCHOOL

Course code: F3 (MD) **Credits: 6** **Hours: 180**

The internship should be guided by faculty supervisor. The internship will be for 4 weeks. The learner is expected to be present in the placement premises on the working days during the internship .The student trainee/ learner is expected to carry out the following activities and submit report endorsed by the school authority along with the certification of completion of internship.

1. Assessment of students with special educational needs in the inclusive classs using formal and informal tools and identify the specific learning problems (atleast five students in different classes), consult the respective class teacher and write a comprehensive report.
2. Develop an appropriate educational programme with accommodations and modification for each of the students. Collaborate with the class teachers and plan group teaching lessons for each inclusive class where the assessed students are placed. (atleast 5 lessons for each student to be taught in inclusive class with all other students.
3. In addition, plan and co teach/team teach with the class teacher in different inclusive classes in at least three different subjects . (in each class co teach five lessons.)
4. Organise at least one parent training programme, one cultural programme, social event or sports event in school in consultation with the principal and respective class teacher with inclusion in focus.
5. Use technology effectively for all the activities during internship. .
6. Any other academic/ cultural activity in the school for which the school authorities seek the involvement of the student trainee.

Internship in Other Disability Special School

Course code: F4 (MD) **Credits: 4** **Hours: 120**

The internship will be guided by the course supervisor, lasting for two weeks**.** The learner is expected to be present in the placement premises on the working days during the internship.

The student trainee has to carry out the following during the placement period and report after getting the certificate and endorsement of the school authority.

1. Observe the classes. With the help of the class teacher assess at least 3 children with the specific disability using the appropriate tools and write a report.
2. Develop an educational plan, and with the approval of the concerned teacher execute the lessons for the children who were assessed. (at least 5 lessons each).
3. Develop at least 5 lessons in suitable class levels in different subjects, get it approved by the teacher and teach the whole class group with the supervision of the class teacher. ..
4. Organise at least one parent training programme, one cultural programme, social event or sports event in school in consultation with the principal and respective class teacher with inclusion in focus.
5. Use technology effectively for all the activities during internship. .
6. Any other academic/ cultural activity in the school for which the school authorities seek the involvement of the student trainee.

AREA F

SUPPORTIVE SKILLS AND SCHOOL INTERNSHIP

Specific Learning Disability (SLD)

Supportive Skill Training - Assistive Technology, Other Accessibility Measures

Course Code: F1 (SLD) **Credits: 4** **Hours: 120**

All the practical work in the area E and the internship in Area F require to have the assistive technology and accessibility measures incorporated suitably. The assistive devices, or the assistive technology to be used while transacting the curricular content must be identified. Measures must be taken to fulfill the needs. Use of technology during individualised and group teaching, adoption of teaching used blended mode and simulation of teaching using the technology must be demonstrated.

In addition, the following tasks must be undertaken.

Sr. No.	Task for the learners	Hours	Description
1	AT and ICT use	30	Identify the accessibility needs of students in the given context. The learner must conduct the assessment of two students with SLD for the AT and ICT needs. Create a plan to incorporate AT and ICT for classroom teaching. Submit a report along with the illustrative low-cost devices/ aids.
2	Curriculum adaptation	90	Adapt two chapters in two different subjects at two different levels for students with SLD. Submit the curriculum adaptation along with the required aids and TLMs.

Internship in Disability Specialisation

Course Code: F2 (SLD) **Credits: 10** **Hours: 300**

Internship involves placement of the B.Ed. Spl. Ed. learner in a special school for students with learning difficulties / clinic / centre catering to students with SLD for a period of 6 weeks. During the placement the learner is expected to work with students in all the classes ranging from primary school to secondary school. The internship should be guided by faculty supervisor.

The learner is expected to carry out the following activities and submit report endorsed by the school authority along with the certification of completion of internship.

1. Assessment of students using formal and informal tools and identify the specific learning problems (atleast one in each level/class) and write a comprehensive report .
2. Develop an appropriate individualised educational plan (IEP) (current level, annual goals, short term objectives, methods and material and evaluation) and implement using appropriate method and material/TLM (atleast 7 sessions for each child each session not less than 45 minutes.).
3. Collaborate with the class teachers and plan group teaching lessons for each class in at least two different areas. After getting the lessons plans approved teach in the respective classes. (At least 4 lessons /class).
4. Organise at least one parent training programme, one cultural programme, social event or sports event in school in consultation with the principal and respective class teacher.
5. Any other academic/ cultural activity in the school for which the school authorities seek the involvement of the learner.

INTERNSHIP AT INCLUSIVE SCHOOL

Course code: F 3 (SLD) **Credits: 4** **Hours: 120**

The internship should be guided by faculty supervisor. The internship will be for 2 weeks. The learner is expected to be present in the placement premises on the working days during the internship .The learner is expected to carry out the following activities and submit report endorsed by the school authority along with the certification of completion of internship.

1. Assessment of students with special educational needs in the inclusive class using formal and informal tools and identify the specific learning problems (at least two students in different classes), consult the respective class teacher and write a comprehensive report.
2. Develop an appropriate educational programme with accommodations and modification for each of the students. Collaborate with the class teachers and plan group teaching lessons for each inclusive class where the assessed students are placed. (at least two lessons for each student to be taught in inclusive class with all other students).
3. In addition, plan and co teach/team teach with the class teacher in different inclusive classes in at least three different subjects (in each class co teach two lessons.)
4. Organise at least one parent training programme, one cultural programme, social event or sports event in school in consultation with the principal and respective class teacher with inclusion in focus.
5. Any other academic/ cultural activity in the school for which the school authorities seek the involvement of the learner.

Internship in Other Disability Special School

Course code: F4 (SLD) **Credits:6** **Hours: 180**

The internship will be guided by the course supervisor, lasting for 3 weeks**.** The learner is expected to be present in the placement premises on the working days during the internship.

The learner must carry out the following during the placement period and report after getting the certificate and endorsement of the school authority.

1. Observe the classes. With the help of the class teacher assess at least 3 children with the specific disability using the appropriate tools and write a report.
2. Develop an educational plan, and with the approval of the concerned teacher execute the lessons for the children who were assessed (at least 3 lessons each).
3. Develop at least 5 lessons in suitable class levels in different subjects, get it approved by the teacher and teach the whole class group with the supervision of the class teacher.
4. Organise at least one parent training programme /one cultural programme /social event/ sports event in school in consultation with the principal and respective class teacher.
5. Any other academic/ cultural activity in the school for which the school authorities seek the involvement of the learner.

AREA F

SUPPORTIVE SKILLS AND SCHOOL INTERNSHIP

Visual Impairment (VI)

Supportive Skill Training

(Functional Academic Skills, Assistive Technologies and Other ECC Components)

Course Code: F1 (VI) **Credits: 6** **Hours: 180**

Brief description: With the use of the Expanded Core Curriculum (ECC) including functional academic skills and assistive technologies, learners can gain the fundamental abilities needed for accessible and efficient support while dealing with students with visual impairment. The goal is to equip teachers with the knowledge and skills needed to create inclusive classrooms and improve the educational experience for students with visual impairment.

Educational Settings: Special Education-Teacher Education Institute (Training Institute)

Sl. No.	Domain	Specific activities	Hours
1	Learning Functional Academic Skills	Preparing Reading Readiness Materials Reading & Writing Braille: Learning English Braille Grade 1 & 2 ; and Learning Bharti Braille (Hindi or Any one regional Language)	60
2	Assistive Technologies (Manual, Electronic & Advanced)	Teaching Manual Technologies (Abacus. Taylor Frame, Geometry Kit, etc.) Magnifiers, Non-Optical Devices, DAISY Players Advanced Assistive Technologies (RBD/ Notetakers, Screen Readers, Screen Magnifiers, Braille Translators, Embossers, Smart Cane etc.)	30
5	Sensory Efficiency	Sensory training for optimal use of remaining senses (including remaining vision)	15
6	Independent Living Skills	Personal Hygiene, eating skills/Etiquettes, food preparation, time and money management, clothing care, and household tasks.	15
7	Orientation & Mobility (Learning)	Learning Orientation and Mobility skills including sighted guide techniques, protective techniques, searching techniques, cane techniques,	30
8	Other ECC Components	Hands on training on special leisure & recreational devices for CwVI, Exercises on Improving social communication skills, Self-Determination, Facilitating Career Education	30
			180

Internship in Disability Specialization

Course Code: F2 (VI) **Credits: 10** **Hours: 300**

Brief description: The comprehensive practical focuses on visual impairment in special education settings. This intensive programme enhances teaching abilities, supports prospective special educators in the real world, and promotes holistic growth. While working closely with experienced special education teachers, learners will be exposed to a variety of settings, including classrooms and extracurricular activities. This will provide them with a deeper understanding of the difficulties and insights into the field of special education, as well as first-hand knowledge from the children with visual disability. The internship places a strong emphasis on tailored mentoring, cultural sensitivity, diversity, and incorporating technology into instructional practices. After finishing, individuals will have an advantage in the professional field and a solid basis for future career advancement in the disability specialisation field.

Educational Settings: Special Schools for Students with Visual Impairment (Low vision and Blindness)

Sl. No.	Domain	Specific activities	Hours
1	Practicing as a Special Educator - Intern / Assistant Teacher for the CwVI	Undertaking teaching lessons at Special Schools per the assigned time-table by the organization using daily diary system for planning and recording. Maintaining Records and Reports including feedback from the stakeholders (mentors / other teachers) and reflection on how to make the teaching-learning process better.	120
7	Assessment & Remedial Support	Assist the teachers in developing teacher made tests, conducting unit tests, Exam supervision, Evaluation of answer scripts & Reporting.	30
2	Supporting Functional Academic Skills	Revision on Braille Braille Reading Drills with CwVI Braille Writing Drills with CwVI Large Print Materials Reading & Wriing Drills	60
3	Accessible Learning Materials Creation	Creating Braille Books/Epub/Talking Book Creating Tactile Graphics & Maps, Preparation and Adaptation of Teaching Learning Materials (TLMs),	30
4	Orientation & Mobility (Training)	Teaching Sighted Guide Techniques & Protective Techniques, Drill on Searching Techniques, Drill on Cane Techniques, Orientation Strategies,	30

		Development of Mobility Map	
8	Cross-Curricular Activities	Conducting various activities of art, craft, drama, painting, yoga, etc. Adapted sports and physical education for students with Visual Impairment. Managing Recreational & Leisure Activities	30
			300

Internship at Inclusive School

Course Code: F3 (VI) **Credits: 4** **Hours: 120**

Brief description: Participating in an internship programme in an inclusive school setting is the specific emphasis of this practical course. It also focuses on the hands-on experience in undertaking responsibility by assisting the special educators or mainstream teachers in inclusive schools/settings.

Educational Settings: Inclusive Education Setting / Inclusive School

Sl. No.	Domain	Specific activities	Hours
1	Planning	Studying the background of the children in the allotted class and reading and reporting on Academic Calendars, Time Table, Diaries, Work-Books, Progress Reports, Case files, Parent Meeting Records, Different Formats and Assessment	15
2	Role of Teacher Assistant/ Team Teaching	Assisting Teachers at Inclusive Schools in Classroom Teaching (should also include 5 hours of training in Basics Braille for other students)	30
3	Review on Barrier-Free Environment	Studying the extent of a barrier-free environment available at the inclusive school in consultation with the school Principal/Teacher	30
4	Assessments & Remedial Support	Assist the teachers in developing teacher-made tests, conducting unit tests, Marking schemes, Exam supervision, Evaluation of answer scripts and reporting.	15
5	Undertaking Cross-Curricular Activities	Conducting various activities of art, craft, drama, painting, yoga, adapted sports and physical education, celebrations of festivals, etc.	30
			120

Internship in Other Disability

Course Code: F4 (VI) **Credits: 4** **Hours: 120**

Brief description: This practical mostly focuses on participating in an internship programme in a field other than the learners' selected disability specialization area (i.e. Visual Disability). Additionally, by helping special education teachers at the special schools for different disabilities, it is expected that trainee teachers will enrich the practical experience.

Educational Settings: Special Schools of Other Disability

Sl. No.	Domain	Specific activities	Hours
1	Planning	Studying the background of thechildren in the allotted class and reading and reporting on Academic Calendars, Time Table, Diaries, Work-Books, Progress Reports, Case files, Parent Meeting Records, Different Formats and Assessment	15
2	Role of Teacher Assistant/ Team Teaching	Assisting Teachers at Special Schools in Classroom Teaching	30
3	Additional Skills (Other Disabilities)	Acquiring the basics of additional skills required for supporting children with other disabilities. Eg. ISL, Behavior Modification Training, etc. Preparing TLM; etc.	30
4	Assessments	Assist the teachers in developing Teacher-made tests, conducting unit tests, Exam supervision, Evaluation of answer scripts and reporting, and applying adaptations.	15
5	Undertaking Cross-Curricular Activities	Conducting various activities of art, craft, drama, painting, yoga, special or adapted sports and physical education, celebrations of festivals, etc.	30
			120

AREA G – EMPLOYABILITY SKILLS

Course Code	Title	Credit	Hours
G	EMPLOYABILITY SKILLS	2	60

The resources are freely downloadable at www.employabilityskills.net. This module will enable and empower the trainees with readiness skills for applying, preparing for interviews and developing soft skills for working as professionals in supporting diverse clients across different setups.

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Suggestive **Reading for B.Ed. Special Education (ID) 2024**

A-1 HUMAN GROWTH & DEVELOPMENT

Suggested Readings:

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

A-2 CONTEMPORARY INDIA AND EDUCATION

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.
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- Bhatia, K. & Bhatia, B. (1997) The Philosophical and Sociological Foundations, New Delhi Doaba House.
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Education, New Delhi.

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- Dhankar, Rohit (2006) Shiksha aur Samajh Haryana: Aadhar Prakashan
- Dubey, S. C (2001) Indian Society, National Book Trust: New Delhi.
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- Jain, L.C. (2010) Civil Disobedience, Book Review Literary Trust, New Delhi.
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- Jha, M. M. (2002) School without Walls: Inclusive Education for All. Oxford
- Kashyap, S. C. (2009) the Constitution of India, National Book Trust: New Delhi.
- Kumar, Krishna. (1977) Raj Samaj aur Shiksha. Delhi: Rajkamal
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A-3 LEARNING, TEACHING AND ASSESSMENT

Suggested Readings:

- Amin, N. (2002) Assessment of cognitive development of elementary school children: A psychometric approach, Jain Book Agency.
- Anastasi, A., & Urbina, S. (2009) Psychological testing (7th ed.) Pearson.
- Chauhan, S. S. (2013) Advanced educational psychology. Jain Book Agency.
- Panch, R. (2013) Educational psychology: Teaching and learning perspective.

Web Resources:

- https://sites.google.com/site/webresourcesforlearning/home
- https://www.cambridgeenglish.org/teaching-english/professional-development/cambridge-english-teaching-framework/teaching-learning- and-assessment/
- http://teachinglearningresources.pbworks.com/w/page/19919565/Learning%20Theori es
- https://www.ncbi.nlm.nih.gov/books/NBK562189/

A-4 PEDAGOGY OF TEACHING PHYSICAL–SCIENCE

Suggested Readings:

- Gupta, V. K. (1995) Teaching and learning of science and technology, Vikas Publishing House.
- National Academies of Sciences, Engineering, and Medicine. (2023) Science and engineering in preschool through elementary grades: The brilliance of

children and the strengths of educators. National Academies Press.

A-4 PEDAGOGY OF TEACHING MATHEMATICS

Suggested Readings:

- Banerjee, R., &Subramaniam, K. (2012).Evolution of a teaching approach for beginning algebra. *Educational Studies in Mathematics,80{3),* 351-367.
- Gupta, H. N., & Shankaran, V. (Eds.) (1984) Content-cum-methodology of teaching mathematics, NCERT.
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A-4 PEDAGOGY OF TEACHING SOCIAL SCIENCE

Suggested Readings:

- Aggarwal, J. C. (2008) Principles, methods & techniques of teaching. Vikas Publishing House.
- Aggarwal, J.C. (2008). Teaching of social studies: A practical approach. (4th ed). UP: Vikas Publishing House Pvt Ltd.
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A-4 PEDAGOGY OF TEACHING BIO-SCIENCE

Suggested Readings:

- Abd-El-Khalick, F. (2023) Nature of science in science education: Toward a coherent framework for synergistic research and development. Springer.
- Gupta, V. K. (1995) Teaching and learning of science and technology. Vikas Publishing House.
- Joshi, S. R. (2005) Teaching of science. APH Publishing.
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- National Council of Educational Research and Training. (1982) Teaching science in secondary schools. Author.
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- National Council of Educational Research and Training. (2013) Pedagogy of science-physical science (Part-II). Author.
- National Council of Educational Research and Training. (2016) In-service training programme pedagogy of science-physical science. Author.
- National Council of Educational Research and Training. (2019) Pedagogy of science: National initiatives for school heads' and teachers' holistic advancement. Author.
- National Council of Educational Research and Training. (2019) School based assessment: National initiatives for school heads' and teachers holistic advancement. Author.
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B – 1 INTRODUCTION TO DISABILITIES

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- http://www.ccdisabilities.nic.in/resources/disability-india
- https://niua.in/intranet/sites/default/files/2458.pdf
- https://cdnbbsr.s3waas.gov.in/s3e58aea67b01fa747687f038dfde066f6/uplo ads/2023/11/202311292033291428.pdf
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B-2 INTRODUCTION TO EDUCATION OF STUDENTS WITH DISABILITIES

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- https://main.sci.gov.in/supremecourt/2016/6641/6641_2016_3_1501_3088 7_Judgement_28-Oct-2021.pdf
- https://manuu.ac.in/DDE-SelfLearnmaterial/BEDD116DST_July4.pdf
- https://n20.ncert.org.in/pdf/publication/otherpublications/tiicsnups101.pdf
- https://ncert.nic.in/accessibility.php
- https://ncert.nic.in/pdf/CWSN-FAQs.pdf
- https://ncert.nic.in/pdf/publication/otherpublications/SpecialNeeds.pdf
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Online links:

- Life Skills Curriculum in India and research (https://dreamadream.org/life-skills- curriculum/ & https://dreamadream.org/financialstype/research-papers/)

- Singhal N. (2022). Independence in Self-Care Routines: A Curriculum for Professionals and Parents of Children with Autism and Developmental Conditions. Developed with support from DST, GOI.

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- https://www.unicef.org/india/media/2571/file/Comprehensive-lifeskills- framework.pdf
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SUPPORTIVE SKILLS FOR EDUCATION OF CHILDREN WITH DISABILITIES

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- Aggarwal, K. (2002). Handbook for parents of children with disabilities. Planning Commission, Government of India.
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- NIMH. (2003). Educating children with learning problems in primary schools. NIMH.

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Web-Based Resources:

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GUIDANCE AND COUNSELING

Suggested Readings:

- IGNOU. (n.d.). Counselling and guidance study material. https://egyankosh.ac.in/bitstream/123456789/46291/1/BESE-132B4E.pdf
- Mehrotra, N. (2016). A resource book on disability studies in India. https://www.jnu.ac.in/Faculty/nilika/A%20READER%20ON%20DISABILI TY%20STUDIES%20IN%20INDIA.pdf
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- Rao, V. K., & Reddy, R. S. (2003). Academic environment: Advice, counsel and activities. Soujanya Books.
- Shah, A. (2008). Basics in guidance and counselling. Global Vision Publishing House.
- Sharma, V. K. (2022). Administration and training of educational and vocational guidance. Soujanya Books.

EARLY CHILDHOOD CARE AND EDUCATION

Suggested Readings:

- Desparabhu, S. (2019). Early childhood special education – An introduction. Kanishka Publishers, Distributors.
- National Council of Educational Research and Training. (2022). National curricular framework for foundational stage. NCERT, DOSEL, Ministry of

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- https://ncert.nic.in/dee/pdf/smooth_successful.pdf
- https://ncert.nic.in/pdf/VidyaPravesh_Guidelines_GradeI.pdf
- https://www.right-to-education.org/issue-page/early-childhood-care-and-education
- https://itpd.ncert.gov.in/pluginfile.php/1541285/mod_resource/content/1/1_7_eng_ ecce_in_india.pdf

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Suggested Readings:

- Loveday, M. (2006). The HELP guide for community based rehabilitation workers: A training manual. Global-HELP Publications.
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DISABILITY, SEDGs, AND GENDER

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- Department of School Education and Literacy. (2020). National Education Policy-2020.
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Legal Documents (Retrieved from respective websites):

- The Criminal Law (Amendment) Act, 2018
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- The Juvenile Justice (Care and Protection of Children) Act, 2015
- The Protection of Children from Sexual Offences Act, 2012
- The Protection of Women from Domestic Violence Act, 2005
- The Right of Children to Free and Compulsory Education Amendment Act, 2012
- The Rights of Persons with Disabilities Act, 2016
- The Transgender Persons (Protection of Rights) Act, 2019

MANAGEMENT OF LEARNING DISABILITY

Suggested Readings:

- Karanth, P., & Rozario, J. (2003). Learning disabilities in India: Willing the mind to learn. SAGE Publications.

- Prakash, P. (2008). Education of exceptional children: Challenges and strategies. Kanishka Publishers.

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- Thapa, K. (2008). Perspectives on learning disabilities in India: Current practices and prospects. SAGE Publications.

IDENTIFICATION OF DISABILITY AND ASSESSMENT OF NEEDS (ID)

Suggested Readings:

- Bhatia, M. S. (2019). *Essentials of psychiatry and behavioral science* (4th ed.). CBS Publishers.

- Chavan, B. S., Ahmad, W., & Gupta, R. K. (Eds.). (2022). *Comprehensive textbook on disability*. Jaypee Brothers Medical Publishers.

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- Chennat, S. (Ed.). (2019). Disability, inclusion and inclusive education. Springer.
- Department of School Education and Literacy (DoSEL). (2021). Pragyata-Guidelines for Digital Education. Ministry of Education, Government of India.
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- Subba Rao, T. A. (1992). Manual on Developing Communication Skills in Mentally Retarded Persons. National Institute for the Mentally Handicapped.

INTERVENTION AND TEACHING STRATEGIES (ID)

Suggested Readings:

- Jayachandran, P. (2001). Teaching yogasanas for persons with mental

retardation. Vijay Human Services.

- Manogna, S. R., Susan, B. K., & Kumar, R. J. (2022). Sexuality education - A pictorial guide for teaching adolescents and adults with intellectual disabilities. NIEPID. https://www.niepid.nic.in/list.php

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- National Institute for the Empowerment of Persons with Intellectual Disabilities. (n.d.). Training in communication skills for persons with intellectual disability. Retrieved October 22, 2024, from https://niepid.nic.in/Training%20in%20communication%20Skills.pdf

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DIGITAL TECHNOLOGY IN EDUCATION (ID)

Suggested Readings:

- Kulkarni, S.S. (1986). Introduction to Education Technology, New Delhi: Oxford & IBH Publishing Co.
- Kumar, K. L. (1996). Educational technology. New Age Publications.

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- Satyapal, R. (1991). Educational technology, a systematic text book. Associated Publishers.
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Online Resources:

- AI4ALL Open Learning. https://ai-4-all.org/open-learning
- AI4K12. (2023). AI Education Guidelines. https://ai4k12.org
- Assistive Technology Access URL: www.ataccess.org
- Assistive Technology Industry Association URL: http://ataporg.org/index.asp
- Beach Center on Disability URL: http://www.beachcenter.org/
- Coleman Institute URL: http://www.colemaninstitute.org
- Coursera AI in Education Specializations. https://www.coursera.org/specializations/ai-in-education
- Department of School Education and Literacy URL: https://dsel.education.gov.in/sites/default/files/2021-06/CWSN_E-Content_guidelines.pdf Focus: Guidelines for content and technology for children with special needs
- EdSurge AI in Education Guide. https://www.edsurge.com/ai-in-education
- EdX AI in Education Courses. https://www.edx.org/learn/artificial-intelligence
- Emerald Insight Research Article URL: https://www.emerald.com/insight/content/doi/10.1108/S0270-401320230000037004/full/html Focus: Academic research on assistive technologies
- European Commission. (2022). AI in Education Initiatives. https://education.ec.europa.eu/ai-in-education
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- Google AI Education Resources. https://ai.google/education
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- Intel AI for Educators. https://www.intel.com/content/www/us/en/education/ai- for-educators
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Sr.No	Title	Author	ISBN
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393	Sourcebook of National Education Policy 2020: A Comprehensive Overview	B. Ramaswamy	978-93-89484-74-8
394	Sourcebook on Skill Development and Management	B. Ramaswamy	978-81-8457-698-6
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Curriculum Framework

Bachelor of Education - Special Education

B.Ed.Spl.Ed.

Norms, Regulations & Course Content

May, 2015

Effective from Academic Session 2015-16
Two Years Duration



Rehabilitation Council of India
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PREFACE

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

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

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

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

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

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

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

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

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

Prof. Sudesh Mukhopadhyay

Chairperson, RCI

15 May 2015

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Bachelor of Education - Special Education (B.Ed. Spl.Ed.) Programme[1]

I. PREAMBLE

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

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

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

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

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

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

Inclusion is at the educational centre stage today and hence the role of special and general teachers need to be operationalized systematically. To give the program more pragmatic relevance, issues related to projected needs, employability, career and higher education options and entry level eligibility are given serious consideration so the opportunities for a special educator are at par with teachers in general education. It is expected that so far separated general and special education would initiate more bilateral collaborations with each other to fulfil the global objective of EDUCATION FOR ALL.

II. OBJECTIVES

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

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

III. NOMENCLATURE

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

IV. GENERAL FRAMEWORK OF THE COURSE

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

The Programme structure has three sets of courses:

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

RCI will follow the 10-point grading system following letter grades recommended by the UGC[2] as given below:

Table 1: Grades and Grade Points

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

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

[2] *http://www.ugc.ac.in/pdfnews/9555132_Guidelines.pdf*

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

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

Duration

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

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

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

V. PROGRAMME STRUCTURE

STRUCTURE FOR 2 YEARS

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

Each theory course (A, B, C, D) will have up to 5 units. Each practical course (E1 and E2) will have 4 units. Each field Engagement/internship (F1, F2 and F3) will have 2 units. All courses as specified in the structure include lecture, tutorials as contact hours besides assignment, field work including observation, seminar, workshop and practicum relating to the concerned course.

Specialisation offered (with specific reference to Area C)

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

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

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

AREA A: CORE COURSES

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

AREA B: CROSS DISABILITY AND INCLUSION

Note:

a. All student-teachers will be learning about all disabilities (theory, practical as well as field engagement) and specialization in any one disability ***other than selected for Area C.***
b. Institutions/organizations offering B.Ed.Spl.Ed. are expected to decide ***other than specialization area*** out of VI / HI / MR / LD / MR (ID) / ASD / MD.
c. In case of student-teachers with disability; the choice of two optional courses from B-10 or B-11 can be on case to case basis (e.g. Student-teachers with VI and HI may opt for courses that are appropriate for them across/only from B10 & B11).

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

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

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

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

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

AREA C: DISABILITY SPECIALIZATION COURSES

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

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

AREA D: ENHANCEMENT OF PROFESSIONAL CAPACITIES (EPC)

(Wherever applicable specific reference to disability will be focused)

D17	Reading and Reflecting on Texts
D18	Drama and Art in Education
D 19	Basic Research & Basic Statistic

AREA E: PRACTICAL RELATED TO DISABILITY

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

E2. Disability specialization (Part of Area C)

AREA F: FIELD ENGAGEMENT/ SCHOOL ATTACHMENT/ INTERNSHIP

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

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

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

SEMESTER-WISE STRUCTURE

SEMESTER – I

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

Engagement with field as part of courses indicated below:

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

Area E1: Practical- Cross Disability and Inclusion

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

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

SEMESTER – II

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

Engagement with field as part of as indicated below:

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

Area E2: Practical- Disability Specialization (Area C)

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

Sl.No.	Tasks for the Student-teachers	Disability Focus	Educational Setting	Hrs (60)	Description
1.1	Classroom observation	Major Disability	Special school	30	Observation of all subjects at different level, minimum 50 school periods.
1.2	**a.** Lesson planning for subjects selected	Major Disability	For Special school & Inclusive Set up	10	10 lessons
	b. Lesson planning focussing on adaptation, evaluation	Major Disability	For Special school & Inclusive Set up	10	10 lessons
1.3	**a.** Micro teaching & simulated teaching on selected skills	General	Institute	5	10 lessons
	b. Micro teaching & simulated teaching on 5 each from lessons planned in 1.2	Major Disability	Institute	5	10 lessons

SEMESTER – III

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

Engagement with field as part of course as indicated below:

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

Area E2- Practical Disability Specialization (Part C)

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

Area F1: Disability Specialisation

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

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

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

SEMESTER – IV

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

Engagement with field as part of course as indicated below:

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

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

Note: *Practical timing shall be included in time table (minimum of four week)*
Observations as mentioned are essential. However, if schools for other disability are not available in the nearby area, the same may be interpreted as observation at Inclusive school/ education/services being provided in the resource room/ home based education or vice versa with other disability

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

Area F2: Other Disability Special School (Area B)

Sl.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

Area F3: Inclusive School (Area B & C)

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

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

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

It may be noted:

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

VI. ADEQUACY OF THE SPECIAL EDUCATION SYLLABI

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

VII. DURATION OF THE COURSE

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

VIII. WORKING DAYS & ATTENDANCE

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

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

IX. ELIGIBILITY FOR ADMISSION

(a) Candidates with at least fifty percent marks either in the Bachelors Degree and/or in the Masters degree in Sciences/ Social Sciences/ Humanities, Bachelor's in Engineering or Technology with specialization in Science and Mathematics with 55 % marks or any other qualification equivalent thereto, are eligible for admission to the programme.
(b) The reservation and relaxation for SC/ST/OBC/PWD and other categories shall be as per the rules of the Central Government/ State Government, whichever is applicable.

X. ADMISSION

Admission Procedure: as per University norms.

XI. PROGRAMME PATTERN

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

XII. PASSING MINIMUM

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

XIII. NATURE OF EVALUATION

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

XIV. TRANSITORY REGULATIONS

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

XV. FACULTY-STUDENT RATIO

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

XVI. FACULTY NORMS

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

XVII. INFRASTRUCTURAL FACILITIES

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

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

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

XVIII. CERTIFICATION AS A REGISTERED PROFESSIONAL

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

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

XIX. AWARD OF DEGREE

The affiliating Universities will award degree in Bachelor of Education Special Education (Area of Specialisation). The areas of specialisation provided are Autism Spectrum Disorders (ASD), Hearing Impairment (HI) , Learning Disability (LD), Mental Retardation/ Intellectual Disability (MR/ID), Multiple Disabilities (MD) and Visual Impairment (VI). For example in the area of Hearing Impairment the degree awarded will be B.Ed.Spl.Ed. (HI). While issuing degree certificate, the Universities are advised to clearly spell out the area of specialization and mention as a statement that the passed out can teach in all settings and other disabilities (cross disabilities)

XX. PRACTICING SCHOOLS

Special & Inclusive School - Own Special School/ MoU with Special & Inclusive Schools, preferably up to senior secondary school level recognised by State Government for the main disability area and permission to carry out practical in other disability. Special Schools for ASD and LD is not an essential condition. With a precaution that students with disability should not be overstressed. Institutions offering more than one programme in Special Education must have own Special School and MoU with other Special/Inclusive School for school engagement and field experience[3].

XXI. B.Ed.Spl.Ed.(Open and Distance Learning)- B.Ed.Spl.Ed.(ODL)

The course content of B.Ed.Spl.Ed.(ODL) will be same as B.Ed.Spl.Ed. Programme structure.

[3] *Not applicable for National Institutes and Universities.*

Engagement with the Field and School Experience[4]

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

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

a) Tasks and Assignments that run through all the courses

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

b) School Internship/Attachment

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

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

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

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

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

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

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

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

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

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

NORMS AND REGULATIONS
FOR OPEN AND DISTANCE LEARNING PROGRAMME
B.Ed.Spl.Ed.(ODL)

NORMS AND REGULATIONS FOR OPEN AND DISTANCE LEARNING PROGRAMME IN SPECIAL EDUCATION FOR UNIVERSITIES / INSTITUTIONS / COLLEGES

1. Preamble

The annual turnover of professional manpower trained through the regular institutions is unable to meet the demand of trained manpower in the area of special education and rehabilitation. The Rehabilitation Council of India opted for the Open and Distance Learning (ODL) mode of curriculum transaction to achieve its vision in rendering services to all the people with disabilities in India and providing them age and disability appropriate continuum of rehabilitation services. As a result, Need based and innovative Special Education Programmes through Distance Mode were initiated by the Council in 2001 in collaboration with MPBOU, Bhopal. The Council later on launched more such programmes in collaboration with 11 other universities through signing of Memorandum of Understanding (MoU) with them.

The "Distance Education Cell" for monitoring the Distance Education programmes was established by the Rehabilitation Council of India in the year 2001.The responsibilities of this "Cell" expanded and subsequently due to increase in number of programmes an "OUTREACH DIVISION" was established in April 2004. This division is responsible for promoting, maintaining, monitoring, and coordinating the special education programs (s) offered through Open and Distance Learning system across the country. In order to safeguard the interest of the students with special needs, and to ensure the quality of special education programmes, the norms & guidelines-2015 has been framed for regulating & monitoring the Open Learning Institutions.

2. Eligibility of Universities and Territorial Jurisdiction

2.1 Eligibility of Universities

Universities like the National Open University, State Open Universities and the Directorates/ School of Open & Distance Learning recognized by the UGC established for offering ODL programmes, shall be eligible to offer the teacher education programme in special education.

The deemed to be Universities, Agricultural, Technical or Allied Universities, which specialized in a field other than teacher education and other discipline specific Universities, are not eligible to offer teacher education programme through ODL.

2.2 Territorial Jurisdiction

The University offering teacher education programme in special education through ODL will have territorial jurisdiction as defined in its Act or as decided by the concerned State Government and as per the circulars issued by the UGC from time to time.

3. Duration

The duration of the programme shall be of 05 semesters (2½ years). However, students shall be permitted to complete the programme within a maximum period of five years. The commencement and completion of the programme shall be so regulated that two long spells of the programme (summer/winter/ staggered) are available to learners for guided/supervised instruction and face-to-face contact sessions. The programme can also be sandwiched between two summer vacations for face-to-face contact session.

4. Nomenclature

Nomenclature of B.Ed. Special Education courses should be as per UGC Notification of 2008 and 2014 and the new nomenclature will be B.Ed.Spl.Ed.(Name of Specialization in Disability) such as for Visual Impairment the nomenclature will be B.Ed.Spl.Ed.(VI) i.e. B.Ed.Spl.Ed.(Disability Specialization).

5. Intake, Eligibility, Admission Procedure and Fees

5.1 Intake

The maximum intake for the B.Ed.Spl.Ed. (Disability Specialization) course per academic session shall be 500 students subject to the condition that one Study Centre shall not enrol more than 50 students in a given session. However, the request for additional units shall be examined by the RCI on the basis of the availability of required facilities in respect of study centres and geographical conditions and requirement of the respective State.

5.2 Eligibility

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

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

(c) However, weightage to be given to the candidates fulfilling any one of the following conditions:-

1. Parent of a child with disability
2. Person with disability possessing Disability Certificate issuedby the Competent Authority
3. Possession of any RCI approved diploma/degree

5.3 Registration as Professionals

RCI Certification is must to work as a Teacher in the field of Special Education The successful candidates of the B.Ed.Spl.Ed.(Disability Specialization) programme which has been jointly offered by State Open/ Central Universities having MoU with RCI should obtain a "Registered Professional Certificate" from the Rehabilitation Council of India to work as a

teacher in the field of special education u/s 13 of (3) of RCI Act-1992. For Registration with the Council students have to apply online to RCI directly.

5.4 Admission Procedure

The University shall develop a suitable procedure for the selection of candidates for admission to B.Ed.Spl.Ed. (Disability Specialization)-ODL.

5.5 Fee Structure

The fee to be decided by the respective University. However, in the light of increased duration of course and higher cost involved in development of Self Learning Material(SLM) It is suggested that Rs. 6000/- per semester may be charged for B.Ed. Spl. Ed. (Disability Specialization)-ODL.

6. Eligibility Criteria for Study Centre to Conduct B.Ed.Spl.Ed.(Disability Specialization)

'Study Centre' means a centre established and maintained or approved by the University in consultation with the RCI or directly by the RCI for the purpose of advising, counselling or for rendering any other assistance required by the students used in the context of special education -distance education program(s). The University shall make adequate provisions for Study Centers approved by the Council within its jurisdiction having adequate student support facilities, including Academic Staff, Coordinator, and Counselors/Tutors etc as per the norms.

6.1 Eligibility Criteria for any institution to become Study Centre

i. Any institution offering B.Ed.Spl.Ed.(Disability Specialization) through face-to-face mode approved by RCI and willing to appoint one additional faculty with prescribed qualification as Course Co-ordinator for B.Ed.Spl.Ed. (Disability Specialization)- ODL programme in the respective area of disability.

OR

ii. Institution having experience of successfully completion of three batches of D.Ed.Spl.Ed. Course approved by RCI and willing to appoint one additional faculty with prescribed qualification as Course Co-ordinator for B.Ed.Spl.Ed.(Disability Specialization)- ODL programme in the respective area of disability.

iii. The students allotted to a Study centres shall not exceed One Hundred Fifty (50 for the first year, 50 for the second year and 50 in the final semester of third year). The Study Centre shall provide the learners (allocated to it) access to its library, laboratories and other physical facilities.

iv. Special teacher educators/ supervisors engaged for various activities of the Study Centre shall be fully qualified as per the RCI norms.

v. All the functionaries associated with the activities of the Study Centres must be orientated by the Open University in the practice of the ODL system from time to time, but at least once in a year.

vi. The request for additional unit of intake in any programme shall be examined by the RCI on the basis of availability of required facilities in respect of study centres and related support in the territorial jurisdiction of the institution. Laid down procedures shall be followed for seeking recognition for additional intake.

P.S.: Prior to this notification B.Ed.–SEDE stands for B.Ed.Special Education Distance Education, whereas now it will be termed as B.Ed.Spl.Ed. (Disability Specialization) w.e.f. the batches starting from academic session 2015-16.

7. Curriculum, Programme Implementation and Assessment

7.1 Curriculum

The curriculum of B.Ed.Spl.Ed.(Disability Specialization) offered through face-to-face mode will be the curriculum of this B.Ed. Spl. Ed. (Disability Specialization)course and shall be transformed into distance mode consisting of Block/Units as per credit hours of study. However, the concerned University may make appropriate modifications in the curriculum framework as suggested by their Academic Council or Board of Studies or any other alike bodies. The semester wise prescribed curriculum framework for B.Ed. Spl. Ed. (ODL) is appended at page no. 31.

7.2 Programme Implementation

The B.Ed.Spl.Ed.(Disability Specialization) programme aims to prepare teachers who are able to continuously asses and improve their professional practice as teachers by critically reflecting on it, who can understand that teaching is embedded in the social context of the learners and who can engage with content and subject matter that they will be teaching. The students-teachers will also be familiarised with how children learn so that they can develop and use teaching strategies that are responsive to the learning needs of all the learners in diverse and plural settings of secondary and senior secondary classrooms.

The University/ Institution shall develop curriculum based audio-video resources on its own or adapt such resources from other or Open Education Resources (OERs) and make those AV/ resources available at HQ and Study Centres (and, if possible, directly to the students). Teleconferencing facilities wherever available such as State Resource Centres, State Governments and open Universities may also be utilised.

The programme shall be developed in a blended mode by judiciously mixing the components of resource-based self learning, face-to-face counselling and workshops and technology-enabled interaction and learning.

7.2. (I) Self Learning Materials: The programme shall be conducted with full professional expertise. Self Learning materials both print and non print, must be based on the principles of instructional design and the pedagogy of self learning, and be duly approved by the appropriate mechanisms at the University/ DEC/ DEB and RCI. A blended learning approach (integration of methods and media) should be applied. The course materials shall be modular and credit-based.The study materials shall be made available to the learners in the beginning

of the session itself either in one go or in a phased manner as per the requirement of the programme.

7.2. (II) Contact Programme: Apart from the school based activities and practice teaching, in a programme of 05 semesters i.e. 2½ years duration, the personal contact programme shall cover counselling and workshops, seminar, presentations, report writing etc., and must be conducted at the headquarters and/or Study Centres convenient to the learners for a total period of six months. The personal contact programme shall be conducted as per details given below:

7.2.(2).I Academic Counselling: Academic counselling session shall be spread over the entire duration of the programme and be conducted on a regular basis depending on the need and convenience of the learners. The academic and perusal problems related to the course shall be discussed in the counselling sessions. The counselling session shall be utilized for providing personalised guidance to the learners regarding content difficulty, fieldworks, teaching practice, projects assignments, dissertation, time management , study skills, etc., A minimum of 140 study hours spread over 05 semesters i.e. 2½ years shall be devoted to the Counselling sessions. The Counselling sessions shall be organized in the form of tutorials and not as teaching sessions as the learning materials provided to the learners shall perform the teaching function.

7.2.(2).II Workshops: In the workshop, the learners shall acquire competencies and skills required be special teacher or special teacher educator. Therefore they shall be engaged in certain activities as individuals or in groups. The Study Centres shall also make arrangements for practice teaching in classroom and on simulated situations. The learners shall also be provided training in preparation and use of ICT, research tools, worksheets, course units, assignment etc. The learners shall be given sufficient opportunities to practice what they have learnt from the theory courses and what they are suppose to do in the classrooms. There shall be two workshops (one in each year) of 6 days duration each.

7.2.(2).III School Based Activities: the learners pursuing B.Ed.Spl.Ed. (Disability Specialization) system shall be involved in activities which a teacher is supposed to perform in the school. The school based activities have been mentioned in the curriculum framework of B.Ed.Spl.Ed. (Disability Specialization). The learners shall interact with a faculty member (a senior experienced teacher /principal/ faculty of the school/college where the learner is working) to work on school based activities. Thus a learners shall be supervised/guided by the mentor for a minimum of 15 study hours.

7.2.(2).IV Teaching practice: A learner enrolled in the B.Ed.Spl.Ed.(Disability Specialization). Programme shall go through a teaching practice for 03 months in the schools where he/she works, under supervision of senior teacher/academic counsellor. Each lesson will be guided, supervised, assessed, lesson and feedback given. The learner shall be provided constructive feedback on his/ her performance (strength and weakness) by the supervisor/ teacher educators. Thus, the learners shall discuss with supervisor/teacher educators the preparation of the lesson plans, delivery of lesson and feedback on the lessons

delivered. Each learner shall receive personal supervision and feedback on his/her teaching practice from the teacher.

8. Internal & External Examination

The University headquarter staff shall develop curriculum, self-learning materials, model lesson plans and multimedia learning process for use at the Study Centres. There shall be student assignment and at least 25% weigthage be given to assessment of assignments. At the end of first and second years, external examinations will be conducted by the respective State Open University. Study Centres shall conduct examination of practice teaching and work experience components by appointing internal and external examiners.

9. Programme Organization

University/ Institutions offering B.Ed.Spl.Ed.(Disability Specialization) shall maintain their website to enable students to have access to all learning material and resources to interact with their peers, to facilitate-student discussions on suitable social media or networking services.

10. Website

All the University/ Institutions offering B.Ed.Spl.Ed.(Disability Specialization) shall ensure transparency by uploading detail information on their website regarding student's enrolment, list of programme study centres, academic counsellors, mentors regional consultants and the schools where the teacher trainees are expected to undergo teaching practice.

11. Academic Calendar

The University offering B.Ed.Spl.Ed.(Disability Specialization) institution shall prepare the calendar for all academic activities regarding admission notification, counselling, practicum and examinations, and ensure that they conduct their activities according to the calendar.

12. Programme Catalogue

The University shall also prepare manuals for learners, and mentors, counsellors, and resource persons for the implementation of the programme activities.

13. Library at University

There shall be a well-equipped library with adequate number of prescribed textbooks and reference books in Special Education, Educational Technology Library, ICT Library, Psychological Equipment, CDs Encyclopedias, Journals of Teacher Education and Distance Education. In addition, Self-instructional material in sufficient quantity shall be available in English/Hindi/Regional Languages.

14. Library at Study Centre

There shall be a library equipped with text and reference books on special education and general teacher education of respective disability area, educational encyclopaedia, year-books, electronic publications, CD ROMs and journals on teacher education and Special

Education, distance education etc. Attempt should be made to procure the books listed in the curriculum of the course prescribed by RCI.

15. Constitution of Advisory Committee

The University shall constitute an 'Advisory Committee' to manage the academic and administrative matters of the Special Education Department at University. The Advisory Committee shall report to the Academic Council and Executive Council of the University. The University shall maintain a separate book of accounts for Special Education Department at Headquarter. The major part of the income shall be used for the academic enrichment, maintenance and strengthening of infrastructural facilities in r/o Special Education Programme at the University Department .

16. Provision of Infrastructural Facilities

16.1 At University Headquarter

Adequate number of cubical rooms for faculty members, an office room with photocopiers, a large room for computer operators for maintaining database of students, another room for production/ processing of learning materials, a store for the storing and dispatch of learning materials and equipped with an audio-video studio for recording of lessons and production of CDs and a large Conference Room for conducting meetings/teleconferencing shall be made available at University Headquarter.

16.2 At Study Centre

The institution selected for a study centre for contact programme for implementing the B.Ed.Spl.Ed.(Disability Specialization) or any special education courses shall provide necessary infrastructural facilities such as the barrier free rooms/ ramps/ accessible toilet/ Cabin for trainee/ faculty members, psycho Educational laboratory, language laboratory, work Experience laboratory, computer Room, internet facilities, conference room with audio visual aids. Besides, the aids and appliances necessary for training programme in the respective area of disability should also be available.

17. Procedure to be followed by the University for Approval from RCI

The application should be submitted in the prescribed Performa by the Registrar of the University along with the requisite documents for consideration of their request by the Council for signing of MoU between them.

18. Procedure to be followed by the Institute for Approval from RCI to become Study Centre

Institution fulfils the eligibility conditions as mentioned at Para. No. 5 (i) above may apply to the Council on the prescribed format along with the requisite documents and the prescribed fee in the form of Demand Draft, drawn in favour of 'Rehabilitation Council of India-Projects', payable at New Delhi with a copy to the concerned University. On receipt of the proposal, the Council may process for further action, provided maximum intake i.e. 500 allocated to the concerned University should not exceed in a given session.

19. Procedure to be followed by University for Renewal of MoU

19.1 The University may approach to the RCI for continuation/ renewal of MOU, which was initially signed, ordinarily six month prior to the date of expiry of earlier MOU.

19.2 The RCI may constitute an Expert Committee to review and assess the present status of infrastructural facilities, and the quality of the existing academic special education programmes in the University.

19.3 The Expert committee constituted by RCI shall visit the University to assess the facilities available with the University for the courses of study as per the norms and guidelines of the RCI and the committee shall submit its report to the RCI.

19.4 The RCI after considering the report of the committee may permit the University to continue with the special education programme under the Open and Distance Learning system.

20. Monitoring of Programme at University Department

20.1 University from time to time shall furnish the detail reports in r/o year-wise, disability-wise enrolment status of trainees, faculty details, status of total fee collected, remittance of fee share to Study Centre and RCI and any other information as may be required by the Council to enable it to assess the academic standards of special education programmes being offered, and the administrative and financial management.

20.2 The Member Secretary/ Chairperson, RCI or nominate any experts to visit University to oversee the implementation of the training programme at least once in two years to ensure the required standards.

21. Assessment of Study Centre by the University/ RCI

21.1 Every Study Centre shall provide information with regard to required infrastructure facilities for physical verification by the team of visiting experts deputed by Council/ University. Accordingly, they will submit their report to RCI/ University.

21.2 The Vice-Chancellor of the University and Member Secretary ,RCI shall cause every Study Centre to be inspected, at least once in every two years, by an team of visiting experts appointed by the RCI and University for the purpose.

21.3 Each Study Centre shall apply to the RCI in prescribed form for the continuation of the Study Centre with the fees as prescribed by the Council after the expiry of approval.

21.4 The Member Secretary shall communicate the decision of the Council to the Study Centre.

22. Closing of Study Centre by University/ RCI

22.1 If a Study Centre fails to comply with conditions as contained in the Certificate of Approval of RCI or in the MOU signed between Study Centre & University. The

University /RCI may issue a show cause notice to the Institution/Study Centre as to why not disciplinary action to be taken against the institute which may lead to withdrawal of approval.

22.2 The Study Centre may submit their written clarification against the notice within a period of 30 days.

22.3 If the University/ RCI withdraw permission of running its programme from Study Centre then the closure of Study Centre shall be as per the procedure and time frame that may be laid down by RCI.

23. Norms for Regular Faculty at the University Head Quarter

The existing faculty norms will be applicable only for the first year of the academic session 2015-16. Revised norms will be applicable from the academic session 2016-17 onwards (second year of the course starting in 2015-16). Information with regard to appointment of faculty to be submitted to the Council.

NOTE: M.Ed.Spl.Ed.(ODL), PGPC and PGPD courses are provisionally kept on hold by the RCI.

SEMESTER-WISE CURRICULUM FRAMEWORK FOR B.Ed.Spl.Ed.(ODL)

Course Code	Course Title	Weightage/ Marks
	Semester –I (July to December)	
A1	Human Growth and Development	100
A2	Contemporary India and Education	100
B7	Introduction to Sensory Disabilities	50
B8	Introduction to Sensory Disabilities	50
B9	Introduction to Locomotor and Multiple Disabilities	50
E1	Cross Disability and Inclusion	50
	Total	**400**
	Semester –II (January To June)	
A3	Learning Teaching & Assessment	100
A4	Pedagogy of Teaching Science/ Social Studies / Mathematics - any one	100
B6	Inclusive Education	50
C12	Assessment and Identification of Needs	100
E2	Disability Specialization	50
	Total	**400**
	Semester –III (July to December)	
A5	Hindi/English/Regional Language- any one	100
C13	Curriculum Designing, Adaptation and Evaluation	100
C14	Intervention & Teaching Strategies	100
E2	Disability Specialization	100
	Total	**400**
	Semester –IV (January To June)	
B10	Skill base optional Course (Cross Disability & Inclusion)	50
C15	Technology & Disability	100
C16	Psycho Social and Family Issues	50
F1	Main Disability Special School (Related to Area C)	100
D17	Reading and Reflecting on Text	50
D18	Drama and Art in Education	50
	Total	**400**
	Semester –V (July to December)	
B11	Skill base optional Course (Disability Specialization)	50
D19	Basic Research and basic statistics	50
E1	Cross Disability and Inclusion	100
F2	Other Disability Practical: (Special School (Related to Area B)	100
F3	Inclusive School Practical (Related to Area B and C)	100
	Total	**400**
	Grand Total of Semester (I to V)	**2000**

AREA - A

CORE COURSES

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

HUMAN GROWTH & DEVELOPMENT

Course Code: A 1 **Credit: 04**

Contact Hours: 60 **Marks: 100**

Introduction

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

Objectives

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

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

Unit 1: Approaches to Human Development

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

Unit 2: Theoretical Approaches to Development

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

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

3.1 Prenatal development: Conception, stages and influences on prenatal development
3.2 Birth and Neonatal development: Screening the newborn - APGAR Score, Reflexes and responses, neuro-perceptual development

3.3 Milestones and variations in Development
3.4 Environmental factors influencing early childhood development
3.5 Role of play in enhancing development

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

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

Unit 5: Transitions into Adulthood

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

Engagement with the field as part of course as indicated below

Hands on Experience

- Observe children in various settings and identify milestones achieved.
- Seminar on human development
- Writing Journal for reflection and case study

Suggested Readings

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

- Santrock, J. W. (2006). Child Development., Tata Mc.Graw Hill Publishing Company, New York.
- Santrock, J. W. (2007). Adolescence. Tata Mc.Graw Hill Publishing Company, New Delhi.

CONTEMPORARY INDIA AND EDUCATION

Course Code: A2 **Credit: 04**

Contact Hours: 60 **Marks: 100**

Introduction

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

Objectives

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

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

Unit 1: Philosophical Foundations of Education

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

Unit 2: Understanding Diversity

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

Unit 3: Contemporary Issues and Concerns

3.1 Universalisation of School Education, Right to Education and Universal Access
3.2 Issues of a) Universal enrolment b) Universal retention c) Universal learning
3.3 Issues of quality and equity: Physical, economic, social, cultural and linguistic, particularly w.r.t girl child, weaker sections and disabled

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

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

Unit 4: Education Commissions and Policy (School Education)

4.1 Constitutional provisions on education that reflect National Ideals: Equality, liberty, secularism, and social justice

4.2 National Commissions and Policies: Education Commission (1964), NPE and POA (1986, 1992), National Policy for Persons with Disabilities (2006)

4.3 National Acts: RCI Act, 1992, PWD Act, 1995, NT Act, 1999, RTE Act (2009 & 2012).

4.4 Programmes and Schemes: IEDC (1974, 1983), SSA (2000, 2011), RMSA, 2009, IEDSS, 2009

4.5 International Conventions and Policies: Salamanca Declaration and Framework, 1994; UNCRPD, 2006; MDG, 2015; INCHEON strategies

Unit 5: Issues and Trends in Education

5.1 Challenges of education from preschool to senior secondary

5.2 Inclusive education as a rights based model

5.3 Complementarity of inclusive and special schools

5.4 Language issues in education

5.5 Community participation and community based education

Some Suggested Activities on contemporary issues

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

Essential Readings

- Guha, R. (2007). India after Gandhi: The History of the World's Largest Democracy. Macmillon, Delhi.

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

Suggested Readings

- Aggarwal, J. C. (1992). Development and Planning of Modern Education. Vikas Publishing House Pvt. Ltd., New Delhi.
- Ain, L. C. (2010). Civil Disobedience, Book Review Literary Trust: New Delhi. Select chapters.
- Anand, S. P. (1993). The Teacher & Education in Emerging Indian Society. NCERT, New Delhi.
- Bhat, B. D. (1996). Educational Documents in India. Arya Book Depot, New Delhi.
- Bhatia, K., & Bhatia, B. (1997). The Philosophical and Sociological Foundations. Doaba House, New Delhi.
- 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, IAE Association, New Delhi.
- Deaton A., & Dreze, J. (2008-2009). Poverty and Inequality in India in Raj Kapila and Uma Kapila (Ed.) in Indian Economy since Independence. Oxford University Press, New Delhi.
- Deshpande, S. (2004). Contemporary India: A Sociological View. Penguin, New Delhi.
- Dubey, S. C. (2001). Indian Society, National Book Trust, New Delhi.
- Famous Speeches of Gandhi ji: Speech on the Eve of The Last Fast, January 12, 1948.
- http://unesdoc.unesco.org/images/0023/002322/232205e.pdf
- http://www.gandhi-manibhavan.org/gandhicomesalive/speech8.htm
- http://www.mkgandhi.org/speeches/speechMain.htm
- Jain, L.C. (2010). Civil Disobedience. Book Review Literary Trust, New Delhi.
- Jagannath. M. (1993). Indian Education in the Emerging Society. Sterling publishers Pvt. Ltd., New Delhi.

- Jangira, N.K. (2012). NCERT Mother of Inclusive Education Address on Golden Jubilee of NCERT at RIE, Ajmer on 01 Sept. 2012.
- Kashyap, S. C. (2009). The Constitution of India. National Book Trust, New Delhi.
- Mahendru, M., & Roy, S. (2011). A Handbook on Disability Rehabilitation & Special Education. Educare Publications, New Delhi.
- Sapra, C. L., & Aggarwal, A. (1987). Education in India some critical Issues. National Book Organisation, New Delhi.
- Saraswathi, T. S. (1999). Culture, Socialization and Human Development. Sage Publications, New Delhi.
- 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, New Delhi.
- Steven, B. (1998). School and Society. Sage Publications, New Delhi.
- Suresh, D. (1998). Curriculum and Child Development. Bhargav, Agra.
- 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. Rinehart and Winston, New York Holt.

LEARNING, TEACHING AND ASSESSMENT

Course Code: A 3 **Credits: 04**

Contact Hours: 60 **Marks: 100**

Introduction

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

Objectives

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

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

Unit 1: Human Learning and Intelligence

1.1 Human learning: Meaning, definition and concept formation
1.2 Learning theories:
- Behaviourism: Pavlov, Thorndike, Skinner
- Cognitivism: Piaget, Bruner
- Social Constructism: Vygotsky, Bandura

1.3 Intelligence:
- Concept and definition
- Theories: Two-factor, Multifactor, Triarchic Theory (Robert Steinberg)

1.4 Creativity: Concept, Definition and Characteristics
1.5 Implications for Classroom Teaching and Learning

Unit 2: Learning Process and Motivation

2.1 Sensation: Definition and Sensory Process
2.2 Attention: Definition and Affecting Factors
2.3 Perception: Definition and Types
2.4 Memory, Thinking, and Problem Solving
2.5 Motivation: Nature, Definition and Maslow's Theory

Unit 3: Teaching Learning Process

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

Unit 4: Overview of Assessment and School System

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

Unit 5: Assessment: Strategies and Practices

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

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

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

Transaction and Evaluation

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

Essential Readings

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

Suggested Readings

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

PEDAGOGY OF TEACHING SCIENCE

Course Code: A 4 (Part I) **Credits: 04**

Contact Hours: 60 **Marks: 100**

Introduction

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

Objectives

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

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

Unit 1: Nature and Significance of Science

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

Unit 2: Planning for Instruction

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

Unit 3: Approaches and Methods of Teaching Sciences

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

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

3.3 Project Method and Heuristic Method

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

3.5 Constructivist Approach and its Use in Teaching Science

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

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

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

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

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

4.5 Museum, Botanical And Zoological Garden: Role In Teaching

Unit 5: Evaluation

5.1 Evaluation- Concept, Nature and Need

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

5.3 Tools and Techniques for Formative and Summative Assessments

5.4 Preparation of Diagnostic Test and Achievement Test

5.5 Adaptations of Evaluation Procedure With Reference To Children With Disabilities

Practical/ Field Engagement/Project Work

Any one of the following

I. Pedagogical analysis of a unit from Science content.

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

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

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

V. Comparative analysis of prescribed syllabus and textbooks of different Boards Curricular innovations in respective subject areas
VI. Curricular adaptations for teaching Sciences to students with disabilities.

Essential Readings

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

- Tripathi, S. (2004). Teaching of Physical Science, Delhi: Dominant Publications.
- UNESCO (1966). Source Book for Science Teaching, Paris: UNESCO.
- Vaidya, N. (2003). Science Teaching in Schools, New Delhi: Deep & Deep Publishers.
- Vanaja, M. (2006). Teaching of Physical Science, Hyderabad: Neelkamal Publications.

Suggested Readings

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

PEDAGOGY OF TEACHING MATHEMATICS

Course Code: A 4 (Part II) **Credits: 04**

Contact Hours: 60 **Marks: 100**

Introduction

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

Objectives

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

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

Unit 1: Nature of Mathematics

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

Unit 2: Objectives and Instructional Planning in Mathematics

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

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

Unit 3: Strategies for Learning and Teaching Mathematics

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

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

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

Unit 5: Assessment and Evaluation for Mathematics Learning

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

Practical/ Field Engagement/ Project Work

Any one of the following

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

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

Transactions

Lecture cum demonstration, Workshops and Seminars

Essential Readings

- Carey, L.M. (1988). Measuring and Evaluating School Learning. Allyn and Bacon, Boston.
- Chambers, P. (2010).Teaching Mathematics. Sage Publication, New Delhi.
- Chapman, L.R. (1970). The Process of Learning Mathematics. Pregamon Press, New York.
- David, A.H., Maggie, M.K., & Louann, H.L. (2007). Teaching Mathematics Meaningfully: Solutions for Reaching Struggling Learners, Canada: Amazon Books.
- David, W. (1988). How Children Think and Learn. Blackwell Publishers Ltd., New York.
- Gupta, H. N., & Shankaran, V. (1984). Content-Cum-Methodology of Teaching Mathematics. NCERT, New Delhi.
- James, A. (2005). Teaching of Mathematics. Neelkamal Publication, New Delhi.
- Kumar, S. (2009). Teaching of Mathematics. Anmol Publications, New Delhi.
- Mangal, S.K. (1993). Teaching of Mathematics. Arya Book Depot, New Delhi.
- Mani, M. N. G. (1992). Techniques of Teaching Blind Children. Sterling Publishers, New Delhi.
- Mukhopadhyaya, S., Jangira, N. K., Mani, M.N. G., & Raychaudhary, N. (1988). Sourcebook for Training Teachers of Visually Handicapped. NCERT, New Delhi.
- Nemeth, A. (1973). Nemeth Code for Mathematics and Scientific Notation. American Printing House, Loviseville.
- Siddhu, K.S. (1990). Teaching of Mathematics. Sterling Publishers, New Delhi.

Suggested Readings

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

PEDAGOGY OF TEACHING SOCIAL SCIENCE

Course Code: A 4 (Part III) **Credits: 04**

Contact Hours: 60 **Marks: 100**

Introduction

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

Objectives

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

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

Unit I: Nature of Social Sciences

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

Unit II: Curriculum and Instructional Planning

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

Unit III: Approaches to teaching of Social Science

3.1 Curricular approaches: a) Coordination, b) Correlational, c) Concentric, d) Spiral, e) Integrated, f) Regressive
3.2 Methods of teaching social science: Lecture, discussion, socialized recitation, source and project method

3.2.1. Devices and techniques of teaching social studies – Narration, description, illustration, questioning, assignment, field trip, story telling, Role play, Group and self study, programmed learning, inductive thinking, Concept mapping, expository teaching and problem solving

3.3 Accommodations required in approaches for teaching children with disabilities

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

3.5 Adaptations of material for teaching children with disabilities

Unit IV: Evaluation of Learning in Social Science

4.1 Purpose of evaluation in social science

4.2 Techniques of evaluating learner achievement in social Science: Written and Oral tests, Observation Tools, Work Samples, Portfolio

4.3 Assessment: tools and techniques of Continuous and Comprehensive Evaluation (CCE) for curricular and co-curricular subjects

4.4 Construction of teacher made test

4.5 Diagnostic testing and enrichment techniques for children with disabilities

Unit V: Social Science Teacher as a Reflective Practitioner

5.1 Being a reflective practitioner- use of action research

5.2 Developing an Action Research Plan for solving a problem in teaching-learning of Social science

5.3 Case study- Need and Importance for a School Teacher

5.4 Development of a Professional Portfolio/ Teaching Journal

5.5 Competencies for teaching Social science to children with disabilities

Transaction

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

Course Work/ Practical/ Field Engagement

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

Essential Readings

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

Suggested Readings

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

PEDAGOGY OF TEACHING HINDI

Course Code: A 5 (Part IV) **Credits: 04**

Contact Hours: 60 (६०घंटे) **Marks: 100**

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

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

पाठ्यवस्तु

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

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

इकाई २ – पाठ्यवस्तु संवर्धन

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

इकाई ३ – भाषा अधिगम की प्रकृति और पाठ नियोजन

३.१ माध्यमिक स्तर पर हिन्दी शिक्षण के लक्ष्य और उद्देश्य।

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

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

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

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

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

इकाई ६ – भाषा अधिगम के मूल्यांकन की प्रविधि

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

इकाई ७ – चिन्तनशील साधक के रूप में शिक्षक

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

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

७.४ पाठ्यक्रम, सहायक सामग्री और पाठ्यविधियों का आलोचनात्मक विवेचन।

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

प्रायोगिक कार्य –

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

मूल्यांकन योजना –

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

सन्दर्भ पुस्तकें –

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

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

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

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

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

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

PEDAGOGY OF TEACHING ENGLISH

Course Code: A5 (Part V) **Credits: 04**

Contact Hours: 60 **Marks: 100**

Introduction

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

Objectives

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

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

Unit I: Nature of English Language & Literature

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

Unit II: Instructional Planning

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

Unit III: Approaches and Methods of Teaching English

3.1 Difference between an approach and a method

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

Unit IV: Instructional Materials

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

Unit V: Evaluation

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

Transaction

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

Course Work/ Practical/ Field Engagement

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

Essentital Readings

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

Suggested Readings

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

Area- B

CROSS DISABILITY AND INCLUSION

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

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

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

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

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

INCLUSIVE EDUCATION

Course Code: B 6 **Credits: 02**

Contact Hours: 30 **Marks: 50**

Introduction

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

Objectives

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

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

Unit 1: Introduction to Inclusive Education **5 Hours**

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

Unit 2: Polices & Frameworks Facilitating Inclusive Education **5 Hours**

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

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

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

Unit 3: Adaptations Accommodations and Modifications 7 Hours

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

Unit 4: Inclusive Academic Instructions 8 Hours

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

Unit 5: Supports and Collaborations for Inclusive Education 5 Hours

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

Practical & Field Engagement

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

Transactions

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

Suggested Readings

- Bartlett, L. D., & Weisentein, G. R. (2003). Successful Inclusion for Educational Leaders. New Jersey: Prentice Hall.
- Chaote, J. S. (1991). Successful Mainstreaming. Allyn and Bacon.
- Choate, J. S. (1997). Successful Inclusive Teaching. Allyn and Bacon.
- Daniels, H. (1999) . Inclusive Education.London: Kogan.
- Deiner, P. L. (1993). Resource for Teaching Children with Diverse Abilities, Florida: Harcourt Brace and Company.
- Dessent, T. (1987). Making Ordinary School Special. Jessica Kingsley Pub.
- Gargiulo, R.M. Special Education in Contemporary Society: An Introduction to Exceptionality. Belmont: Wadsworth.
- Gartner, A., & Lipsky, D.D. (1997). Inclusion and School Reform Transferring America's Classrooms,Baltimore: P. H. Brookes Publishers.
- Giuliani, G.A. & Pierangelo, R. (2007). Understanding, Developing and Writing IEPs. Corwin press:Sage Publishers.
- Gore, M.C. (2004) . Successful Inclusion Strategies for Secondary and Middle School Teachers, Crowin Press, Sage Publications.
- Hegarthy, S. & Alur, M. (2002). Education of Children with Special Needs: from Segregation to Inclusion, Corwin Press, Sage Publishers.
- Karant, P., & Rozario, J. ((2003). Learning Disabilities in India. Sage Publications.
- Karten, T. J. (2007). More Inclusion Strategies that Work. Corwin Press, Sage Publications.
- King-Sears, M. (1994). Curriculum-Based Assessment in Special Edcuation. California: Singular Publications.
- Lewis, R. B., & Doorlag, D. (1995). Teaching Special Students in the Mainstream. 4th Ed. New Jersey: Pearson.
- McCormick, S. (1999). Instructing Students who Have Literacy Problems. 3rd Ed. New Jersey, Pearson.
- Rayner, S. (2007). Managing Special and Inclusive Education, Sage Publications.
- Ryandak, D. L. & Alper, S. (1996). Curriculum Content for Students with Moderate and Severe Disabilities in Inclusive Setting. Boston, Allyn and Bacon.
- Sedlak, R. A., & Schloss, P. C. (1986). Instructional Methods for Students with Learning and Behaviour Problems. Allyn and Bacon.
- Stow L. & Selfe, L. (1989). Understanding Children with Special Needs. London: Unwin Hyman.
- Turnbull, A., Turnbull, R., Turnbull, M., & Shank, D.L. (1995). Exceptional Lives: Special Education in Today's Schools. 2nd Ed. New Jersey: Prentice-Hall.Inc.

- Vlachou D. A. (1997). Struggles for Inclusive Education: An Ethnographic Sstudy. Philadelphia: Open University Press.
- Westwood, P. (2006). Commonsense Methods for Children with Special Educational Needs - Strategies for the Regular Classroom. 4th Edition, London Routledge Falmer: Taylor & Francis Group.

INTRODUCTION TO SENSORY DISABILITIES

Course Code: B 7 **Credits: 02**

Contact Hours: 30 **Marks: 50**

Introduction

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

Objectives

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

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

Unit 1: Hearing Impairment: Nature & Classification **5 Hours**

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

Unit 2: Impact of Hearing Loss **5 Hours**

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

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

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

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

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

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

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

Course Work/ Practical/ Field Engagement

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

Transactions

Visits, Observations, Videos and Interactions with Students with Disabilities

Essential Readings

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

- Handbook on Deafblindness (2005). Sense International India. Retrieved online on 24/4/2015 from http://www.google.co.in/url?sa=t&rct=j&q=&esrc=s&source=web&cd=3&ved=0CDEQFjAC&url=http%3A%2F%2Fssa.nic.in%2Finclusive-education%2Ftraining-module-for-resource-teachers-for-disable-children%2FModule%25202%2520Deafblindness.pdf%2Fat_download%2Ffile&ei=LkY6VdGlOIKymAW604CgDg&usg=AFQjCNHxJc9OazS1f-TSI_HgQqJKxWjs_A&sig2=LIBWuGnYE0OLPtpK5FCHEg&bvm=bv.91427555,d.dGY
- Kelley, P., & Gale, G. (1998). Towards Excellence: Effective education for students with vision impairments. Sydney: North Rocks Press.
- Lowenfeld, B. (1973). Visually Handicapped Child in School and Society; American Foundation for the Blind; NewYork.
- Lynas, W. (2000). Communication options. In J. Stokes (Ed), Hearing Impaired Infants – Support in the first eighteen months. London: Whurr Publishers Ltd.
- Martin, F. N., & Clark, J.G. (2009). Introduction to Audiology. 10th ed. Boston: Pearson Education.
- Martin, F.N., & Clark, J.G. (2012). Introduction to Audiology. 11th ed. Boston: Pearson Education.
- National Institute for the Visually Handicapped (2015). Information Booklet on Visual Impairment in India, Dehradun: Government of India.
- Nerbonne, M. A., & Schow, R.L. (2002). Introduction to Audiologic Rehabilitation. Boston: Allyn and Bacon.
- Nerbonne, M. A., & Schow, R.L. (2013). Introduction to Audiologic Rehabilitation. 6th ed. Boston: Pearson Education.
- Northern, J. L., & Downs, M. P. (2002). Hearing in Children (5th Ed.). Philadelphia: Williams & Wilkins
- Prescod, S. V. (1978). Audiology Handbook of Hearing Disorders. New York: Van Nostrand Reinhold Company.
- Sataloff, R. T., & Sataloff, J. (2005). Hearing Loss. (4th Ed.) London: Taylor & Francis.
- Sims, L.G., Walter, G.G., & Whitehead, R.L. (1981). Deafness and Communication: Assessment and Training. Baltimore: Williams and Wilkins.
- Warren, D.H. (1994). Blindness and Children: An Individual Differences Approach. New York: Cambridge University Press.

Suggested Readings

- Auditory-Verbal International (1991). Auditory-Verbal Position Statement. Auricle 4, 11-12.
- Harp, B. (2006). The handbook of literacy assessment and evaluation, (3rd Eds). Norwood. Christopher-Gordon Publishers, Inc., Norwood,M.A.

- Katz, J. (1985). Handbook of Clinical Audiology(4th Ed.).Williams and Wilkins, Baltimore.
- Loreman, T., Deppeler, J., & Harvey, D. (2005). Inclusive education - A practical guide to supporting diversity in the classroom. (2nd Eds.). Routledge, London.
- Norris, G. H., & Romer, L.T. (1995). Welcoming Students who are deafblind to typical classrooms. Paul H. Brookes, New Jersey.
- Pandey, R. S., & Advani, L. (1995). Perspectives in Disability and Rehabilitation. Vikas Publishing House Pvt. Ltd. New Delhi.
- Proceedings from National Conference on Centenary for Work for the Blind in India (1987). All India Confederation of the Blind and Christoffel Blinden Mission. R.K.Printers, New Delhi.
- Scholl, G.T. (1986). Foundations of Education for Blind and Visually Handicapped Children and Youth. American Foundation for the BLind, New York.
- Tucker, I., & Nolan, M. (1984).Educational Audiology. Croom Helm, London.
- Tye-Murray, N. (1998). Intervention Plans for Children. In Tye-Murray N. (Eds) Foundations of Aural Rehabilitation. Singular, San Diego.

INTRODUCTION TO NEURO DEVELOPMENTAL DISABILITIES

Course Code: B 8 **Credits: 02**

Contact Hours: 30 **Marks: 50**

Introduction

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

Objectives

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

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

Unit 1: Learning Disability: Nature, Needs and Intervention

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

Unit 2: Intellectual Disability: Nature, Needs and Intervention

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

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

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

Transaction

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

Course Work/ Practical/ Field Engagement

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

Essential Readings

- Accardo, P.J., Magnusen, C., & Capute, A.J. (2000). Autism: Clinical and Research Issues. York Press, Baltimore.
- American Psychiatric Association. (2000). Diagnostic and Statistical Manual of Mental Disorders (4th ed. TR). Washington DC.
- Bala, M.J. (2004). Methods of Teaching Exceptional Children. Discovery, New Delhi.
- Browning, R. E. (2004). Teaching Students with Behaviour and Severe Emotional Problems. http://www.k12.wa.us/specialed/families/pubdocs/bestpractices.pdf

Suggested Readings

- Higgins, J. (2003) Practical Ideas that Really Work for Students with Dyslexia and Other Reading Disorders. PRO-ED, Austin.
- Moyes, R.A. (2010). Building Sensory Friendly Classrooms to Support Children with Challenging Behaviors: Implementing Data Driven Strategies. Sensory World, Texas.
- Pierangelo, R., & Giuliani G.A. (2003). Transition services in Special Education, Allyn & Bacon, London.
- Reddy G.L., & Rama, R. (2000). Education of Children with Special Needs. Discovery Pub, New Delhi.

- Simpson, R. L., & Myles, B, S. (2008). Educating Children and Youth with Autism: Strategies for Effective Practice. Pro Ed. Texas.
- Smith, D.D. (2003). Introduction to Special Education Teaching in an Age of opportunity. Allyn & Bacon, Boston.
- Strichart, S. S. (1993). Teaching Study Strategies to Students with Learning Disabilities. Allyn & Bacon, Boston.
- Swady, E.R. (1989). Diagnosis & Correction of Reading, Difficulties. Allyn & Bacon, Boston.
- Taylor, B. (1988). Reading Difficulties: Instruction and Assessment. Random House, New York.
- Wong, B. Y. L. (1996) .The ABCs of learning disabilities (1st ed.) Academic Press, San Diego, CA.

INTRODUCTION TO LOCOMOTOR AND MULTIPLE DISABILITIES

Course Code: B 9 **Credits: 02**

Contact Hours: 30 **Marks: 50**

Introduction

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

Objectives

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

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

Unit 1: Cerebral Palsy (CP)

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

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

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

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

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

Unit 3: Multiple Disabilities and Other Disabling Conditions

3.1 Multiple Disabilities: Meaning and Classifications

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

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

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

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

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

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

Essential Readings

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

GUIDANCE & COUNSELLING

Course Code: B 10(A) **Credits: 02**

Contact Hours: 30 **Marks: 50**

Objectives

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

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

Unit 1: Introduction to Guidance and Counselling

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

Unit 2: Enhancing Self Image and Self Esteem

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

Unit 3: Guidance and Counselling in Inclusive Education

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

Practicum/ Field engagement

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

Transaction

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

Essential Readings

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

Suggested Readings

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

EARLY CHILDHOOD CARE AND EDUCATION

Course Code: B 10(B) **Credits: 02**

Contact Hours: 30 **Marks: 50**

Introduction

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

Objectives

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

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

Unit 1: The Early Years: An Overview

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

Unit2: Early Education of Children with Disabilities

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

Unit 3: Inclusive Early Childhood Educational (ECE) Practices

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

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

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

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

3.5 School Readiness and Transitions

Practical/ Field Engagements

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

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

Transactions

Visits, Observations & Workshops.

Essential Readings

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

Suggested Readings

- Barbour, N., & Seefeldt, C. (1998). .Early Childhood Education. An Introduction (4th Eds). U.K: Prentice Hall.
- Broman, B. C. (1978). The Early Years in Childhood Education. Chicago: RandMcNally College Publishing Company.
- Catron, C.E., & Allen, J. (1993). Early Childhood Curriculum. New York: MacMillan Publishing Company.
- Dahlberg, G., Moss, P. & Pence, A. (2007). Beyond Quality in Early Childhood Care and Education. (2nd Ed.). New York: Routledge Publication.

- Dopyera, M.L., & Dopyera, J. (1977). Becoming a Teacher of Young Children. New York: Random House Publications.
- Gordon, I.J. (1972). Early Childhood Education. Chicago: Chicago University Press.

  Hamilton, D.S., & Flemming, (1990). Resources for Creative Teaching in Early Childhood Education (2nd Edition). Harcourt Brace Jovanvich. Tokyo.
- Hilderbrand, V. (1991). Introduction to Earcly Childhood Education. MacMillan Publishing. New York.
- Krogh, S.L., & Slentz, K. (2001). Early Childhood Education, Yesterday, Today & Tomorrow. Lawrence Erlbaum Associates Publishers, London.
- Range, D.G., Layton, J.R., & Roubinek, D.C. (1980). Aspects of Early Childhood Education.Theory to Reserch to Practice. Academic Press. New York.
- Spodek, B., Saracho, O.N., & Davis, M.D. (1987). Foundations of Early Childhood Education. Prentice Hall, New Jersey.
- Wortham, S.C. (NK). Measurement & Evaluation in Early Childhood Education (2nd Eds.), Merrill Prentice Hall, Ohio.

APPLIED BEHAVIOUR ANALYSIS

Course Code: B 10(C) **Credits: 02**

Contact Hours: 30 **Marks: 50**

Objectives

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

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

Unit 1: Introduction to Applied Behaviour Analysis (ABA)

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

Unit 2: Strategies for Positive Behaviour Support

2.1 Selection of Behavioural Goals
2.2 Reinforcement
- Types: Positive and Negative, Primary and Secondary
- Schedules: Continuous, Fixed Ratio, Fixed Interval, Variable Ratio, Variable Interval

2.3 Discrete Trial Teaching
- Discriminative Stimulus - Characteristics
- Response
- Prompts: Physical, Gestural, Pointing, Visual, Positional, Verbal
- Consequence - Characteristics
- Inter-Trial Interval

2.4 Application of ABA in Group Setting
- Negotiation and contract
- Token economy
- Response cost
- Pairing and fading

2.5 Leadership role of teacher in promoting positive behaviour

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

3.1 Differential Reinforcements of Behaviour
3.2 Extinction and Time Out
3.3 Response Cost and Overcorrection
3.4 Maintenance
3.5 Generalization and Fading

Practicum

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

Transaction

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

Essential Readings

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

Suggested Readings

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

COMMUNITY BASED REHABILITATION

Course Code: B 10(D) **Credits: 02**

Contact Hours: 30 **Marks: 50**

Objectives

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

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

Unit 1: Introduction to Community Based Rehabilitation (CBR)

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

Unit 2: Preparing Community for CBR

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

Unit 3: Preparing Persons with Disability for CBR

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

Practicum/ Field Engagement

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

Transaction

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

Essential Readings

- Loveday, M. (2006). The HELP Guide for Community Based Rehabilitation Workers: A Training Manual. Global-HELP Publications, California.
- McConkey, R. and O'Tool, B (Eds). Innovations in Developing Countries for People with Disabilities, P.H. Brookes, Baltimore.
- Neufelt, A. and Albright, A (1998). Disability and Self-Directed Employment: Business Development Model. Campus Press Inc. York University.
- Peat, M. (1997). Community Based Rehabilitation, W.B. Saunders Company.
- Scheme of Assistance to Disabled for Purposes of Fitting of Aids/Appliances(2014). 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 AIl" in World Health Magazine, WHO, Geneva.

APPLICATION OF ICT IN CLASSROOM

Course Code: B 10(E) **Credits: 02**

Contact Hours: 30 **Marks: 50**

Course Description

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

Objectives

After completing the course the student teacher will be able to

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

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

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

Unit 2: Using Media and Computers

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

Unit 3: Visualising Technology-Supported Learning Situations

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

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

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

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

3.5 Identifying and Applying Software for Managing Disability Specific Problems

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

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

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

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

Essential Readings

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

Suggested Reading

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

GENDER AND DISABILITY

Course Code: B 10(F) **Credits: 02**

Contact Hours: 30 **Marks: 50**

Objectives

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

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

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

1.1 Human Rights-Based Approach: Concept and History
1.2 Principles of Human Rights-Based Approach
- Equality and Non-Discrimination
- Universality & Inalienability
- Participation and Inclusion
- Accountability and Rule of Law

1.3 Elements of Human Rights System
- Legal Framework
- Institutions
- Development Policies & Programs
- Public Awareness
- Civil Society

1.4 Advantage of Human Rights-Based Approach
1.5 Implications for Disability
- Empowerment
- Enforceability
- Indivisibility
- Participation

Unit 2: Gender and Disability **10 Hours**

2.1 Sex & Gender: Concept & Difference
2.2 Impairment & Disability: Concept & Difference
2.3 Gendered Experience of Disability
- Public Domain: School and Outside School
- Private and Familial Domain
- Normalization and Social Role Valorisation

2.4 Gender and Disability Analysis: Techniques and Strategies
2.5 Psyche and Gender: Implications for Teaching

Unit 3: Women and Girl Child with Disability **10 Hours**

3.1 Inclusive Equality
- Access to Family Life
- Access to Education, Vocational Training and Employment
- Access to Political Participation

3.2 Factors Contributing to Disability
- Gender-Based Violence in School and Within Family
- Traditional Practices

3.3 Sexual and Reproductive Health

3.4 Teacher's Role in Promoting Gender Equality

3.5 Gender Critique of Legislation, Government Policy and Schemes

Practicum/Field Engagement

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

Transaction

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

Essential Readings

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

Suggested Readings

- Beeghley, L. (1999). Angles of Vision: How to Understand Social Problems, Westview Press. Boulder.
- Purkayastha, D. (2010). Economic Growth, Intra-Household Resource Allocation and Gender Inequality. Atlantic Economic Journal, 38(4), 465-466.
- Treas, J., & Drobnic, S. (2010). Dividing the Domestic: Men, Women, and Household Work in Cross-National Perspective. Stanford University Press, Stanford.

BRAILLE AND ASSISTIVE DEVICES

Course Code: B 10(G) **Credit: 02**

Contact Hours: 30 **Marks: 50**

Introduction

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

This course familiarizes the student-teachers with the importance and operational aspects of Braille, which has stood the test of time and competition for the last about 185 years. It also introduces them to basic devices used for teaching blind and low vision children.

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

Objectives

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

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

Unit 1: Braille

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

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

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

Unit 3: Other Devices – Types, Description, Relevance

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

Course Work/ Practical/ Field Engagement (Any Two)

Each Student-Teacher will

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

Essential Readings

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

Suggested Readings

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

ORIENTATION AND MOBILITY

Course Code: B 11(A) **Credit: 02**

Contact Hours: 30 **Marks: 50**

Introduction

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

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

Objectives

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

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

Unit 1: Introduction to Orientation and Mobility

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

Unit 2: Human/ Sighted Guide Technique

2.1 Grip
2.2 Stance
2.3 Hand Position

2.4 Speed Control
2.5 Negotiating: Narrow Spaces, Seating Arrangements, Staircases, Muddy paths

Unit 3: Pre-Cane Skills

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

Unit 4: Cane Travel Techniques and Devices

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

Unit 5: Training In Independent Living Skills

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

Course Work/Practical/ Field Engagement

Undertake any two of the following

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

Essential Readings

- Blasch, B. B., Weiner, W. R., & Welsh, R. L. (1997). Foundations of Orientation and Mobility (2nd ed.). AFB Press, New York.
- 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, R. C. (1993). Mobility Skills for Blind People: A Guide for Use in Rural Areas. Christoffel Blinden Mission, West Sussex.
- Knott, N.I. (2002). Teaching Orientation and Mobility in the Schools: An Instructor's Companion. AFB Press, New York.
- Smith, A. J., & Geruschat, D. R. (1996). Orientation and Mobility for Children and Adults with Low Vision. In A. L. Corn & A. J. Koenig (Eds.), Foundations of Low Vision: Clinical and Functional Perspectives. AFB Press, New York.

Suggested Readings

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

COMMUNICATION OPTIONS: ORALISM

Course Code: B 11(B) **Credits: 02**

Contact Hours: 30 **Marks: 50**

Introduction

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

Objectives

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

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

Unit 1: Understanding Hearing Loss in Real Life Context

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

Unit 2: Advance Understanding of Oral Options

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

Unit 3: Skill Development Required for Oralism

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

Unit 4: Skill Development Auditory Verbal (AV) Approach

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

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

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

Course Work/ Practical/ Field Engagement

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

Essential Readings

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

- Dhvani (English). Balvidyalaya Publication, Chennai.
- Estabrooks, W. (2006). Auditory-Verbal Therapy and Practice. AG Bell, Washington, DC.
- Heller, R. (1999). Managing Change. Dk Publishing, New York.
- Ling, D. (1990). Acoustics, Audition Aand Speech Reception. Auditory Verbal International, Alexandria.
- Paul, P. V. (2009). Language and Deafness. Jones and Bartlett, Boston.
- Communication Options and Students with Deafness (2010). Rehabilitation Council of India, New Delhi.

Suggested Readings

- Chaney, A. L., & Burk, T. L. (1998). Teaching Oral Communication in Grades K – 8. Allyn and Bacon, Boston.
- Cole, E., & Flexer, C. (2010). Children with Hearing Loss: Developing Listening and Talking, Birth to Six. (2nd Ed.).Plural Publishing Inc, San Diego, CA.
- Dhvani (Marathi). Balvidyalaya. Cym Publication, Chennai.
- Directory of Rehabilitation Resources for Persons with Hearing Impairment in India. (2000). AYJNIHH Publication, Mumbai.
- Estabrooks, W., & Marlowe J, (2000). The Baby is Listening, A. G. Bell Association, Washington D.C.
- Estabrooks, W. (2001). 50 Frequently Asked Questions (Faqs) About Auditory-Verbal Therapy. Learning to Listen Foundation. Washington, DC.
- 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, Mumbai.
- Unpublished Dissertations and Thesis on Profiling Communication Options in Special Schools in India.

COMMUNICATION OPTIONS: MANUAL (INDIAN SIGN LANGUAGE)

Course Code: B 11(C) **Credits: 02**

Contact Hours: 30 **Marks: 50**

Introduction

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

Objectives

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

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

Unit 1: Understanding Deafness in Real Life Context

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

Unit 2: Advance Understanding of Manual Options and Indian Scenario

2.1 Use of Simcom and Educational Bilingualism in Indian Schools: Current Scenario
2.2 Challenges, Prerequisites and Fulfilling Prerequisites
2.3 Monitoring and Measuring Development of ISL/ISS in Students: Receptive and Expressive Mode
2.4 Training and Guidance for Families and Tuning Home Environment: Current Scenario and Strategies

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

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

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

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

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

Unit 5: ISS/ ISL Skill Development and Course Conclusions

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

Course Work/ Practical/ Field Engagement

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

Essential Readings

- Communication Options and Students with Deafness. (2010). Rehabilitation Council of India, New Delhi.
- Heller, R. (1999). Managing Change. DK Publishing, New York.
- ISS Learning Material and Dictionaries
- Paul, P. V. (2009). Language and Deafness. Jones and Bartlett, Boston.
- Teaching Learning ISL Material Developed at AYJNIHH, Mumbai, SRKV, Coimbatore and NISH, Trivandrum

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

Suggested Readings

- Akamatsu, C. T., & Armour, V. A. (1987). Developing written literacy in deaf children through analyzing sign language, American Annals of the Deaf, 132(1), 46-51.
- Andrews, J.F., Winograd, P., & DeVille, G. (1994). Deaf children reading fables: Using ASL summaries to improve reading comprehension. American Annals of the Deaf, 139(3), 378-386.
- Devych, G. N., Bhattacharya, T., Grover, N., & Randhawa, S.P.K. (2014). Indian Sign Language(S). Orient BlackSwan, Hyderabad.
- Directory of Rehabilitation Resources for Persons with Hearing Impairment in India. (2000). AYJNIHH Publication, Mumbai.
- Education. Gallaudet Research Institute, Working Paper 89-3, Gallaudet University, Washington, D.C.
- Evans, L. (1982). Total Communication, Structure and Strategy. Gallaudet College Press, Washington D.C.
- Ezell, H.K., & Justice, L.M. (2005). Programmatic Research on Early Literacy: Several Key Findings. IES 3rd Annual Research Conference: American Speech Language & Hearing Association.
- 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). Effective Leadership. Dk Publishing, New York.
- Huddar, A. (2008).Language and Communication. DSE Manuals. Rehabilitation Council of India, New Delhi.
- Improve Reading Comprehension. American Annals of the Deaf, 139, 378-386.
- Indian Sign Language Dictionary .(2001). Sri Ramakrishna Mission Vidyalaya, Coimbatore.
- Johnson, R., Liddell, S., & Erting, C. (1989). Unlocking the Curriculum: Principles for Achieving Access in Deaf Language. American Annals of the Deaf, 132, 46-51.
- Lewis, Rena B. & Doorlag, Donald H. (1999). Teaching Students with Special Needs in General Education Classrooms. Prentice Hall Inc. New Jersy.
- Woodward, J., Vasishta, M., & de Santis, S. (1985). An introduction to the Bangalore variety of Indian Sign Language. Gallaudet Research Institute Monograph No. 4, Gallaudet Research Institute. Washington, D.C

- Vasishta, M.M., Woodward, J., & De Santis, S. (1981). An Introduction to Indian Sign Language: Focus on Delhi.All India Federation of the Deaf, New Delhi.
- Websites for Signed Dictionaries.
- Woodward, J. (1993). The Relationship of Sign Language Varieties in India, Pakistan and Nepal. Sign Language Studies, 78, 15-22.

AUGMENTATIVE AND ALTERNATIVE COMMUNICATION

Course Code: B 11(D) Credits: 02

Contact Hours: 30 Marks: 50

Objectives

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

Unit 1: Organizational frame work for Communication:

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

Unit 2: Basic principles of AAC interventions:

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

Unit 3: Areas of AAC Assessment:

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

Unit 4: Context of Communication:

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

Unit 5: Introduction to communication tools and Access Mode:

5.1 Types of AAC devices and systems

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

Suggested Reading:

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

MANAGEMENT OF LEARNING DISABILITY

Course Code: B 11(E) **Credits: 02**

Contact Hours: 30 **Marks: 50**

Introduction

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

Objectives

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

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

Unit 1: Learning Disabilities: Types

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

Unit 2: Assessment of Basic Curricular Skills

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

Unit 3: Intervention Strategies in Basic Skills of Learning

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

Transaction

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

Course Work/ Practical/ Field Engagement

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

Essential Readings

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

Suggested Readings

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

- Prakash, P. (2008). Education of exceptional children: challenges and stratrgies. Kanishka publishers, New Delhi.
- Reddy, G. L., & Ramar, R. (2000). Education of children with special needs. Discovery Pub., New Delhi.
- Thapa, K. (2008). Perspectives on learning disabilities in India. (Current practices and prospects). Sage Publication, Los Angeles.
- Trusdell, M. L., & Horowitz, I. W. (2002). Understanding learning disabilities : a parent guide and workbook : for parents, teachers, professionals, advocates and others who work with, or come in contact with, individuals with learning disabilities. Maryland, York Press.
- Wong, B., & Butler, D. L. (2012). Learning about learning disabilities.Elsevier Academic Press, Amsterdam.

VOCATIONAL TRAINING, TRANSITION & JOB PLACEMENT

Course Code: B 11(F) **Credits: 02**

Contact Hours: 30 **Marks: 50**

Objectives

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

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

Unit 1: Fundamentals & Assessment of Vocational Rehabilitation

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

Unit 2: Vocational Transition & Curriculum Planning

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

Unit 3: Process of Vocational Rehabilitation & Placement

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

Hands on Experience

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

Suggested Readings

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

AREA - C

DISABILITY SPECIALIZATION COURSES

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

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

Disability Specialization

AUTISM SPECTRUM DISORDERS

IDENTIFICATION AND ASSESSMENT OF NEEDS

Course Code: C 12 **Credits: 04**

Contact Hours: 60 **Marks: 100**

Introduction

Screening and assessment of Children with Autism Spectrum Disorders are done to enable diagnosis and understanding of their needs and capacity. This course provides an introduction to the conditions on the autism spectrum and related disorders, focussing on their nature and needs. It also familiarizes the student with tools and tests for identification and differential assessment used for screening and diagnosing children for Autism.

Objectives

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

- *Develop an understanding about concept, history and theoretical perspectives of autism spectrum disorders (ASD).*
- *Explain the types and characteristics of ASD.*
- *Describe the disorders related with ASD.*
- *Explain the use of various assessment and diagnostic procedures.*
- *Explain the need and process of differential assessment.*

Unit 1: Introduction to Autism Spectrum Disorders (ASD)

1.1 Concept and definition of Autism Spectrum Disorders
1.2 The ASD Triad
1.3 Historical perspective to ASD
1.4 Prevalence and incidence of ASD
1.5 Theoretical perspective: Empathising-Systemising Theory, Central Coherence Theory, Executive Dysfunction Theory

Unit 2: Types and Characteristics

2.1 Autism
2.2 Asperger's Syndrome
2.3 Rett Syndrome
2.4 Childhood Disintegrative Disorders
2.5 Pervasive Developmental Disorders-not Otherwise Specified

Unit 3: Related Disorders

3.1 Hyperlexia
3.2 Semantic pragmatic and sensory integration disorders
3.3 Non-Verbal Learning Disability
3.4 Prader Willis Syndrome

3.5 Fragile X Syndrome

Unit 4: Identification and Assessment

4.1 Screening, diagnosis and assessment
- Concept and definition
- Tools: checklist, standardized test & criteria, observation

4.2 Screening Tools: CHAT; MCHAT; Infant-Toddler Checklist; QCHAT; Autism Spectrum
Screening Questionnaire

4.3 Diagnostic Criteria and Tools: DSM-V; ICD-10; ADOS, ADI-R, CARS, GARS, ISAA

4.4 Areas of Assessment of
- Psychological: WISC, Malins, Binet-Kamath
- Developmental: Infant-Toddler Checklist, Child Developmental Screening
- Educational: Psycho-Educational Profile; Adolescents and Adults Psycho Educational Profile, Curricular based assessment, FACP, EACCID
- Functional: Functional Analysis
- Behavioral: Vineland Social Maturity Scale, ABS, Assessment of Basic Language and Learning Skills (ABBLS), Behavior Problem Inventory, BASIC-MR, and BASAL-MR

4.5 Teacher competencies in assessment

Unit 5: ASD- Differential Assessment

5.1 Need for differential assessment
5.2 Assessment of Language and Communication
5.3 Assessment of Perceptual motor skills
5.4 Assessment of sensory processes
5.5 Critical aspects of assessment: training and procedure

Transaction

- Lectures
- Presentations
- Project
- Workshops / seminar

Practicum/ Field Engagement

1. Development of observation schedules for different settings
2. Administration of screening and assessment tools on given children
3. Development of a teacher made tool for assessing language and communication
4. Development of an educational profile for any child with related disorders with ASD

Note: Practicum no. 1 is essential

Essential Readings

- American Psychiatric Association (2014). Diagnostic and Statistical Manual of Mental Disorders. Washington DC.
- Arya, S., Rao, L.G., Jayaram, M. & Deshpande, S.N. (2009). Indian Scale for Assessment of Autism. National Institute for the Mentally Handicapped, Secunderabad.
- Attwood, T. (2008). The complete guide to Asperger Syndrome. Jessica Kingsley Publications, London.
- Delcato, C. (1974). The ultimate stranger; the autistic child. Garden City. Doubleday, New York.
- Myles, B.S., & Simpson, R.L. (2003). Asperger's syndrome: A guide for educators andparents. PRO-ED, Texas.
- Siegel, B. (1996). The World of Autistic Child. Oxford University Press, New York.
- Simpson, R. L, & Smith, M. B. (2008). Educating children and youth with autism: strategies for effective practice. Pro-Ed. Texas.
- Williams, T. (2011). Autism Spectrum Disorders-From Genes to Environment. In Tech, Croatia.

Suggested Readings

- Bettelheim, B. (1967). The empty fortress: Infantile autism and the birth of self. Free Press, New York.
- Donald J. Cohen and Fred R.Volkmar (1997). Handbook of Autism and Pervasive Developmental Disorders, 2nd Edition. John Wiley and Sons, Inc., New York.
- Frith, U. (1989). Autism: Explaining the Enigma (Cognitive Development). Wiley-Blackwell, New Jersey.
- National Resource Council (2002). Educating Children with Autism. National Academic Press, Washington.

CURRICULUM DESIGNING, ADAPTATION AND EVALUATION

Course Code: C 13 **Credits: 04**

Contact Hours: 60 **Marks: 100**

Introduction

This course is meant to enable student-teacherss to understand the approaches to curriculum development, its types and process. The course is designed to help the learners acquire knowledge and skills to adapt curriculum and select evaluative methods to suit the needs of children with ASD in different educational settings.

Objectives

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

- *Discuss the principles, approaches and types of curriculum.*
- *Explain the process of developing a curriculum and educational program.*
- *Develop suitable content for curricular areas in special education.*
- *Apply the process for modification and accommodation for adapting general school curriculum.*
- *Describe the methods used for evaluation of learning.*

Unit 1: Development of Curriculum

1.1 Curriculum: concept, aims and principles
1.2 Orientations to Curriculum Development
   a. Child centred
   b. Society-centred
   c. Knowledge-centred
   d. Eclectic
1.3 Approaches: child-centred, activity-centred, Ecological approach
1.4 Types of curriculum: core, support, collateral , hidden and co-curriculum
1.5 Person Centred Program and Individualized Educational Program

Unit 2: Curriculum Development and Teaching

2.1 Community and learner needs assessment
2.2 Aims, Goals and Objectives
2.3 Selection of teaching methods and material
   - Microteaching
   - Scaffolding
   - T-L aids
2.4 Implementation and recording
2.5 Evaluation

Unit 3: Curricular Focus for Children with ASD

3.1 Language and social communication
3.2 Self-care
3.3 Social behaviour
3.4 Academic skills
3.5 Pre-vocational and leisure

Unit 4: Curricular Adaptation for Inclusive Education of Children with ASD

4.1 Adaptation of curriculum for children with ASD
4.2 Types of adaptation needed for children with ASD
  a. Content
  b. Instructional
  c. Ecological
4.3 Stages of adaptation
  a. General adaptation
  b. Specific adaptation
4.4 Accommodation & modification
  a. Perceptual style
  b. Cognitive style
  c. Social style
4.5 Accommodation of co-curricular activities and learning material

Unit 5: Methods of Evaluating Children with ASD

5.1 Evaluation: definition and purpose
5.2 Observation
5.3 Record Review
5.4 Teacher made test tests
5.5 Standardized rating scales

Practicum/ Field Engagement

- Development of curriculum for given pre-school child with autism using suitable approach
- Adaptation of curriculum for a child with high functioning autism
- Development of a teacher made test in a selected area
- Adaptation of teaching aid for a given content area

Transaction

- Lectures
- Presentations
- Self-study and use of Online Education Resources
- Project
- Workshops/ Seminars

Essential Readings

- Hewitt, T.W. (2006). Understanding and Shaping Curriculum, What We Teach and Why. Sage Publications. London.
- Jacobs, H.H. (2010). Curriculum 21: Essential Education for a Changing World. ASCD, Alexandria.
- Marsh, C.J. (2004). Key Concepts for Understanding Curriculum. Rouledge Falmer.
- Myles, B.S., & Simpson, R.L. (2003). Asperger's syndrome: A guide for educators and parents. TX: Pro-Ed. Autin.
- Simpson, R. L., & Myles, B.S. (2008). Educating Children and Youth with Autism: Strategies for effective practice. Pro-Ed. Texas.
- Tyler, R. (2013). Basic Principles of Curriculum and Instruction. University of Press, Chicago.
- Wiles, J. (1998). Curriculum Development-A Guide to Practice. Merrill Prentice Hall. New Jersey.
- Woodward, J., & Larry, C. (2000). Technology, Curriculum, and Professional Development: Adapting Schools to Meet the Needs of Students with Disabilities.Corwin, Newbury Park.

Suggested Readings

- National Resource Council, (2002). Educating Children with Autism. National Academic Press, Washington.
- Print, M. (1993). Curriculum Development and Design. Allen and Unwin, London.

TEACHING APPROACHES AND STRATEGIES

Course Code: C 14 **Credits: 04**

Contact Hours: 60 **Marks: 100**

Introduction

This course provides a multidimensional perspective to teaching approaches currently being used for children with ASD. It prepares the learners to select a teaching approach and use it with methods and strategies relevant for learning needs of children with ASD.

Objectives

After completing the course the student teachers will be able to

- *Describe the developmental methods for intervention of autism at preschool level.*
- *Apply the behavioural approaches in teaching children with autism.*
- *Develop academic skills in children using the cognitive approach.*
- *Explain the methods for developing appropriate social and self-management skills in children with autism.*
- *Apply various strategies for enhancement of learning in children with autism.*

Unit 1: Developmental Approach

1.1 Early intervention
1.2 Floor time
1.3 LEAP (Learning Experience Alternative Program)
1.4 Early Start Denver Model
1.5 JASPER (Joint Attention Symbolic Play Engagement Regulation)

Unit 2: Behavioural Approach

2.1 Applied behavioural analysis
2.2 Discrete trial training
2.3 TEACCH
2.4 Analysis of Verbal Behaviour
2.5 Pivotal Response Training

Unit 3: Cognitive Approach

3.1 Mind reading
3.2 Meta-cognitive strategies
3.3 Cognitive behaviour modification
3.4 Teaching of reading and writing
3.5 Teaching arithmetic and related areas (money and time)

Unit 4: Social Approach

4.1 Social story
4.2 Comic strips
4.3 Peer-mediated programs

4.4 Sex education and Social behaviour
4.5 Self-regulation

Unit 5: Teaching Methods and Strategies

5.1 Physical environment and classroom organization
5.2 Task analysis & reinforcement
5.3 Joint Action Routines
5.4 Visual Strategies
5.5 Visual Activity Schedules

Practicum/ Field engagement

- Development of a program for skill learning using any behavioural approach
- Presentation of seminar on cognitive approach suitable for a given child with autism
- Development of comic strips and social stories for teaching appropriate classroom behaviour

Transaction

- Lectures
- Presentations
- Project
- Workshops/ Seminars

Essential Readings

- Delaney, T. (2009). 101 Games and Activities for Children with Autism, Asperger's and Sensory Processing Disorders. McGraw-Hill Contemporary, New York.
- Grandin, T. (1995). Thinking in Pictures and Other Reports from My Life with Autism. Vintage Books, New York.
- Greenspan, S. I., & Wieder, S. (2006). Engaging autism: Using the floortime approach to help children relate, communicate, and think. Da Capo Press, Cambridge.
- Kasari, C. (2013). Targeted Treatment of Joint Attention, Symbolic Play, and Engagement Regulation for Children with Autism. Routledge, New York.
- McClannahan, L.E., & Krantz, P.J. (2010). Activity Schedules for Children with Autism: Teaching Independent Behavior. Woodbine House Inc., Bethesda.
- Sailor, W., Dunlap, G. S., & Horner, R.H. (2009). Handbook of positive behavior support (pp. 107–123). Springer, New York.
- Savner, J.L., & Myles, B.S. (2000). Making visual supports work in home and community: Strategies for individuals with autism and Asperger's Syndrome. Autism Asperger Publishing, Shawnee Mission, KS.
- Simpson R.L., & Myles, B.S. (2008). Educating Children and Youth with Autism: Strategies for effective practice (2nd ed.). Pro.Ed. Texas.
- Williams. T. (2011). Autism Spectrum Disorders - From Genes to Environment. In Tech, Croatia.

- Wheeler, M. (2007). Toilet Training for Individuals with Autism or other Developmental Issues (2nd edition). Future Horizons, Texas.

Suggested Readings

- Maag, J.W. (2004). Behavior management: From theoretical implications to practical applications (2nd ed.). Wadsworth/Thomson Learning, Belmont.
- Baron-Cohen, S. (2003a). The essential difference: The truth about the male and female brain. Basic Books, New York.
- Cooper, J.O., Heron, T.E., & Heward, W.L. (1987). Applied Behavior Analysis. Prentice Hall, New Jersery.
- Frost, L., & Bondy, A. (1996). The Picture Exchange Communication SystemTraining Manual. Pyramid Educational Consultants, Inc., New Jersey.
- Frost, L., & Bondy, A. (2002). Picture Exchange Communication System. Pyramid Educational Consultants, Inc., New Jersey.
- Gray, C. (2000). The New Social Story Book. Arlington, TX: Future Horizons.
- Kathleen, A. Q. (1995). Teaching Children with Autism: Strategies to Enhance Communication and Socialization. Albany. Delmar Publishers, Inc., New York.
- Maag, J.W. (2004). Behavior management: From theoretical implications to practical applications (2nd ed.). Wadsworth/Thomson Learning, Belmont.
- Martin, N. (2009). Art as an early intervention tool for children with autism. Jessica Kinsley Publishers, PA.
- Myles, B.S., & Simpson, R.L. (2003). Asperger's syndrome: A guide for educators andparents (2nd ed.). PRO-ED. Texas.
- National Resource Council, (2002). Educating Children with Autism. National Academic Press, Washington.
- Prior, M. (2003). Learning and behavior problems in Asperger syndrome. Guilford Press, New York.
- Schopler, E, Mesobov, G.B., & Kunce, L. J. (Eds.). (1998). Asperger's Syndrome or High Functioning Autism? Plenum Press, New York.
- Siegel, B. (1996). The World of Autistic Child. Oxford University Press, New York.

ASSISTIVE INTERVENTION AND TECHNOLOGY

Course Code: C 15 **Credits: 04**

Contact Hours: 60 **Marks: 100**

Introduction

For children with ASD, teaching and learning must be supported by related intervention and use of assistive technical devices. This course provides an orientation to various assistive intervention and technology in order to enable the student-teachers to integrate these essential interventions into classroom settings.

Objectives

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

- *Develop an understanding of etiological aspects of autism spectrum disorder*
- *Comprehend and develop suitable interventions of language and communication for children with autism spectrum disorder*
- *Describe the sensory processes and comprehend the role of sensory integration therapy for children with autism spectrum disorder*
- *Explain the need and types of assistive technology suitable for children with autism spectrum disorder*
- *Assess children's need for assistive technology and integrate technology in teaching and learning*

Unit 1: Etiological Aspects

1.1 Genetic factors
1.2 Prenatal factors
1.3 Perinatal factors
1.4 Postnatal factors
1.5 Early Signs and Screening for ASD

Unit 2: Communication Aspects

2.1 Language, Communication, Speech: concept and definition
2.2 Language
  2.2.1 Components: Semantics, Syntax, Pragmatics
  2.2.2 Disorders: Echolalia, Perseverance, Neologism
2.3 Communication: Process and Types
2.4 Speech Disorders: Articulation, Fluency and Voice Disorders
2.5 Interventions: AAC, PECS, Makaton, and Visual Strategies

Unit 3: Sensory Motor Aspects

3.1 Sensory processes: underlying concepts
3.2 Sensory processes in ASD

3.3 Executive function deficits
3.4 Sensory integration therapy
3.5 Sensory integration: aids and devices

Unit 4: Assistive Technology (AT) and Assistive Devices (AD)

4.1 AT and AD: Concept and definition
4.2 AD Categories: Low-Tech devices, Mid-Tech devices, High-Tech Devices
4.3 AT for communication: Dynavox, Avaz, Kathamala
4.4 AT for positive behaviour support and recreation: visual schedules, social stories; use of social media, electronic musical instruments
4.5 AT for academic learning: i-pad applications, computer assisted instructions

Unit 5: Need Assessment and Planning for Assistive Technology

5.1 Assessment areas: Communication, Academic, Motor, Behaviour, Organization, Social Interactions, Transitions, Other concerns
5.2 Assessment of environmental support: Visual clutter, Lighting, Computer Operating System, Staff placement, Other concerns
5.3 Preparation for AT: Selection of devices, Training for device usage
5.4 Selection of goals: Verbal communication, written communication, Academic participation, Social interaction, Transition
5.5 Integration of AT and AD in teaching-learning environment

Practicum/ Field engagement

1. Seminar on environmental factors for ASD in India
2. Assessment for selection of suitable Assistive Technology for a given child with ASD
3. Develop a low-tech assistive device for communication
4. Plan an educational unit that integrates usage of AT

Transaction

- Lectures
- Presentations
- Project
- Workshops/ Seminars

Essential Readings

- Beukelman,D.,& Mirenda, P. (2004). Augmentative and Alternative Communication: Management of Severe Communication Disorders in Children and Adults. Paul H. Brookes Publishing Co., Baltimore.

- Boser, K.I., Goodwin, M.S., & Wayland, S.C. (2013). Technology Tools for Students with Autism: Innovations that Enhance Independence and Learning. Brookes Publishing, London.
- Cormier, C., & Natale, N. (2014). Assistive Technology Guide to Maximize Learning for Children with Autism. Create Space Independent Publishing Platform, London.
- Culp, S. (2011). A Buffet of Sensory Interventions: Solutions for Middle and High School Students with Autism Spectrum Disorders. AAPC Publishing, Kansas.
- Frost, L. A., & Andrew S. B. (1996). The Picture Exchange Communication SystemTraining Manual. Pyramid Educational Consultants, Inc., New Jersey.
- Koomer, J., & Kranowitz, C. (2007). Answers to questions teachers ask about sensory integration. Future Horizons, Texas.
- Moyes, R.A. (2010). Building Sensory Friendly Classrooms to Support Children with Challenging Behaviors: Implementing Data Driven Strategies! Sensory World, Texas.
- Shattock, P., & Whiteley, P. (2002). "Biochemical aspects in autism spectrum disorders: updating the opioid-excess theory and presenting new opportunities for biomedical intervention" "Autism Research Unit, University of Sunderland, Sunderland.

Suggested Readings

- Accardo, P.J., Magnusen, C., & Capute, A.J. (2000). Autism: Clinical and Research Issues. York Press, Baltimore.
- Howlin, P., & Rutter, M. (1991). Treatment of autistic children. John Wiley & Sons, Chichester.
- Kathleen, A. Q. (1995). Teaching Children with Autism: Strategies to Enhance Communication and Socialization. Albany, Delmar Publishers, Inc. New York.
- Kendel, E., Schwartz, J., & Jessell, T. (2000). Principles of neural science. McGraw-Hil, New York.
- Twachtman-Cullen, D. (2000). How to be a para pro: A comprehensive training manual for paraprofessionals. Starfish Speciality Press, Higganum, CT.

ADULTHOOD AND FAMILY ISSUES

Course Code: C 16 **Credits: 02**

Contact Hours: 30 **Marks: 50**

Introduction

The proof of successful learning is found in positive life outcome post education. For those who would teach students with ASD it is essential to be oriented with the challenges and issues adolescence and adulthood. This course enables student-teachers to the process of transition and preparation to adulthood, and the role of family and community in rehabilitation of persons with ASD.

Objectives

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

- *Prepare need-based transition program for students with autism.*
- *Comprehend the issues and challenges of faced by adults with autism.*
- *Appreciate the needs and role of parents, family and community.*

Unit 1: Transition from adolescence to adulthood for a person with ASD

1.1 Individual Transition Plan
1.2 Vocational training and higher education
1.3 Employment: Open, supported, sheltered
1.4 Mental health in transition
1.5 Self-disclosure and Advocacy

Unit 2: Preparedness for Adulthood

2.1 Critical thinking and problem solving
2.2 Supported decision making
2.3 Housing and living arrangements
2.4 Sexuality and Marriage
2.5 Financial management and Guardianship

Unit 3: Needs and role of Family and Community

3.1 Parents- needs and responsibilities
3.2 Siblings- challenges and expectations
3.3 Peers and Extended family- role and responsibilities
3.4 Guidance and Counselling
3.5 Community participation and rehabilitation

Practicum/ Field Engagement

1. Develop an individual transition plan for a student with autism

2. Develop a community based rehabilitation program for students with autism

Transaction

- Lectures
- Presentations
- Project
- Workshops / Seminars

Essential Readings

- Bliss, E.V., & Edmonds, G. (2008). A self-determined future with Asperger syndrome: solution focused approaches. Jessica Kingsley. London.
- Boushey, A. (2007). Talking teenagers: information and inspiration for parents of teenagers with autism or Asperger's syndrome. Jessica Kingsley. London.
- Breakey, C. (2006). The autism spectrum and further education: a guide to good practice. Jessica Kingsley, London.
- Bruey, C.T., & Urban, M.B. (2009). The autism transition guide: planning the journey from school to adult life.Woodbine House, Bethesda, Maryland.
- Hagland, C. (2009). Getting to grips with Asperger syndrome: understanding adults on the autism spectrum. Jessica Kingsley, London.
- Hénault, I. (2006). Asperger's syndrome and sexuality: from adolescence through adulthood. Jessica Kingsley, London.
- Howlin, P. (2004). Autism and Asperger syndrome: preparing for adulthood (2nd ed.) Routledge. London.
- Koegel, L.K., & LaZebnik, C. (2010). Growing up on the spectrum: a guide to life, love, and learning for teens and young adults with autism and Asperger's. Penguin Group, New York.
- Patrick, N. J. (2008). Social skills for teenagers and adults with Asperger syndrome: a practical guide to day-to-day life. Jessica Kingsley, London.
- Van Der Post, A. et al (2009). Children and teenagers with Aspergers: the journey of parenting from birth to teens. Chipmunka publishing, Brentwood.

Suggested Readings

- Attwood, S. (2008). Making sense of sex: a forthright guide to puberty, sex and relationships for people with Asperger's syndrome. Jessica Kingsley, London.
- Johnson, J., & Van Rensselaer, A. (2008). Families of adults with autism: stories and advice for the next generation. Jessica Kingsley, London.

PRACTICUM: ASD

Semester - I

E 1: Cross disability & inclusion **Hours: 10** **Credits: 02**

Marks: 50

Tasks for the Student-teachers	Disability Focus	Educational Setting	Credit/ Hours	Hrs (60)	Description
Classroom observation	Autism Spectrum Disorder	Special school	3 credits/ 90 hours	40	Minimum 30 school Periods
	Intellectual Disability / Deaf-blind Disorder	Minimum 3 Special schools for other disabilities		25	Minimum 30 school Periods
	Visual Impairment/ Hearing Impairment/ Learning Disability	Inclusive Schools		25	Minimum 10 school Periods

SEMESTER - II

E 2: Disability Specialization **Hours: 60** **Credits: 02**

Marks:50

Note: Schedule for practical for E-1 shall be included in the time table (minimum ten working days may be allocated). Skill for Micro teaching shall be selected with reference to Major Disability (minimum 5 skills)

Sl. No.	Tasks for the Student-teachers	Disability Focus	Educational Setting	Hrs (120)/ Marks	Credits	Description
1.1	Classroom Observation	ASD	Inclusive school	30		Observation of all subjects at different levels, minimum 50 school Periods.
1.2	**a.** Micro teaching & simulated lessons on selected skills	General	Institute	20	4	5 lessons
	b. Simulated lessons with integration of Micro skills	General	Institute	20		5 lessons
1.3	**a.** Lesson planning with respect to micro skills for selected subjects	General	For Special school / Inclusive Set up	30		10 lessons
	b. Lesson planning focussing on adaptation and differentiation	ASD	Inclusive Set up	20		10 lessons

SEMESTER - III

E 2: Disability Specialization **Hours: 120** **Credits: 04**

Marks:100

Sl. No.	Tasks for the Student-teachers	Disability Focus	Educational Setting	Hours	Credits	No. of Lessons
1.1	**a**.case study observation	ASD	Special School	15	4	Minimum 30 school Periods
	b. Visit to other special schools	ASD	Special School	10		Minimum 2 schools
1.2	a.practice teaching on different levels for all subjects	ASD	Special School/ Resource Room	30		10 lessons
	b.practice teaching on different levels for selected subjects	ASD	Special School/ Resource Room	30		10 lessons (5 language +5 subject)
1.3	Case study: planning and implementation of IEP	ASD	Special School/ Resource Room	30		20 lessons minimum
1.4	Observation of support services	ASD	Institute / Clinic	5		Depending on the specialization

F1: Disability Specialization **Hours: 120** **Credits: 04**

Marks: 100

Sl. No.	Tasks for the Student-teachers	Disability Focus	Set up	Hours	Credits	No. of Lessons
1	A) Development of social story (minimum 5)	ASD	Special school/ inclusive school for disability specialisation	15	3	Minimum 10 lessons
	B) Teaching of social stories			5		
	C) Adapt a selected unit of a school Subject (lower level)			35		
	D) Adapt a selected unit of a school Subject (Higher level)			35		

SEMESTER – IV

E 2: Cross Disability & inclusion Hours: 20 Credits: 04

Marks:100

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

Sl. No.	Tasks for the Student-teachers	Disability Focus	Educational Setting	Hours	Credit	No. of Lessons
1.1	Community work / Tour	Community perspective	Rural/ semi-urban	30	4	Visit report
1.2	Collaborative teaching	Any Disability	Resource Room/ Home based / Inclusive Schools	20		10 lessons
1.3	**a.** Case study 2 (individualised)	Other than Major disability	Special Schools for other disabilities/ Resource Room/ Inclusive Schools/ Home based	60		20 lessons
	b.Group Teaching lessons (selected subject)	Any Disability	Inclusive Schools	10		10 lessons (5+5)

F2: Other Disability Special School Hours: 120 Credits: 04

Marks: 100

Sl. No.	Tasks for the Teacher Trainees	Disability Focus	Set up	Hours	Credit	Specification
1	1) Development of adaptive devices / teaching learning material for any disability other than ASD	Other than Major disability	Special schools for other disabilities	70	3	Minimum of 4 devices / aids

	2) Lessons using adaptive devices			20		10 lessons

F3: Inclusive School Hours: 120 Credits: 04

Marks:100

Sl. No.	Tasks for the Teacher Trainees	Disability Focus	Set up	Hours	Credits	Specification
1	Internship 1	Any Disability	Inclusive School	40	3	
2	Internship 2	ASD	Special school/ resource room	50		

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

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

Disability Specialization

HEARING IMPAIRMENT

ASSESSMENT AND IDENTIFICATION OF NEEDS

Course Code: C 12 **Credits: 04**

Contact Hours: 60 **Marks: 100**

Introduction

Hearing loss needs to be identified at the earliest in order to provide timely intervention to children with hearing impairment. This in turn would help them to develop adequate speech and language to function similar to typically developing children in school and beyond. The course is designed to provide inputs to learners about various assessment to be undertaken for identifying needs in order to plan the intervention program.

Objective

After completing the course 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.*
- *To 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.*

Unit 1: Early Identification of Hearing Loss: Need and Strategies

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

Unit 2: Audiological Assessment

2.1 Orientation: Sound, Physical and psychological parameters/attributes, concept of dBHL *vs* dBSPL, Auditory milestones in typical children (0-2 years)
2.2 Assessment & methods of assessment: Subjective & Objective tests; Orientation to these tests and their importance
2.3 Audiometer: Block diagram, parts & use; Types of audiometry [sound field (BOA, VRA) & close field]; role of special educators in conditioning for pure tone audiometry
2.4 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 3: Assessment of Language & Communication

3.1 Communication: Concepts and types (Linguistic versus Non Linguistic)

3.2 Receptive and Expressive Language: Concept, Types (verbal and manual) and Structure

3.3 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

3.4 Assessing communication and language: Developmental checklists, Scales, Standardized tools and assessing language samples using parameters of measurement (productivity, complexity, correctness and communicativeness)

3.5 Identification of needs related to communication and language

Unit 4: Assessment of Speech

4.2 Respiration and Phonation: Pre-requisites, process, types and need for assessment

4.2 Basics of Articulation and phonology (active and passive articulators; classification of vowels and consonants; assessment of articulation)

4.3 Suprasegmental aspects of speech and its assessment

4.4 Milestones of speech development in typically developing children

4.5 Speech Intelligibility: Concept, Factors & Assessment

Unit 5: Educational Assessment and Identification of Needs

5.1 Educational assessment: Concept and Scope

5.2 Factors affecting educational performance: individual, family and environment

5.3 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

5.4 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)

5.5 Current trends and challenges in assessment: Independent, dual purpose and constructivist perspective and adaptations

Course work/ Practical/ Field Engagement

- 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

Transaction and Evaluation

Lecture cum Demonstration, Tutorials, Assignments, Tests

Essential Readings

- Bel, R.L., & Frisbie, D.A. (1991) Essentials of Educational Measurement (5th ed). Prentice Hall Publication, New Jersey.
- Brigance, A.H., & Hargis, C.H. (1993). Educational Assessment, Charles C Thomas publication, USA
- Jalvi R, Nandurkar A., & Bantwal A., (2006). Introduction to Hearing Impairment. Kanishka Publication, New Delhi.
- Jurs, S.G., & Wiersma, W. (1990) Educational Measurement and Testing(2nd ed). Allyn and Bacon, Boston
- Linn, R. L., & Gronlund, N. E. (1995) Measurement and Assessment in Teaching (7th ed). Prentice Hall Publication, New Jersey.
- Martin, F. N., & Clark, J.G. (2012). Introduction to Audiology (11th ed.). Pearson Education, Boston.
- Martin, FN & Clark, J.G. (2009). Introduction to Audiology. 10th ed. Pearson Education, Boston.
- Mathew, S., & Misra, A. (2010) Knowledge based evaluation of students with hearing impairment, Journal of NCED, Vol 2(1). 26-33.
- Newby, H. A., & Popelka, G. R. (1992). Audiology (6th ed.). Appleton-Century-crofts, New York.
- 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 ed.). Lippincott Williams and Wilkins, Philadelphia.
- Patel, R.N. (1985), Educational Evaluation, Himalaya Publication, Bombay
- Quigley, S., & Paul, P. (1984). Language and Deafness. College – Hill Press Inc., California.
- Status of Disability in India. (2007). Hearing Impairment and Deaf-blindness. Rehabilitation Council of India, New Delhi.
- UNICEF. (2006). New Trends in Development Evaluation. Retrieved from http://www.unicef.org/ceecis/new_trends_dev_evaluation.pdf

Suggested Readings

- Boyle, J., & Fisher, S. (2007) educational testing (A competence based approach), BPS Blackwell Publication, Singapore.

- Evens, P., & Varma. V. (1990). Special Education Past, Present and Future, The Falmer Press, London.
- Gregory, J. (1998). Issues in Deaf Education. Cromwel Press, Wiltshire.
- Madell, J.R., & Flexer, C. (2008). Pediatric Audiology: Diagnosis, Technology and Management. Thieme Medical Publishers, New York.
- McMillan, J.H. (2001). Classroom assessment: Principles & practices for effective instruction (^{2nd} Eds), Allyn & Bacon, Boston.
- Poham, J. W. (1993). Educational Evaluation. Prentice Hall, New Jersy.
- Singh, B. (2004) Modern educational Measurement and Evaluation System, Anmol Publication, New Delhi.
- Waldman, D., & Roush, J. (2010). Your child's Hearing Loss; A Guide for Parents. Plural Publishing, San Diego.
- 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.

CURRICULUM DESIGNING, ADAPTATION AND EVALUATION

Course code: C 13 **Credits: 04**

Contact Hours: 60 **Marks: 100**

Introduction

The course intends to develop capacities of learners to design curriculum keeping in view the special needs of children with hearing impairment. Learners are expected to go beyond the 3Rs with broad understanding of 21st century learning. The learner would also develop requisite skills of developing literacy skills of reading and writing as well as appreciate need and decide suitable adaptation to be undertaken for curricular transactions.

Objectives

After completing 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.*

Unit 1: Curriculum and Its' Designing

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

Unit 2: Developing Literacy Skills: Reading

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

Unit 3: Developing Literacy Skills: Writing

3.1. Pre-requisites for writing and emergent writing skills
3.2. Assessment of written language at different levels
3.3. Components and types of writing

3.4. Steps and Strategies in Developing Writing
3.5. Challenges and Remedial Strategies

Unit 4: Curricular Adaptation

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

Unit 5: Curricular Evaluation

5.1. Concept, Need for Curricular Evaluation
5.2. Factors associated with Curricular Evaluation (Learner, Content, Instructor and Resources)
5.3. Areas of Curricular Evaluation: Context, Input, Process and Product
5.4. Methods and Tools for Curricular Evaluation
5.5. Challenges in Curricular Evaluation

Course Work/ Practical/ Field Engagement

- 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.

Transaction & Evaluation

Lecture-cum-Demonstration, Group assignments, Discussion, Assignments and Tests

Essential Readings

- Bunch, G.O. (1987). The Curriculum and the Hearing Impaired student: Theoritical and practical considerations. MA: College-Hills Press, Bosto.
- Fontas, I. (2001). Guiding reader and Writers (Grades 3-6): Teaching comprehension, Genre and Context Literacy. NH: Heinemann, Portsmouth.
- Gathoo, V. (2006). Curricular Startegies and Adaptations for children with Hearing Impairment. Kanishka Publishers, New Delhi.
- 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.

Suggested Readings

- Bialostok, S. (1992). Raising Readers: Helping your child to literacy. Peguis Publishers, Winnipeg, MB.
- Culliman, B.E. (2000). Read to Me: Raising Kids Who Love to Read. Scholastic, New York.
- Posner, G.J., & Rudnitsky, A.N. (2005). Course Design: A Guide to curriculum Development for Teachers. Pearson, London.

INTERVENTION AND TEACHING STRATEGIES

Course code: C 14 **Credits: 04**

Contact Hours: 60 **Marks: 100**

Introduction

Early identification of hearing loss needs to be followed by a good quality intervention. This enables the children to develop adequate speech and language which in turn would facilitate school readiness. Teachers need to use specialised techniques for developing listening, speaking, communication and linguistic skills to children with hearing impairment for them to access knowledge.

Objectives

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

- *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.*

Unit 1: Need & Strategies for Early Intervention of Hearing Loss

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

Unit 2: Auditory Learning (AVT & Auditory Training) & Speech Reading

2.1 Concept of 'Auditory Listening': Unisensory & Multisensory approaches
2.2 Auditory training: Importance, types (Individual & Group) and Stages
2.3 Auditory Verbal Therapy: Principle, importance and role of teacher
2.4 Auditory Training and AVT: Pre-requisites, challenges, similarities & differences
2.5 Speech Reading: Concept, importance, Pre-requisites, challenges and Role of teacher

Unit 3: Speech Intervention Strategies

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

Unit 4: Communication and Language Teaching Strategies

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

Unit 5: Educational Intervention Strategies

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

Course Work/ Practical/ / Field Engagement

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

Transaction & Evaluation

Lecture cum Demonstration, Role playing, Assignments, Tests

Essential Readings

- Aggarwal, J.C. (2010).Principles, Methods and Techniques of Teaching. Vikas Publishing House, New Delhi.
- Beattie, R. G. (2001). Ethics in Deaf Education: The First Six Years. Academic Press Inc., New York.
- Bess, F. H., & Humes, L. E. (1990). Audiology: The fundamentals. Williams & Wilkins, London.
- Calvert, D.R., & Silverman, S.R. (1983). Speech and Deafness: A Text for Learning and Teaching. Washington: Alexander Graham Bell Assn for Deaf.
- Easterbrooks,S. (2007).Helping Deaf and Hard of Hearing Students to Use Spoken Language: A Guide for Educators and Families. Corwin,
- English, K. M. (2002). Counseling Children with Hearing Impairment and Their Families. Allyn and Bacon, Boston.
- Estabrooks, W., (2006). Auditory-Verbal therapy and practice. Alexander Graham Bell Association for Deaf, Washington DC.
- Finitzo-Hieber, T. (1981). Classroom Acoustics. In R. J. Roeser & M. P. Downs (Eds.) Auditory disorders in school children. Theime-Stratton, New York.
- Guralnick, M, J, (2005).The Developmental Systems Approach to Early Intervention. PAULH Brooks, London.
- Katz, J. (1978, 1985, 1994). Handbook of Clinical Audiology. (2^{nd}, 3^{rd} & 4^{th} eds.). Williams and Wilkins, Baltimore.
- Ling, D. (2000).Early Intervention for Hearing Impaired Children. Amazon
- Ling, D. (2002). Speech hearing-impaired child: Theory and practice. (2^{nd} Ed). Alexander Graham Bell Association for the Deaf. Washington, DC.
- Livingston, S. (1997). Rethinking the Education Deaf Students: Theory and Practice from a Teachers Perspective. Heinemann, London.
- Lynas, W. (1994). Communication Options in the Education of Deaf Children. Whurr Publishers Ltd, London.
- Mahendru, M. (2005). Activity Book for Language Development in Children with Hearing Impairment. Educare Publication, New Delhi.
- Mahshie S. N. (1995). educating deaf children bilingually, Gallaudet University, Washington
- Maluccio, C., & Vecchiato, T. (2002).Assessing Outcomes in Child and Family Services: Comparative Design and Policy Issues. Columbia Press, New York.
- Marschark, M. S., & Patricia, E. (2003). Oxford Handbook of Deaf Studies Language and Education. Oxford University Press, London.
- Maxon, A., & Brackett, D. (1992). The Hearing Impaired Child: Infancy through High School Years. Andover Medical Publishers. Boston.
- Moores, D. F. (1997). Educating the deaf. Houghton Mifflin Company, Boston.

- Nerbonne, M. A., & Schow, R.L. (2002). Introduction to Audiologic Rehabilitation. Allyn and Bacon, Boston.
- Nerbonne, M. A., & Schow, R.L. (2013). Introduction to Audiologic Rehabilitation. 6th ed. Pearson Education, Boston.
- Owens, R.E. (2012). Language development: An introduction. Pearson Education, Boston.
- Paul, P. V., & Whitelaw, G.M. (2011). Hearing and Deafness: An Introduction for Health and Education Professionals. Jones and Bartlett Learning, Boston.
- Powell, F., Finitzo-Hieber, T., Friel-Patti, S., & Henderson, D. (1985). Education of the Hearing Impaired Child. Taylor and Francis Ltd., San Diego.
- Rhoades, E., & Duncan, J. (2010). Auditory-verbal practice: Toward a family centered approach. Charles C. Thomas, Springfield: Illinois.
- Schirmer, B. R. (2001). Psychological, Social and Educational Dimensions of Deafness. Allyn and Bacon, Boston.

Suggested Readings

- Jeffers, J., & Barley, M. (1975). Speech reading (Lip reading). Charles C. Thomas. Spring field, IL.
- Paul, P.V., & Whitelaw, G.M. (2011). Hearing and Deafness: An Introduction for Health and Education Professionals. Jones and Bartlett Learning, Boston.
- Rossetti, L. M., & Kile, J. E. (1997). Early intervention for special populations of infants and toddlers. Singular Publishing Group, Inc., San Diego.
- Sanders, D. A., & Derek, A. (1993). Management of hearing handicap: Infants to elderly (3rd edn). Englewood Cliffs, Prentice-Hall, New York.
- Yarrow, L.J., Rubenstein, J.L., & Pedersen, F.A. (1975). Infant and Environment: Early Cognitive and Motivational Development. John Wiley and Sons, New York.
- Nolan, M., & Tucker, I. (1984) Educational Audiology. Croom Helm, London.
- Plant, G.S., & Karl E., (1995). Profound Deafness and Speech Communication. Whurr Publishers Ltd, London.
- McCracken, W., & Laoide-Kemp (1997). Ed. Audiology in Education. Whurr Publishers Ltd., London.
- Richerg, C.M., & Smily, D.F. (2012). School-Based Audiology. Plural Publishing, San Diego.
- McAnally, P.l., Rose, S., & Quigley, S.P. (1987). Language Learning practices with Deaf Children. A College-Hill Publication, San Diego.
- Van Riper, C., & von Emerick, L. (1984). Speech correction – An introduction to speech pathology and audiology. 7th Ed. Englewood Cliffs Prentice Hall Inc. NJ.

TECHNOLOGY AND DISABILITY

Course code: C 15 **Credits: 04**

Contact Hours: 60 **Marks: 100**

Introduction

Technology plays a vital role in development including teaching learning process. It is especially beneficial to children with hearing impairment to access information through different modalities which otherwise would have been inaccessible to them. Use of technology eases out the process of learning and makes it easier, enjoyable and meaningful. The said course is designed to provide the learners with knowledge of technology so that the same could be used effectively for children with hearing impairment.

Objectives

After completing 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.*

Unit 1: Listening Devices and Classroom Acoustics

1.1 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

1.2 Ear moulds: Types, Importance, Care & maintenance

1.3 Classroom amplification devices: Individual, Speech Trainer & group, Hard wire, loop induction, infra-red & FM systems, their importance in educational management

1.4 Cochlear Implant, middle ear implant, BAHA & Auditory Brainstem implant: Candidacy, components, functioning & importance with special reference to ADIP 2014 scheme

1.5 Comparison between individual hearing aids, group hearing aids & cochlear implant and their care & maintenance

Unit 2: Technology for Management for Speech

2.1 Computer based training aids/equipment for management of speech (Dr. Speech; Vaghmi; Speech viewer)

2.2 Use of computer based speech equipment for management of voice in children with hearing impairment
2.3 Use of computer based speech equipment for management of suprasegmental features of speech in children with hearing impairment
2.4 Basic infrastructure required for using computer based speech training aids/equipment
2.5 Tele Speech Therapy

Unit 3: Technology Facilitating Language & Communication

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

Unit 4: Technology Facilitating Education

4.1 Technology and its impact on education: Changing Trends in teaching & learning
4.2 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)
4.3 Technology Based Educational Services: Online learning, Web based learning, Computer assisted Learning, Video remote interpreting, C-Print technology, Open, Close and Real time Captioning
4.4 ICT and education of children with Hearing Impairment: Planning, Implementation & Evaluation of teaching-learning
4.5 Future technologies: Universal Design: Meaning & Scope

Unit 5: Resource Mobilisation for Technology

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

Course work/ Practical/ / Field Engagement

1. Draw a neat labelled block diagram of hearing aid. Prepare a list of tips for minor trouble shooting
2. Prepare a list of agencies for procuring equipment and software for teaching speech
3. Make a story using web based content, pictures, images and video clips
4. Compile different educational apps

5. Compile a list of government and non-government funding agencies for aids & appliances.

Transaction & Evaluation

Lecture cum Demonstration, Self-study, Assignments, Seminar, Debate, Quiz

Essential Readings

- Allum, D.J. (Ed). (1996). Cochlear Implant Rehabilitation in Children and Adults. Whurr Publishers, London.
- Andersson, C. (2014). Assistive Technology for the Hearing-impaired, Deaf and Deaf-blind. Springer, New York.
- Berg, F. (2008). Speech Development Guide for Children With Hearing Loss. Plural Publishing, San Diego.
- Bess, F.H., & Humes, L.E. (1990). Audiology: The fundamentals. Williams & Wilkins, London.
- Finitzo-Hieber, T. (1981). Classroom Acoustics. In R. J. Roeser & M. P. Downs (Eds.) Auditory disorders in school children. Theime-Stratton, New York.
- Katz, J. (1978, 1985, 1994). Handbook of Clinical Audiology. (2^{nd}, 3^{rd} & 4^{th} eds.). Baltimore: Williams and Wilkins.
- Kumar, K. L. (2009).Educational Technology: A Practical Textbook for Students, Teachers, Professionals and Trainers .Amazon Pub.
- Lynas, W. (1994). Communication Options in the Education of Deaf Children. Whurr Publishers Ltd, London.
- Maltby, M.T. (1994). Principles of Hearing Aid Audiology.Whurr Publishers, London.
- Mathew, S.M. (2012).Technology for persons with hearing impairment. Status of Disability in India, RCI, NewDelhi.
- Moores, D. F. (1997). Educating the deaf, Houghton Nifflin Compan
- Rapp, W.H. (2014). Universal design for learning in action. Baltimore MD: Brooks
- Riekehof, L. L. (1978), The joy of learning signs, Gospel publishing House, Missouri
- Schirmer, B. R. (2001). Psychological, Social and Educational Dimensions of Deafness. Allyn and Bacon, Boston.
- Stewart, D.A., & Kluwin, T.N. (2001). Teaching Deaf & Hard of Hearing Students: Content, Strategies & Curriculum. Allyn & Baccon, London.
- Taylor, B.M., & Gustav, H. (2011). Fitting and Dispensing Hearing Aids. Plural Publishing, San Diego.
- Tweedie, J. (1987). Children's Hearing Problems, Their Significance, Detection and Management. The Bath Press, Bristol.

- Waldman, D., & Roush, J. (2010). Your child's Hearing Loss; A Guide for Parents. Plural Publishing, San Diego.

Suggested Readings

- Dillon, H. (2001). Hearing aids. New York: Thieme Medical Publications.
- Krumenacker, S. (2014). Hearing Aid Dispensing Training Manual. Plural Publishing, San Diego.
- Sanders, D. A. (1993). Management of hearing handicap: Infants to elderly. Englewood Cliffs. Prentice-Hall, New Jersey.

PSYCHOSOCIAL AND FAMILY ISSUES

Course code: C 16 **Credits: 02**

Contact Hours: 30 **Marks: 50**

Introduction

Family and environment play a crucial role in development and education of a child and the same is true in case of children with hearing impairment. As a learner in the field of special education one must not only understand and acknowledge the role of context in which the child is growing, but also try to tune it to facilitate easily accessible, age appropriate and fluent language. The course is expected to draw learner's attention to these factors which are likely to impact education of children with hearing impairment and keep family as the core for success.

Objectives

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

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

Unit 1: Psychosocial Aspects and Disability

1.1 Overview of psychosocial development; wellbeing and quality of life
1.2 Implications of hearing impairment on domains of psychosocial development
1.3 Role of family in psychosocial development of children with hearing impairment
1.4 Role of peers and community in psychosocial development of children with hearing impairment
1.5 Challenges and issues in psychosocial development of children with hearing impairment

Unit 2: Family Needs

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

Unit 3: Family Empowerment

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

Engagement/ Practicals

- 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

Transaction & Evaluation

Lecture cum Demonstration, Role Play, Inviting parents as speakers for sharing experiences, Assignments, Tests

Essential Reading

- Dunst, C., Trivette. C., & Deal. A. (1996). Enabling & empowering families. Principles & guidelines for practice. Brookline Books, Cambridge.
- Gregory, S., Bishop, J., & Sheldon, L. (1999). Psychological perspectives of deafness. Cambridge University Press, Cambridge.
- Scheetz, N.A. (2000). Orientation to Deafness. Allyn and Bacon, Boston.
- Spencer, P.E., Erting, C.J., & Marschark, M. (2000). The deaf child in the family and school, Lawrence Erlbaum, New York.

Suggested Reading

- Beazley, S., & Moore, M. (2005). Deaf children their families and professionals dismantling barriers. David Fultron Publishers, London.
- Brown, I., & Brown, R. (2000). Quality of Life and Disability. Jessica Kingsley Publishers, London.
- Caspe, M., Lopez, M. E., Chu, A., & Weiss, H. B. (2011). Teaching the teachers: Preparing educators to engage families for student achievement. Harvard Family Research Project, Cambridge.
- Corter, M. (1966). Deaf transactions: Deaf families, deaf communities and deaf identities. Jessica Kingsley publishers, London.
- Ila, P. (1996).Cultural and Language Diversity and the Deaf Experience. Cambridge University Press, Cambridge.
- Marscark, M., & Clark, M.D. (1998). Psychological Perspectives on Deafness Vol. I & II. Psychological Press, London.

PRACTICUM: HI

Semester - I

E 1: Cross Disability & Inclusion **Hours: 10** **Credits: 02**

Marks: 50

Sl. No.	Tasks	Educational settings	Specific activities	Hrs	Marks	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	10	Report including reflections
2	Identification of hearing loss & 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**	**10**	

Semester - II

E 2: Disability Specialisation **Hours: 60** **Credits: 02**

Marks: 50

Sl. 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 developmental 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**	

Semester - III

E 2: Disability Specialisation **Hours: 120** **Credits: 04**

Marks: 100

Sl. No.	Tasks	Educational settings	Specific activities	Hrs	Marks	Submissions
1	Aural intervention	Institute / Clinic	- 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	15	
2	Speech intervention	Clinic	- 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	15	
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	20	
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	**Hrs.** 24 4 4 4	10	
			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	4 4 4			
5	Lesson planning	Institute	Supervised activity by college faculty with specific feedback	6		0	
6	Delivering Lessons	Special school	20 lessons (Science/Maths-5, Social Science- 5, Language – 8, Art – 2)	24		50	
7	Individualised lessons		5 lessons on 1 student	6		10	
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**		**100**	

F1: Main Disability Special School Hours: 120 Credits: 04

Marks: 100

Sl. No.	Tasks	Educational settings	Specific activities	Hrs.	Marks	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	15	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	20	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	12	10	Portfolio of assessment activities

			pedagogic decisions.			
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	10	*
5	Development of (TLM), Worksheet		Developing 3 Teaching Learning Material (TLM) and 10 worksheet for the assigned class	18	10	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	10	*
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	10	*
8	Compilations of language teaching material news, conversation, stories and unseen pictures		Compiling language material news, conversations, stories and unseen pictures, Directed activities	6	5	Journal of compilations
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	10	
			TOTAL	**120**	**100**	

***** Certificate from school head grading the performance 0n 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

Semester - IV

E 1: Cross Disability & Inclusion Hours: 20 Credits: 04

Marks: 10

Sl. No.	Tasks	Educational settings	Specific activities	Hrs.	Marks	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	3	Report with reflect-ions
2	Classroom teaching observations		Observing 10 lessons (5 language + 5 subjects) and writing report	08	3	
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	4	
TOTAL				**20**	**10**	

F 2: Other Disability Special School Hours: 18 Credits: 04

Marks: 100

Sl. No.	Tasks	Educational settings	Specific activities	Hrs.	Marks	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	4	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	3	3	Journal

			for pre–school			
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	3	Journal
			TOTAL	**18**	**10**	

F 3: Inclusive School Hours: 120 Credits: 04

Marks: 100

Sl. No.	Tasks	Educational settings	Specific activities	Hrs.	Marks	Submissions
1	Understanding the children in the classroom	Inclusive School	Studying the background of children in the allotted class	06	5	Report with reflections
2	Understanding the plans		Studying the half yearly, Monthly & Unit plans and Calendar of activities and Progress report	12	5	
3	Teaching support		Assisting the teachers in Adaptation of content, Lesson planning, Scheduling, Resource mobilisation, Preparing TLM &Planning celebrations	60	50	
4	Remedial support		Teaching special children for specialised support for achieving the content mastery - 2 students	30	30	
5	Student evaluation		Assist the teachers in developing Teacher made tests, Marking scheme, Scoring key, Exam supervision, Evaluation of answer scripts & Reporting	12	10	
			TOTAL	**120**	**100**	

Disability Specialization

LEARNING DISABILITY

ASSESSMENT AND IDENTIFICATION OF NEEDS

Course Code: C 12 **Credits: 04**

Contact Hours: 60 **Marks: 100**

Introduction

This course is planned to orient and educate the student-teachers on understanding the condition of Learning Disability (LD), the various types of LD and acquiring the skills of assessment in different domains and curricular areas, and diagnosing the condition. Along with the exposure to the standardized tools of assessment, the informal assessment tools are introduced. The skills in development and use of these tools will help them in conducting comprehensive assessment for programme planning.

Objectives

After completing 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.*

Unit 1: Introduction to Learning Disability (LD)

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

Unit 2: Types of LD

2.1 Specific LD in Reading
2.2 Specific LD in Writing
2.3 Specific LD in Mathematics
2.4 Dyspraxia
2.5 Non-verbal LD

Unit 3: Assessment of LD

3.1 Concept of screening and identification
3.2 Identification criteria – DSM 5
3.3 Differential diagnosis
3.4 Assessment tools – standardized (WISC, SPM, CPM, DTLD, DTRD, BCSLD, GLAD, Aston Index), CRTs and NRTs, TMTs
3.5 Portfolios, checklists, rating scales, anecdotal records, observation schedules

Unit 4: Domains of Assessment

4.1 Motor
4.2 Perceptual
4.3 Cognitive
4.4 Social-Emotional
4.5 Language

Unit 5: Assessment of Curricular Areas

5.1 Readiness skills
5.2 Reading
5.3 Spelling
5.4 Writing
5.5 Mathematics

Transaction

This course creates a foundation for understanding and assessing for Learning Disability. While teaching this course, a lot of emphasis has to be placed on presenting case studies to comprehend the manifestations of Learning Disabilities. Through discussions, demonstrate the process of arriving at differential diagnosis. The teacher trainees have to acquire the skill of developing Teacher Made Tests for assessment. Keeping this in mind, the transaction of Unit 4 and 5 has to be through hands on training in development of TMTs. Evaluating the TMTs developed by peers will also be a valuable learning experience.

Course Work/ Practical/ Field Engagement:

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

Essential Readings

- Bender, W. N. (1995).Identification and Teaching Strategies Learning Disabilities, characteristics, identification and coaching categories. Allyn Bacon, New York.
- Lerner, J. W. (2000). Learning Disabilities: Houghton Mifflin

Suggested Readings

- Jena, S.P.K. (2013). Specific Learning Disabilities: Theory to Practice. Sage Publications, New Delhi.
- Kapur, M., John, A., Rozario, J., & Oommen, A. (2002). NIMHANS Index of Specific Learning Disabilities, NIMHANS, Bangalore.
- Karanth, P., & Rozario, J. (2003). Learning disabilities in India willing the mind to learn. Sage, New Delhi.
- Lee. S H., Harris Karen R., & Graham, S. (2003). Handbook of Learning Disabilities. The Guilford Press, New York.

- Raj, F. (2010). Breaking Through – A hand book for parents and teachers of children with specific learning disabilities. Vifa Pub, Secunderabad.
- Reddy L. G., Ramaa, R., & Kusuma, A. (2000).Learning Disabilities: a practical Guide to Practitioners. Discovery Publishers, New Delhi.
- Venkateshwarlu, D. (2005). Diagnosis and remediation of mathematical difficulties. Neel Kamal publications, New Delhi.

CURRICULUM DESIGNING, ADAPTATION AND EVALUATION

Course Code: C 13 **Credit: 04**

Contact Hours: 60 **Marks: 100**

Introduction

This course covers all about curriculum. The first unit is about different designs of curriculum wherein the UDL needs to be looked at from the inclusive education perspective. The second unit needs to be studied as the emphasis is on inclusion, hence curriculum hierarchies are essential to be understood. Unit three and four are about instructional planning and adaptations that will benefit students with learning disability. Unit five is on evaluation where different kinds of evaluation have to be studied, so as, to be able to choose the appropriate tool for evaluation.

Objectives

After completing the course the student-teachers will 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.*

Unit 1: Curriculum Design

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

Unit 2: Curriculum Hierarchies

2.1 Reading (English and any Regional language)
2.2 Writing
2.3 Mathematics
2.4 Science
2.5 Social studies

Unit 3: Instructional Planning

3.1 Models of instructional planning – ADDIE
3.2 Taxonomies of learning – Cognitive (Bloom's and Anderson), Psychomotor & Affective

3.3 Elements of lesson plan - 5 E plan
3.4 Models of teaching - CAM,
3.5 Pyramid plan

Unit 4: Adaptation, Modification, Accommodation

4.1 Definition and concept of adaptation, modification, accommodation
4.2 Principlesand steps of adaptation
4.3 Differentiated instruction
4.4 IEP
4.5 Classroom management – cooperative, collaborative, arrangement

Unit 5: Assessment & Evaluation

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

Transaction

This paper deals with one of the core areas of being a teacher that is planning curriculum. The planning is done keeping in mind the adaptations to suit the needs of a LD student .Hence direct instruction alone will not help. Experiential method, task analysis, discussion, role play, reader's theatre, debates; teach reteach cycles are a must. Collaborations with general education teacher for unit two will be helpful to understand it in relation to the unit three and four.

CourseWork/ Practical/ Field Engagement

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

Essential Readings

- Cook, R. E., Tessier, A., & Armbruster, V. B. (1987). Adapting early childhood curricula for children with special needs. (2nd ed.). Merrill Publisher, Columbus.
- Glazzard, P. (1982). Learning activities and teaching ideas for the special child in the regular classroom. Prentice-Hall, New Jersey.
- Joyce, S. C. (2003). Successful Inclusive Teaching: Proven Ways to Detect and Correct Special Needs. Pearson, London.

- Joyce, S. C. et al., (1987).Assessing and programming basic curriculum skills. Allyn & Bacon, Boston.
- Margo, A. M., & Thomas E. S. (2009). The Inclusive Classroom: Strategies for Effective Differentiated Instruction. Pearson, London.
- Mcintyre, T. (1989). A resource book for remediating common behavior and learning problems. Allyn and Bacon, Boston.
- Stephen, S. S., & Charles, T. M. (2001). Teaching Learning Strategies and Study Skills to Students with Learning Disabilities, Attention Deficit Disorders, or Special Needs, 3rd Edition.Allyn and Bacon, Boston.
- Steve, G., & Karen, H. (2005). Writing Better: Effective Strategies for Teaching Students with Learning Difficulties. Brookes Publishing Company, Baltimore.
- Virginia, W. B., & Beverly, J. W. (2009). Teaching Students with Dyslexia and Dysgraphia: Lessons from Teaching and Science. Brookes Publishing Company, Baltimore.

Suggested Readings

- Angela, L., & Angela, S. (2011). Alternative Approaches to Assessing Young Children, Second Edition. Brookes Publishing Company, Baltimore.
- Cohen, S. B., & Plaskon, S. P. (1980). Language arts. Charles E Merrill, Columbus.
- Davis, W. E. (1986).The Special Educator: strategies for succeeding in today's schools. Pro Ed, London.
- Hodkinson, A., & Vickerman, P. (2009). Key issues in special educational needs and inclusion. SAGE, Los Angeles.
- Karten, T. J. (2010). Inclusion strategies that work! Research-Based Meathods for the classroom. Corwin, California.
- Lewis, R. B., & Doorlag, D. H. (1999). Teaching special students in general education classrooms. Prentice Hall, New Jersey.
- Nancy, L.E., & Pamela, H.E. (1994). Teach and reach: students with attention deficit disorders: the educator's handbook and resource guide. Multi Growth Resources, Texas.
- Reid, D. K., & Wayne, P. H. (1981).A Cognitive approach to learning disabilities. McGraw-Hill, Auckland.
- Schulz, J. B., & Carpenter, C. D.(1994).Mainstreaming exceptional students A Guide for Classroom Teachers. Allyn and Bacon, Boston.
- Westwood, P. (1987). Commonsense methods for children with special needs Strategies for the regular classroom.Croom Helm, London.
- William, N. B. (2007). Differentiating Instruction for Students With Learning Disabilities: Best Teaching Practices for General and Special Educators. Corwin, California.

INTERVENTION AND TEACHING STRATEGIES

Course Code: C 14 **Credit: 04**

Contact Hours: 60 **Marks: 100**

Introduction

This course will provide insight into the conceptual framework of the area of interventions and strategies. It will familiarize the student-teachers with the approaches and tools of assessment and seeks to develop an understanding of how interventions in the areas affected can be instrumental in enhancing performance. The course will prepare the student-teachers in helping children with learning disabilities by developing appropriate strategies and intervention plans for them. This will prepare them to work with students in clinical as well as classroom set-ups and arm them with programmes for assessment, goal setting, reviewing and reporting the success of the intervention targets.

Objectives

After completing the course the student-teachers will 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.*

Unit 1: Conceptual Framework of Educational Interventions

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

Unit 2: Educational Interventions for Processing Deficit

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

Unit 3: Reading and Writing Interventions

3.1 Principles of intervention in reading and writing
3.2 Strategies for developing word recognition skills, fluency and comprehension
3.3 Strategies for developing handwriting, spelling and written expression

3.4 Strategies for Reading and writing across the curriculum
3.5 Strategies for differentiation and inclusion in the classroom

Unit 4: Interventions for Mathematics

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

Unit 5: Intervention in Life Skills

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

Transactions

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

Course Work/ Practical/ Field Engagement

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

Essential Readings

- Karten, T, J. (2007). More Inclusion Strategies that work- aligning student strength with standards. Corwin Press, CA.
- Lerner, J. W. (2011). Learning Disabilities. Houghton Mifflin Brookes, Boston.

Suggested Readings

- Bird, R. (2013). The Dyscalculia Toolkit: Supporting Learning Difficulties in Maths. Sage, Los Angeles.

- Cummings, C. (2000). Winning Strategies for Classroom Management Teaching. Book News, Inc., Portland.
- Das, J. P. (2009). Reading difficulties and dyslexia: An interpretation for teachers. Sage Publications, New Delhi.
- Forster, C., Grant, J., Hollas, B., Pittet, J.,Shaffer, J., & O'Donnell, M.A.R. (2002). Differentiated Instruction: Different Strategies for Different Learners, 1st edition. Staff Development for Educators, Div highlights for Children
- Geoff, H. (2007). Dyspraxia. (2nd ed). Continuum International publishing Group, Baltimore.
- Harwell, J. M., & Jackson, R, W. (2008). The Complete Learning Disabilities Handbook: Ready-to-Use Strategies and Activities for Teaching Students with Learning Disabilities. Jossey Bass Inc, San Francisco.
- Lee. S H., Harris K, R., & Graham, S. (2003). Handbook of Learning Disabilities. The Guilford Press, New York.
- Martin, L, C. (2009). Strategies for Teaching Students with Learning Disabilities: Corwin Press, CA.
- Mather, N., & Goldstein, S. (2001). Learning Disabilities and Challenging Behaviors: A Guide to Intervention and Classroom Management, Brookes Publishing Company, Baltimore.
- Narayan, J. (2002). Educating children with learning problems in the primary school. NIMH, Secunderabad.
- Pandey J., & Thapa K. (2008). Perspectives on learning disabilities in India: Current practices and prospects. Sage Publications, New Delhi.
- Raj, F (2010) Breaking Through – A hand book for parents and teachers of children with specific learning disabilities, Vifa Publication, Secunderabad.
- Reddy G.L., & Rama R. (2000). Education of children with special needs. Discovery Publication, New Delhi.
- Reddy L. G., Ramaa R., & Kusuma, A. (2000) Learning Disabilities: a practical Guide to Practitioners. Discovery Publishers, New Delhi.
- Tomlinson, C, A. (1999). The Differentiated Classroom: Responding to the Needs of All Learners. ASCD, Alexandria.
- Venkateswanshu, D. (2005). Diagnosis and remediation of mathematical difficulties. Neel Kamal publications, New Delhi.

TECHNOLOGY & DISABILTY

Course Code: C 15 **Credit: 04**

Contact Hours: 60 **Marks: 100**

Introduction

This course covers the integration of technology in the teaching learning process of the students with learning disability. It's important to remember that the assistive technology is to support or reduce the barrier to learning. The focus must be on what the device or software does for the individual/student not on the device itself. The units progress from understanding the meaning scope, to the use of technology for teaching and learningand ends with the issues that one faces while dealing with technology.

Objectives

After completing the course the student-teachers will 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.*

Unit 1: Concept of Technology

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

Unit 2: Learning Needs of CWLD

2.1 Communication
2.2 Reading
2.3 Writing
2.4 Mathematics
2.5 Self management

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

3.1 Classroom Presentation & Expression: Concept & scope
3.2 Visual presentation - Large print displays, alternative colours to the screen, colour coding, smart boards, Multimedia Presentations, screen magnifiers
3.3 Auditory - text to voice, screen readers, FM Listening Systems, podcast

3.4 Cognitive – graphic organisers

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

Unit 4: Technology for Classroom Engagement

4.1 Classroom engagement – Meaning and components

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

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

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

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

Unit 5: Trends & Issues in Using Technology

5.1 Digital natives & Immigrants

5.2 From isolation to inclusion

5.3 Parent/family involvement

5.4 Cyber Safety

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

Transaction

This unit focuses on assistive technology, hence while taking it ahead, its important to focus on the kind of needs that are present in an LD student and the matching of those with the technology used.

Transaction for all units must be through experiential learning, discussion, debate, research & review, design and problem solve (Unit 2 & 3), colloquia (with instructional designers, software developers).

CourseWork/ Practical/ FieldEngagement

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

Essential Readings

- Amy, G. D., & Deborah, N. (2011). Assistive Technology in the Classroom:

Enhancing the School Experiences of Students with Disabilities. Pearson, London.

- Das, R. C. (1992). Educational Technology: A Basic Text. Sterling, New Delhi.
- Dian, P. B., & Brian R. B. (2011). Assistive Technology for People with Disabilities. Pearson, London.
- Joan, G. (2011). The Ultimate Guide to Assistive Technology in Special Education: Resources for Education, Intervention, and Rehabilitation. Prufrock Press Inc., Texas.
- Kimberly, S. V. (2005). Teaching by Design: Using Your Computer to Create Materials for Students with Learning Differences. Woodbine House, Bethesda.
- Sampath, K. (1990). Educational Technology. Sterling, New Delhi.

Suggested Readings

- Cook, A.M., & Polgar, J.M. (2012). Essentials of Assistive Technologies. Mosby, Missouri.
- Hall, T.E., Meyer, A., & Rose, D.H. (2012). Universal Design for Learning in the Classroom: Practical Applications. The Guilford Press, New York.
- Lever-Duffy, J., & McDonald. J. (2010). Teaching and Learning with Technology. Pearson, London.
- Nelson, L.L., & Posey, A. (2013).Design and Deliver: Planning and Teaching Using Universal Design for Learning
- Newby, T.J. (2010). Educational Technology for Teaching and Learning (4th Edition). Pearson, London.
- West. T.G. (2009). In the Mind's Eye: Creative Visual Thinkers, Gifted Dyslexics, and the Rise of Visual Technologies. Prometheus Books, New York.

PSYCHO-SOCIAL AND FAMILY ISSUES

Course Code: C 16 **Credits: 02**

Contact Hours: 30 **Marks: 50**

Introduction

This course gives an overview of psychosocial domains, stages, characteristics and manifestations of psychosocial behaviours at home and in community settings. It also deals with family dynamics and parenting styles and parent empowerment. It also lays stress on the importance of stress management, family counselling and social and emotional wellbeing.

Objectives

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

- *Explain the concept of psycho-social issues.*
- *Reflect on various dimensionsof 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 liaisoningwith the parents, community, family, school and NGO's.*

Unit 1: Overview of Psycho-social Domains

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

Unit 2: Family Dynamics

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

Unit 3: Nurturing Social Emotional Wellbeing

3.1 Strategies for developing positive self-concept
3.2 Social skill training
3.3 Stress management
3.4 Family counselling
3.5 Networking and liaisoning with students, parents, community and NGO's

Transaction

This paper should be taught through review of research papers, seminars, discussions, debates, presentations, field trips, u-tubes and movies to understanding of the issues at hand.

Course Work/ Practical/ Field Engagement

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

Essential Readings

- Hurlock, E. B. (2002). Developmental Psychology, Tata Mc Graw –Hill, New Delhi.

Suggested Readings

- Goldstein, S., Naglieri, J, A., & DeVries, M. (2011). Learning and Attention Disorders in Adolescence and Adulthood: Assessment and Treatment. Wiley, New Jersey.
- Gunton, S. (2007). Learning Disabilities (Social Issues Firsthand). Greenhaven Press, San Diego.
- Hales G. (2003). Beyond Disability towards an Enabling society. Sage Publication, London.
- Kelly, K. (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. Sage Publication. Los Angeles.
- Reid, R., Lienemann, T, O., & Hagaman, J.L. (2013).Strategy Instruction for Students with Learning Disabilities, Second Edition (What Works for Special-Needs Learners). The Guilford Press, London.

PRACTICUM – LD

Semester - I

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

Semester - II

E 2: Disability Specialisation Hours: 60 Credits: 02

Marks: 50

Note: Schedule for practical for E-1 shall be included in the time table (minimum ten working days may be allocated). ***Skill for Micro teaching shall be selected with reference to Major Disability (minimum 5 skills)***

Sl. No.	Tasks for the Student-teachers	Disability Focus	Educational Setting	Hrs (60)	Description
1.1	Classroom observation	Major Disability	Special school	30	Observation of all subjects at different level, minimum 50 school Periods.
1.2	**a.** 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
1.3	**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

Semester - III

E 2: Disability Specialisation **Hours: 120** **Credits: 04**

Marks: 100

Sl. No.	Tasks for the Student-teachers	Disability Focus	Educational Setting	No. of Lessons
1.1	**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
1.2	**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	
1.3	Case study	Major Disability	Special School/ Resource Room	
1.4	Observation of support services	Major Disability	Institute/ Clinic	Depending on the specialization

F1: Main Disability Special School **Hours: 120** **Credits: 04**

Marks: 100

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

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

Semester - IV

E 1: Cross disability & inclusion Hours: 20 Credits: 04

Marks: 10

Sl. No.	Tasks for the Student-teachers	Disability Focus	Educational Setting	No. of Lessons
1.1	Community work / Tour	Community perspective (anganwadi, gram panchayat)	Rural / Semi-urban	Visit report
1.2	Collaborative teaching	Any Disability	Resource Room/ Home based / Inclusive Schools	10 lessons
1.3	Case study 2 (individualised)		Special schools for other disabilities/ Resource Room/ Inclusive schools/ Home based	20 lessons
	Ggroup Teaching lessons	Any Disability	Inclusive Schools	20 lessons

F 2: Other Disability Special School Hours: 18 Credits: 04

Marks: 100

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

F 3: Inclusive School Hours: 120 Credits: 04

Marks: 100

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

Disability Specialization

MENTAL RETARDATION / INTELLECTUAL DISABILITY

ASSESSMENT AND IDENTIFICATION OF NEEDS

Course code: C 12 **Credits: 04**

Contact Hours: 60 **Marks: 100**

Objectives

After completing the course student-teachers will be able to

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

Unit 1: Intellectual Disability - Nature and Needs

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

Unit 2: Assessment

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

Unit 3: Assessment at Pre-School and School levels

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

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

Unit 4: Assessment at Adult and Vocational levels

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

Unit 5: Assessment of Family Needs

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

Course Work/ Practical/ Field Engagement (Any one)

Camp/ Community Mode

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

School Mode

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

Clinical Mode

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

Essential Readings

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

Suggested Readings

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

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

CURRICULUM DESIGNING, ADAPTATION & EVALUATION

Course code: C 13 **Credits: 04**

Contact Hours: 60 **Marks: 100**

Objectives

After completing the course student-teachers will be able to

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

Unit 1: Curriculum Designing

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

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

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

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

3.1 Curriculum domains at Secondary level
3.2 Curriculum domains at Pre- vocational level
3.3 Curriculum domains at Vocational level
3.4 Rehabilitation of PwIDs under National Skill development Scheme (NSDS by MSJ&E)

3.5 Implications of placement for inclusion in Community, Documentation, Record Maintenance and Reporting

Unit 4: Curriculum Adaptations

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

Unit5: Curriculum Evaluation

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

Course Work/ Practical/ Field Engagement (Any One)

Special/ Inclusive schools

To prepare need based curriculum for training in

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

Essential Readings

- Baine, D. (1988) Handicapped Children in Developing Countries, Assessment, Curriculum and Instruction. University of Alberta, Alberta,
- Bos, C.S., & Vaughu, S. (1994) Strategies for teaching students with learning and behaivour problems. Allyn and Bacon, Boston.
- Jeyachandaran, P., & Vimala, V. (2000). Madras Developmental Programming System. Vijay Human Services, Chennai.
- Luftig, R.L. (1949).Teaching the Mentally Retarded Student: Curriculam, Methods and Strategies.Library of Congress Cataloging-in-publications data.
- Myreddi, V., & Narayan, J. (1998). Functional Academics for students with mild mental retardation, NIMH, Secunderabad.

- Myreddi, V., & Narayan, J. (2005). FACP – PMR, NIMH, Secunderabad.
- Narayan, J. (1990). Towards independence series 1 to 9. NIMH, Secunderabad.
- Narayan, J. (2003). Educating children with learning problems in regular schools NIMH, Secunderabad.
- Narayan, J. (1998). Grade Level Assessment Device for Children with Learning Problems in Regular Schools, NIMH, Secunderabad.
- Narayan, J., Myreddi, V., & Rao, S. (2002). Functional Assessment Checklist for Programming, NIMH, Secunderabad.
- Overton, T. (1992). Assessment in Special Education an Applied Approach. McMillan, New York.
- Panda, K.C. (1997). Education of Exceptional Children. Vikas Publications, New Delhi.
- Repp, A.C. (1983). Teaching the Mentally Retarded. Prentice Hall, New Jersey.

Suggested Readings

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

INTERVENTION AND TEACHING STRATEGIES

Course code: C 14 **Credits: 04**

Contact Hours: 60 **Marks: 100**

Objectives

After completing the course student-teachers will be able to

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

Unit 1: Intervention

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

Unit 2: Individualised Education Programme

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

Unit 3: Teaching Strategies and TLM

3.1 Stages of Learning
3.2 Principles of Teaching

3.3 Multi-sensory Approaches – Montessori Methods, VAKT Method, Orton - Gillingham Method, Augmentative and Alternative Communication

3.4 Teaching Strategies – Task Analysis, Chaining, Shaping, Modelling, Prompting, Fading and Reinforcement, Role Play, Play Way method

3.5 Development and Use of TLM for ID

Unit 4: Intervention for Mal-adaptive Behaviour

4.1 Definition and types of Mal-adaptive behaviour

4.2 Identification of Mal-adaptive behaviour

4.3 Functional Analysis and Behaviour Modification Techniques, Cognitive Behaviour Techniques (CBT)

4.4 Management of Mal-adaptive behaviour at Home and School, Parental Counselling - Individual, Group and Community

4.5 Ethical Issues in behaviour management and implications for Inclusion

Unit 5: Therapeutic Intervention

5.1 Occupational Therapy – Definition, Objective, Scope, Modalities and Intervention

5.2 Physiotherapy – Definition, Objective, Scope, Modalities and Intervention

5.3 Speech Therapy – Definition, Objective, Scope and Types of Speech, Language and Hearing Disorders and Intervention

5.4 Yoga and Play therapy – Definition, Objective, Scope and Intervention

5.5 Therapeutic intervention: Visual and Performing Arts (eg: Music, Drama, Dance movement, Sports, etc.)

Course Work/ Practical/ Field Engagement (Any One)

Special/ Inclusive Schools/ Institute

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

Essential Readings

- Alberto, P.A., & Trontman, A:C. (1995). Applied Behaviour Analysis for Teachers (4th edition). Merrill Publishing Company, London.
- 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, Longman, London.
- Evans, P., & Verma, V. (1990). Special Education. Past Present and Future. Falmer Press, Lewes.

- Gardiner, M.D. (1985). The principles of exercise therapy. CBS Publishers & Distributors. Delhi.
- Jacobs, K. (1990). Occupational therapy: Work related programmes and assessment. Little Brown, Boston.
- Jayachandra, P. (2001) Teaching yogasanas for persons with mental retardation. Vijay Human Services, Chennai.
- Jeyachandaran, P., & Vimala, V. (2000). Madras Developmental Programming System. Vijay Human Services, Chennai.
- Lngone, J. (1990). Teaching Retarded learners Curriculum and Methods for Mentally Handicapped.
- Myreddi, V., & Narayan J. (1998). Functional Academics for students with mild mental retardation, NIMH, Secunderabad.
- Narayan, J. (1990). Towards independence series 1 to 9. NIMH, Secunderabad.
- Narayan, J. (2003). Educating children with learning problems in regular schools NIMH, Secunderabad.
- Narayan, J. (1998). Grade Level Assessment Device for Children with Learning Problems in Regular Schools, NIMH, Secunderabad.
- Narayan, J., Myreddi, V., & Rao, S. (2002). Functional Assessment Checklist for programming
- Overton, T. (1992). Assessment in Special Education an Applied Approach. New
- Panda, K.C. (1997). Education of Exceptional Children. New Delhi Vikas
- Pandit, A., & Grover U (2001), Self Instructional Modules on occupational therapy/physiotherapy, BED (MR) SPE, Bhoj University, Bhopal.
- Peshawaria, R., & Venkatesan, S. (1992). Behaviour approach in teaching mentally
- Repp A.C. (1983). Teaching the Mentally Retarded, New Jersey, Prentice Hall King-
- Sears, H.E. (1994). Curriculum Based Assessment in Special Education. SanDiego Singular Publishing Group.
- Shesrborne, V. (1990). Developmental movement for children. Cambridge University Press. Cambridge.
- Subba Rao, T.A. (1992), Manual on Developing Communication Skills in mentally retarded persons, NIMH, Secunderabad.
- Swaminathan, M. (1990) Play activity for young children. India: UNICEF.
- Thomson, A., Skinner, A., & Piercy, J. (1991). Tidy's physiotherapy (Twelfth edition). Butterworth – Heinmann Ltd, Oxford.
- Van Riper, C.A., & Emerick, L. (1990). Speech Correction – An introduction to Speech Pathology & Audiology, Eighth Edition, Prentice Hall

Suggested Readings

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

TECHNOLOGY AND DISABILITY

Course code: C 15 **Credits: 04**

Contact Hours: 60 **Marks: 100**

Objectives

After completing the course student-teachers will be able to

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

Unit 1: Technology in Education and Instruction

1.1 Educational and Instructional Technology – Meaning, Nature, Scope, Definition, Objectives and Significance

1.2 Educational Technology and Instructional Technology – Role and Recent Trends.

1.3 Approaches of Educational Technology – Hardware, Software, System approach, Individual & Mass media approach.

1.4 Differential Instruction, Universal Design of learning and Individualised Instruction.

1.5 Implication of the above for inclusion.

Unit 2: ICT

2.1 ICT – Meaning, Definition, Scope and Significance

2.2 Psychological bases for ICT among teachers and learners

2.3 Development of ICT – Stages, Requirement and Process

2.4 Use of ICT in developing collaborative networks for sharing and learning such as Internet – E-mail, Tele-teaching, Tele-conference

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

Unit 3: Use of Multimedia in Education

3.1 Multi Media - Meaning, Nature, Scope, Definition and Approches.

3.2 Types of Instructional Aids: Projected & non–projected Aids, Projectors, Radio, Tape Recorder, Television, Films, Computers, whiteboard, Smartboard, e-Flash Cards, Educational Toys

3.3 Advantages, Limitations and Challenges of Using Multi media in Education

3.4 Recent Trends in Multimedia

3.5 Implication of Multimedia in teaching learning.

Unit 4: Technology Based Instructions

4.1 Enhancing Technology Friendly Practices among Teachers.

4.2 Computer-Assisted & Computer Managed Instructions, Cybernetics, E- learning, Use of Net Search and Websites

4.3 Disability Friendly Technology – Punarjani, and e-learning Framework developed by C-DAC

4.4 Developing Technology Integrated Lessons – Individual and Group

4.5 Implications of Technology based instruction in Inclusion

Unit 5: Application of Technology

5.1 Application of Technology in Lesson Planning, Worksheet Preparation, Report writing and Evaluation

5.2 Application of Technology in Assistive Devices – For example, JAWS, Smartphones, Screen Readers

5.3 Application of Technology in Instruction – Individual, small group and large group

5.4 Advantages, merits and demerits

5.5 Implications for inclusion

Course Work/ Practical/ Field Engagement (Any One)

Special/ Inclusive School/ Institute

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

Essential Readings

- Kulkarni, S.S. (1986). Introduction to Education Technology. Oxford & IBH Publishing Co., New Delhi.
- Kumar, K.L. (1996). Educational Technology. New Age Publication, New Delhi.
- McMillan, J.H. & Schumarcher, S. (1989). Research in Education: A Conceptual Introduction. Harper & Collins, New York.
- Mehra, V. (2004). Educational Technology. S S Publishers, New Delhi.
- Mohanty, J. (1992). Educational Technology. Deep and Deep Publication. New Delhi.

- Mukhopadhaya, M. (2005). Education Technology Knowledge Assessment. Shipra Publications, New Delhi.
- Sutherland, R., Robertson, S., & John, P. (2008). Improving Classroom Learning with ICT. Routledge, New York.
- Richmond, W. R. (1900). The Concept of Education Technology: A Dialogue with Yourself. Weidenfield and Nicolson, London.
- Sampath, K., Pannirselvam, A., & Santhanam, S. (1990). Introduction to Educational Technology. Sterling Publishers Private Limited, New Delhi.
- Sharma, H. L., & Sharma, S. (2010). Learning to Learn with Love: Theory and Practice of Co-operative Learning. Gagandeep Publications Sutherland, New Delhi.
- Takewale, R. G. (1995). Technologies for Educational Network, Presidential address in the seminar on Technologies for Educational Networking. IGNOU, New Delhi.

Suggested Readings

- Chand.T. (1992). Educational Technology. Anmol Publication, New Delhi.
- Cima, M. Y. (1991). Educational Technology. CimaMyeole.
- D.E.S. (1982). Handicapped Pupil and Special schools, Regulations. HMSO, London.
- Mangal, K. (1990). Fundamentals of Educational technology. Prakash Brothers, New Delhi.
- Mohanty, J. (1998). Studies in Educational Broadcasting. San subscription agency.
- Satyapal, R. (1991). Educational Technology, A systematic Text Book. Associated Publishers, New Delhi.
- Shah, D.B. (1991). Educational Technology for developing teaching competency. Gavendra Prakashan, Surat.

PSYCHO-SOCIAL AND FAMILY ISSUES

Course code: C 16 **Credits: 02**

Contact Hours: 30 **Marks: 50**

Objectives

After completing the course student-teachers will be able to

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

Unit 1: Family

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

Unit 2: Psycho-Social Issues

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

Unit 3: Involving Families

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

3.4 Parent Associations
3.5 Empowering Families

Unit 4: Adolescent Issues

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

Unit 5: CBR and CPP (Community People Participation)

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

Course Work/ Practical/ Field Engagement (Any One)

Special/ Inclusive School/ Institute

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

Essential Readings

- Basu, S., Das, P., & Chakravarty, I. (2007). Family Life of the Disabled Aged, Ageing and Society: Indian Journal of Gerontology, 17 (3 & 4), 75 – 81.
- Blacher, J. (1984) Severely Handicapped Young Children and Other Families: Research in Review, Academic Press Inc, Ovlandio.
- Cramer, H., & Carlin, J. (2008). Family Based Short Breaks (Respite) for Disabled Children: Results from the Fourth National Survey, British Journal of Social Work, Vol. 38 (6), 1060 – 1075.
- Dale, N. (2000). Working with families of Children with Special Needs: Partnership and Practice. Brunner- Routledge , East Sussex.
- Fewell, R., & Vadasy, P. (1986). Families of Handicapped Children: Needs and Supports across the Life-span. Texas: Ro-ed Inc.
- Findler, S. (2000). The Role of Grandparents in the Social Support System of Mothers of Children with a Physical Disability, Families in Society, Vol. 81 (4), 370 – 381.

- Garginolo, R.M. (1985). Working with Parents of Exceptional Children: A Guide for Professionals. Houghton-Miffin, Boston.
- Kashyap, L. (1996). Measurement Issues in Family Centered Social Work, in Bharat, S. (Ed.) Family Measurement in India, Sage Publications, New Delhi.
- Peshawaria, R., Menon, D.K., Ganguly, R., Roy, S., Pillay, R.P.R.S., & Gupta, A. (1995). Understanding Indian families having persons with Mental Retardation, NIMH, Secunderabad.
- Taylor, R.L. (1993). Assessment of Exceptional Students Educational and psychological procedures. Allyn and Bacon, Boston.

Suggested Readings

- Bennett, T., Lingerfelt, V., & Nelson, D.E. (1990). Developing Individual and Family Support Plans – A Training Manual, Cambridge M.A. Brooklint Books.
- Desai, AN (1990) Helping the Handicapped: Problems & prospects, New Delhi, Ashish Publishing House.
- Dunst, C., Trivette, C., & Deal, A. (1988). Enabling and empowering families. Cambridge, MA: Brookline Books.
- Dyson, S. (1987). Mental Handicap: Dilemmas of Parent-Professional Relations. Croon Helm, London.
- Glendinning, C. (1986). A Single Door: Social Work with the Families of Disabled Children. Allen and Unwin Ltd., London.
- Mann, P.H., Suiter P.A., & Mc Laughhin R.M. (1992). A Guide for educating mainstreamed students, Allya & Bacon, Boston.
- Waugh, A. (1976). Working with parents and community. New Delhi: NCERT.
- Webster, E. J. (1993). Working with parents of young children with disabilities. Singular Publishing Group, California.

PRACTICUM: MR/ID

Semester - I

E 1: Cross disability & inclusion **Hours: 10** **Credits: 02**

Marks: 50

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

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

Observations as mentioned are essential. However, if schools for other disability are not available in the nearby area, the same may be interpreted as observation at Inclusive

school/ education/ services being provided in the Resource room/ Home based education or vice versa with other disability.

Semester - II

E 2: Disability Specialisation **Hours: 60** **Credits: 02**

Marks: 50

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

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

Semester - III

E 2: Disability Specialisation **Hours: 120** **Credits: 04**

Marks: 100

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

A suggestive framework is given below:

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

F1: Main Disability Special School Hours: 120 Credits: 04 Marks: 100

Sl. No.	Tasks for the Student-teachers	Disability Focus	Set up	No. of Lessons
1	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 F1 with sufficient time for teaching to acquire competence to deal with students with ID across different severity/ class levels and Curricular domains for whole class. A suggestive framework is given below:*

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

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

Semester - IV

E 1: Cross Disability & Inclusion Hours: 20 Credits: 04 Marks: 10

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

F 2: Other Disability Special School Hours: 18 Credits: 04 Marks: 100

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

	teachers	Focus		
1	Classroom Teaching	Any Disability Other than ID	Special schools for other disabilities	Minimum 30 Lessons

F 3: Inclusive School Hours: 120 Credits: 04

Marks: 100

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

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

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

Disability Specialization

MULTIPLE DISABILITIES

ASSESSMENT AND IDENTIFICATION OF NEEDS OF PERSONS WITH MULTIPLE DISABILITIES

Course code: C 12 **Credits: 04**

Contact Hours: 60 **Marks: 100**

Objectives

After completing the course student-teachers will be able to

- *Acquire basic knowledge in the area of Multiple Disabilities.*
- *Explain the identification and assessment procedures applied to Multiple Disabilities.*
- *Comprehend the physical and functional aspects of multiple disabilities.*
- *Comprehend the behavioral management of children with Multiple Disabilities.*
- *Understand the Hearing, Speech and Communication aspects of persons with Multiple Disabilities.*

Unit 1: Introduction to Multiple Disabilities

1.1 Basic Anatomy- Skeletal, Muscular, Nervous System
1.2 Concept of Impairment, Disability and Handicap, ICF
1.3 Locomotor Impairment- Hansens' disease, arthritis, kyphosis, scolosis and rickets
1.4 Neurological impairment- encephalitis, meningitis, head injury, Motor Neuron Disease, Mucopoly sacchridosis, Inborn Errors of Metabolism (IEM)
1.5 Deafbliness and additional conditions with special reference to syndromes like Congenital Rubella Syndrome, Usher Syndrome and CHARGE syndrome
1.5.1 Chromosomal abnormality

Unit 2: Identification and Assessment of Persons with Multiple Disabilities

2.1. Introduction to Psychological, educational, behavioral and functional assessments
2.2. Functional assessment for programming and teaching. Norm Referenced Tests (NRT), Criterion Referenced Tests (CRT), Curriculum based assessment and Developmental Checklists for assessment and programming of children with Mulitple Disabilities (Portage Guide, Upanayan, Carolina curriculum for special needs, Callier Azuza, MDPS, FACP, Basic MR, DST, VSMS, Bhatia, BKT, CPM, SFB)
2.3. Interpretation of assessment results with reference to school, home and community settings
2.4. Multi-disciplinary approach to assessment. Involvement of various disciplines nature of coordination of multi-disciplinary team referral agencies and linkages, networking for identification of Persons with Multiple disabilities
2.5. Role of multi-purpose rehabilitation workers, professionals and special educators in identification of persons with multiple disabilities

Unit: 3: Physical and functional Assessment

3.1. Sensory assessment of vision, tactile, vestibular and techniques of sensory Stimulation & integration

3.2. Motor assessment of fine and gross motor skills. Physiotherapy, Occupational Therapy- their implication and adaptation for classroom management

3.3. Assessment of orientation and mobility skills, Positioning, Lifting, Carrying, Transfer of persons. Developmental Assessment- Gross, Motor and Functional Measurement Scale (GMFM)

3.4. Assessment and management of daily living skills in feeding, dressing & undressing, toileting, bathing & grooming and meal time activities

3.5. Role of ICT in assessment and use of Assistive devices in assessment

Unit: 4: Developmental and Behavioural Aspects in Relation to Multiple Disabilities

4.1. Developmental stages- Physical, social, cognitive, language and emotional

4.2. Developmental delays and their implications in the life cycle

4.3. Adaptive deficits- self-help areas, emotional, social, cognate and language areas

4.4. Maladaptive behaviours- functional analysis

4.5. Ethical issues in management strategies of maladaptive behaviour in-home and Classroom settings

Unit 5: Hearing, Speech, Language and Communication Aspects.

5.1 Speech, Language and Communication definition and assessment

5.2 Structure and functions of speech mechanism

5.3 Receptive and expressive language for persons with Multiple disabilities

5.4 Hearing and Speech disorders- Classroom management. Home training and role of Parents

5.4. An introduction to augmentative and alternate communication (Pragmatic / functional communication in classroom and home activities to enhance communicative skills of children with Multiple Disabilities)

Suggested Readings

- Aggarwal, K. (2002). Handbook for parents of children with Disabilities. Planning Commission. Govt. of India.
- Asmita.H. (2006).Language and Communication. Kanishka Publication, New Delhi.
- Baine, D. (1988). Handicapped Children in Developing Countries, Assessment, Curriculum and Instruction. University of Albrta, Alberta.
- Bloom, B., Hastings, J., & Madaus, G.G.(1971). Handbook on Formative and Summative Evaluation of Student Learning. McGraw- Hill, New York.
- Carol, S.L. (2002). Early Childhood Assessment. Wiley, New York.
- Evans, P., & Verma, V. (1990). Special Education. Past Present and Future. The Faimer Press.

- ICD – 10- World Health Organization. (2015). World Heald Organizaton, Geneva.
- Karthik. M. (2011). Introduction to Occupational therapy and occupational therapy marketing
- King-Sears, H.E. (1994). Curriculum Based Assessment in Special Education. Singular Publishing Group, San Diego.
- Levitt, S. (2004). Treatment of Cerebral Palsy and Motor Delay, blackwell
- Longone, (1990). Teaching Retarded learners Curriculum and Methods for improving instruction. Allyn and Bacon, Boston.
- Michel. H. (2003). Comprehensive Handbook of Psychological Assessment, Volume 3, Behavioural Assessment. Wiley, Singapore.
- Miller, M. (2007). Physical Therapy of Cerebral Palsy. Springer, New York.
- Narayan, J., & Myreddi, V., & Rao, S. (2002). Functional Assessment Checklist for Programming. NIMH, Secunderabad.
- Overton, T. (1992). Assessment in Special Education- An Applied Approach. McMillan International Edition.New York.
- Panda, K.C. (1997) Education of Exceptional Children. Vikas Publications. New Delhi
- Porter, S., (2013). Tidy's Physiotherapy. Elsevier, Edinburgh.
- Sadhana. R. (2006). Fundamentals of Speech & Speech teaching. Kanishka Publication, New Delhi.
- Sharma, P. (1995). Basics on Development and Growth of a Child. Reliance Publishers, New Delhi.
- 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. Allyn & Baccon, Boston.
- The Diagnostic and Statistical Manual of Mental Disorderrs- IV-TR. (2000). American Psychiatric Association, Arlington.
- Text book of Medicare DAVIDSON
- UPANAYAN, National Institute of Mentally Handicapped, Secunderabad.
- Van Riper, C.A., & Emerick. L. (1990). Speech Correction- An Introduction to Speech Pathology and Audiology (8^{th} Edn.). Prentice Hall, New York.
- Wough, A., & Grant, A. (2006). Anatomy and Physiology in health and Illness. Elsevier, Edinburgh.
- http://www.senseintindia.org

CURRICULUM DESIGNING, ADAPTATION AND EVALUATION

Course code: C 13 **Credits: 04**

Contact Hours: 60 **Marks: 100**

Objectives

After completing the course student-teachers will be able to

- *Understand the aims, principles, types and approaches of curriculum development.*
- *Develop IEP and group teaching.*
- *Demonstrate skills in curricular and co-curricular content across the ages.*
- *Develop curricular adaptation and material adaption with reference to the individual needs.*
- *Apply the alternate methods of evaluation of learning among the children with multiple disabilities.*

Unit 1: Introduction to Curriculum Development

1.1 Aims, concepts, principles of curriculum development with reference to persons with disabilities
1.2 Types and approaches of curriculum development
1.3 Specific approaches of curriculum development for persons with disabilities (Unit, Ecological and Social learning)
1.4 Individualized Educational Programme (IEP), Individualized Family Support Plan (IFSP), Individualized Transition Plan (ITP), Individualized vocational Education Plan (IVEP)
1.5 Lesson plan. Group teaching and Peer tutoring

Unit 2: Curriculum Development at Various Stages

2.1 Curriculum content for Early intervention group and Pre-school level
2.2 Curriculum content for Primary level
2.3 Curriculum content for Secondary level
2.4 Curriculum content for Pre-vocational level
2.5 Curriculum content for Transition, Vocational skills and Life skills training

Unit 3: Curricular and Co-curricular Material Adaptation

3.1 Curriculum content material adaptations for persons with severe and profound disability
3.2 Curriculum content and materials adaptations for sensory impaired
3.3 Curriculum content and materials adaptations for cerebral palsy and other locomotor disabilities
3.4 Curriculum content material adaptation for children with ASD
3.5 Curriculum content and material adaptation for children identified as developmentally delayed.

Unit 4: Classroom Management

4.1 Drawing time table of daily plan, weekly plan, monthly plan quarterly half yearly and annual plan
4.2 Methods of teaching
4.3 Teaching strategies and techniques
4.4 Approaches of teaching (specific approaches of teaching children with ASD, CP& Multiple disabilities)
4.5 Class room arrangements with reference to barrier free and access
4.5.1 Class room behaviour management

Unit 5: Evaluation

5.1 Definition and purpose of evaluation
5.2 Types of evaluation (qualitative and quantitative evaluation, formative and summative evaluation)
5.3 Process of evaluation (content, method, material and the outcome)
5.4 Strategies for evaluating the children with multiple disabilities
5.5 Monitoring, preparing, and recording student's progress

Course work/ Practical/ Field engagement

- To assess and develop IEP for children with multiple disabilities using appropriate checklist 3 clients with different combinations
- To develop 20 lesson plan (15 curricular and 05 co-curricular) and practice at special school established for Multiple disabilities
- To develop appropriate TLM with relate to the content chosen for teaching through IEP and Group teaching
- To practice and implement the plus curricular and or extended curricular materials

Essential Readings

- Singh, A. (2006).Class Room Management: A reflective perspective. Memorial University of Newfoundland, Newfoundland.
- Hogg. J. (1994). Making leisure provision for people with profound learning and multiple disabilities. Lahpman, California.
- Baine, D. (1988) Handicapped Children in Developing Countries, Assessment, Curriculum and Instruction. University of Alberta, Alberta.
- Cark, G.M., & Kostoe, O.P. (1995) Career development and transition education for adolescents with disabilities (2nd edition). Allyn & Bacon, Boston.
- Carr, J., & Collin, S. (1992). Working towards independence – A practical guide to teaching people with learning disabilities. Jessica Kingsley. London.
- Eaves, R.C., & Mc Laughin, P.J. (1993). Recent advances in special education and rehabilitation. Andover Medical Publishers. Boston.

- Jeyachandaran, P., & Vimala, V. (2000). Madras Developmental Programming System.
- King-Sears, H.E. (1994). Curriculum Based Assessment in Special Education. Singular Publishing Group, San Diego.
- Hass, G. (1991). Curriculum Planning. A New approach. Allyn Bacon. Boston
- Longhorn, F. (1988) A sensory curriculum for very special people. A practical approach to curriculum planning. Souvenir Press (Educational and Academic) Ltd.
- Longone, J. (1990). Teaching Retarded learners Curriculum and Methods for improving instruction. Allyn & Bacon, Boston.
- Mann, P.H., Suiter, P.A. & Mc Clung, R.M. (1992). A guide for educating mainstreamed students. Allyn & Bacon, Boston.
- Myreddi, V., & Narayan, J. (2000). Functional Academics for Students with Mental Retardation, NIMH, Secunderabad.
- Myreddi, V., & Narayan J. (1998). Functional Academics for students with mild mental retardation, NIMH, Secunderabad.
- Michales, C.A. (1994). Transition strategies for persons with learning disabilities. Singular Pub. Group, California.
- Repp. A.C. (1983) Teaching the Mentally Retarded. Prentice Hall, New Jersey.
- Venkataiah, N. (2008). Curriculum innovations for 2000A.D. APH Publishing Corporation, New Delhi.
- Narayan, J. (1999). Skill Training Series 1-9. NIMH, Secunderabad.
- Narayan, J. (2003). Educating children with learning problems in regular schools. NIMH, Secunderabad.
- Narayan, J., & Kutty, A, T., (1989) Handbook for Trainers of the Mentally Retarded persons. Pre-primary level. NIMH, Secunderabad.
- Overton, T. (1992). Assessment in Special Education; An Applied Approach. McMillan, New York.
- Panda, K.C. (1997). Education of Exceptional Children. Vikas Publications, New Delhi.
- Payne, ID.A. (1973). Curriculum Evaluation: Commentaries on Purpose Process and Product, D.C. Health, Boston.
- Shell, M. E. (1993). Instruction of students with severe disabilities. Maxwell Macmillan, Toronto.

Suggested Readings

- Alberty, B., Harold, A., & Elsie. J. (1962). Reorganizing the High School Curriculum. Light and Life Publishers, Minneapolis.
- Evans, P., & Verma, V. (1990). Special Education. Past Present and Future. The Faimer Press, London.

- Farmer, R. (1994). Changing services for people with learning disabilities. California Singular Pub. Group Allied, Hyderabad.
- Hoover, J.J. (1995). Teaching students with learning problems to use study skills – A teachers guide. PRO-ED, Austin, TX.
- Hulme, C. (1992). Working memory and severe learning difficulties. Hove, Lawrence. Erlbawn.
- Lokananda, R. G. (2000). Learning disabilities: A practical guide to Practitioners. Discovery Pub House, New Delh.
- Meenakshisundaram, A. (2007). Curriculum: Development, Transaction, Management. Kavyamala Publishers, Dindigul.
- Mrunalini, T. (2012). Curriculum Development: perspectives, principals and issues, Dorling Kindersley (India) Pvt. Ltd., New Delhi.
- Sharma, P. (1995). Basics on Development and Growth of a child. Reliance, New Delhi.
- Schaffarzek, J., & Harupson, D.H. (1975). Strategies for curriculum development. Berkeley: McCutchar
- Smith, C.R. (1994). Learning Disabilities: The interaction of learner task & setting (3rd edition). Allyn & Bacon, Boston.
- Taba, H. (1962). Curriculum development: Theory and practice. Harcourt, New York.
- Taylor, P.H., & Richards, C.M. (1979).An introduction to curriculum studies. Humanities Press, New York.
- Tanner, D., & Tanner, L. (1980). Curriculum Development: Theory into Practice. University of Chicago Press, Chicago.
- Tyler, R.W. (1969). Basic principles of curriculum and instruction. University of Press, Chicago.
- Video Films. (2002). Help them learn make it easy. NIMH, Secunderabd.

INTERVENTION AND TEACHING STRATEGIES

Course code: C 14 **Credits: 04**

Contact Hours: 60 **Marks: 100**

Objectives

After completing the course student-teachers will be able to

- *Understand the principles and apply early intervention strategies.*
- *Understand the principles and apply therapeutic methods.*
- *Describe appropriate teaching methods, techniques and strategies for persons with multiple disabilities.*
- *Understand Universal Design of Learning and specific strategies used for sensory impairment.*
- *Demonstration of teaching strategies.*

Unit 1: Early Intervention

1.1 Concepts, principles of early intervention and importance of brain plasticity
1.2 Teaching self help skills, feeding and oro-motor skills
1.3 Multimodal approaches to facilitate development of Language, communication and speech, Cognition, social emotional skills, learning to play.
1.4 Teaching Pre-requisite skills for reading, writing, arithmatics and other related skills.
1.5 Individualized Family Support Plan (IFSP), Individualized Family Support Plan (IFSP)

Unit 2: Therapeutic Intervention Strategies

2.1 Behaviour modification
2.2 NDT, SIT, Hydrotherapy
2.3 AAC - Total Communication
2.4 Sports and Games (Special Olympics, paralympics& abhylimpics)
2.5 Visual and Performance arts (dance, music, drama and yoga theatre art)

Unit 3: Teaching Methods, Techniques and Strategies

3.1 Stages of learning: Acquisition, Maintenance, Fluency and Generalization
3.2 Principles of teaching: Concrete-abstract, Known to unknown, Simple to complex and Whole to part
3.3 Teaching Strategies, Task analysis, Prompting, Fading, Chaining, Shaping and Modelling
3.4 Teaching approaches: Multisensory, Montessori, Project method, Play-Way
3.5 Reinforcement: Types, Schedule and Principles, Differential Reinforcements Token Economy System

Unit 4: Universal Design in Learning

4.1 PECS
4.2 Discrete Trail Training
4.3 Themes, Mind mapping, Calendar system, Probing Teaching Strategies and Techniques
4.4 TEACCH, VBA & AT
4.5 Floor time and Miller method.
4.5 Class room behaviour management

Unit 5: Teaching Methods, Approaches and Strategies for Sensory Impairment

5.1 Hand under hand, Hand over hand
5.2 Teaching Sign Language
5.3 Teaching Braille
5.4 Teaching Computers
5.5 O&M

Course work/ Practical/ Field engagement

- To assess and develop IEP for children with multiple disabilities using appropriate checklist 3 clients with different combinations
- To develop 20 lesson plan (15 curricular and 05 co-curricular) and practice at special school established for Multiple disabilities
- To develop appropriate TLM with relate to the content chosen for teaching through IEP and Group teaching
- To practice and implement the plus curricular and or extended curricular materials

Essential Readings

- Hogg. J. (1994). Making leisure provision for people with profound learning and multiple disabilities. Lahpman, California.
- Narayan, J., Myreddi, V., & Rao, S. (2002). Functional Assessment Checklist for Programming, NIMH, Secunderabad.
- Narayan, J. (1997). Grade Level Assessment Device for Children with Learning Problems in Regular Schools, NIMH, Secunderabd.
- Overton .T.(1992).Assessment in Special Education -An applied approach. Mc Millan, New York.
- Poornima. J. (2006).Curriculum and Teaching. Kanishka Publisher, New Delhi.
- Singh, A. (2006).Class Room Management: A reflective perspective. Memorial University of Newfoundland, Newfoundland.

Suggested Readings

- Anuradha. B. (2006). Fundamentals of Hearing, Hearing Impairment & Audiolgical manual. Kanishka Publication, New Delhi.
- Hegarty, S., & Alur, M. (2002). Education and Children with special needs: From Segregation to Inclusion. Sate, New Delhi.
- Karthik, M. (2011). Introduction to Occupational therapy and occupational therapy marketing. Jaypee Brothers Medical Pub (P) Ltd., New Delhi.
- Kutty, T. (2001). Vocational Assessment Checklist programme, NIMH, Secunderabd.
- Levitt, S. (2004). Treatment of Cerebral Palsy and Motor Delay, Blackwell, Oxford.
- Miller, F. (2007). Physical therapy of Cerebral Palsy, Spinger, New York.
- Wehman P., Ranzanglia, A., & Bates, P. (1985). Functional Living Kkills for Moderately and Severely Handicapped Individuals. PRO-ED, Austin.

TECHNOLOGY AND DISABILITIES

Course code: C 15 **Credits: 04**

Contact Hours: 60 **Marks: 100**

Objectives

After completing the course student-teachers will be able to

- *Explain the concept of Assistive technology.*
- *State the use of technology for persons with disabilities on communication and learning.*
- *Explain the principles and goals of Universal Design for Learning.*
- *Demonstrate the assistive technology required for social skills, livelihood skills and assistive /independent living.*
- *Demonstrate teaching skills through use of appropriate technology/ computers.*

Unit 1: Introduction to Assistive Technology (AT)

1.1 Concept, Definition and the Importance of AT
1.2 History of Assistive Technology
1.3 Lifecycle approaches of using Assistive Technology
1.4 Levels of Assistive Technology and the difference between Assistive Technology and Adaptive Technology
1.5 Universal design for learning

Unit 2: Assistive Technology for Communication, Academic Learning and Assistive Living

2.1 Problems exhibited by the students with disabilities in communication, learningand in independent living
2.2 Technology that supports language and communication
2.3 Technology tools that strengthens academic learning
2.4 Technology that supports assistive /independent living and livelihood skills
2.5 Technology that supports home management, Issues of procuring & using assistive technology in rural / urban settings

Unit 3: Assistive Technology to Support Universal Design for Learning (UDL)

3.1 UDL: Concept, Meaning Definitions and Aim
3.2 UDL: principles
3.3 UDL: goals
3.4 UDL: applications in the class room
3.5 UDL: application on curriculum and material preparations

Unit 4: Assistive Technology to Enhance Social Skills, Orientation and Mobility

4.1 Concept, Meaning and Definitions of Social Communication, Orientation and Mobility
4.2 Prerequisites, Importance, Functions, Types and/or Modes of Communications
4.3 Assistive Listening Devices, Assistive Mobility Devises
4.4 Technology in Sports, Dance, Drama and Music
4.5 AAC, O&M (maintenance of Listening aids, Visual aids, Mobility cane, use of Wheel chair, Motorized wheel chair, Crutches, Calipers, Artificial limbs, Tri-cycles, Cars and Other mobility equipments)

Unit 5: Access to Computer

5.1 Orientation to Computers, parts of computers, Programmes in computer
5.2 Development and dissemination of Audio materials and resources
5.3 Application of computer in teaching (digital instructions, CAI)
5.3 Application of technology in the class room (smart board, Portable reading devices, Magnifiers, CCTV voice output devices)
5.4 Alternate input devises (Sensors, Joy sticks, Switches, Mouse, Key board, Head pointers, Touch screen, Eye gazer, Optical recognition software, Tactile diagrams, Digital Accessible Information Systems (DAISY)
5.5 Alternate out put options (Screen magnification, Screen reader, Refreshable Braille display, Braille embosser, Mobile screen reader tools)

Course work/ Practical/ Field engagement:

- To develop an appropriate assistive devices and teach the clients assigned for IEP
- To develop computer programme with suitable input and output mechanism which suits for the IEP client
- To develop AAC and teach the client assigned for IEP

Essential Readings

- Angelo. J. (1997). Assistive Technology for Rehabilitation Therapist. Buffalo, New York.
- Cook, M.A., & Hussey. M.S. (1995). Assistive Technology Principles and Practice. Mosby Inc.
- Das, R. C. (1992). Educational Technology: A Basic Text New. Sterling, New Delhi.
- Dececco, J.P. (1964). Educational Technology. HRW, New York.
- Fisk .J.R. (2008). AAOS Atlas of Orthoses and Assistive Devices. Elsevier Inc.
- Jonge. D., Scherer. M. J., & Rodger.S. (2007). Assistive technology in the Work Place. Elsevier.Inc.
- Juice, B., & Weil, M., (2003). Models of Teaching, 5th Ed. Prentice Hall India Pvt. Ltd, New Delhi.

- Sampath, K., Panneer, A. S., & Santhanam, S. (1984). Introduction to Educational Technology. Sterling Publishers Pvt. Ltd., New Delhi.

Suggested Readings

- Aggarwal, J.C. (2006). Essentials of educational technology: Teaching and learning, Vikas Publishing House Pvt Ltd, New Delhi.
- Rao, U. (2001). Educational technology. Himalaya Publishing House, Bombay.
- Sharma, R.A. (1983). Technology of Teaching. International, Meerut.
- Thomas, W.K. (1999). Assistive Technology Essential Human Factors. Allyn & Baccon, Boston.

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PSYCHOSOCIAL AND FAMILY ISSUES

Course code: C 16 **Credits: 02**

Contact Hours: 30 **Marks: 50**

Objectives

After completing the course student-teachers will be able to

- *Understand the concept of attitude, stress and the coping strategies of PWD and their families.*
- *Comprehend the role of family.*
- *Explore the various support systems to implement family empowerment programme*
- *Acquire knowledge on community resources.*
- *Acquire knowledge on accessibility.*

Unit 1: Attitudes and Stress

1.1 Attitudes of self (PWD), family & Community
1.2 Attitude change and basic theories (cognitive dissonance theory)
1.3 Stress, definition & theories
1.4 Coping with stress - Psycho social methods
1.5 Assessment of emotional reactions (scale name)

Unit 2: Role of family

2.1 Family definitions, types, dynamics
2.2 Roles and responsibilities, communication systems
2.3 Family empowerment strategies
2.4 Family pathology-disability
2.5 Family as support system

Unit 3: Working with Family having Children with Disability

3.1 Disability -- Poverty & Poverty alleviation programme
3.2 Home-based training programme and Parent training programme
3.3 Local Level Committee/ Group Homes/ Respite Care
3.4 Parent guidance and counseling service
3.5 Parents association/ Support group- Objectives and Mission

Unit 4: Community Resource Mobilization

4.1 Assessment of Community needs & CBR Matrix
4.2 Formation of DPO/ Leadership training, Self Help Group/ Political participation
4.3 Resource Mobilization-Family resource and community resource
4.4 Networking Multi sectorial linkage - National and International
4.5 CSR/ Public Private Partnership

Unit 5: Access

5.1 Barrier free Environment & Universal design
5.2 Ergonomics -Work station, public places
5.3 Educational and architectural adaptation
5.4 Independent/ Assistive Living
5.5 Information and Communication - Website/ Open source

Suggested Readings

- Baine, D. (1988). Handicapped Children in Developing Countries: Assessment Curriculum and instruction. University of Alberta printing services.
- Balram, S. (2003). Universal Design: A new Paradigm. National Consultation on Biwako Millennium Framework for Action Towards an Inclusive barrier free and Rights based society for Persons with Disabilities in Asia and the Pacific.
- Baroff, G.S. (1986). Mental Retardation: nature, causes and management. Hemisphere Publishing Corporation. Washington.
- Bharava, M. (2004). Exceptional Children. H.P. Bhargava Book House, Agra.
- Browder, M.D. (2000). Assessment of Individual with Severe Handicap. Panl H. Brookes Publishing Co. Baltimore
- Corker, M., & French, S. (1999). Disability Discourse. Open University press, Buckingham.
- Dever, R.B. (1988). Community Living Skills: A taxonomy. In Begab, M.J.(Eb). AAMR Monographs. American Association on Mental Retardation, Washington DC.
- Helander, E., Mendis P., Nelson G., & Goerdt, A. (1989). Training in the community for people with Disability, WHO, Geneva.
- Hurlock, A.B. (1990). Developmental Psychology- A life span approach, Tata Mcgraw Hill, New Delhi
- Jeychandran, P., & Vimala, V. (1992). MDPS, Vijay Human Services, Chennai.
- Jha, M.M. (2002). School without walls: Inclusive Education for All. Heinemann, Oxford.
- Kebel, D. (1997). The management of Anxiety, B 1 Churchill Livingstone, New Delhi.
- Kerlinger, F.N. (2004), Foundation of Behavioral Research. Surjeet Publications. New Delhi.
- Mohapatra, C.S. (2004). Disability Management in India: Challenges and Commitments. NIMH, Secunderabd.
- Narayan, J., Myreddi, V., Reddy, S., & Rajgopal, P (1995). FACP, NIMH, Secunderabd.
- Narayan, J., & Menon, D.K. (1989). Organization of special class in a regular school, NIMH, Secunderabd.

- Pahl, J., & Quire, L. (1987). Families and Mental Retardation. Johns Hopkins University Press, Baltimore.
- Panda. K.C. (1988). Exceptional Children. Vikas Publications, New Delhi.
- Persons with Disabilities (Equal Opportunities, Protection of Rights and Full Participation) Act. (1995). Government of India, Ministry of social justice & Empowerment, New Delhi.
- Peshawaria et al., (1995). Understanding Indian Families having Persons with Mental Retardation. NIMH, Secunderabd.
- Rioux, M.H., & Mohit, A. (2005). Human Rights Disability and Law. National Human Rights Commission, New Delhi.
- Tomilson, S. (1982). A Sociology of Special Education. Routleadge and Kegan Paul. London.
- Turnbull, A.P. and Turnbull, H.R. (1986). Families, professionals and exceptionality: A special Partnership. Ohio: Mrerill, Columbus.
- Turnbull, A.P., & Schulz, J.B.(1979). Mainstreaming handicapped students: A guide for the classroom teacher. Allyn and Bacon, Inc. Boston.
- World Health Organization. (1992). International Classification of Diseases, 10th Edition (ICD-10). W.H.O., Geneva.

PRACTICUM: MD

SEMESTER – I

Minimum ten days observation in Inclusive school. Necessary records of observations and related activities to be completed.

SEMESTER – II

Minimum ten days observation in Special School and readiness for preparing IEP and lesson plans.

Micro teaching, simulated teaching and lesson plan preparation, etc., to be done at the institution/organization/university.

SEMESTER – III

Minimum forty working days of teaching practice in Inclusive School. Data need to be collected for preparing necessary records like tests and measurement, case study, project report, etc., as per the course requirement.

SEMESTER – IV

Minimum sixty working days in Special school and completing all the necessary practical activities as per the course requirement.

Group A: Teaching/ Programme Planning Competence in Special School Setting

1. Individual Educational Assessment and programme Planning (IEP) for at least 4 Children with Multiple Disabilities. Preferably each child of a different age/ severity level.
2. **a)** 30 observations in Special School in different classes / inclusive set up.

   b) Classroom teaching of children with Multiple Disabilities at various levels from Pre-primary, Primary, Secondary, Prevocational levels. 30 lessons should be taught including 12 curricular and 8 co-curricular lessons, using suitable methods and materials.
3. Organization of Resource Room and Teaching of children with learning problems in regular schools. A minimum of 45 lessons (15 Math's, 15 English, and 15 Tamil) must be taught, following educational assessment and suitable programming – Methods and Materials.

Group B: Co-curricular and Other Activities

1. Skill training in Multiple Disabilities and additional disability areas such as Autism, Cerebral Palsy, Deaf-blindness and Sensory Impairments.

2. Preparation of Instruction/ Learning materials.

3. Practical training in co-curricular activities (Participatory Learning) Yoga, Visual Arts or performing Arts (Music, Dance, Drama), Sports and Games, Art and Craft recreation and Leisure activities.

Group C: Teaching Competence and Practice Teaching in Regular School Setting

1. Observation and teaching in regular school setting related to school subject-oriented Methodology courses.

a) Macro Teaching (20 lessons) in each optional under the Guidance and Supervision of Student-teachers and Teacher Educators.

b) Micro Teaching (5 skills) and Macro Teaching observation (5 Peer Group teaching) in each Optional under the Guidance and Supervision of Teacher Educator.

Group D: Practical Records and Other Materials

1. Preparation and use of Instructional / learning Materials for each Optional.

2. Test and Measure Records – One for each Optional.

3. Psychology Practical Record (any Five Practical out of 14 listed).

4. Case Study Record (Case Study of the Practice Teaching School).

5. Camp Activity and Community Service Record (A Five day camp shall be organized).

Psychology Practical (Any Five out of the following)

1. Intelligence
2. Learning
3. Transfer of Training
4. Aptitude
5. Adjustment
6. Concept Formation
7. Level of Aspiration
8. Interest
9. Personality Types
10. Attention
11. Perception
12. Motor Skills
13. Creativity
14. Achievement Motivation

Disability Specialization

VISUAL IMPAIRMENT

IDENTIFICATION OF CHILDREN WITH VISUAL IMPAIRMENT AND ASSESSMENT OF NEEDS

Course Code: C 12 **Credits: 04**

Contact Hours: 60 **Marks: 100**

Introduction

We cannot treat a visually impaired child as 'a pair of young eyes'. We need to understand the whole child, including his feelings and needs. Having understood the psychological and sociological implications of visual impairment, the learners should be more empathetic to the needs of the visually impaired and address them appropriately in diverse educational settings. There are many eye conditions each with different educational and social implications. The infant must 'see to learn' and therefore a visually impaired infant must 'learn to see'. The course will enable the trainees to be able to identify children who are at risk for visual impairment. The trainees will be able to develop the skills of doing functional vision assessment and enhance the residual vision. The course also focuses on needs and assessment of children with multiple disability and visual impairment.

Objectives

After completing the course student-teachers will be able to

- *Describe the structure of eye and common eye defects.*
- *Explain the etiology of visual impairment.*
- *Analyse the implications of visual impairment and identify their needs.*
- *Develop skills to identify and assess children with visual impairment.*
- *Describe the needs and develop skills to assess children with visual impairment and multiple disabilities (VIMD).*

Unit 1: Anatomy and Physiology of Human Eye

1.1 Structure and Function of human eye
1.2 Normal vision development and process of seeing
1.3 Principles of refraction and refractive errors
1.4 Concept and definitions of blindness and low vision
1.5 Concept of visual acuity, visual field, depth perception and contrast sensitivity

Unit 2: Types of Visual Impairment and Common Eye Disorders

2.1 Loss of Visual acuity
2.2 Loss of Visual field
2.3 Colour vision defect and loss of contrast sensitivity
2.4 Refractive errors, Vitamin-A deficiency, Cataract, Glaucoma, Corneal ulcer, trachoma, Albinism, Retinal detachment, Retinitis pigmentosa, Retinopathy of prematurity, Cortical Visual Impairment, Optic Atrophy, Nystagmus, Amblyopia, and Macular degeneration

2.5 Educational implications of different Eye disorders

Unit 3: Implications of Visual Impairment and Needs of Visually Impaired

3.1 Psychosocial implications of visual impairment
3.2 Factors affecting implications of visual impairment: Age of onset, degree of vision, type of vision loss, prognosis, and socio economic status of the family
3.3 Effect of visual impairment on growth and development: Physical, Motor, Language, Socio-emotional, and Cognitive development
3.4 Educational needs of the visually impaired and need for expanded core curriculum
3.5 Implications of low vision and needs of children with low vision

Unit 4: Identification and Assessment of Visual Impairment

4.1 Interpretation of clinical assessment of vision
4.2 Functional assessment of vision: Concept, need and methods
4.3 Tools of functional assessment of vision and skills: Functional skills inventory for the blind (FSIB), Low Vision Assessment by Jill Keeffe, Lea tests, and Portfolio assessment
4.4 Tools for psychological assessment of the visually impaired: Vithoba Paknikar Performance Test, A short Scale IQ measure for the visually impaired based on WISC-R, Adapted EPQ, Adapted Blind Learning Aptitude Test, Concept development for blind children, Reading Preference Test, Cornell Medical Index for Visually Handicapped Children
4.5 Report writing

Unit 5: Assessment of Learning Needs of Children with VIMD

5.1 Concept and definition of VIMD
5.2 Etiology of VIMD
5.3 Impact of VIMD on learning and development
5.4 Screening, identification, and assessment of Visually Impaired children with associated disabilities
5.5 Multidisciplinary assessment of Visually Impaired children with Associated Disabilities

Course Work/ Practical/ Field Engagement

- Present a seminar on implications of visual impairment on the personality of the visually impaired
- Prepare material on early indicators of visual impairment and prevention of visual impairment
- Carry out functional assessment of skills of a blind, a low vision, and a VIMD child and submit a report of their assessment

Essential Readings

- Barraga, N. C. (1980). Sequences of Visual Development. University of Texas, Austin.

- Bhan, S., & Swarup, S. (2010). Functional Skills Inventory for the Blind. National Association for the Blind. Mumbai.
- Bhandari, R., & Narayan J. (2009).Creating learning opportunities: a step by step guide to teaching students with vision impairment and additional disabilities, including deafblindness. India: Voice and vision.
- Hyvarinen, L., & Jacob N. (2011).What and how does this child see: assessment of visual functioning for development and learning. Vistest Ltd., Finland.
- Mukhopadhyay, S., Mani, M.N.G., RoyChoudary, M., & Jangira, N.K. (1988). Source Book for Training Teachers of Visually Impaired. NCERT, New Delhi.
- Leat, S.J., Shute R.H., & Westall, C.A. (1999). Assessing children's vision: A handbook. Butterworth-Heinemann, Oxford.
- Mani, M.N.G. (2001). Reading Preference Test (REPT) for Children with Low Vision. Coimbatore: International Human Resource Development Centre for the Disabled.
- Mani, M.N.G. (1992). Concept development of blind children. SRK Vidyalaya, Coimbatore.
- Scholl, G. T. (1986). Foundations of the education for blind and visually handicapped children and youth: Theory and Practice. AFB Press, New York.
- Singh, T.B. (1986). A short Scale I.Q Measure for the Visually Handicapped. NIVH. Dehradun.
- Singh, T.B. (1986). Eyssenck Personality Questionnaire (EPQ) for the Visually Handicapped. NIVH. Dehradun.
- Singh, T.B. (1986).Standardisation of Cornell Medical Index on Visually Handicapped children. NIVH, Dehradun.
- Singh, T.B., & Sati, G. (1992). Use of Blind Learning Aptitude Test as a performance measure for the assessment of Visually Handicapped Children in India. NIVH, Dehradun.
- Warren, D.H. (1983). Blindness and Early Childhood Development. AFB Press. New York.

Suggested Readings

- Holbrook, M. C., & Koenig, A. J. (2000). Foundations of Education, Vol I: History and Theory of Teaching Children and Youths with Visual Impairments. AFB Press, New York.
- Kundu, C.L. (2000). Status of Disability in India. RCI, New Delhi.
- National Institute for the Visually Handicapped (1990). Handbook for Teachers of the Blind. NIVH, Dehradun.
- Punani, B., & Rawal, N. (1993). Handbook: Visual Impairment. Ashish Publishing House, New Delhi.
- Bright Hub Education. (2012). Identifying Students with Visual Impairment.

  Retrieved from http://www.brighthubeducation.com/special-ed-visual-impairments/69240-early-signs-of-visual-impairment-in-a-child/

CURRICULUM, ADAPTATION AND STRATEGIES FOR TEACHING EXPANDED CURRICULUM

Course Code: C 13 **Credits: 04**

Contact Hours: 60 **Marks: 100**

Introduction

Curriculum is the heart of any educational system. As is the curriculum, so is the educative process. This course will provide basic understanding of the concept of curriculum approaches to curriculum development. The course content shows a strong commitment to the notion that children with visual impairment should have access to the regular core curriculum for which they need to learn an expanded core curriculum unique to visual impairment. Apart from that certain curricular adaptations and modifications are required to be done to enable the students to access visually oriented concepts. Adapted physical education and creative arts also form a part of this course of study.

Objectives

After completing the course student-teachers will be able to

- *Define curriculum, its types and explain its importance.*
- *Demonstrate techniques of teaching functional academic skills.*
- *Explain importance and components of independent living skills.*
- *Explain curricular adaptations with reasonable accommodations.*
- *Illustrate how physical education and creative arts activities can be adapted for the children with visual impairment.*

Unit 1: Concept and Types of Curriculum

1.1 Concept, Meaning and Need for Curriculum
1.2 Curricular Approaches in Special Education – Developmental, Functional, Eclectic and Universal design for learning Approach
1.3 Types of Curriculum – need based, knowledge based, activity based, skill based and hidden curriculum
1.4 Curriculum Planning, Implementation and Evaluation; Role of Special teachers of the Visually Impaired
1.5 Core Curriculum and Expanded Core Curriculum- Meaning, Need and Components

Unit 2: Teaching Functional Academics Skills

2.1 Learning media assessment
2.2 Braille reading readiness
2.3 Techniques of teaching Braille
2.4 Techniques of Teaching print to children with low vision
2.5 Braille aids and devices, optical devices for print reading and writing

Unit 3: Teaching of Independent Living Skills

3.1 Independent living skills – Meaning, Importance, Components

3.2 Orientation and Mobility – need and importance, techniques of teaching mobility, sighted guide and pre-cane, cane techniques and mobility aids

3.3 Daily living skills – assessment of needs and techniques of teaching age appropriate daily living skills

3.4 Sensory efficiency – importance and procedures for training auditory, tactile, olfactory, gustatory, kinaesthetic senses and residual vision

3.5 Techniques of teaching social interaction skills, leisure and recreation skills and self - determination

Unit 4: Curricular Adaptation

4.1 Curricular adaptation – Need, Importance and Process

4.2 Reasonable accommodation – Need and Planning

4.3 Planning of lessons for teaching Expanded Core Curriculum – Individualized Education Program writing

4.4 Pedagogical Strategic – Cooperative learning, Peer tutoring, reflective teaching, multisensory teaching

4.5 Preparation of Teaching Learning Material for ECC – Reading Readiness kit, Flash Cards, Sensory Kits, and Mobility Maps

Unit 5: Curricular Activities

5.1 Curricular activities – Meaning and Need for Adaptation.

5.2 Adaptation of Physical education activities and Yoga

5.3 Adaptation of Games and Sports – both Indoor and Outdoor

5.4 Creative Arts for the children with visual impairment

5.5 Agencies/Organisations promoting – Sports, Culture and Recreation activities for the Visually Impaired in India – Indian Blind Sports Association, Chess Federation of India, Paralympic Committee of India, Abilympics, World Blind Cricket

Course Work/ Practical/ Field Engagement

- Prepare reading readiness material for pre-school children with visual impairment
- Preparation and presentation of a kit to develop sensory efficiency
- Select one chapter from a primary level text book of your choice and adapt it for learners with visual impairment
- Adapt one diagram and one map from secondary classes into non-visual format

Essential Readings

- Lowenfeld, B. (1971). Our blind children: Growing and learning with them. Charles C. Thomas, Springfield.
- Aggarwal, J.C. (2005). Curriculum development.Shipra Publication, New Delhi.

- Arora, V. (2005). Yoga with visually challenged. Radhakrishna Publication, New Delhi.
- Baratt, S. H. (2008). The special education tool kit. Sage Publication, New Delhi.
- Chapman, E. K. (1978). Visually Handicapped Children and Young People. Routledge and Kegan Paul, London.
- Cutter, J. (2006). Independent Movement and travel in Blind Children. IAP, North Carolina.
- Dickman, I.R. (1985). Making life more liveable. AFB, New York.
- Dodds, A. (1988). Mobolity training for visually handicapped people. Croom Helm. London.
- Jose, R. (1983). Understanding Low Vision. American Foundation for the Blind, New York.
- Kauffman, J.M., & Hallahan, D.P. (1981). Handbook of Special Education. Prentice Hall, New Delhi
- Kelly, A.V. (1997). The curriculum: theory and practice. Harper and Row, London.
- Lowenfeld, B. (1973). The Visually Handicapped Child in School. John Day Company, New York.
- Mangal, S. K. (2011) Educating Exceptional Children: An Introduction to Special Education. PHI Learning Pvt.Ltd., New Delhi.
- Mani, M. N. G. (1992). Techniques of teaching blind children. Sterling Publishers Pvt. Ltd., New Delhi.
- Mani, M. N. G. (1997). Amazing Abacus. S.R.K. Vidyalaya Colony, Coimbatore.
- Mason, H., & Stephen McCall, S. (2003). Visual Impairment – Access to Education for Children and Young people. David Fulton Publishers, London.
- Mukhopadhyay, S., Mani, M.N.G., RoyChoudary, M., & Jangira, N.K. (1988). Source Book for Training Teachers of Visually Impaired. NCERT, New Delhi.
- Punani, B., & Rawal, N. (2000). Handbook for Visually Impaired. Blind Peoples' Association, Ahmedabad.
- Scholl, G. T. (1986). Foundations of the education for blind and visually handicapped children and youth: Theory and Practice. AFB Press, New York.
- Sharma, R. A. (2011). Curriculum development and instruction. R. Lall Book Depot, Meerut.
- Vijayan, P., & Gnaumi, V. (2010). Education of children with low vision. Kanishka Publication, New Delhi.
- Welsh, R., & Blasch, B. (1980). Foundation Orientation & Mobility.AFB, New York.

Suggested Readings

- Ashcroft, S. C., & Henderson, F. (1963). Programmed Instruction in Braille. Stanwick House, Pittsburgh.
- Barraga, N. C. (1986). 'Sensory Perceptual Development'.in: G.T. Scholl (ed.) Foundations of the education for blind and visually handicapped children and youth: Theory and Practice. AFB Press, New York.
- National Curriculum Framework. (2005). Position paper National focus group in Education of Children with Special needs. NCERT, New Delhi.
- Status of Disability in India. (2012). Rehabilitation Council of India, New Delhi.
- Hodapp, R. M. (1998). Developmental and disabilities: Intellectual, sensory and motor impairment. Cambridge Uni. Press, New York.
- The expanded Core Curriculum. (2013). Retrieved from http: // www.afb.org
- Wright, L. (2013). The Skills of Blindness: What should students know and when students know. Retrieved from http:// www.lofob.org

INTERVENTION AND TEACHING STRATEGIES

Course Code: C 14 **Credits: 04**

Contact Hours: 60 **Marks: 100**

Introduction

This course builds on the pedagogy courses presented under A4 and A5 of the present B.Ed. curriculum. It prepares the student-teachers to transact lessons in various school-subjects for children with visual impairment. For this purpose, the required intervention and teaching techniques and skills are highlighted.

The student-teachers, it is hoped, will find the course highly stimulating, as it will enable them to help blind and low vision students to cope effectively with the challenges of curriculum transaction, at par with their sighted peers.

Objectives

After completing the course student-teachers will be able to

- *Explain various theoretical perspectives related to intervention & teaching strategies.*
- *Demonstrate techniques of teaching Mathematics to visually impaired children.*
- *Acquire necessary competencies and skills for teaching science and assessment of the learners with special reference to children with visual impairment.*
- *Acquire and apply necessary skills for adapting TLM in social science and assessment of the learners with special reference to children with visual impairment.*
- *Describe the process of assessment visual efficiency and classroom management for children with low vision.*

Unit 1: Theoretical Perspectives

1.1 Difference among Methods, Approaches and Strategies
1.2 Intervention – Concept, Scope and Importance
1.3 Intervention for lately blinded students – Role of Special teachers/educators
1.4 Mediated teaching-learning – Concept, Need and Procedure
1.5 Enriched teaching for Concept development: Converting visual concepts into accessible experiences

Unit 2: Mathematics

2.1 Coping with Mathematics phobias
2.2 Conceptualization of Mathematical ideas – Processes and Challenges for Children with Visual Impairment
2.3 Preparation and Use of tactile materials
2.4 Mental arithmetic abilities – Concept, Importance and Application
2.5 Evaluation procedures with special reference to the Needs of Children with Visual Impairment

Unit 3: Science

3.1 Providing first-hand experience in the class and the school environment
3.2 Inclusive/collaborative learning for laboratory work
3.3 Science Teaching Learning Materials and Equipment: i) Preparation and use of TLM, ii) Locating and procuring Science equipment
3.4 Problem solving and Learning by doing approach for Visually Impaired students
3.5 Evaluation procedure with particular reference to Practicals and Adaptations in Examination questions

Unit 4: Social Science

4.1 Techniques of preparation and presentation of adapted Tactile maps, Diagrams, and Globe
4.2 Procuring, adapting and use of different types of models
4.3 Organizing field trips
4.4 Teaching Skills: Dramatization, Narration, Explanation, Story-telling, and Role play
4.5 Evaluation of concepts and skills in social science with particular reference to Geography

Unit 5: Teaching of Children with Low Vision

5.1 Visual Stimulation: Concept and Procedure
5.2 Selection of an appropriate medium of reading and writing
5.3 Techniques and procedures for developing reading and writing skills
5.4 Orientation and Mobility for low vision children
5.5 Classroom management – Seating arrangement, adjustable furniture, illumination, non-reflecting surfaces and colour contrast

Course Work / Practical / Field Engagement

- Prepare and use two teaching learning materials for teaching Maths/ Science/ Social Science.
- Prepare a short concept paper (about 500 words) on developing a science laboratory for the visually impaired students.
- Functionally assess the vision of a low vision child and plan a teaching programme.

Essential readings

- Bourgeault, S. E. (1969). The Method of Teaching the Blind : The Language Arts. American Foundation for the Overseas Blind ,Kuala Lumpur.
- Chapman, E. K. (1978). Visually Handicapped Children and Young People. Routledge, London.
- Fernandez, G., Koening. C., Mani. M.N.G., & Tensi. S. (1999). See with the Blind. Books for Change, Banglalore.
- Jackson, J. (2007). Low Vision Manual. Edingurgh: Butterworth Heinemann/ Elsevier, Edingurgh.

- Jose, R. (1983). Understanding Low Vision. American Foundation For The Blind. New York.
- Kauffman, J.M., & Hallahan, D.P. (1981). Handbook of Special Education. Prentice Hall, New Delhi.
- Lowenfeld, B. (1973). The Visually Handicapped Child in School. John Day Company, New York.
- Lydon, W. T., & McGraw, M. L. (1973). Concept Development for Visually Handicapped Children. AFB, New York.
- Mangal. S. K. (2007). Educating exceptional children-an introduction to special education. PHI learning Pvt. New Delhi.
- Mangal, S. K. (2011) Educating Exceptional Children: An Introduction to Special Education. PHI Learning Pvt. Ltd., New Delhi.
- Mani. M. N. G. (1997). Amazing Abacus. S.R.K. Vidyalaya Colony, Coimbatore.
- Mani, M. N. G. (1992). Techniques of Teaching Blind Children. Sterling Publishers Pvt. Ltd. New Delhi.
- Macnaughton, J. (2005). Low Vision Assessment. Butterworth Heinemann/ Elsevier, Edingurgh.
- Mason, H., & McCall, S. (2003). Visual Impairment – Access to Education for Children and Young people. London: David Fulton Publishers.
- Mukhopadhyay, S., Mani, M.N.G., Roy Choudary, M., & Jangira, N.K. (1988). Source Book for Training Teachers of Visually Impaired. New Delhi: NCERT.
- Macnaughton, J. (2005). Low Vision Assessment. Butterworth Heinemann /Elsevier, Edingurgh.
- Niemann, S., & Jacob, N. (2009). Helping Children who are Blind. The Hesperian Foundation, California.
- Punani, B., & Rawal, N.(2000). Handbook for Visually Impaired. Blind Peoples' Association, Ahmedabad.
- Scholl, G.T. (1986). Foundations of the education for blind and visually handicapped children and youth: Theory and Practice. AFB Press, New York.
- Vijayan, P.., & Gnaumi, V. (2010). Education of children with low vision. Kanishka Publication, New Delhi.

Suggested Readings

- Agrawal, S. (2004). Teaching Mathematics to Blind Students through Programmed Learning Strategies. Abhijeet Publication, Delhi.
- Hodapp, R. M. (1998). Developmental Disabilities: Intellectual, Sensory and Motor Impairment. Cambridge University Press, New York.
- Kelley, P., & Gale, G. (1998). Towards Excellence: Effective Education for Students with Vision Impairments.North Rocks Press, Sydney.

- Mangold, S. S. (1981). A teachers' Guide to the Special Education needs of Blind and Visually handicapped Children. New York: AFB
- Pandey, V. P. (2004). Teaching of mathematics.Sumit Publiication, New Delhi.
- Status of Disability in India. (2012). Rehabilitation Council of India, New Delhi.

TECHNOLOGY AND EDUCATION OF THE VISUALLY IMPAIRED

Course Code: C 15 **Credits: 04**

Contact Hours: 60 **Marks: 100**

Introduction

Technology in the form of adaptive and assistive devices, plays a crucial role in the education of the visually impaired. This course brings into sharp focus the need and importance of such technologies both for the practicing teachers and the visually impaired learners. While highlighting the significance of addressing the users point of view/feedback and involving mainstream professionals in developing required technologies, the course also dwells upon on how best students with visual impairment get access to the printed text/material.

The course also acquaints the student-teachers with various devices for making the teaching-learning process for important school subjects meaningful, exciting and rewarding for all concerned. The educational needs of children with low vision and related technological perspectives are addressed, too, along with critical contributions of computer-aided learning and interventions.

In short, the course focuses on making transaction of curriculum for blind and low vision students, a really enjoyable and worthwhile experience. It needs to be studied in conjunction with course Code C14 of the curriculum.

Objectives

After completing the course student-teachers will be able to

- *Relate the concept and nature of educational technology and ICT to the education of children with visual impairment.*
- *Acquire knowledge of the concept and nature of adaptive technology and explain underlying principles and techniques.*
- *Get familiar with technologies for print-access for children with visual impairment.*
- *Describe and use different technologies for teaching low vision children as also various school subjects.*
- *Demonstrate understanding of computer-based teaching-learning processes.*

Unit 1: Introducing Educational and Information Communication Technology

1.1 Educational Technology-Concept, Importance, and Scope
1.2 Difference between Educational Technology and Technology in Education
1.3 Special Significance and Goals of Technology for the Education of children with Visual Impairment
1.4 Information and Communication Technology (ICT) - Concept and Special Significance for teaching-learning of the visually impaired
1.5 ICT and the UN Convention on the Rights of Persons with Disabilities.

Unit 2: Adaptive Technologies

2.1 Concept and Purposes
2.2 Basic Considerations--Access, Affordability, and Availability
2.3 Addressing User's Perspectives in Developing Adaptive Technologies
2.4 Roles of IIT's and the Scientific Community;
2.5 Universal/Inclusive Design - Concept, Advantages, and Limitations.

Unit 3: Access to Print for the Visually Impaired

3.1 Screen Readers with Special Reference to Indian Languages; Magnifying Software, and Open Source Software.
3.2 Braille Notetakers and Stand-alone Reading Machines
3.3 Braille Translation Software with Particular reference to Indian Languages and Braille Embossers
3.4 On-Line Libraries and Bookshare
3.5 Daisy Books, Recordings, and Smart Phones.

Unit 4: Assistive Technologies for the Visually Impaired with Reference to School Subjects and Low Vision

4.1 Mathematics: Taylor Frame, Abacus, Geo Board, Algebra and Maths Types, Measuring Tapes, Scales, and Soft-wares for teaching Maths.
4.2 Science: Thermometers, Colour Probes, Scientific and Maths Talking Calculators, Light Probes, and Weighing scales and Soft-wares for teaching Science.
4.3 Social Science: Tactile/Embossed Maps, Charts, Diagrams, Models of Different Types, Auditory Maps, Talking compass, and GPS
4.4 Low vision devices: Optical, Non-Optical and Projective
4.5 Thermoform and Swell Paper technology and Softwares for developing tactile diagrams

Unit 5: Computer-Aided Learning

5.1 Social Media
5.2 Creation of Blogs
5.3 Tele-Conferencing
5.4 Distance Learning and ICT
5.5 e-Classroom: Concept and Adaptations for Children with Visual Impairment

Course Work / Practical / Field Engagement

Any three of the following

- Prepare a list of devices for Mathematics and Science available for the visually impaired in one special school and one inclusive school
- Write a short list of hints and suggestions you will offer to the scientific community for motivating them to develop adaptive technologies for the visually impaired
- Make a short report (in about 500 words) on the advantages and limitations as well as sources of availability in respect of any print-access technology indicated in Unit

3 above.

- Make a case study of a student with low vision at the secondary stage, indicating clearly his educational needs and how you can address them
- Prepare a report on the possibilities and prospects available for the visually impaired students through the use of computers
- Prepare a short note (in about 400 words) on various aspects of a classroom and how it could be made accessible to the visually impaired

Essential Readings

- Biwas, P. C. (2004). Education of children with Visual Impairment: in inclusive education. Abhijeet Publication, New Delhi.
- Bourgeault, S. E. (1969). The Method of Teaching the Blind: The Language Arts. American Foundation for the Overseas Blind, Kuala Lumpur.
- Chaudhary, M. (2006). Low Vision Aids. Japee Brothers, New Delhi.
- Lowenfeld, B. (1973). The Visually Handicapped Child in School. John Day Company, New York.
- Mani. M.N.G. (1997).Amazing Abacus. S.R.K. Vidyalaya Colony, Coimbatore.
- Mukhopadhyay, S., Mani, M.N.G., Roy Choudary, M., & Jangira, N.K. (1988). Source Book for Training Teachers of Visually Impaired. NCERT, New Delhi.
- Proceedings: Asian Conference on Adaptive technologies for the Visually Impaired (2009).Asian Blind Union, New Delhi.
- Punani, B., & Rawal, N. (2000). Handbook for Visually Impaired. Blind Peoples' Association, Ahmedabad.
- Scheiman, M., Scheiman, M., & Whittaker, S. (2006). Low Vision Rehabilitation: a practical guide for occupational therapists. Thorefore Slack Incorp, New Jersy.
- Scholl, G. T. (1986). Foundations of the education for blind and visually handicapped children and youth: Theory and Practice. AFB Press, New York.
- Singh, J. P. (2003). Technology for the Blind: Concept and Context. Kanishka Publication, New Delhi.
- Vijayan, P., & Gnaumi, V. (2010). Education of Children with low Vision. Kanishka Publication, New Delhi.

Suggested Readings

- Fatima, R. (2010). Teaching aids in mathematics; a handbook for elementary teachers. Kanishka Publication, New Delhi.
- Hersh, M.A., & Johnson, M. (2008). Assistive Technology for Visually Impaired and Blind People. Springer, London.
- Sadao, K. C., & Robinson, N. B. (2010). Assistive Technology for young children: creating inclusive learning environments.Paul H Brooks, Baltimore.

PSYCHO SOCIAL AND FAMILY ISSUES

Course Code: C 16 **Credits: 02**

Contact Hours: 30 **Marks: 50**

Introduction

Children with Visual Impairment belong to families. It is important to explore family backgrounds and their influence on how visually impaired are perceived and how children perceive themselves, and how they behave in consequence. The learners need to develop an insight into the plethora of emotions the family goes through at the birth of a special child, the challenges they face throughout the life of the visually impaired, and the roles and responsibilities of the family and the community.

Objectives

After completing the course student-teachers will be able to

- *Describe the effect of birth of a child with visual impairment on the family.*
- *Analyze the role of family and parental concerns related to their child with visual impairment from birth to adulthood.*
- *Explain the role of parent community partnership in the rehabilitation of a person with visual impairment.*
- *Develop different skills to empower families in meeting the challenges of having a child with visual impairment.*

Unit 1: Family of a Child with Visual Impairment

1.1 Birth of a child with visual impairment and its effect on parents and family dynamics
1.2 Parenting styles: Overprotective, Authoritative, Authoritarian and Neglecting
1.3 Stereotypic attitudes related to visual impairment and attitude modification
1.4 Role of family in Early stimulation, Concept development and Early intervention
1.5 Role of siblings and extended family

Unit 2: Parental Issues and Concerns

2.1 Choosing an educational setting
2.2 Gender and disability
2.3 Transition to adulthood: sexuality, marriage, and employment
2.4 Parent support groups
2.5 Attitude of professionals in involving parents in IEP and IFSP

Unit 3: Rehabilitation of Children with Visual Impairment

3.1 Concept of habilitation and rehabilitation
3.2 Community Based Rehabilitation (CBR) and Community Participatory Rehabilitation (CPR)
3.3 Legal provisions, concessions and advocacy

3.4 Vocational rehabilitation: need and challenges
3.5 Issues and challenges in rural settings

Unit 4: Meeting the Challenges of Children with Visual Impairment

4.1 Enhancing prosocial behaviour
4.2 Stress and coping strategies
4.3 Recreation and leisure time management
4.4 Challenges of adventitious visual impairment
4.5 Soft skills and social skills training

Course Work/ Practical/ Field Engagement (Any Two)

- Interview family members of three children with visual impairment (congenital/ adventitious and blind, low vision and VIMD) and analyze their reactions and attitude towards the child
- Prepare and present a list of activities how parents, siblings, and grandparents can be engaged with the child with visual impairment
- Prepare charts/ conduct street plays/ make oral presentations to remove myths related to visual impairment
- Visit schools for the visually impaired and make presentations before the parents on Government concessions and auxiliary services available

Essential Readings

- Bhandari, R., & Narayan, J. (2009).Creating learning opportunities: a step by step guide to teaching students with vision impairment and additional disabilities, including deafblindness. Voice and vision, India.
- Hansen, J. C., Rossberg, R.H., & Cramer, S.H. (1994). Counselling Theory and Process. Allyn and Bacon, Boston.
- Lowenfeld, B. (1969). Blind children learn to read. Springfield: Charles C. Thomas.
- Lowenfeld, B. (1973).Visually Handicapped Child in School. American Foundation for the Blind, New York.
- Lowenfeld, B. (1975). The Changing Status of the Blind from Separation to Integration. Charles C. Thomas, California.
- Mani, M. N. G. (1992). Techniques of Teaching Blind Children. Sterling publishers Pvt. Ltd., New Delhi.
- Narayan, J., & Riggio, M. (2005). Creating play environment for children. Hilton/ Perkins. Watertown.
- Shah, A. (2008). Basics in guidance and Counselling. Global Vision Publishing House, New Delhi.
- Smith, D. D., & Luckasson, R. (1995). Introduction to Special Education – Teaching in an age of Challenge. (2Ed). Allyn & Bacon. USA.

Suggested Readings

- Bhan, S. (2014). Understanding learners-A handbook for teachers. Prasad Psycho Corporation, New Delhi.
- Early Support for children, young people and families. (2012). Information about Visual Impairment, Retrieved from http://www.ncb.org.uk/media/ 875236/earlysupportvisimppart1final.pdf
- Kundu, C. L. (2000). Status of Disability in India. RCI, New Delhi.
- Lowenfeld, B. (1971). Psychological problems of children with impaired vision, Prentice-Hall, New Jersey.

PRACTICUM : VI

Semester - I

E 1: Cross disability & inclusion **Hours: 10** **Credits: 02**

Marks: 50

Sl. No.	Tasks for the Student-teachers	Disability Focus	Educational Settings	Specific Activities	Hrs. (60)	Marks	Submissions
1	1.Classroom observation	1.VI 2.Other than VI 3.Any disability	1.Special School 2.Minimum three special schools 3. Inclusive schools	1.Learners will observe students in different educational settings, curriculum transaction, classroom interaction in curricular and co-curricular areas and submit a report	10 10 10	25	
	2. Learning of Braille	VI and Deaf-blind	College	2.Introduction to Bharati/ Hindi or Regional Braille	30	25	

Semester - II

E 2: Disability Specialisation **Hours: 60** **Credits: 02**

Marks: 50

Sl. No.	Tasks for the Student-teachers	Educational Settings	Disability Focus	Specific Activities	Hrs.	Marks	Subm-issions
1.1	Learning of Braille	College	VI	1. Bharati Hindi or Regional Braille 2. Braille Mathematical sign for: Numeric indicator, basic operations, simple fraction and brackets	30 Hours 15 Hours	25 25	
1.2	Learning the use of Assistive Devices	College	VI	Taylor Frame: Basic Operation using arithmetic and algebric types	15 Hours		

Semester - III

E 2: Disability Specialisation **Hours: 120** **Credits: 04**

Marks: 100

Sl. No.	Tasks for the Student-teachers	Educational Settings	Disability Focus	Specific Activities	Hrs.	Marks	Subm-issions
1.1	Reading and writing of standard English braille	College	VI	1. Reading and writing English Braille text. Transcription from print to Braille and vice versa(Grade II) 2. Braille Mathematics Code: Radicals, fraction (Mixed, complex and hyper complex), sign and symbols of comparison, Shape signs, Greek letters, indices, set, symbols, trigonometric functions 3. Abacus and Geometric kit	60 Hours 30 Hours 30 Hours	50 25 25	

F1: Main Disability Special School **Hours: 120** **Credits: 04**

Marks: 100

Sl. No.	Tasks for the Student-teachers	Disability Focus	Educational Setup	No. of Lessons
1	Classroom teaching	VI	Special Schools for VI	Min. 90 school periods

Semester - IV

E 1: Cross disability & inclusion Hours: 20 Credits: 04

Marks: 10

Sl. No.	Tasks for the Student-teachers	Educational Settings	Disability Focus	Specific Activities	Hrs.	Marks	Submiss-ions
1.1	Classroom Observation For school subjects at different levels	1. Special schools other than VI 2. Inclusive schools	1. Other than VI 2. Any Disability	Observation For school subjects at different levels Observation For school subjects at different levels	15 Hrs 15 Hrs	25	
1.2	Orientation and Mobility Training	College Campus and outside campus	VI	a) Sighted Guide Technique b) Pre Cane skills c) Cane technique d) Direction finding technique	60 Hrs	50	
1.3	Teaching lessons on O&M and ADL	Special and inclusive school	VI and VIMD	Individualized Teaching lessons on orientation and mobility and activities of daily living	30 Hrs	25	

F 2: Other Disability Special School Hours: 18 Credits: 04

Marks: 100

Sl. No.	Tasks for the Student-teachers	Disability Focus	Educational Setup	Hrs.	Marks
1	1. Classroom teaching, development of TLM, document study, maintenance of record	Other than Visual Impairment	Special Schools for other disabilities	60 Hrs	50
	2. Classroom teaching, development of TLM, document study, maintenance of record	VIMD	Special schools or programmes for Multiple disabilities	60 Hrs	50

F 3: Inclusive School Hours: 120 Credits: 04

Marks: 100

Sl. No.	Tasks for the Student-teachers	Disability Focus	Educational Setup	Hrs.	Marks
1	Classroom teaching with special focus on functional academic skills e.g., Braille, special equipments, preparation of TLM to facilitate inclusion and creating awareness about the needs of children with disabilities	Visually Impaired, seeing children and teachers	Inclusive schools	120 Hrs	100

AREA D

ENHANCEMENT OF PROFESSIONAL CAPACITIES (EPC)

(Wherever applicable specific reference to disability will be focused)

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

READING AND REFLECTING ON TEXTS

Course code: D 17 **Credits: 02**

Contact Hours: 30 **Marks: 50**

Introduction

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

Objectives

After completing the course student-teachers will be able to

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

Unit 1: Reflections on Literacy

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

Unit 2: Reflections on Reading Comprehension

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

Unit 3: Skill Development in Responding to Text

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

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

Unit 4: Reflecting Upon Writing as a Process and Product

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

Unit 5: Practicing Independent Writing

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

Course Work/ Practical/ Field Engagement

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

Essential Readings

- Anderson, R., Hiebert, E., Scott, J., & Wilkinson, I. (1985). Becoming a Nation of Readers: The report of the commission on reading. National Institute of Education and the Center for the Study of Reading, Washington, DC.
- Annual Status of Education Report. (2014). ASER Centre, New Delhi (http://www.asercentre.org).
- May, F. B. (2001). Unravelling the seven myths of reading. Allyn and Bacon, Boston.

- McGregor, T. (2007). Comprehension Connections: Bridges to Strategic Reading. Heinemann Educational Books.
- Tovani, C., & Keene.E.O. (2000). I Read It, but I Don't Get It: Comprehension Strategies for Adolescent Readers. Stenhouse Publishers.
- Soundarapandian, M. (2000). Literacy campaign in India. Discovery Publishing House, New Delhi.

Suggested Readings

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

PERFORMING AND VISUAL ARTS

Course code: D 18 **Credits: 02**

Contact Hours: 30 **Marks: 50**

Introduction

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

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

Objectives

After completing the course student-teachers will be able to

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

Unit 1: Introduction to art Education

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

Unit 2: Performing Arts: Dance and Music

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

Unit 3: Performing Arts: Drama

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

Unit 4: Visual Arts

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

Unit 5: Media and Electronic Arts

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

Course Work/ Practical/ Field Engagement

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

Essential Readings

- Finlay, V. (2014). The brilliant History of Color in Art. Getty Publications, Finlay.
- Shirley, G. (2000). Art, an A to Z guide. Franklin Watts, New York.
- Vaze, P. (1999). How to Draw and Paint Nature. Jyosna Prakashan, Mumbai
- Ward, A. (1993). Sound and Music. Franklin Watts, New York.

Suggested Readings

- Baniel, A. (2012). Kids beyond limits. Perigee Trade, New York.
- Beyer, L.E. (2000). The arts, popular culture and social change.Falmer Press, London.
- Efland, A. D. (1990). A history of Art Education: Intellectual and social currents in teaching the visual arts. Teachers College Press, New York.
- Gair, S. B. (1980). Writing the arts into individualized educational programs. Art Education, 33(8), 8–11.
- Greene, S., & Hogan, D. (2005).Researching children's experience. Sage Publication: London.
- Heller, R. (1999). Effective Leadership. DK Publishing, New York.
- Lewiecki-Wilson C., & Brueggemann, B. J. (2008). Disability and the teaching of writing: A critical sourcebook. Bedford/St. Martin's, Boston, MA.
- Nyman, L., &. Jenkins, A. M. (1999). Issues and approaches to art for students with special needs (pp. 142–154).National Art Education Association, Reston, VA.

BASIC RESEARCH AND STATISTICS

Course code: D 19 **Credits: 02**

Contact Hours: 30 **Marks: 50**

Objectives

After completing the course student-teachers will be able to

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

Unit 1: Introduction to Research

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

Unit 2: Types and Process of Research

2.1 Types of Research
- Basic/Fundamental
- Applied
- Action

2.2 Process of Research
- Selection of Problem
- Formulation of Hypothesis
- Collection of Data
- Analysis of Data & Conclusion

2.3 Tools of Research: Tests, Questionnaire, Checklist and Rating Scale
2.4 Action Research in Teaching Learning Environment
2.5 Professional Competencies for Research

Unit 3: Measurement and Analysis of Data

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

Practicum/ Field Engagement

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

Essential Readings

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

Suggested Readings

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

MINIMUM QUALIFICATIONS FOR THE APPOINTMENT OF FACULTY IN SPECIAL EDUCATION

MINIMUM QUALIFICATIONS FOR THE APPOINTMENT OF FACULTY IN SPECIAL EDUCATION

S.N.	Designation	Essential Qualification	Desirable Qualification
1.	**Professor (Disability papers)**	1) Masters Degree in any discipline with not less than 50% of marks* 2) M.Ed. Degree in specific disability area with not less than 55% of marks Or an equivalent grade of B+ in 10- point scale of UGC OR An equivalent degree from a foreign university recognized by RCI. 3) Ph.D in Special Education or Education with research emphasis on Special Education. 4) Should have completed at least 10 years of teaching experience as faculty out of which minimum 5 years should be in specific disability area. 5) Should have completed at least one general orientation course and two refresher courses in education / special education of UGC Valid registration with RCI u/s 19 of RCI Act 1992 is essential **RCI as Statutory Regulatory Body prescribes 50% as per the UGC Regulations Gazette dt. September 18, 2010 section 1.1.1*	**Desirable:** Minimum 5 publications pertaining to Special Education in indexed journals and research experience
2.	**Associate Professor/ Reader (Disability papers)**	1) Masters Degree in any discipline with not less than 50% of marks* 2) M.Ed. Degree in specific disability area with not less than 55% of marks Or an equivalent grade of B+ in 10- point scale of UGC OR An equivalent degree from a foreign university recognized by RCI. 3) Ph.D in Special Education or Education with research emphasis on Special Education. 6) Should have completed at least 08 years of teaching experience as faculty out of which	**Desirable:** Minimum 3 publications pertaining to Special Education in indexed journals and research experience

		minimum 05 years should be in specific disability area. 4) Should have completed at least one general orientation course and two refresher courses in education / special education of UGC 5) Valid registration with RCI u/s 19 of RCI Act, 1992 is essential **RCI as Statutory Regulatory Body prescribes 50% as per the UGC Regulations Gazette dt. September 18, 2010 section 1.1.1*	
3.	**Assistant Professor/ Lecturer (Disability papers)**	1) Masters Degree in any discipline with not less than 50% of marks* 2) M.Ed. Degree in specific disability area with not less than 55% of marks Or an equivalent grade of B+ in 10- point scale of UGC OR An equivalent degree from a foreign university recognized by RCI. Valid registration with RCI u/s 19 of RCI Act, 1992 is essential ***RCI as Statutory Regulatory Body prescribes 50% as per the UGC Regulations Gazette dt. September 18, 2010 section 1.1.1*	**Desirable:** M.Phil / Ph.D in Special Education or Education with research emphasis on Special Education; Experience for a period of at least 2 years as teacher or researcher in the area of specific disability
4.	**Course Coordinator/ HoD For M.Ed. Programme**	No separate designations such as Coordinator, Director, Administrator, etc., prescribed by the RCI. The qualifications of the head of the B.Ed.Spl.Ed. / M.Ed.Spl.Ed programme should be as that of the Professor / Reader as laid down by the RCI with a Valid registration with RCI u/s 19 of RCI Act 1992.	**Not applicable**
	Course Coordinator/ HoD For B.Ed. Spl.Ed. Programme	No separate designations such as Coordinator, Director, Administrator, etc., prescribed by the RCI. B.Ed.Spl.Ed. programme, the Senior most faculty will be treated as Head of the Department/ Course Coordinator Valid registration with RCI u/s 19 of RCI Act 1992 is essential	**Not applicable**

Note:

1. *The qualifications prescribed above are valid for five years only i.e., up to May 2020.*
2. *The teacher – student ratio is 1:10.*
3. *The specific disability area mentioned in this document refers to Visual Impairment, Hearing Impairment, Mental Retardation, Learning Disability, Multiple Disability, Locomotor Disability, etc. The specific disability areas are not interchangeable as a measure of maintenance of standards in Special Education. For example, a person who has specialized in B.Ed. Special Education in visual impairment cannot get admission in M.Ed. mental retardation, etc. The above condition applies to the Lecturers also who are recruited in these programmes.*
4. *For specialization in VI area, Masters degree in school subject will be required. Similarly for specialization areas in Mental Retardation and Hearing Impairment, Masters Degree in Psychology, Child Development/ Human Development, Sociology, Linguistics and Education will be preferred.*
5. *Part-time faculty is one who is on the rolls of the institute for taking a fixed number of classes per week/per month basis whereas a visiting faculty is invited as and when required or as per the availability of the faculty on hourly basis.*
6. *There is no separate designations such as Coordinator, Director, Administrator, etc., prescribed by the RCI for running teacher preparation courses. The qualifications of the head/ co-ordinator of the B.Ed.Spl.Ed. and M.Ed.Spl.Ed. programme should be as that of the Professor/ Reader as laid down by the RCI.*
7. *For Institutes offering only B.Ed. (Special Education) programme, the senior faculty will be treated as Head of the Department/Coordinator.*
8. *For M.Ed. Special Education course, appointment of faculty on contract basis should be for minimum of 24 months. Appointment of faculty on contract basis will be allowed for running M.Ed.Spl.Ed. course only if regular fulltime faculty for B.Ed.Spl.Ed. course already exists as per the RCI norms.*
9. *In case of non-availability of a candidate with M.Ed. (Special Education) in particular disability specialization for faculty position at B.Ed. (Special Education) level, M.Ed. (Special Education) in some other disability specialization may be considered for three years i.e., up to 2017-18.*
10. *The Board of Studies of affiliating/ concerned university to have a member nominated by RCI.*

Faculty* {Assistant Professor/ Lecturer (Disability papers)} *for B.Ed.Spl.Ed. (Autism Spectrum Disorders) and B.Ed.Spl.Ed. (Multiple Disabilities)

I. Essential qualifications for faculty: - B.Ed.Spl.Ed. (Autism Spectrum Disorders)

a) Post Graduate degree
b) M.Ed (Special Education) with either a dissertation in the field of ASD or a Diploma in ASD
c) Two years experience of teaching in special schools for children with ASD
d) Having valid RCI registration

(This would be applicable for next <u>five years</u>, to be revised as per need)

II. Essential qualifications for faculty: B.Ed.Spl.Ed. (Multiple Disabilities) -

a) Post Graduate degree

b) M.Ed (Special Education) with either a dissertation in the field of MD or B.Ed. (Special Education) MD/ B.Ed. Special Education (Locomotor and Neurological Disorder)/ P.G. Diploma in Special Education (Mult.Dis.:Physical and Neuro.) / P.G. Dipl. in Developmental Therapy (Mult. Dis.:Physical and Neuro.)

c) Two years experience of teaching in special schools for children with MD

d) Having valid RCI registration

(This would be applicable for next <u>five years</u>, to be revised as per need)

Annexure - I

Norms for Faculty Requirement for D.Ed., B.Ed. & M.Ed. Special Education Programmes

Norms for Faculty Requirement for D.Ed., B.Ed. & M.Ed. Special Education Programmes

S.N.	MINIMUM NUMBER OF FACULTY PER COURSE	No. Of students in 2015-16	No. Of students in 2016-17	Disability specialization faculty (A)	Common paper Faculty (B)	Total	Professor (from Specialisation) (C)	Asso.Professor (from specialisation) (D)	Asst. Prof. (E)	Number of faculty from **per** specialisation **(F)**	Number from other specialisation area. **(G)**
							(Break up of A & B)			**(Break up of A)**	
1	D.Ed. (One Disability Specialization)	**30**	**30+30**	**3**	**1**	**4**	--	--	**4**	--	--
2	D.Ed. (Two Disability Specialization)	**30+30**	**30+30+ 30+30**	**5**	**2**	**7**	--	--	**7**	--	--
3	D.Ed. (Three Disability Specialization)	**30+30+30**	**30+30+30+ 30+30+30**	**7**	**3**	**10**	--	--	**10**	--	--
4	B.Ed. (One Disability Specialization)	**30**	**30+30**	**4**	**1**	**5**	-	**1**	**4**	3	1
5	B.Ed. + B.Ed. (Two Disability Specialization)	**30+30**	**30+30+30+30**	**5**	**2**	**7**	--	**2**	**5**	**2+2**	**1**
6	B.Ed. + B.Ed. (Three Disability Specialization)	**30+30+30**	**30+30+30+30+30+30**	**7**	**3**	**10**	--	**3**	**7**	**2+2+2**	**1**
7	D.Ed. + B.Ed. (One Disability Specialization)	**30+30**	**30+30+30+30**	**5**	**2**	**7**	--	**1**	**6**	**2+2**	**1**
8	D.Ed. + B.Ed. (Two Disability Specialization)	**30+30+30+30**	**30+30+30+30+ 30+30+30+30**	**8**	**3**	**11**	--	**2**	**9**	**3+3**	**2**
9	D.Ed. + B.Ed. (Three Disability Specialization)	**30+30+30+ 30+30+30**	**30+30+30+30+30+30+ 30+30+30+30+30+30**	**12**	**3**	**15**	--	**3**	**12**	**3+3+3**	**3**
10	B.Ed. + M.Ed. (Same Disability Specialization)	**30+10**	**30+30+10+10**	**5**	**2**	**7**	**1**	**2**	**4**	**2+2**	**1**
11	B.Ed.(two disabilities) + M.Ed.	**30+30+10**	**30+30+30+30+10+10**	**6**	**2**	**8**	**1**	**2**	**5**	**2+2**	**2**

	(one of the two Disabilities Specialization)										
12	B.Ed.+ M.Ed. (First Disability Specialization)+B.Ed +M.Ed. (Second Disability Specialization)	**30+30+10+10**	**30+30+30+30+ 10+10+10+10**	**8**	**3**	**11**	**1**	**3**	**7**	**3+3**	**2**
13	B.Ed.+ M.Ed. (First Disability Specialization)+ B.Ed.+ M.Ed. (Second Disability Specialization)+ B.Ed. (Third Disability Specialization)	**30+30+30+10+10**	**30+30+30+30+30+30+ 10+10+10+10**	**12**	**3**	**15**	**3**	**3**	**9**	**3+3+3**	**3**
14	D.Ed.+ B.Ed.+ M.Ed. (One Disability Specialization	**30+30+10**	**30+30+30+30+10+10**	**6**	**3**	**9**	**1**	**2**	**6**	**4**	**2**

Note: For running Open and Distance Education programme, per disability per programme, one additional faculty will be required.

भारतीय पुनर्वास परिषद्
(सामाजिक न्याय और अधिकारिता मंत्रालय, भारत सरकार के अधीन एक सांविधिक निकाय)
REHABILITATION COUNCIL OF INDIA
(A Statutory Body under the Ministry of Social Justice and Empowerment)
Department of Disability Affairs

7-128/RCI/2015 29/05/15

To

All Head of Institutions offering Two year B.Ed.Spl.Ed. & M.Ed.Spl.Ed. Programme for the Session 2015-16 onwards

Subject: Eligibility criteria for admission in to B.Ed.Spl.Ed. programme, 2015: reg.

Sir/Madam,

Your kind attention is invited to the Council's letter of even numbers dated 28/01/15, 18/03/15 and 15/05/15 regarding Course Curricula of B.Ed.Spl.Ed. and M.Ed.Spl.Ed. programmes. The eligibility criteria for admission into B.Ed.Spl.Ed. programme mentioned in the B.Ed.Spl.Ed. regular mode may be read as :

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

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

Yours faithfully,

29/5/15

(S.K. Srivastava)
Member Secretary

बी–22, कुतुब इंस्टीट्यूशनल एरिया, नई दिल्ली – 110016
B - 22, Qutab Institutional Area, New Delhi - 110 016
Tel .: 011-2653 2408, 2653 2384, 2653 4287, 2653 2816 Fax : 011-2653 4291
E-mail : rehabstd@nde.vsnl.net.in, rehcouncil_delhi@bol.net.in
www.rehabcouncil.nic.in

Please Recycle

Expert Committees

Expert Committee for the development of training programs in the field of special education for persons with Hearing Impairment

• Dr. Varsha Gathoo HOD, Department of Special Education Ali Yavar Jung National Institute for the Hearing Handicapped K C Marg Bandra (W)-Mumbai-50
• Dr. Manisha Aggarwal House No.10, Sector-1, Ambala City, Haryana-134003
• Ms. Saraswathi Narayanaswamy The School for Young Deaf Children Old No. 14, New No. 18, 1st Cross Street, Shastri Nagar, Chennai-600 020
• Dr. Asmita Huddar Principal, Hashu Advani College of Special Education,64-65, Collector's Colony, Chembur, Mumbai – 400 074
• Dr. Asha Yathiraj All India Institute of Speech & Hearing Manasa Gangothri ,Mysore-570 006
• Mrs. Nisha Grover Akshar Trust, 11 th Floor Kirti Tower, Next to Kirti Mandir, Tilak Road, Vadodra – 01
• Dr. (Mrs.) Surinder P.K. Randhawa Room No.5, DEC Building, IGNOU, Maidan Garhi, New Delhi-110068
• Ms Monica Punjabi, Indian Sign Language Department Mook Badhir Sangathan, Scheme No.71-B, Behind Ranjeet Hauman Temple, Indore -452009
• Sr. Merley Tom Fernando Speech & Hearing Centre Krzhakayil, Bada Pani, Shillong, 793122
• The Head Department of Special Education All India Institute of Speech & Hearing, Manasagangothri, Mysore-570006
• Dr. T.G.Amuthavalli Department of Special Education Sri Padmavathi Mahila Visvavidyalam,Tirupati-517502
• Shri S S Mishra Composite Regional Centre for Persons with Disabilities North Gandhi Maidan, Patna -800 001
• Shri B Nageshwar Rao AYJNIHH,ERC B.T.Road, Bon Hooghly,Kolkata-700090

Expert Committee for the development of training programs in the field of special education for persons with Visual Impairment

• Prof. S.R. Mittal National Institute for the Visually Handicapped 116, Rajpur Road, Dehradun-248001
• Dr. M.N.G. Mani Secretary General, ICEVI 3, Professors' Colony, Palamalai Road, S R K Vidyalaya Post, Coimbatore 641 020
• The Director/Nominee National Institute for the Visually Handicapped 116, Rajpur Road, Dehradun-248001
• Dr. Bhushan Punani, Executive Secretary Blind People's Association Jagdish Patel Chowk, Surdas Marg, Ahmedabad-380 015
• Dr. R. Ranganathan Coordinator, Dept. of Special Education Andhra University, Visakhapatnam – 530 003
• Shri A.K. Mittal , President All India Confederation of the Blind Sector V, Rohini, New Delhi – 100 085
• Smt. Swati Sanyal Blind Relief Association, Near Oberoi Hotel Lal Bahadur Shastri Marg, New Delhi – 110 003
• Shri Raman Shankar, Director (Education) National Association for the Blind 11, Khan Abdul Gaffar Khan Road, Worli Seaface, Mumbai 400 030
• Prof. Anita Julka Head, Dept. of Education of Groups with Special Needs, NCERT, Sri AurobindoMarg, New Delhi-110016
• The Director/Nominee Sense International (India) 2nd Floor, Admin block, Andhajan Mandal Campus, Opposite IIM, Vastrapur. Ahmedabad – 380 015
• Dr. Premavathy Vijayan Avinashilingam University, Mettupalayam Road, Bharathi Park Rd, Forest College Campus, Saibaba Colony, Coimbatore- 641011
• Dr. Sushma Sharma Dept. of Education, Kurukshetra University, Thanesar, Haryana 136119
• Shri Manjeet Singh Saini Composite Regional Centre for Persons with Disabilities, Near Mahamaya Temple, Sunder Nagar, Dist. Mandi- 175018
• Dr. K Rayar 379, Jeya Illam, TPTC Nagar, Trichy Main Raod, Salamedu, Villupuram, 605401

Expert Committee for the development of training programs in the field of special education for persons with Mental Retardation/Intellectual Disability and Learning Disability

• Prof. P. Jeyachandran Vijay Human Services 4, Laxmipuram, 3rd Street, Royapeetah,Chennai-600 014
• Dr. (Mrs.) Shyama Chona, President Tamana,D-6, Street, Vasant Vihar, New Delhi-110057
• The Director/Nominee National Institute for the Mentally Handicapped, Manovikas Nagar, Bowenpally, Secunderabad-500 009
• The Director/Nominee National Institute for Empowerment of Persons with Multiple Disabilities East Coast Road, Muttukadu, Kovalam Post, Chennai – 603 112
• The Head of the Department Department of Special Education Sweekaar Rehabilitation Institute for the Handicapped,Upkaar Circle, Upkaar Junction, Secunderabad-500 003
• Prof. Revathi Department of Special Education Thakur Hari Prasad Institute of Research and Rehabilitation for the Mentally Handicapped,Vivekananda Nagar, Dilsukh Nagar, Hyderabad 500060
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• Dr.Anupam Ahuja Associate Professor Dept. of Education of Groups with Special Needs,NCERT, Sri Aurobindo Marg, New Delhi-110016
• Dr. D. Venkateswarlu School of Education, IGNOU , Maidan Garhi, New Delhi – 110068
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• Ms. Giselle Lobo Nirmala Institute of Education Altinho, Panjim, 403001, Goa
• Dr. Jayanthi Narayan, Consultant, Special Education (LD & ID) Former Dy.Director, NIMH 2- C, Anugraha Apartments, 157/7, Staff Road, Secunderabad 500 009
• Dr. N.C.Pati Chetana Institute for the Mentally Handicapped, A/3, Institutional Area, Bhubaneswar-751013

• Dr.C.Renuga Devi Assistant Professor in Special Education (Mental Retardation), Department of Education Mother Teresa Women's University Kodaikanal – 624101
• Shri Hemant Singh Keshwal Govt. Institute for the Welfare of the Mentally Retarded Children, Sectro-32-C,Chandigarh-160047
• Dr. Preeti Verma Dept. of Special Education, S.N.D.T. Women's University Sir Vithaldas Vidyavihar, Juhu Road, Santacruz (W) , Mumbai – 400 049
• Dr. (Mrs.) Usha Grover C-60, Malviya Nagar, New Delhi-110017
• Shri Sanjay Kumar Dr. Shakuntala Misra National Rehabilitation University Mohaan Road, Lucknow 226017
• Dr. H.R. Dhull ARPAN, Institute for the Mentally Handicapped,Gandhi Nagar, Rohtak – 124 001
• Dr. Saroj Thapa Educational Development Specialist, Universal Learn Today, India Today Group, No. 6, President Estate, Talkatora Road, New Delhi-110004
• Shri Ashok Chakravorty Secretary, Shelter, 3, Bholanath Bhaduri Sharani, Bhadreswar, Hooghly -712124, WB
• Smt. Usha Chaujer CW-27GF, Malibu Towne, Sohana Road Gurgaon-122001

Expert Committee for the development of training programs in the field of special education for persons with Cerebral Palsy, Autism Spectrum Disorders & Multiple Disabilities

• Prof. Rubina Lal 901 B-3 Whispering Palms, Lokhandwala Complex Kandivali (E), Mumbai 400101
• The Director/ Nominee Helen Keller Institute for Deaf & Deaf Blind Municipal Sec. School, Ground Floor, Near 'S' Bridge, N.M. Joshi Marg, Byculla (West) Mumbai-400 011
• Smt. Divya Jalan, Chairperson Action for Ability Development and Inclusion 2 Balbir Saxena Marg, Hauz Khas, New Delhi 110016
• The Director National Institute for Empowerment of Persons with Multiple Disabilities East Coast Road, Muttukadu, Kovalam Post, Chennai – 603 112
• Smt. Merry Barua, Action for Autism Sector 5, Jasola Vihar, Behind Sai Niketan, Opp. Gate 6. Sector 8, SFS Flats, New Delhi – 25
• Dr. Sudha Kaul Indian Institute of Cerebral Palsy P-35/1, Taratolla Road, Opp. M.E. College, Kolkata-700 088
• Dr. Mallika Banerjee Pradeep Centre for Autism Management P-864, Post-Lake Town, Block-A, Kolkata- 700089
• Shri Akhil Paul Sense International (India) 2nd Floor, Admin block, Andhajan Mandal Campus, Opposite IIM, Vastrapur, Ahmedabad – 380 015
• Dr. Vasudha Prakash, Founder Director V-Excel Educational Trust No.1 Norton, 2nd Street, Mandaveli, Chennai- 600 028
• Smt. Indu Chaswal Flat No.52-A, Pocket A-10, DDA Flats, Kalkaji Extension, New Delhi- 110019
• The Chairperson/Nominee National Trust for Welfare of Persons with Autism, CP, MR & Multiple Disabilities 16B, Bada Bazar Marg, Old Rajendra Nagar, New Delhi-110060
• The Director/Nominee ADAPT(Formerly Spastic Society of India) - Chairperson's Secretariat & Head Office: Upper Colaba Road, Mumbai - 400 005
• Dr. Dhulipada Samba Siva Rao Plot No. 95-III, Road No. 72, Jubilee Hills, Hyderabad-500003

Expert Committee for the development of training programs to promote courses Inclusive Education and Multicategory Teacher Training:

• Prof. N.K. Jangira Flat No. 5, Parkview Apartment, Sector-15, Part-II, Gurgaon-122001
• Mrs. Aloka Guha Flat - 2A, Three Oaks, N/85, E-Block, New Alipore, Kolkata – 700 053
• Mr. Krupanandam Y NIVH, Regional Centre No. 14, Trunk Rd, Poonamallee, Karayanchavadi, Chennai, 600056
• Dr. Vijay Shankar Sharma Associate professor Dr. Shakuntala Misra National Rehabilitation University, Mohaan Road, Lucknow-226017
• Mrs. VRP Sheilaja Rao Department of Special Education NIMH, Manovikas Nagar, Bowenpally Secunderabad-500009
• Dr. Gayatri Ahuja, AYJNIHH,NRC, Kasturba Niketan, Lajpat Nagar-II, New Delhi 110 024
• The Director/Nominee Pt. Deen Dayal Upadhyay Institute for the Physically Handicapped, 4, Vishnu Digamber Marg, New Delhi-110 002
• Shri A.K. Mittal , President All India Confederation of the Blind Sector V, Rohini, New Delhi – 100 085
• Dr. Sushma Sharma Dept. of Education, Kurukshetra University, Thanesar, Haryana 136119
• Ms.Ruma Banerjee, Director/Secretary of Seva-In-action # 36, S.T Bed layout, I Main, Koramangala, Bangalore – 560 034
• Prof. Anita Julka Head, Dept. of Education of Groups with Special Needs, NCERT, Sri Aurobindo Marg, New Delhi-110016
• Prof.(Dr) Renu Singh A-2 Maharani Bagh, New Delhi-110065
• Dr. Shanti Auluck Muskan-NGO Empowering the Differently Abled Sector B, Pocket 2, Vasant Kunj New Delhi - 110 070
• Prof. Smriti Swarup 5, Jeewan Akshay,Plot No. 188, Sector-6, Charkop, Kandivali (W), Mumbai-67

Special Invitees and NCTE Representatives

• Prof. N.K. Jangira N.C.T.E. Representative
• Prof.(Dr) Renu Singh N.C.T.E. Representative
• Dr. Amitav Misra N.C.T.E. Representative
• Dr. Neeraja Shukla N.C.T.E. Representative
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• Dr. K Balabasker Special Invitee , N.I.E.P.M.D., Chennai
• Dr. N. Muthaiah Special Invitee , R.K.M.V.U., Coimbatore
• Dr.J.Vijaylakshmi Special Invitee , N.I.E.P.M.D., Chennai
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• Mrs Apoorva Panshikar Special Invitee, S.N.D.T. Women's University , Mumbai
• Dr Shyamala Devi Special Invitee, Mind's College of Special Education, Mumbai

RCI Coordinators

All Programmes

Suman Kumar

Deputy Director, RCI, New Delhi

Sandeep Tambe

Assistant Director, RCI, New Delhi

Distance/ODL Programmes

Dr. Subodh Kumar

Deputy Director, RCI, New Delhi

Sandeep Thakur

Programme Officer (DE), RCI

Support

Rajinder Sati

Programme Assistant, RCI, New Delhi

Ravi Kumar

Research Officer, RCI, New Delhi

Ashtavakra Institute of Rehabilitation Sciences & Research
Formerly Special Art School
App. by Rehabilitation Council of India, Ministry of Social Justice & Empowerment, Govt. of India
Affiliated to GURU GOBIND SINGH INDRAPRASTHA UNIVERSITY
PSP, Institutional Area, Madhuban Chowk, Rohini Delhi-85, Ph : 011-27550012/13
Fax : 011-27550018 • Email : inforehab@tecnia.in Website : www.rehab.tecnia.in

Time Table 2025-26

B.Ed.SE ASD **Semester-I**

Days	Time									
	09:00-09:50	**09:50-10:40**	**10:40-11:30**	**11:30-12:20**	**12:20-1:10**	**1:10-01:40**	**01:40-02:20**	**02:20-03:20**	**03:20 - 04:10**	**04:10-05:00**
MONDAY	Paper-B2 IESD(SM)	Practical E1-(HA)	Practical E2-(PG)	Paper-B1 ID (NC)	Paper- A3 LTA (HA)	LUNCH	Paper - B5 SSECD (DB/HK/JY/ SU/HA/AS)	Paper - C1 IDAN (ST)	Paper-A1 HGD (JD/SB)	Paper-A2 CIE(PG)
TUESDAY	Paper-B2 IESD(SM)	Practical E1-(HA)	Practical E2-(PG)	Paper-B1 ID (NC)	Paper- A3 LTA (HA)		Paper - B5 SSECD (DB/HK/JY/ SU/HA/AS)	Paper - C1 IDAN (ST)	Paper-A1 HGD (JD/SB)	Paper-A2 CIE(PG)
WEDNESDAY	Paper-B2 IESD(SM)	Practical E1-(HA)	Practical E2-(PG)	Paper-B1 ID (NC)	Paper- A3 LTA (HA)		Paper - B5 SSECD (DB/HK/JY/ SU/HA/AS)	Paper - C1 IDAN (ST)	Paper-A1 HGD (JD/SB)	Paper-A2 CIE(PG)
THURSDAY	Paper-B2 IESD(SM)	Practical E1-(HA)	Practical E2-(PG)	Paper-B1 ID (NC)	Paper- A3 LTA (HA)		Paper - B5 SSECD (DB/HK/JY/ SU/HA/AS)	Paper - C1 IDAN (ST)	Paper-A1 HGD (JD/SB)	Paper-A2 CIE(PG)
FRIDAY	Paper-B2 IESD(SM)	Practical E1-(HA)	Practical E2-(PG)	Paper-B1 ID (NC)	Paper- A3 LTA (HA)		Paper - B5 SSECD (DB/HK/JY/ SU/HA/AS)	Paper - C1 IDAN (ST)	Paper-A1 HGD (JD/SB)	Paper-A2 CIE(PG)
SATURDAY	Paper-B2 IESD(SM)	Practical E1-(HA)	Practical E2-(PG)	Paper-B1 ID (NC)	Paper- A3 LTA (HA)		Paper - B5 SSECD (DB/HK/JY/ SU/HA/AS)	Paper - C1 IDAN (ST)	Paper-A1 HGD (JD/SB)	Paper-A2 CIE(PG)

Paper Code	Paper	Paper Abr	Faculty Name with Abr.	L	Credit
A1	Human Growth & Development	HGD	Dr. J. Das (JD) / Dr. Shashi Bhushan Gupta (SB)	**60**	**2**
A2	Contemporary India and Education	CIE	Ms. Preeti Goyal (PG)	**60**	**2**
A3	Learning, Teaching and Assessment	LTA	Mohd Haseeb Ahmad (HA)	**60**	**2**

B1	Introduction to Disabilities	ID	Dr. Neema Chauhan (NC)	**60**	**2**
B2	Introduction to Education of Students with Disabilities	IESD	Ms. Sanjana Mittal (SM)	**60**	**2**
B5	Supportive Skills for the Education of Children with Disabilities	SSECD	Mr. Dinesh Bindal (VI) (DB) Mr. Harish Kumar (ID) (HK) Ms. Jyoti (HI) (JY) Mr. Sandeep Upadhyay (VI) (SU) Mohd Haseeb Ahmad (ASD) (HA) Ms. Anoushka Sharma (LD) (AS)	**60**	**2**
C1	Identification of Disability & Assessment of Needs (Disability Specialization)	IDAN	Mr. Sandeep Tiwari (ST)	**60**	**2**
E1	Visits & Writing Reports (Special Schools, Therapy centres, Rehabilitation organisations, and Inclusive Schools)	PVWR	Mohd Haseeb Ahmad (HA)	**60**	**2**
E2	Classroom Observation at different levels and of different subjects (IEP, IFSP)	PCO	Ms. Preeti Goyal (PG)	**60**	**2**

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Time Table 2025-26

B.Ed.SE (ASD) **Semester-III**

Days	Time									
	09:00-09:50	**09:50-10:40**	**10:40-11:30**	**11:30-12:20**	**12:20-1:10**	**1:10-01:40**	**01:40-02:20**	**02:20-03:20**	**03:20 - 04:10**	**04:10-05:00**
MONDAY	Paper-C16 AFI (MH)	Paper-C15 AIT (ST)	Practical : MDSS (ST)	Practical: PDS(MH)	Practical : MDSS (ST)	**L U N C H**	Paper-C14 TAS (PG)	Paper-D18 PVA (VK)	Paper-D17 RRT (RP)	Library/Computer Lab
TUESDAY	Paper-C16 AFI (MH)	Paper-C15 AIT (ST)	Practical : MDSS (ST)	Practical: PDS(MH)	Practical : MDSS (ST)		Paper-C14 TAS (PG)	Paper-D18 PVA (VK)	Paper-D17 RRT (RP)	Library/Computer Lab
WEDNESDAY	Paper-C16 AFI (MH)	Paper-C15 AIT (ST)	Practical : MDSS (ST)	Practical: PDS(MH)	Practical: PDS(MH)		Paper-C14 TAS (PG)	Paper-D18 PVA (VK)	Paper-D17 RRT (RP)	Library/Computer Lab
THURSDAY	Paper-C16 AFI (MH)	Paper-C15 AIT (ST)	Practical : MDSS (ST)	Practical: PDS(MH)	Practical: PDS(MH)		Paper-C14 TAS (PG)	Paper-D18 PVA (VK)	Paper-D17 RRT (RP)	Library/Computer Lab
FRIDAY	Paper-C16 AFI (MH)	Paper-C15 AIT (ST)	Practical : MDSS (ST)	Practical: PDS(MH)	Practical: PDS(MH)		Paper-C14 TAS (PG)	Paper-D18 PVA (VK)	Paper-D17 RRT (RP)	Library/Computer Lab

Paper Code	Paper	Paper Abr	Faculty Name with Abr.	L	Credit
BEDSEASD124201	Teaching Approaches and Strategies	TAS	MrsPreetiGoyal (PG)	60	4
BEDSEASD 124203	Assistive Intervention &Technology	AIT	Mr. Sandeep Tiwari (ST)	60	4
BEDSEASD 124205	Adulthood and Family Issues	AFI	Mohd. Haseeb (MH)	30	2
BEDSE100107	Reading and Reflecting on Texts (EPC)	RRT	Ms.Jyoti (JT)	30	2
BEDSE 100109	Performing and Visual Arts	PVA	Mr. Vikas Kumar (VKMR) (Guest Faculty)	30	2
BEDSEASD 124251	E2-Practical: Disability Specialization	PDS	Mohd. Haseeb (MH)	120	4
BEDSEASD 124253	F1-Main disability special school (Related to Area C)	MDSS	Mr. Sandeep Tiwari (ST)	120	4

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Time Table 2025-26

B.Ed.Spl.Ed. (ASD) **Semester-II**

Days	Time							
	09:00-10:00	**10:00-11:00**	**11:00-12:00**	**12:00-01:00**	**01:00-01:30**	**01:30-02:30**	**02:30-03:30**	**03:30 -04:30**
MONDAY	Paper-C4 IAT (ST)	Practical-F2 IDS (HA)	Paper-E2 DTLP (ST)	Paper-A5 PTH/E (SM/RP)	LUNCH	Paper-B 3 EIE (PG)	Paper-A4 PTM/S/SS (DK/DB/JY)	Library/ Computer Lab
TUESDAY	Paper-C4 IAT (ST)	Practical-F2 IDS (HA)	Paper-E2 DTLP (ST)	Paper-A5 PTH/E (SM/RP)		Paper-B 3 EIE (PG)	Paper-A4 PTM/S/SS (DK/DB/JY)	Library/ Computer Lab
WEDNESDAY	Paper-C4 IAT (ST)	Practical-F2 IDS (HA)	Paper-E2 DTLP (ST)	Paper-A5 PTH/E (SM/RP)		Paper-B 3 EIE (PG)	Paper-A4 PTM/S/SS (DK/DB/JY)	Library/ Computer Lab
THURSDAY	Paper-C4 IAT (ST)	Practical-F2 IDS (HA)	Paper-E2 DTLP (ST)	Paper-A5 PTH/E (SM/RP)		Paper-B 3 EIE (PG)	Paper-A4 PTM/S/SS (DK/DB/JY)	Library/ Computer Lab
FRIDAY	Paper-C4 IAT (ST)	Practical-F2 IDS (HA)	Paper-E2 DTLP (ST)	Paper-A5 PTH/E (SM/RP)		Paper-B 3 EIE (PG)	Paper-A4 PTM/S/SS (DK/DB/JY)	Library/ Computer Lab

Paper Code	Paper	Paper Abr	Faculty Name with Abr.	L	Credit
B3	Equitable & Inclusive Education	EIE	Ms. Preeti Goyal (PG)	60	4
C4	ICT & Assistive Technology	IAT	Mr. Sandeep Tiwari (ST)	60	2
A4	Pedagogy of School Subjects (Non-Language) - Mathematics	Maths	Mr. Dinesh Bindal – (DB)	60	4
A4	Pedagogy of School Subjects (Non-Language) - Science	Sci	Mr. Dinesh Bindal – (DB)	60	4
A4	Pedagogy of School Subjects (Non-Language) – Social Science	SST	Ms. Jyoti (JY)	60	4
A5	Pedagogy of School Subjects (Language) - English	English	Mrs. Sanjana Mittal – (SM)	60	4
A5	Pedagogy of School Subjects (Language) - Hindi	Hindi	Mr. RamtirathPrajapati (RP)	60	4
E2-ASD	Development of TLMs and Lesson Planning	DTLP	Mr. Sandeep Tiwari (ST)	120	4
F3-ASD	Internship in Disability Specialization	IDS	Mohd Haseeb Ahmad (HA)	240	8

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Time Table 2025-26

B.Ed.Spl.Ed. (ASD) **Semester-IV**

Days	Time							
	09:00-10:00	**10:00-11:00**	**11:00-12:00**	**12:00-01:00**	**01:00-01:30**	**01:30-02:30**	**02:30-03:30**	**03:30 - 04:30**
MONDAY	Paper-B11 VTTJP (ST)	Practical-E1 PCDI (ST)	Practical: F2 PODSS (PG)	Practical: F3 PIS (MH)	**L U N C H**	Paper-D19 BRS (DD)	Library/ Computer Lab	Paper-B10 ABA (HA)
TUESDAY	Paper-B11 VTTJP (ST)	Practical-E1 PCDI (ST)	Practical: F2 PODSS (PG)	Practical: F3 PIS (MH)		Paper-D19 BRS (DD)	Library/ Computer Lab	Paper-B10 ABA (HA)
WEDNESDAY	Paper-B11 VTTJP (ST)	Practical-E1 PCDI (ST)	Practical: F2 PODSS (PG)	Practical: F3 PIS (MH)		Paper-D19 BRS (DD)	Library/ Computer Lab	Paper-B10 ABA (HA)
THURSDAY	Paper-B11 VTTJP (ST)	Practical-E1 PCDI (ST)	Practical: F2 PODSS (PG)	Practical: F3 PIS (MH)		Paper-D19 BRS (DD)	Library/ Computer Lab	Paper-B10 ABA (HA)
FRIDAY	Paper-B11 VTTJP (ST)	Practical-E1 PCDI (ST)	Practical: F2 PODSS (PG)	Practical: F3 PIS (MH)		Paper-D19 BRS (DD)	Library/ Computer Lab	Paper-B10 ABA (HA)

Paper Code	Paper	Paper Abr	Faculty Name with Abr.	L	Credit
B10	Applied Behavioural Analysis	ABA	Mohd Haseeb Ahmad (HA)	30	2
B11	Vocational Training, Transition and Job Placement	VTTJP	Mr. Sandeep Tiwari (ST)	30	2
D19	Basic Research & Basic Statistics	BRS	Dr. Deepali (DD)	30	2
E1	Practical E1: Cross Disability and Inclusion	PCDI	Mr. Sandeep Tiwari (ST)	120	4
F2	Practical F2: Other Disability Special School	PODSS	Ms. Preeti Goyal (PG)	120	4
F3	Practical F3: Inclusive School	PIS	Mohd Haseeb Ahmad (MH)	120	4

Sanjana Mittal
Deputy Director

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Time Table 2025-26

B.Ed.SE HI **Semester-I**

Days	Time									
	09:00-09:50	**09:50-10:40**	**10:40-11:30**	**11:30-12:20**	**12:20-1:10**	**1:10-01:40**	**01:40-02:20**	**02:20-03:20**	**03:20 -04:10**	**04:10-05:00**
MONDAY	Paper-B2 IESD(SB)	Practical E1-(PR)	Practical E 2 -(RR/DA)	Paper-B1 ID (PR)	Paper- A3 LTA (JS)	LUNCH	Paper - B5 SSECD (DB/HK/JY/SU/HA/AS)	Paper - C1 IDAN (RR)	Paper-A1 HGD (JD/SB)	Paper-A2 CIE(JY)
TUESDAY	Paper-B2 IESD(SB)	Practical E1-(PR)	Practical E 2 -(RR/DA)	Paper-B1 ID (PR)	Paper- A3 LTA (JS)		Paper - B5 SSECD (DB/HK/JY/SU/HA/AS)	Paper - C1 IDAN (RR)	Paper-A1 HGD (JD/SB)	Paper-A2 CIE(JY)
WEDNESDAY	Paper-B2 IESD(SB)	Practical E1-(PR)	Practical E 2 -(RR/DA)	Paper-B1 ID (PR)	Paper- A3 LTA (JS)		Paper - B5 SSECD (DB/HK/JY/SU/HA/AS)	Paper - C1 IDAN (RR)	Paper-A1 HGD (JD/SB)	Paper-A2 CIE(JY)
THURSDAY	Paper-B2 IESD(SB)	Practical E1-(PR)	Practical E 2 -(RR/DA)	Paper-B1 ID (PR)	Paper- A3 LTA (JS)		Paper - B5 SSECD (DB/HK/JY/SU/HA/AS)	Paper - C1 IDAN (RR)	Paper-A1 HGD (JD/SB)	Paper-A2 CIE(JY)
FRIDAY	Paper-B2 IESD(SB)	Practical E1-(PR)	Practical E 2 -(RR/DA)	Paper-B1 ID (PR)	Paper- A3 LTA (JS)		Paper - B5 SSECD (DB/HK/JY/SU/HA/AS)	Paper - C1 IDAN (RR)	Paper-A1 HGD (JD/SB)	Paper-A2 CIE(JY)

Paper Code	Paper	Paper Abr	Faculty Name with Abr.	L	Credit
A1	Human Growth & Development	HGD	Dr. J. Das (JD) / Dr. Shashi Bhushan Gupta (SB)	60	2
A2	Contemporary India and Education	CIE	Ms. Jyoti (JY)	60	2
A3	Learning, Teaching and Assessment	LTA	Mr. Jitender Srivastava (JS)	60	2
B1	Introduction to Disabilities	ID	Mr. Prabhat Ranjan (PR)	60	2
B2	Introduction to Education of Students with Disabilities	IESD	Dr. Sandhya Bindal (SB)	60	2

B5	Supportive Skills for the Education of Children with Disabilities	SSECD	Mr. Dinesh Bindal (VI) (DB) Mr. Harish Kumar (ID) (HK) Ms. Jyoti (HI) (JY) Mr. Sandeep Upadhyay (VI) (SU) Mohd Haseeb Ahmad (ASD) (HA) Ms. Anoushka Sharma (LD) (AS)	60	2
C1	Identification of Disability & Assessment of Needs (Disability Specialization)	IDAN	Ms. Radha Rawat (RR)	60	2
E1	Visits & Writing Reports (Special Schools, Therapy centres, Rehabilitation organisations, and Inclusive Schools)	PVWR	Mr. Prabhat Ranjan (PR)	60	2
E2	Classroom Observation at different levels and of different subjects (IEP, IFSP)	PCO	Ms. Radha Rawat (RR) / Mr. Devesh Ahirwar (DA)	60	2

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B.Ed.SE (HI) **Semester-III**

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	09:00-09:50	**09:50-10:40**	**10:40-11:30**	**11:30-12:20**	**12:20-1:10**	**1:10-01:40**	**01:40-02:20**	**02:20-03:20**	**03:20 - 04:10**	**04:10-05:00**
MONDAY	Paper-C16 PSFI (PR)	Paper-C15 ITS (RR)	Practical : MDSS (JS/PR)	Practical: PDS (RR/DA/JY)	Practical : MDSS (JS/PR)	**L U N C H**	Paper-C14 TD (JS)	Paper-D18 PVA (VK)	Paper-D17 RRT (JY)	Library/Computer Lab
TUESDAY	Paper-C16 PSFI (PR)	Paper-C15 ITS (RR)	Practical : MDSS (JS/PR)	Practical: PDS (RR/DA/JY)	Practical : MDSS (JS/PR)		Paper-C14 TD (JS)	Paper-D18 PVA (VK)	Paper-D17 RRT (JY)	Library/Computer Lab
WEDNESDAY	Paper-C16 PSFI (PR)	Paper-C15 ITS (RR)	Practical : MDSS (JS/PR)	Practical: PDS (RR/DA/JY)	Practical: PDS (RR/DA/JY)		Paper-C14 TD (JS)	Paper-D18 PVA (VK)	Paper-D17 RRT (JY)	Library/Computer Lab
THURSDAY	Paper-C16 PSFI (PR)	Paper-C15 ITS (RR)	Practical : MDSS (JS/PR)	Practical: PDS (RR/DA/JY)	Practical: PDS (RR/DA/JY)		Paper-C14 TD (JS)	Paper-D18 PVA (VK)	Paper-D17 RRT (JY)	Library/Computer Lab
FRIDAY	Paper-C16 PSFI (PR)	Paper-C15 ITS (RR)	Practical : MDSS (JS/PR)	Practical: PDS (RR/DA/JY)	Practical: PDS (RR/DA/JY)		Paper-C14 TD (JS)	Paper-D18 PVA (VK)	Paper-D17 RRT (JY)	Library/Computer Lab

Paper Code	Paper	Paper Abr	Faculty Name with Abr.	L	Credit
BEDSE100201	Intervention and Teaching Strategies	ITS	Ms. Radha Rawat - RR	45	4
BEDSE100213	Technology and Disability	TD	Mr. Jitender Shrivastav -JS	45	4
BEDSE100205	Psycho Social and Family Issues	PSFI	Mr. Prabhat Ranjan - PR	25	2
BEDSE100207	Reading and Reflecting on Texts (EPC)	RRT	Ms. Jyoti (JY)	25	2
BEDSE100209	Performing and Visual Arts	PVA	Mr. Vikas Kumar – VK (Guest Faculty)	25	2
BEDSEHI122251	Practical: Disability Specialization	PDS	Ms. Radha Rawat – RR / Mr. Devesh Ahirwar - DA/Ms. Jyoti - JY	120	4
BEDSEHI122253	Main disability special school (Related to Area C)	MDSS	Mr. Jitender Shrivastav-JS / Mr. Prabhat Ranjan - PR	120	4

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MONDAY	Paper-C4 IAT (JS)	Practical-F2 IDS (JY/DA)	Practical-F1 SST(ATFA) (DA/RR)	Paper-A5 PTH/E (SM/RP)	L U N C H	Paper-B 3 EIE (PR)	Paper-A4 PTM/S/SS (DK/DB/JY)	Library/ Computer Lab
TUESDAY	Paper-C4 IAT (JS)	Practical-F2 IDS (JY/DA)	Practical-F1 SST(ATFA) (DA/RR)	Paper-A5 PTH/E (SM/RP)		Paper-B 3 EIE (PR)	Paper-A4 PTM/S/SS (DK/DB/JY)	Library/ Computer Lab
WEDNESDAY	Paper-C4 IAT (JS)	Practical-F2 IDS (JY/DA)	Practical-F1 SST(ATFA) (DA/RR)	Paper-A5 PTH/E (SM/RP)		Paper-B 3 EIE (PR)	Paper-A4 PTM/S/SS (DK/DB/JY)	Library/ Computer Lab
THURSDAY	Paper-C4 IAT (JS)	Practical-F2 IDS (JY/DA)	Practical-F1 SST(ATFA) (DA/RR)	Paper-A5 PTH/E (SM/RP)		Paper-B 3 EIE (PR)	Paper-A4 PTM/S/SS (DK/DB/JY)	Library/ Computer Lab
FRIDAY	Paper-C4 IAT (JS)	Practical-F2 IDS (JY/DA)	Practical-F1 SST(ATFA) (DA/RR)	Paper-A5 PTH/E (SM/RP)		Paper-B 3 EIE (PR)	Paper-A4 PTM/S/SS (DK/DB/JY)	Library/ Computer Lab

Paper Code	Paper	Paper Abr	Faculty Name with Abr.	L	Credit
C4	ICT & Assistive Technology	IAT	Mr. Jitender Srivastava (JS)	60	4
B3	Equitable & Inclusive Education	EIE	Mr. PrabhatRanjan (PR)	30	2
A4	Pedagogy of School Subjects (Non-Language) - Mathematics	Maths	Mr. Dinesh Bindal (DB)	60	4
A4	Pedagogy of School Subjects (Non-Language) - Science	Sci	Dr. Ketki (DK)	60	4
A4	Pedagogy of School Subjects (Non-Language) – Social Science	SST	Ms. Jyoti (JY)	60	4
A5	Pedagogy of School Subjects (Language) - English	English	Ms. Sanjana Mittal (SM)	60	4
A5	Pedagogy of School Subjects (Language) - Hindi	Hindi	Mr. RamtirathPrajapati (RP)	60	4

F1-HI	Supportive Skill Training – Assistive Technology, Other Accessibility Measures	SST(ATFA)	Mr. Devesh Ahirwar (DA) (Deaf Instructor) Ms. Radha Rawat (RR)	180	6
F2-HI	Internship in Disability Specialization	IDS	Ms. Jyoti (JY) Mr. Devesh Ahirwar (DA) (Deaf Instructor)	300	10

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MONDAY	Paper-B11 CO (RR)	Practical-E1 PCDI (JY/RR)	Practical: F2 PODSS (PR)	Practical - F3 PIS (JS)	**L U N C H**	Paper-D19 BRS (DD)	Library/ Computer Lab	Paper-B10 GC (JY)
TUESDAY	Paper-B11 CO (RR)	Practical-E1 PCDI (JY/RR)	Practical: F2 PODSS (PR)	Practical - F3 PIS (JS)		Paper-D19 BRS (DD)	Library/ Computer Lab	Paper-B10 GC (JY)
WEDNESDAY	Paper-B11 CO (RR)	Practical-E1 PCDI (JY/RR)	Practical: F2 PODSS (PR)	Practical - F3 PIS (JS)		Paper-D19 BRS (DD)	Library/ Computer Lab	Paper-B10 GC (JY)
THURSDAY	Paper-B11 CO (RR)	Practical-E1 PCDI (JY/RR)	Practical: F2 PODSS (PR)	Practical - F3 PIS (JS)		Paper-D19 BRS (DD)	Library/ Computer Lab	Paper-B10 GC (JY)
FRIDAY	Paper-B11 CO (RR)	Practical-E1 PCDI (JY/RR)	Practical: F2 PODSS (PR)	Practical - F3 PIS (JS)		Paper-D19 BRS (DD)	Library/ Computer Lab	Paper-B10 GC (JY)

Paper Code	Paper	Paper Abr	Faculty Name with Abr.	L	Credit
B10	Guidance and Counseling	GC	Ms. Jyoti (JY)	30	2
B11	Communication Option ; oralism	CO	Ms. Radha Rawat (RR)	30	2
D19	Basic Research & Basic Statistics	BRS	Dr. Deepali (DD) Guest Faculty	30	2
E1	Practical E1: Cross Disability and Inclusion	PCDI	Ms. Radha Rawat (RR) / Ms. Jyoti (JY)	120	4
F2	Practical F2: Other Disability Special School	PODSS	Mr. Prabhat Ranjan (PR)	120	4
F3	Practical F3: Inclusive School	PIS	Mr. Jitender Srivastava (JS)	120	4

Sanjana Mittal
Deputy Director

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Time Table 2025-26

B.Ed.SE ID **Semester-I**

Days	Time									
	09:00-09:50	**09:50-10:40**	**10:40-11:30**	**11:30-12:20**	**12:20-1:10**	**1:10-01:40**	**01:40-02:20**	**02:20-03:20**	**03:20 - 04:10**	**04:10-05:00**
MONDAY	Paper-B2 IESD(SM)	Practical E1 - (TP)	Practical E2 - (GB)	Paper-B1 ID (SG)	Paper- A3 LTA (KK/NS)	LUNCH	Paper - B5 SSECD (DB/HK/JY/ SU/HA/AS)	Paper - C1 IDAN (GB)	Paper-A1 HGD (JD/ SB)	Paper-A2 CIE(TP)
TUESDAY	Paper-B2 IESD(SM)	Practical E1 - (TP)	Practical E2 - (GB)	Paper-B1 ID (SG)	Paper- A3 LTA (KK/NS)		Paper - B5 SSECD (DB/HK/JY/ SU/HA/AS)	Paper - C1 IDAN (GB)	Paper-A1 HGD (JD/ SB)	Paper-A2 CIE(TP)
WEDNESDAY	Paper-B2 IESD(SM)	Practical E1 - (TP)	Practical E2 - (GB)	Paper-B1 ID (SG)	Paper- A3 LTA (KK/NS)		Paper - B5 SSECD (DB/HK/JY/ SU/HA/AS)	Paper - C1 IDAN (GB)	Paper-A1 HGD (JD/ SB)	Paper-A2 CIE(TP)
THURSDAY	Paper-B2 IESD(SM)	Practical E1 - (TP)	Practical E2 - (GB)	Paper-B1 ID (SG)	Paper- A3 LTA (KK/NS)		Paper - B5 SSECD (DB/HK/JY/ SU/HA/AS)	Paper - C1 IDAN (GB)	Paper-A1 HGD (JD/ SB)	Paper-A2 CIE(TP)
FRIDAY	Paper-B2 IESD(SM)	Practical E1 - (TP)	Practical E2 - (GB)	Paper-B1 ID (SG)	Paper- A3 LTA (KK/NS)		Paper - B5 SSECD (DB/HK/JY/ SU/HA/AS)	Paper - C1 IDAN (GB)	Paper-A1 HGD (JD/ SB)	Paper-A2 CIE(TP)

Paper Code	Paper	Paper Abr	Faculty Name with Abr.	L	Credit
A 1	Human Growth & Development	HGD	Dr. J. Das (JD) / Dr. Shashi Bhushan Gupta (SB)	60	2
A 2	Contemporary India and Education	CIE	Mr. Tarun Patanjali (TP)	60	2
A 3	Learning, Teaching and Assessment	LTA	Ms. KhyatiKholi (KK) / Dr. Nupur Sharma(NS)	60	2

B 1	Introduction to Disabilities	ID	Mr. SidharthGuatam (SG)	60	2
B 2	Introduction to Education of Students with Disabilities	IESD	Ms. Sanjana Mittal (SM)	60	2
B 5	Supportive Skills for the Education of Children with Disabilities	SSECD	Mr. Dinesh Bindal (VI)(DB) Mr. Harish Kumar (ID) (HK) Ms. Jyoti (HI) (JY) Mr. Sandeep Upadhyay (VI) (SU) Mohd Haseeb Ahmad (ASD) (HA) Ms. Anoushka Sharma (LD) (AS)	60	2
C1	Identification of Disability & Assessment of Needs (Disability Specialization)	IDAN	Ms. Geeta Bhutani (GB)	60	2
E1	Visits & Writing Reports (Special Schools, Therapy centres, Rehabilitation organisations, and Inclusive Schools)	PVWR	Mr. TarunPataanjali (TP)	60	2
E2	Classroom Observation at different levels and of different subjects (IEP, IFSP)	PCO	Ms. Geeta Bhutani (GB)	60	2

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B.Ed.SE (ID) **Semester-III**

Days	Time									
	09:00-09:50	**09:50-10:40**	**10:40-11:30**	**11:30-12:20**	**12:20-1:10**	**1:10-01:40**	**01:40-02:20**	**02:20-03:20**	**03:20 - 04:10**	**04:10-05:00**
MONDAY	Paper-C15 ITS(GB)	Paper-C16 PSFI (SG)	Practical : MDSS (SG)	Practical: PDS (GB)	Practical : MDSS (SG)	**L U N C H**	Paper-C14 TD (SM)	Paper-D18 PVA (VK)	Paper-D17 RRT (TP)	Library/ Computer Lab
TUESDAY	Paper-C15 ITS (GB)	Paper-C16 PSFI (SG)	Practical : MDSS (SG)	Practical: PDS (GB)	Practical : MDSS (SG)		Paper-C14 TD (SM)	Paper-D18 PVA (VK)	Paper-D17 RRT (TP)	Library/ Computer Lab
WEDNESDAY	Paper-C15 ITS (GB)	Paper-C16 PSFI (SG)	Practical : MDSS (SG)	Practical: PDS (GB)	Practical: PDS (GB)		Paper-C14 TD (SM)	Paper-D18 PVA (VK)	Paper-D17 RRT (TP)	Library/ Computer Lab
THURSDAY	Paper-C15 ITS (GB)	Paper-C16 PSFI (SG)	Practical : MDSS (SG)	Practical: PDS (GB)	Practical: PDS (GB)		Paper-C14 TD (SM)	Paper-D18 PVA (VK)	Paper-D17 RRT (TP)	Library/ Computer Lab
FRIDAY	Paper-C15 ITS (GB)	Paper-C16 PSFI (SG)	Practical : MDSS (SG)	Practical: PDS (GB)	Practical: PDS (GB)		Paper-C14 TD (SM)	Paper-D18 PVA (VK)	Paper-D17 RRT (TP)	Library/ Computer Lab
SATURDAY		Guest Lecture/Library & Computer								

Paper Code	Paper	Paper Abr	Faculty Name with Abr.	L	Credit
BEDSE100201	Intervention and Teaching Strategies	ITS	Ms. Geeta Bhutani (GB)	60	4
BEDSE100213	Technology and Disability	TD	Mrs. Sanjana Mittal (SM)	60	4
BEDSE100205	Psycho Social and Family Issues	PSFI	Mr. Siddharth Gautam (SG)	30	2
BEDSE100207	Reading and Reflecting on Texts (EPC)	RRT	Mr. TarunPataanjali (TP)	30	2
BEDSE100209	Performing and Visual Arts	PVA	Mr. Vikas Kumar (VK) (Guest Faculty)	30	2
BEDSEHI122251	Practical: Disability Specialization	PDS	Ms. Geeta Bhutani (GB)	120	4
BEDSEHI122253	Main disability special school (Related to Area C)	MDSS	Mr. SiddharthGautam (SG)	120	4

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Time Table 2025-26

B.Ed.Spl.Ed. (ID) **Semester-II**

Days	09:00-10:00	10:00-11:00	11:00-12:00	12:00-01:00	01:00-01:30	01:30-02:30	02:30-03:30	03:30 -04:30
MONDAY	Paper-C 4 IAT (GB/AR)	Practical-F2 IDS (AR)	Practical-F1 SST(ATFA) (GB)	Paper-A5 PTH/E (SM/RP)	L U N C H	Paper-B 3 EIE (TP)	Paper-A4 PTM/S/SS (DK/DB/JY)	Library/ Computer Lab
TUESDAY	Paper-C 4 IAT (GB/AR)	Practical-F2 IDS (AR)	Practical-F1 SST(ATFA) (GB)	Paper-A5 PTH/E (SM/RP)		Paper-B 3 EIE (TP)	Paper-A4 PTM/S/SS (DK/DB/JY)	Library/ Computer Lab
WEDNESDAY	Paper-C 4 IAT (GB/AR)	Practical-F2 IDS (AR)	Practical-F1 SST(ATFA) (GB)	Paper-A5 PTH/E (SM/RP)		Paper-B 3 EIE (TP)	Paper-A4 PTM/S/SS (DK/DB/JY)	Library/ Computer Lab
THURSDAY	Paper-C 4 IAT (GB/AR)	Practical-F2 IDS (AR)	Practical-F1 SST(ATFA) (GB)	Paper-A5 PTH/E (SM/RP)		Paper-B 3 EIE (TP)	Paper-A4 PTM/S/SS (DK/DB/JY)	Library/ Computer Lab
FRIDAY	Paper-C 4 IAT (GB/AR)	Practical-F2 IDS (AR)	Practical-F1 SST(ATFA) (GB)	Paper-A5 PTH/E (SM/RP)		Paper-B 3 EIE (TP)	Paper-A4 PTM/S/SS (DK/DB/JY)	Library/ Computer Lab

Paper Code	Paper	Paper Abr	Faculty Name with Abr.	L	Credit
C4	ICT & Assistive Technology	IAT	Ms. GeetaBhutani (GB) / Dr. Anita Rai (AR)	60	4
B3	Equitable & Inclusive Education	EIE	Mr. TarunPataanjali (TP)	30	2
A4	Pedagogy of School Subjects (Non-Language) - Mathematics	Maths	Mr. Dinesh Bindal (DB)	60	4
A4	Pedagogy of School Subjects (Non-Language) - Science	Sci	Dr. Ketki (DK)	60	4
A4	Pedagogy of School Subjects (Non-Language) – Social Science	SST	Ms. Jyoti (JY)	60	4
A5	Pedagogy of School Subjects (Language) - English	English	Ms. Sanjana Mittal (SM)	60	4
A5	Pedagogy of School Subjects (Language) - Hindi	Hindi	Mr. RamtirathPrajapati (RP)	60	4
F1-ID	Supportive Skill Training – Assistive Technology, Other Accessibility Measures	SST(ATFA)	Ms. Geeta Bhutani (GB)	120	4
F2-ID	Internship in Disability Specialization	IDS	Dr. Anita Rai (AR)	300	10

Time Table 2025-26

B.Ed.Spl.Ed. (ID) **Semester-IV**

Days	Time							
	09:00-10:00	**10:00-11:00**	**11:00-12:00**	**12:00-01:00**	**01:00-01:30**	**01:30-02:30**	**02:30-03:30**	**03:30 -04:30**
MONDAY	Paper-B11F VTTJP (SG / SM)	Practical-E1 PCDI (GB/AR)	Practical: F2 PODSS (SG)	Practical - F3 PIS (TP)	**L U N C H**	Paper-D19 BRS (DD)	Library/ Computer Lab	Paper-B10 GC (GB)
TUESDAY	Paper-B11F VTTJP (SG / SM)	Practical-E1 PCDI (GB/AR)	Practical: F2 PODSS (SG)	Practical - F3 PIS (TP)		Paper-D19 BRS (DD)	Library/ Computer Lab	Paper-B10 GC (GB)
WEDNESDAY	Paper-B11F VTTJP (SG / SM)	Practical-E1 PCDI (GB/AR)	Practical: F2 PODSS (SG)	Practical - F3 PIS (TP)		Paper-D19 BRS (DD)	Library/ Computer Lab	Paper-B10 GC (GB)
THURSDAY	Paper-B11F VTTJP (SG / SM)	Practical-E1 PCDI (GB/AR)	Practical: F2 PODSS (SG)	Practical - F3 PIS (TP)		Paper-D19 BRS (DD)	Library/ Computer Lab	Paper-B10 GC (GB)
FRIDAY	Paper-B11F VTTJP (SG / SM)	Practical-E1 PCDI (GB/AR)	Practical: F2 PODSS (SG)	Practical - F3 PIS (TP)		Paper-D19 BRS (DD)	Library/ Computer Lab	Paper-B10 GC (GB)

Paper Code	Paper	Paper Abr	Faculty Name with Abr.	L	Credit
BEDSE100202	Guidance and Counseling	GC	Ms. Geeta Bhutani (GB)	30	2
BEDSE100226	Vocational Training, Transition and Job Placement	VTTJP	Mr. Siddharth Gautam (SG) / Ms. Sanjana Mittal (SM)	30	2
BEDSE100228	Basic Research & Basic Statistics	BRS	Dr. Deepali (DD) Guest Faculty	30	2
BEDSE100252	Practical E1: Cross Disability and Inclusion	PCDI	Ms. GeetaBhutani (GB)/ Dr. Anita Rai (AR)	120	4
BEDSEMR121254	Practical F2: Other Disability Special School	PODSS	Mr. Siddharth Gautam (SG)	120	4
BEDSE100256	Practical F3: Inclusive School	PIS	Mr. TarunPataanjali (TP)	120	4



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Time Table 2025-26

B.Ed.SE LD **Semester-I**

Days	Time									
	09:00-09:50	**09:50-10:40**	**10:40-11:30**	**11:30-12:20**	**12:20-1:10**	**1:10-01:40**	**01:40-02:20**	**02:20-03:20**	**03:20 - 04:10**	**04:10-05:00**
MONDAY	Paper-B2 IESD(DNS)	Practical E1- (AK)	Practical E2- (AS)	Paper-B1 ID (RK)	Paper- A3 LTA (SN)	LUNCH	Paper - B5 SSECD (DB/HK/JY/ SU/HA/AS)	Paper - C1 IDAN (AS)	Paper-A1 HGD (JD/SB)	Paper-A2 CIE(SS)
TUESDAY	Paper-B2 IESD(DNS)	Practical E1- (AK)	Practical E2- (AS)	Paper-B1 ID (RK)	Paper- A3 LTA (SN)		Paper - B5 SSECD (DB/HK/JY/ SU/HA/AS)	Paper - C1 IDAN (AS)	Paper-A1 HGD (JD/SB)	Paper-A2 CIE(SS)
WEDNESDAY	Paper-B2 IESD(DNS)	Practical E1- (AK)	Practical E2- (AS)	Paper-B1 ID (RK)	Paper- A3 LTA (SN)		Paper - B5 SSECD (DB/HK/JY/ SU/HA/AS)	Paper - C1 IDAN (AS)	Paper-A1 HGD (JD/SB)	Paper-A2 CIE(SS)
THURSDAY	Paper-B2 IESD(DNS)	Practical E1- (AK)	Practical E2- (AS)	Paper-B1 ID (RK)	Paper- A3 LTA (SN)		Paper - B5 SSECD (DB/HK/JY/ SU/HA/AS)	Paper - C1 IDAN (AS)	Paper-A1 HGD (JD/SB)	Paper-A2 CIE(SS)
FRIDAY	Paper-B2 IESD(DNS)	Practical E1- (AK)	Practical E2- (AS)	Paper-B1 ID (RK)	Paper- A3 LTA (SN)		Paper - B5 SSECD (DB/HK/JY/ SU/HA/AS)	Paper - C1 IDAN (AS)	Paper-A1 HGD (JD/SB)	Paper-A2 CIE(SS)
SATURDAY	Paper-B2 IESD(DNS)	Practical E1- (AK)	Practical E2- (AS)	Paper-B1 ID (RK)	Paper- A3 LTA (SN)		Paper - B5 SSECD (DB/HK/JY/ SU/HA/AS)	Paper - C1 IDAN (AS)	Paper-A1 HGD (JD/SB)	Paper-A2 CIE(SS)

Paper Code	Paper	Paper Abr	Faculty Name with Abr.	L	Credit
A1	Human Growth & Development	HGD	Dr. J. Das (JD) / Dr. Shashi Bhushan Gupta (SB)	**60**	**2**
A2	Contemporary India and Education	CIE	Ms. ShilkySinghal (SS)	**60**	**2**

A3	Learning, Teaching and Assessment	LTA	Ms. Sneha (SN)	**60**	**2**
B1	Introduction to Disabilities	ID	Mr. Rajesh Kumar (RK)	**60**	**2**
B2	Introduction to Education of Students with Disabilities	IESD	Dr. Nupur Sharma (DNS)	**60**	**2**
B5	Supportive Skills for the Education of Children with Disabilities	SSECD	Mr. Dinesh Bindal (VI) (DB) Mr. Harish Kumar (ID) (HK) Ms. Jyoti (HI) (JY) Mr. Sandeep Upadhyay (VI) (SU) Mohd Haseeb Ahmad (ASD) (HA) Ms. Anoushka Sharma (LD) (AS)	**60**	**2**
C1	Identification of Disability & Assessment of Needs (Disability Specialization)	IDAN	Ms. Anoushka Sharma (AS)	**60**	**2**
E1	Visits & Writing Reports (Special Schools, Therapy centres, Rehabilitation organisations, and Inclusive Schools)	PVWR	Ms. Akansha (AK)	**60**	**2**
E2	Classroom Observation at different levels and of different subjects (IEP, IFSP)	PCO	Ms. Anoushka Sharma (AS)	**60**	**2**

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B.Ed.SE (LD) **Semester-III**

Days	Time									
	09:00-09:50	**09:50-10:40**	**10:40-11:30**	**11:30-12:20**	**12:20-1:10**	**1:10-01:40**	**01:40-02:20**	**02:20-03:20**	**03:20 - 04:10**	**04:10-05:00**
MONDAY	Paper-C16 PSFI (AS)	Paper-C15 ITS (SN)	Practical : MDSS (SN)	Practical: PDS(SS)	Practical : MDSS (SN)	**L U N C H**	Paper-C14 TD (SS)	Paper-D18 PVA (VK)	Paper-D17 RRT (AK)	Library/Computer Lab
TUESDAY	Paper-C16 PSFI (AS)	Paper-C15 ITS (SN)	Practical : MDSS (SN)	Practical: PDS(SS)	Practical : MDSS (SN)		Paper-C14 TD (SS)	Paper-D18 PVA (VK)	Paper-D17 RRT (AK)	Library/Computer Lab
WEDNESDAY	Paper-C16 PSFI (AS)	Paper-C15 ITS (SN)	Practical : MDSS (SN)	Practical: PDS(SS)	Practical: PDS(SS)		Paper-C14 TD (SS)	Paper-D18 PVA (VK)	Paper-D17 RRT (AK)	Library/Computer Lab
THURSDAY	Paper-C16 PSFI (AS)	Paper-C15 ITS (SN)	Practical : MDSS (SN)	Practical: PDS(SS)	Practical: PDS(SS)		Paper-C14 TD (SS)	Paper-D18 PVA (VK)	Paper-D17 RRT (AK)	Library/Computer Lab
FRIDAY	Paper-C16 PSFI (AS)	Paper-C15 ITS (SN)	Practical : MDSS (SN)	Practical: PDS(SS)	Practical: PDS(SS)		Paper-C14 TD (SS)	Paper-D18 PVA (VK)	Paper-D17 RRT (AK)	Library/Computer Lab

Paper Code	Paper	Paper Abr	Faculty Name with Abr.	L	Credit
BEDSELD123205	Psycho-Social & Family Issues	PSFI	Ms. Anoushka Sharma (AS)	30	2
BEDSELD123203	Technology & Disability	TD	Ms. ShilkySinghal (SS)	60	4
BEDSELD123201	Intervention & Teaching Strategies	ITS	Ms. Sneha (SN)	60	4
BEDSE100207	Reading And Reflecting On Texts	RRT	Ms. Akansha (AK)	30	2
BEDSE100209	Performing and Visual Arts	PVA	Mr. Vikaskumar (Guest Faculty)	25	2
BEDSELD251	Practical's Disability Specialization 1	PDS	Ms. ShilkySinghal (SS)	60	4
BEDSELD253	Practical's Main Disability Specialization 2	MDSS	Ms. Sneha (SN)	60	4

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Days	Time							
	09:00-10:00	**10:00-11:00**	**11:00-12:00**	**12:00-01:00**	**01:00-01:30**	**01:30-02:30**	**02:30-03:30**	**03:30 -04:30**
MONDAY	Paper-C4 IAT (AS)	Practical-F2 IDS (AS)	Paper-F1 SST(ATFA) (AK)	Paper-A5 PTH/E (SM/RP)	LUNCH	Paper-B 3 EIE (SN)	Paper-A4 PTM/S/SS (DK/DB/JY)	Library/ Computer Lab
TUESDAY	Paper-C4 IAT (AS)	Practical-F2 IDS (AS)	Paper-F1 SST(ATFA) (AK)	Paper-A5 PTH/E (SM/RP)		Paper-B 3 EIE (SN)	Paper-A4 PTM/S/SS (DK/DB/JY)	Library/ Computer Lab
WEDNESDAY	Paper-C4 IAT (AS)	Practical-F2 IDS (AS)	Paper-F1 SST(ATFA) (AK)	Paper-A5 PTH/E (SM/RP)		Paper-B 3 EIE (SN)	Paper-A4 PTM/S/SS (DK/DB/JY)	Library/ Computer Lab
THURSDAY	Paper-C4 IAT (AS)	Practical-F2 IDS (AS)	Paper-F1 SST(ATFA) (AK)	Paper-A5 PTH/E (SM/RP)		Paper-B 3 EIE (SN)	Paper-A4 PTM/S/SS (DK/DB/JY)	Library/ Computer Lab
FRIDAY	Paper-C4 IAT (AS)	Practical-F2 IDS (AS)	Paper-F1 SST(ATFA) (AK)	Paper-A5 PTH/E (SM/RP)		Paper-B 3 EIE (SN)	Paper-A4 PTM/S/SS (DK/DB/JY)	Library/ Computer Lab

Paper Code	Paper	Paper Abr	Faculty Name with Abr.	L	Credit
B3	Equitable & Inclusive Education	EIE	Ms. Sneha (SN)	60	4
C4	ICT & Assistive Technology	IAT	Ms. Anoushka Sharma (AS)	60	2
A4	Pedagogy of School Subjects (Non-Language) - Mathematics	Maths	Dr. Ketki – (DK)	60	4
A4	Pedagogy of School Subjects (Non-Language) - Science	Sci	Mr. Dinesh Bindal – (DB)	60	4
A4	Pedagogy of School Subjects (Non-Language) – Social Science	SST	Ms. Jyoti (JY)	60	4
A5	Pedagogy of School Subjects (Language) - English	English	Mrs. Sanjana Mittal – (SM)	60	4
A5	Pedagogy of School Subjects (Language) - Hindi	Hindi	Mr. RamtirathPrajapati (RP)	60	4
F1-VI	Supportive Skill Training (Assistive Technologies, Functional Academic Skills, etc.)	SST(ATFA)	Ms. Akansha (AK)	180	6
F2-VI	Internship in Disability Specialization	IDS	Ms. Anoushka Sharma (AS)	300	10

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B.Ed.Spl.Ed. (LD) **Semester-IV**

Days	Time							
	09:00-10:00	**10:00-11:00**	**11:00-12:00**	**12:00-01:00**	**01:00-01:30**	**01:30-02:30**	**02:30-03:30**	**03:30 - 04:30**
MONDAY	Paper-B11 MLD (AS)	Practical-E1 PCDI (SN)	Practical: F2 PODSS (AS)	Practical: F3 PIS (AK)	**L U N C H**	Paper-D19 BRS (DD)	Library/ Computer Lab	Paper-B10 GC (SN)
TUESDAY	Paper-B11 MLD (AS)	Practical-E1 PCDI (SN)	Practical: F2 PODSS (AS)	Practical: F3 PIS (AK)		Paper-D19 BRS (DD)	Library/ Computer Lab	Paper-B10 GC (SN)
WEDNESDAY	Paper-B11 MLD (AS)	Practical-E1 PCDI (SN)	Practical: F2 PODSS (AS)	Practical: F3 PIS (AK)		Paper-D19 BRS (DD)	Library/ Computer Lab	Paper-B10 GC (SN)
THURSDAY	Paper-B11 MLD (AS)	Practical-E1 PCDI (SN)	Practical: F2 PODSS (AS)	Practical: F3 PIS (AK)		Paper-D19 BRS (DD)	Library/ Computer Lab	Paper-B10 GC (SN)
FRIDAY	Paper-B11 MLD (AS)	Practical-E1 PCDI (SN)	Practical: F2 PODSS (AS)	Practical: F3 PIS (AK)		Paper-D19 BRS (DD)	Library/ Computer Lab	Paper-B10 GC (SN)

Paper Code	Paper	Paper Abr	Faculty Name with Abr.	L	Credit
B10	Guidance and Counseling	GC	Ms. Sneha (SN)	30	2
B11	Management of Learning Disability	MLD	Ms. Anoushka Sharma (AS)	30	2
D19	Basic Research & Basic Statistics	BRS	Dr. Deepali (DD)	30	2
E1	Practical E1: Cross Disability and Inclusion	PCDI	Ms. Sneha (SN)	120	4
F2	Practical F2: Other Disability Special School	PODSS	Ms. Anoushka Sharma (AS)	120	4
F3	Practical F3: Inclusive School	PIS	Ms. Akansha (AK)	120	4

Sanjana Mittal
Deputy Director

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Time Table 2025-26

B.Ed.SE VI **Semester-I**

Days	Time									
	09:00-09:50	**09:50-10:40**	**10:40-11:30**	**11:30-12:20**	**12:20-1:10**	**1:10-01:40**	**01:40-02:20**	**02:20-03:20**	**03:20 - 04:10**	**04:10-05:00**
MONDAY	Paper-B2 IESD(RP)	Practical E1-(RP)	Practical E2-(DB)	Paper-B1 ID (PR)	Paper- A3 LTA (DB)	LUNCH	Paper - B5 SSECD (DB/HK/JY/SU /HA/AS)	Paper - C1 IDAN (MV)	Paper-A1 HGD (JD/SB)	Paper-A2 CIE(SU)
TUESDAY	Paper-B2 IESD(RP)	Practical E1-(RP)	Practical E2-(DB)	Paper-B1 ID (PR)	Paper- A3 LTA (DB)		Paper - B5 SSECD (DB/HK/JY/SU /HA/AS)	Paper - C1 IDAN (MV)	Paper-A1 HGD (JD/SB)	Paper-A2 CIE(SU)
WEDNESDAY	Paper-B2 IESD(RP)	Practical E1-(RP)	Practical E2-(DB)	Paper-B1 ID (PR)	Paper- A3 LTA (DB)		Paper - B5 SSECD (DB/HK/JY/SU /HA/AS)	Paper - C1 IDAN (MV)	Paper-A1 HGD (JD/SB)	Paper-A2 CIE(SU)
THURSDAY	Paper-B2 IESD(RP)	Practical E1-(RP)	Practical E2-(DB)	Paper-B1 ID (PR)	Paper- A3 LTA (DB)		Paper - B5 SSECD (DB/HK/JY/SU /HA/AS)	Paper - C1 IDAN (MV)	Paper-A1 HGD (JD/SB)	Paper-A2 CIE(SU)
FRIDAY	Paper-B2 IESD(RP)	Practical E1-(RP)	Practical E2-(DB)	Paper-B1 ID (PR)	Paper- A3 LTA (DB)		Paper - B5 SSECD (DB/HK/JY/SU /HA/AS)	Paper - C1 IDAN (MV)	Paper-A1 HGD (JD/SB)	Paper-A2 CIE(SU)

Paper Code	Paper	Paper Abr	Faculty Name with Abr.	L	Credit
A1	Human Growth & Development	HGD	Dr. J. Das (JD) / Dr. Shashi Bhushan Gupta (SB)	**60**	**2**
A2	Contemporary India and Education	CIE	Mr. Sandeep Upadhyay (SU)	**60**	**2**
A3	Learning, Teaching and Assessment	LTA	Mr. Dinesh Bindal (DB)	**60**	**2**
B1	Introduction to Disabilities	ID	Mr. Prabhat Ranjan (PR)	**60**	**2**
B2	Introduction to Education of Students with Disabilities	IESD	Mr. RamtirathPrajapati (RP)	**60**	**2**

B5	Supportive Skills for the Education of Children with Disabilities	SSECD	Mr. Dinesh Bindal (VI) (DB) Mr. Harish Kumar (ID) (HK) Ms. Jyoti (HI) (JY) Mr. Sandeep Upadhyay (VI) (SU) Mohd Haseeb Ahmad (ASD) (HA) Ms. Anoushka Sharma (LD) (AS)	**60**	**2**
C1	Identification of Disability & Assessment of Needs (Disability Specialization)	IDAN	Ms. Mansa Verma (MV)	**60**	**2**
E1	Visits & Writing Reports (Special Schools, Therapy centres, Rehabilitation organisations, and Inclusive Schools)	PVWR	Mr. Dinesh Bindal (DB)	**60**	**2**
E2	Classroom Observation at different levels and of different subjects (IEP, IFSP)	PCO	Mr. RamtirathPrajapati (RP)	**60**	**2**

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Time Table 2025-26

B.Ed.SE (VI) **Semester-III**

Days	Time									
	09:00-09:50	**09:50-10:40**	**10:40-11:30**	**11:30-12:20**	**12:20-1:10**	**1:10-01:40**	**01:40-02:20**	**02:20-03:20**	**03:20 - 04:10**	**04:10-05:00**
MONDAY	Paper-C16 PSFI (SU)	Paper-C15 ITS (MV)	Practical : MDSS (RP)	Practical: PDS (SU)	Practical : MDSS (RP)	**L U N C H**	Paper-C14 TD (DB)	Paper-D18 PVA (VK)	Paper-D17 RRT (RP)	Library/Computer Lab
TUESDAY	Paper-C16 PSFI (SU)	Paper-C15 ITS (MV)	Practical : MDSS (RP)	Practical: PDS (SU)	Practical : MDSS (RP)		Paper-C14 TD (DB)	Paper-D18 PVA (VK)	Paper-D17 RRT (RP)	Library/Computer Lab
WEDNESDAY	Paper-C16 PSFI (SU)	Paper-C15 ITS (MV)	Practical : MDSS (RP)	Practical: PDS (SU)	Practical: PDS (SU)		Paper-C14 TD (DB)	Paper-D18 PVA (VK)	Paper-D17 RRT (RP)	Library/Computer Lab
THURSDAY	Paper-C16 PSFI (SU)	Paper-C15 ITS (MV)	Practical : MDSS (RP)	Practical: PDS (SU)	Practical: PDS (SU)		Paper-C14 TD (DB)	Paper-D18 PVA (VK)	Paper-D17 RRT (RP)	Library/Computer Lab
FRIDAY	Paper-C16 PSFI (SU)	Paper-C15 ITS (MV)	Practical : MDSS (RP)	Practical: PDS (SU)	Practical: PDS (SU)		Paper-C14 TD (DB)	Paper-D18 PVA (VK)	Paper-D17 RRT (RP)	Library/Computer Lab

Paper Code	Paper	Paper Abr	Faculty Name with Abr.	L	Credit
BEDSEVI123205	Psycho-Social & Family Issues	PSFI	Mr. Sandeep Upadhyay (SU)	30	2
BEDSEVI123203	Technology and Education of the Visually Impaired	TD	Ms. Dinesh Bindal (DB)	60	4
BEDSEVI123201	Intervention & Teaching Strategies	ITS	Ms. Mansha Verma (MV)	60	4
BEDSE100207	Reading And Reflecting On Texts	RRT	Mr. RamtirathPrajapati (RP)	30	2
BEDSE100209	Performing and Visual Arts	PVA	Mr. Vikas Kumar (Guest Faculty)	25	2
BEDSELD251	Practical's Disability Specialization 1	PDS	Mr. Sandeep Upadhyay (SU)	60	4
BEDSEHI122253	Main disability special school (Related to Area C)	MDSS	Mr. Ramtirath (RT)	120	4

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Time Table 2025-26

B.Ed.Spl.Ed. (VI) **Semester-II**

Days	Time							
	09:00-10:00	**10:00-11:00**	**11:00-12:00**	**12:00-01:00**	**01:00-01:30**	**01:30-02:30**	**02:30-03:30**	**03:30 -04:30**
MONDAY	Paper-C4 IAT (MV)	Practical-F2 IDS (SU)	Practical-F1 SST(ATFA) (MV)	Paper-A5 PTH/E (SM/RP)	LUNCH	Paper-B 3 EIE (DB)	Paper-A4 PTM/S/SS (DK/DB/JY)	Library/ Computer Lab
TUESDAY	Paper-C4 IAT (MV)	Practical-F2 IDS (SU)	Practical-F1 SST(ATFA) (MV)	Paper-A5 PTH/E (SM/RP)		Paper-B 3 EIE (DB)	Paper-A4 PTM/S/SS (DK/DB/JY)	Library/ Computer Lab
WEDNESDAY	Paper-C4 IAT (MV)	Practical-F2 IDS (SU)	Practical-F1 SST(ATFA) (MV)	Paper-A5 PTH/E (SM/RP)		Paper-B 3 EIE (DB)	Paper-A4 PTM/S/SS (DK/DB/JY)	Library/ Computer Lab
THURSDAY	Paper-C4 IAT (MV)	Practical-F2 IDS (SU)	Practical-F1 SST(ATFA) (MV)	Paper-A5 PTH/E (SM/RP)		Paper-B 3 EIE (DB)	Paper-A4 PTM/S/SS (DK/DB/JY)	Library/ Computer Lab
FRIDAY	Paper-C4 IAT (MV)	Practical-F2 IDS (SU)	Practical-F1 SST(ATFA) (MV)	Paper-A5 PTH/E (SM/RP)		Paper-B 3 EIE (DB)	Paper-A4 PTM/S/SS (DK/DB/JY)	Library/ Computer Lab

Paper Code	Paper	Paper Abr	Faculty Name with Abr.	L	Credit
B3	Equitable & Inclusive Education	EIE	Mr. Dinesh Bindal (DB)	60	4
C4	ICT & Assistive Technology	IAT	Ms. Mansa Verma (MV)	60	2
A4	Pedagogy of School Subjects (Non-Language) - Mathematics	Maths	Dr. Ketki – (DK)	60	4
A4	Pedagogy of School Subjects (Non-Language) - Science	Sci	Mr. Dinesh Bindal – (DB)	60	4
A4	Pedagogy of School Subjects (Non-Language) – Social Science	SST	Ms. Jyoti (JY)	60	4
A5	Pedagogy of School Subjects (Language) - English	English	Mrs. Sanjana Mittal – (SM)	60	4
A5	Pedagogy of School Subjects (Language) - Hindi	Hindi	Mr. RamtirathPrajapati (RP)	60	4
F1-VI	Supportive Skill Training (Assistive Technologies, Functional Academic Skills, etc.)	SST(ATFA)	Ms. Mansa Verma (MV)	180	6
F2-VI	Internship in Disability Specialization	IDS	Mr. Sandeep Upadhyay (SU)	300	10

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B.Ed.Spl.Ed. (VI) **Semester-IV**

Days	Time							
	09:00-10:00	**10:00-11:00**	**11:00-12:00**	**12:00-01:00**	**01:00-01:30**	**01:30-02:30**	**02:30-03:30**	**03:30 -04:30**
MONDAY	Paper-B11 CO (SU)	Practical-E1 PCDI (SU/RP)	Practical: F2 PODSS (DB)	Practical: F3 PIS (MV)	**L U N C H**	Paper-D19 BRS (DD)	Library/ Computer Lab	Paper-B10 GC (DB)
TUESDAY	Paper-B11 CO (SU)	Practical-E1 PCDI (SU/RP)	Practical: F2 PODSS (DB)	Practical: F3 PIS (MV)		Paper-D19 BRS (DD)	Library/ Computer Lab	Paper-B10 GC (DB)
WEDNESDAY	Paper-B11 CO (SU)	Practical-E1 PCDI (SU/RP)	Practical: F2 PODSS (DB)	Practical: F3 PIS (MV)		Paper-D19 BRS (DD)	Library/ Computer Lab	Paper-B10 GC (DB)
THURSDAY	Paper-B11 CO (SU)	Practical-E1 PCDI (SU/RP)	Practical: F2 PODSS (DB)	Practical: F3 PIS (MV)		Paper-D19 BRS (DD)	Library/ Computer Lab	Paper-B10 GC (DB)
FRIDAY	Paper-B11 CO (SU)	Practical-E1 PCDI (SU/RP)	Practical: F2 PODSS (DB)	Practical: F3 PIS (MV)		Paper-D19 BRS (DD)	Library/ Computer Lab	Paper-B10 GC (DB)
SATURDAY	Guest Lecture/Library & Computer							

Paper Code	Paper	Paper Abr	Faculty Name with Abr.	L	Credit
B10	Guidance and Counseling	GC	Mr. Dinesh Bindal (DB)	30	2
B11	Orientation & Mobility	OM	Mr. Sandeep Upadhyay (SU)	30	2
D19	Basic Research & Basic Statistics	BRS	Dr. Deepali (DD) Guest Faculty	30	2
E1	Practical E1: Cross Disability and Inclusion	PCDI	Mr. Sandeep Upadhyay (SU) / Mr. RamtirathPrajapati (RP)	120	4
F2	Practical F2: Other Disability Special School	PODSS	Mr. Dinesh Bindal (DB)	120	4
F3	Practical F3: Inclusive School	PIS	Ms. Mansa Verma (MV)	120	4

Ashtavakra Institute of Rehabilitation Sciences & Research, Sector-14 Rohini, Delhi-85

Sanjana Mittal
Deputy Director