NETAJI SUBHAS OPEN UNIVERSITY

HAND BOOK

For
B.Ed. SPECIAL EDUCATION
(M.R./ H.I./ V.I.)-ODL

(RECOGNISED BY REHABILITATION COUNCIL OF INDIA, NEW DELHI)

ACADEMIC SESSION
2015-17

School of Education

CF - 162, Sec - I, Bidhannagar, Kolkata - 700 064

School of Education
NETAJI SUBHAS OPEN UNIVERSITY

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NETAJI SUBHAS OPEN UNIVERSITY

Dear Learners you are most welcome to the family fold of Netaji Subhas Open University. I extend my best wishes for choosing this University for your academic pursuits. B.Ed. Special Education is a new discipline of knowledge which empowers individuals to grow as professionals for Special Education. *'Education is not the preparation for life; education is life itself'*. John Dewey did utter this line which is more eloquent than it appears. It is said that human being is the only animate object who is born twice; firstly from mother's womb and secondly s/he gives birth to her/himself by acquiring knowledge and wisdom. Teachers (mentors) are the persons who make the transformation possible. The professional knowledge makes one competent to transform her/him to reach higher plain. Thus the man qualifies himself as *'Dwija'*. Academic institutions are to play such role of man making.

The B.Ed. Spl. Education program run by this University, is approved by the Rehabilitation Council of India (RCI), New Delhi. There is a Memorandum of Understanding between this National level Regulatory body i.e., RCI and the NSOU. From this academic session (2015-2017) the course structure has been thoroughly revised and the changes have been made keeping conformity with the B Ed program of NCTE. It may be added further that the RCI and NCTE have signed MoU between them which ensures the uniformity of two equivalent academic programs.
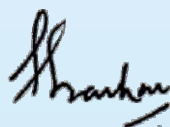
The B.Ed. Spl. Education program will ensure the opportunity to develop a good understanding of the affairs in disability areas and make one more sensitive to the issues of children with disability and proffer further insight to educational opportunities of such children. National goals and priorities are to make the Human resources as assets and the system of education are to be made inclusive in every respect so that the cherished

national goal can be fulfilled. With this objective in view the B.Ed. Spl. Education program is dove tailed in a precise fashion to accommodate all relevant and necessary issues of the present time. This course is introduced as the flagship academic program of the Govt. of India and the State Govt. and it is a P.G. / Second Degree Program.

The duration of the Course has been extended from two years to two year and six months and semesterization of course duration has been introduced. There are 5 semesters and each is of six months duration. The term end examination will be held at the end of each semester. This HAND BOOK provides the details of Course structure in the following pages. The academic program extended in two and half year will be held at the respective Study Centre, as chosen by you, as per the announced schedule. The academic schedules will be circulated to the Study Centres by the NSOU through its website and may be through mails from time to time.

I have no doubt that all of you - enrolled in this programme will take full advantage of the situation by attending all academic programs, going through the SLMs, attending all the PCPs and other activities as would be conducted by the learned Counsellors. Thus you can achieve good dividend at the term end examinations and also mastery on the subject.

I wish you all success.

Professor Subha Sankar Sarkar
Vice Chancellor

INDEX

1. The Concept of Open University

An open learning system is one in which the onus of learning is primarily on the students. Despite this, they are formally enrolled in a system which takes on other learners too. Thus, we draw a line of distinction between the above-mentioned category of students and (a) those borrowing books from Libraries and (b) those formally attached to a F 2 F University where classroom teaching is the principal mode of instruction.

The Open University represents an alternative approach to higher learning. It stands apart from a highly formal, institutionalized and centrally administered system of education. Its philosophy is built around the principles of universality, flexibility and innovativeness. Its ideas and institutions, its methods and procedures are all shaped accordingly. Conceptually, it can be viewed as a system drawing upon the best elements in formal and non-formal education.

The 'openness' consists of a variety of features. First, it offers easy access to the learners. The entry requirement is not too exacting. A genuine interest in picking up knowledge is all that it expects. Consequently, it would try to embrace as many learners as possible.

Secondly, its territorial reach is visibly wide. It aims at bringing education to the doorstep of the learner wherever he or she may be. Various methods of communication and contact are used for this purpose. The classroom of the University, thus, is as wide as the entire land it seeks to serve.

Thirdly, the Open University is learner-oriented. It devices its courses and methods of teaching to suit the needs of the learners. Their options and inclinations are given due priorities. A variety of courses—short-term or long-term, liberal or professional can be pursued under the University.

Fourthly, it believes in fair distribution of quality education, teaching aid, consultancy and study materials. Whatever resources the University has made evenly available to all learners wherever of whoever he or she might be. It eliminates variations and discrimination.

Fifthly, its administration is decentralized. In promoting Distance Education, the University creates a wide network of Study Centres. Students need only to come to the nearest available centre for collecting all information, completing all formalities, discussing their academic issues and appearing for evaluation of their work at intervals as chosen.

Sixthly, student assessment under Open University is based on continuous assessment and credit system. It does not require students to get bogged down in one final examination. One can study at one's own pace.

It short, the Open University seeks to open up the treasure house of knowledge to the maximum number of users. Thereby it would enhance their skills for productivity and further learning. Socially, too, the University promises steady empowerment of those who suffered backwardness for want of these skills. Considering the current trends all over the world, the Open University is going not only to complement the conventional system of higher education but may soon occupy the centre stage also in developing countries where the resources do not measures up to the vastness of the clientele.

2. Netaji Subhas Open University: Vision and Mission

Vision:

Netaji Subhas Open University, the State University of West Bengal, will contribute to the building up of quality human resource base of the State and collaborate with other open Universities of the national and state levels towards the improvement of the quality of distance education and to promote and develop appropriate technology to create the distance education scenario of an international standard in our country keeping in view of the demands of the knowledge seekers for education appropriate to the twenty first century.

Mission:

To spread higher education in different parts of the state and to cooperate with Universities to provide access to higher education and to different skills enhancing educational programmes Netaji Subhas Open University shall :

- provide quality education in a flexible mode to serve the aim of establishing an equitable knowledge society within the state, provide higher education through distance learning through the language of the state, i.e. Bengali

- make education affordable to disadvantaged

- provide facility for lifelong education to intending learners

- strive for upgradation of technology without compromising the basic values of the society

- contribute to the development of the state and the nation and to motivate learners to strive for secular, scientific and democratic education.

3. Rehabilitation Council of India: A Brief Introduction

In 1992, Parliament passed the **Rehabilitation Council of India Act,** which was notified and became effective from June 1993. The Act casts the following important responsibilities on the Council:

- **Standardization of syllabi for all professionals** needed for the special education or rehabilitation of the disabled.

- **Recognition of lnstitutions offering courses for training of rehabilitation professionals**.

- **Maintenance of A Central Register** of all qualified persons in the field of rehabilitation.

The Act also provides that any person delivering services to people with disabilities without acquiring qualification would be committing a cognizable offence. The **Rehabilitation Council of India** has done a tremendous work **in offering a better quality of life for the disabled** in the last few years.

4. Guidelines for Special Education–Distance Education

The Distance Education Programme is being offered jointly by NSOU and RCI. It aims to develop professionals for Special Education within a broad perception of Education in the Twenty First Century.

The Distance Education Programme aims to develop professionals for Special Education within a broad perception of Education in the Twenty First Century in the ensuing Age of IT Revolution and Globalization. Within this broad perception the so called disabled are perceived as differently abled and that teaching is not a profession but a mission. The programme aims to educate and train the aspirants to become agents of change as teacher-professional through imbibing required knowledge, understanding, attitude and skill. The education and training will enable them to tap the hidden talents and potentialities buried in the differently abled; develop in them faith as well as sense of freedom, self-respect and dignity not only to stand on their own leg but also to contribute their services to the society and the nation.

Objectives

- To develop a broad perspective of the role of specially trained professionals as an agent of change in the prevailing and emerging Indian society in the ensuing Age of IT Revolution and Globalization.

- To perceive the so called 'disabled' as 'differently abled' and develop in them the confidence about their potentialities, abilities and usefulness to serve the society with a sense of freedom, self-respect and dignity.

- To develop professional competencies to educate the disabled group of learners.

- To know and understand various methods and approaches of organizing learning experiences of disabled group of learners in disability area for inclusive/integrated/special education set up.

- To develop competencies for selection and organization of learning experiences.

- To understand the nature of disabled children and their learning process.

- To develop competencies to deal with the academic and personal problems of the disabled learners.

- To know and understand the various methods and techniques of evaluation and their applications.

- To develop competencies for selection development and use of evaluation tools.

- To develop competencies to organize various co curricular and extra curricular activities.

- To know, understand and develop the ability to manage a special school.

- To develop competencies for organizing various instructional and student support activities.

Roles and Responsibilities

Netaji Subhas Open University

➢ Academic Inputs such as development of curricula and instructional materials, selection of eligible candidates for admission and placement in Study Center, providing guidelines for selection of academic staff for curricular transaction.

➢ Examination, Evaluation and Certification.

➢ Offering additional Specialization Course.

➢ Financial support to Study Centers for running the programme.

➢ Monitoring and Evaluation of the Programme for Quality Control and Improvement

➢ Innovation and Research.

Rehabilitation Council of India

➢ Statutory support.

➢ Regulate the training of Rehabilitation Professionals

➢ Recognition of Study Centers for running Special Education through Distance Mode.

➢ Certify successful candidates as 'REGISTERED PROFESSIONAL' on application to enable them to serve as professional teachers.

➢ Monitoring & Evaluation.

5. Programme Structure

1ST SEMESTER (July—December)

	Course Code	Title	Internal Assess-ment	Term End	Pass Marks	Full Marks	Credits
AREA-A (Core Course)	Al	Human Growth & Development	20	80	50	100	4
	A2	Contemporary India and Education	20	80	50	100	4
AREA-B (Cross Disability And Inclusion)	B7	Introduction to Sensory Disabilities (VI, Hl, Deaf-Blind)	10	40	25	50	2
	B8	Introduction to Neuro Developmental Disabilities (LD, MR [ID], ASD)	10	40	25	50	2
	B9	Introduction to Locomotor & Multiple Disabilities (CP, MD)	10	40	25	50	2
AREA-E (Practical Related to Disability)	El	Cross Disability and Inclusion	10	40	25	50	2
Total Marks in lst Term End Examination			80	320	200	400	16

2ND SEMESTER (January—June)

	Course Code	Title	Internal Assess-ment	Term End	Pass Marks	Full Marks	Credits
AREA-A (Core Course)	A3	Learning, Teaching and Assessment	20	80	50	100	4
	A4 Any One	Pedagogy of Teaching (Special Reference to Disability) **PART-I** :Science (Special reference to Disability) **PART-II** : Mathematics (Special Reference to Disability) **PART-III :** Social Studies (Special Reference to Disability)	20	80	50	100	4
AREA-B (Cross Disability And Inclusion)	B6	Inclusive Education	10	40	25	50	2
AREA-C (Disability Specialisation Courses)	C12	Assessment and Identification of Needs	20	80	50	100	4
AREA-E (Practical Related to Disability)	E2	Disability Specialization	10	40	25	50	2
Total Marks in 2nd Term End Examination			80	320	200	400	16

3RD SEMESTER

	Course Code	Title	Internal Assessment	Term End	Pass Marks	Full Marks	Credits
AREA-A **Co re** **Course**	A5 Any One	Pedagogy of Teaching (Special Reference to Disability) PART IV: Bengali/ English (Special Reference to Disability)	20	80	50	100	4
AREA-C **(Disability**	C13	Curriculum Designing, Adaptation and Evaluation	20	80	50	100	4
Specialisation **Courses**	C14	Intervention and Teaching Strategies	20	80	50	100	4
AREA-E **(Practical Related** **to Disability)**	E2	Disability Specialization	20	80	50	100	4
Total Marks in 3rd Term End Examination :			**80**	**320**	**200**	**400**	**16**

4TH SEMESTER

	Course Code	Title	Internal Assessment	Term End	Pass Marks	Full Marks	Credits
AREA-B **Cross** **Disability** **And** **Inclusion**	B10	Skill based Optional Course (Cross Disability And Inclusion)	10	40	25	50	2
AREA-C **(Disability**	C15	Technology and Disability	20	80	50	100	4
Specialisation **Courses)**	C16	Psycho Social and Family Issues	10	40	25	50	2
AREA-D **(Enhancement of**	D17	Reading and Reflecting on Texts	10	40	25	50	2
Proffesional **Capacities (EPC)**	D18	Drama and Art in Education	10	40	25	50	2
AREA-F **Field** **Enngagement/School** **Attachment/lnter** **ship**	Fl	Main Disability Special School (Related to Area-C)	20	80	50	100	4
Total Marks in 4th Term End Examination			**80**	**320**	**200**	**400**	**16**

5TH SEMESTER

	Course Code	Title	Internal Assessment	Term End	Pass Marks	Full Marks	Credits
4REA-B Cross Disability And Indusion	B11	Skill based Optional Course (Disability Specialization)	10	40	25	50	2
AREA-D Enhancement of Proffesional Capacities (EPC)	D19	Basic Research SBasic Statistics	10	40	25	50	2
AREA-E (Practical Related to Disability)	El	Cross Disability and Inclusion	20	80	50	100	4
AREA-F (Field Engagement/ School Attachment/ lnternship	F2	Other Disability Special SchoolfRelated to Area-B)	20	80	50	100	4
	F3	Inclusive school (related to AREA B & C)	20	80	50	100	4
Total Marks in 5th Term End Examination			80	320	200	400	16
Grand Total in Two and Half Years Course			400	1600	1000	2000	80

6. Curriculum, Programme Implementation and Assessment

6.l 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 Specializatior.jcourse and shall be transformed into distance mode conststing of Block/Units as per credit hours of study. How'ever, 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.

6.2 Programme Implementation

The B.Ed.Spl.Ed. (Disability Speciaiization) 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 higher secondary classroorns.

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.

6.2. (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 instructionat design and the pedagogy of self learning, and be duly approved by the appropriate mechanisms at the university/ 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.

6.2. (H) 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:

6.2.(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 persual 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 organised in the form of tutorials and not as teaching-sessions as the learning materials provided to the learners shall perform the teaching function.

6.2.(2).II Workshops: In the workshop, the learners shall acquire competencies and skills required for 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, assigment 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.

6.2.(2).III School Based Activities: the learners pursuing B.Ed. Spl. Ed. (Disability Speciaiization) 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.

6.2.(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 supervisjon 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 practive from the teacher.

7. Evaluation Procedure

In an Open University the evaluation system of students is something different. Students are to undergo continuous evaluation. 20 percent of the total marks in each paper is under Continuous Evaluation process. The rest of the marks are reserved for Term End Examinations.

Continuous Evaluation is made on the basis of assignment which every student is required to submit before each Term –End Examination. The Term End and Assignment marks to be clubbed together to arrive at total.

We may say that the modalities as followed for other Courses will also be adhered here.

The details marks distribution is given below:

Area	Theory	Practical	Total
Non-Disability	650	Nil	650
Disability	750	600	1350
Total	1400	600	2000

The Evaluation of each subject will be made in two ways:-

A. Assignment/Internal Assessment:-

Every student is required to submit the assignment papers before each Term-End Examination which is due at the end of each semester. But in no case a student shall be allowed to fill in the application form to sit for the examination if he / she has not submitted assignment paper before the filling in of the examination form.

The Formative and Summative Evaluation will be conducted in all curricular and co-curricular areas of the course. Regular feedback to the student based on the evaluation of the assignment, practicals and assessments will be ensured. The evaluation system Shall include the following:-

a. Self Evaluation Exercise (No weightage)

b. Assignments (20% Weightage)

c. Term-End Examination (80% Weightage)

B. Term –End Examination

80% of the total marks of the subjects would be reserved for term-End Examination scheduled to be held at the end of the semester.

Minimum Qualifying marks in each paper (theoretical & practical separately) is 50% of the grand total of marks in that paper.

The final gradation will be as given below:-

% of Marks obtained	Class	Grade *
70% and above	1ˢᵗ Class	A+
60 % to below 70 %	1ˢᵗ Class	A
55 % to below 60 %	2ⁿᵈ Class	B+
50 % to below 55%	2ⁿᵈ Class	B

* It is under active consideration of the University regarding introduction of grading system at Term-End Examination.

8. Rules and Regulations for Admission of B.Ed. Spl. Ed. (MR, HI & VI) ODL Course :

ELIGIBILITY

a) Candidates should have at least 50% marks either in the Bachelor's Degree* and/or in the Master's Degree in Sciences/ Social Sciences/ Humanities, 4 years Bachelor's or 3 years Second Degree Bachelor's Programme 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.

* Bachelor's Degree with Hons. may be determined either on the basis of Hons. Marks only or on the basis of Hons. marks and marks of the Pass Subjects taken together.

Relaxation of marks for the Reserve Category candidates is admissible as per rules of State Government.

b) The reservation and relaxation for SC/ST/OBC/PWD and other categories shall be as per the rules of State Government.

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 issued by the Competent Authority

    3) Possession of any RCI approved Diploma/ Degree (With Valid CRR No.).

DURATION:

Two years and six months with Five Semesters.

SPECIALIZATION IN DISABILITY AREA:

Mental Retardation (M.R.)/ Hearing Impairment (H.I.)/ Visual Impairment (V.I).

ENTRANCE TEST FEES :

RS. 500/- (+BANK CHARGES)

FEE STRUCTURE:

    1. Rs. 30,000/-(Course Fee as per RCI recommendation)

    2. Rs. 5,000/- (ICT and Student Support)　　　　　　} University Charges

    3. Rs. 5,000/- (Monitoring and Supervision of Programmes)

TENTATIVE TIME SCHEDULE FOR ADMISSION to B. Ed. Spl. Ed.
(M.R/ H.I/ V.I) - ODL.
SESSION 2015-17

Sl. No.	Events	Dates
1.	Publication of Advertisement in Newspaper	06/06/2015
2.	Availability of On- line Application Forms at www.examfeedback.net/nsou/nsou.aspx	From 10.00 a.m. onwards 08/06/2015
3.	Last date of submission of on-line Application Forms	21/06/2015 till 12.00 midnight
4.	Last date of submission of Entrance Test Fees to the Bank (any branches of Allahabad Bank) through Challan	22/06/2015 (During Bank working hours)
5.	Last date of on- line submission of the Bank Journal No.	23/06/2015 till 12.00 midnight
6.	On- line Admit Card generation	04/07/2015 on wards
7.	Common Entrance Examination	12/07/2015
8.	Online Publication of Merit List	24/07/2015
9.	Central Counselling and Spot Admission at SoE, NSOU	28/07/2015 to 31/07/2015
10.	Commencement of PCP	On and from 02.08.2015

Candidates will be selected only on the basis of marks obtained in the Entrance Test. Besides Entrance Examination, Special Weightage will also be given to eligible candidates as per RCI norms. The distribution of marks/weightage for selection will be as follows:

Sl. No.	Criteria	Weightage
1.	Entrance Test Marks(Total marks -100)	90%
2.	(Special Weightage will be given to applicants on any one of the following reasons)	10 (Maximum)
	• Parent of child with disability	10
	• Candidate with disability (40% and above)	10
	• Possesses RCI Registration Certificate	10
Total (Including Maximum Weightage)		100

14

The Entrance Test will consist of a paper of 100 marks (200 MCQs with 0.50 marks in each and for wrong answer, there will be a deduction @ -0.125 marks). The duration of examination will be of 3 hours (12 noon to 3.00 PM).

The subject matter and the pattern/typology of the questions will be as follows:

Sl. No	Content	Marks	Typology of the questions
1.	PART- A:- G.K. and Teaching Aptitude (Secondary standard)	25	MCQ
2.	PART- B:- Logical and Analytical Reasoning	25	MCQ
3.	PART- C:- Education and Disability Related Awareness 1) Education: 25 Marks Definition of Education, Education for All, Sarva Siksha Abhiyan, National Literacy Mission RTE Act, Educational opportunities through Vernacular, Education through Distance Mode, Difference between Correspondence Course and Open System of Education 2) Disability Related Awareness: 25 Marks Concept of Special Education and Exceptional Children, Concept of M.R, H.I, V.I, L.I and L.D., PWD Act, National Trust Act, RCI Act, UNCRPD, Govt. schemes and benefits available for the Person with Disabilities, Concept of Inclusive Education	50	MCQ

Test will be conducted through OMR in order to ensure objectivity in evaluation.
Admission will be strictly on the basis of merit.
Reservation for SC/ ST/ OBC/PH candidates will be according to existing State Govt. Rules

Ranking Method :

Candidates will be ranked in order Merit in the Common Entrance Test. In case of candidates getting equal marks, PART - C marks will be taken into account to decide relative ranking. In case of tie even at this stage the marks obtained in PART - B and then PART - A will be taken into account to decide relative ranking. In the case of candidates getting equal marks in each of the parts of the test papers, age shall be taken into consideration for relative ranking among the said candidates and the older candidates shall be given priority.

Note: Request for Re-totalling and Re-valuation of scripts will not be entertained.

9. Language of Instruction:

The Study Materials are written in English. A Student is however, free to write answers in Bengali also.

10. Guidelines for Students :

- Learner should have good habits of regularity and punctuality, reading and comprehension, concentration and determination are needed to carry out independent studies after the clear directions given by the Counsellors/Teachers.

- Learner should go through all the study materials thoroughly and note down the points where they felt difficulty to discuss with counselor in Face-to-Face programme.

- Learners will know regarding course curriculum/syllabus in Induction Programme both theory as well as practical subjects

- Learners should attend in contact classes to clear doughts and 80% attendance is compulsory.

- Learner should submit Assignments and Practical records on the date prescribed by the Study Center.

- Learner may approach the Study Center for help.

- Learner should follow all instructions prescribed by the study center time to time.

- Learner should devote at least 2 hrs daily to learn course material

- Learner should clear the doubt's from Counselor by reading course material

- Learner should follow the instructions given by the Study Center and Counselor time to time.

- Learner should submit their Assignments, Project in time so that Counselor could correct and give feedback accordingly.

- Learner should note down the schedule of work for the course, to work it accordingly.

- Learners should have confidence in their ability to work on their own.

- A student, who is seeking admission to Special Education (DE) is supposed to follow the guidelines strictly during the course period:

  o A student shall strictly follow all the rules and regulations listed in the Handbook?and issued by 1the University and Study Center from time to time.

  o He/She shall attend the Induction Programme conducted at the Study Center and get examined all the documents/certificates etc.

  o He/She shall be attentive to the 1st introduction about the course, Study Center,

16

University etc. so to be arranged at the Study Center during Induction Programme.

o He/She shall collect the SIM from the Study Center and shall get all details related to timings of the Personal Contact Programmes to be organized throughout the session.

o He/She shall study the course material at home and shall solve the exercises given at the end of each chapter. He shall note down his problems and shall seek clarification during the Personal Contact Programmes .

o He/She shall go prepared to the Study Center during the Personal Contact Programme.

o He/She shall take care that he is regular in attending classes/session during PCP's to ensure **80% attendance** to make them eligible to be eligible for the examination.

o He/She shall submit the prepared assignments in time to the Study Center & shall appear in all the tests of each theory and practical papers.

o He/She shall be regular in completing practicals during PCP and otherwise and shall submit all records in time.

o He/She shall clarify his doubts related to course contents during PCP session.

o He/She shall strictly maintain discipline at the Study Center and shall extend full, respect to his/her teachers.

o He/She shall decide about his subject option related to Group B course with full thoughts and University will not allow him to change his options subsequently. Similarly he shall also decide about his medium of transaction finally. He/She will not be permitted to change his medium time and again .

o He/She shall come prepared for the practical exams. He shall take care that he is carrying all practical note books prepared for the practical course and shall reach for the examination center in time .

o He/She shall also take care that he has prepared for the same paper for which examination has been fixed and reaches in time. He shall ensure that he is not using unfair means during the exams for which he may be disqualified .

o On having any doubt he shall seek clarification from the Study Center and/or University.

11. Eligibility for Appearing in Term-End Examination :

✓ 80% Attendance in PCP to make the student eligible for examination.

✓ Submission of assignment answer paper

✓ Fees clearance

12. Study Materials:

Self- Instructional Materials (SIMs) will be distributed to the students in phases through the Study Centres where they may be admitted. Besides SIMs, students will be supplied with a list of reference books for suggested reading. Library services will be available to the students at the Study Centres. The E-content will be provided to the students. SMS alert audio/vedio content will also be supplied to the students.

13. Study Centres and Student Support Services :

The University provides SIMs to the students to be studied and learnt by them at their convenience. The University provides various student - support through a network of Study Centres. A list of Study Centres is enclosed. A Study Centre is placed under the supervision of a Co-ordinator assisted by the staff of his/her office.

At the beginning of each session, Study Centres invite the students for an induction meeting where they are familiarized with the aims, objectives and activities of the University and the methodology of Distance Education.

The Study Centres draw schedules of counselling sessions and notify the same for the students. Normally, the counselling session will be held as per suitability of the host institutions in consultation with the University.

Study Centres distribute the home assignment papers and arrange for their evaluation. Informations, assignments etc. are not issued by the headquaters to the learners.

Students should contact the Study Centres for all their requirements.

The Study Centres also arrange for holding of examinations in accordance with the schedule fixed by the University from time to time.

In short, each Study Centre acts as the day-to-day link between the students and the University. Students are expected to conduct themselves in worthy and dignified manner to maintain high academic and moral standards.

14. Provision for Unsuccessful Candidates :

Candidates declared unsuccessful shall be permitted to appear in all the components of the Courses in which they have failed at subsequent examination (s) subject to the restriction of period mentioned-after the expiry of this period the students will have to seek fresh admission and no credit shall be carried over.

Candidates eligible under the above provision and willing to appear in the subsequent examination (s) in any theory / practical Course (s) shall have to submit application in prescribed form together with a copy of statement of marks obtained at the preceding examination through the Coordinator of the Study Centre so as to reach the Registrar by the date notified by him for subsequent examination (s)

A candidate will have to clear all Courses in a maximum period of 60 months after admission.

15. RCI Certification as a Registered Professional Teacher:

The successful candidates of this B.Ed. Special Education programme will be able to obtain "**Registered Professional Certificate**" from the **Rehabilitation Council of India** to work as a teacher in the field of special education. For this the applications of the successful students will be forwarded to RCI by the study centre.

16. Names of the Study Centres along with Code Numbers : -

Sl No	Name of the Study Centres	Address with Phone No.	SC Code	Seat	Area of Specialization
1.	Bikashayan	40, Bonhooghly Govt. Colony, Kolkata- 108, Ph No -25781665/25784833 E-mail: bikashayan@gmail.com	SEMR - 01	40	Mental Retardation
2.	SHELTER	3, Bholanath Bhaduri Sarani, Bhadreswar, Hooghly-712124 Ph No – 26337543 E-mail: shelcare@rediffmail.com	SEMR - 02	40	Mental Retardation
3.	Society For Mental Health Care	Ananda Niketan , PO & Vill – Kajurdihi , Katwa, Burdwan.- 713518, Ph: 03453-255262 E-mail: smhcin@yahoo.co.in	SEMR - 03	40	Mental Retardation
4.	Vivekananda Loksikha Niketan	Faridpur , Dakshin Dauki , Purba Midnapur – 721464, Ph No – 03220-284060/ 284388 E-mail: vlncontai@yahoo.in	SEMR - 04	30	Mental Retardation
5.	Pradip Centre for Autism Management	33 A/1, Canal South Road, Kolkata- 700015. Ph: 9830628623 E-mail: pradip_autism@yahoo.com	SEMR 05	40	Mental Retardation
6	Manovikas Kendra Rehabilitation and Research Institute	482, Madhudah, Plot-1,24 Sec-J, E.M. Bypass , Kolkata-107 Ph. : 033-40012733/34/35 E-mail: mrihttc@gmail.com	SEMR - 08	40	Mental Retardation
7	North Bengal Handicapped Rehabilitation Society	Nivedita Market, Hospital Road, Siliguri – 734401, Dist – Darjeeling, Ph No – 0353-2535701 E-mail: nbhrs@sancharnet.in	SEMH -01	30+30=60	Mental Retardation & Hearing Impairment

Sl No	Name of the Study Centres	Address with Phone No.	SC Code	Seat	Area of Specialization
8	Ali Yavar Jung National Institute for the Hearing Handicapped, (ERC)	B. T. Road , Boonhoogly, Kolkata- 700090 Ph No – 25311427 E-mail: ercnihh@sify.com	SEHI - 01	40	Hearing Impairment
9	Midnapur Rehabilitation Centre For Children	Gitajali , Vidyasagar Road, Paschim Midnapur- 721101, Ph No – 03222- 271490 / 275646 E-mail: mrcc_midnapur @rediffmail.com	SEHI - 02	40	Hearing Impairment
10	Helen Keller Badhir Vidyalaya	Borakhala , Krishak Pally, Mukundapur, Kolkata – 78, Ph: 24264743 E-mail: amartyalokprps @gmail.com pressprps@gmail.com	SEHI - 03	40	Hearing Impairment
11.	Dr. Sailendranath Mukharjee Muko Badhir Vidyalaya.	Chandni More, G. T. Road , Burdwan – 713101, Ph No – 03422540451 E-mail: snmashakiran.bdn @rediffmail.com	SEHI- 04	40	Hearing Impairment
12.	Ramakrishna Vivekananda Mission	Vill & P.O.: Suryapur, via Nilgunj Bazar, North 24 (Pgs), Pin:700121, Ph. No- 033-65401174 E-mail: rkvmsuryapur@gmail.com	SEVI - 01	30	Visual Impairment
13	NSOU Study Centre,	Ghosh Para Station Road, Kalyani, Kalyani Nadia-741235	SEHI - 05	20	Hearing Impairment

17. Semestar wise details Course Structure :

1ST SEMESTER

	Course Code	Title	Internal Assess-ment	Term End	Pass Marks	Full Marks	Credits
AREA-A	Al	Human Growth & Development	20	80	50	100	4
(Core Course)	A2	Contemporary India and Education	20	80	50	100	4
AREA-B (Cross Disabllity And Inclusion)	B7	Introduction to Sensory Disabilities (VI, Hl, Deaf-Blind)	10	40	25	50	2
	B8	Introduction to Neuro Developmental Disabilities (LD, MR [ID],ASD)	10	40	25	50	2
	B9	Introduction to Locomotor & Multiple Disabilities (CP,MD)	10	40	25	50	2
AREA-E (Practical Related to Disability)	El	Cross Disability and Inclusion	10	40	25	50	2
Total Marks in 1st Term End Examination			**80**	**320**	**200**	**400**	**16**

HUMAN GROWTH & DEVELOPMENT

Course Code: Al   **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 the trainees 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 Narture

1.5   Domains (Physical, Sensory-perceptual, Cognitive, socio-emotional, language and 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 : Middle Childhood to 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 References :

- 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, May field 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

- Mittal. S. (2006). Child development- Experimental Psychology, Isha books, Delhi

- Nisha, M. (2006). Introduction to child development; Isha books, Delhi

- Papalia, D. E. and 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

- Meece, J. S. & Eccles J. L (Eds) (2010). *Handbook1 of Research on Schools, Schooling and Human Development,* Rout1edge

CONTEMPORARY INDIA AND EDUCATION

Course Code: A2   **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

l.4   Historical Perspective of Indian Education (Gandhi, Tagore, Krishna Murthy, Aurobindo)

1.5   Contemporary Indian Perspective

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 in school systems

Unit 4: Education Commissions and Policy

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.

- 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

- Government of India (Gol) (1966). National Education Commission (1964-66), Ministry of Education: New Delhi.

- Government of India (Gal) (1986/92). New Education Policy; MHRD: New Delhi.

- Guha, Ramchandra (2007). India after Gandhi: The History of the World's Largest Democracy. Macmillon: Delhi

- Gol (2010). Right to Education Act 2009, MHRD: New Delhi.

Suggested Readings

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

- Amartya Sen, and Jean Dreze (1997). India: Economic Development and .Social Opportunity, Oxford India: Delhi. Select Chapters.

- Anand, S. P. (l993).The Teacher & Education in Emerging Indian Society; New Delhi: NCERT.

- Bhat. B. D. (1996). Educational Documents in India, New Delhi: Arya Book Depot.

- Bhatia, K. & Bhatia, B. (1997): The Philosophical and Sociological Foundations, New Delhi Doaba House.

- Biswas. A. (1992): Education in India, New Delhi: Arya Book Depot.

- Biswas. A. and Aggarwal, J.C. (1992). Education in India, New Delhi: Arya Book Depot.

- Chakrav arty , Sukhamoy (1987). Development Planning: The Indian Experience, Oxford University press: New Delhi.

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

- Dubey, S. C (200l). Indian Society, National Book Trust: New Delhi.

- Ain, L. C. (2010). Civil Disobedience, Book Review Literary Trust: New Delhi. Select chapters.

- Kashyap, S. C. (2009). The Constitution of India, National Book Trust: New Delhi.

- Mohanty, Jagannath. (1993). Indian Education in the Emerging Society, New Delhi Sterling publishers Pvt. Ltd.

- Sapra. C. L and Ash Aggarwal, (Ed.,) (1987): Education in India some critical Issues. New Delhi: National Book Organisation.

- Saraswathi, T. S. (1999). Culture, Socialization and Human Development, New Delhi: Sage Publications.

- Steven, B. (1998). School and Society, New Delhi: Sage Publications.

- Suresh, D. (1998)., Curriculum and Child Development, Agra: Bhargava.

- Taneja. V. R (1998). Educational Thoughts and Practice, Delhi University Publications.

- Vaidyanathan, A. (1995). The Indian Economy: Crisis, Response and Prospects. Tracts of the Times. Orient Longman Publications: New Delhi.

- Weber. O.C. (1990). Basic Philosophies of Education, New York Holt, Rinehart and Winston.

Readings for Discussion

- Chandra Bipin (1997). Nationalism and Colonialism, Orient Longman: Hyderabad. Chapter1.

- Deaton A and Jean Dreze (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, Satish. (2004); Contemporary India: A Sociological View. Penguin: New Delhi. Chapter 5: Caste inequalities in India Today.

- Famous Speeches of Gandhi ji: Speech on the Eve of The Last Fast January 12, 1948.

- Speeches of Gandhi ji: Speech on the Eve of The Last Fast January 12, 1948. Government of India (GoI)

- http://www.gandhi-manibhavan.org/gandhicomesalive/speech8.htm

- http://www.mkgandhi.org/speeches/speech Main.htm

- Jain, L.C. (2010). Civil Disobedience, Book Review Literary Trust: New Delhi. Select chapters,

- Jangira, N.K 2012. NCERT mother of Inclusive education address on golden Jubilee of NCERTat RIE; Ajmer on 01 Sept. 2012.

- http://unesdoc.unesco.org/images/0023/002322/232205e,pdf

INTRODUCTION TO SENSORY DISABILITIES

Course Code: B 7   **Marks : 50**

Objectives

After completing the course the learners will be able to:

● Name the different types of sensory impairments & its' prevalence& 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

l.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 & 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-ofstudents 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–Ns So 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

References:

●   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 1. Holt, London: Rinehart & Winston.

●   Holbrook Cay M. & Koenig Alan. 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
romhttp://www.google.co.in/url?sa=t&rct=j&q=&esrc=s&source=web&cd=3&ved=0 CDEQFjAC&url=http%3A%2F%2Fssa.nic.in%2Finclusive-education%2Ftraining-

module- for-resource-teachers-for-disable-children%2F Module%25202% 2520 Deafblindness.pdf %2Fat_download%2Ffile&ei= LkY6VdGlOIKymAW604CgDg&usg= AFQjCN xJc90azSlf- TSI_HgQqJKxWjs_A&sig2=LIBWuGnYEOOLPtpK5FCHEg&bvm= bv.91427555,d.dGY

- Kelley, P. & Gale, G. (1998). Towards Excellence: Effective education for students with vision impairments. Sydney: North Rocks Press.

- Lowenfeld, B(1973).Visually Handicapped Child in School and Society; American Foundation for the Blind; New York.

- Lynas, W. (2000). Communication options. In J.Stokes (Ed), Hearing Impaired Infants - Support in the first eighteen months. London: Whurr Publishers Ltd.

- Martin, F. N. Clark, J. G. (2009). Introduction to Audiology. 10th ed. Boston: Pearson Education. OR

- F. N. Clark, JG. (2012). Introduction to Audiology. 11th ed. Boston: Pearson Education. OR

- 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. OR

- 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

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- 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, MA: Christopher-Gordon Publishers, Inc.

- Katz, J. (1985). *Handbook of Clinical Audiology.* (4th Ed.) Baltimore; Williams and Wilkins

- Loreman.T, Deppeler. J & Harvey.D (2005). *Inclusive education - A practical guide to supporting diversity in the classroom.* (2nd Eds.). U.K. Routledge

- Norris G, Haring& Romen L.T (1995). *Welcoming Students who are deafblind to typical classrooms.* U.S : Paul H Brookes

- Pandey, R. S. & Advani, L. (1995). *Perspectives in disability and rehabilitation.* New Delhi: Vikas Publishing house Pvt. Ltd.

- *Proceedings from National Conference On Centenary for Work for the Blind in India* (1987); All India Confederation of the Blind and Christoffel Blinden Mission; Delhi : R.K.Printers

- Scholl, G.T. (1986). *Foundations of education for blind and visually handicapped children and youth.* New York: American Foundation for the blind.

- Tucker,1. & Nolan, M. (1984). *Educational Audiology.* London: Croom Helm.

- Tye-Murray, N. (1998). Intervention plans for children. In Tye-Murray N. (Eds) *Foundattons of aural rehabilitation*— San Diego: Singular. P381-413.

INTRODUCTION TO NEURO DEVELOPMENTAL DISABILITIES

Course Code: B8   **Marks : 50**

Objectives

After completing the course the learners 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

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.

Suggested Readings:

● Accardo,P. J., Magnusen.C., and Capute, A. J Autism: Clinical and Research Issues. York Press, Baltimore, 2000

● American Psychiatric Association. Diagnostic and Statistical Manual of Mental Disorders (4th ed. TR). Washington DC. 2000   .

● Bala, M.J. : Methods of Teaching Exceptional Children, 2004

● Browning, R, E: Teaching Students with Behaviour and Serve Emotional Problems, Jampala, M, B: Methods of Teaching Exceptional Children, 2004

● Higgins L: Practical Ideas that Really work for students with Dyslexia and other reading Disorders, 2003

● Moyes, R.A Building Sensory Friendly Classrooms to Support Children with Challenging Behaviors: Implementing Data Driven Strategies, 2010

● Pierangelo, R. & Giuliani G.A,Transition services in Special Education, Allyn & Bacon, 2003

● Reddy G.L.& Rama, R: Education of children with special needs, New Delhi - Discovery' Pub. 2000

● Simpson, R. L, Myles, B, S: Educating children and youth with autism: strategies for effective practice. (2nd edition) Pro Ed. Texas, 2008

- Smithz, D.D.: Introduction to Special Education Teaching in an age of opportunity, Allyn & Bacon, 2003

- Strichart, S., S : Teaching Study Strategies to Students with Learning Disabilities, Allyn & Bacon, Boston 1993

- Swady, E.R: Diagnosis & Correction of Reading, Difficulties, Allyn & Bacon Boston. 1989

- Taylor, B: Reading Difficulties : Instruction and Assessment, Random House, New York,1988·

- Wong. B, Y, L: The ABCs' Of Learning Disabilities, 1996.

INTRODUCTION TO LOCOMOTOR AND MULTIPLE DISABILITIES

Course Code: B 9   **Marks : 50**

Course Description

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 when ever if necessary.

Objectives

After completing the course the student teacher will be able to: (sequencing of objectives)

● *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 an 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 (anyone 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 ichildren 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

- SSA ( ). Module on Cerebral Palsy. http://ssa.nic.in/inc1usive-education/training-module- for - resource-teachers- for -disable- children/Module%205%20 Cerebral%20 Palsy.pdf/at-download/file

- SSA ( ).Module on Multiple Disability. http://ssa.nicin/inc1usive-education/training-module-for-resource-teachers-for-disable- children/Module%203%20Multiple%20 Disability.pdf/at-download/file

2ND SEMESTER

	Course Code	Title	Internal Assess-ment	Term End	Pass Marks	Full Mårks	Credits
AREA-A (Core Course)	A3	Learning, Teaching and Assessment	20	80	50	100	4
	A4 Any One	Pedagogy of Teaching (Special Reference to Disability) PART-I -.Science (Special reference to Disability) PART-II :Mathematics (Special Reference to Disability) PART-III : Social Studies (Special Reference to Disability)	20	80	50	100	4
AREA-B (Cross Disability And Inclusion)	B6	Inclusive Education	10	40	25	50	2
AREA-C (Disability Specialisation Courses)	C12	Assessment and Identification of Needs	20	80	50	100	4
AREA-E (Practical Related to Disability)	E2	Disability Specialization	10	40	25	50	2
Total Marks in 1st Term End Examination			**80**	**320**	**200**	**400**	**16**

LEARNING, TEACHING AND ASSESSMENT

Course Code : A3   **Marks: 100**

Introduction

This Course will iritate teacher Trainees 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 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 reach

- 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: Thorndike, Skinner

     - Cognitivism: Piaget, Kohlberg

     - 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: open ended and cloze 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 anyone 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 non-disabled and disabled children. The effort of transaction should be: to enhance the student's understanding of how learning occurs and what are the suitable means of its assessment. Evaluation may be done by asking student to observe a non-disabled and a disabled child, and present a report of the same.

Essential Readings

- Amin, A. Assessment of Cognitive Development of Elementary School Children A Psychometric Approach Jain Book Agency 2002

- Panch, R. (20 l3). Educational Psychology: Teaching and Leaming Perspectives Mc Graw Hill Education (India) Private Limited

- Misra, G., Jha, A., & Woolfolk, A.(20l2). Fundamentals of Educational Psychology[11th]edn Pearson Publication

- Whitcomb, S. and Merrell, K.W.(2012). Behavioral. Social, and Emotional Assessment of Children and Adolescents Routledge 4[th]edn.

- Chauhan, S.S.(20l3). Advanced Educational Psychology. Jain Book Agency, Delhi

- Salvia, John, Ysseldyke, James, E. And Bolt, Sara. (2007). Assessment in Special and Inclusive Education. Houghton Mifflin Company, Boston.

- King-Sears, E. Margaret. (1994). Curriculum Based Assessment in Special Education. Singular Publishing Group

- Paul, P.(2009). Language and deafness. Singular publication

Desired Reading

- Geisinger, K.F. (2013) APA Handbook of Testing and Assessment in Psychology. Available at American Psychological Association, USA

- Howell, Kenneth W., (2000). Curriculum Based Evaluation (3rd Ed). Wordswort Thompson Learning.

- Mc Millan, James H. (2001). Classroom Assessment: Principles and Practice for Effective Instruction. Allyn and Bacon, London.

- Nevo, David. (1995). School based Evaluation. Pergramon Publishing

- Salvia, J. (1998). Assessment. (7th ed) Boston : Houghton Mifflin

- Guskey, T. R. & Bailey. J (2000). Grading and Reporting. Thousnad Oaks, CA : corwin King.

PEDAGOGY OF TEACHING SCIENCE

Course Code: A 4 (Part I)   **Marks : 100**

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   10 Hours

1.1 Nature, Scope, Importance and Value of Science.

1.2 Science As An Integrated Area of Study.

1.3 Science and Modem 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   12 Hours

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   14 Hours

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   12.Hours

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   12 Hours

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

Anyone 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.w.Roger (2010) *The Teaching of Science 21st Century Perspective National Science Teachers.* Association, USA·

● Fensham, P.J. (1994). *The content of Science: A constructive Approach to its Teaching and Learning.* Washington, D'C: The Falmer Press .

● Gupta, V. K. (1995): *Teaching and learning of Science and Technology.* New Delhi: Vikas Publishing House Pvt. Ltd.

● Henninen, K. A. (1975). *Teaching of Visually Handicapped,* Ohio: Charles E. Merrill Publishing Company

● Joshi, S. R (2005). *Teaching of Science.* New Delhi: A.P.H Publishing Corporation.

● KelJey. P. & Gale, G. (1998). *Towards' Excellence: Effective education for students with vision impairments,* Sydney: North Rocks Press.

● Layton, D. (1989). *Innovations in Science and Technology Education,* New Delhi: Sterling Publishers

● Lawson, E. A. (2010). *Teaching Inquiry Science in Middle School,* New Delhi: Sage Publications .

● 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). *Source book for training teachers of visually impaired,* 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: NIVH.

● School, G.T. (1986). *Foundations of education for blind and visually handicapped children and youth,* New York: American Foundation for the blind.

- Sharrna, 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,* Delhi: Vikas Publishing House Pvt, Ltd.

- Gupta, V. K. (1995). *Readings in Science and Mathematics Education,* Ambala: The Associated Press.

- Mangal S. K & Shubhra (2005). *Teaching of Biological Sciences,* Meerut: International Publishing House.

- Rao, V. K. (2004). *Science Education,* APH Publishing Corpn. New Delhi

PEDAGOGY OF TEACHING MATHEMATICS

Course Code: A 4 (Part II)   **Marks : 100**

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 dims 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, organtzing 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   8 Hours

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 Instruction Planning in Mathematics   13 Hours

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   13 Hours

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   14 hours

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

12 Hours

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 and 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

Anyone 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

Essential Readings

- Carey, L.M. (1988). *Measuring and Evaluating School Learning,* Boston: Allyn and Bacon.

- Chambers, P. (2010).*Teaching Mathematics,* New Delhi: Sage Publication South' Asia.

- Chapman, L. R. (1970). *The Process of Learning Mathematics,* New York: Pregamon Press.

- David, H., Maggie, M. & Louann, H. L. (2007). *Teaching Mathematics Meaningfully: Solutions for Reaching Struggling Learners,* Canada: Amazon Books.

- David, W. (1988). How Children Think and Learn, New York: Blackwell Publishers Ltd.

- James, A. (2005).*Teaching of Mathematics,* New Delhi: Neelkamal Publication

- Kumar, S. (2009). *Teaching of Mathematics,* New Delhi: Anmol Publications.

- Mangal, S.K. (1993).*Teaching of Mathematics,* New Delhi: Arya Book Depot.

- Mani, M. N. G. (1992). *Techniques of Teaching Blind Children,* New Delhi: Sterling Publishers.

- Mukhopadhyaya, S., Jangira, N. K., Mani, M.N. G:, & Raychaudhary, N. (1987).

  Source book for Training Teachers of Visually Handicapped, Delhi: NCERT.

- Nerneth, A. (1973). *Nemeth Code for Mathematics and Scientific Notation,* Loviseville K: American Printing House.

- Shankaran & Gupta, H. N. (1984), *Content-Cum-Methodology of Teaching Mathematics,* New Delhi: NCERT

- Siddhu, K.S. (1990). *Teaching of Mathematics,* New Delhi: Sterling Publishers.

Suggested Readings

- Keeley, P. K. & Cheryl, T. R. (2011). *Mathematics Formative Assessment,* Canada: Sage Publications

- NCERT (2005) : National Curriculum Framework, New Delhi: NCERT

- NCTE (2009), National Curriculum Framework for Teacher Education, New Delhi: NCTE.

- IGNOU (2000), Teaching of Mathematics (ES-342) Blocks 1-4, IGNOU, New Delhi.

- N.C.E.R. T (2006), Text Books of Mathematics for class- VI to X, NCERT, New Delhi.

PEDAGOGY OF TEACHING SOCIAL SCIENCE

Course Code: A 4 (Part Ill)   **Marks: 100**

Objectives

- *After completing the course the learners 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 a~d use of support materials for effective social science teaching.*
- *Develop the ability to organize eo-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.

l.4   Significance of social science as a core subject

1.5   Role of social science teacher for an egalitarian society

Unit Il: 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

2A   Procedure of Unit and lesson Planning

2.5   Adaptation of unit and lesson plans for children with disabilities

Unit Ill: Approaches to teaching of Social Science

3.1   Curricular approaches: a) Coordination b) Correlational c) Contentric 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 m~pping, 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, u se 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 eo-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

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 eo-curricular activities in schools

Suggested Readings:

- Aggarwal, D.D (2000) Methods of Teaching Geography, Sarup & Sons, New Delhi

- Aggarwal J. C (2008). Teaching of social studies: A practical approach (4th ed). UP: Vikas Publishing House Pvt Ltd.

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

- Batra .P. (2010) Social Science Learning in Schools Perspective and Challenges, Sage Publications Pvt. Ltd; Pap/Corn edition

- Chauhan, S. S. (2008). Innovations m teaching learning process. UP: Vikas Publishing House Pvt Ltd.

- Dhand, H. (2009). Techniques of Teaching. New Delhi: APH Publishing Corporation.

- Duplass, J. A. (2009). Teaching elementary social studies. New Delhi: Atlantic Publishers.

- GeorgeAlex M. & Manad Amman(2009) Teaching Social Science in *Schools: NCERT'S New Textbook Initiative*

- Mangal S.K. (2004) Teaching of Social Science, Arya Book Depot, Delhi

- Mangal, Uma (2005) Samajik Shikshan, Arya Book Depot, New Delhi.

- Rai B.C (1999) Methods of Teaching Economics, Prakashan Kendra, Lucknow.

- Sharma, R. A. (2008). Technological foundation of education. Meerut: R.Lall Books Depot.

- Sharma, R. N. (2008). Principles and techniques of education. Delhi: Surjeet Publications.

- Singh,Y. K. (2009). Teaching of history: Modern methods. New Delhi: APH Publishing Corporation.

- Stone Randi (2008) Best Practices for Teaching Social Studies: What Award-Winning Classroom Teachers Do, Corwin

INCLUSIVE EDUCATION

Course Code: B 6   **Marks : 50**

Objectives

After completing the course the learners 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

Suggested Readings

● Bartlett, L. D. and 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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- 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 jor Inclusive Education: An ethnographic study. Philadelphia:* Open University Press

- Westwood P. (2006) *CommonsenseMethods for Children with Special Educational Needs-Strategies for the Regular Classroom.* 4th Edition, London RoutledgeFalmer: Taylor & Francis Group.

Disability

Specialization

HEARING

IMPAIRMENT

ASSESSMENT AND IDENTIFICATION OF NEEDS

Course Code: C 12   **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 completion of this course, the student 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 identijy different components of educational assessment and analyse various educational needs of individuals with hearing impairment.

Unit 1: Early Identification of hearing loss: Need & strategies   12 hours

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   12 hours

2.1   Orientation: Sound, physical and psychological parameters/attributes, concept of dB HL vs dB SPL, 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 12 hours

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 12 hours

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 12 hours

5.1 Educational assessment: Concept and scope

5.2 Factors affecting educational performance: individual, family & environment

5.3 Types of Assessment: Norm referenced & Criterion Referenced test, Comprehensive & Continuous assessment. Summative & Formative, Formal & Informal, conventional & alternate, Performance based & curriculum based

5.4 Tools & techniques of Educational Assessment: Observations, Interviews, Developmental scales, Standardized & Criterion based tests, Teacher Made Tests at different levels and classroom assessment techniques (Conventional & Modem).

5.5 Current trends and challenges in assessment: Independent, dual purpose & constructivist perspective & adaptations

Course work/Practical/Field Engagement

1. Compiling checklists (at least two) to identify hearing impairment in children

2. Using the audiograms of children (at least two), identify the audiological needs of each

3. Profiling the speech of children (at least two) by using a speech assessment kit

4. Record the interaction with the three year old typically developing child and write your brief reflections in terms of use of vocabulary and syntax

5. Compile various tools used for educational assessment of children.

Transaction & Evaluation

Lecture cum Demonstration, Tutorials, Assignments, tests

Essential Readings

●   Martin, F. N. Clark, J.G. (2012). Introduction to Audiology. 11th ed. Boston: Pearson Education.

●   Martin, FN & Clark, J.G. (2009). Introduction to Audiology. 10th ed. Boston: Pearson Education.

●   Northern, J.L. Downs, M.P. (2002).   Hearing in Children. 5th Edition. Philadelphia: Lippincott Williams and Wilkins

●   Rehabilitation Council of India (2007). Status of Disability in India - 2007: Hearing Impairment and Deaf-blindness. New Delhi: Rehabilitation Council of India.

●   Jalvi R, Nandurkar A., Bantwal A., (2006). Introduction to hearing impairment. New Delhi: Kanishka Publication.

●   Newby, H. A., & Popelka, G. R.   (1992). Audiology ;(6th ed.). New York: Appieton-Century-crofts.

●   Bel, R.L. and Frisbie, D.A.(l991) 5th ed, Essentials of Educational Measurement, Prentice hall publication, New Jersy

●   Linn, R. L. and Granlund, N. E. (1995) 7th ed Measurement and Assessment in Teaching,Prentice hall publication, New Jersy

●   Jurs, S.G. and Wiersma, W.(1990) 2nd ed Educational Measurement and Testirig,Allyn and Bacon publication, Boston

●   Nitko. A. J. (1983) Educational Tests and Measurement, An Introduction, Harcourt Brace Publication, New York

●   Brigance, A.H. and Hargis, C.H. (1993) Educational Assessment, Charles C Thomas publication, USA

●   Quigley & Paul, (1984) Language and deafness, College - Hill Press Inc. California

- Patel, R.N. (1985), Educational Evaluation, Himalaya publication, Bombay

- Mathew, S. and Misra, A. (2010) Knowledge based evaluation of students with hearing impairment, Journal of NCED, Vol 2. Issue l, page 26-33

- UNICEF (2006), new trends in development evaluation. Retrieved from http://www.unicef.org/ceecis/new_trends_dev_evaluation.pdf

Suggested Readings :

- Madell, JR & Flexer, C., (2008) Pediatric Audiology: Diagnosis, Technology a'nd Management. New York: Thieme Medical Publishers.

- Waldman, D., & Roush, J. (2010). Your child's Hearing Loss; A Guide for Parents. San Diego: Plural Publishing.

- 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.

- McMillan, J.H (2001) Classroom assessment: Principles & practices for effective instruction (2nd Eds), Allyn & Bacon, Boston.

- Evens, P. and Varma. V (1990). Special Education Past, Present and Future, The Falmer Press

- Poham, James. W. (1993), Educational Evaluation. Prentice Hall, New Jersy.

- Gregory, Jnight, et al. (1998), Jssues in Deaf Education. Cromwel Press

- Singh, B. (2004) Modern educational Measurement and Evaluation System, Anrnol Publication, New Delhi

- Boyle, J. and Fisher. S. (2007) educational testing (A competence based approåch), BPS Blackwell publication, Singapore

- Warden, P, Winter, J. and Broadfoot, P(2002)Assessment. Routledge Falmer Publication, London

Disability

Specialization

Mental
Retardation / Intellectual
Disability

ASSESSMENT AND IDENTIFICATION OF NEEDS

Course Code: C 12   **Marks : 100**

Objectives

After completing the course the learners 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 ofIntellectual Disability .(ID)

1.2   Definitions of Intellectual Disability - lCD-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 PWD

Unit 2 : Assessment

2.1   Concept, Meaning, Definition and Purpose of Educational Assessment.

2.2   Methods of Assessment- Observation, Interview and Rating Scale

2.3   Types and Approaches - NRT, CRT, CBA&. Teachet Made Tests

2.4   Areas of Assessment - Medical, Psychological;' Educational, Behavioural & Ecological

2.5   Documentation of Assessment, Result Interpretation and Report Writing Implication of all the above for Inclusion.

Unit 3 : Assessment at Pre-School and School levels

3.1 Importance of Assessment at Pre- School and School level.

3.2 Developmental and Adaptive Behaviour Assessment

3.3 Assessment Tools at Pre-Schoollevel-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 and 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 , V APS.

4.4 Provisions & Schemes of MoSJE for Vocational Skill Development.

4.5 Documentation of Assessment, Result Interpretation and Report Writing - Implications of Assessment, Outcomes for Community Living.

Unit 5: Assessment of Family Needs

5.1 Significance of psychosocial needs and its assessment in family

5.2 Assessment of parental needs and its implication in planning IFSP.

5.3 Assessment of siblings and its implication in planning IFSP

5.4 Assessment of extended families needs and its implication in planning IFSP

5.5 Assessment of family and community resources for inclusion and strengthening of family, documentation, recording and reporting

Course Work / Practical / Field Engagement (Anyone)

Camp / Community Mode:

a. To conduct awareness programs on MR/ID in urban / rural areas

b. To organize awareness rally involving stakeholder like Parents, Families, Teachers & Employers

c. To conduct advocacy program for PwIDs

School Mode:

a. To organise workshops for Parents, Siblings, Peer Group.

b.	To conduct awareness program on Skill Development for PwID.

c.	To organize skill development program for PwID in a project mode

d.	To organize events for eo-curricular activities.

e.	To organise exhibition on subject TLMs related to maths, language, science etc.

Clinical Mode:

a.	Presentation of Case Study on Behaviour Modification

b.	To organize workshops for preparing Teacher Made Tests, Identification tools, TLM Kits, Report Writing, Schedules for parental and service user feedback.

c.	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. Boston: Allyn & Bacon

- Longone, (1990). Teaching Retarded leamers Curriculum and Methods for Mental retardation, NIMH, Secunderabad.

- Myreddi. V., & Narayan, J. (1998). Functional Academics for students with Mild

- Myreddi, V., & Narayan, J. (2004). FACP -PMR, NIMH, Secunderabad.

- Narayan, J. (1990). Towards independence series 1 to 9. NIMH, Secunderabad

- Narayan, J. (2003) Educating children with learning problems in regular schools

- Narayan, J. (2003) Grade Level Assessment Device for Children with Learning Problems in Regular Schools, NIMH, Secunderabad

- Narayan, J., Myreddi, V. Rao, S. (2002) Functional Assessment Checklist for NIMH, Secunderabad.

- Overton, T. (1992). Assessment in Special Education: An Applied Approach. New Jersy

- Panda. K.c. (1997). Education of Exceptional Children. New Delhi, Vikas

- Repp, A.C. (1983) Teaching the Mentally Retarded, New Jersey, Prentice Hall The Faimer Press.York McMillan.

Suggested Readings

- Myreddi, V., & Narayan, J. (1998)~ Functional Academics for students with mental retardation - A guide for teachers. Secunderabad: NIMH.

- Narayan, & Kutty, A,T.T. (1989) .Handbook for Trainers of the Mentally Retarded persons Pre-primary level. NIMH, Secunderabad.

- Narayan, J. (Ed.) (1999). School readiness for children with special needs. Secunderabad, NIMH.

- Peshwaria, R., &Venkatesan. (1992) .Behavioural approach for teaching mentally retarded children :A manual for teachers, NIMH, Secunderabad

- Polloway, E.A., & Patton, lR. (1993). Strategies for teaching leamers with special needs. New York: Macmillan Publishing Company.

- Pun, M. & Sen A.K. (1989) Mentally Retarded Children in India. Mittal

- Reliance.

- 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

- Van Riper, C.A. and Emerick. L. (1990). Speech Correction-An introduction to speech

- Video Films. (2002). Help them learn make it easy, NIMH, Secunderabad.

Disability

Specialization

VISUAL

IMPAIRMENT

IDENTIFICATION OF CHILDREN WITH VISUAL IMPAIRMENT AND ASSESSMENT OF NEEDS

Course Code: C 12   **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 andvisual impairment (VIMD).

Objectives:

After completing this course the learners 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   **10 Hours**

    1.1   Structure and function of human eye

    1.2   Normal vision development 3?d 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 12 Hours

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 10 Hours

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 Impairmen   14 Hours

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 eeds of Children with VIMD

5.1 Concept and definition of VIMD

5.2 Etiology of VIMD .

5.3 Impact ofVIMD 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. Austin: University of Texas.

- Bhan, S. & Swarup, S. (2010). Functional Skills Inventory for the Blind.Mumbai: National association for the blind.

- 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. Finland: Vistest Ltd.

- Jangira, N.K. Mukhopadhyay, M., Mani M.N.G., & RoyChoudary. (1988). Source Book for Training Teachers of Visually Impaired. New Delhi: NCERT.

- Leat. S.J., Shute R.H., & Westall, *C.A* .. (1999). Assessing children's VISIOn: A handbook. Oxford: Butterworth-Heinemann.

- 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. Coimbatore:SRK Vidyalaya.

- Seho11, G. T. (Ed.) (1986). Foundations of the education for blind and visually handicapped children and youth: Theory and Practice.: New York: AFB Press.

- Singh, T.B. (1986). A short Scale I.Q Measure for the Visually Handicapped .. Dehradun: NIVH.

- Singh, T.B. (1986). Eyssenck Personality Questionnaire (EPQ) for the Visually Handicapped. Dehradun: NIVH.

- Singh, T.B. (1986).Standardisation of Cornell Medical Index on Visually Handicapped children.Dehradun: NIVH.

- 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.Dehradun: NIVH.

- Warren, D.H. (1983). Blindness and Early Childhood Development. New York: AFB Press

Suggested Readings:

- Holbrook M. C. & Koenig A. J. (Eds.) (2000). Foundations of Education, Vol 1: History and Theory of Teaching Children and Youths with Visual Impairments, (2nd Ed): New York: AFB Press.

- Kundu, c.L. (2000). Status of Disability in India, New Delhi,RCI.

- National Institute for the Visually Handicapped (1990). Handbook for Teachers of the Blind, Dehradun: NIVH.

- Punani, B., & Rawal, N. (1993). Handbook: Visual Impairment. New Delhi: Ashish Publishing House

- 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.

3RD SEMESTER

AREA-A Core Course	A5 Any One	Pedagogy of Teaching (Special Reference to Disability) PART IV: Bengali/ English (Special Reference to Disability)	20	80	50	100	4
AREA-C (Disability Specialisation Courses	C13	Curriculum Designing, Adaptation and Evaluation	20	80	50	100	4
	C14	Intervention and Teaching Strategies	20	80	50	100	4
AREA-E (Practical Related to Disability)	E2	Disability Specialization	20	80	50	100	4
Total Marks in 3rd Term End Examination			**80**	**320**	**200**	**400**	**4**

PEDAGOGY OF TEACHING BENGALI

শিক্ষাবিজ্ঞানের আলোকে বাংলা ভাষা ও সাহিত্য শিক্ষণ

Course Code: A 5 (Part V)   **Marks : 100**

সমগ্র পাঠক্রমটি পাঠের পর শিক্ষার্থী—

- বাংলা ভাষা শিখনের মূল নীতিগুলি অনুধাবন করতে পারবেন।

- পাঠক্রম রচনার নীতি, লক্ষ্য ও উদ্দেশ্য সম্বন্ধে অবহিত হতে পারবেন।

- একক পরিকল্পনা ও পাঠ পরিকল্পনা নির্মাণ করতে পারবেন।

- বাংলা ভাষা ও সাহিত্য শিক্ষণের বিভিন্ন কৌশল ও পদ্ধতি সম্বন্ধে অবগত হবেন।

- সংশোধনী পাঠের গুরুত্ব ও প্রয়োজনীয়তা অনুধাবন করতে পারবেন।

- বাংলা ভাষা ও সাহিত্যের ক্ষেত্রে আধুনিক মূল্যায়ন পদ্ধতির বিভিন্ন দিক সম্বন্ধে অবহিত হতে পারবেন।

- বাংলা ভাষা ও সাহিত্য শিক্ষার ব্যবহারিক ক্ষেত্রগুলির সঠিক প্রয়োগে সক্ষম হবেন।

একক - ১ ◻ বাংলা ভাষা ও সাহিত্যের প্রকৃতি

১.১   ভাষা শিখনের মূল নীতি।

১.২   ভাষা শিখনের মনোবৈজ্ঞানিক ভিত্তি।

১.৩   মাতৃভাষা তথা বাংলা ভাষা শিক্ষার উদ্দেশ্য ও প্রয়োজনীয়তা।

১.৪   বিশেষ শিক্ষা—প্রয়োজন অভিসারী শিশুর মাধ্যমিক শ্রেণিতে বাংলা শেখানোর উদ্দেশ্য ও লক্ষ্য।

১.৫   বাংলা ভাষা ও সাহিত্য শিক্ষার সমস্যা ও প্রতিকার।

একক - ২ ◻ পাঠক্রম ও পরিকল্পনা

২.১   বাংলা পাঠক্রম নির্মাণের মূল নীতি।

২.২   বিদ্যালয় শিক্ষার বিভিন্ন স্তরের পাঠক্রমে বাংলা ভাষা শিক্ষার উদ্দেশ্য ও লক্ষ্য।

২.৩   পশ্চিমবঙ্গ মধ্যশিক্ষা পর্ষদ ও উচ্চমাধ্যমিক শিক্ষা সংসদের পাঠক্রমে বাংলা ভাষার স্থান।

২.৪   একক পরিকল্পনা : প্রয়োজনীয়তা, গুরুত্ব ও নির্মাণ।

২.৫   পাঠ পরিকল্পনা : প্রয়োজনীয়তা, গুরুত্ব ও নির্মাণ (বিশেষ শিশুদের চাহিদা অনুসারে)।

একক - ৩ ▢ বাংলা ভাষা ও সাহিত্য শিক্ষণের কৌশল ও পদ্ধতি

৩.১ মৌলিক ভাষা দক্ষতার বিকাশ : শ্রবণ, কথন, পঠন ও লিখন।

৩.২ বাংলা ভাষা ও সাহিত্য শিক্ষার ক্ষেত্রে শিক্ষণ কৌশলের প্রয়োজনীয়তা, ব্যবহার ও উপযোগিতা : প্রশ্নকরণ। কৃষ্ণফলকের ব্যবহার, কাজের পাতা, প্রতিকৃতি ও প্রতিরূপ, দৃশ্য-শ্রাব্য উপকরণ, ভাষা-পরীক্ষাগার ও ভাষা ক্রীড়া।

৩.৩ বিশেষ শিশুদের জন্য শিক্ষাসহায়ক উপকরণের গুরুত্ব, প্রস্তুতি ও শিক্ষকের ভূমিকা।

৩.৪ বিশেষ শিশুদের শিক্ষায় অনুবন্ধন প্রণালীর গুরুত্ব ও অনুবন্ধ স্থাপনে শিক্ষকের ভূমিকা।

৩.৫   বাংলা ভাষা ও সাহিত্য শিক্ষাদানের বিভিন্ন পদ্ধতি : কবিতা শিক্ষাদান, গদ্য শিক্ষাদান, দ্রুতপঠন শিক্ষাদান, রচনা শিক্ষাদান, ব্যাকরণ শিক্ষাদান।

একক - ৪ ▢ সংশোধনী শিক্ষণ

৪.১ সংশোধনী পাঠের সংজ্ঞা, উদ্দেশ্য ও প্রয়োজনীয়তা।

৪.২ সংশোধনী পাঠের পদ্ধতি।

৪.৩ বুদ্ধিদীপ্ত শিক্ষার্থীদের জন্য সংশোধনী পাঠে বাংলা ভাষা ও সাহিত্যের ভূমিকা।

৪.৪ পিছিয়ে পড়া শিক্ষার্থীদের জন্য সংশোধনী পাঠে বাংলা ভাষা ও সাহিত্যের ভূমিকা।

৪.৫ সংশোধনী পাঠ পরিচালনায় শিক্ষকের ভূমিকা।

একক - ৫ ▢ মূল্যায়ন

৫.১ মূল্যায়নের ধারণা : বিষয় বাংলা ভাষা ও সাহিত্য।

৫.২   শ্রেণিকক্ষে মূল্যায়ন : গঠনগত, সমষ্টিগত ও নির্ণায়ক।

৫.৩ নিরবচ্ছিন্ন সার্বিক মূল্যায়ন : ধারণা, বৈশিষ্ট্য ও ব্যবহার।

৫.৪ পারদর্শিতার অভীক্ষা : ধারণা ও বৈশিষ্ট্য।

৫.৫ বিশেষ শিশুদের জন্য মূল্যায়ন উপকরণ প্রস্তুতি ও ব্যবহার।

ব্যবহারিক / প্রায়োগিক অংশ

নিম্নলিখিত যে কোনো একটি বিষয়ে প্রকল্প গ্রহণ ও বিবরণী পেশ।

● একটি আদর্শ প্রশ্নপত্র গঠন।

● বাংলা ভাষা ও সাহিত্য শিক্ষা সম্পর্কিত একটি কার্যকরী গবেষণা (Action Research)

● শিক্ষার্থীদের সাধারণ বানান ভুল বিষয়ে একটি পর্যালোচনা।

● বিশেষ শিশুদের সাধারণ উচ্চারণের ত্রুটি বিষয়ে একটি পর্যালোচনা।

- বিশেষ শিশুদের উপযোগী বিবিধ চিত্র ও ভাষা ক্রীড়া সহযোগে কাজের পাতা নির্মাণ।

- পাঠক্রমের অন্তর্ভুক্ত কোনো কবিতা অথবা গদ্যের অনুপুঙ্খ বিশ্লেষণ।

সহায়ক গ্রন্থ :

১. জাতীয় পাঠক্রমের রূপরেখা, ২০০৫।

২. সেন, মলয়কুমার, *শিক্ষা প্রযুক্তি বিজ্ঞান*, সোমা বুক এজেন্সি, বৈশাখ, ১৪১৩।

৩. রায়, সুশীল, *শিক্ষা মনোবিদ্যা*, সোমা বুক এজেন্সী, নবম সংস্করণ, ১৯৯৯-২০০০।

৪. চট্টোপাধ্যায়, কৌশিক, *মাতৃভাষা শিক্ষণ বিষয় ও পদ্ধতি*, রীতা পাবলিকেশন, মার্চ, ২০১২।

৫. রাহা সুজাতা ও বসু বৈশালী, *বাংলা শিক্ষণ পরিক্রমা*, আহেলী পাবলিশার্স, জানুয়ারি, ২০১৫।

৬. এস. ই. সি. এম : ০২, *বাংলা শিক্ষণ পদ্ধতি*, নেতাজী সুভাষ মুক্ত বিশ্ববিদ্যালয়।

৭. বি. এড. এম. সি.-০৬/০৭ (০২) *কন্টেন্ট কাম্ মেথডলজি অফ্ টিচিং বেঙ্গলী*, নেতাজী সুভাষ মুক্ত বিশ্ববিদ্যালয়, ২০১৩।

৮. Cameron, Lynne, *Teaching Languages to Young Learner,* Cambridge University Press, 2001.

৯. Taba Hilda, *Curriculum Development—Theory and Practice,* Harcourt Brace, Javanovkehy, New York, 1962.

১০. Hudson W. H.—*An Indtroduction to the Study of Literature,* George G. Harrap & Co. Ltd., London, 1961.

PEDAGOGY OF TEACHING ENGLISH

Course Code: A 5 (Part V) **Marks : 100**

Objectives

After completing the course the learners will be able to:

● Explain the principles of language teaching, ad 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

14 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 Ill: Approaches and methods ofteaching 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.

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.

Suggested Readings:

● Agnihotri, R.K. and Khanna A.L. (Ed.) 1996, English Grammar in context, Ratnasagar, Delhi.

● Allen. H, and Cambell R (Ed.) 1972, Teaching English as second Language, McGraw Hill, New York.

- Bhatia, K.K. (2006). Teaching and Learning English as a Foreign Language. New Delhi: Kalyani Publishers.

- Bhatia, K.K. and Kaur, Navneet (2011). Teaching and Learning English as a Foreign Language. Ludhiana : Kalyani Publishers.

- Bindra, R. (2005). Teaching of English. Jammu: Radha Krishan Anand and Co.

- Brumfit, C.J and Johnson (Ed.) 1979, The communicative Approach to Language Teaching, Oxford University Press, Oxford.

- Donn Bryne (1988), TeachingWriting Skills, Longman, England.

- Francoise Grellet (1980), Developing Reading Skills, Cambridge University Press.

- Hari Prasad, M. & Prakashan, V. (2004); Communicative English, Neelkamal Publications, Hyderabad.

- 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.

- Krashen, D. (1992), Principles and Practice in Second Language Acquisition, Pergamum Press Oxford.

- Krishna Swamy (2003), Teaching English: Approaches, Methods and Techniques, Macmillan Publication New Delhi

- Sachdeva, M. S. (2007). Teaching of English. Patiala: Twenty First Century Publications.

- Sahu, B. K. (2004). Teaching of English. Ludhiana: Kalyani Publishers.

- Shaik, M & Gosh, R. N (2005), Techniques of Teaching English, Neelkamal Publications, Hyderabad.

- Sharma, P. (2011). Teaching of English: Skill and Methods. Delhi: Shipra Publication.

Disability

Specialization

HEARING

IMPAIRMENT

CURRICULUM DESIGNING, ADAPTATION AND EVALUATION

Course Code : C 13   **Marks : 100**

Introduction :

The course intends to develop capacities of learners to design curriculum keeping in view the special needs of children with hearing impairmént. 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 shall be able to:
- *Familiar with the concepts of curriculum and explain the importance of designing it for children with hearing impairmént 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 : 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. l. 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

- Gathoo, V. (2006). Curricular Strategies and Adaptations for children with Hearing Impairment New Delhi: Kanishka Publishers
- Bunch, G.O. (1987). The Curriculum and the Hearing Impaired student: Theoritical and practical considerations. Boston, MA : College-Hills Press.
- 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.
- Fontas, I. (2001). Guiding reader and Writers (Grades 3-6): Teaching comprehension, Genre and Context Literacy. Portsmouth, NH: Heinemann.

Suggested Reading

- Posner, G.J., Rudnitsky A.N. (2005). Course Design: A Guide to curriculum;" Development for Teachers. Pearson.
- Bialostok, S. (1992). Raising Readers: Helping your child to literacy. Winnipeg, MB: Peguis Publishers
- Culliman, B.E. (2000). Read to Me: Raising Kids Who Love to Read. New York: Scholastic.

Disability

Specialization

Mental
Retardation / Intellectual
Disability

CURRICULUM DESIGNING, ADAPTATION & EVALUATION

Course Code: C 13   **Marks : 100**

Objectives

After completing the course the learners 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

Unit 5 : Curriculum Evaluation

5.1 Concept, Meaning, Definition of Curriculum Evaluation

5.2 Types and Approaches of evaluation

5.3 Emerging trends in evaluation -CCE, Teacher Made Tests, Grading System

5.4 Differential evaluation of PwID in inclusive setup.

5.5 Implications of evaluation for inclusion

Course Work / Practical / Field Engagement (Any One)

Special/Inclusive Schools -

To prepare need based curriculum for training in:

- ADL Skills
- School Readiness
- Transition from School to Work
- Movement/Dance/oga/Sports/skills
- Computer usage
- HouseKeeping/ 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. Boston: Allyn arid Bacon.

- Jeyachandaran, P.,& Vimala, V. (2000). Madras Developmental Programming System.

- 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.(200S)* 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, 1. (1998) Grade Level Assessment Device for Children with Learning Problems in Regular Schools, NIMH, Secunderabad.

- Narayan, J. Myreddi, V.,& Rao, S. (2002). Functional Assessment Checklist for Programming, NIMH, Secunderabad.

- Overton, T. (1992). Assessment in Special Education an Applied Approach. New York McMillan.

- Panda, K.C. (1997). Education of Exceptional Children. New Delhi, Vikas Publications.

- Repp *A.C.* (1983) Teaching the Mentally Retarded, New Jersey, Prentice Hall

Suggested Readings

- King-Sears, H.E. (1994) Curriculum Based Assessment in Special Education. San Diego Singular Publishing Group

- Narayan, & Kutty, A,T.T. (1989) Handbook for Trainers of the Mentally Retarded persons Pre-prirnary level. NIMH, Secunderabad.

- Peshwaria, R. and Venkatesan. (1992) Behavioural retarded children A manual for teachers. NIMH, Secunderabad ..

- Pun, M. & Sen A.K. (1989) Mentally Retarded Children in India. NewDelhi Mittal Publication.

- Sharrna, P. (1995). Basics on Development and Growth of a child, New Delhi Reliance.

- Subba Rao, T.A. (1992). Manual on Developing Communication Skills in Mentally Retarded Persons, NIMH, Secunderabad.

- Taylor, R.L. (1993). Assessment of Exceptional Students Educational and Psychological Procedures. Boston: Allyn & Bacon.

- Van Riper, C.A. and Emerick. L. (1990), Speech Correction-An introduction to speech pathology and Audiology. Eighth Editiori.Prentice Hall

- Video Films. (2002). Help them learn make it easy, NIMH, Secunderabad,

94

Disability

Specialization

VISUAL

IMPAIRMENT

CURRICULUM, ADAPTATION AND STRATEGIES FOR TEACHING EXPANDED CURRICULUM

Course Code: C 13   **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, which are 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 ideas. Adapted physical education and creative arts also form a part of this course of study.

Objectives:

After completing this course, the learners would 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   12 Hours

   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, ad 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   12 Hours

3.1 Independent living skills - meaning, imp., 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   12 Hours

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   12 Hours

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 out door

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, Springfield, Charles C. Thomas
- Aggarwal, J.C (2005) Curriculum development 2005. Delhi: Shipra Publication.
- Arora,Vicky. (2005). Yoga with visually challenged. New Delhi: Radhakrishna Publication
- Baratt, Sarah, H. (2008). The special education tool kit. New Delhi: Sage Publication
- Chapman,E.K.(l978). Visually Handicapped Children and' Young People. London: Routledge and Kegan Paul.
- Cutter, J. (2006). Independent Movement and travel in Blind Children. North Carolina: lAP
- Dickman, I.R (I 985). Making life more liveable. New York: AFB
- Dodds,A. (1988). Mobolity training for visually handicapped people. London: Croom Helm.
- Jose, R. (1983). Understanding Low Vision. New York: American Foundation For The Blind.
- Kauffman &Hallahan (198l).Handbook of Special Education. New Delhi: Prentice Hall
- Kelly, A.V. (1997). The curriculum: theory and practice. London: Harper and RoY"
- Lowenfeld, B. (1973). The Visually Handicapped Child in School. New York: JOhl1 J Day Company
- Mangal. S.K. (2007). Educating exceptional children : An introduction to special education. New Delhi: PHI learning Pvt.
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- Mani, M.N.G. (1992). Techniques of teaching blind children. New Delhi: Sterling Publishers Pvt. Ltd.

- Mani, M.N.G. (1997). Amazing Abacus. Coimbatore: S.R.K. Vidyalaya Colony.

- Mason, H. and Stephen McCall et al. (2003) (Ed.). V.isual Impairment - Access to Education for Children and Young people. London: .David Fulton Publishers.

- Mukhopadhyay. S., Jangira.N.K., et.al. (1987). Source Book for Training Teachers of Visually Impaired. New Delhi: NCERT.

- Punani, Bhushan & Rawal, Nandni.(2000). Handbook for Visually Impaired. Ahmedabad: Blind Peoples' Association

- Scholl, G.T. (1986). Foundations of the education for blind and visually handicapped children and youth: Theory and Practice. New York: APB Press.

- Sharma, R.A. (2011). Curriculum development and instruction. Meerut: R. Lall book depot.

- Vijayan, Premawathy & . Gnaumi, Victoria. (2010). Education of children with low vision. New Delhi: Kanishka Publication

- Welsh, R & Blasch, B. (1980). Foundation Orientation & Mobility. New York: AFB.

Suggested Readings:

- Ashcroft, S.c. and Henderson, F. (1963).Programmed Instruction in Braille. Pittsburgh: Stanwick House.

- Barraga, N.C. (l986).'Sensory Perceptual Development'.in: G.T. Scholl (ed.) , Foundations of the education for blind and visually handicapped children and youth: Theory and Practice. New York: AFB Press.

- NCERT (2006).National Curriculum Framework 2005. Position paper National focus group in Education of Children with Special needs. NewDelhi: NCERT

- Rehabilitation -Council of India. (2012). Status of Disability in India, New Delhi: Rehabilitation Council of India

- Hodapp, Robert M. (1998) Developmental and disabilities: Intellectual, sensory and motor impairment. New York: Cambridge Uni. Press

Website:

- The expanded Core Curriculum. Retrieved from http: //www.afb.org

- Wright, Lisa. (2013). The Skills of Blindness: What should students know and when students know. Retrieved from http:// www.lofob.org

Disability

Specialization

HEARING

IMPAIRMENT

INTERVENTION AND TEACHING STRATEGIES

Course code : C 14   **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 & 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 completion of this course, the student will be able to:

- *To understand about programmes for early intervention of infants and children with-HI*

- *Describe the need, stages and importance of auditory listening & Speech reading for facilitating development of spaken 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 l Need & strategies for early intervention of hearing loss   12 hours

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   **12 hours**

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   **12 hours**

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   **12 hours**

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   **12 hours**

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

- Bess, F. H., & Humes, L. E. (1990). *Audiology: The fundamentals.* London: Williams & Wilkins.

- Finitzo-Hieber, T..- (1981), Classroom Acoustics. In R. J. Roeser & M. P. Downs (Eds.) *Auditory disorders in school cMdren.* New York: Theime-Stratton.

- Katz, J. (1978, 1985, 1994). *Handbook of Clinical Audiology.* (2ⁿᵈ, 3ʳᵈ & 4ᵗʰ eds.). Baltimore: Williams and Wilkins.

- 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.

- Calvert, D.R. Silverman, S.R. (1983). Speech and Deafness: A Text for Leaming and Teaching. Washington: Alexander Graham Bell Assn for Deaf.

- Rhoades, E., & Duncan, J. (2010). Auditory-verbal practice: Toward a family centered approach. Springfield: Illinois: Charles C. Thomas

- Powell, F., Finitzo-Hieber, T., Friel-Patti, S., & Henderson, D. (1985). (Ed.) Education of the Hearing Impaired Child. London: Taylor and Francis Ltd. / ^San Diego: College-Hill Press.

- Maxon, A., & Brackett, D. (1992). The Hearing Impaired Child: Infancy Through High School Years. Boston: Andover medical Publishers.

- Estabrooks, W., (2006). Auditory-Verbal therapy and practice. Washington DC: Alexander Graham Bell Association for Deaf.

- Ling, D. (2002). Speech hearing-impaired child: Theory and practice. 2ⁿᵈ Ed. Deaf and hard of hearing.

- Easterbrooks.S. (2007).Helping Deaf and Hard of Hearing Students to Use Spoken Language: A Guide for Educators and Families .Amazon
- Aggarwal J.C. (2010).Principles, Methods and Techniques of Teaching .Amazon Ling,D.(2000).Early Intervention For Hearing Impaired Children . Amazon
- Maluccio, Canali & Vecchiato (2002).Assessing Outcomes in Child and Family Services: Comparative Design and Policy Issues .Amazon
- Guralnick,M,J, (2005).The Developmental Systems Approach to Early Intervention. London: PAULH Brooks
- Lynas, Wendy (1994). Communication Options in the Education of Deaf Children. London: Whurr Publishers Ltd
- Moores, Donald, F (1997), Educating the deaf, Houghton Nifflin Company
- Beattie, Rod G. (2001). Ethics in Deaf Education: The First Six Years. New York: Academic Press Inc.
- Owens, R.E. (2012). Language development: An introduction (8th ed.) Boston: Pearson
- Marschark, Mare Spencer, Patricia Elizabeth (2003). Oxford Handbook of Deaf Studies Language and Education. London: Oxford University Press.
- Paul, Peter V. Whitelaw, Gail M. (2011). Hearing and Deafness: An Introduction for Health and Education Professionals. Boston: Jones and Bartlett Learaing.
- Schirmer, Barbara R (2001). Psychological, Social and Educational Dimensions of Deafness. Boston: Allyn and Bacon
- Livingston, Sue (1997). Rethinking the Education Deaf Students: Theory and Practice from a Teachers Perspective. London: Heinemann.
- English, Kristina M (2002). Counseling Children with Hearing Impairment and Their Families. Boston: Allyn and Bacon.
- Mahshie S. N.(l995) Educating deaf children bilingually, Gallaudet University, Washington
- Lynas, Wendy (1994). Communication Options in the Education of Deaf Children. London: Whurr Publishers Ltd ford university press

Suggested Reading

- Jeffers, J.. & Barley, M. (1975). *Speech reading (Lip reading).*   Spring field, IL: Charles C. Thomas.
- Paul, P.V. Whitelaw, G.M. (2011). Hearing and Deafness: An Introduction for Health and Education Professionals. Boston: Jones and Bartlett Learning.
- Rossetti, L. M.. & Kile, J. E. (1997). Early intervention for special populations of infants and toddlers. San Diego: Singular Publishing Group, Inc.
- Sanders. D. A., & Derek, A. (1993). Management of hearing handicap: Infants to elderly (3rd edn). Englewood Cliffs, NJ: Prentice-Hall.
- Yarrow, L.J. Rubenstein , J.L. Pedersen, F.A. (1975). Infant and Environment: Early Cognitive and Motivational Development. New York: John Wiley and Sons.
- Nolan, Michael Tucker, Ivan (1984) Educational Audiology. London: Croom Heim.

gy. 7th Ed. NJ: Englewood Cliffs Prentice Hall Inc.

Disability

Specialization

Mental
Retardation / Intellectual
Disability

INTERVENTION AND TEACHING STRATEGIES

Course Code: C 14   **Marks : 100**

Objectives

After completing the course the learners 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 curricullum 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

l.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 writirig

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 maladaptive 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 -

a. To deliver Modular / Thematic lecture on relevant topic

b. To organise competitions for co-curricular activities at Local, District and State level.

c. To organize exhibition on products prepared by PwIDs and to raise funds through auction/sale fortraining livelihood and talent enhancement.

Essential Reading:

- Alberto, P.k & Trontman, A:C. (1995). Applied Behaviour Analysis for Teachers (4th edition). London: Merrill Publishing Company ..

- Baine, D. (1988) Handicapped Children in Developing Countries, Assessment, Curriculum and Instruction. University of Alberta, Alberta,

- Berkell, D.E.I & Brown, Llvl. (1989). Occupational Transaction from school to work for persons with disabilities, London: Longman.

- Evans, P and Verma,V. (Eds.) (1990) Special Education. Past Present and Future.

- Gardiner, M.D. (1985). The principles of exercise therapy. Delhi: CBS Publishers & Distributors.

- Jacobs, KO(1990).' Occupational therapy: Work related programmes and assessment, Boston: Little Brown.

- Jayachandra, P. (2001) Teaching yogasanas for persons with mental retardation, Chennai: Vijay Human Services.

- Jayachandaran, P. Vimala, V. (2000). Madras Developmental Programming System

- Longone, 3. (1990). Teaching Retarded learners Curriculum and Methods for Mentally Handicapped.

- Myreddi V. & Narayan J. (1998). Functional Academics for students with mild mental retardation, NIMH, Secunderabad.

- Narayan J. (1990). Towards independence series 1 to 9. NIMH, Secunderabad.

- Narayan J. (2003) Educating children with learning problems in regular schools NIMH, Secunderabad.

- Narayan, J. (1998) Grade Level Assessment Device for Children with Learning in Regular Schools, NIMH, Secunderabad.

- Narayan, J. Myreddi, V. Rao, S. (2002). Functional Assessment Checklist for programmmg

- 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 ∪ (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 Spe~ial Education. SanDiego Singular Publishing Group.

- Shesrborne, V. (1990). Developmental movement for children, Cambridge: Cambridge University Press.

- Subba Rao, T.A. (1992), Manual on Developing Communication Skills in mentally retarded persons, NIMH, Secunderabad.

- Swaminathan, M. (1990) Play activity for young children. India: UNICEF.

- Thomson, A., Skinner, A. & Piercy, 1. (1991). Tidy's physiotherapy (Twelfth edition). Oxford: Butterworth - Heinmann Ltd.

- Van Riper, C.A. and Emerick L (1990) Speech Correction - An introduction to Speech Pathology & Audiology, Eighth Edition, Prentice Hall

Suggested Readings

- A.C. Ornstein (1990). Strategies for Effective Teaching. Harper and Row, Publishers, Inc.

- David W. (1998). Teaching and Learning in the Early Years. London and New York: Routledge.

- Jackman H.L. (1999). Sing Me a Story: Tell Me a Song. Calfomia: Crown Press,Inc.

- Mastropieri S. (1987). Effective Instruction for Special Education, Little, Brown and Company, Inc.

- Narayan, & Kutty, A,T.T. (1989) Handbook for Trainers of the Mentally Retarded persons. Pre-primary level. NIMH, Secunderabad.

- Peshwaria, R. and. Venkatesan. 5. (1992) Behavioural retarded children A manual for Publication.

- Pun. M. & Sen A.K. (1989) Mentally Retarded Children in India. New Delhi Mittal Retarded Persons, NIMIL Secunderabad.

- Robert A. Gable and 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. and Emerick. L. (1990), Speech Correction-An introduction to speech pathology and Audiology. Eighth Edition, Prentice Hall.

Disability

Specialization

VISUAL

IMPAIRMENT

INTERVENTION AND TEACHING STRATEGIES

Course Code: C 14   **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 this course the learners would 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 skillsfor 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   12 Hours

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   12 Hours

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 12 Hours

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 12 Hours

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, Kuala Lumpur: American Foundation for the Overseas Blind

- Fernandez.G, Koening. C,Mani. M.N.G and Tensi. S. (1999). See with the Blind, Banglalore: Books for Change

l Jackson, Jonathan. (2007). Low Vision Manual. Edingurgh: Butterworth Heinemann (Elsevier

- Chapman,E.K.(1978). Visually Handicapped Children and Young People. London:Routledge and Kegan Paul.

- Jose, R. (1983). Understanding Low Vision. New York: American Foundation For The Blind.

- Kauffman & Hallahan (1981).Handbook of Special Education. New Delhi: Prentice Hall

- Lowenfeld, B. (1973). The Visually Handicapped Child in School. New York: John Day Company

- Lydon, William T. And McGraw, M. Loretta. (1973), Concept Development for Visually Handicapped Children, New York: AFB

- Mangal. S.K. (2007). Educating exceptional children-an introduction to special education. New Delhi: PHI learning Pvt.

- Mangal, S.K., (2011) Educating Exceptional Children: An Introduction to Special Education, New Delhi: PHI Learning Pvt. Ltd.

- Mani, M.N.G. (1992). Techniques of Teaching Blind Children. New Delhi: Sterling Publishers Pvt. Ltd.

- Mani. M.N.G. (1997). Amazing Abacus. Coimbatore: S.R.K. Vidyalaya Colony.

- Mani, M.N.G. (1992). Techniques of Teaching Blind Children. New Delhi: Sterling Publishers Pvt. Ltd.

- Macnaughton, Jone. (2005) Low Vision Assessment. Edingurgh: Butterworth Heinemann (Elsevier)

- Mason, H. and Stephen McCall et al. (Ed.) (2003). Visual Impairment - Access to Education for Children and Young people. London: David Fulton Publishers.

- Mukhopadhyay. S., Jangira.N.K., et.al., (1987). Source Book For Training Teachers Of Visually Impaired. New Delhi: NCERT.

- Macnaughton, Jone. (2005) Low Vision Assessment. Edingurgh: Butterworth Heinemann (Elsevier)

- Niemann, Sandy & Jacob,' Namita. (2009) Helping Children who are Blind. California: The Hesperon/ Chennai, Chetana Charitable Trust

- Punani, Bhushan&Rawal, Nandini.(2000). . Handbook for Visually Impaired. Ahmedabad: Blind Peoples' Association

- Scholl, G.T. (1986). Foundations of the education for blind and visually handicapped children and youth: Theory and Practice. New York: AFB Press.

- Vijayan Premawathy & Gnaumi Victoria. (2010). Education of children with low vision. New Delhi: Kanishka Publication.

Suggested Readings:

- Agrawal, Sangita. (2004). Teaching Mathematics to Blind Students through Programmed Learning Strategies. Delhi: Abhijeet Publication.

- Hodapp, Robert M. (1998) Developmental Disabilities: Intellectual, Sensory and Motor Impairment. New York: Cambridge University Press.

- Kelley, P. & Gale, G. (1998). Towards Excellence: Effective Education for Students with Vision Impairments. Sydney: North Rocks Press.

- 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. New Delhi: Sumit Publiication

- Rehabilitation Council of India. (2012). Status of Disability in India, New Delhi: Rehabilitation Council of India

4TH SEMESTER

AREA-A	A5	Pedagogy of Teaching (Special Reference to Disability)	20	80	50	100	4
AREA-B Cross Disability And Inclusion	B10	Skill based Optional Course (Cross Disability And Inclusion)	10	40	25	50	2
AREA-C (Disability Specialisation Courses)	C15	Technology and Disability	20	80	50	100	4
	C16	Psycho Social and Family Issues	10	40	25	50	2
AREA-D	D17	Reading and Reflecting on Texts	40	25	50	2	
(Enhance-ment of Proffesional Capacities (EPC)	D18	Drama and Art in Education	10	40	25	50	2
AREA-F Field Engagement/ School Attachment/ Internship	F1	Main Disability Special School(RelatedtoArea-C)	20	80	50	100	4
Total Marks in 4th Term End Examination			**80**	**320**	**200**	**400**	**16**

GUIDANCE AND COUNSELLING

Course Code: B 10(A)   **Marks : 50**

Objectives

After completing the course the learners 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: Defnition and Aims

1.2   Areas of Guidance and Counselling

1.3   Core Conditions in Counselling

1.4   Skills and Competencies of a Counsellor

l.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

23   Growth to Autonomy

2.4   Personality Development

2.5   Role of Teacher iri 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 reading

- Shah, A (2008) Basics in guidance and Counselling. Global Vision Publishing House'

- 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

- Sharma, V.K. (2005) Education and Training of Educational and Vocational Guidance. Soujanya Books

- Naik, P.S (2013) Counselling Skills for Educationists. Soujanya Books Desired Reading

- 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

EARLY CHILDHOOD CARE AND EDUCATION

Course Code: B 10(B)   **Marks : 50**

Objectives

After completing the course the learners 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   8 hours

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

Unit 2 : Early Education of Children with Disabilities   14 Hours

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
8 Hours

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 & Transitions

Practical/Field Engagements

1. Developing a journal on developmental milestones &learning timelines of children from 0 to 8 years

II. Participation in workshop & develop 5creative teaching learning materials for children in inclusive early childhood education programs.

Essential Readings

● Costello.P.M (2000).Thinking Skills & Early Childhood Education. London: David Fulton Publishers.

● Dunn.S.G. & Dunn.K (l992).Teaching Elementary students through their individual learning styles.Practical approaches for grades 3-6. Massachusetts: Allyn & Bacon.

● Klausmeir H.]. & Sipple: T.S. (1980). Learning & Teaching Concepts. A strategy for testing applications of theory New York: Academic Press

● Mohanty J & Mohanty. B (l999).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 (1 978). The Early Years in Childhood Education. Chicago: RandMcNally College Publishing Conipany.

● 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.] (1977). Becoming a Teacher of Young Children. New York:Random House Publications.

● Gordon. I.J (1972).Early Childhood Education. Chicago: Chicago University Press. Hamilton.D.S & Flemming (1990).Resources for Creative Teaching in Early Childhood Education (2nd Edition). Tokyo: Harcourt Brace Jovanvich.

- Hilderbrand.V (1991).Introduction to Eardly Childhood Education. New York: MacMillan Publishing.

- Krogh.S.L & Slentz.K (2001).Early Childhood Education, Yesterday, Today & Tomorrow.London: Lawrence Erlbaum Associates Publishers.

- Range.D.G, Layton.J.R.& Roubinek.D.C.(1980). Aspects of Early Childhood Education. Theory to Reserch to Practice. New York: Academic Press.

- Spodek.B, Saracho.O.N & Davis.M.D(1987).Foundations of Early Childhood Education. Englewood Cliffs, New Jersey: Prentice Hall.

- Wortham.S.C (NK).Measurement & Evaluation in early childhood education (2nd Eds.).Ohio: Merrill Prentice Hall.

APPLIED BEHAVIOUR ANALYSIS

Course Code: B 10(C)   **Marks : 50**

Objectives

After completing the course the learners 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 AEA 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)   4 Hours

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   10 Hours

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& 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 Over correction

3.4   Maintenance

3.5   Generalization and Fading

Practicum

1.   Observation and functional analysis of-behaviour of a given case

Il.   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 Reading

- Cooper, J.O., Timothy, E.H. and Heward, W.L. (2007) *Applied Behaviour Analysis. Pearson* Publications

- Keamey, A.l. (2007) *Understanding Applied Behaviour Analysis: An Introduction to ABA for Parents. Teachers and Other Professionals.* Jessica Kingsley, Philadelphia

- Fisher, W.W., Piazza, c.c. and Roane, RS. (2013) *Handbook of Applied Behaviour Analysis.* Guilford Press, New York

- Bailey, j and Burch, M (2011) *Ethics for Behaviour Analysts.* Rout1edge, New York

- Lewis, P. (2006) *Achieving Best Behaviour for Children with Developmental Disabilities.* Jessica Kingsley Publishers London

Desired Reading

- Moyes, R.A. (2002) Addressing the Challenging Behaviour of Children with HFA/AS in the Classroom. Jessica Kingsley Publishers London

- Aune, B., Burt, B., and Gennaro, P (2013) Behaviour Solutions for the Inclusive Classroom. Future Horizons Ine, Texas

COMMUNITY BASED REHABILITATION

Course Code: B 10(D)   **Marks : 50**

Objectives

After completing the 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.*

Unit 1: Introduction to Community Based Rehabilitation (CBR)   10 Hrs.

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   10 Hrs.

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   10 hrs.

3.1   School Education: Person Centred Planning, and Peer Group Support

3.2   Transition: Individual Transition Plan, Development of Self Determination and Self Management Skill.

3.3   Community Related Vocational Training

3.4   Skill Training For Living within Community

3:5   Community Based Employment and Higher Education

Practicuml Field Engagement

1.   Visit an ongoingCBR program and write a report on its efficacy

Il.   Organize a community awareness program

Ill.   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 reading

- WHO(l982) Community Based Rehabilitation -Report of a WHO International Consultation, Colombo, Lanka,(l982), WHO, 1211,Geneva 27,Switzerland, Document No .RHB/lRJ82-1

- World Health - Rehabilitation for All WHO Magazine, (1984) Av. Appia, 1211 Geneva 27 Switzerland

- Scheme of Assistance to Disabled for Purposes of Fitting of Aids/Appliances - Ministry of Social Welfare, Govt. of India, New Delhi.

- Scheme of Assistance to Organizations for Disabled Persons, Ministry of Social Welfare, Govt. of India, New Delhi.

- Peat, M. (1997) Community Based Rehabilitation, W.B. Saunders Company

- Neufelt, A. and Albright, A (1998) Disability and Self-Directed Employment: Business Development Model. Campus Press Inc. York University

- McConkey, R. and O'Tool, B (Eds) Innovations in Developing Countries for People with Disabilities, P .H. Brookes, Baltimore

- Loveday, M. (2006) The HELP Guide for Community BasedRehabilitation Workers: A Training Manual. Global-HELP Publications, California

APPLICATION OF ICT IN CLASSROOM

Course Code: B 10(F)   **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 lCT in various learning environments as well to familiarize the student teacher with different modes of computer based learning.

Objectives

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*

Unit 1: Information Communication Technology (lCT) 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.

Il. Prepare a PPT by inserting photos and videos on a topic of your choice.

Ill. Create your email account as well as design a blog.

Essential Readings

● Abbot, C. (2001). *ICT: Changing Education.* Routledge Falmer

● Florian, L. & Hegarty J. (2004). *ICT and Special Educational Needs. A Tool for Inclusion.* Open University Press

Suggested Readings

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

GENDER AND DISABILITY

Course Code: B 10(F)   **Marks : 50**

Objectives

After completing the course the learners 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& 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

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

Il.   Review selected paperls 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 interaction;s in addition to lectures and seminars.

Essential Reading

- Habib, L.A (1997) Gender and Disability: Women's Experiences in the Middle East. Oxfam, UK

- Meekosha, H (2004) Gender and Disability. Sage Encyclopaedia of Disability

- Samuels, E. (2014)Fantasies of Identification: Disability, Gender, Race. NYUPress, USA

- Smith, B. G. and Hutchison, B. (2013) Gendering Disability: Rutger University Press, New Jersey

- Hans, A. (2015)Disability, Gender and the Trajectories of Power. Sage Publications Pvt.Ltd

- Ridgeway, C.L. (20Il) Framed by Gender: How Gender Inequality Persists in the Modern World. Oxford University Press

- O'Brien, 1. and Forde, C. (2008)Tackling Gender Inequality, Raising Pupil Achievement Dunedin Academic

Desirable Reading

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

- Purkayastha, D. (20 1 O)Economic Growth, Intra-Household Resource Allocation and Gender Inequality Atlantic Economic Journal, Vol. 38, No. 4

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

BRAILLE AND ASSISTIVE DEVICES

Course Code : B 10(G)   **Marks : 50**

Objectives

After completing the course the learners 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

l.l. 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;

lA. Braille Signs and Syrnbols=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-Rrelief, 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

Each Student-Teacher will observe at least five devices in use in at least five school periods and draw up an item-wise price list of at least ten devices from different sources.

Disability

Specialization

HEARING

IMPAIRMENT

TECHNOLOGY AND DISABILITY

Course Code: C 15   **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 completion of this course, the student 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*

   - *Identijy different resources (financial & human) to obtain technology*

Unit 1: Listening devices and classroom acoustics   **12 hours**

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

l.5. Comparison between individual hearing aids, group hearing aids & cochlear implant and their care & maintenance

Unit 2 : Technology for management for speech   12 hours

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   12 hours

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   12 hours

4.1 Technology and itå 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   12 hours

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 encounteréd 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-goverament funding agencies for aids & appliances.

Transaction & Evaluation

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

Essential Readings

- Bess, F. H., & Humes, L. E. (1990). *Audiology: The fundamentals*.   London: Williams & Wilkins.

- Finitzo-Hieber, T. (1981).   Classroom Acoustics. In R. J. Roeser & M. P. Downs (Eds.) *Auditory disorders in school children.* New York: Theime-Stratton.

- Katz, J. (1978, 1985, 1994). *Handbook of Clinical Audiolog)'*.   (2nd, 3rd & 4th eds.). Baltimore: Williams and Wilkins.

- Allum, D.J. (Ed). (1996).   Cochlear Implant Rehabilitation in Children and Adults. England, London; Whurr Publishers.

- Berg, F. (2008).   Speech Development Guide for Children With Hearing Loss.   San Diego: Plural Publishing.

- Maltby, M.T. (1994).   Principles of Hearing Aid Audiology.   London: Whurr Publishers.

- Taylor, Brian M., H. Gustav (2011). Fitting and Dispensing Hearing Aids. San Diego: Plural Publishing.

- Tweedie, J. (1987).   Children's Hearing Problems, Their Significance, Detection and Management. Bristol: The Barn Press.

- Waldman, D., & Roush, J. (2010). Your child's Hearing Loss; A Guide for Parents. San Diego: Plural Publishing.

- Rapp,W.H.(YNK). Universal design for leaming in action. Baltimore MD: Brooks

- Mathew,S.M. (2012).Technology for persons with hearing impairment. Status of Disability in India-2012.NewDelhi: RCI

- Stewart, D.A. & Kluwin,T.N. (2001).Teaching Deaf & Hard of Hearing Students : Content, Strategies & Curriculum. London : Allyn & Baccoh

- Kumar, K. L. (2009).Educational Technology: A Practical Textbook for Students, Teachers, Professionals and Trainers .Amazon Pub.

- Andersson.C. (2014).Assistive Technology for the Hearing-impaired, Deaf and Deafblind Amazon Pub.

- Lynas, Wendy (1994). Communication Options in the Education of Deaf Children. London: Whurr Publishers Ltd

- Schirmer, Barbara R (2001). Psychological, Social and Educational Dimensions of Deafness. Boston: Allyn and Bacon

Suggested Reading

- Dillon, Harvey (2001). Hearing aids. New York: Thieme Medical Publications

- Krumenacker, S. (2014):   Hearing Aid Dispensing Training Manual.   San Diego: Plural Publishing.

- Sanders. D. A. (1993). *Management of hearing handicap: Infants to elderly* (3rd ed.). Englewood Cliffs, NJ: Prentice-Hall.

Disability

Specialization

Mental
Retardation / Intellectual
Disability

TECHNOLOGY AND DISABILITY

Course Code: C 15   **Marks : 100**

Objectives

After completing the course the learners will be able to:

- *Understand 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 lean:ers

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 -Email, Tele-teaching, Tele-conference

2.5 Use of ICT to simplify record keeping; information management in 'education administration in special and inclusive settings

Unit 3 : Use of Multimedia in Education

3.1 Multi Media- Meaning, Nature, Scope, Definition and Approches.

3.2 Types of Instructional Aids: Projected and Non -Projected Aids ,Projectors, Radio, Tape Recorder, Television, Films, Computers, whiteboard, Smartboard, e- Flash Cards, Educational Toys

3.3 Advantages, Limitations and Challenges of Using 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 eg: 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 / lnclusive School / Institute:

a.   To organize workshops for use ICT for disability friendly activities

b.   To develop technology supported lesson plans for PwID.

c.   To use mass media/multi media for creating awareness on disability in rural areas

Essential Readings

- Kulkarni, S.S. (1986). Introduction to Education Technology, New Delhi: Oxford & IBH Publishing Co.

- Kumar, K.L. (1996). Educational Technology and Communication Media, Cuttack: Nalanda.

- McMillan, J.H. & Schumarcher, S. (1989). Research in Education: A Conceptual Introduction, New York: Harper & Collins.

- Mehra, Vandana (2004) Educational Technology, New Delhi: S S Publishers.

- Mohanty, J. (1992). Educational Technology, New Delhi: Deep and Deep Publication ..

- Mukhopadhaya, M. (ed.) (2005). Education Technology Knowledge Assessment, New Delhi: Shipra Publications.

- R., Robertson, S. and Peter John. (2009). Improving Classroom Learning with ICT, New York: Routledge. Takewale, R. " G. (1995). Technologies for Educational Network, Presidential address in the seminar on Technologies for Educational Networking, New Delhi: IGNOU.

- Richmond, W. R. (ed.) (J900). The Concept of Education Technology: A Dialogue with Yourself, London: Weidenfield and Nicolson.

- Sampath, K., Pannirselvam, A. & Santhanarn, S. (1990). Introduction to Educational Technology, New Delhi: Sterling Publishers Private Limited.'

- Sharma, Hemant Lata and Sharma, Savita (2010). Learning to Learn with Love: Theory and Practice of Co-operative Learning, New Delhi: Gagandeep Publications Sutherland.

Suggested Readings

- Cima M Yeole. (1991). Educational Technology. CimaMyeole.

- D.ES, (1982). Handicapped Pupil and Special schools, Regulations. London HMSO.

- Dipika Bhadresh Shah, (1991). Educational Technology for developing teaching competency GavendraPrakashan

- Jaganathlvlohanty. (1998). Studies 111 Educational Broadcasting. San subscription agency.

- Mangal K. (1990). Fundamentals of EducationaltechnologyPrakash Brothers

- Ruhela Satyapal. (1991). Educational Technology, A systematic Text Book Associated Publishers

- Tara Chand. (1992). Educational Technology. Anmol Publication

Disability Specialization

VISUAL

IMPAIRMENT

TECHNOLOGY AND EDUCATION OF THE VISUALLY IMPAIRED

Course Code: C 15   **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 'n 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 this course, the learners 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 12 Hours

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   12 Hours

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 lIT's and the Scientific Community;

2.5. Universal/Inclusive Design - Concept, Advantages, and Limitations.

Unit 3: Access to Print for the Visually Impaired   12 Hours

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   12 Hours

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, andGPS

4.4. Low vision devices: Optical, Non-Optical and Prjective

4.5. Thermoform and Swell Paper technology and Softwares for developing tactile' diagrams

Unit 5: Computer-Aided Learning   12 Hours

    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 specialschool 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. Delhi: Abhijeet Publication.

- Bourgeault,S .E.(1969). The Method of Teaching the Blind : The Language Arts, Kuala Lumpur: American Foundation for the Overseas Blind.

- Chaudhary, Monica. (2006). Low Vision Aids. New Delhi: Japee Brothers

- Lowenfeld, B. (1973). The Visually Handicapped Child in School. New York: John

- Day Company

- Mani. M.N.G. (1997).Amazing Abacus. Coimbatore: S.R.K. Vidyalaya Colony.

- Mukhopadhyay. S., Jangira.N.K., et.al. (1987). Source Book For Training Teachers Of Visually Impaired. New Delhi: NCERT.

- Proceedings: Asian Conference on Adaptive technologies for the Visually Impaired (2009). New Delhi: Asian Blind Union

- Punani, Bhushan & Rawal, andini.(2000). Handbook for Visually Impaired. Ahmedabad: Blind Peoples' Association

- Scheiman, Mitchell, Scheiman, Mitchel1& Whittaker.Stven (2006). Low Vision Rehabilitation:a practical guide for occupational therapists. Thorefore (Newjersy):

  Slack Incorp.

- Scholl, G.T. (1986). Foundations of the education for blind and visually handicapped children and youth: Theory and Practice. New York: AFB Press.

- Singh, J.P(2003). Technology for the Blind: Concept and Context. New Delhi: Kanishka Publication

- Vijayan Premawathy & .Gnaumi Victoria. (2010). Education of Children with low Vision. New Delhi: Kanishka Publication

Suggested Readings:

- Hersh, M.A & Johnson, M (Ed.) (2008). Assistive Technology for Visually Impaired and Blind People. London: Springer

- Fatima, Roohi. (2010).Teaching aids in mathematics; a handbook for elementary teachers. New Delhi: Kanishka Pub.

- Sadao, K.C &Robinson,N.B. (2010) Assistive Technology for young children: creating inclusive learning environments. Baltimore: Paul H Brooks

Disability

Specialization

HEARING

IMPAIRMENT

PSYCHOSOCIAL AND FAMILY ISSUES

Course Code : C 16   **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 leamer 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 learning the course the learners 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 "far empowering the child with disability*
- *Ensure family involvement in educational programs*

Unit 1 : Psychosocial Aspects and Disability   10 Hours

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   10 Hours

2.1. Identifying Family Needs for information, decision making, skill transfer and referral;

2.2. Postering 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   10 Hours

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.* Cambridge, MA : Brookline Books.

- Gregory Susan, Bishop Juliet and Sheldon Lasley, (1999), Cambridge University, Psychological perspectives of deafness

- Spencer Patricia, Erting Carol, J.marMarschark, Mane, (2000), The deaf child in the family and school, laurance Erlbaum

- Scheetz nancyA. Orientation to Deafness (2000), Allyn and Bacon

Suggested Reading :

- Corter Mairian (1966) deaf transactions:Deaf families, deaf communities and deaf identities, Jessica Kingsley publishers

- Brown Ivan and ray Brown (2000), Quality of life and disability

- Marscark m and Clark M.D., Psychological perspectives on deafness Vol I & II, 1998

- Beazley Sarah & Moore Michele, Deaf children their families and professionals dismantling barriers, David Fultron publishers (2005)

- Ed Par Ila, Cultural diversity and the deaf experiences (1966), Cambridge university press, USA

- Caspe, M., Lopez, M. E., Chu, A., & Weiss, H. B. (2011). *Teaching the teachers: Preparing educators to engage families for student achievement.* Cambridge, MÅ: Harvard Family Research Project.

Disability

Specialization

Mental Retardation / Intellectual Disability

PSYCHO-SOCIAL AND FAMILY ISSUES

Course Code: C 16   **Marks : 50**

Objectives

After completing the course the learners 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 - Advaritages 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 andPwID in CBR

Course Work / Practical / Field Engagement (Any One)

Special / Inclusive School/Institute:

a.   To conduct workshops on formation of Parent Self Help Group, Sibling SHG

b.   To prepare and present a report on assessment of family needs

c.   To conduct survey on awareness of families about Govt. Schemes for PwID.

d.   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, Vol. 17 (3 & 4), July - Dec. 2007, pp 75 - 81

- Blacher, J. (Ed.) (1984) Severely Handicapped Young. Children and Other Families: Research in Review Ovlandio: Academic Press Inc.

- Cramer, H., Carlin, J. (2008) Family Based Short Breaks (Respite) for Disabled Children: Results from the Fourth National Survey, British Journal of Social Work, Vol. 38 (6), Sept. 2008, pp 1060 - 1075

- Dale, N. (2000) Working with families of Children with Special Needs:' Partnership and Practice, East Sussex: Brunner- Routledge.

- Fewell, R. arid Vadasy, P. (Eds.) (1986) Families of Handicapped Children: Needs and Supports across the Life-span. Texas: Ro-ed Inc.

- Findler, S. (2000) The Role of Grandparents in the Social Support System of Mothers of Children with a Physical Disability, Families in Society, Vol. 81 (4), July - Aug. 2000, pp 70 - 381

- Garginolo, R.M. (1985) Working with Parents of Exceptional Children: A Guide for Professionals, Boston: Houghton-Miffin.

- Kashyap, L. (1996) Measurement Issues in Family Centered Social Work, in Bharat, S. (Ed.) Family Measurement in India, New Delhi: Sage Publications.

- Peshawaria, R Menon, DK Ganguly R. Roy, S. Pillay R.P.R.S. & Gupta A (1995) Understanding Indian families having persons with Mental Retardation, Secunderabad NIMH

- Taylor, R.L. (1993). Assessment of Exceptional Students Educational and psychological procedures

Suggested Readings

- Bennett, T. Lingerfelt, V & Nelson,D.E. (1990) Developing Individual and Family Support Plans - A Training Manual, Cambridge M.A. Brooklint Books.

- Desai, AN (1990) Helping the Handicapped: Problems & prospects, New Delhi, Ashish Publishing House.

- Dunst, C., Trivette~ C. & Deal, A. (1988)' Enabling and empowenng families. Cambridge, MA: Brookline Books.

- Dyson (1987) Mental Handicap: Dilemmas of Parent-Professional Relations, London, Croon Helm.

- Glendinning, C. (1986) A Single Door: Social Work with the Families of Disabled Children, London:, Allen and Unwin Ltd

- Mann, P.H. Suiter P.A. & Mc Laughhin R.M. (1992) A Guide for educating mainstreamed students, Boston: Allya & Bacon ι

- Waugh, A. (1976) Working with parents and community. New Delhi: NCERT.

- Webster, E. J. Vikas Publishing House (1993) Working with parents of young children with disabilities, California. Singular Publishing Group.

Disability
Specialization

VISUAL

IMPAIRMENT

PSYCHO SOCIAL AND FAMILY ISSUES

Course Code : C 16   **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 this course the learners will be able to:

- *Describe the effect of birth of a child with visual impairment on the family*

- *Analyze the role 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   **10 Hours**

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   5 Hours

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 5 Hours

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:

- Lowenfeld, B. (1969). Blind children learn to read. Springfield: Charles C. Thomas.

- Lowenfeld, B. (1975). The Changing Status of the Blind from Separation to Integration.Springfield: Charles C. Thomas.

- Mani, M.N. G. (1992). Techniques of Teaching Blind Children. New Delhi: Sterling publishers Pvt. Ltd.

- Narayan, 1. & Riggio, M. *(2005).* Creating play environment for children. USA: Hilton/ Perkins.

- 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.

- Hansen,J.c., Rossberg,R.H., Cramer,S.H. (1994). Counselling Theory and Process. Allyn and Bacon: USA

- Lowenfeld, B. (1973)Visually Handicapped Child in School;New York: American Foundation for the Blind.

- Shah, A. (2008). Basics 111 guidance and Counselling. New Delhi:Global Vision Publishing House.

- Smith,D.D. & Luckasson,R. (1995). Introduction to Special Education - Teaching in an age of Challenge.(2Ed).USA: Allyn & Bacon.

Suggested Readings:

- Bhan, S. (2014). Understanding leamers-A handbook for teachers. New Delhi: Prasad Psycho Corporation.

- Early Support for children, people and families (2012). Information about

  Visual Impairment, Retrieved from http://www.ncb.org.uklmedia/875236 earlvsupportvisimppartlfinal.pdf

- Kundu, C.L. (2000). Status of Disability in India 2000. New Delhi: RCI. Lowenfeld, B. (1971). Psychological problems of children with impaired vision, Prentice-Hall.

READING AND REFLECTING ON TEXT

Course Code: D 17   **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 the learners will be able to:

* *Reflecl 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 under standing adequate intent, andience and organization oj the content.*

* *Prepare self to facitale good reading writing in students across the ages.*

* *Find reading wri ting as learning and recreational tools rather than a course (tsk.*

Unit l : Reflections on Literacy

1.1   Literacy and Current University Graduates: Status and Concems

1.2   Role of Literacy in Education, Career and SocialLife

1.3   Literacy, Thinking and Self Esteem

l.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 Hearing Impairment And Learning Diability

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 Produet

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 Conveiting Written Information Into Graphical Representation

5.7 Practicing Filling Up Surveys, Fornis, Feedback Responses, Checklists

5.8 Reflections On The Course: From Theory To Practice To Initiating Process To Improve Self

Course Work / PracticalV Fieid Engagement

1. Have a peer editing of independently written essays and discuss your reflections upon this experience.

2. Prepare a feedback form for parents and for teachers focussing on differences in the two forms due to different intent and audience.

3. Develop a short journal of graphical representation of 3 newspaper articles on school education using the options given in 2.4.

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 Reading

- Soundarapandian, M. (2000). Literacy campaign in India. Discovery Publishing House: New Delhi.

- May, Frank B. (2001). Unravelling the seven myths of reading. Allyn and Bacon: Boston

- Tovani.C & Keene.E.O (2000)./ *Read It, but I Dont Get It: Comprehension Strategies for Adolescent Readers.* Stenhouse Publishers

- McGregor.T(2007). *Comprehension Connections: Bridges to Strategic Reading.* Heinemann Educational Books

- Anderson, R., Hiebert, E., Scott, J., & Wilkinson, I. (1985). Becoming a Nation of Readers: The report of the commission. on reading. Washington, DC: National Institute of Education and the Center for the Study of Reading.

- ASER report of 2015: Pratham Publication

Suggested Readings:

- McCormick, Sandra. (1999). Instructing students who have literacy problems.(3rd) Merrill: New Jersy

- Aulls, Mark W. (1982). Developing readers in today's elementary school. Allyn and Bacon: Boston

- Heller, Robert. (1998). Communicate clearly. DK Publishing: New York.

- May, Frank B. (1998). Reading as communication. Merrill: New Jersy

- Gallangher.K *(2Q04).Dee.per Reading: Comprehending Challenging Texts.* Stenhouse Publishers

- Miller.D (2002).*Reading With Meaning: Teaching Comprehension in the Primary Grades.* New York: Stenhouse Publishers

- Baniel, Anat. (2012). Kids beyond limits. Perigee Trade: New York

- Pandit, Bansibihari, Suryawanshi, Dhyane Kute & Meena Prakash. (2007) Communicative language teaching in English: Nityanutan Prakashan: Pune

- Paul, Peter V. (2009). Language and Deafness. Jones and Bartlett: Boston

- Ezell and Justice (2005). Programmatic Research on Early Literacy: Several Key Findings. *IES 3rd Annual Research Conference: American Speech Language & Hearing Association (A S HA).*

- Frank, Smith (1985). Reading without Nonsense. New York: Teachers College Press, 10027.

- Luetke-Stahlman and Nielsen (2003). Early Literacy of Kindergartners with Hearing Impairment. *High Beam*

- *Research The Gale Group, Inc.& GRIN Publishing Munich Germany.*

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 wliat role it plays in school education. More than anything, art educati.on 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.

Important Note: for a student teacher with disability appropriate learning alternatives are to

be given by the college. For exafnple, 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 the learners 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 and art Education

1.1   Art and art education: Meaning, scope and difference

l.2   Artistic expression: Meaning and strategies to facilitate

l.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 : Perforraing 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 implerhenting, activities

2.5 Enhancing learning through dance and music for children with and without special needs: strategies and adaptations

Unit 3: Performing Arts: Drama

3.1 Range of art activities in drama

3.2 Experiencing, responding and appreciating drama

3.3 Exposure to selective basic skills required for drama

3.4 Drama: Facilitating interest among students: planning and implementing activities

3.5 Enhancing learning through drama for children with and vvithout 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

1. "hot seating" activity for historical / contemporary personalities wherein students play the

175

role of that personality to advocate his/her opinions/decisions/thought processes. (for example, Akbar, Hitler. Galileo, Bhagat Singh etc)

2.	Portfolio submission of the basic skills exposed in-any one of the art forms of choice/

3.	Write a self reflective essay on how this course on art will make you a better teacher.

4.	Learn and briefly explain how music notations are made. Submit a brief report OR learn and explain the concept of compositioii 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.

5.	 Observe an art period in a special school and briefly write your reflections on it.

Essential Reading:

- Finlay. Victoria. The brilliant History of Color in Art. Getty Publications. China

- Shirley, Greenway. (2000). Art. an A to Z guide. Franklin Watts: USA

- Vaze, Pundalik. (1999). How to Draw and Paint Nature. Jyosna Prakashan: Mumbai

- Ward, Alan.(1993) Sound and Music. Franklin Watts: New York

Suggested Readings:

- Beyer. E. London. (2000). The arts, popular culture and social change

- Heller, Robert, (1 999). Effective Leadership. DK Publishing: New York.

- Greene, Sheila & Hogan, Diane. (2005).Researching children's experience. Sage Publication: London

- Baniel, Anat. (2012). Kids beyond limits. Perigee Trade: New York

- Efland, A. D. (1990). *A history of Art Education: Intellectual and social currents in teaching the visual arts.* New York, NY: Teachers College Press.

- C. Lewiecki-Wilson & B. J. Brueggemann (Eds.),. Disability and the teaching of writing: A critical sourcebook. Boston, MÅ: Bedford/St. Martin"s.

- L. Nyman & A. M. Jenkins (Eds.), *Issues and approaches to art for students with special needs* (pp. 142-154). Reston, VA: National Art Education Association.

- Gair, S. B. (1980). Writing the arts into individualized educational programs. *Art Education, 33(8\ 8-11*

5TH SEMESTER

AREA-B Cross Disability And Inclusion	B11	Skill based Optional Course (Disability Specialization)	10	40	25	50	2
AREA-D Enhancement of Proffesional Capacities (EPC)	D19	Basic Research &Basic Statistics	10	40	25	50	2
AREA-E (Practical Related to Disability)	El	Cross Disability and Inclusion	20	80	50	100	4
AREA-F (Field Engagement/ School Attachment/I nternship	F2	Other Disability Special School (Related to Area-B)	20	80	50	100	4
	F3	Inclusive school (related to AREA B &C)	20	80	50	100	4
Total Marks in 5th Term End Examination			**80**	**320**	**200**	**400**	**16**

ORIENTATION AND MOBILITY

Course Code: B 11 (A)   **Marks : 50**

Objectives

After completing the course the learners 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 (O&M)   4 Hours

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   5 Hours

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 Skill   6 Hours

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   8 Hours

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   7 Hours

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/ Fieid 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 PowerPointloral presentation (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 VI student can use in the school.

COMMUNICATION OPTIONS: ORALISM/AURAL REHABILIT ATION AND AUDITORY VERBAL APPROACH

Course Code: B l1(B)   **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 students 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.andExposure 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 (A V) 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 A VT 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 Arid Writing Reflections Upon It

V.   Interacting With Non Disabled Children For Practicing Expansion Of Ideas

Essential Readings

● RCI (2010) *Communication Options And Students With Deafness.* Rehabilitation Council Of India, New Delhi

● *Dhvani* (English) Balvidyalaya Publication:Chennai

● Estabrooks. W. (2006) *Auditory- Verbal Therapy And Practice,* Ag Bell

● Paul, Peter V. (2009). *Language and Deafness.* Jones And Bartlett: Boston

● Borden, Gloria J.; Harris, Katherine S. & Raphael, Lawrence J. (2005). *Speech Science Primer (4th)* Lippincott Williams And Wilkins: Philadelphia

● Ling, DanieL(l990) *Acoustics, Audition And Speech Reception.* (Cd)Alexandria,. Auditory Verbal International

● Heller, Robert. (1999). *Managing Change.* Dk Publishing: New York

Suggested Reading

● Estabrooks, W. (2001) 50 *Frequently Asked Questions* (Faqs) About Auditory- Verbal Therapy. Learning To Listen Foundation

● Estabrooks W. & Marlowe J, (2000) *The Baby is Listening,* A G Bell Association For The Deaf And Hard Of Hearing, Inc, Washington Dc

● Chaney, Ann L & Burk, Tarnara L (1998). *Teaching Oral Communication* In Grades K - 8.Boston: Allyn And-Bacon

● *Directory of Rehabilitation Resources for Persons With Hearing Impairment In India.* (2000) Ayjnihh Publication, Mumbai

- Ling, D. And Ling, A.H. (1985) *Aural Habilitation: The Foundatiocns Of Verbal Learning In Hearing Impaired Children.* A.G. Bell Association For The Deaf And Hard Of Hearing. Washington D.C.

- Ling, D. (1989) *Foundations; Of Spoken Language For Hearing Impaired Children.* A.G.Bell Association For The Deaf And Hard Of Hearing. Washington D.e.

- *Dhvani (Marathi)* BalvidyaJaya - Ccym Publication

- *Play It By Ear,* John Tracy Clinic Publication: La

- Heller, Robert. (1999). *Effective Leadership.* Dk Publishing: New York.

- Heller, Robert. (1999). Managing Change. Dk Publishing: New York

- *Resource Book on Hearing Impairment.* Ayjnihh Publication

- Cole, Elizabeth, B. And Flexer, Carol. (2007). *Children With Hearing Loss Developing Listening And Talking* (Birth To Six) *Plural Publishing Inc: Uk.*

- Unpublished Dissertations And Thesis On Profiling Communication Options In Special Schools In India

COMMUNICATION OPTIONS: MANUAL OPTIONS

Course Code: B l1(C)   **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 students 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 011 skills in using manualoptions*
- *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 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 an 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 Scenarioa 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 DiscussingEmotions, 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 Skill Developmentand Course Conclusions

5.1 Practicing Markers (Local Language)

5.2 Practicing Syntax in Conversations and Discussions

5.3 Observing Using ISS 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 *I* 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 Publication

- Heller, Robert. (1999). *Managing Change.* Dk Publishing: New York

- ISS Learning Material and Dictionaries

- Paul, Peter V. (2009). *Language and Deafness.* Jones And Bartlett: Boston

- *Teaching Learning Isl Material Developed* at Ayjnihh, Mumbai, SRKV Coimbatore and d NISH, Trivandrum

- Zeshan, Ulrike. (2000); *Sign Language in Indo-Pakistan.* John Benjamins Pub Co:Philadelphia

Suggested Readings

- Akamatsu, e. T. & Armour, V. A. (1987). Developing Written Literacy In Deaf Children Through Analyzing Sign

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- Andrews, J. F., Wino&rad, P., & Deville, G. (1994). Deaf Children Reading Fables:

- Using Asl Summaries To

- *Bhasha Plsi Vol* 38 *Indian Sign Language (S).* Editors: Tanmoy Bhattacharya Nisha Grover, Surinder Pk Randhawa. Orient Blackswan

- Delhi. New Delhi: All India Federation Of The Deaf, 1981.

- *Directory of Rehabilitation Resources For Persons With Hearing Impairment In India.* (2000)Ayjnihh Publication

- Education. Gallaudet Research Institute Working Paper 89-3, Gallaudet University, Washington, D.e.

- Evans, L. (1982). Total Communication, Structure And Strategy. Washington De: Gallaudet College Press.

- Ezell And Justice (2005). Programmatic Research On Early Literacy: Several Key Findings. *les 3rd Annual Research Conference: American Speech Language & Hearing Association (Asha).*

- Frank., Smith (1985). Reading Without Nonsense. New York: Teachers College Press, 10027.

- Ghate, Prabha (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 Rei

- Heller, Robert. (1999). Effective Leadership. Dk Publishing: New York.

- Huddar, Asmita. (Ed) *Language and Communication.* (2008) Dse Manuals. Rehabilitation Council Of India Publication

- Improve Reading Comprehension. *American Annals Of The Deaf,* 139, 378-386.

- Indian Sign Language Dictionary. 2001. Coimbatore: Sri Ramakrishna Mission Vidyalaya

- Johnson, R., Liddell, S., and Erting, e. (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.(l999). (5th Ed) *Teaching Students with Special Needs in General Education Classrooms.* PrenticeHall Inc. New Jersy. Printing Press.

- Sponsored Survey Conducted At NCED.

- Unpublished Dissertation And Thesis On Signing, Structure Of ISL And Its Impact On Education

- Unpublished Disscrtations And Thesis On Profiling Communication Optios In Special Schools In India.

- Vasishta M., Woodward J. De Santis S. An Introduction To Indian Sing Language: Focus On

- Vasishta, M.M., Woodward, J. De Santis, S. 1980. *An Introduction To Indian Sign Language (focus On Delhi).* New Delhi : All Indian Federation of The Deaf.\\

- Websites For Signed Dictionaries

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

MANAGEMENT OF LEARNING DISABILITY

Course Code: B 11(E)   **Marks : 50**

Objectives

After completing the course the learners 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   Nonverbal learning disabilities

1.3   Language Disorders

l.4   Associated Conditions: ADHD & ADD

1.5   Emotional & Behavioral problems.

Unit 2: Assessment of basic curricular skills'

1.1   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

Course Work/ Practical/ Field Engagement

1. Prepare of checklist for screening LD

2. Develop teacher made assessment test in anyone curricular area for a given child.

3. Plan appropriate teaching strategies as per the specific needs of a given child with learning disability.

Suggested Readings:

- Adamson & Adamson: Handbook of Specific Learning Disabilities, Gardner Press USA 1979

- Eddy G.L: Adaptive Language Disorders of Youth, Adults with Learning disabilities, ingular Pub., California 1992.

- Langone, J: Teaching Students with Mild & Moderate Learning problems, Allyri& Bacon, Boston 1990

- Myklebust, H:Progress in Learning Disabilities, Guene and Stratton - New York - 1983

- Pierangelo, R & Robert, 1: Parent's complete Special Education Guide, 1996

- Reddy G.L. & Ramar R: Education of children with special needs, New Delhi - Discovery Pub. 2000

- Reid, K: Teaching the Learning Disabled, Allyn and Bacon, Baston, 1988

- Strichart, S., S :Teaching Study Strategies to Students with Learning Disabilities,. Allyn & Bacon, Boston 1993

- Swady, E.R: Diagnosis & Correction of Reading, Difficulties, Allyn& Bacon Boston 1989

- Taylor, B: Reading Difficulties: Instruction and Assessment, Random House, New York, 1988

- Selikowitzi M : Dyslexia and other Learning Disabilities, Oxford Univ, Press - 1998

VOCATIONAL TRAINING, TRANSITION & JOB PLACEMENT

Course Code: B l1(F)   **Marks : 50**

Objectives

After learning this content the trainees are expected to

- *Develop an understanding of vocational education & its relevance for P WD '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 10 Hours

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.

References:

- Kutty A.T. &. Rao L.G, (2001) Transition of Persons with Mental Retardation from School to Work - A Guide, NIMH Publications, Secunderabad.

- 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

- John McDonnell & Michael L. Hardman, (2010), Successful transition Programs, Pathways for students with Intellectual & developmental disabilities, Sage Publications, Los Angeles.

- Mukhobadhyay, M. Editor Kutty A.T. (2006), Principles of Vocational Training Part-II, DVTE(MR) Manual ; RCI & Kanishka Publisher, New Delhi.

- Rao, V.K. (2004), Vocational Education ,A.P.H Publishing Corporation, New Delhi

- Whitehead, Tanya D & Hughey Joseph B, (2004) Exploring Self Advocacy From a Social Power Perspective, Nova Science publishers, New York

- Wehmeyer Michael.L.· (2007), Promoting Self-Determination III students with Developmental Disabilities, Guilford Press, Washington.

BASIC RESEARCH AND STATISTICS

Course Code: D 19   **Marks: 50**

Objectives:

After completion of this course the student 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 competendes for conducting a research*
- *Apply suitable measures for data organization and analysis*

Unit 1: Introduction *to Research*   **10 Hours**

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*   **10 Hours**

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*   **10 Hours**

3.1   Scale for raeasurement: 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 *r* and Rank Order Correlation

3.5   Graphic representation of data

BASIC RESEARCH ANIXSTATISTICS

Course code : D 19   **Marks : 50**

Objectives:

After completion of this course the "student will be able to

- *Describe the concept and relevance of research in education and special education*
- *Develop cm under standing of'the research process and acquire competencies for conducting a research*
- *Apply suitable measures for data organization and analvsis*

Unit 1: Introduction *to Research*   10 Hours

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*   10 Hours

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* 10 Hours

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 *r* and Rank Order Correlation

3.5 Graphic representation of data

Practicum/Field Engagement

I. Develop a teacher made test for a given subject matter

II. Develop a questionnaire/checklist

III. Develop an outline for conducting action research

Essential reading

- Best, J.W. and Kahn, J.V (1996) *Research in Educatibn* Prentice-Hall of India New Delhi

- Dooley, D. (1997) *Social Research Methods.* New Delhi: Prentice-Hall of India.

- Grewal. P.S, (1990) *Methods ofStatisticalAnalysis.* New Delhi: Sterling Publishers

- Guptha, S, (2003) *Research Methodology and Statistical Techniques.* New Delhi: Deep & Deep Publishing.

- KouL Lokesh. *(l996}Methodology of Educational Research.* New Delhi: Vikas Publishing House

- Potti, L.R. (2004) *Research Methodology.* Thiruvananathapurara : Yanauna Publications

Desired Reading

- Cohen, J. (1988). *Statistical Power Analysis for the Behavioral Sciences.* New York:.» Academic Press

- Greene, Sheila & Ho.gan. Diane. (2005).Researching children's experience. Sage Publication: London

PRACTICUM : HI

E 1: Cross disability & inclusion

Semester-I   **Marks: 50**

#	Task	Educational settings	Specific activities	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	15	Report inciudmg 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	10	
3	Classroom teaching observation		Observe the teaching of children with hearing impairment in any one special classroom and write the observation report.	25	
			TOTAL	**50**	

E-2: Disability Specialisation

Semester - II   **Marks: 50**

#	Tasks	Educational settings	Specific activities	Marks	Submissions
1	Assessment of hearing	Institute /clinic	*Obsdrvation of : BOA, conditioned Pure tone Audiometry, VRA, Speech Audiometry, Hearing aid trial & hearing aids testing * studying 10 Audiograms and noting the diagnosis and recommendations *practicing Ling's 6 sound test	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 (secreening)—2 children *Carrying out speech assessment (screening) -2 children *Observing speech assessment using standardized tool —2 children	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	10	Journal with relflections
4	Assessment in developmental psychology	Institute / Clinic	*studying & describing DST, GDS, CPM, SFB, VSMS using any two of the above *Studying 10 assessment reports and noting the diagnosis and recommendations	20	
			TOTAL	50	

E-2: Disability Specialisation

#	Tasks	Educational settings	Specific activities	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)	10	
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)	10	
3	Learning amd 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)	15	
4.	Classroom observation of teaching	Special school for children with hearing impairment	**Prescho** - Observing and reporting classroom teaching for various subjects as per the time table of the school - Minimum 18 school periods Hrs. -Language 4 -subjects 4 -co-cuttovist 4	10	
			Primary - Observing and reporting classroom teaching for various subjects as per the time table of the school - Minimum 18 school periods -Language 4 -school subjects 4 -co-curricular 4		

#	Tasks	Educational settings	Specific activities	Marks	Submissions
5	Lesson Planning	Institute	Supervised activity by college faculty with specific feedback	0	
6.	Delivering Lessons	Special school	20 lessons (Science / Maths-5, Social Science-5, Language-8, Art-2)	40	
7.	Individualised lessons		5 lessons on 1 student	5	
8.	Delivering lessons	Inclusive school	4 lessons of school periods indicating appropriate curricular adaptations	5	
9.	Visit to other than practice teaching school	Special school	Observing infrastructure and curricular transaction	5	
			TOTAL	**100**	

E-1 : Cross Disability & Inclusion

Semester - V   **Marks : 100**

#	Tasks	Educational settings	Specific activities	Marks	Submissions
1	Insfrascture of an inclu-sive school	Inclusive school	Studying the extent of barrier free environment (infrastructure including assistive devices, human resource & inclusive teaching practices) available in an inclusive school	30	Report with reflections
2.	Classroom teaching observations		Observing 10 lessons (5 language+5 subjects) and writing report	30	
3.	Assisting Teacher		Working as teacher assistant for prayers / assembly, checking hearing device, attendance, home work/class work, writing diaries, prepairing TLM, teaching practice sessions recapitulation, and break times.	40	
			TOTAL	**100**	

F-1: Disability Specialisation

Semester - IV   **Marks: 100**

#	Tasks	Educational settings	Specific activities	Marks	Submissions
1	Teacher assistant **	Special school for children with Hearing implement	Working as teacher assistant for prayers / assesmbly, checking hearing device, attendance, home work/class work, writing diaries, preparing TLM, teaching practice sessions recapitulation, and break times,	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	20	Daily diary
3.	Understand-ing school examination **		Assisting in exam related planning, setting question papers, assessing, entering outcome in records, writing progress reports, feedback to students and parents, drawing pedagogic decisions.	10	Portfolio of assessment activities
4.	Understanding beyond classrooms		Participating in School committees meetings, Sports, Picnics, trips, visits, Parent Teacher Association (PTA) meeting, competitions, Celebrations, annual gatherings, medical check ups—any 3	10	*
5.	Develop-ment of teaching learning material (TLM), worksheet,		Developing 3 TlM and 10 worksheet for the assigned class	10	TLM
6.	Document study		Relating 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	*

#	Tasks	Educational settings	Specific activities	Marks	Submissions
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	10	*
8.	Conpilations of language teaching material news, conversations stories and unseen pictures		Compiling language material news, conversations, stories and unseen pictures, Directed activities	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	10	
	TOTAL			100	

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

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

F-2 : Disability Specialisation

Semester - V   **Marks: 100**

#	Tasks	Educational settings	Specific activities	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	40	Journal of daily reflections and learning
2.	Document study		Reading and reporting on academic calendars, time table, diaries, work books, progress reports, case files, 3 parent meeting reports, certificates, forms to avail exemptions and concessions, assessment formats for pre school	30	Journal
3.	Use of internet and modern technology for improving the class processes		Using technology for classroom teaching, art education, record keeping, communication, downloading power points, AVs for concept development involving students	30	Journal
			TOTAL	**100**	

F-3 : Inclusive school

Semester - V   **Marks: 100**

#	Tasks	Educational settings	Specific activities	Marks	Submissions
1.	Understanding the children in the classroom	Inclusive School	Studying the background of children in the allotted class	5	Report with reflections
	Understanding the plans		Studying the half yearly, monthly & unit plans & calendar of activities and progress report	5	
	Teaching support		Assistging the treachers in adaptation of content, lesson planning, scheduling, resource mobilisation & preparing TLM, planning celebrations	50	
	Remedial support		Teaching special children for specialised support for achieving the content mastery-2 students	30	
	Student evaluation		Assist the teachers in developing teacher made tests, marking scheme, scoring key, exam supervision, evaluation of answer scripts & reporting	10	
			Total	**100**	

PRACTICUM: MR

SEMESTER -1
Area El: Classroom Observation, Assessment and IEP
(Cross Disability and Inclusion)

Marks : 50

Disability Focus	Education Setting	Tasks for the Teacher Trainees	Description	Marks
ID	Special school ofPwID	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.	30
HI, VI, LV CP, Autism or Multiple Disabilities	Minimum 3 Special schools for HI, VI, LV CP, Autism or Multiple Disabilities	Classroom Observation and Report	Minimum 30 School Periods 10 school Periods in each Special School	15
Any Disability	Inclusive School available in the neighbourhood	Classroom Observation and Report	Minimum 10 school Periods	5
	Total		**Total**	**50**

Schedule for practical for E-l 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/servicés being provided in the resource room/ home based education or vice versa with other disability.

Semester - II
Area E2 : Classroom Teaching and IEP Practical
Disability Specialization

Marks : 50

Note : Classroom observation has been removed as it has been already covered in Semestar - 1

SN	Tasks for the Teacher Trainees	Disability Focus	Educational settings	Marks	Descriptions
1.1	IEP	ID	Special School	10	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	5	5 lessons (Demonstration of Micro teaching Skills
1.4	**Macro Teaching** a. Lesson planning and Teaching for subjcts selected a. Language b. Non Language	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)

4th Semester

Area Fl : Attachment/ Internship

Class Room Teaching in Disability Specialisation School

Marks: 100

#	Tasks for the Teacher Trainees	Disability Focus	Setup	No. of Lessons	Marks
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)	30 50 10 10

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

SEMESTER - III

Area E2 : Resource Room/Inclusive Teaching and IEP Practical
Diasbility Specialization
(Area C)

Marks: 100

SN.	Tasks for the Teacher Trainees	Disability Focus	Education Setting	Hrs. (60)	Description	Marks
1.1	IEP	ID	Special School	30	Develop IEP for 1 Student with ID at Secondary Pre-Vocational Level	30
1.2	Lesson Planning and and excution on different levels for all subjects	ID	Resource Room/Inclusive School	40 hrs.	20 lessons	30
	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	30
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	10

SEMESTER - V

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

Marks: 100

Note : Classroom observation has been removed as it has been already covered in Sem -1

SN.	Tasks for the Teacher Trainees	Disability Focus	Education Setting	No. of Hrs. (60)	Marks	No. of Lessons
1.1	Classroom observation	Other than ID	Special schools for other disabilities	05	10	Observation of all subjects at different level, minimum 10 school Periods (Reporting)
		Any Disability	Inclusive Schools	05	10	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	20 lessons 10 Language 10 Non- Language
			Inclusive Schools	30	20	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	20 lessons 10 Language 10 Non- Language 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	20 lessons 10 Language 10 Non- Language 20 lessons 10 Language 10 Non- Language

210

Area F2 : Other Disability Special School (Area B) Attachment/Internship

				Marks: 100
SN.	Tasks for the Teacher Trainees	Disability Focus	Set up	No. of Lessons
1.1	Classroom Teaching	Any Disability Other than ID	Special schools for Disabilities	Minimum 30 Lessons

Area F3 : Inclusive School (Area B & C) - Attachment / Intership

	Credits: 04			Marks : 100
SN.	Tasks for the Teacher Trainees	Disability Focus	Set up	No. of Lessons
1	Classroom Teaching	Any Disability Other than ID	Inclusive School	Minimum 30 Lessons

PRACTICUM : VI

E 1 : SPECIALISATION PAPERS PRACTICAL
(Cross-disability and Inclusion)

Semester-I Practical   **Marks: 50**

	Task	Disability Focus	Educational Settings	Specific Activities	Hrs	Marks	Submissions
1.	1. Classroom observation	1. VI	1. Special School	1. Learners will observe students in different educational settings, curriculum transaction, Classroom interaction in curricular and co-curricular areas and submit a report	10	25	
			2. Minimum				
		2. Other than VI	3. Special schools		10		
		3. Any disability	3. Inclusive schools		10		
	2. Learning of Braille	VI and Deafblind	College	2. Introduction to Bharati / Hindi or Regional Braille	30	25	

E 2 : Visual Impairment Specialization Practical
(SPECIALISATION PAPERS PRACTICAL)

Semester-II   **Marks: 50**

	Task	Deucational Settings	Disability Focus	Specific Activities	Hrs	Marks	Submissions
1.1	Learning of Braille	College	VI	1. Bharati Hindi or Regional Braille	30 Hours	25	
				2. Braille Mathematical sign for: Numeric indicator, basic operations, simple fraction and brackets	15 Hours	25	
1.2	Learning the use of Assistive devices	College	VI	Taylor Frame: Basic Operation using Arithmetic and algebric types	15 Hours		

E 2 : Visual Impairment Specialization Practical
(SPECIALISATION PAPERS PRACTICAL)

Semester-III   **Marks: 100**

	Task	Educational Settings	Disability Focus	Specific Activities	Hrs	Marks	Submissions
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)	60 Hours	50	
				2. Braille Mathematics Code : Radicals, fraction (Mixed, complex and hyper complex), sign and symbols of comparison, Shape signs, Greek letters, indices, set, symbols, trignometric functrions	30 Hours	25	
				3. Abacus and Geometric kit	30 Hours	25	

F 1 : Main disability (V.I.) Practical : Special School
(Related to area C)

Semester-IV   **Marks: 100**

Sl. No.	Tasks for Teacher Trainees	Disability Focus	Setup	No. of Lessons
1.	Classroom teaching	Visual Impairment	Special Schools for VI	Min. 90 school periods

E 1 : Cross Disability and Inclusion Practical

(SPECIALISATION PAPERS PRACTICAL)

Semester - V   **Marks: 100**

Sl. No	Task	Educational Settings	Disability Focus	Specific Activities	Hrs	Marks	Submissions
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 Hours 15 Hours	25	
1.2	Orientation and Mobility Training	Colege Campus and outside campus	Visual Impairment	a) Sighted Guide Technique b) Pre Cane skills c) Cane Technique d) Direction finding technique	60 hours	50	
1.3	Teaching lessons on O&M and ADl	Special and inclusive school	Visual Impairment and VIMD	Individualized Teaching lessons on orientation and mobility and activities of daily living	30 Hours	25	

F 2 : Other Disability Practical : Special School

(SPECIALISATION PAPERS PRACTICAL) (Related to area B)

Semester-V   **Marks: 100**

Sl. No.	Tasks for Teacher Trainees	Disability Focus	Setup	No. of Hours	Marks
1.	1. Classroom teaching, development of TLM, document study, maintenance of record 2. Classroom teaching, development of TLM, document study, maintenance of record	Other than Visual Impairment disabilities VIMD	Special Schools for other Special schools or programmes for Multiple disabilities	60 Hours 60 Hours	50 50

F 3 : Inclusive Schools Practical

(SPECIALISATION PAPERS PRACTICAL) (Related to area B & C)

Semester-V   **Marks: 100**

Sl. No.	Tasks for Teacher Trainees	Disability Focus	Setup	No. of Hours	Marks
1.	Classroom teaching with special focus on functional academic skills e.g. Braille, special eqauipments, 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 Hours	100

NETAJI SUBHAS OPEN UNIVERSITY

Head Office : DD-26, SALT LAKE, SECTOR-I, KOLKATA-700064

APPLICATION FOR STUDENT ENROLMENT

In B.Ed. Spl. Ed. (M. R. / H. I. / V. I.) - ODL Course

SESSION—2015-17

Pass port size Photograph of Applicant attested by the coordinator of the Study Centre with seal.

| SPECIALIZATION AREA: | MR | | HI | | VI | | STUDY CENTRE CODE : | |

METHODOLOGY: (One subject must be chosen from each group as below)

| GROUP 1: | BENGALI | ENGLISH | GROUP 2: | SCIENCE | MATHEMATICS | SOCIAL STUDIES |

NAME :

ADDRESS :

DISTRICT :   STATE :   PIN:

MOBILE NO.   E-MAIL ID :

DATE OF BIRTH :   GENDER :

CATEGORY : (Enclose self attested copy of certificate if category is other than general)

Whether Physically Challenged : (if yes, attach self attested copy of certificate)

Father's Name/Husband's Name :

Mother's Name :

Whether parent of child with disability : (if yes, attach self attested copy of disability certificate)

Candidate's Occupation :

Whether Belong to BPL :   If yes BPL No. :

Monthly Income if any :   Tick One :   i) NIL   ii) Less than Rs. 5,000/-   iii) Between Rs. 5,001/- to Rs. 10,000/-

iv) Between Rs. 10,001/-to Rs. 20,000/-   v) Above Rs. 20,0001/-

APPLICATION NO. : [____]   ROLL NO. : [____]

| NATIONALITY: [____] | RELIGION : [____] | RESIDENTAL AREA: | Panchayet/Municipality/Corporation |

WHETHER ALREADY REGISTERED IN NSOU: [____] YES / NO, IF YES

ENROLLMENT NO. : [____]   PROGRAMME: [____]

ACADEMIC RECORD : (SELF ATTESTED COPIES OF MARK SHEETS AND CERTIFICATES MUST BE ENCLOSED)

EXAMINATION PASSED	BOARD/UNIVERSITY	YEAR OF PASSING	SUBJECT	% OF MARKS

REHABILITATION QUALIFICATION : (Enclose self attested copy of RCI registration certificate)

COURSE	NAME OF INSTITUTION	YEAR OF PASSING	CRR NO.

DECIARATION BY APPLICANT

I hereby declare that I have read and understood the conditions of eligibility for the Programme and for the course for which I seek admission.

I have fulfilled the minimum eligibility criteria and have provided necessary information in this regard. In the event of any information being found incorrect, my candidature shall liable to be cancelled by the University at any time and I shall not be eligible to get refund of course fees deposited by me to the University.

PLACE: [____]

DATE: [____]

Full Signature of the Candidate

All certificates in Original must be verified by the Coordinator of the Study Centre

*Countersigned by the Coordinator of
the Study Centre with Seal*

CHECKLIST : (Tick the relevant boxes)

Affix photograph and enclose the following of attested copies

[____]   i)   Certificate in support of your educational qualification(s)(Graduation onwards)

[____]   ii)   Category certificate for OBC/SC/ST/PH candidates wherever required.

[____]   iii)   Age Certificate wherever required.

[____]   iv)   Proof of weightage claim.

Note: This form duly completed with all enclosures must be submitted by selected candidates only.

Identity Card

1. To be carried by the candidate whenever he/she visits any Centre/H.Q. of the University. 2. In case of loss of the card an FIR is to be lodged and an application is to be submitted with a copy of the FIR along with a DD of Rs. 100/- (hundred) in favour of Netaji Subhas Open University, payable at Kolkata. 3. If this card is found by anybody else it should be sent to the address on the right.	**NETAJI SUBHAS OPEN UNIVERSITY** **DD-26, Sector -I** **Salt Lake, Kolkata - 700 064**

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219

Identity Card

(To be filled in by the candidate)

Enrolment No. ☐☐☐☐☐☐☐☐☐ Name.. .... Address : .... Telephone (if any)..................... Study Centre : .... Course : B. Ed. Spl. Ed (M.R./H.I/V.I)-ODL Signature of the Coordinator with Seal Signature of the Candidate :	Name of the Study Centre with Code : .... (To be filled up by Centre) *P.P.* *Size Photograph* *(To be affixed by* *applicant)* Signature of the Coordinator with Seal

- -

"Children must be taught how to think, not what to think."

−Margaret Mead

"I am not a teacher, but an awakener."

−Robert Frost

"Spoon feeding in the long run teaches us nothing but the shape of the spoon."

−E. M. Forster

"The mind is not a vessel to be filled, but a fire to be kindled."

−Plutarch

"Education is the movement from darkness to light."

−Allan Bloom

"Education is the best friend. An educated person is respected everywhere. Education beats the beauty and the youth."

−Chanakya

"The whole purpose of education is to turn mirrors into windows."

−Sydney J. Harris

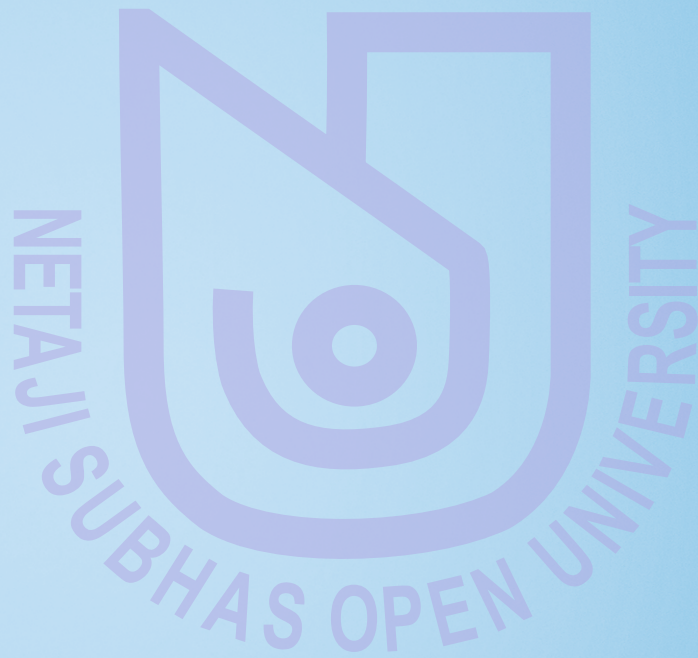"There are two educations. One should teach us how to make a living and the others how to live."

−John Adams

"Inclusive, good-quality education is a foundation for dynamic and equitable societies."

−Desmond Tutu

"The best and most beautiful things in the world cannot be seen or even touched−they must be felt with the heart."

−Helen Keller