

Bachelor of Education - Special Education (Mental Retardation): B.Ed. Special Education (MR) Programme

I. PREAMBLE

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

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

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

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

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

Inclusion is at the educational centre stage today and hence the role of special and general teachers need to be operationalized systematically. To give the program more pragmatic relevance, issues related to projected needs, employability, career and higher education options and entry level eligibility are given serious consideration so the opportunities for a special educator are at par with teachers in general education. It is expected that so far separated general and special education would initiate more bilateral collaborations with each other to fulfil the global objective of EDUCATION FOR ALL.

II. LEARNING OUTCOME

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

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

III. NOMENCLATURE

Nomenclature of B. Ed. Special Education courses should be as per UGC notification of 2009 and 2014 and the new nomenclature of this course will be B.Ed.Special Education (Mental Retardation).

IV. ELIGIBILITY

Candidates with at least 50% marks either in Bachelor Degree and /or in Master Degree in Science/ Social Sciences/ Humanities, Bachelor in Engineering of Technology with specialization in Science and Mathematics with 55% marks or any other Qualification equivalent there to, are eligible for admission to the programme.

V. RESERVATION

Reservation of seats for SC/ST/OBC and Handicapped will be as per existing Rajasthan Govt. /Central Govt. /University rules.

VI. ADMISSION PROCEDURE FOR B. ED.

Admission shall be made on merit on the basis of marks obtained in the qualifying Examination and / or in the entrance examination or any other selection process as per policy of the State Government/ and the University.

VII. DURATION AND WORKING DAYS

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

Working Days

- There shall be at least Two Hundred Working Days each year exclusive of the period of examination and admission.
- Institution shall work for a minimum of thirty six hours a week, during which physical presence in the institution of all the teachers and student teachers is necessary to ensure their availability for advice, guidance, dialogue and consultation as and when needed.
- The minimum attendance of student-teachers shall have to be 80% for all course work and practicum, and 90% for school internship.

VIII. PROGRAMME PATTERN

The university has developed programme on annual basis and proposed 2000 marks in view of disability specific specialization as per RCI guidelines.

XIX. PASSING MINIMUM

Minimum 50 % marks are essential in all courses for passing in the programme (Grace Marks as per University norms).

X. NATURE OF EVALUATION

Internal & External as per MDS University norms;

XI. FACULTY-STUDENT RATIO

RCI recommends the faculty-student ratio in the area of B.Ed. Special Education as 1:10. Considering the infrastructural facilities needed for Special Education and based on the tasks

such as supervising practicum, a **maximum of 25 students** may be admitted for the B.Ed.Special Education programme of 2015-17.

XII. CERTIFICATION AS A REGISTERED PROFESSIONAL

It is mandatory as per Section 13 of RCI Act for every teacher of special education to obtain a “Registered Professional Certificate” from the Rehabilitation Council of India to work in the field of special education in India.

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

(As continuous professional growth is necessary for the renewal of the certificate, the teachers as well as educators in special education should undergo in-service programme periodically to update their professional knowledge. Amendments, if any, to the regulations of the course will be made periodically by the Rehabilitation Council of India. Any deviation from the above regulations should have the prior approval of the Rehabilitation Council of India.)

XIII. AWARD OF DEGREE

The MDS Universities will award degree in *Bachelor of Education- Special Education (Mental Retardation)*.

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

XIV. PRACTICING SCHOOLS

Special & Inclusive School - Own Special School / MoU with Special & Inclusive Schools, preferably up to secondary school level recognised by State Government for the main disability area and permission to carry out practical in other disability.

Special Schools for ASD and LD is not an essential condition. With a precaution that students with disability should not be overstressed. Institutions offering more than one programme in Special Education must have own Special School and MoU with other Special/Inclusive School for school engagement and field experience.

XV. Engagement with the Field and School Experience

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

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

a) Tasks and assignments that run through the course

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

b) School Internship/Attachment

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

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

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

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

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

and secondary.

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

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

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

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

XVI. PROGRAMME STRUCTURE

STRUCTURE FOR 2 YEARS

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

Each theory course (A, B, C, D) will have up to 5 units. Each practical course (E1 and E2) will have 4 units. Each field Engagement/internship (F1, F2 and F3) will have 2 units. All courses as specified in the structure include lecture, tutorials as contact hours besides assignment, field work including observation, seminar, workshop and practicum relating to the concerned course.

AREA A: CORE COURSES

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

AREA B: CROSS DISABILITY AND INCLUSION

Note:

1. All student-teachers will be learning about all disabilities (theory, practical as well as field engagement) and specialization in any one disability ***other than selected for Area C.***
2. Institutions/organizations offering B.Ed. Special Education are expected to decide ***other than specialization area*** out of MR.
3. *In case of student-teachers with disability; the choice of two optional courses from B-10 or B-11 can be on case to case basis (e.g. Student-teachers with MR may opt for any one course that are appropriate for them from B10 & B11).*

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

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

A	Guidance and Counselling
B	Applied Behavioural Analysis

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

A	Management of Learning Disability
B	Vocational Rehabilitation & Transition to Job Placement

AREA C: DISABILITY SPECIALIZATION COURSES

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

AREA D: ENHANCEMENT OF PROFESSIONAL CAPACITIES (EPC)

(Wherever applicable specific reference to disability will be focused)

D17	Reading and Reflecting on Texts
D18	Drama and Art in Education
D 19	Basic Research & Basic Statistic

AREA E: PRACTICAL RELATED TO DISABILITY

E1.	Cross disability and inclusion (Part of Area B)
E2.	Disability specialization (Part of Area C)

AREA F: FIELD ENGAGEMENT/ SCHOOL ATTACHMENT/ INTERNSHIP

F1.	Main disability special school (Related to Area C)
F2.	Other disability special school (Related to Area B)
F3.	Inclusive school (Related to Area B & C)

I YEAR

TEACHING SCHEME & CONTACT HOURS B.Ed.-I Year

Courses	Nomenclature of the Course	Instructional time in periods		External	Internal	Total	Duration of Exam (Hrs.)
		Per week	Per Year*				
A1	Human Growth & Development	6	168	80	20	100	3
A2	Contemporary India and Education	6	168	80	20	100	3
A3	Learning, Teaching and Assessment	6	168	80	20	100	3
Course 8 and 9 (any two of the following: A candidate has to opt for two pedagogy courses one from pedagogy course 8 and the other from pedagogy course 9 excluding that opted in pedagogy course 8)							
A4	Pedagogy of School Subjects (ANY ONE from Part I to Part V)	6	168	80	20	100	3
A5	Pedagogy of School Subjects (ANY ONE from Part I to Part V)	6	168	80	20	100	3
B6	Inclusive Education	2	84	30	20	50	2
B7	Introduction to Sensory Disabilities (VI, HI, Deaf-blind)	2	84	30	20	50	2
B8	Introduction to Neuro Developmental Disabilities (LD, ID/ MR, ASD)	2	84	30	20	50	2
B9	Introduction to Locomotor & Multiple Disabilities (Deaf- Blind, CP, MD)	2	84	30	20	50	2
C12	Assessment and Identification of Needs	6	168	80	20	100	3
C13	Curriculum Designing, Adaptation and Evaluation	6	168	80	20	100	3
E1 & E2 (E1- Practical: Cross Disability and Inclusion & E2- Practical: Disability specializa tion)	Duration, setting and description as per the guideline given below in the table (Area E1 & Area E2)	-	-	-	50+50	100	
Total		50	1512	680	320	1000	

E 1: Cross disability & inclusion**Hours: 10****Marks: 50**

Disability Focus	Educational Setting	Hrs (60)	Tasks for the Student-teachers	Description and Marks allocated (if any)
ID	Special school of PwID	40 hrs	Classroom Observation, Assessment and IEP a. ECSE, b. Pre-Primary c. Primary d. Secondary e. Prevocational	Minimum 10 school Periods Develop IEP for 1 student with ID at ECSE and Pre-Primary level. (10 marks)
HI, VI, LV CP, ASD or Multiple Disabilities	Minimum 3 Special schools for HI, VI, LV CP, Autism or Multiple Disabilities	15 hrs (5 Hrs each in each disability)	Classroom Observation and Report	Minimum 30 school Periods 10 school Periods in each Special school (Two marks for each period =20 marks)
Any Disability	Inclusive School available in the neighbourhood	5 hrs	Classroom Observation and Report	Minimum 10 school Periods (Two marks for each period =20 marks)

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

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

E 2: Disability Specialisation**Hours: 60****Marks: 50**

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

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

Engagement with field as part of courses indicated below

S.No.	Task for the Student-teachers	Course	Place
1	Assignment / Project	A1	Institute
2	Assignment / Project	A2	Institute
3	Assignment / Project / Presentation	A3	Institute
4	Assignment / Project / Presentation	B6	Institute
5	Assessment & Identification of Needs	C12(All disabilities)	Camp / Clinic / School, etc. for minimum of fifteen hours
6	Assignment / Project / Presentation	C13	Institute/ Special/ Inclusive School
7	Assignment / Project / Presentation	A4/A5	

* Instructional period 28 weeks per year and Pre-internship for 4 weeks.

** Enhancing Professional Competencies (EPC)-

1. In first year, School internship will be of four weeks. Out of which, initial six days will be for general observation of the ongoing school activities and classroom teaching of the student- teachers.
2. There will be two criticism lessons (one in each pedagogy subject) for the progressive assessment of the student-teacher.
3. The student-teacher will have to do an Action Research or Survey or a Case Study (Any one) as assigned by the concerned supervisor and will submit the report.
4. To understand the local resources, people & community, VEC/SMC/PTA/MTA meetings, an open air session of two days' will be conducted.
5. Co-curricular & Extra-curricular activities must be spread all through the year which should also include special days' celebration.
6. Individual appraisal of the student-teachers will be done by the supervisor through a portfolio on some set criteria about their year-long activities, individual attributes & personal qualities like discipline, honesty, dedication, commitment, etc.

Rules: Examinations and Results First Year

1. There will be 11 papers in first year. The University will conduct the examinations for all the 07 papers of three hours' duration and two hours' for paper B6, B7, B8 & B9.
2. It is mandatory for any student to attain 90% attendance in internship programme, failing which they will be declared fail in first year.
3. Candidates will have to obtain 40% marks in theory & practicum separately. For a pass, a candidate will have to obtain minimum 40 marks in the courses/papers carrying 100 marks and minimum 20 marks in the courses/papers of 50 marks respectively.
4. There shall be one summative test of 10 marks & candidates will conduct practicum/field work and submit report of two activities in each course/paper carrying 5 marks for each activity. Out of 20 internal marks a candidate will have to get a minimum of 8 marks for a pass. If a candidate fails in two or less than two subjects, s/he will be promoted to II year but it will be compulsory for her/him to reappear in the internal activities & External Examination of the same course/paper next year.
5. A Candidate failing in more than two external papers will be declared fail and has to undertake entire examination in the subsequent year. However, her/his internal marks can be carry-forwarded.
6. Candidates failing in two or less than two papers of internal will be allowed a promotion in second year, provided that they reappear in them at later stages. However, any candidate can get this benefit of promotion in a maximum of two papers internals & externals combined together.
7. There will be two pedagogy papers with an internal weightage of 20 marks. The External Assessment of both the papers will be done externally at the University level for 30 marks. For a pass in pedagogy papers candidate will have to obtain 8 marks in internal & 12 marks in external separately.

II YEAR

TEACHING SCHEME & CONTACT HOURS B.Ed.-II Year

Courses	Nomenclature of the Course	Instructional time in periods		External	Internal	Total	Duration of Exam (Hrs.)
		Per week	Per year*				
B10	Skill based Optional Course (Cross disability and inclusion) ANY ONE	4	64	30	20	50	2
B11	Skill based Optional Course(specialization disability) ANY ONE	4	64	30	20	50	2
C14	Educational Intervention and Teaching Strategies	8	128	80	20	100	3
C15	Technology and Disability	8	128	80	20	100	3
C16	Psycho Social and Family Issues	4	64	30	20	50	2
D17	Reading and Reflecting on Texts (EPC)	2	32	30	20	50	2
D18	Performing And Visual Arts (EPC)	2	32	30	20	50	2
D19	Basic Research & Basic Statistic (EPC)	2	32	30	20	50	2
E1 & E2 (E1- Practical : Cross Disability & Inclusion & E2- Practical : Disability specialization)	Duration, setting and description as per the guideline given below in the table (Area E1 & Area E2)			100	100	200	
Internship (F1)	1.Main disability special school (Related to Area C)			30	20	50	
Internship (F2)	2.Other disability special school			30	20	50	
Internship (F3)	3.Inclusive school			30	20	50	
Final Lesson				100	-	100	
Viva Voce Examination				50	-	50	
Total		34	544	540	660	1000	
Grand Total of B.Ed. Ist and IInd year 1000+1000				2000			

E 1: Cross disability & inclusion**Hours: 20****Marks: 100**

Sl. No.	Tasks for the Student-teachers	Disability Focus	Educational Setting	Hrs.	No. of Lessons
1.1	Classroom Observation	Other than ID	Special schools for other disabilities	05	Observation of all subjects at different level, minimum 10 school Periods (10 marks)
		Any Disability	Inclusive Schools	05	Observation of all subject at different level, minimum 10 school Periods (10 marks)
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	10 lessons (5 Language & 5 Non-language) 2 marks for each lesson =20 marks
			Inclusive Schools	30	10 lessons (5 Language & 5 Non-language) 2 marks for each lesson =20 marks
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	10 lessons (5 Language & 5 Non-language) 2 marks for each lesson =20 marks
	b. Individualised Teaching lessons a. Languages b. Non Languages		Resource Room /Inclusive Schools	25	10 lessons (5 Language & 5 Non-language) 2 marks for each lesson =20 marks

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

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

E 2: Disability Specialisation**Hours: 120****Marks: 100**

Sl. No.	Tasks for the Student-teachers	Disability Focus	Educational Setting	Hrs.	Description
1.1	IEP	ID	Special School	30 hrs	Develop IEP for 1 student with ID at Secondary/Pre Vocational Level (40 marks)
1.2	a. Lesson planning and execution on different levels for all subjects	ID	Resource Room/ Inclusive school	40 hrs	10 lessons (2 marks for each lesson =20 marks)
	b. Lesson planning and execution on different levels for selected subjects a. Languages b. Non languages	ID	Resource Room/Inclusive school	30 hrs	10 lessons (2 marks for each lesson =20 marks)
1.3	School Sensitisation on Disabilities for regular staff, Peer group and Parents	ID	Regular School	10 hrs	10 marks
1.4	Observation of support services	Major Disability	Institute/ Clinic	10 hrs	Depending on the specialization (10 marks)

Engagement with field as part of course as indicated below:

Sl. No.	Task for the Student-teachers	Course	Place
1	Assignment / Project / Presentation	B10	Institute
2	Assignment / Project / Presentation	B11	Institute / school
3	Assignment / Project / Presentation	C14	Institute
4	Assignment / Project / Presentation	C15	Institute
5	Assignment / Project / Presentation	C16	Institute
6	Assignment / Project / Presentation	D17	Institute/ school
7	Assignment / Project / Presentation	D18	Institute/ school
8	Assignment / Project / Presentation	D19	Institute / school

F1: Main Disability Special School**Hours: 120****Marks: 50**

Sl. No.	Tasks for the Student-teachers	Disability Focus	Set up	No. of Lessons
1	Classroom Teaching Across all class levels and Curricular Domains <i>Class Levels</i> <i>a. ECSE,</i> <i>b. Pre-Primary</i> <i>c. Primary</i> <i>d. Secondary</i> <i>e. Prevocational</i>	ID	Special schools for ID	Minimum 25 lessons (5 Personal/ Social, 10 – Functional Academics, 5-Occupational, 5- Recreational)

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Note: Minimum of four weeks should be allocated for School attachment/ Internship and reflected in the time table and should cover Tasks specified under F1 with sufficient time for teaching to acquire competence to deal with students with ID across different severity/ class levels and Curricular domains for whole class. Certificate from School Head/In charge regarding the performance of the student trainee placed should be submitted in the format given by the college.

F 2: Other Disability Special School**Hours: 18****Marks: 50**

Sl. No.	Tasks for the Student-teachers	Disability Focus	Set up	No. of Lessons
1	Classroom Teaching	Any Disability Other than ID	Special schools for other disabilities	Minimum 25 Lessons

F 3: Inclusive School**Hours: 120****Marks: 50**

Sl. No.	Tasks for the Student-teachers	Disability Focus	Set up	No. of Lessons
1	Classroom Teaching	Any Disability Other than ID	Inclusive School	Minimum 25 Lessons

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

It may be noted:

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

* Instructional period 16 weeks per year and internship for 16 weeks.

1. In second year, the total internship programme will be spread in duration of 16 weeks. This rigorous internship in surrounding schools will enable the student-teacher to perform better as a teacher. Not more than 15 students should be allowed to deliver lessons in a school.
2. During internship programme the student-teacher will ensure that they get a teaching exposure of primary, upper primary and secondary level preferably.
3. The student teacher will prepare a project report on the various aspects of the school on some set criteria where internship will be performed.
4. The student teacher will deliver at least 5 ICT based lessons while doing the internship.
5. Co-curricular & Extra-curricular activities (in college) must be spread all through the year which should also include special days' celebration.
6. Co-curricular & Extra-curricular activities (in School) must be spread all through the internship program which should also include special days' celebration
7. Individual appraisal of the student-teachers will be done on some set criteria about their year-long activities, individual attributes & personal qualities like discipline, honesty, dedication, commitment etc.
8. Each candidate should be prepared to teach two lessons (One in each subject) at the final Practical Examination. However, the candidates will deliver one lesson (in the subject of their choice) for final practical out of the prepared two lessons. The external examiner may pick up at least 10% of the candidate to deliver two lessons (if required).
Lessons to be assessed by the Board of Examination consisting of:
(a) One external examiner from specialization area.
(b) One internal examiner, Principal of the College and
(c) The Marks will be awarded out of 150.
Final lesson 100
Viva voce 50.

Examinations & Results - Second Year

1. There will be 8 papers in second year. The university will conduct the examinations for 2 papers of three hours duration. Three EPC two optional and C-16 papers will be of 2 hours duration.
2. Internship activities in Second year for one week will include co-curricular activities and internal appraisal. During the 15 weeks of Internship a student teacher will have to perform teaching as per the guidelines given in F1, F2 and F3. All the above said activities will be compulsory for students. Failing to attend /perform anyone of the above-said activities shall result into a failure in Second year.
3. It is mandatory for any student to attain 90% attendance in internship programme, failing which they will be declared fail in Second year.
4. Candidates will have to obtain 40% marks in theory & practicum separately. In the papers carrying 100 marks, candidates will have to obtain minimum 40 marks for a pass.
5. There will be summative test of 10 marks & candidates will conduct practicum/field work and submit report of 2 activities in each paper carrying 5 marks for each activity. Out of 20 internal marks a candidate will have to get a minimum of 8 marks to pass.
6. If a candidate fails in two or less than two subjects, s/he has to re-appear for those papers in subsequent year. However, their internal marks can be carry-forwarded.
7. A candidate will have to obtain 40% marks separately in the final lesson. Candidates failing in the final lesson will be declared fail in second year. However, as an Ex-student, they can carry-forward their all other marks.

General Rules

1. Candidates can apply for re-evaluation in any of the theory papers as per rules stipulated by the University for B.Ed. Special Education (MR) degree. Changes in statutes/ordinances/rules/regulations/syllabi and books may from time to time be made by amendment or remaking and a candidate shall, except in so far as the university determines otherwise, comply with any change that applies to years he/she has not completed at the time of change.
2. Teaching Subjects means a subject offered by a candidate at his Bachelor's or Master's Degree examination either as a compulsory subject or as an optional subject or a subsidiary subject provided that the candidate studied it for at least two years and took university examination each year but shall not include such subject as were studied by him only for a part of Bachelor's degree course.

3. Time allocation : If institutes opt for five-days-week, each period will be of one hour(or as suits to time table) and if institutes opt for Six-days-week, each period will be of 45 minutes (or as suits to time table).

III Examination

1. There shall be a University examination at the end of each year as per details of the scheme of examination.
2. A candidate will be permitted to appear in the annual examination only if she/he has pursued a regular course of study and has at least 80% attendance in all course work and practicum classes and 90% attendance in School Internship.
3. Candidates, who represent their institute/university/state/nation in recognized sports/games/cultural/literary/NCC/NSS activities, will get credit of attendance for that period. This will be allowed on production of a certificate from the concerned organizing authority and on the basis of the recommendations of the Head of the Institute.
4. The minimum pass marks in each year examination shall be 40% for each theory paper and Practicum and 50% for learning to function as a teacher (School Internship) separately. Candidate will have to pass each external paper and internal separately.
5. A candidate who fails only in one course/paper in the examination of First year of the B.Ed. Special Education Programme will be eligible to take the examination in that part of the course/paper External / Internal as the case may be, in which she/he fails along with the Second year examination.
6. A candidate who fails only in one course/paper in examination of the Second year of the B.Ed. Special Education programme will be allowed to appear as an ex-student in that part of the course/paper in which she/he fails at the subsequent annual examination.
7. In case a candidate fails in learning to function as a teacher (School Internship), she/he will have to undergo the full year of the course of study as a regular student in the subsequent year.
8. A candidate will be given a maximum of three chances to pass the examination in any year of the Programme. If she/he does not pass the ' examination even after three chances she/he will not be eligible for B.Ed. Special Education degree.
9. Division will be awarded to the successful candidates at the end of Second year examination on the basis of cumulative total of marks obtained in the two years of the Programme in all the courses/papers including Learning to function as a teacher (School Internship).

IV Award of Division

- I. Successful candidates will be awarded division on the basis of the aggregate marks of all the Core Courses, Pedagogy Courses and Courses on Developing Teacher Sensibilities as per the following:

First division	60% and above
Second division	50% and above but less than 60%
Third division	40% and above but less than 50%
2. Candidates can apply for Re-evaluation in any of the theory courses as per rules stipulated by the University for B.Ed. degree. Changes in Statutes/ Ordinances/ Rules/ Regulations/ Syllabi and books may from time to time be made by amendment or remaking and a candidate shall, except in so far as the University determines otherwise, comply with any change that applies to years she/he has not

completed at the time of change.

Notes -

1. There shall be a university examination at the end of each year as per details of the scheme of examination.
2. Candidates, who represent their institute/university/state/nation in recognized sports/games/cultural/literary activities, will get credit of attendance for that period; this will be allowed on production of a certificate from the concerned organizing authority and on the basis of the recommendations of the head of the institute.
3. The minimum pass marks in each year examination shall be 40% for each theory paper and practicum and 50% for internship in teaching separately.
4. A candidate who fails only in one subject in first year of the course will be eligible to take the examination in that part of the subject (theory paper/practicum) as the case may be, in which he/she fails along with the next semester.
5. A candidate who fails only in one subject in second year of the course will be allowed to appear as an ex-student in that part of the subject in which he/she fails at the subsequent examination.
6. In case a candidate fails in pre-internship/internship in teaching, he/she will have to undergo the full year of the course of study as a regular student in the subsequent year.
7. A candidate will be given a maximum of two chances to pass the examination in any year of the course. If he/she does not pass the examination even after two chances he/she will not be eligible for B.Ed. Special Education degree.
8. Candidates can apply for re-evaluation in any of the theory papers as per rules stipulated by the University for B.Ed. Special Education degree.

Changes in statutes/ordinances/rules/regulations/syllabi and books may from time to time be made by amendment or remaking and a candidate shall, except in so far as the university determines otherwise, comply with any change that applies to years he/she has not completed at the time of change.

- Teaching Subjects means a subject offered by a candidate at his Bachelor's or Master's Degree examination either as a compulsory subject or as an optional subject or a subsidiary subject provided that the candidate studied it for at least two years and took university examination each year but shall not include such subject as were studied by him only for a part of Bachelor's degree Special Education course.

V. Evaluation

Rules & Regulations

Scheme of Examination

The examination for the degree of Bachelor of Special Education shall be held in Theory and practice of teaching.

Course/Paper-wise scheme of examination: Theory

Courses/Papers with External weight-age of 80 Marks (3 hours duration)

- I. One essay type (with a word limit of 400 words) question will be set from each unit carrying 16 marks. There will be an internal choice of attempting two questions of short answer type (with a word limit of 150 words) from the same unit. Each short answer type question will carry 8 marks.
- VI. Courses/Papers 1 to 19 (A1,A2,A3,A4,A5, B6, B7, B8, B9, B10, B11, C12, C13, C14, C15, C16, D17, D18, D19).

Internal weight-age of 20 will be divided as under:

Assessment in the papers with internal weight-age of 20 marks will be divided in 4 parts.

- i) Summative test (10 Marks)

There will be a provision of practicum/field work in each paper with 10 marks weightage. Out of the suggested Practicum/field work, it will be compulsory to attempt atleast two activities ensuring that a minimum of two units have been covered in the same. Students have to maintain a record/portfolio etc. as per the nature of related activity. 10 Marks will be bifurcated - 50 percent for conducted activities and 50 percent for documentation of conducted activities.

- ii) Assessment in the papers with internal weight-age of 20 marks (Pedagogy Courses) will be divided in 2 parts.
- iii) Only one summative test will be conducted for 10 marks & the rest 10 marks will be awarded for participating & documentation of the practicum/field work activities as suggested
- iv) Short answer type questions should aim at testing knowledge of concepts, facts, defining, laws, principles, generalisation etc. and also testing of understanding of principles and concepts. The answer to such question should not exceed 150 words.
- v) The assessment of internship in teaching (including two criticism lesson) will be finalised by the Principal with the help of two senior members of the teaching staff and the marks awarded will be communicated to the university before the commencement of the external examination each year.
- vi) Essay type questions are to aim at testing ability of critical thinking and application of principles etc. taught in theory.
- vii) The overall question paper will be set keeping the following difficulty levels. Easy: 30% Average: 40% Difficult: 30%.

- vi) Courses/Papers (EPC&Pedagogy) with External weight-age of 30 Marks will be divided in two parts A & B (2 hours duration)

Part-A

In part -A Three short answer type questions (Answer limit 100 words) will be set; one question from each unit. Candidate will attempt 2 questions out of three. Each question will carry 3 marks.

Part-B

There will be three essay type (with a word limit of 200 words) questions, one from each unit with an alternative choice. Each question will carry 8 marks.

**PAPERS OF 1ST YEAR
HUMAN GROWTH & DEVELOPMENT**

Course Code: A 1

Max. Marks : 100

Contact Hours: 60

Internal 20

External :80

Introduction

This course exposes student-teachers to the study of child and human development in order to gain a better understanding about variations and the influence of socio-cultural-political realities on development. A critical understanding of theoretical perspectives of development would aid in their application in teaching learning process. Through close observation of children in their natural environments the teacher trainee would be able to situate their theoretical knowledge within realistic frames. This course would also be able to equip them to reflect and critique the normative notions of childhood and adolescence.

Learning Outcomes

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

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

Unit 1: Approaches to Human Development

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

Unit 2: Theoretical Approaches to Development

- 2.1 Cognitive & Social- cognitive theories (Piaget, Vygotsky, Bruner, Bandura)
- 2.2 Psychosocial Theory (Erikson)
- 2.3 Psychoanalytic Theory (Freud)
- 2.4 Ecological Theory (Bronfrenbrenner)
- 2.5 Holistic Theory of Development (Steiner)

Unit 3: The Early Years (Birth to Eight Years)

- 3.1 Prenatal development: Conception, stages and influences on prenatal development
- 3.2 Birth and Neonatal development: Screening the newborn - APGAR Score, Reflexes and responses, neuro-perceptual development

- 3.3. Milestones and variations in Development
- 3.4 Environmental factors influencing early childhood development
- 3.5 Role of play in enhancing development

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

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

Unit 5: Transitions into Adulthood

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

Engagement with the field as part of course as indicated below

Hands on Experience

- Observe children in various settings and identify milestones achieved.
- Seminar on human development
- Writing Journal for reflection and case study

Suggested Readings

- Berk, L. E. (2000). *Human Development*. Tata Mc.Graw Hill Company, New York.
- Brisbane, E. H. (2004). *The developing child*. Mc.Graw Hill, USA.
- Cobb, N. J. (2001). *The child infants, children and adolescents*. Mayfield Publishing Company, California.
- Hurlocl, E. B. (2005). *Child growth and development*. Tata Mc.Graw Hill Publishing Company, New York.
- Hurlocl, E. B. (2006). *Developmental Psychology- A life span approach*. Tata Mc.Graw Hill Publishing Company, New Delhi.
- Meece, J. S., & Eccles J. L (Eds) (2010). *Handbook of Research on Schools, Schooling and Human Development*. New York: Routledge.
- Mittal. S. (2006). *Child development- Experimental Psychology*. Isha Books, Delhi.
- Nisha, M. (2006). Introduction to child development, Isha Books, Delhi.
- Papalia, D. E., & Olds, S. W. (2005). *Human development*. Tata Mc.Graw Hill Publishing Company, New York.
- Santrock. J. W. (2006). *Child Development*, Tata Mc.Graw Hill Publishing Company, New York.
- Santrock. J. W. (2007). *Adolescence*. ,Tata Mc.Graw Hill Publishing Company, New Delhi.

CONTEMPORARY INDIA AND EDUCATION

Course Code: A2

Max. Marks : 100

Contact Hours: 60

Internal 20

External :80

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.

Learning Outcomes

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

- *Explain the history, nature and process and Philosophy of education*
- *Analyse the role of educational system in the context of Modern Ethos*
- *Understand the concept of diversity*
- *Develop an understanding of the trends, issues, and challenges faced by the contemporary Indian Education in global context*

Unit 1: Philosophical Foundations of Education

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

Unit 2: Understanding Diversity

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

Unit 3: Contemporary Issues and Concerns

- 3.1 Universalisation of School Education, Right to Education and Universal Access
- 3.2 Issues of a) Universal enrolment b) Universal retention c) Universal learning
- 3.3 Issues of quality and equity: Physical, economic, social, cultural and linguistic, particularly w.r.t girl child, weaker sections and disabled

3.4 Equal Educational Opportunity: (i) Meaning of equality and constitutional provisions
(ii) Prevailing nature and forms of inequality, including dominant and minority groups and related issues

3.5 Inequality in Schooling: Public-private schools, rural-urban schools, single teacher schools and other forms of inequalities such as regular and distance education system

Unit 4: Education Commissions and Policy (School Education)

4.1 Constitutional provisions on education that reflect National Ideals: Equality, liberty, secularism, and social justice

4.2 National Commissions and Policies: Education Commission (1964), NPE and POA (1986, 1992), National Policy for Persons with Disabilities (2006)

4.3 National Acts: RCI Act, 1992, PWD Act, 1995, NT Act, 1999, RTE Act (2009 & 2012).

4.4 Programmes and Schemes: IEDC (1974, 1983), SSA (2000, 2011), RMSA, 2009, IEDSS, 2009

4.5 International Conventions and Policies: Salamanca Declaration and Framework, 1994; UNCRPD, 2006; MDG, 2015; INCHEON strategies

Unit 5: Issues and Trends in Education

5.1 Challenges of education from preschool to secondary

5.2 Inclusive education as a rights based model

5.3 Complementarity of inclusive and special schools

5.4 Language issues in education

5.5 Community participation and community based education

Some Suggested Activities on contemporary issues

- Comparative study of different settings
- Conflicts and social movements in India: Women, Dalit, Tribal and Disabled
- Educational debates and movements
- First generation learners
- Children with disabilities
- Inclusive education
- RTE act in the context of disadvantaged
- Linguistic and religious diversity
- Human rights, minority rights
- Educational status of various groups
- Special and inclusive schools
- Analysis of contemporary debates

Essential Readings

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

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

Suggested Readings

- Aggarwal. J. C. (1992). Development and Planning of Modern Education: New Delhi Vikas Publishing House Pvt. Ltd.
- Ain, L. C. (2010). Civil Disobedience, Book Review Literary Trust: New Delhi. Select chapters.
- Anand, S. P. (1993). The Teacher & Education in Emerging Indian Society, New Delhi: NCERT.
- Bhat. B. D. (1996). Educational Documents in India, New Delhi: Arya Book Depot.
- Bhatia, K. & Bhatia, B. (1997). The Philosophical and Sociological Foundations, New Delhi Doaba House.
- Biswas. A. (1992). Education in India, Arya Book Depot. New Delhi
- Biswas. A., & Aggarwal, J.C. (1992). Education in India, Arya Book Depot New Delhi.
- Chakravarty, S. (1987). Development Planning: The Indian Experience, Oxford University press: New Delhi.
- Chandra, B. (1997). Nationalism and Colonialism, Orient Longman: Hyderabad.
- Choudhary. K.C., & Sachdeva, L. (1995). Total literacy by 2000: New Delhi: IAE Association.
- Deaton A., & Dreze, J. (2008-2009). Poverty and Inequality in India in Raj Kapila and Uma Kapila (Ed.) in Indian Economy since Independence. Oxford University Press: New Delhi.
- Deshpande, S. (2004). Contemporary India: A Sociological View. Penguin: New Delhi.
- Dubey, S. C (2001). Indian Society, National Book Trust: New Delhi.
- Famous Speeches of Gandhi ji: Speech on the Eve of The Last Fast, January 12, 1948.
- <http://unesdoc.unesco.org/images/0023/002322/232205e.pdf>
- <http://www.gandhi-manibhavan.org/gandhicomelive/speech8.htm>
- <http://www.mkgandhi.org/speeches/speechMain.htm>
- Jain, L.C. (2010). Civil Disobedience, Book Review Literary Trust, New Delhi.
- Jagannath. M. (1993). Indian Education in the Emerging Society, New Delhi Sterling publishers Pvt. Ltd.

- Jangira, N.K. (2012). NCERT Mother of Inclusive Education Address on Golden Jubilee of NCERT at RIE, Ajmer on 01 Sept. 2012.
- Kashyap, S. C. (2009). The Constitution of India, National Book Trust: New Delhi.
- Sapra. C. L., & Aggarwal, A. (1987): Education in India some critical Issues. New Delhi: National Book Organisation.
- Saraswathi, T. S. (1999). Culture, Socialization and Human Development, New Delhi: Sage Publications.
- Sen, A., & Dreze, J. (1997). India: Economic Development and Social Opportunity, Oxford India: Delhi.
- Speeches of Gandhi ji: Speech on the Eve of The Last Fast, January 12, 1948. Government of India.
- Steven, B. (1998). School and Society, New Delhi: Sage Publications.
- Suresh, D. (1998). Curriculum and Child Development, Agra: Bhargava.
- Taneja. V.R. (1998). Educational Thoughts and Practice, Delhi University Publications.
- Vaidyanathan, A. (1995). The Indian Economy: Crisis, Response and Prospects. Tracts of the Times. Orient Longman Publications: New Delhi.
- Weber. O.C. (1990). Basic Philosophies of Education, New York Holt, Rinehart and Winston.

LEARNING, TEACHING AND ASSESSMENT

Course Code: A 3

Max. Marks : 100

Contact Hours: 60

Internal : 20

External : 80

Introduction

This Course will initiate student-teachers to understand learning theories and as these translate into teaching and learning actions. Assessment of learning as a continuous process is also focused. The course also needs to focus on the PwD as Learner and their special education needs that teacher needs to address in diverse education settings.

Learning Outcomes

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

- *Comprehend the theories of learning and intelligence and their applications for teaching children*
- *Analyse the learning process, nature and theory of motivation*
- *Describe the stages of teaching and learning and the role of teacher*
- *Situate self in the teaching learning process*
- *Analyze the scope and role of assessment in teaching learning process in order to introduce dynamic assessment scheme for educational set up towards enhanced learning.*

Unit 1: Human Learning and Intelligence

1.1 Human learning: Meaning, definition and concept formation

1.2 Learning theories:

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

1.3 Intelligence:

- Concept and definition
- Theories: Two-factor, Multifactor, Triarchic Theory (Robert Steinberg)

1.4 Creativity: Concept, Definition and Characteristics

1.5 Implications for Classroom Teaching and Learning

Unit 2: Learning Process and Motivation

2.1 Sensation: Definition and Sensory Process

2.2 Attention: Definition and Affecting Factors

2.3 Perception: Definition and Types

2.4 Memory, Thinking, and Problem Solving

2.5 Motivation: Nature, Definition and Maslow's Theory

Unit 3: Teaching Learning Process

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

Unit 4: Overview of Assessment and School System

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

Unit 5: Assessment: Strategies and Practices

- 5.1 Strategies: (Oral, written, portfolio, observation, project, presentation, group discussion, open book test, surprise test, untimed test, team test, records of learning landmark, cloze set/open set and other innovative measures) Meaning and procedure
- 5.2 Typology and levels of assessment items: Multiple choice, open ended and close ended; direct, indirect, inferential level
- 5.3 Analysis, reporting, interpretation, documentation, feedback and pedagogic decisions
- 5.4 Assessment of diverse learners: Exemptions, concessions, adaptations and accommodations;
- 5.5 School examinations: Critical review of current examination practices and their assumptions about learning and development; Efforts for exam reforms: Comprehensive and Continuous Evaluation (CCE), NCF (2005) and RTE (2009)

Engagement with the field as part of course as indicated below:

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

Transaction and Evaluation

This concepts and theoretical precepts included in this course should be explained with reference to children with and without disabilities. The effort of transaction should be to enhance the understanding of how learning occurs and what are the suitable means of its assessment. Evaluation may be done by asking student-teachers to children with and without disabilities and present a report of the same.

Essential Readings

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

Suggested Readings

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

PEDAGOGY OF TEACHING SCIENCE

Course Code: A 4 (Part I)

Max. Marks : 100

Contact Hours: 60

Internal : 20

External : 80

Introduction

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

Learning Outcomes

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

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

Unit 1: Nature and Significance of Science

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

Unit 2: Planning for Instruction

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

Unit 3: Approaches and Methods of Teaching Sciences

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

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

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

Unit 5: Evaluation

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

Practical/ Field Engagement/Project Work

Any one of the following

- I. Pedagogical analysis of a unit from Science content.
- II. Preparation of a multimedia presentation on a topic from Science content keeping students with disabilities in view.
- III. Developing an Action Research Plan on a problem related to teaching and learning of Sciences to students with disabilities to students with disabilities.
- IV. Construction of a diagnostic test for unit along with a remedial plan.

- V. Comparative analysis of prescribed syllabus and textbooks of different Boards
Curricular innovations in respective subject areas
- VI. Curricular adaptations for teaching Sciences to students with disabilities.

Essential Readings

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

- Tripathi, S. (2004). Teaching of Physical Science, Delhi: Dominant Publications.
- UNESCO (1966). Source Book for Science Teaching, Paris: UNESCO.
 - Vaidya, N. (2003). Science Teaching in Schools, New Delhi: Deep & Deep Publishers.
 - Vanaja, M. (2006). Teaching of Physical Science, Hyderabad: Neelkamal Publications.

Suggested Readings

- Gupta, S. K. (1983). Technology of Science Education, Delhi: Vikas Publishing House Pvt. Ltd.
- Gupta, V. K. (1995). Readings in Science and Mathematics Education, Ambala: The Associated Press.
- Mangal S. K., & Shubhra (2005). Teaching of Biological Sciences, Meerut: International Publishing House.
- Rao, V.K. (2004). Science Education, APH Publishing Corpn. New Delhi.

PEDAGOGY OF TEACHING MATHEMATICS

Course Code: A 4 (Part II)

Max. Marks : 100

Contact Hours: 60

Internal : 20

Introduction

External : 80

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

Learning Outcomes

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

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

Unit 1: Nature of Mathematics

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

Unit 2: Objectives and Instructional Planning in Mathematics

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

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

Unit 3: Strategies for Learning and Teaching Mathematics

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

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

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

Unit 5: Assessment and Evaluation for Mathematics Learning

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

Practical/ Field Engagement/ Project Work

Any one of the following

- I. Pedagogical analysis of a unit of content from secondary school Mathematics Syllabus
- II. Preparation of a multimedia presentation on a topic with special reference to students with disabilities

- III. Construction of a question paper based on current CBSE format/concerned State Board of education, preparing its Scoring key, and marking scheme
- IV. Analyzing errors committed by school children in Mathematics and preparing a remedial plan
- V. Developing an Action Research proposal for a problem related to teaching and learning of Mathematics with reference to students with disabilities

Transactions

Lecture cum demonstration, Workshops and Seminars

Essential Readings

- Carey, L.M. (1988). *Measuring and Evaluating School Learning*, Boston: Allyn and Bacon.
- Chambers, P. (2010). *Teaching Mathematics*, Sage Publication, New Delhi.
- Chapman, L.R. (1970). *The Process of Learning Mathematics*, New York: Pergamon Press.
- David, A.H., Maggie, M.K., & Louann, H.L. (2007). *Teaching Mathematics Meaningfully: Solutions for Reaching Struggling Learners*, Canada: Amazon Books.
- David, W. (1988). *How Children Think and Learn*, New York: Blackwell Publishers Ltd.
- Gupta, H. N., & Shankaran, V. (Ed.), (1984). *Content-Cum-Methodology of Teaching Mathematics*. NCERT, New Delhi.
- James, A. (2005). *Teaching of Mathematics*, New Delhi: Neelkamal Publication.
- Kumar, S. (2009). *Teaching of Mathematics*, New Delhi: Anmol Publications.
- Mangal, S.K. (1993). *Teaching of Mathematics*, New Delhi: Arya Book Depot.
- Mani, M. N. G. (1992). *Techniques of Teaching Blind Children*, New Delhi: Sterling Publishers.
- Mukhopadhyaya, S., Jangira, N. K., Mani, M.N. G., & Raychaudhary, N. (1987). *Sourcebook for Training Teachers of Visually Handicapped*, New Delhi: NCERT.
- Nemeth, A. (1973). *Nemeth Code for Mathematics and Scientific Notation*, Loviseville K: American Printing House.
- Siddhu, K.S. (1990). *Teaching of Mathematics*, New Delhi: Sterling Publishers.

Suggested Readings

- Keeley, P. K., & Cheryl, T. R. (2011). *Mathematics Formative Assessment*, Canada: Sage Publications.
- *National Curriculum Framework*. (2005). NCERT, New Delhi: NCERT.
- *National Curriculum Framework for Teacher Education*. (2009). NCTE, New Delhi.
- *Teaching of Mathematics (ES-342), Blocks 1-4*. (2000). IGNOU, New Delhi.
- *Text Books of Mathematics for Class-VI to X*. (2006). NCERT, New Delhi.

PEDAGOGY OF TEACHING SOCIAL SCIENCE

Course Code: A 4 (Part III)

Contact Hours: 60

Max. Marks : 100

Internal : 20

External : 80

Introduction

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

Learning Outcomes

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

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

Unit I: Nature of Social Sciences

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

Unit II: Curriculum and Instructional Planning

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

Unit III: Approaches to teaching of Social Science

- 3.1 Curricular approaches: a) Coordination, b) Correlational, c) Concentric, d) Spiral, e) Integrated, f) Regressive
- 3.2 Methods of teaching social science: Lecture, discussion, socialized recitation, source

and project method

- 3.2.1. Devices and techniques of teaching social studies – Narration, description, illustration, questioning, assignment, field trip, story telling, Role play, Group and self study, programmed learning, inductive thinking, Concept mapping, expository teaching and problem solving
- 3.3 Accommodations required in approaches for teaching children with disabilities
Instructional material for teaching of social science: Time-lines & Genealogical charts, Maps & Globes, Use of different types of Boards(Smart boards, Chalk Board, Flannel Board), Tape-records, Radio, Television, Films & Filmstrips, Overhead Projector, Social science games and Power Point Presentation
- 3.4 Adaptations of material for teaching children with disabilities

Unit IV: Evaluation of Learning in Social Science

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

Unit V: Social Science Teacher as a Reflective Practitioner

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

Transaction

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

Course Work/ Practical/ Field Engagement

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

o-curricular activities in schools

Essential Readings

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

Suggested Readings

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

PEDAGOGY OF TEACHING HINDI

Course Code: A 5 (Part IV)

Max. Marks : 100

Internal : 20

Contact Hours: 60

External : 80

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

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

पाठ्यवस्तु

इकाई 1 – भाषा, हिन्दी भाषा की प्रकृति और प्रयोज्यता।

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

इकाई 2 – पाठ्यवस्तु संवर्धन

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

इकाई 3 – भाषा अधिगम की प्रकृति और पाठ नियोजन

- 3.1 माध्यमिक स्तर पर हिन्दी शिक्षण के लक्ष्य और उद्देश्य।
- 3.2 इकाई नियोजन का प्रत्यय, इसका महत्त्व और निर्माणविधि।
- 3.3 पाठयोजना का परिचय, उपयोग और महत्त्व।
- 3.4 पाठयोजना के चरण और उनका क्रियान्वयन।

- 3.5 हिन्दी शिक्षण के ज्ञानात्मक, बोधात्मक, कौशलात्मक और रुचिगत उद्देश्यों का निर्धारण।
- 3.6 विशिष्ट उद्देश्यों का व्यावहारिक शब्दावली में लेखन।
- 3.7 पाठ योजना के संरचनात्मक उपागम का परिचय और अभ्यास।

इकाई 4 – हिन्दी की विविध विधाओं के शिक्षण की विधियों का परिचय और उपयोग

- 4.1 माध्यमिक कक्षाओं में गद्य शिक्षण की उपयोगिता।
- 4.2 गद्य शिक्षण की अर्थबोध, व्याख्या, विश्लेषण और संयुक्त विधि का परिचय और इनकी समीक्षा।
- 4.3 माध्यमिक कक्षाओं के पाठ्यक्रम में पद्य के समावेश की उपयोगिता।
- 4.4 पद्य शिक्षण की शब्दार्थ कथन, खण्डान्वय, व्यास और समीक्षा विधि का परिचय और इनकी उपयुक्तता का आकलन।
- 4.5 माध्यमिक स्तर पर व्याकरण शिक्षण की आवश्यकता और उपयोगिता।
- 4.6 व्याकरण शिक्षण की निगमन, आगमन, भाषासंसर्ग और पाठ्य-पुस्तक विधियों का मूल्यांकन।

इकाई 5 – भाषा अधिगम-शिक्षण में सहायक सामग्रियों का प्रयोग

- 5.1 शिक्षण उपकरणों का सन्दर्भ, महत्त्व और लाभ।
- 5.2 अधिगम-शिक्षण के दृश्य उपकरणों के प्रकार।
- 5.3 दृश्य उपकरणों – श्यामपट्ट, चार्ट, नक्शा, मानचित्र, प्रतिरूप, कार्यशील प्रतिरूप और लैश कार्ड की प्रयोग विधि।
- 5.4 श्रव्य उपकरणों – कॉम्पैक्ट डिस्क व कैसेट्स के प्रयोग की विधि और अभ्यास।
- 5.5 मुद्रित श्रव्य उपकरणों –अखबार, पत्रिकाओं और पुस्तकों का सहायक उपकरणों के रूप में प्रयोग।
- 5.6 वैद्युदण्विक उपकरणों – टेलीविजन, कम्प्यूटर और विश्वजाल के सहायक उपकरणों के रूप में प्रयोग की विधि और उपयोगिता।
- 5.7 भाषा अधिगम में भाषा प्रयोगशाला के प्रयोग की विधि और समीक्षा।
- 5.8 मूल्यांकन की संकल्पना, उद्देश्य और महत्त्व।
- 5.9 सतत एवं व्यापक मूल्यांकन का सन्दर्भ।

प्रायोगिक कार्य –

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

मूल्यांकन योजना –

मूल्यांकन	बिन्दु	कक्षा परीक्षा	प्रायोगिक कार्य	पोर्टफोलियो
उपस्थिति	सत्रान्त परीक्षा			
प्रदेय अंक		10	10	05
			05	70

सन्दर्भ पुस्तकें –

- हिन्दी शिक्षण : अभिनव आयाम, डॉ. श्रुतिकान्त पाण्डेय, एक्सिस पब्लिकेशंस, दरियागंज, नई दिल्ली, 2010.
- हिन्दी शिक्षण, उमा मंगल, आर्य बुक डिपो करोल बाग, नई दिल्ली, 2005.
- हिन्दी शिक्षण, डॉ. रामशकल पाण्डेय, विनोद पुस्तक मन्दिर, आगरा, 2005.
- हिन्दी साहित्य का इतिहास, आचार्य रामचन्द्र शुक्ल, राजकमल प्रकाशन, नई दिल्ली, 2006
- हिन्दी शिक्षण, रमन बिहारी लाल, रस्तोगी प्रकाशन, मेरठ, 2002.
- हिन्दी शिक्षण, सावित्री सिंह, इन्टरनेशनल पब्लिशिंग हाउस, मेरठ, 2004

PEDAGOGY OF TEACHING ENGLISH

Course Code: A5 (Part V)

Max. Marks : 100

Internal : 20

Contact Hours: 60

External : 80

Introduction

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

Learning Outcomes

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

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

Unit I: Nature of English Language & Literature

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

Unit II: Instructional Planning

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

Unit III: Approaches and Methods of Teaching English

- 3.1 Difference between an approach and a method

- 3.2 Task based approach, co-operative learning, language across curriculum, communicative language teaching, Bilingual, Eclectic and Constructive approach
- 3.3 Method Teaching of Prose, Poetry, Drama, Grammar and Vocabulary- i) Translation method. ii) Structural – Situational method. iii) Direct method
- 3.4 Development of four basic language skills: Listening, Speaking, Reading, and Writing
- 3.5 Accommodation in approaches and techniques in teaching children with disabilities

Unit IV: Instructional Materials

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

Unit V: Evaluation

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

Transaction

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

Course Work/ Practical/ Field Engagement

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

Essential Readings

- Allen, H., & Cambell, R. (1972). Teaching English as second Language, McGraw Hill, New York.
- Bharthi, T., & Hariprasad, M. (2004). Communicative English, Neelkamal Publications, Hyderabad.
- Bhatia, K.K. (2006). Teaching and Learning English as a Foreign Language. Kalyani Publishers, New Delhi.
- Grellet, F.(1980). Developing Reading Skills, Cambridge University Press, New York.
- IGNOU CTE – 02 Certificate in Teaching of English (1989). The Structure of English, IGNOU, New Delhi.
- IGNOU EEG – 02 Elective Course in English (1989). The Structure of Modern English Blocks (1 to 7), IGNOU, New Delhi.

Suggested Readings

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

Area- B

INCLUSIVE EDUCATION

Course Code: B 6

Contact Hours: 30

Max. Marks : 50

Internal : 20

External : 30

Introduction

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

Learning Outcomes

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

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

Unit 1: Introduction to Inclusive Education

5

Hours

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

Unit 2: Policies & Frameworks Facilitating Inclusive Education

5

Hours

- 2.1 International Declarations: Universal Declaration of Human Rights (1948), World

- Declaration for Education for All (1990)
- 2.2 International Conventions: Convention against Discrimination (1960), Convention on Rights of a Child (1989), United Nations Convention of Rights of Persons with Disabilities (UNCRPD) (2006)
 - 2.3 International Frameworks: Salamanca Framework (1994), Biwako Millennium Framework of Action (2002)
 - 2.4 National Commissions & Policies: Kothari Commission (1964), National Education Policy (1968), National Policy on Education (1986), Revised National Policy of Education (1992), National Curricular Framework (2005), National Policy For Persons With Disabilities (2006)
 - National Acts & Programs: IEDC (1974), RCI Act (1992), PWD Act (1995), National Trust Act (1999), SSA (2000), RTE (2006), RMSA (2009), IEDSS (2013)

Unit 3: Adaptations Accommodations and Modifications **7 Hours**

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

Unit 4: Inclusive Academic Instructions **8 Hours**

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

Unit 5: Supports and Collaborations for Inclusive Education **5 Hours**

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

Practical & Field Engagement

- I. Visit Special Schools of any two Disabilities & an Inclusive school & write observation report highlighting pedagogy
- II. Prepare a Checklist for Accessibility in Mainstream Schools for Children with

Disabilities

III. Design a Poster on Inclusive Education

IV. Prepare a Lesson Plan on any one School subject of your choice using any one Inclusive Academic Instructional Strategy

Transactions

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

Suggested Readings

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

- Ryandak, D. L. & Alper, S. (1996). *Curriculum Content for Students with Moderate and Severe Disabilities in Inclusive Setting*. Boston, Allyn and Bacon.
- Sedlak, R. A., & Schloss, P. C. (1986). *Instructional Methods for Students with Learning and Behaviour Problems*. Allyn and Bacon.
- Stow L. & Selfe, L. (1989). *Understanding Children with Special Needs*. London: Unwin Hyman.
- Vlachou D. A. (1997). *Struggles for Inclusive Education: An Ethnographic Sstudy*. Philadelphia: Open University Press.
- Westwood, P. (2006). *Commonsense Methods for Children with Special Educational Needs - Strategies for the Regular Classroom*. 4th Edition, London Routledge Falmer: Taylor & Francis Group.

INTRODUCTION TO SENSORY DISABILITIES

Course Code: B 7

Contact Hours: 30

Max. Marks : 50

Internal : 20

External : 30

Introduction

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

Learning Outcomes

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

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

Unit 1: Hearing Impairment: Nature & Classification

5 Hours

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

Unit 2: Impact of Hearing Loss

5 Hours

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

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

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

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

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

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

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

Course Work/ Practical/ Field Engagement

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

Transactions

Visits, Observations, Videos and Interactions with Students with Disabilities

Essential Readings

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

- Handbook on Deaf blindness (2005). Sense International India. Retrieved online on 24/4/2015
- Kelley, P., & Gale, G. (1998). *Towards Excellence: Effective education for students with vision impairments*. Sydney: North Rocks Press.
- Lowenfeld, B. (1973). *Visually Handicapped Child in School and Society*; American Foundation for the Blind; New York.
- Lynas, W. (2000). Communication options. In J. Stokes (Ed), *Hearing Impaired Infants – Support in the first eighteen months*. London: Whurr Publishers Ltd.
- Martin, F. N., & Clark, J.G. (2009). *Introduction to Audiology*. 10th ed. Boston: Pearson Education.
- Martin, F.N., & Clark, J.G. (2012). *Introduction to Audiology*. 11th ed. Boston: Pearson Education.
- National Institute for the Visually Handicapped (2015). *Information Booklet on Visual Impairment in India*, Dehradun: Government of India.
- Nerbonne, M. A., & Schow, R.L. (2002). *Introduction to Audiologic Rehabilitation*. Boston: Allyn and Bacon.
- Nerbonne, M. A., & Schow, R.L. (2013). *Introduction to Audiologic Rehabilitation*. 6th ed. Boston: Pearson Education.
- Northern, J. L., & Downs, M. P. (2002). *Hearing in Children (5th Ed.)*. Philadelphia: Williams & Wilkins
- Prescod, S. V. (1978). *Audiology Handbook of Hearing Disorders*. New York: Van Nostrand Reinhold Company.
- Sataloff, R. T., & Sataloff, J. (2005). *Hearing Loss. (4th Ed.)* London: Taylor & Francis.
- Sims, L.G., Walter, G.G., & Whitehead, R.L. (1981). *Deafness and Communication: Assessment and Training*. Baltimore: Williams and Wilkins.
- Warren, D.H. (1994). *Blindness and Children: An Individual Differences Approach*. New York: Cambridge University Press.

Suggested Readings

- Auditory-Verbal International (1991). Auditory-verbal position statement. *Auricle* 4:11-12.
- Harp, B. (2006). *The handbook of literacy assessment and evaluation*, (3rd Eds). Norwood, M.A.: Christopher-Gordon Publishers, Inc.
- Katz, J. (1985). *Handbook of Clinical Audiology*. (4th Ed.) Baltimore: Williams and Wilkins.
- Loreman, T., Deppeler, J., & Harvey, D. (2005). *Inclusive education - A practical guide to supporting diversity in the classroom*. (2nd Eds.). U.K. Routledge.
- Norris, G. H., & Romer, L.T. (1995). *Welcoming Students who are deafblind to typical classrooms*. U.S: Paul H. Brookes.

- Pandey, R. S., & Advani, L. (1995). *Perspectives in Disability and Rehabilitation*. New Delhi: Vikas Publishing House Pvt. Ltd.
- *Proceedings from National Conference on Centenary for Work for the Blind in India* (1987). All India Confederation of the Blind and Christoffel Blinden Mission; Delhi: R.K.Printers.
- Scholl, G.T. (1986). *Foundations of Education for Blind and Visually Handicapped Children and Youth*. New York: American Foundation for the BLind.
- Tucker, I., & Nolan, M. (1984). *Educational Audiology*. London: Croom Helm.
- Tye-Murray, N. (1998). Intervention Plans for Children. In Tye-Murray N. (Eds) *Foundations of Aural Rehabilitation*. San Diego: Singular. p.381–413.

INTRODUCTION TO NEURO DEVELOPMENTAL DISABILITIES

Course Code: B 8

Contact Hours: 30

Max. Marks : 50

Internal : 20

External : 30

Introduction

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

Learning Outcomes

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

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

Unit 1: Learning Disability: Nature, Needs and Intervention

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

Unit 2: Intellectual Disability: Nature, Needs and Intervention

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

Unit 3: Autism Spectrum Disorder: Nature, Needs and Intervention

- 3.1 Definition, Types and Characteristics
- 3.2 Tools and Areas of Assessment
- 3.3 Instructional Approaches
- 3.4 Teaching Methods
- 3.5 Vocational Training and Career Opportunities

Transaction

This course should be taught through lectures, discussion, demonstrations, presentations and workshops. They should be given hands on training in assessments of specific needs of children, interpretation of test reports and develop strategies for classroom intervention

Course Work/ Practical/ Field Engagement

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

Essential Readings

- Accardo, P.J., Magnusen, C., & Capute, A.J. (2000). Autism: Clinical and Research Issues. York Press, Baltimore,
- American Psychiatric Association.(2000). Diagnostic and Statistical Manual of Mental Disorders (4th ed. TR). Washington DC.
- Bala, M.J. (2004). Methods of Teaching Exceptional Children, Discovery, New Delhi.
- Browning, R. E. (2004). Teaching Students with Behaviour and Serve Emotional Problems,

Suggested Readings

- Higgins, J. (2003) Practical Ideas that Really Work for Students with Dyslexia and Other Reading Disorders, PRO-ED, Austin.
- Moyes, R.A. (2010). Building Sensory Friendly Classrooms to Support Children with Challenging Behaviors: Implementing Data Driven Strategies, Sensory World, Texas.
- Pierangelo, R., & Giuliani G.A. (2003). Transition services in Special Education, Allyn & Bacon.
- Reddy G.L., & Rama, R. (2000). Education of Children with Special Needs, New Delhi - Discovery Pub.

- Simpson, R. L., & Myles, B, S. (2008). Educating Children and Youth with Autism: Strategies for Effective Practice. (2nd edition) Pro Ed. Texas.
- Smith, D.D. (2003). Introduction to Special Education Teaching in an Age of opportunity, Allyn & Bacon.
- Strichart, S. S. (1993). Teaching Study Strategies to Students with Learning Disabilities, Allyn & Bacon, Boston.
- Swady, E.R. (1989). Diagnosis & Correction of Reading, Difficulties, Allyn & Bacon, Boston.
- Taylor, B. (1988). Reading Difficulties: Instruction and Assessment, Random House, New York.
- Wong, B. Y. L. (1996) .The ABCs of learning disabilities (1st ed.) Academic Press, San Diego, CA.

INTRODUCTION TO LOCOMOTOR AND MULTIPLE DISABILITIES

Course Code: B 9

Contact Hours: 30

Max. Marks : 50

Internal : 20

External : 30

Introduction

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

Learning Outcomes

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

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

Unit 1: Cerebral Palsy (CP)

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

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

- 2.1. Definition, Meaning and Classification
- 2.2. Assessment of Functional Difficulties
- 2.3. Provision of Therapeutic Intervention and Referral

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

Unit 3: Multiple Disabilities and Other Disabling Conditions

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

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

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

Essential Readings

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

Disability Specialization

MENTAL RETARDATION / INTELLECTUAL DISABILITY

ASSESSMENT AND IDENTIFICATION OF NEEDS

Course code: C 12

Max. Marks : 100

Contact Hours: 60

Internal : 20

External : 80

Learning Outcomes

After completing the course student-teachers will be able to

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

Unit 1: Intellectual Disability - Nature and Needs

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

Unit 2: Assessment

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

Unit 3: Assessment at Pre-School and School levels

- 3.1 Importance of Assessment at Pre- School and School level
- 3.2 Developmental and Adaptive Behaviour Assessment

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

Unit 4: Assessment at Adult and Vocational levels

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

Unit 5: Assessment of Family Needs

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

Course Work/ Practical/ Field Engagement (Any one)

Camp/ Community Mode

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

School Mode

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

Clinical Mode

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

Essential Readings

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

Suggested Readings

- Myreddi, V., & Narayan, J. (1998). Functional Academics for students with mental retardation - A guide for teachers. Secunderabad: NIMH.
- Narayan, & Kutty, A.T.T. (1989) .Handbook for Trainers of the Mentally Retarded persons Pre-primary level. NIMH, Secunderabad.
- Narayan, J. (Ed.) (1999). School readiness for children with special needs. Secunderabad, NIMH.
- Peshwaria, R., & Venkatesan. (1992) .Behavioural approach for teaching mentally retarded children :A manual for teachers, NIMH, Secunderabad
- Polloway, E.A., & Patton, J.R. (1993). Strategies for teaching learners with special needs. New York: Macmillan Publishing Company.
- Pun, M. & Sen A.K. (1989) Mentally Retarded Children in India.
- Romila, S. (1997) .School Readiness programme. New Delhi: NCERT
- Sharma, P. (1995). Basics on Development and Growth of a child, New Delhi
- Subba Rao, T.A. (1992). Manual on Developing Communication Skills in Mentally Retarded Children
- Taylor, R.L. (1993). Assessment of Exceptional Students Educational and
- Van Riper, C.A. and Emerick. L. (1990). Speech Correction-An introduction to speech
- Video Films. (2002). Help them learn make it easy, NIMH, Secunderabad.

CURRICULUM DESIGNING, ADAPTATION & EVALUATION

Course code: C 13

Max. Marks : 100

Internal : 20

External : 80

Contact Hours: 60

Learning Outcomes

After completing the course student-teachers will be able to

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

Unit 1: Curriculum Designing

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

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

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

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

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

Unit 4: Curriculum Adaptations

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

Unit5: Curriculum Evaluation

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

Course Work/ Practical/ Field Engagement (Any One)

Special/ Inclusive schools

To prepare need based curriculum for training in

ADL Skills

School Readiness

Transition from School to Work

Movement/Dance/Yoga/Sports skills

Computer usage

House Keeping/ Laundry

Gardening / Horticulture

Creative / Performing Arts

Essential Readings

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

- Narayan, J. (2003) .Educating children with learning problems in regular schools NIMH, Secunderabad.
- Narayan, J. (1998) Grade Level Assessment Device for Children with Learning Problems in Regular Schools, NIMH, Secunderabad.
- Narayan, J. Myreddi, V.,& Rao, S. (2002). Functional Assessment Checklist for Programming, NIMH, Secunderabad.
- Overton, T. (1992). Assessment in Special Education an Applied Approach. New York McMillan.
- Panda, K.C. (1997). Education of Exceptional Children. New Delhi, Vikas Publications.
- Repp A.C. (1983) Teaching the Mentally Retarded, New Jersey, Prentice Hall

Suggested Readings

- King-Sears, H.E. (1994) Curriculum Based Assessment in Special Education. San Diego Singular Publishing Group
- Narayan, & Kutty, A.T.T. (1989) Handbook for Trainers of the Mentally Retarded persons Pre-primary level. NIMH, Secunderabad.
- Peshwaria, R. and Venkatesan. (1992) Behavioural retarded children A manual for teachers. NIMH, Secunderabad.
- Pun, M. & Sen A.K. (1989) Mentally Retarded Children in India. New Delhi Mittal Publication.
- Sharma, P. (1995). Basics on Development and Growth of a child, New Delhi Reliance.
- Subba Rao, T.A. (1992). Manual on Developing Communication Skills in Mentally Retarded Persons, NIMH, Secunderabad.
- Taylor, R.L. (1993). Assessment of Exceptional Students Educational and Psychological Procedures. Boston: Allyn & Bacon.
- Van Riper, C.A. and Emerick. L. (1990), Speech Correction-An introduction to speech pathology and Audiology. Eighth Edition, Prentice Hall
- Video Films. (2002). Help them learn make it easy, NIMH, Secunderabad.

IIND YEAR

GUIDANCE & COUNSELLING

Course Code: B 10(A)

Max. Marks : 50

Internal : 20

External : 30

Contact Hours: 30

Learning Outcomes

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

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

Unit 1: Introduction to Guidance and Counselling

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

Unit 2: Enhancing Self Image and Self Esteem

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

Unit 3: Guidance and Counselling in Inclusive Education

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

Practicum/ Field engagement

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

Transaction

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

Essential Readings

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

Suggested Readings

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

APPLIED BEHAVIOUR ANALYSIS

Course Code: B 10(C)

Contact Hours: 30

Learning Outcomes

Max. Marks : 50

Internal : 20

External : 30

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

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

Unit 1: Introduction to Applied Behaviour Analysis (ABA)

1.1 Principles of Behavioural Approach

1.2 ABA - Concept and Definition

1.3 Assumptions of ABA – Classical and Operant Conditioning

1.4 Behaviour- Definition and Feature

1.5 Assessment of Behaviour – Functional Analysis of Behaviour, Behaviour Recording Systems

Unit 2: Strategies for Positive Behaviour Support

2.1 Selection of Behavioural Goals

2.2 Reinforcement

- Types: Positive and Negative, Primary and Secondary
- Schedules: Continuous, Fixed Ratio, Fixed Interval, Variable Ratio, Variable Interval

2.3 Discrete Trial Teaching

- Discriminative Stimulus - Characteristics
- Response
- Prompts: Physical, Gestural, Pointing, Visual, Positional, Verbal
- Consequence - Characteristics
- Inter-Trial Interval

2.4 Application of ABA in Group Setting

- Negotiation and contract
- Token economy
- Response cost
- Pairing and fading

2.5 Leadership role of teacher in promoting positive behaviour

Unit 3: Management of Challenging Behaviour

10 hours

- 3.1 Differential Reinforcements of Behaviour
- 3.2 Extinction and Time Out
- 3.3 Response Cost and Overcorrection
- 3.4 Maintenance
- 3.5 Generalization and Fading

Practicum

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

Transaction

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

Essential Readings

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

Suggested Readings

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

MANAGEMENT OF LEARNING DISABILITY

Course Code: B 11(E)

Max. Marks : 50

Internal : 20

External : 30

Contact Hours: 30

Introduction

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

Learning Outcomes

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

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

Unit 1: Learning Disabilities: Types

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

Unit 2: Assessment of Basic Curricular Skills

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

Unit 3: Intervention Strategies in Basic Skills of Learning

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

Transaction

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

Course Work/ Practical/ Field Engagement

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

Essential Readings

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

Suggested Readings

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

- Prakash, P. (2008). Education of exceptional children: challenges and strategies. . Kanishka publishers, New Delhi.
- Reddy, G.L., & Ramar, R.(2000). Education of children with special needs, New Delhi – Discovery Pub.
- Thapa, K. (2008). Perspectives on learning disabilities in India. (current practices and prospects). Sage Publication, Los Angeles.
- Trusdell M. L., & Horowitz, I. W. (2002). Understanding learning disabilities : a parent guide and workbook : for parents, teachers, professionals, advocates and others who work with, or come in contact with, individuals with learning disabilities. (3rd rev ed) Maryland. York Press.
- Wong, B., & Butler, D. L. (2012). Learning about learning disabilities. (4th ed.) Amsterdam. Elsevier Academic Press.

VOCATIONAL TRAINING, TRANSITION & JOB PLACEMENT

Course Code: B 11(F)

Max. Marks : 50

Contact Hours: 30

Internal : 20

External : 30

Learning Outcomes

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

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

Unit 1: Fundamentals & Assessment of Vocational Rehabilitation

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

Unit 2: Vocational Transition & Curriculum Planning

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

Unit 3: Process of Vocational Rehabilitation & Placement

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

Hands on Experience

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

Suggested Readings

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

Disability Specialization

MENTAL RETARDATION / INTELLECTUAL DISABILITY

EDUCATIONAL INTERVENTION AND TEACHING STRATEGIES

Course Code: C 14

Max. Marks : 100

Contact Hours: 60

Internal : 20

Learning Outcomes

External : 80

After completing the course student-teachers will be able to

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

Unit 1: Intervention

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

Unit 2: Individualised Education Programme

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

Unit 3: Teaching Strategies and TLM

- 3.1 Stages of Learning
- 3.2 Principles of Teaching
- 3.3 Multi-sensory Approaches – Montessori Methods, VAKT Method, Orton -

- Gillingham Method, Augmentative and Alternative Communication
- 3.4 Teaching Strategies – Task Analysis, Chaining, Shaping, Modelling, Prompting, Fading and Reinforcement, Role Play, Play Way method
- 3.5 Development and Use of TLM for ID

Unit 4: Intervention for Mal-adaptive Behaviour

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

Unit 5: Therapeutic Intervention

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

Course Work/ Practical/ Field Engagement (Any One)

Special/ Inclusive Schools/ Institute

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

Essential Readings

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

& Distributors.

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

Suggested Readings

- A.C.Ornstein (1990). *Strategies for Effective Teaching*. Harper and Row, Publishers, Inc.
- David W. (1998). *Teaching and Learning in the Early Years*. London and New York: Routledge.
- Jackman H.L. (1999). *Sing Me a Story: Tell Me a Song*. California: Crown Press, Inc.
- Mastropieri S. (1987). *Effective Instruction for Special Education*, Little, Brown and Company, Inc.
- Narayan, & Kutty, A,T.T. (1989) *Handbook for Trainers of the Mentally Retarded persons*. Pre-primary level. NIMH, Secunderabad.
- Peshwaria, R. and Venkatesan. 5. (1992) *Behavioural retarded children A manual for Publication*.
- Pun, M. & Sen A.K. (1989) *Mentally Retarded Children in India*. New Delhi.
- Robert A. Gable and Steven F.W. (1993). *Strategies for Teaching Students with Mild to Severe Mental Retardation*, London and Philadelphia: Jessica Kingsley Publisers.
- Subba Rao, T.A. (1992). *Manual on Developing Communication Skills in Mentally Teachers*. NIMH, Secunderabad.
- Van Riper, C.A. and Emerick. L. (1990), *Speech Correction-An introduction to speech pathology and Audiology*. Eighth Edition, Prentice Hall.

TECHNOLOGY AND DISABILITY

Course Code: C 15

Max. Marks : 100

Internal : 20

External : 80

Contact Hours: 60

Learning Outcomes

After completing the course student-teachers will be able to

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

Unit 1: Technology in Education and Instruction

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

Unit 2: ICT

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

Unit 3: Use of Multimedia in Education

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

Unit 4: Technology Based Instructions

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

Unit 5: Application of Technology

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

Course Work/ Practical/ Field Engagement (Any One)

Special/ Inclusive School/ Institute

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

Essential Readings

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

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

Suggested Readings

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

PSYCHO-SOCIAL AND FAMILY ISSUES

Course Code: C 16

Max. Marks : 50

Contact Hours: 30

Internal : 20

External : 30

Learning Outcomes

After completing the course student-teachers will be able to

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

Unit 1: Family

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

Unit 2: Psycho-Social Issues

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

Unit 3: Involving Families

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

Unit 4: Adolescent Issues

- 4.1 Physiological Changes; Implication in Emotional and Social Development

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

Unit 5: CBR and CPP (Community People Participation)

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

Course Work/ Practical/ Field Engagement (Any One)

Special/ Inclusive School/ Institute

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

Essential Readings

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

- Peshawaria, R Menon, DK Ganguly R. Roy, S. Pillay R.P.R.S. & Gupta A (1995) Understanding Indian families having persons with Mental Retardation, Secunderabad NIMH
- Taylor, R.L. (1993). Assessment of Exceptional Students Educational and psychological procedures

Suggested Readings

- Bennett, T. Lingerfelt, V & Nelson, D.E. (1990) Developing Individual and Family Support Plans – A Training Manual, Cambridge M.A. Brookline Books.
- Desai, AN (1990) Helping the Handicapped: Problems & prospects, New Delhi, Ashish Publishing House.
- Dunst, C., Trivette~ C. & Deal, A. (1988)' Enabling and empowering families. Cambridge, MA: Brookline Books.
- Dyson (1987) Mental Handicap: Dilemmas of Parent-Professional Relations, London, Croon Helm.
- Glendinning, C. (1986) A Single Door: Social Work with the Families of Disabled Children, London: Allen and Unwin Ltd
- Mann, P.H. Suiter P.A. & Mc Laughhin R.M. (1992) A Guide for educating mainstreamed students, Boston: Allyn & Bacon
- Waugh, A. (1976) Working with parents and community. New Delhi: NCERT.
- Webster, E. J. Vikas Publishing House (1993) Working with parents of young children with disabilities, California. Singular Publishing Group.

AREA D
**ENHANCEMENT OF PROFESSIONAL
CAPACITIES (EPC)**

(Wherever applicable specific reference to disability will be focused)

D17	Reading and Reflecting on Texts
D18	Performing and Visual Arts
D19	Basic Research & Basic Statistic

READING AND REFLECTING ON TEXTS

Course Code: D 17

Contact Hours: 30

Max. Marks : 50

Internal : 20

External : 30

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.

Learning Outcomes

After completing the course student-teachers will be able to

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

Unit 1: Reflections on Literacy

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

Unit 2: Reflections on Reading Comprehension

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

Unit 3: Skill Development in Responding to Text

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

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

Unit 4: Reflecting Upon Writing as a Process and Product

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

Unit 5: Practicing Independent Writing

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

Course Work/ Practical/ Field Engagement

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

Essential Readings

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

- McGregor, T. (2007). *Comprehension Connections: Bridges to Strategic Reading*. Heinemann Educational Books.
- Tovani, C., & Keene, E. O. (2000). *I Read It, but I Don't Get It: Comprehension Strategies for Adolescent Readers*. Stenhouse Publishers
- Soundarapandian, M. (2000). *Literacy campaign in India*. Discovery Publishing House: New Delhi.

Suggested Readings

- Aulls, M. W. (1982). *Developing readers in today's elementary school*. Allyn and Bacon: Boston
- Baniel, A. (2012). *Kids beyond limits*. Perigee Trade: New York
- McCormick, S. (1999). *Instructing students who have literacy problems*. (3rd) Merrill: New Jersey
- Ezell, H., & Justice, L. (2005). Programmatic Research on Early Literacy: Several Key Findings. *IES 3rd Annual Research Conference: American Speech Language & Hearing Association (ASHA)*.
- Frank, S. (1985). *Reading without Nonsense*. Teachers College Press, New York.
- Gallagher, K. (2004). *Deeper Reading: Comprehending Challenging Texts*. Stenhouse Publishers
- Heller, R. (1998). *Communicate clearly*. DK Publishing: New York.
- Luetke-Stahlman, B., & Nielsen, D. (2003). *Early Literacy of Kindergartners with Hearing Impairment*. *High Beam*
- May, F. B. (1998). *Reading as communication*. Merrill: New Jersey
- Miller, D. (2002). *Reading With Meaning: Teaching Comprehension in the Primary Grades*. Stenhouse Publishers, New York.
- Pandit, B., Suryawanshi, D. K., & Prakash, M. (2007). *Communicative language teaching in English*. Nityanutan Prakashan, Pune.
- Paul, P. V. (2009). *Language and Deafness*. Jones and Bartlett: Boston

PERFORMING AND VISUAL ARTS

Course Code: D 18

Contact Hours: 30

Max. Marks : 50

Internal : 20

External : 30

Introduction

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

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

Learning Outcomes

After completing the course student-teachers will be able to

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

Unit 1: Introduction to art Education

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

Unit 2: Performing Arts: Dance and Music

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

Unit 3: Performing Arts: Drama

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

Unit 4: Visual Arts

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

Unit 5: Media and Electronic Arts

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

Course Work/ Practical/ Field Engagement

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

Essential Readings

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

Suggested Readings

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

BASIC RESEARCH AND STATISTICS

Course Code: D 19

Max. Marks : 50

Contact Hours: 30

Internal : 20

External : 30

Learning Outcomes

After completing the course student-teachers will be able to

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

Unit 1: Introduction to Research

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

Unit 2: Types and Process of Research

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

Unit 3: Measurement and Analysis of Data

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

Practicum/ Field Engagement

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

Essential Readings

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

Suggested Readings

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

MDSU, Ajmer

Bachelor of Education - Special Education

**B.Ed.Spl.Ed.
(Mental Retardation)**

**Norms, Regulations & Course Content
2015**

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

(As per the guidelines of Rehabilitation Council of India)