# B.ED. SPL. EDU. Intellectual Disability (ID)

# SYLLABUS

**B.ED. SPL. EDU. Intellectual Disability (ID)**

# 1<sup>ST</sup> SEMESTER syllabus

| S.NO. | COURSE CODE | PAPER NAME | INTERNAL MARKS | EXTERNAL MARKS | TOTAL |
|---|---|---|---|---|---|
| 1 | A-1 | HUMAN GROWTH & DEVELOPMENT | 40 | 60 | 100 |
| 2 | A-2 | CONTEMPORARY INDIAAND EDUCATION | 40 | 60 | 100 |
| 3 | B-7 | INTRODUCTION TO SENSORY DISABILITIES | 40 | 60 | 100 |
| 4 | B-8 | INTRODUCTION TO NEURO DEVELOPMENTAL DISABILITIES | 40 | 60 | 100 |
| 5 | B-9 | INTRODUCTION TO LOCOMOTOR AND MULTIPLE DISABILITIES | 40 | 60 | 100 |
| 6 | C-12 | ASSESSMENT AND IDENTIFICATION OF NEEDS | 40 | 60 | 100 |
| **PRACTICAL** | | | | | |
| 7 | E-1 | CROSS DISABILITY & INCLUSION | 60 | 40 | 100 |
| | | **TOTAL** | **300** | **400** | **700** |

**B.ED. SPL. EDU. Intellectual Disability (ID)**

# 2nd Semester Syllabus

| S.NO. | COURSE CODE | PAPER NAME | INTERNAL MARKS | EXTERNAL MARKS | TOTAL |
|---|---|---|---|---|---|
| 1. | A-3 | LEARNING, TEACHINGAND ASSESSMENT | 40 | 60 | 100 |
| 2. | B-6 | INCLUSIVE EDUCATION | 40 | 60 | 100 |
| 3. | A-4 (P-1st) A-4 (P-2nd) A-4 (P-3rd) | PEDAGOGY OF TEACHING SCIENCES OR PEDAGOGY OF TEACHING MATHEMATI CSOR PEDAGOGY OF TEACHING SOCIAL SCIENCE | 40 | 60 | 100 |
| 4. | A-5 (P-4th) A-5 (P-5th) | PEDAGOGY OF TEACHING HINDIOR PEDAGOGY OF TEACHING ENGLISH | 40 | 60 | 100 |
| 5. | C-13 | CURRICULUM DESIGNING, ADAPTATION AND EVALUATION | 40 | 60 | 100 |
| PRACTICAL | | | | | |
| 6. | E-2 | DISABILITY SPECIALISATIO N(Learning Disability) | 60 | 40 | 100 |
| GRAND TOTAL | | | **260** | **340** | **600** |

# B.ED. SPL. EDU. Intellectual Disability (ID)

## 3<sup>rd</sup> SEMESTER Syllabus

| S.I. No. | Course Code | PAPER NAME | Internal Marks | External Marks | Total | |
|---|---|---|---|---|---|---|
| 1. | **C-14** | INTERVENTION AND TEACHING STRATEGIES | 40 | 60 | 100 | |
| 2. | **C-15** | TECHNOLOGY AND DISABILITY | 40 | 60 | 100 | |
| 3. | **C-16** | PSYCHO SOCIAL AND FAMILY ISSUES | 40 | 60 | 100 | |
| 4. | **D-17** | READINGAND REFLECTING ON TEXTS | 40 | 60 | 100 | |
| 5. | **D-18** | PERFORMING AND VISUAL ARTS | 40 | 60 | 100 | |
| | | **PRACTICAL** | | | | |
| 6. | **E-2** | DISABILITY SPECIALISATION | 60 | 40 | 100 | |
| 7. | **F-1** | MAIN DISABILITY SPECIAL SCHOOL | 60 | 40 | 100 | |
| | | **Total** | **320** | **380** | **700** | |

# B.ED. SPL. EDU. Intellectual Disability (ID)

## 4<sup>th</sup> Semester Syllabus

| S.I .No. | Course Code | Paper Name | Internal Marks | External Marks | Total |
|---|---|---|---|---|---|
| 1. | **B 10** | **Skill based Optional Course (Cross disability and inclusion) ANY ONE**<br>• B 10(A) Guidance and Counseling<br>• B 10(B) Early Childhood Care & Education<br>• B 10(C) Applied Behavioural Analysis<br>• B 10(D) Community Based Rehabilitation<br>• B 10(E) Application of ICT in Classroom<br>• B 10(F) Gender and Disability<br>• B 10(G) Braille and Assistive Devices | 40 | 60 | 100 |
| 2. | **B 11** | **Skill based Optional Course (specialization disability) ANY ONE**<br>B 11(A) Orientation & Mobility<br>B 11(B) Communication Options: Oralism<br>B 11(C) Communication Options: Manual (Indian Sign Language)<br>B 11(D) Augmentative and Alternative Communication<br>B 11(E) Management of Learning Disability<br>B 11(F) Vocational Rehabilitation & Transition to Job Placement | 40 | 60 | 100 |
| 3. | **D-19** | BASIC RESEARCH AND STATISTICS | 40 | 60 | 100 |
| 4. | **E-1** | Practical: CROSS DISABILITY & INCLUSION | 40 | 60 | 100 |
| 5. | **F-2** | OTHER DISABILITYSPECIALSCHOOL | 40 | 60 | 100 |
| 6. | **F-3** | INCLSUIVESCHOOL | 40 | 60 | 100 |
| | | **Total** | **240** | **360** | **600** |

# HUMAN GROWTH AND DEVELOPMENT

**Unit 1: Approaches to Human Development**

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

**Unit 2: Theoretical Approaches to Development**

a. Cognitive & Social- cognitive theories (Piaget, Vygotsky, Bruner, Bandura)
b. Psychosocial Theory (Erikson)
c. Psychoanalytic Theory (Freud)
d. Ecological Theory (Bronfren brenner)
e. Holistic Theory of Development (Steiner)

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

a. Prenatal development: Conception, stages and influences on prenatal development
b. Birth and Neonatal development: Screening the newborn - APGAR Score, Reflexes and responses, neuro-perceptual development
c. Milestones and variations in Development
d. Environmental factors influencing early childhood development
e. Role of play in enhancing development

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

a. Emerging capabilities across domains of physical and social emotional
b. Emerging capabilities across domains related to cognition - metacognition, creativity, ethics

c. Issues related to puberty
d. Gender and development
e. Influence of the environment (social, cultural, political) on the growing child.

**Unit 5: Transitions into Adulthood**

a. Psychological well-being

b. Formation of identity and self-concept
c. Emerging roles and responsibilities
d. Life Skills and independent living
e. Career Choices

# 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.

# CONTEMPORARY INDIA AND EDUCATION

### Unit 1: Philosophical Foundations of Education

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

### Unit 2: Understanding Diversity

a. Concept of Diversity
b. Types of Diversity: Gender, linguistic, cultural, socio-economic and disability
c. Diversity in learning and play
d. Addressing diverse learning needs
e. Diversity: Global Perspective

### Unit 3: Contemporary Issues and Concerns

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

d. 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
e. 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)

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

**Unit 5: Issues and Trends in Education**

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

# Suggested 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.

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

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

*   Anand, S. P. (1993). The Teacher & Education in Emerging Indian Society. NCERT, New Delhi.

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

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

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

*   Biswas. A., & Aggarwal, J.C. (1992). Education in India, Arya Book Depot, New Delhi.

*   Chakravarty, S. (1987). Development Planning: The Indian Experience. Oxford University press, New Delhi.

*   Chandra, B. (1997). Nationalism and Colonialism, Orient Longman, Hyderabad.

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

*   Deaton A., & Dreze, J. (2008-2009). Poverty and Inequality in India in Raj Kapila and Uma Kapila (Ed.) in Indian Economy since Independence. Oxford University Press, New Delhi.

*   Deshpande, S. (2004). Contemporary India: A Sociological View. Penguin, New Delhi.

*   Dubey, S. C. (2001). Indian Society, National Book Trust, New Delhi.

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

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

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

- http://www.mkgandhi.org/speeches/speechMain.htm

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

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

- Jangira, N.K. (2012). NCERT Mother of Inclusive Education Address on Golden Jubilee of NCERT at RIE, Ajmer on 01 Sept. 2012.

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

- Mahendru, M., & Roy, S. (2011). A Handbook on Disability Rehabilitation & Special Education. Educare Publications, New Delhi.

- Sapra, C. L., & Aggarwal, A. (1987). Education in India some critical Issues. National Book Organisation, New Delhi.


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

- Sen, A., & Dreze, J. (1997). India: Economic Development and Social Opportunity, Oxford India, Delhi.

# INTRODUCTION TO SENSORY DISABILITY

**Unit 1: Hearing Impairment: Nature & Classification**

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

**Unit 2: Impact of Hearing Loss**

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

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

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

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

a. Effects of Blindness- Primary and Secondary

b. Selective Educational Placement
c. Teaching Principles
d. Expanded Core Curriculum- Concept and Areas
e. Commonly Used Low Cost and Advanced Assistive Devices

**Unit 5: Deaf-blindness**

a. Definition, causes, classification, prevalence and characteristics of deaf-blindness
b. Effects and implications of deaf-blindness on activities of daily living & education
c. Screening, assessment, identification & interventional strategies of deaf-blindness

d. Fostering early communication development: Methods, assistive devices and practices including AAC

e. Addressing orientation, mobility & educational needs of students with deaf-blindness

## Suggested 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.

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

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

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

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

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

- National Institute for the Visually Handicapped (2015). Information Booklet on Visual Impairment in India, Dehradun: Government of India.

- Nerbonne, M. A., & Schow, R.L. (2002). Introduction to Audiologic Rehabilitation. Boston: Allyn and Bacon.

- Nerbonne, M. A., & Schow, R.L. (2013). Introduction to Audiologic Rehabilitation. 6th ed. Boston: Pearson Education.

- Northern, J. L., & Downs, M. P. (2002). Hearing in Children (5th Ed.). Philadelphia: Williams & Wilkins

- Prescod, S. V. (1978). Audiology Handbook of Hearing Disorders. New York: Van Nostrand Reinhold Company.

- Sataloff, R. T., & Sataloff, J. (2005). Hearing Loss. (4th Ed.) London: Taylor & Francis.

- Assessment and Training. Baltimore: Williams and Wilkins.

- Warren, D.H. (1994). Blindness and Children: An Individual Differences Approach. New York: Cambridge University Press.

- Auditory-Verbal International (1991). Auditory-Verbal Position Statement. Auricle 4, 11-12.

- Harp, B. (2006). The handbook of literacy assessment and evaluation, (3rd Eds). Norwood. Christopher-Gordon Publishers, Inc., Norwood,M.A.

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

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

- Norris, G. H., & Romer, L.T. (1995). Welcoming Students who are deafblind to typical classrooms. Paul H. Brookes, New Jersey.

- Pandey, R. S., & Advani, L. (1995). Perspectives in Disability and Rehabilitation. Vikas Publishing House Pvt. Ltd. New Delhi.

- Proceedings from National Conference on Centenary for Work for the Blind in India (1987). All India Confederation of the Blind and Christoffel Blinden Mission. R.K.Printers, New Delhi.

- Scholl, G.T. (1986). Foundations of Education for Blind and Visually Handicapped Children and Youth. American Foundation for the BLind, New York.

- Tucker, I., & Nolan, M. (1984).Educational Audiology. Croom Helm, London.

- Tye-Murray, N. (1998). Intervention Plans for Children. In Tye-Murray N. (Eds) Foundations of Aural Rehabilitation. Singular, San Diego.

# INTRODUCTION TO NEURO DEVELOPMENTAL DISABILITIES

**Unit 1: Learning Disability: Nature, Needs and Intervention**

a. Definition, Types and Characteristics
b. Tools and Areas of Assessment
c. Strategies for reading, Writing and Maths
d. Curricular Adaptation, IEP, Further Education,
e. Transition Education, Life Long Education

**Unit 2: Intellectual Disability: Nature, Needs and Intervention**

a. Definition, Types and Characteristics
b. Tools and Areas of Assessment
c. Strategies for Functional Academics and Social Skills
d. Assistive Devices, Adaptations, Individualized Education Plan, Person Centered Plan, Life

Skill Education

e. Vocational Training and Independent Living

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

a. Definition, Types and Characteristics
b. Tools and Areas of Assessment
c. Instructional Approaches
d. Teaching Methods
e. Vocational Training and Career Opportunities

# Suggested Readings:

• Accardo, P.J., Magnusen, C., & Capute, A.J. (2000). Autism: Clinical and Research Issues. York Press, Baltimore.

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

• Bala, M.J. (2004). Methods of Teaching Exceptional Children. Discovery, New Delhi.

• Browning, R. E. (2004). Teaching Students with Behaviour and Severe Emotional Problems. http://www.k12.wa.us/specialed/families/pubdocs/bestpractices.pdf

• Higgins, J. (2003) Practical Ideas that Really Work for Students with Dyslexia and Other Reading Disorders. PRO-ED, Austin.

• Moyes, R.A. (2010). Building Sensory Friendly Classrooms to Support Children with Challenging Behaviors: Implementing Data Driven Strategies. Sensory World, Texas.

• Pierangelo, R., & Giuliani G.A. (2003). Transition services in Special Education, Allyn & Bacon, London.

• Reddy G.L., & Rama, R. (2000). Education of Children with Special Needs. Discovery Pub, New Delhi.

• Simpson, R. L., & Myles, B, S. (2008). Educating Children and Youth with Autism: Strategies for Effective Practice. Pro Ed. Texas.

• Smith, D.D. (2003). Introduction to Special Education Teaching in an Age of opportunity. Allyn & Bacon, Boston.

• Strichart, S. S. (1993). Teaching Study Strategies to Students with Learning Disabilities. Allyn & Bacon, Boston.

• Swady, E.R. (1989). Diagnosis & Correction of Reading, Difficulties. Allyn & Bacon, Boston.
• Taylor, B. (1988). Reading Difficulties: Instruction and Assessment. Random House, New York.
• Wong, B. Y. L. (1996) .The ABCs of learning disabilities (1st ed.) Academic Press, San

Diego, CA

# INTRODUCTION TO LOCOMOTOR AND MULTIPLE DISABILITIES

## Unit 1: Cerebral Palsy (CP)

a. CP: Nature, Types and Its Associated Conditions
b. Assessment of Functional Difficulties of CP including Abnormalities of Joints and Movements (Gaits)
c. Provision of Therapeutic Intervention and Referral of Children with CP
d. 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
e. 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

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

## Unit 3: Multiple Disabilities and Other Disabling Conditions

a. Multiple Disabilities: Meaning and Classifications
b. Various Combinations of Multiple Disabilities and Associated Conditions Such as Epilepsy, Motor and Sensory Conditions
c. Other Disabling Conditions such as Leprosy Cured Students, Tuberous Sclerosis and Multiple Sclerosis
d. Implications of Functional Limitations for Education and Creating Prosthetic Environment in

School and Home: Seating Arrangements, Positioning and Handling Techniques at Home and School

e. Facilitating Teaching-Learning: IEP, Developing TLM; Assistive technology

**Suggested Readings:**

Miller, F. and Bachrach, S.J. (2012). Cerebral Palsy: A Complete Guide for Caregiving. A Johns Hopkins Press Health Book.

Sarva Siksha Abhiyan. Module on Cerebral Palsy. http://ssa.nic.in/inclusiveeducation/ training-module-for-resource-teachers-for-disablechildren/ Module%205%20Cerebral%20Palsy.pdf / at _download/file

Sarva Siksha Abhiyan . Module on Multiple Disabilities. http://ssa.nic.in/inclusiveeducation/ training -module-for-resource-teachers-for-disablechildren/ Module%203%20 Multiple% 20Disability.pdf /at_download/file

# ASSESSMENT AND IDENTIFICATION OF NEEDS

**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 Purpose 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.

**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 Jersy
- Panda, K.C. (1997). Education of Exceptional Children. New Delhi, Vikas
- Repp, A.C. (1983) Teaching the Mentally Retarded, New Jersey, Prentice Hall The Faimer Press.York McMillan.
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**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.

## PRACTICUM: I.D

### Semester: I

### E 1: Cross disability & inclusion

| SI. NO. | Disability Focus | Education Setting | Hrs (60) | Tasks for the Student teachers | Description |
|---|---|---|---|---|---|
| 1. | ID | Special school of ID | 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 le |

| 2. | 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 |
|---|---|---|---|---|---|
| 3. | Any Disability | Inclusive School available in the neighborhood | 5 hrs | Classroom Observation and Report | Minimum 10 school Periods |

# LEARNING, TEACHING AND ASSESSMENT

**Unit 1: Human Learning and Intelligence**
a. Human learning: Meaning, definition and concept formation
b. Learning theories:
   - Behaviourism: Pavlov, Thorndike, Skinner
   - Cognitivism: Piaget, Bruner
   - Social Constructism: Vygotsky, Bandura
c. Intelligence:
   - Concept and definition
   - Theories: Two-factor, Multifactor, Triarchic Theory (Robert Steinberg)
d. Creativity: Concept, Definition and Characteristics
e. Implications for Classroom Teaching and Learning

### Unit 2: Learning Process and Motivation
a. Sensation: Definition and Sensory Process
b. Attention: Definition and Affecting Factors
c. Perception: Definition and Types
d. Memory, Thinking, and Problem Solving
e. Motivation: Nature, Definition and Maslow's Theory

### Unit 3: Teaching Learning Process
a. Maxims of Teaching
b. Stages of Teaching: Plan, Implement, Evaluate, Reflect
c. Stages of Learning: Acquisition, Maintenance, Generalization
d. Learning Environment: Psychological and Physical
e. Leadership Role of Teacher in Classroom, School and Community

### Unit 4: Overview of Assessment and School System
a. Assessment: Conventional meaning and constructivist perspective
b. 'Assessment of Learning' and 'Assessment for Learning': Meaning and difference
c. Comparing and contrasting assessment, evaluation, measurement, test and examination
d. Formative and summative evaluation, Curriculum Based Measurement
e. 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
a. 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
b. Typology and levels of assessment items: Multiole choice, open ended and close ended; direct, indirect, inferential level
c. Analysis, reporting, interpretation, documentation, feedback and pedagogic decisions
d. Assessment of diverse learners: Exemptions, concessions, adaptations and accommodations;

e. 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)

**Suggested Readings:**
- Amin, N. (2002). Assessment of Cognitive Development of Elementary School Children: A Psychometric Approach. Jain Book Agency, New Delhi.
- Chauhan, S.S. (2013). Advanced Educational Psychology. Jain Book Agency, Delhi.
- 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.
- Geisinger, K.F. (2013). APA Handbook of Testing and Assessment in Psychology. American Psychological Association, USA.
- Guskey, T. R., & Bailey. J (2000). Grading and Reporting. Thousnad Oaks. Corwin King, CA.
- Howell, K. W., & Nolet, V. (2000). Curriculum-Based Evaluation: Teaching and decision making. Wadsworth, Ontario.
- McMillan, J. H. (2001). Classroom Assessment: Principles and Practice for Effective Instruction. Allyn and Bacon, London.
- Nevo, D. (1995). School based Evaluation. Pergamon Publishing, Oxford.
- Salvia, J., & Ysseldyke. J.E. (1998). Assessment. (7th ed) Houghton Mifflin, Boston.

# INCLUSIVE EDUCATION

## Unit 1: Introduction to Inclusive Education

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

## Unit 2: Polices & Frameworks Facilitating Inclusive Education

a. International Declarations: Universal Declaration of Human Rights (1948), World Declaration for Education for All (1990)
b. International Conventions: Convention against Discrimination (1960), Convention on Rights of a Child (1989), United Nations Convention of Rights of Persons with Disabilities (UNCRPD) (2006)
c. International Frameworks: Salamanca Framework (1994), Biwako Millennium Framework of Action (2002)
d. 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)
e. 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

a. Meaning, Difference, Need & Steps
b. Specifics for Children with Sensory Disabilities
c. Specifics for Children with Neuro-Developmental Disabilities
d. Specifics for Children with Loco Motor & Multiple Disabilities
e. Engaging Gifted Children

## Unit 4: Inclusive Academic Instructions

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

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

a. Stakeholders of Inclusive Education & Their Responsibilities
b. Advocacy & Leadership for Inclusion in Education
c. Family Support & Involvement for Inclusion
d. Community Involvement for Inclusion
e. Resource Mobilisation for Inclusive Education

## Suggested Readings:

- Bartlett, L. D., & Weisentein, G. R. (2003). Successful Inclusion for Educational Leaders. New Jersey: Prentice Hall.

- Chaote, J. S. (1991). Successful Mainstreaming. Allyn and Bacon.

- Choate, J. S. (1997). Successful Inclusive Teaching. Allyn and Bacon.

- Daniels, H. (1999) . Inclusive Education.London: Kogan.

- Deiner, P. L. (1993). Resource for Teaching Children with Diverse Abilities, Florida: Harcourt Brace and Company.

- Dessent, T. (1987). Making Ordinary School Special. Jessica Kingsley Pub.

- Gargiulo, R.M. Special Education in Contemporary Society: An Introduction to Exceptionality. Belmont: Wadsworth.

- Gartner, A., & Lipsky, D.D. (1997). Inclusion and School Reform Transferring America's Classrooms,Baltimore: P. H. Brookes Publishers.

- Giuliani, G.A. & Pierangelo, R. (2007). Understanding, Developing and Writing IEPs. Corwin press:Sage Publishers.

- Gore, M.C. (2004) . Successful Inclusion Strategies for Secondary and Middle School Teachers, Crowin Press, Sage Publications.

- Hegarthy, S. & Alur, M. (2002). Education of Children with Special Needs: from Segregation to Inclusion, Corwin Press, Sage Publishers.

- Karant, P., & Rozario, J. ((2003). Learning Disabilities in India. Sage Publications.

- Karten, T. J. (2007). More Inclusion Strategies that Work. Corwin Press, Sage Publications.

- King-Sears, M. (1994). Curriculum-Based Assessment in Special Edcuation. California: Singular Publications.

- Lewis, R. B., & Doorlag, D. (1995). Teaching Special Students in the Mainstream. 4th Ed. New Jersey: Pearson.

- McCormick, S. (1999). Instructing Students who Have Literacy Problems. 3rd Ed. New Jersey, Pearson.

- Rayner, S. (2007). Managing Special and Inclusive Education, Sage Publications.

- Ryandak, D. L. & Alper, S. (1996). Curriculum Content for Students with Moderate and

Severe Disabilities in Inclusive Setting. Boston, Allyn and Bacon.

- Sedlak, R. A., & Schloss, P. C. (1986). Instructional Methods for Students with Learning and Behaviour Problems. Allyn and Bacon.

- Stow L. & Selfe, L. (1989). Understanding Children with Special Needs. London: Unwin Hyman.

- Turnbull, A., Turnbull, R., Turnbull, M., & Shank, D.L. (1995). Exceptional Lives: Special Education in Today's Schools. 2nd Ed. New Jersey: Prentice-Hall.Inc.

- Vlachou D. A. (1997). Struggles for Inclusive Education: An Ethnographic Sstudy. Philadelphia: Open University Press.

- Westwood, P. (2006). Commonsense Methods for Children with Special Educational Needs - Strategies for the Regular Classroom. 4th Edition, London Routledge Falmer: Taylor & Francis Group.

# PEDAGOGY OF TEACHING SCIENCES

### Unit 1: Nature and Significance of Science
a. Nature, Scope, Importance and Value of Science
b. Science As An Integrated Area of Study
c. Science and Modern Indian Society: Relationship of Science and Society
d. Impact of Science with Special Reference to Issues related with Environment, Industrialization and Disarmament
e. Role of Science for Sustainable Development

### Unit 2: Planning for Instruction
a. Aims and Objectives of Teaching Science in Elementary and Secondary School
b. Bloom's Taxonomy of Educational Objectives and Writing Objectives in Behavioural Terms
c. Lesson Planning – Importance and Basic Steps. Planning Lesson for an Explanation, Demonstration, and Numerical Problem in Teaching of Sciences
d. Unit Planning – Format of A Unit Plan
e. Pedagogical Analysis: Meaning and Need. Guidelines for Conducting Pedagogical Analysis

### Unit 3: Approaches and Methods of Teaching Sciences
a. Process Approach, Direct Experience Approach, Inductive-Deductive Approach
b. Lecture, Demonstration, Discussion, Problem-solving, Concept-mapping, Programmed Instruction, Team Teaching, Seminar, Computer Assisted Learning (CAL)
c. Project Method and Heuristic Method
d. 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
e. Constructivist Approach and its Use in Teaching Science

### Unit 4: Learning Resources with reference to Children with Disabilities for Teaching Science
a. 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)
b. Importance of Co-Curricular Activities-Science Club, Science Exhibition, Science Text Books-
   Characteristics and Significance with reference to Children with Disabilities
c. The Science Laboratory-Planning Organization of Lab, Storage, Record Keeping and Safety of Scientific Equipments with reference to Children with Disabilities
d. Aquarium, Vivarium – Role in Teaching with Setting & Maintaining
e. Museum, Botanical And Zoological Garden: Role In Teaching

### Unit 5: Evaluation

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

**Suggested Readings:**
- Brown, R. (1978). Science instruction of visually Impaired Youth. New York: AFB.
- Buxton, A. C. (2010). Teaching Science in Elementary and Middle School. NewDelhi: Sage Publications.
- Bybee, R. (2010b). The teaching of science: 21st-century perspectives. Arlington, VA: NSTA Press, USA.
- Fensham, P.J. (1994). The content of Science: A constructive Approach to its Teaching and Learning.Washington, D.C: The Falmer Press.
- Gupta, V. K. (1995). Teaching and lLearning of Science and Technology. New Delhi: Vikas Publishing House Pvt. Ltd.
- Joshi, S. R. (2005). Teaching of Science.New Delhi: A.P.H Publishing Corporation.
- Kelley, P., & Gale, G. (1998). Towards Excellence: Effective education for students with vision impairments, Sydney: North Rocks Press.
- Lawson, E. A. (2010). Teaching Inquiry Science in Middle School, New Delhi: Sage Publications.
- Layton, D. (1989). Innovations in Science and Technology Education, New Delhi: Sterling Publishers.
- Mani, M. N. G. (1992). Techniques of teaching blind children, New Delhi: Sterling Publishers.
- Mukhopadhyay, S., Jangira, N. K., Mani, M.N.G., & Raychowdhary, N. (1987). Sourcebook for training teachers of visually impaired, New Delhi: NCERT.
- Murray, L. J. (1988). Basic Skills – Science, Boston: John Murrey.
- NCERT (1982). Teaching Science in secondary schools, New Delhi: NCERT.
- NIVH (1992). Handbook for the teachers for the visually handicapped, Dehradun
- Scholl, G.T. (1986). Foundations of education for blind and visually handicapped children and youth, New York: American Foundation for the blind.
- Sharma, R.C. (2005). Modern Science teaching, Delhi: Dhanpat Rai & Sons.
- Siddiqui, H. M. (2007). Teaching science, New Delhi: Balaji offset.
- Siddiqui, N.N., & Siddiqui, M.N. (1994). Teaching of science today & tomorrow, Delhi: Doaba House.
- Starin, A., & Sund, B. (1983). Teaching science through discovery. Ohio: Charles E. Merril Publishing Company.
- Tripathi, S. (2004). Teaching of Physical Science, Delhi: Dominant Publications.
- UNESCO (1966). Source Book for Science Teaching, Paris: UNESCO.
- Vaidya, N. (2003). Science Teaching in Schools, New Delhi: Deep & Deep Publishers.
- Vanaja, M. (2006). Teaching of Physical Science, Hyderabad: Neelkamal Publications.
- Gupta, S.K. (1983). Technology of Science Education. Vikas Publishing House Pvt. Ltd., Delhi.
- Gupta, V. K. (1995). Readings in Science and Mathematics Education. The Associated Press, Ambala.
- Mangal, S.K., & Mangal, S.(2005). Teaching of Biological Sciences. International Publishing House, Meerut

# PEDAGOGY OF TEACHING MATHEMATICS

## Unit 1: Nature of Mathematics
a. Meaning, Nature, Importance and Value of Mathematics
b. Axioms, Postulates, Assumptions and Hypothesis in Mathematics
c. Historical Development of Notations and Number Systems
d. Contribution of Mathematicians (Ramanujam, Aryabhatta, Bhaskaracharya, Euclid, Pythagoras)
e. 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
a. Aims and Objectives of Teaching Mathematics in Elementary and Secondary Schools
b. Bloom's Taxonomy of Educational Objectives and Writing Objectives in Behavioural Terms
c. Lesson Planning– Importance and Basic Steps. Planning Lesson of Arithmetic, Algebra and Geometry
d. Unit Planning – Format of A Unit Plan
e. 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
a. Concept Formation and Concept Attainment: Concept Attainment Model for Learning and Teaching of Concepts
b. Learning By Exposition: Advanced Organizer Model

c. Methods of Teaching- Lecture, Discussion, Demonstration, Inductive-Deductive, Analytic-Synthetic,
Problem-Solving, and Project
d. Techniques of Teaching Mathematics: Oral Work, Written Work, Drill-Work, Brain-Storming and Computer Assisted Instruction (CAI)
e. 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
a. Mathematics Laboratory- Concept, Need, and Equipment for Setting Up a Mathematics Laboratory
b. 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
c. Bulletin Boards and Mathematics Club
d. Abacus, Cussionaire Rods, Fractional Discs, Napier Strips

e.  Calculators, Computers, Smart Boards, Multimedia Presentations, and Special Aids and Appliances For Children With Disabilities

**Unit 5: Assessment and Evaluation for Mathematics Learning**
a.  Assessment and Evaluation- Concept, Importance and Purpose
b.  Error Analysis, Diagnostic Tests, Identification of Hard Spots and Remedial Measures
c.  Tools and Techniques for Formative and Summative Assessments of Learner Achievement in Mathematics, Comprehensive and Continuous Evaluation in Mathematics
d.  Preparation of Diagnostic and Achievement Test
e.  Adaptations in Evaluation Procedure for Students With Disabilities

**Suggested Readings:**
- Carey, L.M. (1988). Measuring and Evaluating School Learning. Allyn and Bacon, Boston.
- Chambers, P. (2010).Teaching Mathematics. Sage Publication, New Delhi.
- Chapman, L.R. (1970). The Process of Learning Mathematics. Pregamon Press, New York.
- David, A.H., Maggie, M.K., & Louann, H.L. (2007). Teaching Mathematics Meaningfully: Solutions for Reaching Struggling Learners, Canada: Amazon Books.
- David, W. (1988). How Children Think and Learn. Blackwell Publishers Ltd., New York.
- Gupta, H. N., & Shankaran, V. (1984). Content-Cum-Methodology of Teaching Mathematics. NCERT, New Delhi.
- James, A. (2005). Teaching of Mathematics. Neelkamal Publication, New Delhi.
- Kumar, S. (2009). Teaching of Mathematics. Anmol Publications, New Delhi.
- Mangal, S.K. (1993). Teaching of Mathematics. Arya Book Depot, New Delhi.
- Mani, M. N. G. (1992). Techniques of Teaching Blind Children. Sterling Publishers, New Delhi.
- Mukhopadhyaya, S., Jangira, N. K., Mani, M.N. G., & Raychaudhary, N. (1988). Sourcebook for Training Teachers of Visually Handicapped. NCERT, New Delhi.
- Nemeth, A. (1973). Nemeth Code for Mathematics and Scientific Notation. American Printing House, Loviseville.
- Siddhu, K.S. (1990). Teaching of Mathematics. Sterling Publishers, New Delhi.
- Keeley, P. K., & Cheryl, T. R. (2011). Mathematics Formative Assessment. Sage Publications. London.
- National Curriculum Framework. (2005). NCERT, New Delhi.
- National Curriculum Framework for Teacher Education. (2009). NCTE, New Delhi.
- Teaching of Mathematics (ES-342), Blocks 1-4. (2000). IGNOU, New Delhi.
- Text Books of Mathematics for Class-VI to X. (2006). NCERT, New Delhi.

# PEDAGOGY OF TEACHING SOCIAL SCIENCES

**Unit I: Nature of Social Sciences**
a.  Concept, scope and nature of social science
b.  Difference between social sciences and social studies
c.  Aims and objectives of teaching social science at school level
d.  Significance of social science as a core subject
e.  Role of social science teacher for an egalitarian society

**Unit II: Curriculum and Instructional Planning**
a.  Organization of social science curriculum at school level
b.  Instructional Planning: Concept, need and importance
c.  Unit plan and Lesson plan: need and importance
d.  Procedure of Unit and Lesson Planning
e.  Adaptation of unit and lesson plans for children with disabilities

**Unit III: Approaches to teaching of Social Science**
a.  Curricular approaches: a) Coordination, b) Correlational, c) Concentric, d) Spiral, e) Integrated, f)
    Regressive
b.  Methods of teaching social science: Lecture, discussion, socialized recitation, source and project method
    i.   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
c.  Accommodations required in approaches for teaching children with disabilities
d.  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
e.  Adaptations of material for teaching children with disabilities

**Unit IV: Evaluation of Learning in Social Science**
Purpose of evaluation in social science
    Techniques of evaluating learner achievement in social Science: Written and Oral tests, Observation Tools, Work Samples, Portfolio

    Assessment: tools and techniques of Continuous and Comprehensive Evaluation (CCE) for curricular and co-curricular subjects
Construction of teacher made test
Diagnostic testing and enrichment techniques for children with disabilities

**Unit V: Social Science Teacher as a Reflective Practitioner**
a. Being a reflective practitioner- use of action research
b. Developing an Action Research Plan for solving a problem in teaching-learning of Social science
c. Case study- Need and Importance for a School Teacher
d. Development of a Professional Portfolio/ Teaching Journal
e. Competencies for teaching Social science to children with disabilities

## Suggested Readings:
- Aggarwal, J. C. (2008). Principles, methods & techniques of teaching. Vikas Publishing House Pvt Ltd., Meerut.
- Batra, P. (2010). Social Science Learning in Schools Perspective and Challenges. Sage Publications Pvt. Ltd., New Delhi.
- Chauhan, S. S. (2008). Innovations in teaching learning process. Vikas Publishing House Pvt Ltd., New Delhi.
- Dhand, H. (2009). Techniques of Teaching. APH Publishing Corporation, New Delhi.
- Duplass, J. A. (2009). Teaching elementary social studies. Atlantic Publishers, New Delhi.
- Mangal, U. (2005). Samajik Shikshan, Arya Book Depot, New Delhi.
- Aggarwal, J.C. (2008). Teaching of social studies: A practical approach. Vikas Publishing House Pvt Ltd., Meerut.
- George, A. M., & Madam, A. (2009). Teaching Social Science in Schools, NCERT, New Delhi.
- Mangal, S.K. (2004). Teaching of Social Science, Arya Book Depot, Delhi.
- Rai, B.C. (1999). Methods of Teaching Economics. Prakashan Kendra, Lucknow. • Sharma, R.A. (2008). Technological foundation of education. R.Lall Books Depot., Meerut.
- Sharma, R.N. (2008). Principles and techniques of education. Surjeet Publications, Delhi.
- Singh, Y.K. (2009). Teaching of history: Modern methods. APH Publishing Corporation, New Delhi.
- Stone, R. (2008). Best Practices for Teaching Social Studies: What Award-Winning Classroom Teachers Do. Corwin, CA.

# PEDAGOGY OF TEACHING ENGLISH

## Unit I: Nature of English Language & Literature
a. Principles of Language Teaching
b. Language Proficiency: Basic Interpersonal Communication Skills (BICS) and Cognitive Academic Language Proficiency( CALP)
c. English Language in the school context: An Evolutionary Perspective
d. Current Trends in Modern English Literature in Indian context
e. Teaching as second language in Indian context.

## Unit II: Instructional Planning
a. Aims and objectives of Teaching English at different stages of schooling
b. Instructional Planning: Need and Importance
c. Unit and lesson plan: Need and Importance
d. Procedure of Unit and Lesson Planning
e. Planning and adapting units and lessons for children with disabilities

## Unit III: Approaches and Methods of Teaching English
a. Difference between an approach and a method
b. Task based approach, co-operative learning, language across curriculum, communicative language teaching, Bilingual, Eclectic and Constructive approach
c. Method Teaching of Prose, Poetry, Drama, Grammar and Vocabulary- i) Translation method. ii)
   Structural – Situational method. iii) Direct method


d. Development of four basic language skills: Listening, Speaking, Reading, and Writing
e. Accommodation in approaches and techniques in teaching children with disabilities

## Unit IV: Instructional Materials
a. Importance of instructional material and their effective use
b. 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
c. Construction of a teacher made test for English proficiency
d. Teaching portfolio
e. Adaptations of teaching material for children with disabilities

## Unit V: Evaluation

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

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

# PEDAGOGY OF TEACHING HINDI

**पाठ्यवस्तु**

**इकाई1 - भाषा, हिन्दीभाषाकीप्रकृहतऔरप्रयोज्यता।**

1.1 भाषाकाप्रत्ययऔरउपयोहिता।

1.2 बोली, हवभाषाऔरमानकभाषाकाप्रत्यय।
हिक्षा, समाज, व्यापार, राजनीहत,

1.3 ◌ोधएवंहवकासमेंभाषाकायोि◌दान।

1.4 हिन्दीभाषाकानामकरण, संस्कृतसेहिन्दीके उद्भवकीप्रक्रिया।

1.5 हवश्वभाषाऔरभहवष्यभाषाके रूपमेंहिन्दीके हवकासकाआकलन।

1.6 मूल-भूतभाषाकौि◌लों- श्रवण, वाचन, पठनऔरलेखनकापररचय।

**इकाई2 – पाठ्यवस्तुसंवधधन,भाि◌◌ा अहधिम की प्रकृहतऔर पाठहनयोजन**

2.1 हिन्दी साहित्य का सामान्य पररचय।

2.2 हिन्दी ि◌द्य साहित्य की परम्पराि◌त हवधाएँ- किानी, नाटकऔरिमाकाव्य।

2.3 हिन्दी ि◌द्य साहित्य की आधुहनकहवधाएँ- उपन्यास, यात्राहववरण, जीवनी, आत्मकथा और संस्मरण।

2.4 हिन्दी व्याकरण मेंउदूध,अंग्रेजीऔरसंस्कृसेसमाहवष्टत प्रत्यय।

2.5 माध्यहमक स्तर पर हिन्दी पाठ्यिम मेंहुए पररवतधनोंका आकलन।

2.6 माध्यहमक स्तर पर हिन्दी हिक्षण केलक्ष्य और उद्देश्य।

2.7 इकाई हनयोजन का प्रत्यय, इस का मित्त और हनमाधणहवधध।

2.8 पाठयोजनाकापररचय, उपयोि◌औरमित्त्व।

2.9 पाठयोजना केचरण और उनका क्रियान्वयन।

2.10 हिन्दीहिक्षणके ज्ञानात्मक, बोधात्मक, कौि◌लात्मक और रूहचित उद्देश्योंका हनधाधरण।

2.11 हवहिष्ट उद्देश्योंका व्याविाररक ि◌ब्दावली मेंलेखन।

**इकाई3 – हिन्दी की हवहवध हवधाओं केहिक्षण की हवहधयों का पररचय औरउपयोि◌**

3.1 माध्यहमक कक्षाओं मेंि◌द्यहिक्षण की उपयोहिता।

3.2 ि◌द्य हिक्षण की अथधबोध, व्याख्या, हवश्लेषणऔरसंयुक्तहवधध का पररचय और इन की समीक्षा।

3.3 माध्यहमक कक्षाओं केपाठ्यिम मेंपद्य केसमावेि◌की उपयोहिता।

3.4 पद्यहिक्षण की ि◌ब्दाथधकथन, खण्डान्वय, व्यास और समीक्षा हवधध का पररचय और इन की उपयुक्तताका आकलन।

3.5 माध्यहमक स्तर पर व्याकरण हिक्षण की आवष्यकता और उपयोहिता।

3.6 व्याकरण हिक्षण की हनिमन, आिमन, भाि◌◌ासंसिध और पाठ्य-पुस्तकहवधधयों का मूलयांकन।

**इकाई4 – भाषा अहधिम-हिक्षणमेंसिायकसामहग्रयों का प्रयोि◌**

4.1    हिक्षण उपकरणों का सन्दभध, मित्त और लाभ।

4.2 अहधिम-हिक्षण केदृष्यउपकरणों केप्रकार।

4.3 दृष्यउपकरणों – श्यामपट्ट, चाटध, नक्सा, मानहचत्र, प्रहतरूप, कायधिीलप्रहतरूप और फ्लैिकाडधकी प्रयोि हवहध।

4.4 श्रव्य उपकरणों - काम्पैक्टहडस्ककवकै सेट्सस्के प्रयोिकीहवहधऔरअभ्यास।

4.5 मुक्रितश्रव्यउपकरणों-अखबार, पहत्रकाओंऔरपुस्तकोंकासायकउपकरणोंके रूपमेंप्रयोि।

4.6 वैद्युदहण्वकउपकरणों-टेलीहवजन, कम्‍प्यूटरऔर हवश्व जाल केसायक उपकरणों केरूप मेंप्रयोि की हवहध और उपयोहिता।

4.7 भाषा अहधिम मेंभाषा प्रयोिििाला केप्रयोि की हवहध और समीक्षा।

## इकाई 5 – भाषा अहधिम केमूलयांकनकी प्रहवहध और हचन्तनिील साधक केरूप मेंहिक्षक

5.1 मूलयांकनकी संकलपना, उद्देष्यऔर मित्व। सतत एवंव्यापक मूलयांकनका सन्दभध।

5.2 लेखन, पठन, श्रृतलेख,सुलेख,तीव्रलेखन,त्रुरटमुक्तलेखन,अिुभाषणऔर काव्य पाठ का सतत एवंव्यापक मूलयांकनप्रहवहध द्वारा मूलयांकन।

5.3 कक्षा ित पाठ्य सििामी िहतहवहधयों - िििीत, अहभनय, संवाद, क्रियाकलाप और नेतृत्वके िुणोंका सतत एवं व्यापक मूलयांकनप्रहवहध द्वारा मूलयांकन।

5.4 हवद्यार्धधयोंकेभाषा अहधिम का संचयीवृत्तबनाना। अनुवतीहचन्तन की आवष्यकता और मित्व।

5.5 हचन्तन दैनहन्दनीऔर पोटधफोहलयोबनाना।

5.6 हवद्यार्धधयोंकीअहधिमसमस्याओंके हनदानऔरसमाधानके हलएक्रियात्मकअनुसन्धानकाप्रयोि।

5.7 पाठ्यिम,सायक सामग्री और पाठ्यहवहधयों का आलोचनात्मक हववेचन।; पाठ्यिम, सायक सामग्री और पाठ्यहवहधयों पर हवद्यार्धधयोंऔर अहभभावकों की प्रहतक्रियाओं का संग्रि।

## प्रायोहिककायध-

आधुहनकभाषाके रूपमेंहिन्दीके िुणोंऔरहस्थहतका अनुसन्धानहववरण।

हिन्दीहिक्षणकीक्रककन्ििदोअधुनतनहवहधयोंकापररचयएवंइनके उपयोिकीतुलनात्मकसमीक्षा।

हिन्दीहिक्षणके श्रवण, वाचनऔरलेखनअहधिमके सटीकमूलयांकनमेंसततएवंव्यापकमूलयांकनकीप्रहवहधके उपयोिकाहववर

हचन्तनदैनहन्दनी,पोटधफोहलयोऔरआलोचनात्मकहववरणीके उपयोिकीसमीक्षाऔरइनकीप्रहतकृ हतकाप्रस्तुहतकरण।

## सन्दभधपुस्तकें-

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माध्यहमकहवद्यालयोंमेंहिन्दीहिक्षण,हनरजंनकु मारससंि,राजस्थानसिंदीआकादमी,जयपुर,2010

# CURRICULUM DESIGNING, ADAPTATION & EVALUATION

**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.


**Essential Readings**
- Baine, D. (1988) Handicapped Children in Developing Countries, Assessment, Curriculum and Instruction. University of Alberta, Alberta,
- Bos, C.S. & Vaughu, S. (1994) Strategies for teaching students with learning and behaivour problems. Boston: Allyn and Bacon.
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- Panda, K.C. (1997). Education of Exceptional Children. New Delhi, Vikas Publications
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- 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.
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- Video Films. (2002). Help them learn make it easy, NIMH, Secunderabad.

# Semester - II

## E 2: Disability Specialization

| SI. NO. | Tasks for the Student teachers | Disability Focus | Education Setting | Hrs (60) | Description |
|---------|-------------------------------|------------------|-------------------|----------|-------------|
| 1. | **IEP** | **ID** | Special School | 20 | Develop IEP for 1 Student with ID at Primary level. |
| 2. | Lesson Planning and Teaching | **ID** | Special School | 15 | 15 lessons |
| 3. | a. Micro teaching & simulated teaching on selected skills | **General** | Institute | 05 | 5 lessons (Demonstration of Micro teaching Skills) |
| 4. | Macro Teaching A. Lesson planning and Teaching for subjects selected a. Languages b. Non Language | **General** | **General** | 10 | 10 lessons (5 in each Subject) |
| | B. Lesson planning and Teaching focusing on adaptation, evaluation a. Languages b. Non Languages | **General** | **General** | 10 | 10 lessons (5 in each Subject) |

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

# INTERVENTION AND TEACHING STRATEGIES

**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.)


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

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

# TECHNOLOGY AND DISABILITY

**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 Multimedia 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.

**Essential Readings**
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- Kumar, K.L. (1996). Educational Technology and Communication Media, Cuttack: Nalanda.
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- Ruhela Satyapal. (1991). Educational Technology, A systematic Text Book Associated Publishers • Tara Chand. (1992). Educational Technology. Anmol Publication

# PSYCHOSOCIAL AND FAMILY ISSUES

**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 counseling
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 counseling
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.
**Essential Readings**

- Basu, S., Das, P., Chakravarty, I. (2007) Family Life of the Disabled Aged, Ageing and Society: Indian Journal of Gerontology, 17 (3 & 4), 75 – 81.
- Blacher, J. (Ed.) (1984) Severely Handicapped Young Children and Other Families: Research in Review Ovlandio: Academic Press Inc.
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- Bennett, T. Lingerfelt, V & Nelson, D.E. (1990) Developing Individual and Family Support Plans – A Training Manual, Cambridge M.A. Brooklint Books.
- Desai, AN (1990) Helping the Handicapped: Problems & prospects, New Delhi, Ashish Publishing House.
- Dunst, C., Trivette~ C. & Deal, A. (1988)' Enabling and empowering families. Cambridge, MA: Brookline Books.
- Dyson (1987) Mental Handicap: Dilemmas of Parent-Professional Relations, London, Croon Helm.
- Glendinning, C. (1986) A Single Door: Social Work with the Families of Disabled Children, London: Allen and Unwin Ltd
- Mann, P.H. Suiter P.A. & Mc Laughhin R.M. (1992) A Guide for educating mainstreamed students, Boston: Allya & Bacon
- 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.

# READING AND REFLECTING ON TEXTS

**Unit 1: Reflections on Literacy**
a. Literacy and Current University Graduates: Status and Concerns
b. Role of Literacy in Education, Career and Social Life c.
Literacy, Thinking and Self Esteem
d. Literacy of Second Language/ English: Need and Strategies e. Basic Braille Literacy

**Unit 2: Reflections on Reading Comprehension**
a. Practicing Responses to Text: Personal, Creative and Critical
b. Meta Cognitive Awareness of Reading Processes and Strategies Applied for Meaning
Making c. Developing Good Reading Skills and Habits in Primary Level Students: Activities
and Strategies d. Basic Understanding of Reading Comprehension of Children with Disabilities

**Unit 3: Skill Development in Responding to Text**
a. Indicators of Text Comprehension: Retelling, Summarizing, Answering,
Predicting, Commenting and Discussing
b. Practicing Responding to Text (Using The Indicators) for Recreational Reading Material
(Narrations) and School Textbooks (Description)
c. Practicing Responding to Text (Using The Indicators) for Reports, Policy Documents and
News (Expositions) and Editorial, Academic Articles, Advertisement Copy, Resume
(Argumentation) d. Practicing Web Search, Rapid Reading and Comprehensive Reading

**Unit 4: Reflecting Upon Writing as a Process and Product**
a. Understanding writing as a Process: Content (Intent, Audience and Organization)
 b. Understanding writing as a Process: Language (Grammar, Vocabulary, Spelling)
c. Understanding writing as a Process: Surface Mechanics (Handwriting, Neatness, Alignment
and Spacing)
d. Practicing Self Editing and Peer Editing of Sample Texts e. Practicing Evaluating
Students Writing Using Parameters: Productivity, Correctness, Complexity, Text
Organization and Literary Richness

**Unit 5: Practicing Independent Writing**
a. Practicing Writing: Picture Description/ Expansion of Ideas/ Essays/ Stories
b. Practicing Daily Leaving Writing: Applications/ Agenda - Minutes/ Note Taking c.
 Practicing Converting Written Information into Graphical Representation
d. Practicing Filling up Surveys, Forms, Feedback Responses, Checklists e. Reflections on
the Course: From Theory to Practice to Initiating Process to Improve Self.

**Suggested Readings:**
- Anderson, R., Hiebert, E., Scott, J., & Wilkinson, I. (1985). Becoming a Nation of Readers: The report of the commission on reading. National Institute of Education and the Center for the Study of Reading, Washington, DC.
- Annual Status of Education Report. (2014). ASER Centre, New Delhi (http://www.asercentre.org).

- May, F. B. (2001). Unravelling the seven myths of reading. Allyn and Bacon, Boston.
- McGregor, T. (2007). Comprehension Connections: Bridges to Strategic Reading. Heinemann Educational Books.
- Tovani, C., & Keene.E.O. (2000). I Read It, but I Don't Get It: Comprehension Strategies for Adolescent Readers. Stenhouse Publishers.
- Soundarapandian, M. (2000). Literacy campaign in India. Discovery Publishing House, New Delhi.
- Aulls, M. W. (1982). Developing readers in today's elementary school. Allyn and Bacon, Boston.
- Baniel, A. (2012). Kids beyond limits. Perigee Trade, New York.
- McCormick, S. (1999). Instructing students who have literacy problems.Merrill, New Jersy.
- Ezell, H., & Justice, L. (2005). Programmatic Research on Early Literacy: Several Key Findings. IES 3rd Annual Research Conference: American Speech Language & Hearing Association.
- Frank, S. (1985). Reading without Nonsense. Teachers College Press, New York.
- Gallangher. K. (2004). Deeper Reading: Comprehending Challenging Texts. Stenhouse Publishers.
- Heller, R. (1998). Communicate clearly. DK Publishing, New York.
- Luetke-Stahlman, B., & Nielsen, D. (2003). Early Literacy of Kindergartners with Hearing Impairment. High Beam.
- May, F. B. (1998). Reading as communication. Merrill, New Jersy.
- Miller. D. (2002). Reading with Meaning: Teaching Comprehension in the Primary Grades.Stenhouse Publishers, New York.
- Pandit, B., Suryawanshi, D. K., & Prakash, M. (2007). Communicative language teaching in English.Nityanutan Prakashan, Pune.
- Paul, P. V. (2009). Language and Deafness. Jones and Bartlett, Boston.

# DRAMA AND ART EDUCATION

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

**Unit 5: Media and Electronic Arts**
5.1 Range of art activities in media and electronic art forms
5.2 Experiencing, responding and appreciating media and electronic arts
5.3 Exposure to selective basic skills in media and electronic arts
5.4 Media and electronic arts: Facilitating interest among students: planning and implementing activities
5.5 Enhancing learning through media and electronic art for children with and without special needs: strategies and adaptation.

**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.

# Semester – III

| SI. NO. | Tasks for the Student teachers | Disability Focus | Education Setting | Hrs (60) | Description |
|---------|-------------------------------|------------------|-------------------|----------|-------------|
| 1. | **IEP** | **ID** | Special School | 30 | Develop IEP for 1 Student with ID at Primary level. |
| 2. | a. Lesson planning and execution on different levels for all subjects | **ID** | Resource Room/ Inclusive school | 40 | 20 lessons |
|  | b. Lesson planning and execution on different levels for selected subjects a. Languages b. Non languages | **ID** | Resource Room/Incl usive school | 30 | 20 lessons |
| 3. | School Sensitization on Disabilities for regular staff, Peer group and Parents | **ID** | Regular School | 05 | |
| 4. | Observation of support services | **ID** | Institute/ Clinic | 10 | Depending on the specialization |

A suggestive framework is given below:

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

# F1: Main Disability Special School

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

Note: Minimum of four weeks should be allocated for School attachment/ Internship and reflected in the time table and should cover Tasks specified under F1 with sufficient time for teaching to acquire competence to deal with students with ID across different severity/ class levels and Curricular domains for whole class. A suggestive framework is given below:

# GUIDANCE & COUNSELLING

**Objectives**:  After completing this course the student-teachers will be able to
• Apply the skills of guidance and counseling in classroom situations.
• Describe the process of development of self-image and self-esteem.
• Appreciate the types and issues of counseling and guidance in inclusive settings.
 **Unit 1: Introduction to Guidance and Counseling**
1.1 Guidance and Counseling: Definition and Aims
1.2 Areas of Guidance and Counseling
1.3 Core Conditions in Counseling
1.4 Skills and Competencies of a Counselor
1.5 Role of Teacher in Guiding and Counseling 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 Counseling in Inclusive Education**
3.1 Current Status with reference to Indian School
3.2 Types of Counseling: 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
**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 gGuidance and Counselling. Global Vision Publishing House.
• Sharma, V.K. (2005). Education and Training of Educational and Vocational Guidance.
Soujanya Books, New Delhi.
**Suggested Readings**
• Kapunan, R.R. (2004). Fundamentals of Guidance and Counselling. Rex Printing Company,
Phillipines.
 • Pal, O.B. (2011). Educational and Vocational Guidance and Counselling. Soujanya Books,
New Delhi.

# EARLY CHILDHOOD CARE AND EDUCATION

**Unit 1: The Early Years: An Overview**
1.1 Facts about Early Childhood Learning & Development
1.2 Neural Plasticity
1.3 Critical Periods of Development of Motor, Auditory, Visual, Linguistic & Cognitive Skills
1.4 Sensitive Periods of Learning: Maria Montessori's Framework & Windows of Opportunity & Learning Timelines of Development in Young Children
1.5 Integrating Theories of Development & Learning for Early Childhood Education Curricula
**Unit2: Early Education of Children with Disabilities**
2.1 Young Children at Risk & Child Tracking
2.2 Interdisciplinary Assessments & Intervention Plans
2.3 Developmental Systems Model for Early Intervention (Ofguralnick, 2001)
 2.4 Curricular Activities for Development of Skills of: Imagination, Joy, Creativity, Symbolic Play, Linguistic, Emergent Literacy, Musical, Aesthetic, Scientific & Cultural Skills
2.5 Evidenced Based Practices for Early Intervention
**Unit 3: Inclusive Early Childhood Educational (ECE) Practices**
3.1 Natural Environments, Service Delivery Models & Importance of Universal Designs of Learning (UDL)
3.2 Practices for Inclusive ECE Programs: Adaptations of Physical Environment & Equipments, Visual Support Materials, Parent Partnerships, Friendships & Engagements with Typical Children
3.3 Principles of Inclusive ECE Practices: Full Participation, Open Ended Activities, Collaborative Planning
3.4 Collaborating with Parents, Family Education & Developing Individualised Family Service Plan (IFSP)
3.5 School Readiness and Transitions.


**Essential Readings**
- Costello, P.M. (2000). Thinking Skills & Early Childhood Education. London: David Fulton Publishers.
- Dunn, S.G., & Dunn, K. (1992). Teaching Elementary students through their individual learning styles:Practical approaches for grades 3-6. Massachusetts: Allyn & Bacon.

- Guralnick, M.J. (2005). The Developmental Systems Approach to Early Intervention: Brookes Publication.
- Klausmeir, H.J., & Sipple, T.S. (1980). Learning & Teaching Concepts. A strategy for testing applications of theory. New York: Academic Press.
- Mohanty, J., & Mohanty, B. (1999). Early Chilhood Care and Education. Delhi: Offset Printers.

**Suggested Readings**
- Barbour, N., & Seefeldt, C. (1998). .Early Childhood Education. An Introduction (4th Eds). U.K: Prentice Hall.
- Broman, B. C. (1978). The Early Years in Childhood Education. Chicago: RandMcNally College Publishing Company.
- Catron, C.E., & Allen, J. (1993). Early Childhood Curriculum. New York: MacMillan Publishing Company.
- Dahlberg, G. , Moss, P. & Pence, A. (2007). Beyond Quality in Early Childhood Care and Education.(2nd Ed.). New York: Routledge Publication.
  Dopyera, M.L., & Dopyera, J. (1977). Becoming a Teacher of Young Children. New York: Random House Publications.
- Gordon, I.J. (1972). Early Childhood Education. Chicago: Chicago University Press.
  Hamilton, D.S. & Flemming, (1990). Resources for Creative Teaching in Early Childhood Education (2nd Edition). Tokyo: Harcourt Brace Jovanvich.
- Hilderbrand, V. (1991). Introduction to Earcly Childhood Education. New York: MacMillan Publishing.
- Krogh, S.L., & Slentz, K. (2001). Early Childhood Education, Yesterday, Today & Tomorrow. London: Lawrence Erlbaum Associates Publishers.
- Range, D.G., Layton, J.R. & Roubinek, D.C. (1980). Aspects of Early Childhood Education.Theory to Reserch to Practice. New York: Academic Press.

# APPLIED BEHAVIOUR ANALYSIS

**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 behavior.
**Unit 3: Management of Challenging Behaviour**
3.1 Differential Reinforcements of Behaviour
 3.2 Extinction and Time Out 3.3 Response Cost and Overcorrection
3.4 Maintenance
3.5 Generalization and Fading.
**Essential Readings**
- Bailey, J., & Burch, M. (2011). Ethics for Behaviour Analysts. Routledge, New York.
- Cooper, J.O., Timothy, E.H., & Heward, W.L. (2007). Applied Behaviour Analysis. Pearson Publications.
- Fisher, W.W., Piazza, C.C., & Roane, H.S. (2013). Handbook of Applied Behaviour Analysis. Guilford Press, New York.
- Kearney, A. J. (2007). Understanding Applied Behaviour Analysis: An Introduction to ABA for Parents, Teachers and Other Professionals. Jessica Kingsley, Philadelphia.
- Lewis, P. (2006). Achieving Best Behaviour for Children with Developmental Disabilities. Jessica Kingsley Publishers London.

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

# COMMUNITY BASED REHABILITATION

**Unit 1: Introduction to Community Based Rehabilitation (CBR)**
1.1 Concept and Definition of CBR
1.2 Principles of CBR
1.3 Difference between CBR and Institutional Living
1.4 Socio-cultural and Economic Contexts of CBR
1.5 Scope and Inclusion of CBR in Government Policies and Programs
**Unit 2: Preparing Community for CBR**
2.1 Awareness Program-Types and Methods
2.2 Advocacy - Citizen and Self
2.3 Focus Group Discussion
2.4 Family Counselling and Family Support Groups
2.5 CBR and Corporate Social Responsibility
**Unit 3: Preparing Persons with Disability for CBR**
3.1 School Education: Person Centred Planning, and Peer Group Support
3.2 Transition: Individual Transition Plan, Development of Self Determination and
Self Management Skills
3.3 Community Related Vocational Training
3.4 Skill Training for Living within Community
3.5 Community Based Employment and Higher Education.

**Essential Readings**

- Loveday, M. (2006). The HELP Guide for Community Based Rehabilitation Workers: A Training Manual. Global-HELP Publications, California.
- McConkey, R. and O'Tool, B (Eds). Innovations in Developing Countries for People with Disabilities, P.H. Brookes, Baltimore.
- Neufelt, A. and Albright, A (1998). Disability and Self-Directed Employment: Business Development Model. Campus Press Inc. York University.
- Peat, M. (1997). Community Based Rehabilitation, W.B. Saunders Company.
- Scheme of Assistance to Disabled for Purposes of Fitting of Aids/Appliances, — Ministry of Social Welfare, Govt. of India, New Delhi.
- Scheme of Assistance to Organizations for Disabled Persons, Ministry of Social Welfare, Govt. of India, New Delhi.
- WHO .(1982). Community Based Rehabilitation — Report of a WHO International Consultation, Colombo, Sri Lanka, 28 June- 3 July. WHO (RHB/IR/82.1)
- WHO .(1984). "Rehabilitation For AIl" in World Health Magazine, WHO, Geneva.

# APPLICATION OF ICT IN CLASSROOM

**Unit 1: Information Communication Technology (ICT) and Special Education**
1.1 Meaning and Scope of ICT and Its Role in 'Construction of Knowledge'
1.2 Possible Uses of Audio-Visual Media and Computers (Radio, Television, Computers)
1.3 Integrating ICT in Special Education With Reference To Articles 4 and 9 of UNCRPD and Goal 3 of Incheon Strategy
1.4 Three as of ICT Application—Access, Availability, Affordability
1.5 Overview of WCAG (Web Content Access Guidelines)

**Unit 2: Using Media and Computers**
2.1 Media: Radio and Audio Media- Script Writing, Storytelling, Songs, etc., Television and Video in Education, Importance of Newspaper in Education
2.2 Computers: Functional Knowledge of Operating Computers–On/Off, Word Processing, Use Of Power Point, Excel, ICT Applications for Access to Print
2.3 Computer as a Learning Tool: Effective Browsing Of The Internet for Discerning and Selecting Relevant Information, Survey of Educational Sites and Downloading Relevant Material; Cross Collating Knowledge from Varied Sources
2.4 Computer-Aided Learning: Application of Multimedia in Teaching and Learning, Programmed Instruction; Computer-Assisted Instruction; Interactive Learning
2.5 E-Classroom: Concept, Organizing E-Classroom and Required Adaptations for Students with Disabilities

**Unit 3: Visualising Technology-Supported Learning Situations**
3.1 Preparation of Learning Schemes and Planning Interactive Use of Audio-Visual Programme
3.2 Developing PPT Slide Show for Classroom Use and Using of Available Software or CDs with LCD Projection for Subject Learning Interactions
3.3 Generating Subject-Related Demonstrations Using Computer Software and Enabling Students to Plan and Execute Projects
3.4 Interactive Use of ICT: Participation in Social Groups on Internet, Creation of 'Blogs', Organizing Teleconferencing and Video-Conferencing
3.5 Identifying and Applying Software for Managing Disability Specific Problems.

**Essential Readings**
• Abbot, C. (2001). ICT: Changing Education. Routledge Falmer.
• Florian, L., & Hegarty J. (2004). ICT and Special Educational Needs: A Tool for Inclusion. Open University Press.

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

# GENDER AND DISABILITY

**Unit 1: Human Right-based Approach and Disability**
1.1 Human Rights-Based Approach: Concept and History
1.2 Principles of Human Rights-Based Approach - Equality and Non-Discrimination -
Universality & Inalienability - Participation and Inclusion - Accountability and Rule of Law
1.3 Elements of Human Rights System - Legal Framework - Institutions - Development Policies
& Programs - Public Awareness - Civil Society 1.4
   Advantage of Human Rights-Based Approach
1.5 Implications for Disability - Empowerment - Enforceability - Indivisibility - Participation
**Unit 2: Gender and Disability**
2.1 Sex & Gender: Concept & Difference
2.2 Impairment & Disability: Concept & Difference
2.3 Gendered Experience of Disability - Public Domain: School and Outside School - Private
and Familial Domain - Normalization and Social Role Valorization
2.4 Gender and Disability Analysis: Techniques and Strategies
2.5 Psyche and Gender: Implications for Teaching.
**Unit 3: Women and Girl Child with Disability**
3.1 Inclusive Equality - Access to Family Life - Access to Education, Vocational Training
and Employment - Access to Political Participation
3.2 Factors Contributing to Disability - Gender-Based Violence in School and Within Family -
Traditional Practices
3.3 Sexual and Reproductive Health
3.4 Teacher's Role in Promoting Gender Equality
3.5 Gender Critique of Legislation, Government Policy and Schemes.

**Essential Readings**
- Habib, L. A. (1997). Gender and Disability: Women's Experiences in the Middle East. Oxfam, UK.
- Hans, A. (2015). Disability, Gender and the Trajectories of Power. Sage Publications Pvt. Ltd.
- Meekosha, H. (2004). Gender and Disability. Sage Encyclopaedia of Disability.
- O'Brien, J., & Forde, C. (2008). Tackling Gender Inequality, Raising Pupil Achievement , Dunedin Academic.
- Ridgeway, C. L. (2011). Framed by Gender: How Gender Inequality Persists in the Modern World. Oxford University Press.
- Samuels, E. (2014). Fantasies of Identification: Disability, Gender, Race. NYU Press, USA.
- Smith, B. G., & Hutchison, B. (2013). Gendering Disability. Rutger University Press, New Jersey.

**Desirable Readings**
- Beeghley, L. (1999). Angles of Vision: How to Understand Social Problems, West View Press.
- Purkayastha, D. (2010). Economic Growth, Intra-Household Resource Allocation and Gender Inequality, Atlantic Economic Journal, Vol. 38, No. 4.
- Treas, J., & Drobnic, S. (2010). Dividing the Domestic: Men, Women, and Household Work in Cross-National Perspective, Stanford University Press.

# BRAILLE AND ASSISTIVE DEVICES

**Unit 1: Braille**
1.1 Louis Braille and the Evolution of Braille
1.2 Continuing Relevance of Braille vis-a-vis Audio Material
1.3 Braille Signs, Contractions and Abbreviations--English Braille
1.4 Braille Signs and Symbols—Hindi/Regional Language
1.5 Braille Reading and Writing Processes
**Unit 2: Braille Devices -- Types, Description, Relevance**
2.1 Slate and Stylus
2.2 Braille Writer
2.3 Electronic Devices— Note takers and Refreshable Braille Displays
2.4 Braille Embossers
2.5 Braille Translation Software

**Unit 3: Other Devices – Types, Description, Relevance**
3.1 Mathematical Devices: Taylor Frame and Types, Abacus, Geometry Kit, Algebra Types
3.2 Geography: Maps--Relief, Embossed, Models
3.3 Science Material
3.4 Low Vision Aids--Optical, Non-Optical, Vision Training Material
3.5 Schemes and Sources of Availability

**Essential Readings**
- A Restatement of the Layout, Definitions and the Rules of the Standard English Braille System (1971). London: The Royal National Institute for the Blind.
- Ashkroft, S.C., & Henderson, F. (1963). Programmed Instruction in Braille. Pittsburgh: Stanwick House.
- Lowenfeld, B. (1969). Blind Children Learn to Read. Springfield: Charles C. Thomas.
- Mani, M.N.G. (1997). Amazing Abacus. Coimbatore: SRVK Vidyalaya.

- Manual on Bharti Braille (1980). Dehradun: NIVH
- Olson, M. R. (1981). Guidelines and Games for Teaching Efficient Braille Reading. New York: AFB.
- Proceedings: National Conference on Past and Present Status of Braille in India(2001). New Delhi: All India Confederation of the Blind.

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

# ORIENTATION AND MOBILITY

**Unit 1: Introduction to Orientation and Mobility**
1.1 Orientation and Mobility -- Definition, Importance and Scope
1.2 Basic Terminologies Associated with O&M: Trailing, Landmarks, Clues, Cues,
Shoreline, Squaring Off, Clockwise Direction, Sound Masking, Sound Shadow
1.3 Roles of Other Senses in O&M Training
1.4 Special Responsibilities of Special Teacher/Educator with reference to O&M Training
1.5 Blindfold -- Rationale and Uses for the Teacher
**Unit 2: Human/ Sighted Guide Technique**
2.1 Grip
2.2 Stance
 2.3 Hand Position
2.4 Speed Control
2.5 Negotiating: Narrow Spaces, Seating Arrangements, Staircases, Muddy paths
**Unit 3: Pre-Cane Skills**
3.1 Upper and Lower Body protection
3.2 Room Familiarization
3.3 Using Oral Description for Orientation
3.4 Search Patterns
3.5 Building Map Reading Skills
**Unit 4: Cane Travel Techniques and Devices**
4.1 Canes -- Types, Parts, Six Considerations
4.2 Cane Travel Techniques: Touch Technique, Touch and Drag Technique, Diagonal
Cane Technique
4.3 Use of Public Transport
4.4 Asking for Help: When and How
4.5 Electronic Devices, Tactile and Auditory Maps -- Description and Uses
**Unit 5: Training In Independent Living Skills**
5.1 Self Care, Gait and Posture
5.2 Personal Grooming
5.3 Eating Skills and Etiquette
5.4 Identification of Coins and Currency Notes
5.5 Basics of Signature Writing
**Essential Readings**

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

**Suggested Readings**
- Dodds, Allan (1986). Mobility Training for Visually Handicapped People. London: Croom Helm.
- Hill, Everett and Ponder, Purvis (1976). Orientation and Mobility Techniques. AFB, New York.
- Jacobson, W.H. (1993). The Art and Science of Teaching Orientation and Mobility to Persons with Visual Impairments.AFB Press, New York.

# COMMUNICATION OPTIONS: ORALISM

**Unit 1: Understanding Hearing Loss in Real Life Context**
1.1 Basic Awareness on Paradigms of D/Deafness (Medical and Social)
1.2 Basic Awareness on Deafness and Communicative Access: Challenges and Concerns
1.3 Basic Awareness on Autonomy, Inclusion and Identity with reference to Oral Options
1.4 Oral/ Aural Verbal Options and Realistic Expectations of Family and Teachers
1.5 Importance of Neural Plasticity and Early Listening Opportunities
**Unit 2: Advance Understanding of Oral Options**
2.1 Difference Between Uni Sensory and Multi Sensory Approach in Oralism
2.2 Oracy To Literacy: Why and How
2.3 Speech Reading: Need, Role and Strategies in All Communication Options
2.4 Training and Guidance on Aural Oral Practices for Families and Tuning Home Environment: Current Scenario, Importance And Strategies
2.5 Tuning Mainstream Schools/Classrooms for Aural Oral Communication: Do's and Don'ts
**Unit 3: Skill Development Required for Oralism**
3.1 Practicing Interpreting Audiograms and Exposure to Goal Setting in Listening Skills
3.2 Practicing Motherese (Addressing/Talking to Young Children) and Age Appropriate Discourse with Children Using Appropriate Language, Turn Taking and Eye Contact
3.3 Practicing Fluency Skills in Verbal Communication: Spontaneous Conversations, Narrations and Loud Reading
3.4 Practicing Skills in Story Telling/ Narrations/ Jokes/ Poems/ Nursery Rhymes
3.5 Ongoing Monitoring and Assessing Auditory Functioning and Speech Development: Reading Model Formats Used for the Purpose (Checklists, Recordings, Developmental Scales)
**Unit 4: Skill Development Auditory Verbal (AV) Approach**
4.1 AV Approach: Meaning, Misconcepts and Justification
4.2 Stages of Auditory Hierarchy 4.3 Understanding Listening Strategies, Techniques of AV Approach and Their Relation to Listening Environment
4.4 Reading Model Plans and Observing a Few Weekly Individual Sessions
4.5 Developing Instructional Material for AVT Sessions Linking Listening, Language and Cognition
**Unit 5: Implementing Oralism and AV Approach in Indian Special Schools & Summing up**
5.1 Use Of Oralism and AV Approach in Indian Special Schools: Current Scenario
5.2 Oralism / AV Approach: Prerequisites for Special Schools
5.3 Strategies of Implementation Oral Communication Policy and Fulfilling Prerequisites
5.4 Resource Mobilization For Listening Devices: (ADIP, Organized Charity, CSR, Fund Raising Events, Web Based Fund Raising)
5.5 Reflections On The Course: From Theory to Practice to Initiating Change
**Essential Readings**
- Dhvani (English). Balvidyalaya Publication: Chennai.
- Estabrooks, W. (2006). Auditory-Verbal Therapy And Practice , Ag Bell
- Heller, R. (1999). Managing Change. Dk Publishing: New York.
- Ling, D. (1990). Acoustics, Audition Aand Speech Reception. (Cd)Alexandria, Auditory Verbal International.

- Paul, P. V. (2009). Language and Deafness. Jones And Bartlett: Boston.
- Communication Options and Students With Deafness. (2010). Rehabilitation Council of India , New Delhi.

**Suggested Readings**

- Chaney, A. L., & Burk, T. L. (1998). Teaching Oral Communication In Grades K – 8. Allyn And Bacon. Boston
- Cole, E., & Flexer, C. (2010). Children with Hearing Loss: Developing Listening and Talking, Birth to Six. (2nd Ed.).Plural Publishing Inc,San Diego, CA.
- Dhvani (Marathi). Balvidyalaya – Cym Publication
- Directory of Rehabilitation Resources for Persons with Hearing Impairment in India. (2000). AYJNIHH Publication, Mumbai.
- Estabrooks, W., & Marlowe J, (2000). The Baby is Listening, A. G. Bell Association, Washington D.C.
- Estabrooks , W. (2001). 50 Frequently Asked Questions (Faqs) About AuditoryVerbal Therapy. Learning to Listen Foundation.
- Heller, R. (1999). Effective Leadership. Dk Publishing: New York.
- Heller, R. (1999). Managing Change. Dk Publishing: New York.
- Ling, D. (1989). Foundations of Spoken Language for Hearing Impaired Children. A.G.Bell. Washington D.C.
- Ling, D., & Ling, A.H. (1985). Aural Habilitation: The Foundations of Verbal Learning in Hearing Impaired Children. A.G. Bell Association, Washington D.C.
- Edgar, L. L., & Marguerite, S. (1963). Play it by ear! : auditory training games, John Tracy Clinic Publication, Los Angeles.
- Resource Book on Hearing Impairment. AYJNIHH Publication. • Unpublished Dissertations and Thesis on Profiling Communication Options in Special Schools in India.

# COMMUNICATION OPTIONS: MANUAL (INDIAN SIGN LANGUAGE)

**Unit 1: Understanding Deafness in Real Life Context**
1.1 Basic Awareness of Paradigms of D/Deafness (Medical and Social)
1.2 Basic Awareness of Deafness and Communicative Challenges / Concerns
1.3 Basic Awareness on Deafness with Reference to Culture, Language, Identity, Minority Status, Deaf Gain, Literacy and Inclusion
1.4 Basic Awareness of Difference between ISL and ISS; Myths and Facts
1.5 Importance of Neural Plasticity and Early Language Opportunities

**Unit 2: Advance Understanding of Manual Options and Indian Scenario**
2.1 Use of Simcom and Educational Bilingualism in Indian Schools: Current Scenario
2.2 Challenges, Prerequisites and Fulfilling Prerequisites
2.3 Monitoring and Measuring Development of ISL/ISS in Students: Receptive and Expressive Mode
2.4 Training and Guidance for Families and Tuning Home Environment: Current Scenario and Strategies
2.5 Tuning Mainstream Schools/Classrooms for Students Using Manual Communication: Do's and Don'ts

**Unit 3: ISL Skill Development: Middle Order Receptive and Expressive Skills**
3.1 Practicing 'Motherese' (Tuning Language to Suit Young Children) and Age Appropriate Discourse with Children with Appropriate Language, Turn Taking and Eye Contact
3.2 Practicing Natural Signing in Short Common Conversations
3.3 Practicing Natural Signing in Stories/Poems/Narrations/Jokes
3.4 Practicing Natural Signing in Discussing Emotions, Expansion of Ideas and Current Affairs
3.5 Practicing Group Dynamics

**Unit 4: ISL Skill Development: Towards Higher Order Receptive and Expressive Skills**
4.1 Learning to Express Gender, Number, Person, Tense, Aspect
4.2 Practicing Sentence Types: Affirmative, Interjections, Imperative and Interrogative and Negativization
4.3 Practicing Sentence Types: Simple, Complex, Compound
4.4 Observing Using ISL in Classrooms – Social Science
4.5 Observing Using ISL in Classrooms – Science / Mathematics

**Unit 5: ISS/ ISL Skill Development and Course**
**Conclusions** 5.1 Practicing Markers (Local Language)
5.2 Practicing Syntax in Conversations and Discussions
5.3 Observing Using ISS/ISL in Classrooms for School Subjects
5.4 Resource Mobilization for Skill Development Training (Organized Charity Sources, CSR, Fund Raising Events, Web Based Fund Raising)
5.5 Reflections on the Course: From Theory to Practice to Initiating Change

**Essential Readings**

- Communication Options and Students with Deafness. (2010). Rehabilitation Council of India, New Delhi.
- Heller, R. (1999). Managing Change. DK Publishing: New York.
- ISS Learning Material and Dictionaries • Paul, P. V. (2009). Language and Deafness. Jones And Bartlett: Boston.
- Teaching Learning ISL Material Developed at AYJNIHH, Mumbai, SRKV, Coimbatore and NISH, Trivandrum
- Zeshan, U. (2000). Sign Language in Indo-Pakistan. John Benjamins Pub. Co, Philadelphia.

**Suggested Readings**
- Akamatsu, C. T., & Armour, V. A. (1987). Developing written literacy in deaf children through analyzing sign language, American Annals of the Deaf, 132(1), 46- 51.
- Andrews, J.F., Winograd, P., & DeVille, G. (1994). Deaf children reading fables: Using ASL summaries to improve reading comprehension. American Annals of the Deaf, 139(3), 378-386.
- Devych, G. N., Bhattacharya, T., Grover, N., & Randhawa, S.P.K. (2014). Indian Sign Language(S). Orient BlackSwan, Hyderabad.
- Directory of Rehabilitation Resources for Persons with Hearing Impairment in India. (2000), AYJNIHH Publication.
- Education. Gallaudet Research Institute, Working Paper 89-3, Gallaudet University, Washington, D.C. • Evans, L. (1982). Total Communication, Structure and Strategy. Washington D.C.: Gallaudet College Press.
- Ezell, H.K., & Justice, L.M.(2005). Programmatic Research On Early Literacy: Several Key Findings. IES 3rd Annual Research Conference: American Speech Language & Hearing Association (ASHA).
- Frank, S. (1985). Reading Without Nonsense.: Teachers College Press, New York.
- Ghate, P. (1996). Indian Sign System. AYJNIHH In-House Publication: Mumbai.
- Ghate, R.A. (2009). Survey of Teachers' Opinion on Status of Education of the Deaf. Unpublished Report of RCI, New Delhi.
- Heller, Robert (1999). Effective Leadership. Dk Publishing: New York.
- Huddar, A. (2008).Language and Communication. DSE Manuals. Rehabilitation Council of India, New Delhi.
- Improve Reading Comprehension. American Annals of the Deaf, 139, 378-386.
- Indian Sign Language Dictionary .(2001). Sri Ramakrishna Mission Vidyalaya, Coimbatore.
- Johnson, R., Liddell, S., & Erting, C. (1989). Unlocking the Curriculum: Principles for Achieving Access in Deaf Language. American Annals of the Deaf, 132, 46-51.
- Lewis, Rena B. & Doorlag, Donald H. (1999). (5th Ed) Teaching Students with Special Needs in General Education Classrooms. Prentice Hall Inc. New Jersy.

- Woodward, J., Vasishta, M., & de Santis, S. (1985). An introduction to the Bangalore variety of Indian Sign Language. Gallaudet Research Institute Monograph No. 4, Gallaudet Research Institute. Washington, D.C

# AUGMENTATIVE AND ALTERNATIVE COMMUNICATION

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

**Unit 1: Organizational frame work for Communication:**
1.1 Normal development of speech, language and communication
1.2 Factors that influence communication, speech and language in relation to each other
1.3 Levels of communication in children
1.3.1 Functional (Emergent)
1.3.2 Situational ( Context Dependent)
1.3.3 iii. Independent ( Creative)
**Unit 2: Basic principles of AAC interventions:**
2.1 Child - Child capacity
2.2 Child capacity and context
2.3 Working towards symbolic expression
2.4 Communication skills
2.5 Functions
**Unit 3: Areas of AAC Assessment:**
3.1 Sensory areas
3.2 Cognition , communication and language
3.3 Posture and positioning. Motor planning and control
3.4 Scanning
3.5 Environment, Interaction &Symbols
**Unit 4: Context of Communication:**
4.1 Partner /skills , user skills and environment
4.2 Competency development - types of competencies and its development
4.2.1Linguistic competence
4.2.2Operational Competence
4.2.3Social competence
4.2.4Strategic competence
**Unit 5: Introduction to communication tools and Access Mode:**
5.1 Types of AAC devices and systems
5.1.1 No Technology
5.1.2 Low Technology
5.1.3 High Technology
5.2 Access to communication charts - hand, finger, eye point
5.3 Access to devices:
5.3.1 Switches - hand switch , blow switch, infrared devices etc
5.3.2 Software -scan mode combined with a switch
5.4 Selection of AAC
 5.4.1 Child competency and environment
5.4.2 Design, Access, Motor, Devices
5.5 Challenges in the development of AAC and Literacy
5.5.1 Grammar; spelling

5.5.2 Building Vocabulary: and richness of language
5.5.3 Motor expression

**Suggested Reading:**
- Silverman, F.H.(1994).Communication for the Speechless (3rd Edn.). Allyn & Bacon, Boston. • David R. Beukelman,D.R., & Mirenda,P (2013). Augmentative and Alternative Communication Supporting Children and Adults with Complex Communication Needs (4th Edn.) Brookes Publishing Co. Baltimore.
- Lynch, C., & Cooper, J.(1991).Early Communication Skills: Practical Activities for Teachers and Therapists, Speechmark Publishing Ltd, Bicester, Oxon
- Warrick, A., & Kaul,S.(1997).Their manner of speaking : augmentative communication for children and young adults with severe speech disorders, Indian Institute of Cerebral Palsy, Kolkata
- Communication, compiler: T.N. Southgate. BA, Ormerod School, Oxford, Editor ,G.M. Cochrane MA, FRCP, Equipment for Disabled People , Mary Mariborough Lodge, Nuffield Orthopaedic Centre, Oxford OX3 7 LD
- Tina, D., & Mike, D.(1997).Literacy Through Symbols: Improving Access for Children and Adults, David Fulton Publishers, London.
- McCurtin, A., & Geraldine, M.(2000). The Manual of AAC Assessment. Speechmark Publishing Ltd., London.

# MANAGEMENT OF LEARNING DISABILITY

**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 Math's skills
3.5. Study skills

**Essential Readings**

- Bauer, A. M., & Shea, T. M. (2003). Parents and schools: creating a successfu partnership for students with special needs. Merrill Prentice Hall, New Jersey
- Myklebust, H.( 1983). Progress in Learning Disabilities, Guene and Stratton – New York.
- Reid, K. (1988). Teaching the Learning Disabled, Allyn and Bacon, Baston.
  Suggested Readings
- Baca, L. M., & Cervantes, H.T. (2004).The Bilingual special education interface. (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.

# VOCATIONAL TRAINING, TRANSITION & JOB PLACEMENT

**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

**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

# BASIC RESEARCH AND STATISTICS

**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

**Essential Readings**

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

## Semester – IV
## E 1: Cross disability & inclusion

| SI. NO. | Tasks for the Student teachers | Disability Focus | Education Setting | Hrs (60) | Description |
|---|---|---|---|---|---|
| **1.** | Classroom Observation | Other than ID | Special schools for other disabilities | 05 | Observation of all subjects at different level, minimum 10 school Periods |
| | | **Any Disability** | Inclusive Schools | 05 | Observation of all subjects at different level, minimum 10 school Periods |
| **2.** | a. Lesson planning and execution on different levels for selected subjects a. Languages b. Non Languages | **A**ny Disability Other than ID | Special schools for other disabilities / Resource Room | 30 | 20 lessons (10 Language & 10 Non-language) |
| | | | Inclusive Schools | 30 | 20 lessons (10 Language & 10 Non-language) |
| **3.** | a. Individualized Teaching lessons on different levels for selected subjects a. Languages b. Non Languages | Any Disability Other than ID | Special schools for other disabilities | 25 | 20 lessons (10 Language & 10 Non-language) |
| | b. Individualized Teaching lessons a. Languages b. Non Languages | Any Disability Other than ID | Resource Room /Inclusive Schools | 25 | 20 lessons (10 Language & 10 Non-language) |

## F 2: Other Disability Special School

| SI. NO. | Tasks for the Student teachers | Disability Focus | Set Up. | No. of Lessons |
|---|---|---|---|---|
| **1.** | Classroom Teaching | **A**ny Disability Other than ID | Special schools for other disabilities | Minimum 30 Lessons |

## F 3: Inclusive School

| SI. NO. | Tasks for the Student teachers | Disability Focus | Set Up. | No. of Lessons |
|---|---|---|---|---|
| **1.** | Classroom Teaching | **A**ny Disability Other than ID | Inclusive School | Minimum 30 Lessons |

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

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