



**UNIVERSITY OF RAJASTHAN  
JAIPUR**

**Curriculum Framework**

**Bachelor of Education – Special Education  
(Hearing Impairment)**

**B.Ed. Spl. Ed. (HI)**

**Norms, Regulations & Course Content**

**Two year Duration – Semester Scheme(I, II, III & IV)**

**Session – 2021-22, 2022-23**

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The objectives of the programme are to facilitate learners to:

- i. Acquire knowledge & skills about human development, contemporary Indian education, pedagogy of various school subjects and assessment for learning.
- ii. Acquire knowledge & skills about nature and educational needs of children with disabilities with emphasis on children with hearing impairment.
- iii. Develop conceptual understanding of education for working with children with and without disabilities in various settings.
- iv. Enhance knowledge and skills related to professional competencies.
- v. Facilitate proactive and desirable attitudes towards education of children with special needs.

I The programme of B. Ed. Spl.Ed.(HI) comprises of Part-I Theory courses ( A,B,C & D), Part-II Practical courses (E) and Part-III Field engagement (F), which will be covered in four consecutive semesters. The programme structure has four sets of theory courses (A) core courses including two choice based pedagogy courses, (B) Courses in cross disability and inclusion including two optional courses which can be chosen from two pools of courses (C) Disability specialization courses and (D) Courses for enhancement of professional capacities.

## II. ATTENDANCE:

The programme will be conducted for minimum 180 days each year exclusive of the period of semester end examination and admission. The institution shall work for a minimum of thirty six hours in a week. The Minimum attendance of learners will be as per Rajasthan university guidelines. However, for practical and field engagement of the programme, the learners must complete all course works within the stipulated period. A candidate for the examination in Part I, II & III courses must apply to the Registrar of University of Rajasthan with certificates required, through the Principal/ Head of the College in which he/she has received education.

III The entire programme of B. Ed. Spl. Ed.(HI) is of 80 credits. Each credit will comprise of 30 learning hours.

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LIST OF COURSES:

PART I:

AREA 'A' : CORE COURSES

A1: Human Growth & Development

A2: Contemporary India and Education

A3: Learning, Teaching and Assessment

A4: Pedagogy of Teaching (Special Reference to Disability) ANY ONE

- a) Science
- b) Mathematics
- c) Social Studies

A5: Pedagogy of Teaching (Special Reference to Disability) ANY ONE

- a) Hindi
- b) English

AREA B: CROSS DISABILITY AND INCLUSION

Note:

- . All student-teachers will be learning about all disabilities in theory and practical.
- . All student-teachers will be learning about one more disability over and above the main disability specialization in practical and field engagement courses
- In case of student-teachers with disability; the choice of two optional courses from B-10 & B-11 can be chosen on case to case basis (e.g. Student-teachers with VI and HI may opt for courses that are appropriate for them across/only from B10 & B11).*

B: Inclusive Education

B1: Introduction to Sensory Disabilities (VI, HI, Deaf-Blind)

B2: Introduction to Neuro - Developmental Disabilities (LD, ID, ASD)

B3: Introduction to Locomotor & Multiple Disabilities (CP, MD)

B4: Skill-based Optional Course (Cross Disability and Inclusion) ANY ONE

- Guidance and Counselling
- Early Childhood Care & Education
- Applied Behavioural Analysis

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- d. Community Based Rehabilitation
- e. Application of ICT in Classroom
- f. Gender and Disability
- g. Braille and Assistive Devices

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

- a. Orientation & Mobility
- b. Communication Options: Oralism
- c. Communication Options: Manual (Indian Sign Language)
- d. Augmentative and Alternative Communication
- e. Management of Learning Disability
- f. Vocational Rehabilitation & Transition to Job Placement

**AREA C: DISABILITY SPECIALIZATION COURSES**

C12: Assessment and Identification of Hearing Loss and Needs

C13: Curriculum Designing, Adaptation and Evaluation

C14: Educational Intervention and Teaching Strategies

C15: Technology and Disability

C16: Psycho Social and Family Issues

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

(With specific reference to disability)

D17: Reading and Reflecting on Texts

D18: Drama and Art in Education

D 19: Basic Research & Basic Statistic

**PART II: AREA E: PRACTICAL RELATED TO DISABILITY**

E1. Cross Disability and Inclusion (Linked with Area B)

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E2. Disability Specialization (Linked with Area C)

PART III: AREA F: FIELD ENGAGEMENT (Internship)

F1. Special School/Centre of Main Disability (Related to Area C)

F2. Special School/centre of Other Disability (Related to Area B)

F3. Inclusive school (Related to Area B & C)

THE OVERALL PROGRAMME STRUCTURE (FOUR SEMESTERS):

Part	course code	Number of courses	Areas	Hours	credits	Marks
A		5	THEORY: Core courses	450	15	375
B		6	THEORY: Cross Disability & Inclusive Education	540	18	450
C		5	THEORY: Disability Specialization	450	15	375
D		3	THEORY: Enhancement of Professional Capacities (EPC)	180	06	150
E		2	Practical related to disability	450	15	375
F		3	Field Engagement(Internship)	330	11	275
Total		24		2400	80	2000

The total hours allotted to each theory course will include both instructional and notional hours.

The instructional hours for all theory courses as specified in the structure include lecture and tutorials as contact hours. The notional hours include hands on tasks/experience specified under each theory course.

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IV. The assessment in Part I comprising of theory courses (A, B, C & D) shall be semester wise as per the scheme of courses given in item # VI by way of written papers and internal assessment. The Principal/Head of the College shall forward to the University, the marks obtained by each candidate for internal assessment of parts I,II &III.

V. The assessment in Part II (E1 & E2) comprising of practical courses and Part III (F1, F2 and F3) comprising of field engagement courses shall be evaluated internally by each College at the end of semester as per the details given in item # VII. The Principal/Head of college shall forward to the University, the marks obtained by each candidate in part II and III in relevant semesters.

VI. Semester-wise scheme of courses:

SEMESTER I

Part	course code	short title	credits (instructional +notional)	total hours	internal marks	external marks	total
I	A1	Human Growth & Development	3 (2+1)	90	15	60	75
	A2	Contemporary India and Education	3 (2+1)	90	15	60	75
	B7	Introduction to Sensory Disabilities	3 (2+1)	90	15	60	75
	B8	Introduction to Neuro -Developmental Disabilities	3 (2+1)	90	15	60	75
	B9	Introduction to Locomotor & Multiple Disabilities	3 (2+1)	90	15	60	75
	C12	Assessment and Identification of Hearing loss and Needs	3 (2+1)	90	15	60	75
II	E1	Practical: Cross disability and inclusion	2	60	50	Nil	50
	TOT		20	600	140	360	500

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SEMESTER II

Part	Course code	Short title	Credits (instructional + notional)	Hours	Internal marks	External marks	Total
I	A3	Learning, Teaching and Assessment	3 (2+1)	90	15	60	75
	A4	Pedagogy of Teaching (optional course)	3 (2+1)	90	15	60	75
	A5	Pedagogy of Teaching (optional course)	3 (2+1)	90	15	60	75
	B6	Inclusive Education	3 (2+1)	90	15	60	75
	C13	Curriculum	3 (2+1)	90	15	60	75
II	E2	Practical: Disability specialization	5	150	125	Nil	125
	TOTAL		20	600	200	300	500

SEMESTER III

Part	Course code	Short title	Credits (Instructional + notional)	Hours	Internal marks	External marks	Total
I	C14	Educational Intervention and Teaching Strategies	3 (2+1)	90	15	60	75
	C15	Technology and Disability	3 (2+1)	90	15	60	75
	C16	Psycho Social and Family Issues	3 (2+1)	90	15	60	75
	D17	Reading and Reflecting on Texts	2 (1+1)	60	10	40	50
	B II	optional (specialization) ANY ONE	3(2+1)	90	15	60	75
II	E2	Practical: Disability Specialization	4	120	100	Nil	100
III	F1	Field Engagement: Disability	3	90	75	Nil	75

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	specialization						
	TOTAL		21	630	245	280	525

#### SEMESTER IV

Part	Course code	Title	Credits (Instructional +notional)	Hours	Internal marks	External marks	Total
I	B10	Skill based Optional Course (Cross disability and inclusion) ANY ONE	3 (2+1)	90	15	60	75
	D 13	Drama & Art in Education	2 (1+1)	60	10	40	50
	D15	Basic Research & Basic Statistic	2 (1+1)	60	10	40	50
II	E1	Practical: Cross Disability and Inclusion	4	120	100	Nil	100
III	F2	Field Engagement: Other disability	4	120	100	Nil	100
III	F3	Field Engagement: Inclusive school	4	120	100	Nil	100
	TOTAL		19	570	335	140	475

#### VII Scheme and Details of Assessment of Theory (Part A) courses:

The performance of the candidates in each of the theory courses shall be evaluated through internal assessment and semester end assessment.

1. Internal Assessment will be on the basis of continuous evaluation as indicated in item #

VI. The weightage of Internal Assessment will be 20 % of the total marks of each course.

Internal Assessment for Areas A, B & C

(15 Marks)

(i) Average of two class tests

05 Marks

(ii) Performance on notional hour tasks/experience

10 marks

Internal Assessment for Area D

(10 Marks)

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- (i) Performance on notional hour tasks/experience 05 Marks  
(ii) Classroom participation 05 marks

2. Semester End Assessment

Semester End Assessment will be on the basis of performance in the semester end written examinations. The weightage of semester end assessment will be 80% of the total marks of each course.

- Question Paper Pattern for Areas A, B & C: 2 hrs. 30 min. (60 Marks)
  - 5 Essay type questions: one per module (any three) (12 x 3 = 36 marks)
  - 6 short questions: Minimum one per module (any four) (6 x 4 = 24 marks)
- Question Paper Pattern for Areas D 2 hours 40 marks
  - 4 Essay type questions: Not more than one per module (any two) (12 x 2 = 24 marks)
  - 6 short questions: Minimum one per module (any four) (4 x 4 = 16 marks)

VIII Schemes and Details of Assessment of Part II & III Courses

There will be no Semester End examination for part II & III. There will be only internal assessment as indicated in item # VI.

R..... STANDARD OF PASSING

The passing percentage of Part I, Part II & Part III is 50% for each course (Internal and external separately) in all the four semesters separately. However, the candidate must pass all internals of all parts separately for appearing in semester end theory examination ( I/II/III/IV ). If the minimum passing mark is in decimal points, the same may be converted to a whole number (Eg. a course of 15 marks internal will require a minimum pass mark of 08 ).

The passing percentage of Part II & III is 50% each in all the four semesters separately. If the minimum passing mark is in decimal points, the same may be converted to a whole number.

The overall grade of the B. Ed.Spl. Ed. (HI) programme will be calculated on the basis of total marks obtained in all four semesters. The grade marks and grade points are as follows:

Grades and Grade Points

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Letter Grade	Marks	Grade Point
O	1500 and above	7
A	1400 to 1499	6
B	1300 to 1399	5
C	1200 to 1299	4
D	1100 to 1199	3
E	1000 to 1099	2
F	999 and below	1


R: .....

**(A) METHOD TO CARRY FORWARD THE MARKS**

- (i) Candidates are required to pass in both internal and external assessments independently.
- (ii) A candidate who scores 50% or more in the Internal Assessment but FAILS in the Semester End Examination of the Course shall reappear for the Semester End Examination of that Course only. However, his/her marks of the internal assessment shall be carried forward.

**(B) ATKT (ALLOWED TO KEEP TERM)**

- (i) A student shall be allowed to keep term/s for consecutive semester/s irrespective of number of heads of failure in earlier semester/s.
- (ii) The result of semester IV shall be kept in abeyance until the student passes all semesters (semester I, II, & III).
- (iii) A maximum of three years from the date of admission to the programme is allowed for programme completion. Number of attempts is limited to maximum 3 per course - inclusive of the first attempt.
- (iv) A candidate failing in part I semester end examination can reappear for the examination without putting in attendance for the instructional hours of that course/s.

  
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- (v) If a candidate does not appear for the semester end examination fully or partially, he/she will be considered as a failure candidate. However, he/she is eligible for reappearing facility and his/her internal marks will be carried forward.

R..... Student Intake : As per the RCI recognition given to the college , the college can admit minimum 20 and maximum 30 students per batch ( Additional seats for OBC candidates as per Govt. Of India Directives where ever applicable OBC)

R..... Faculty Norms : As per RCI Norms

R..... Fee structure: As per RCI / University/ State Government /Central Government -which ever applicable

Note: It is mandatory for every teacher with BEd.Spl.Ed. (HI) to obtain a "Registered Professional Certificate" from the Rehabilitation Council of India to work in the field of education of children with disabilities in India. Hence, successful candidates of B.Ed.Spl. Ed. (HI) shall have to register their names with RCI. As continuous professional growth is necessary for the renewal of the certificate in every 5 years, the teachers in this field should involve self in professional development activities like undergoing in-service programmes periodically or publishing articles. Amendments, if any, to the regulations will be made periodically by the Rehabilitation Council of India.

#### COURSE OUTLINE:

## PART I: AREA A, B, C, D THEORY COURSES

### A 1 HUMAN GROWTH & DEVELOPMENT

Course Code: A1

Credit: 03

Contact Hours: 60

Notional Hours 30

Marks: 75

#### Introduction

This course exposes student teachers to the study of child and human development in order to gain a better understanding about variations and the influence of socio-cultural-political realities on development. A critical understanding of theoretical perspectives of development would aid in their application in teaching learning process. Through close observation of children in their

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natural environments the teacher trainee would be able to situate their theoretical knowledge within realistic frames. This course would also be able to equip the trainees to reflect and critique the normative notions of childhood and adolescence.

**Objectives:**

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

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

**Module 1: Approaches to Human Development**

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

**Module 2: Theoretical approaches to development**

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

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

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

**Module 4: Middle Childhood to Adolescence (From nine years to eighteen years)**

- 4.1 Emerging capabilities across domains of physical and social emotional

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

• **Module 5: Transitions into Adulthood**

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

**Hands on Experience for notional hours: (ANY TWO)**

**30 Hrs 10 Marks**

1. Observe children in various settings and identify milestones achieved. Submit reflections.
2. Attend a Seminar on human development. Submit report.
3. Journal for a case study

**Suggested References:**

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

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## A 2 CONTEMPORARY INDIA AND EDUCATION

Course Code: A2

Credit: 03

Contact Hours: 60

Notional Hours: 30

Marks: 75

### Introduction

This course will enable student-teachers to explore education from philosophical and sociological perspective and hands on experience of engaging with diverse communities, children and schools. It also traces the educational developments in the historical context leading to contemporary India. The course also includes various commissions and policies and issues and trends in the field of education, special education and inclusive education.

### Objectives

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

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

### Module 1: Philosophical Foundations of Education

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

### Module 2: Understanding Diversity

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

### Module 3: Contemporary Issues and Concerns

- 3.1 Universalisation of School Education, Right to Education and Universal Access

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- 3.2 Issues of a) Universal enrolment b) Universal retention c) Universal learning
- 3.3 Issues of quality and equity: Physical, economic, social, cultural and linguistic, particularly w.r.t girl child, weaker sections and disabled
- 3.4 Equal Educational Opportunity: (i) Meaning of equality and constitutional provisions (ii) Prevailing nature and forms of inequality, including dominant and minority groups and related issues
- 3.5 Inequality in Schooling: Public-private schools, rural-urban schools, single teacher schools and other forms of inequalities in school systems

#### Module 4: Education Commissions and Policy

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

#### Module 5: Issues and Trends in Education

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

#### Hands on Experience for notional hours: (ANY TWO)

30 Hrs 10 Marks

1. Comparative study of different settings and report writing
2. Conflicts and social movements in India: Women, Dalit, Tribal and Disabled and report writing
3. Educational debates and movements and submit a report
4. First generation learners : study and submit a report
5. Write a report on RTE act in the context of disadvantaged
6. Write a report on Linguistic and religious diversity
7. Write a report on Human rights, minority rights
8. Write a report on Educational status of various groups
9. Analyse Special and inclusive schools and submit a report
10. Analysis of contemporary debates

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### Essential Readings

- Government of India (GoI) (1966). National Education Commission (1964-66), Ministry of Education: New Delhi.
- Government of India (GoI) (1986/92). New Education Policy, MHRD: New Delhi.
- Guha, Ranchandra (2007). India after Gandhi: The History of the World's Largest Democracy. Macmillan: Delhi
- GoI (2010). Right to Education Act 2009, MHRD: New Delhi.

### Suggested Readings

- Aggarwal. J.C. (1992). Development and Planning of Modern Education: New Delhi. Vikas Publishing House Pvt. Ltd.
- Amartya Sen, and Jean Dreze (1997). India: Economic Development and Social Opportunity, Oxford India: Delhi. Select Chapters.
- Anand, S. P. (1993). The Teacher & Education in Emerging Indian Society, New Delhi: NCERT.
- Bhat. B.D. (1996). Educational Documents in India, New Delhi: Arya Book Depot.
- Bhatia, K. & Bhatia, B. (1997): The Philosophical and Sociological Foundations, New Delhi Doaba House.
- Biswas. A. (1992): Education in India, New Delhi: Arya Book Depot.
- Biswas. A. and Aggarwal, J.C. (1992). Education in India, New Delhi: Arya Book Depot.
- Chakravarty, Sukhamoy (1987). Development Planning: The Indian Experience, Oxford University press: New Delhi.
- Choudhary. K.C. and Sachdeva, L. (Eds) (1995): Total literacy by 2000: New Delhi: IAE Association.
- Dubey, S.C (2001). Indian Society, National Book Trust: New Delhi.
- Ain, L.C. (2010). Civil Disobedience, Book Review Literary Trust: New Delhi. Select chapters.
- Kashyap, S.C. (2009). The Constitution of India, National Book Trust: New Delhi.
- Mohanty, Jagannath. (1993). Indian Education in the Emerging Society, New Delhi Sterling publishers Pvt. Ltd.
- Sapra, C.L. and Ash Aggarwal, (Ed.,) (1987): Education in India some critical Issues. New Delhi: National Book Organisation.
- Saraswathi, T.S. (1999). Culture, Socialization and Human Development, New Delhi: Sage Publications.
- Steven, B. (1998). School and Society, New Delhi: Sage Publications.

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- Suresh, D. (1998). Curriculum and Child Development, Agra: Bhargava.
- Taneja, V.R. (1998). Educational Thoughts and Practice, Delhi University Publications.
- Vaidyanathan, A. (1995). The Indian Economy: Crisis, Response and Prospects. Tracts of the Times. Orient Longman Publications: New Delhi.
- Weber, Q.C. (1990). Basic Philosophies of Education, New York Holt, Rinehart and Winston.

### A 3 LEARNING, TEACHING AND ASSESSMENT.

Course Code: A 3

Credits: 03

Contact Hours: 60

Notional Hours: 30

Marks: 75

#### Introduction

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

#### Objectives

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

#### Module 1: Human Learning and Intelligence

1.1 Human learning: Meaning, definition and concept formation

1.2 Learning theories:

- Behaviourism: Skinner, Thorndike
- Cognitivism: Piaget, Kohlberg
- Social Constructivism: Vygotsky, Bandura

1.3 Intelligence:

- Concept and definition

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

1.4 Creativity: Concept, Definition and Characteristics

1.5 Implications for Classroom Teaching and Learning

## Module 2: Learning Process and Motivation

2.1 Sensation: Definition and Sensory Process

2.2 Attention: Definition and Affecting Factors

2.3 Perception: Definition and Types

2.4 Memory, Thinking, and Problem Solving

2.5 Motivation: Nature, Definition and Maslow's Theory

## Module 3: Teaching Learning Process

3.1 Maxims of Teaching

3.2 Stages of Teaching: Plan, Implement, Evaluate, Reflect

3.3 Stages of Learning: Acquisition, Maintenance, Generalization

3.4 Learning Environment: Psychological and Physical

3.5 Leadership Role of Teacher in Classroom, School and Community

## Module 4: Overview of Assessment and School System

4.1 Assessment: conventional meaning and constructivist perspective

4.2 'Assessment of Learning' and 'Assessment for Learning': Meaning and difference

4.3 Comparing and contrasting assessment, evaluation, measurement, test and examination

4.4 Formative and summative evaluation, Curriculum Based Measurement

4.5 Revisiting key concepts in school evaluation: filtering learners, marks, credit, grading, choice, alternate certifications, transparency, internal-external proportion, improvement option

## Module 5: Assessment: Strategies and Practices

5.1 Strategies: (Oral, written, portfolio, observation, project, presentation, group discussion, open book test, surprise test, untimed test, team test, records of learning landmark, cloze set/open set and other innovative measures) Meaning and procedure

5.2 Typology and levels of assessment items: open ended and cloze ended; direct, indirect, inferential level

5.3 Analysis, reporting, interpretation, documentation, feedback and pedagogic decisions

5.4 Assessment of diverse learners: Exemptions, concessions, adaptations and accommodations;

5.5 School examinations: Critical review of current examination practices and their assumptions about learning and development; Efforts for exam reforms: Comprehensive and Continuous Evaluation (CCE), NCF (2005) and RTE (2009)

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Hands on Experience for notional hours: (ANY TWO)

30 Hrs 10 Marks

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

### TRANSACTIONS

Understanding most of the concepts introduced through this course is essential for any classroom teacher. Hence, curriculum transactions may involve lectures with adequate explanations and examples with reference to Indian context. Class discussions must follow theoretical introductions so that the student teachers are able to link this knowledge with whatever observations and reflections they are making in schools. Suggested library readings prior to the lecture will help student teachers to get familiarized with the notions and appropriate terms. Evaluations must focus on understanding the concepts and processes with reference to students with and without special needs.

### Essential Readings

- Amin, A. Assessment of Cognitive Development of Elementary School Children A Psychometric Approach Jain Book Agency 2002
- Panch, R. (2013). Educational Psychology: Teaching and Learning Perspectives McGraw Hill Education (India) Private Limited
- Misra, G., Jha, A., & Woolfolk, A. (2012). Fundamentals of Educational Psychology 1<sup>st</sup> edn Pearson Publication
- Whitchomb, S. and Merrell, K.W. (2012). Behavioral, Social, and Emotional Assessment of Children and Adolescents Routledge 4<sup>th</sup> edn.
- Chaihan, S.S. (2013). Advanced Educational Psychology. Jain Book Agency, Delhi
- Salvia, John, Ysseldyke, James, E. And Bolt, Sara. (2007). Assessment in Special and Inclusive Education. Houghton Mifflin Company, Boston.
- King-Scars, E. Margaret. (1994). Curriculum Based Assessment in Special Education. Singular Publishing Group
- Paul, P. (2009). Language and deafness. Singular publication

Suggested Reading

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- Geisinger, K.F. (2013) APA Handbook of Testing and Assessment in Psychology. Available at American Psychological Association, USA
- Howell, Kenneth W., (2000). Curriculum Based Evaluation. (3 rd Ed). WordsworthThompson Learning.
- McMillan, James H. (2001). Classroom Assessment: Principles and Practice for Effective Instruction. Allyn and Bacon, Londdn.
- Nevo, David. (1995). School based Evaluation, Pergramon Publishing
- Salvia, J. (1998). Assessment. (7th ed) Boston:Houghton Mifflin
- Guskey, T. R. & Bailey. J (2000). Grading and Reporting. Thousnad Oaks,CA: corwin King-
- Howell, Kenneth, W. & Nolet Victor (2000). Curriculum based Evaluation (3rd ed.). Wadsworth Thomson Learning.

#### A 4 (a) PEDAGOGY OF TEACHING SCIENCE

Course Code: A 4 (a)

Credits: 03

Contact Hours: 60

Notional Hours: 30

Marks: 75

##### Introduction

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

##### Objectives

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

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

Module 1: Nature and Significance of Science

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- 1.1 Nature, Scope, Importance and Value of Science.
- 1.2 Science As An Integrated Area of Study
- 1.3 Science and Modern Indian Society: Relationship of Science and Society.
- 1.4 Impact Of Science With Special Reference To Issues Related With Environment, Industrialization and Disarmament.
- 1.5 Role Of Science For Sustainable Development

#### Module 2: Planning for Instruction

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

#### Module 3: Approaches and Methods of Teaching Sciences

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

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

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

#### Module 5: Evaluation

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

Hands on Experience for notional hours: (ANY TWO) -----30-Hrs 10 Marks

1. Pedagogical analysis of a unit from Science content. Summarize and submit.
2. Preparation of a multimedia presentation on a topic from Science content keeping students with disabilities in view.
3. Developing an Action Research Plan on a problem related to teaching and learning of Sciences to students with disabilities to students with disabilities and submitting.
4. Construction of a diagnostic test for unit along with a remedial plan and submit.
5. Comparative analysis of prescribed syllabus and textbooks of different Boards Curricular innovations in respective subject areas and write a report
6. Curricular adaptations for teaching Sciences to students with disabilities: submit a report

#### Essential Readings

- Brown, R. (1978). *Science instruction of visually Impaired Youth*. New York: AFB.
- Buxton, A C. (2010). *Teaching Science in Elementary and Middle School*. NewDelhi: Sage Publications.
- Bybee.w.Roger (2010) *The Teaching of Science 21<sup>st</sup> Century Perspective National Science Teachers Association, USA*
- Fensham, P.J. (1994). *The content of Science: A constructive Approach to its Teaching and Learning*. Washington, D.C: The Falmer Press.
- Gupta, V. K. (1995). *Teaching and learning of Science and Technology*. New Delhi: Vikas Publishing House Pvt. Ltd.
- Henninen, K. A. (1975). *Teaching of Visually Handicapped*, Ohio: Charles E. Merrill Publishing Company
- Joshi, S. R (2005). *Teaching of Science*. New Delhi: A.P.H Publishing Corporation.
- Kelley, P. & Gale, G. (1998). *Towards Excellence: Effective education for students with vision impairments*, Sydney: North Rocks Press.
- Layton, D. (1989). *Innovations in Science and Technology Education*, New Delhi: Sterling Publishers

  
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- Lawson, E. A. (2010). *Teaching Inquiry Science in Middle School*, New Delhi: Sage Publications.
- Mani, M. N. G. (1992). *Techniques of teaching blind children*, New Delhi: Sterling Publishers.
- Mukhopadhyay, S., Jangira, N. K., Mani, M.N. G., & Raychowdhary, N. (1987). *Sourcebook for training teachers of visually impaired*, Delhi: NCERT.
- Murray, L. J. (1988). *Basic Skills – Science*, Boston: John Murrey.
- NCERT (1982). *Teaching Science in secondary schools*, New Delhi: NCERT.
- NIVH (1992). *Handbook for the teachers for the visually handicapped*, Dehradun: NIVH.
- 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. & Sufd, B. (1983). *Teaching science through discovery*. Ohio: Charles E. Merrill Publishing Company.
- Tripathi, S. (2004). *Teaching of Physical Science*, Delhi: Dominant Publications
- UNESCO (1966). *Source Book for Science Teaching*, Paris: UNESCO.
- Vaidya, N. (2003). *Science Teaching in Schools*, New Delhi: Deep & Deep Publishers.
- Vanaja, M. (2006). *Teaching of Physical Science*, Hyderabad: Neelkamal Publications.

#### Suggested Readings

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

#### A 4 (b) PEDAGOGY OF TEACHING MATHEMATICS

Course Code: A4 (b)

Contact Hours:60

Credits: 03

Notional Hours: 30

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### Introduction

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

### Objectives

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

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

### Module 1: Nature of Mathematics

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

### Module 2: Objectives and Instruction Planning in Mathematics

- 2.1 Aims and Objectives of Teaching Mathematics in Elementary and Secondary Schools
- 2.2 Bloom's Taxonomy of Educational Objectives and Writing Objectives in Behavioural Terms
- 2.3 Lesson Planning-Importance and Basic Steps. Planning Lesson of Arithmetic, Algebra and Geometry.
- 2.4 Unit Planning – Format of A Unit Plan.
- 2.5 Pedagogical Analysis: Meaning and Need and Procedure for Conducting Pedagogical Analysis. Classification of Content, Objective, Evaluation, Etc

### Module 3: Strategies for Learning and Teaching Mathematics

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

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

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

#### Module 5: Assessment and Evaluation for Mathematics Learning

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

**Hands on Experience for notional hours: (ANY TWO)**

**30 Hrs (10 Marks)**

1. Pedagogical analysis of a unit of content from secondary school Mathematics Syllabus. Submit a report
2. Prepare a multimedia presentation on a topic with special reference to students with disabilities and submit.
3. Construct a question paper based on current CBSE format/concerned State Board of education, prepare its Scoring key, and marking scheme and submit

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4. Analyzing errors committed by school children in Mathematics and preparing a remedial plan in the form of report
5. Developing an Action Research proposal for a problem related to teaching and learning of Mathematics with reference to students with disabilities and submitting a brief summary.

#### Transactions

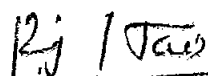
Lecture cum demonstration, Workshops and Seminars

#### Essential Readings

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

#### Suggested Readings

- Keeley, P. K., & Cheryl, T. R. (2011). *Mathematics Formative Assessment*, Canada: Sage Publications.
- *National Curriculum Framework*. (2005). NCERT, New Delhi: NCERT.
- *National Curriculum Framework for Teacher Education*. (2009). NCTE, New Delhi.

  
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- *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.

#### A 4 (c) PEDAGOGY OF TEACHING SOCIAL SCIENCE

Course Code: A 4 (c) Credits: 03

Contact Hours: 60

Notional Hours: 30

Marks: 75

##### Introduction

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

##### Objectives

After completing the course the learners will be able to:

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

##### Module 1: Nature of Social Sciences

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

##### Module 2: Curriculum and Instructional Planning

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

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### Module 3: Approaches to teaching of Social Science

- 3.1 Curricular approaches: a) Coordination b) Correlational c) Contentric d) Spiral e) Integrated f) Regressive
- 3.2 Methods of teaching social science: Lecture, discussion, socialized recitation, source and project method.
  - 3.2.1. Devices and techniques of teaching social studies –Narration, description, illustration, questioning, assignment, field trip, story telling, Role play, Group and self study, programmed learning, inductive thinking, Concept mapping, expository teaching and problem solving
- 3.3 Accommodations required in approaches for teaching children with disabilities
- 3.4 Instructional material for teaching of social science: Time-lines & Genealogical charts, Maps & Globes, Use of different types of Boards(Smart boards, Chalk Board, Flannel Board), Tape-records, Radio, Television, Films & Filmstrips, Overhead Projector, Social science games and Power Point Presentation.
- 3.5 Adaptations of material for teaching children with disabilities

### Module 4: Evaluation of learning in Social Science

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

### Module 5: Social Science Teacher as a Reflective Practitioner

- 5.1 Being a reflective practitioner- use of action research
- 5.2 Developing an Action Research Plan for solving a problem in teaching- learning of social science.
- 5.3 Case study- need and importance for a school teacher
- 5.4 Development of a Professional Portfolio/ teaching Journal
- 5.5 Competencies for teaching social science to children with disabilities

### Transaction

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

Hands on Experience for notional hours: (ANY TWO)

30 Hrs 10 Marks

1. Prepare a unit of social science content for a given child with disabilities

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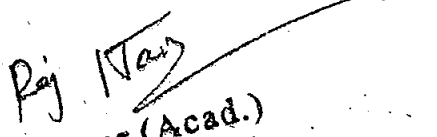
2. Develop an Action Research Plan on a problem related to teaching and learning in Social Science and submit.
3. Adapt teaching learning materials for a child with disabilities and submit.
4. Develop questions and achievement tests in social science and submit.
5. Organize activities like quiz, mock-parliament, field trips, exhibitions and any other co-curricular activities in schools and write a report and submit for evaluation.

#### Essential Readings

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

#### Suggested Readings:

- Aggarwal, D.D (2000) Methods of Teaching Geography, Sarup & Sons, New Delhi
- George Alex M. & Manad Amman(2009) *Teaching Social Science in Schools : NCERT'S New Textbook Initiative*
- Mangal S.K. (2004) Teaching of Social Science, Arya Book Depot, Delhi
- Rai B.C (1999) Methods of Teaching Economics, Prakashan Kendra, Lucknow.
- Sharma, R. A. (2008). Technological foundation of education. Meerut: R.Lall Books Depot.
- Sharma, R. N. (2008). Principles and techniques of education. Delhi: Surjeet Publications.
- Singh, Y. K. (2009). Teaching of history: Modern methods. New Delhi: APH Publishing Corporation.
- Stone Randi(2008) *Best Practices for Teaching Social Studies: What Award-Winning Classroom Teachers Do*, Corwin

  
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# PEDAGOGY OF TEACHING HINDI

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

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

### पाठ्यवस्तु

इकाई १ — भाषा, हिन्दी भाषा की प्रकृति और प्रयोज्यता।

- १.१ भाषा का प्रत्यय और उपयोगिता।
- १.२ बोली, विभाषा और मानक भाषा का प्रत्यय।
- १.३ शिक्षा, समाज, व्यापार, राजनीति, शोध एवं विकास में भाषा का योगदान।
- १.४ हिन्दी भाषा का नामकरण, संस्कृत से हिन्दी के उद्भव की प्रक्रिया।
- १.५ विश्वभाषा और भविष्य भाषा के रूप में हिन्दी का विकास का आकलन।
- १.६ मूल-भूत भाषा कौशल — श्रवण, वाचन, पठन और लेखन का परिचय।

इकाई २ — पाठ्यवस्तु संवर्धन

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

इकाई ३ — भाषा अधिगम की प्रकृति और पाठ नियोजन

- ३.१ माध्यमिक स्तर पर हिन्दी शिक्षण के लक्ष्य और

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- 3.2 इकाई विद्योजन का प्रत्यय, इसका महत्त्व और निर्माणविधि।
- 3.3 पाठयोजना का परिचय, उपयोग और महत्त्व।
- 3.4 पाठयोजना के चरण और उनका क्रियान्वयन।
- 3.5 हिन्दी शिक्षण के ज्ञात्मात्मक, बोधात्मक, कौशलात्मक और रुचिगत उद्देश्यों का विचारण।
- 3.6 निशिष्ट उद्देश्यों का व्यावहारिक शब्दावली में लेखन।
- 3.7 पाठ योजना के सरलनात्मक उपागम का परिचय और अभ्यास।

#### इकाई ४ — हिन्दी की विविध विधाओं के शिक्षण की विधियों का परिचय और उपयोग

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

#### इकाई ५ — भाषा अधिगम-शिक्षण में सहायक साधनों का प्रयोग

- 5.1 शिक्षण उपकरणों का सन्दर्भ, महत्त्व और लाभ।
- 5.2 अधिगम-शिक्षण के दृश्य उपकरणों के प्रकार।
- 5.3 दृश्य उपकरणों — रयामपट्ट, चार्ट, नक्शा, मानचित्र, प्रतिरूप, कार्यशील प्रतिरूप और फ्लैश कार्डों का प्रयोग विधि।
- 5.4 श्रव्य उपकरणों — कॉम्पैक्ट डिस्क व कैसेट्स के प्रयोग की विधि और अभ्यास।
- 5.5 मुद्रित श्रव्य उपकरणों — अखबार, पत्रिकाओं और पुस्तकों का सहायक उपकरणों के रूप में प्रयोग।
- 5.6 वैद्युदृष्टिक उपकरणों — टेलीविजन, कम्प्यूटर और विश्वजाल के सहायक उपकरणों के रूप में प्रयोग की विधि और उपयोगिता।
- 5.7 भाषा अधिगम में भाषा प्रयोगशाला के प्रयोग की विधि और समीक्षा।

#### इकाई 6 — भाषा अधिगम के मूल्यांकन की प्रविधि

- 6.1 मूल्यांकन की संकल्पना, उद्देश्य और महत्त्व।
- 6.2 सतत एवं व्यापक मूल्यांकन का सन्दर्भ।
- 6.3 लेखन, पठन, श्रुतलेख, सुलेख, तीव्रलेखन, बुद्धिमुक्त लेखन, आशुभाषण और काव्यपाठ का सतत एवं व्यापक मूल्यांकन प्रविधि द्वारा मूल्यांकन।
- 6.4 कक्षागत पाठ्यसहगामी गतिविधियों — गीत, अभिव्यय, संवाद, क्रियाकलाप और नेतृत्व के गुणों का सतत एवं व्यापक मूल्यांकन प्रविधि द्वारा मूल्यांकन।
- 6.5 विद्यार्थियों के भाषा अधिगम का संक्षेपीक बनाना।

#### इकाई 7 — चिन्तनशील साधक के रूप में शिक्षक

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

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७.३ विद्यार्थियों की अधिगम समस्याओं के निदान और समाधान के लिए क्रियात्मक अनुसन्धान का प्रयोग।

७.४ पाठ्यक्रम, सहायक सामग्री और पाठ्यविधियों का आलोचनात्मक विवेचन।

७.५ पाठ्यक्रम, सहायक सामग्री और पाठ्यविधियों पर विद्यार्थियों और अभिभावकों की प्रतिक्रियाओं का संग्रह।

प्रायोगिक कार्य -

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

मूल्यांकन योजना -

मूल्यांकन बिन्दु	कक्षा परीक्षा	प्रायोगिक कार्य	पोर्टफोलियो	उपस्थिति	सत्रान्त परीक्षा
प्रदेय अंक	१०	१०	०५	०५	७०

सन्दर्भ पुस्तकें -

हिन्दी शिक्षण : अभिनव आयाम, डॉ. श्रुतिकान्त पाण्डेय, एक्सिस पब्लिकेशंस, दरियागंज, नई दिल्ली, २०१०.

हिन्दी शिक्षण, उमा मंगल, आर्य बुक डिपो करोल बाग, नई दिल्ली, २००५.

हिन्दी शिक्षण, डॉ. रामशकल पाण्डेय, विनोद पुस्तक मन्दिर, आगरा, २००५.

हिन्दी साहित्य का इतिहास, आचार्य रामचन्द्र शुक्ल, राजकमल प्रकाशन, नई दिल्ली, २००६

हिन्दी शिक्षण, राम बिहारी लाल, रस्तोगी प्रकाशन, मेरठ, २००२.

हिन्दी शिक्षण, सावित्री सिंह, इन्टरनेशनल पब्लिशिंग हाउस, मेरठ, २००४

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## A 5 (b) PEDAGOGY OF TEACHING ENGLISH

Course Code: A5 (b)

Credits: 03

Contact Hours: 60

Notional Hours : 30

Marks: 75

### Introduction

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

### Objectives

After completing the course the learners will be able to:

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

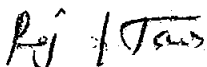
### Module 1: Nature of English Language & literature

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

### Module 2: Instructional Planning

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

### Module 3: Approaches and methods of teaching English

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

#### Module 4: Instructional Materials

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

#### Module 5: Evaluation

- 5.1 Evaluation - concept and need.
- 5.2 Testing language skills and language elements (vocabulary, grammar and phonology).
- 5.3 Adaptation of evaluation tools for children with disabilities
- 5.4 Individualized assessment for children with disabilities
- 5.5 Error analysis, diagnostic tests and enrichment measures.

#### Transaction

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

#### Hands on Experience for notional hours: (ANY TWO)

30 Hrs 10 Marks

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

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report.

### Essential Readings

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

### Suggested Readings:

- Agnihotri, R.K. and Khanna A.L. (Ed.) 1996, English Grammar in context, Ratnasagar, Delhi.
- Bhatia, K.K. (2006). Teaching and Learning English as a Foreign Language. New Delhi: Kalyani Publishers.
- Bhatia, K.K. and Kaur, Navneet (2011). Teaching and Learning English as a Foreign Language. Ludhiana :Kalyani Publishers.
- Bindra, R. (2005). Teaching of English. Jammu: Radha Krishan Anand and Co.
- Brumfit, C.J and Johnson (Ed.) 1979, The communicative Approach to Language Teaching, Oxford University Press, Oxford.
- Donn Bryne (1988), Teaching Writing Skills, Longman, England.
- Francoise Grellet (1980), Developing Reading Skills, Cambridge University Press.
- Hari Prasad, M. & Prakashan, V. (2004), Communicative English, Neelkamal Publications, Hyderabad.
- IGNOU EEG – 02 Elective Course in English (1989), The structure of modern English Blocks (1 to 7), IGNOU, New Delhi.
- Krashen, D. (1992), Principles and Practice in second Language Acquisition, Pergamum Press Oxford.
- Krishna Swamy (2003), Teaching English: Approaches, Methods and Techniques. Macmillan Publication New Delhi
- Sachdeva, M. S. (2007). Teaching of English. Patiala: Twenty First Century Publications.

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- Sahu, B. K. (2004). Teaching of English. Ludhiana: Kalyani Publishers.
- Shaik, M & Gosh, R. N (2005), Techniques of Teaching English, Neelkamal Publications, Hyderabad.
- Sharma, P. (2011). Teaching of English: Skill and Methods. Delhi: Shipra Publication.

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# INCLUSIVE EDUCATION

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## B 6 INCLUSIVE EDUCATION

Course Code: B 6

Credits: 03

Contact Hours: 60

Notional Hours: 30

Marks: 75

### Introduction

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

### Objectives

After completing the course the learners will be able to:

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

### Module 1: Introduction to Inclusive Education

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

### Module 2: Policies & Frameworks Facilitating Inclusive Education

- 2.1 International Declarations: Universal Declaration of Human Rights (1948), World Declaration for Education for All (1990)

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

### Module 3: Adaptations Accommodations and Modifications

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

### Module 4: Inclusive Academic Instructions

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

### Module 5: Supports and Collaborations for Inclusive Education

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

Hands on Experience for notional hours: (ANY TWO)

30 Hrs (10 Marks)

1. Visit Special Schools Of Any Two Disabilities & An Inclusive School & Write Observation Report Highlighting Pedagogy

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- 2. Prepare A Checklist For Accessibility In Mainstream Schools For Children With Disabilities and submit
- 3. Design A Poster On Inclusive Education and submit for evaluation
- 4. Prepare A Lesson Plan On Any One School Subject Of Your Choice Using Any One Inclusive Academic Instructional Strategy and submit

## TRANSACTIONS

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

### Suggested Readings

- Bartlett, L. D. and 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*, Corwin 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 Education*. California: Singular Publications.
- Lewis, R. B. & Doorlag, D. (1995) *Teaching Special Students in the Mainstream*. 4th Ed. New Jersey: Pearson

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- McCormick, Sandra.(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. & Scife, 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 study*. Philadelphia: Open University Press
- Westwood P. (2006) *Commonsense Methods for Children with Special Educational Needs-Strategies for the Regular Classroom*. 4th Edition, London RoutledgeFalmer: Taylor & Francis Group.

## B 7 INTRODUCTION TO SENSORY DISABILITIES

Course Code: B 7

Credits: 03

Contact Hours: 60

Notional Hours: 30

Marks: 75

### Introduction

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

### Objectives:

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

- Name the different types of sensory impairments & its prevalence & describe the process of hearing & implications of various types of hearing loss
- Explain the issues & ways to address challenges in educating students with hearing loss
- Describe nature, characteristics & assessment of students with low vision & visual impairment

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- Suggest educational placement and curricular strategies for students with low vision & visual impairment
- Explicate the impact of deaf-blindness & practices for functional development

#### Module 1: Hearing Impairment: Nature & Classification

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

#### Module 2: Impact of hearing loss

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

#### Module 3: Visual Impairment--Nature and Assessment

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

#### Module 4: Educational Implications of Visual Impairment

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

#### Module 5: Deaf-blindness

- 5.1 Definition, causes, classification, prevalence and characteristics of deaf-blindness
- 5.2 Effects and implications of deaf-blindness on activities of daily living & education

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- 5.3 Screening, Assessment, Identification & interventional strategies of deaf-blindness
- 5.4 Fostering early communication development: Methods, assistive devices and practices including AAC
- 5.5 Addressing orientation, mobility & educational needs of students with deaf-blindness

#### Transactions


Conventional lecturing, PPTs, Visits, Observations, class discussions, Videos and Interactions with Students/adults with Disabilities, reflecting upon learnt knowledge.

Hands on Experience for Notional Hours: (Any Two): 30 hours 10 marks

1. Interact with 3 Deaf adults and reflect upon their preferences about communication methods
2. Make a poster on positive attitude towards sensory impairments.
3. Make a check list for identifying low vision in primary classes
4. Do websearch on deafblindness and write an essay on strategies for developing daily living skills.

#### Essential readings:

- Bradford, L. J. & Hardy, W.G. (1979). *Hearing and Hearing Impairment*. New York: Grune and Stratton
- Davis, H. & Silverman, S. R. (1970). *Hearing and Deafness - Part I*. Holt, London: Rinehart & Winston.
- Holbrook Cay M. & Koenig Alan. J (Eds.) (2000) *Foundations of Education, Vol I: History and Theory of Teaching Children and Youths with Visual Impairments*. (2<sup>nd</sup> ed): New York : AFB Press
- Handbook on Deafblindness (2005) Sense International India. Retrieved online. on 24/4/2015  
[romhttp://www.google.co.in/url?sa=t&rct=j&q=&esrc=s&source=web&cd=3&ved=0CDEQFjAC&url=http%3A%2F%2Fssa.nic.in%2Finclusive-education%2Ftraining-module-for-resource-teachers-for-disable-children%2FModule%25202%2520Deafblindness.pdf%2Fat\\_download%2Ffile&ei=LkY6VdG1OIKymAW604CgDg&usq=AFQjCNHxJc9OazS1f-TSI\\_HgQqJKxWjs\\_A&sig2=LIBWuGnYE0OLPtpK5FCHEg&bvm=bv.91427555,d.dGY](http://www.google.co.in/url?sa=t&rct=j&q=&esrc=s&source=web&cd=3&ved=0CDEQFjAC&url=http%3A%2F%2Fssa.nic.in%2Finclusive-education%2Ftraining-module-for-resource-teachers-for-disable-children%2FModule%25202%2520Deafblindness.pdf%2Fat_download%2Ffile&ei=LkY6VdG1OIKymAW604CgDg&usq=AFQjCNHxJc9OazS1f-TSI_HgQqJKxWjs_A&sig2=LIBWuGnYE0OLPtpK5FCHEg&bvm=bv.91427555,d.dGY)
- Kelley, P. & Gale, G. (1998). *Towards Excellence: Effective education for students with vision impairments*. Sydney: North Rocks Press.
- Lowenfeld, B (1973). *Visually Handicapped Child in School and Society*; American Foundation for the Blind; New York.

  
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- Lynas, W. (2000). Communication options. In J. Stokes (Ed), Hearing Impaired Infants – Support in the first eighteen months. London: Whurr Publishers Ltd
- Martin, F. N. Clark, J.G. (2009). Introduction to Audiology. 10th ed. Boston: Pearson Education. OR
- 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. OR
- Nerbonne, M. A. & Schow, R.L. (2013). Introduction to Audiologic Rehabilitation. 6th ed. Boston: Pearson Education.
- Northern, J. L. & Downs, M. P. (2002). Hearing in Children. (5th Ed.) Philadelphia: Williams & Wilkins
- Prescod, S. V. (1978). Audiology hand book of hearing disorders. New York: van Nostrand Reinhold Company.
- Sataloff, R. T. & Sataloff, J. (2005). Hearing Loss. (4th Ed.) London: Taylor & Francis
- Sims, L. G., Walter, G. G., & Whitehead, R. L. (1981). Deafness and Communication: Assessment and Training. Baltimore: Williams and Wilkins.
- Warren, D. H. (1994). Blindness and Children: An Individual Differences Approach. New York: Cambridge University Press

#### Suggested Readings:

- Auditory-Verbal International (1991). Auditory-verbal position statement. *Auricle* 4:11-12
- Harp, B. (2006). *The handbook of literacy assessment and evaluation*, (3<sup>rd</sup> Eds). Norwood, MA: Christopher-Gordon Publishers, Inc.
- Katz, J. (1985). *Handbook of Clinical Audiology*. (4<sup>th</sup> Ed.) Baltimore: Williams and Wilkins
- Loreman.T, Deppeler.J & Harvey.D (2005).*Inclusive education- A practical guide to supporting diversity in the classroom*.(2<sup>nd</sup> Eds.). U.K. Routledge
- Norris G, Haring & Romer L.T (1995). *Welcoming Students who are deafblind to typical classrooms*.U.S : Paul H Brookes
- Pandey, R. S. & Advani, L. (1995).*Perspectives in disability and rehabilitation*. New Delhi: Vikas Publishing house Pvt. Ltd.
- *Proceedings from National Conference on Centenary for Work for the Blind in India*(1987); All India Confederation of the Blind and Christoffel Blinden Mission; Delhi:R.K.Printers

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- Scholl, G.T. (1986). *Foundations of education for blind and visually handicapped children and youth*. New York: American Foundation for the blind.
- Tucker, I. & Nolan, M. (1984). *Educational Audiology*. London: Croom Helm.
- Tye-Murray, N. (1998). Intervention plans for children. In Tye-Murray N. (Eds) *Foundations of aural rehabilitation*. San Diego: Singular. P381-413.

## B 8 INTRODUCTION TO NEURODEVELOPMENTAL DISABILITIES

Course Code: B 8

Credits: 03

Contact Hours: 60

Notional Hours: 30

Marks: 75

### Introduction

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

### Objectives

After completing the course the learners will be able to:

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

### Module 1: Overview of Neurodevelopmental disabilities

- 1.1 Neurodevelopmental disabilities: concept
- 1.2 Types and characteristics

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- 1.3 Prevalence and incidence
- 1.4 Causes
- 1.5 Educational implications

**Module 2: Learning Disability: Nature, needs and intervention**

- 2.1 Definition, Types and Characteristics
- 2.2 Tools and Areas of assessment
- 2.3 Strategies for reading, writing and maths
- 2.4 Curricular adaptation, IEP, Further Education,
- 2.5 Transition Education, life long education

**Module 3: Intellectual Disability: Nature, needs and intervention**

- 3.1 Definition, Types and Characteristics
- 3.2 Tools and Areas of assessment
- 3.3 Strategies for functional academics and social skills
- 3.4 Assistive devices, Adaptations, Individualized Education Plan, Person centered plan, Life skill education
- 3.5 Vocational training and independent living

**Module 4: Autism Spectrum Disorder: Nature, needs and intervention**

- 4.1 Definition, Types and Characteristics
- 4.2 Tools and Areas of assessment
- 4.3 Instructional Approaches
- 4.4 Teaching Methods
- 4.5 Vocational training and career opportunities

**Module 5: Attention Deficit Hyperactivity Disorder: Nature, needs and intervention**

- 1.1 Definition, types and characteristics
- 1.2 Tools and areas of assessment
- 1.3 Environmental adaptations
- 1.4 Instructional methods
- 1.5 Behaviour management methods

**Hands on experience for notional hours (any two). 30 hrs 10 marks**

1. Develop an Assessment tool for a child with learning disability in the given area
2. Prepare a transition plan from school to college for an LD Child
3. Read a life skill curriculum and reflect upon it
4. Study a screening tool for children with Autism Spectrum Disorder. Use it with three children and submit report.

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5. Prepare one teacher made test for functional assessment of a given child with ID/ Autism
6. Plan an educational program on the basis of an assessment report of a child with ID/Autism
7. Prepare a small checklist to suspect ADHD among children

Transactions: Conventional lecturing, PPTs, Visits, Observations, class discussions, Videos, reflecting upon learnt knowledge.

**Suggested Readings:**

- Accardo, P.J., Magnusen, C., and Capute, A.J. Autism: Clinical and Research Issues, York Press, Baltimore, 2000
- American Psychiatric Association. Diagnostic and Statistical Manual of Mental Disorders (4<sup>th</sup> ed. TR). Washington DC. 2000
- Bala, M.J : Methods of Teaching Exceptional Children, 2004
- Browning , R, E: Teaching Students with Behaviour and Serve Emotional Problems, Jampala, M, B: Methods of Teaching Exceptional Children, 2004
- Higgins J : Practical Ideas that Really work for students with Dyslexia and other reading Disorders, 2003
- Moyes, R.A Building Sensory Friendly Classrooms to Support Children with Challenging Behaviors: Implementing Data Driven Strategies, 2010.
- Pierangelo, R. & Giuliani G.A. Transition services in Special Education, Allyn& Bacon, 2003
- Reddy G.L. & Rama, R: Education of children with special needs, New Delhi - Discovery Pub. 2000
- Simpson, R. L, Myles, B, S: Educating children and youth with autism: strategies for effective practice. (2<sup>nd</sup> edition) Pro Ed. Texas, 2008
- Smith, D.D: Introduction to Special Education Teaching in an Age of opportunity, Allyn& Bacon, 2003
- Strichart, S., S : Teaching Study Strategies to Students with Learning Disabilities, Allyn & Bacon, Boston 1993
- Swady, E.R: Diagnosis & Correction of Reading, Difficulties, Allyn& Bacon Boston 1989
- Taylor, B: Reading Difficulties : Instruction and Assessment, Random House, New York, 1988
- Wong. B, Y, L. The ABCs of Learning Disabilities, 1996.

**B 9 INTRODUCTION TO LOCOMOTOR AND MULTIPLE DISABILITIES**

Course Code: B 9  
Contact Hours: 60

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Credits: 03  
Notional Hours: 30



Marks: 75

## Introduction

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

## Objectives

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

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

### Module 1: Cerebral Palsy (CP)

- 1.1. CP: Nature, Types and Its Associated Conditions
- 1.2. Assessment of Functional Difficulties of CP including Abnormalities of Joints and Movements (Gaits)
- 1.3 Understanding Educational difficulties (perceptual, reading, writing, and mathematics)
- 1.4. Provision of Therapeutic Intervention and Referral of Children with CP
- 1.5. 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

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

- 2.1. Definition, Meaning and Classification
- 2.2. Assessment of Functional Difficulties
- 2.3 Understanding Educational difficulties (perceptual, reading, writing, and mathematics)
- 2.4. Provision of Therapeutic Intervention and Referral

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2.5. Implications of Functional Limitations for Education and Creating Prosthetic Environment in School and Home: Seating Arrangements, Positioning and Handling Techniques at Home and School

**Module 3: Multiple Disabilities and Other Disabling Conditions**

3.1 Multiple Disabilities: Meaning and Classifications

3.2 Various Combinations of Multiple Disabilities and Associated Conditions Such as Epilepsy, Motor and Sensory Conditions

3.3 Other Disabling Conditions such as Leprosy Cured Students, Tuberos Sclerosis and Multiple Sclerosis

3.4 Understanding Educational difficulties (perceptual, reading, writing, and mathematics)

3.5 Implications of Functional Limitations for Education and Creating Prosthetic Environment in School and Home: Seating Arrangements, Positioning and Handling Techniques at Home and School

**Module 4: Facilitating Teaching-Learning in school and inclusion**

4.1 Introduction to IEP and TLM for children with CP, Amputees, Polio, Spinal Cord Injuries, Spina-bifida and Muscular Dystrophy and Multiple Disabilities and Other Disabling Conditions

4.2 Assistive Technology to Facilitate Learning and Functional Activities

For CP, Amputees, Polio, Spinal Cord Injuries, Spina-bifida and Muscular Dystrophy, Multiple Disabilities and Other Disabling Conditions

4.3 Government Concessions, schemes and facilities- educational, aids and appliances, transport

4.4 Universal Design for accessibility

4.5 Facilitating social and peer group relationships

**Module 5: Introduction to Therapeutic Interventions to facilitate classroom environment**

5.1 Physical and Functional Management of Lifting, carrying and transfer techniques

5.2 Safety procedures, Back care and Wheel chair skills

5.3 Problems & Management of hand function

5.4 Use of Orthotic aids for upper and lower limbs for accessibility

5.5 Alternative and Augmentative Communication in classroom

Hands on task for Notional Hours: (ANY TWO) 30 hrs 10 marks

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1. Identify a child with cerebral palsy or a child with Multiple Disabilities. Study his / her file, interact and observe. Report the child's difficulties in activities of daily living and academic activities.
2. Carry out web search and list the tools, strategies and formats globally used to make life more and more barrier free for a an adult with multiple disability.
3. Make a poster for classmates and peers for better inclusion of a child with CP in their school including a few Dos and Dots

Transactions : Conventional lecturing, PPTs, Visits, Observations, class discussions, Videos, reflecting upon learnt knowledge.

#### Essential Readings

- Miller, F. and Bashrach, 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](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%20Multiple%20Disability.pdf/at\\_download/file](http://ssa.nic.in/inclusiveeducation/training-module-for-resource-teachers-for-disablechildren/Module%203%20Multiple%20Disability.pdf/at_download/file)

### B 10 (A) GUIDANCE & COUNSELLING

Course Code: B 10 (A)  
Contact Hours: 60

Credits: 03  
Notional Hours: 30 hrs

Marks: 75

#### Introduction

Guidance and counseling have been vital aspects of education. One of the purposes of education is to help an individual becoming useful member of society. This course has been designed with the fullest understanding of the important role you are going to play in schools and community as a whole. The course modules have been written to enable you to assist the young students with hearing impairment in schools to develop values and life orientations, to assist students in making appropriate and satisfying personal, vocational and educational choices; and to assist students acquire a positive image of self through self understanding the needs and problems

#### Objectives

After completing this course the student will be able to:

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

#### Module 1: Introduction to Guidance

- 1.1 Guidance : concept, aims and Functions
- 1.2 Need for Guidance
- 1.3 Principles of Guidance
- 1.4 Areas of Guidance : Educational Guidance Vocational Guidance and Personal Guidance
- 1.5 Role of teachers in guidance for students with disability

#### Module 2: Introduction to Counseling

- 2.1 Counseling: Meaning, nature and characteristics of counseling
- 2.2 Core conditions in counseling (special concerns in-counseling)
- 2.3 Types of counseling: Directive, non directive and eclectic counseling
- 2.4 Skills and competencies of a counselor
- 2.5 Professional ethics of a counselor

#### Module 3: Enhancing Self Image and Self Esteem


- 3.1 Concept of Self as Human
- 3.2 Understanding of Feelings and Changes
- 3.3 Developing Mental Health and Coping Skills
- 3.4 Personality Development,
- 3.5 Role of Teacher in Developing Self-Esteem in Children

#### Module 4: Approaches and Services offered in guidance and counseling

- 4.1 Approaches: child centered, supportive and family
- 4.2 Services offered in guidance and counseling: placement Services
- 4.3 Services offered in guidance and counseling: remedial service
- 4.4 Services offered in guidance and counseling: Student information service
- 4.5 Services offered in guidance and counseling: Follow-up service

#### Module 5: Guidance and Counseling in Inclusive Education.

- 5.1 Current status with Reference to Indian schools
- 5.2 Role of a counsellor in mainstreaming and providing support to students with special needs
- 5.3 Guidance/ counselling needs of families of children with special needs
- 5.4 Group Guidance: Group Leadership Styles and Group Processes
- 5.5 Challenges in Group Guidance

  
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Hands on Experience for notional hours: (ANY TWO)

30 Hrs 10 Marks

1. Report your reflections on 3 sessions of professional guidance
2. Hold simulation of a parent counselling session and submit your reflections
3. Interview a professionally active school counsellor and make a report on counselling needs of children with special needs

Transactions : Conventional lecturing, PPTs, Visits, Observations, class discussions, Videos, reflecting upon learnt knowledge.

#### Essential reading

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

#### Suggested Reading

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

## B 10 (B) EARLY CHILDHOOD CARE, INTERVENTION AND EDUCATION

Course Code: B 10(B)

Credits:03

Contact Hours: 60 Notional Hours: 30

Marks: 75

#### Introduction

The course is designed to provide the student-teachers with an insight into developmental milestones of typical children. This will enable the learners to understand deviations and

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strategies to address them in the critical phase of development. It will also help the learners understand the importance of transitions and its requirements.

### Objectives

After undertaking the course the students will be able to:

- Explain the biological & sociological foundations of early childhood education
- Describe the developmental systems approach and role responsibilities of interdisciplinary teams for early education of children with disabilities
- Enumerate the inclusive early education pedagogical practices
- Understand the dynamics of early intervention

### Module 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 activities

### Module 2: 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 (Of Guralnick, 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

### Module 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,

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- 3.4 Collaborating with Parents, Family Education & Developing Individualised Family Service Plan (IFSP)
- 3.5 School Readiness & Transitions

**Module 4: Early identification and intervention**

- 4.1 Early identification and intervention: defining the three terms and setting criteria
- 4.2 Early Intervention: Need and Justification
- 4.3 Prerequisites for early intervention
- 4.4 Early identification and early intervention: managing the link
- 4.5 Managing early intervention-Multi disciplinary involvement

**Module 5: Early Intervention: National and International scene**

- 5.1 Outcomes of early intervention and factors affecting outcomes
- 5.2 Global benchmarks/global trends
- 5.3 Early intervention of HI -JCIH Reference
- 5.3 Early intervention services: Indian scenario
- 5.4 Early intervention and inclusive education
- 5.5 Early intervention: Micro level and macro level challenges in India

**Hands on Experience for notional hours: (ANY TWO) 30-Hrs (10 Marks)**

1. Developing a journal on developmental milestones & learning timelines of children from 0 to 8 years
2. Participation in workshop & develop five creative teaching learning materials for children in inclusive early childhood education programs
3. Make a checklist for early identification of preschoolers for teachers.

**Transactions :** Conventional lecturing, PPTs, Visits, Observations, class discussions, Videos, reflecting upon learnt knowledge.

**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 3-5*. Massachusetts: Allyn & Bacon.

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- 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 Childhood Care and Education.* Delhi: Offset Printers

#### Suggested Readings

- Barbour.N & Seefeldt.C (1998). *Early Childhood Education. An Introduction* (4<sup>th</sup> 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 & Fence. A (2007). *Beyond Quality in Early Childhood Care and Education.* (2<sup>nd</sup> 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* (2<sup>nd</sup> Edition). Tokyo: Harcourt Brace Jovanvich.
- Hilderbrand.V (1991). *Introduction to Early Childhood Education.* New York: MacMillan Publishing
- Krogh.S.L & Slentz.K (2001). *Early Childhood Education, Yesterday, Today & Tomorrow.* London: Lawrence Erlbaum Associates Publishers
- Range.D.G, Layton.J.R.& Roubinek.D.C.(1980). *Aspects of Early Childhood Education.Theory to Reserch to Practice.* New York: Academic Press.
- Spodek.B, Saracho.O.N & Davis.M.D (1987). *Foundations of Early Childhood Education.* Englewood Cliffs, New Jersey: Prentice Hall,
- Wortham.S.C (NK). *Measurement & Evaluation in early childhood education* (2<sup>nd</sup> Eds.). Ohio: Merrill Prentice Hall.

### B 10 (C) APPLIED BEHAVIOUR ANALYSIS

Course Code: B 10(C)  
Contact Hours: 60

Credits: 03

Notional Hours: 30

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Objectives: at the completion of this course, the student will be able to

- *Develop and understanding of the underlying principles and assumptions of applied behavioural analysis*
- *Use various measures of behavioural assessment*
- *Apply methods of ABA in teaching and learning environments*
- *Integrate techniques of ABA in teaching programs*
- *Select suitable strategies for managing challenging behaviours*

#### Module 1 Introduction to Applied Behaviour Analysis

- 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 Reinforcement & Punishment

#### Module 2 Methods of Behaviour Assessment

- 2.1 Antecedent, Behaviour & Consequence
- 2.2 Behaviour frequency and rate
- 2.3 Behaviour duration.
- 2.4 Behaviour latency
- 2.5 Inter-response time & percent of occurrence.

#### Module 3 Methods of ABA

- 3.1 Identification of behavioural goals
- 3.2 Functional analysis of behaviour
- 3.3 Discrete Trial Teaching
  - Discriminative stimulus -characteristics
  - Response
  - Consequence -characteristics
  - Inter-trial interval
- 3.4 STAR (Setting Triggers Action Result) Model
- 3.5 Pivotal Response Training

#### Module 4 Techniques for Positive Behaviour Support

- 4.1 Types of positive reinforcement
  - Primary
  - Secondary

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- Token economy

#### 4.2 Schedules of reinforcement

- Continuous

- Fixed ratio

- Fixed interval

- Variable ratio

- Variable interval

- Fading

#### 4.3 Negative reinforcement

- Escape

- Avoidance

#### 4.4 Shaping and Chaining

#### 4.5 Types of Prompt

- Physical

- Gestural

- Pointing

- Visual

- Positional

- Verbal

### Module 5 Management of Challenging Behaviour

#### 5.1 Differential reinforcements of behaviour

#### 5.2 Extinction and Time out

#### 5.3 Response cost and overcorrection

#### 5.4 Maintenance

#### 5.5 Generalization and fading

Hands on tasks for Notional Hours: (Any Two): 30 hours 10 marks

1. Conduct a functional analysis of behaviour of a given case and submit report
2. Develop and submit an ABA program for management of a challenging behaviour
3. Develop teaching material for Discrete Trial Teaching/Pivotal Response Training

#### Transactions

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

#### Essential Readings

- Bailey, J., & Burch, M. (2011). *Ethics for Behaviour Analysts*. Routledge, New York.
- Cooper, J.O., Timothy, E.H., & Heward, W.L. (2007). *Applied Behaviour Analysis*.

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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.

## B\*10 (D) COMMUNITY BASED REHABILITATION

Course Code: B 10(D)

Credits: 03

Contact Hours: 60

Notional Hours: 30

Marks: 75

#### Objectives

After completing this course the student will be able to:

- Explain the concept, principles and scope of community based rehabilitation
- Learn the strategies for promoting public participation in CBR
- Apply suitable methods for preparing persons with disability for rehabilitation within the community
- Provide need-based training to persons with disabilities
- Develop an understanding of the role of government and global agencies in CBR

#### Module 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

#### Module 2 Preparing Community for CBR

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- 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 Corporate social responsibility

### Module 3 Preparing Persons with Disability for CBR

- 3.1 Early identification and intervention
- 3.2 Development of Person Centred Plan for education
- 3.3 Individual Transition Plan
- 3.4 Community related vocational training
- 3.5 Skill training for living within community

### Module 4 CBR Strategies for Persons with Disabilities

- 4.1 Visual impairment
  - Orientation and mobility training
  - Braille
- 4.2 Hearing impairment
  - Training in sign language and system
- 4.3 Physical impairment and Cerebral Palsy
  - Training in use of assistive devices
  - Training in use of augmentative and alternative communication systems
- 4.4 Autism and intellectual disability
  - Training in functional and survival skills
- 4.5 Access to school and higher education

### Module 5 Role of Government and International Agencies

- 5.1 Poverty alleviation and development programs
- 5.2 Disability related legislations & judicial activism
- 5.3 Disability related policies and schemes
- 5.4 United Nation's Conventions and Declarations
- 5.5 Review of global legislations

**Hands on Experience for notional hours: (ANY TWO)**

**30 Hrs 10 Marks**

1. Visit an ongoing CBR program and write a report on its efficacy
2. Organize a community awareness program and submit a report
3. Prepare an outline of a CBR program for a given person with disability

Transactions

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Besides lecture method the topics in this course may be transacted through discussion on selected case studies, classroom seminar/debates.

#### Essential Readings

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

### B 10 (E) APPLICATION OF ICT IN CLASSROOM

Course Code: B 10 (E)

Credit: 03

Contact Hours: 60

Notional Hours 30

Marks: 75

#### Introduction

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

#### Objectives

After completing the course the student teacher will be able to:

- Gauge the varying dimensions in respect of ICT and Applications in Special Education
- Delineate the special roles of ICT Applications
- Acquire Familiarity with Different Modes of Computer-Based Learning

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

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- 1.1. Meaning and Scope of ICT
- 1.2. Role of ICT in 'Construction of Knowledge';
- 1.3. Possible Uses of Audio-Visual Media and Computers (Radio, Television, Computers)
- 1.4. Integrating ICT in Special Education With Reference To Articles 4 and 9 of UNCRPD and Goal 3 of Incheon Strategy
- 1.5. Three As of ICT Application—Access, Availability, Affordability

#### Module 2: Using Media and Computers

- 2.1. Media: Radio and Audio Media- Script Writing, Storytelling, Songs, Etc.,
- 2.2. Television and Video in Education,
- 2.3. Importance of Newspaper in Education
- 2.4. Computers: Functional Knowledge of Operating Computers—On/Off, Word Processing, Use Of Power Point, Excel,
- 2.5. ICT Applications For Access To Print

#### Module 3. Computer as a Learning Tool


- 3.1. Effective Browsing of the Internet for Discerning and Selecting Relevant Information,
- 3.2. Survey of Educational Sites and Downloading Relevant Material;
- 3.3. Cross Collating Knowledge from Varied Sources,
- 3.4. Computer-Aided Learning: Application of Multimedia in Teaching and Learning, Programmed Instruction; Computer-Assisted Instruction; Web based learning, Interactive Learning & i-learning; virtual classrooms
- 3.5. E-Classroom: Concept, Organizing E-Classroom and Required Adaptations for Students with Disabilities; & mobile learning and mobile learning apps.

#### Module 4: Visualising Technology-Supported Learning Situations

- 4.1. Preparation of Learning Schemes and Planning Interactive Use of Audio-Visual Programme
- 4.2. Developing PPT for Classroom Use; skype and ISL, using software for 'captioning'
- 4.3. Using of Available Software or CDs
- 4.4. Using LCD Projection for Subject Learning Interactions;
- 4.5. Generating Subject-Related Demonstrations Using Computer Software and Enabling Students to Plan and Execute Projects;

#### Module 5: Interactive use of ICT

- 5.1. Participation in Social Groups on Internet,
- 5.2. Creation of 'Blogs',
- 5.3. Organizing Teleconferencing and Video-Conferencing;
- 5.4. Identifying and Applying Software for Managing Disability Specific Problems.

  
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## 5.5 Overview of WCAG (Web Content Access Guidelines)

• Hands on Experience for notional hours: (ANY TWO)

30 Hrs 10 Marks

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

Transactions : Conventional lecturing, PPTs, Visits, Observations, class discussions, Videos, reflecting upon learnt knowledge.

### 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

## B 10 (F) GENDER AND DISABILITY

Course Code: B 10(F)  
Contact Hours: 60

Credits: 03  
Notional Hours: 30

Marks: 75

Objectives: After completion of this course the student will be able to

- Develop an understanding of human rights based approach in context of disability
- Explain the impact of gender on disability
- Describe the personal and demographic perspectives of gender and disability
- Analyse the issues related to disabled women and girl children
- Describe the role of advocacy and legislation in creating gender equity

Module 1: Human-Right-based Approach & Disability

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- 1.1 Human Rights-based approach
  - Concept and history
- 1.2 Principles of HRbA
  - 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 HRbA
- 1.5 HRbA and Disability
  - Empowerment
  - Enforceability
  - Indivisibility
  - Participation

#### **Module 2: Gender and Disability**

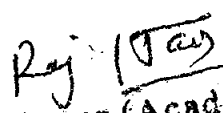
- 2.1 Sex & Gender
  - Concept & difference
- 2.2 Disability & impairment
  - Concept & difference
- 2.3 Gendered experience of disability
  - Public domain
  - Private and familial domain
- 2.4 Gender and disability mainstreaming
- 2.5 Gendered patterns in relation to disability
  - Developed countries
  - Developing countries

#### **Module 3: Gender and Disability Analysis**

- 3.1 Gender analysis
- 3.2 Disability analysis
- 3.3 Sex-disaggregated data
- 3.4 Psyche and gender
- 3.5 Normalization and social role valorisation

#### **Module 4: Women and Girl Child with Disability**

- 4.1 Inclusive equality
  - Equal access to family life
  - Equal access to education
  - Equal access to political participation
- 4.2 Factors contributing to disability

  
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- Gender-based violence
- Traditional practices
- 4.3 Sexual and reproductive health
- 4.4 Standard of living and social protection
- 4.5 Work and employment

**Module 5: Advocacy and Legal Framework**

- 5.1 Women's movement
- 5.2 Disability rights movement
- 5.3 International initiatives
  - CEDAW
  - CRC
  - UNCRPD
- 5.4 Constitutional provisions & schemes for disability
- 5.5 Gender critique of government schemes

**Hands on Experience for notional hours: (ANY TWO)**

**30 Hrs 10 Marks**

1. Study the case of a given woman with disability and submit a report
2. Review selected paper/s authored by women with disability
3. Prepare community awareness material for gender equity and disability rights

**Transactions**

This course has been designed to provide the student teachers a socio-cultural perspective to disability. It aims to promote awareness about the space for disability equity and rehabilitation within the human rights system. As such the transaction of the course topics should be done through focus group discussions, and issue-based classroom interactions in addition to lectures and seminars.

**Essential Readings**

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

**Suggested Readings**

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- Roughtley, 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.

## B 10 (G) BRAILLE AND ASSISTIVE DEVICES

Course Code: B 10(G)  
Contact Hours: 60

Credits: 03  
Notional Hours: 30

Marks: 75

### Introduction

Braille, the embossed system of reading and writing for the blind along with its inventor, Louis Braille (1809-1852), has opened a wide range of avenues and opportunities for effective mainstreaming and empowerment for persons with visual impairment. In addition, a plethora of devices are now available which help the visually impaired to access meaningful education in all school-subjects as also skills of independent living and economic activities.

This course familiarizes the learners with the importance and operational aspects of Braille, which has stood the test of time and competition for the last about 185 years. It also introduces them to basic devices used for teaching blind and low vision children.

It is hoped that through the study of the course, the learners will be motivated to know more about these and various other devices and technologies and be in a position to help children with visual impairment/their parents to procure the needed devices with ease and speed.

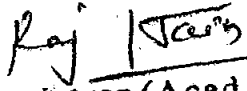
### Objectives

After completing the course the learners will be able to:

- Acquire basic information about Braille, its relevance and some important functional aspects;
- Get basic information on types and significance of different Braille devices;
- Get acquainted with the types and significance of basic devices relating to Mathematics, Science, Geography and Low Vision as also on sources of their availability.

### Unit I: 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;

  
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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—Notetakers 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

**Hands on tasks for Notional Hours: (Any Two): 30 hours 10 marks**

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

**Transactions :**Conventional lecturing, Demonstrations , PPTs, Visits, Observations, class discussions, Videos, reflecting upon learnt knowledge.

**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
- Ashcroft, S.C. and Henderson, F. (1963). Programmed Instruction in Braille. Pittsburgh : Stanwick House
- Lowenfeld, B.(1969). Blind Children Learn to Read. Springfield: Charles C. Thomas
- Mani, MNG (1997). Amazing Abacus. Coimbatore: SRVK Vidyalaya
- Manual on Bharti Braille (1980). Dehradun: NIVH
- Olson, Myrna R. (1981). Guidelines and Games for Teaching Efficient Braille Reading.

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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, Barry (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, MNG (1992). Techniques of Teaching Blind Children. N. Delhi: Sterling Publishers
- Mellor Michael C. (2006). Louis Braille A touch of Genius. Boston: National Braille Press

## B 11 (A) ORIENTATION AND MOBILITY

Course Code: B 11 (A)

Contact Hours: 60

Credits: 03

Notional Hours: 30

Marks: 75

### Introduction

Movement with independence in the environment has been stated to be one of the major challenges of vision loss. In order to facilitate their meaningful empowerment, therefore, it is necessary to provide students with visual impairment skills and techniques which enable them to cope with these challenges. Developments, especially during and after World War II, have led to the emergence of a large variety of such strategies, skills and technologies, which are covered under the discipline titled Orientation and Mobility.

So, the present course carrying the same title introduces the learners to various crucial aspects of this vital subject. It is hoped that through the study of the course, the learners would be in a better position to understand the implications of vision loss with reference to independent movement. It would also enable them to get insights into basic skills and components essential for meaningful orientation and easy and graceful movement for the visually impaired.

### Objectives

After completing the course the learners will be able to:

- Describe the nature and scope of O&M as also the O&M related responsibilities of the special teacher.
- Acquire basic knowledge of human guide techniques.
- Describe pre-cane and cane travel skills and devices.

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- Get acquainted with the importance and skills of training in independent living for the visually impaired.

#### Module 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

#### Module 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

#### Module 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

#### Module 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

#### Module 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

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Heads on Experience for notional hours: (ANY TWO)

30 Hrs 10 Marks

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

Transactions : Conventional lecturing, PPTs, Visits, Observations, Demonstrations, class discussions, Videos, reflecting upon learnt knowledge.

#### Essential Readings:

- Blasch, B. B., Weiner, W. R., & Welsh, R. L. (1997). Foundations of Orientation and Mobility (2nd ed.). New York: AFB Press.
- Cutter, Joseph (2006). Independent Movement and Travel in Blind Children. North Carolina: LAP
- Fazzi, D. L. & Petersmeyer, B. A. (2001). Imagining the Possibilities: Creative Approaches to Orientation and Mobility Instruction for Persons who are Visually Impaired. New York: AFB Press.
- Jaekie, Robert C. (1993). Mobility Skills for Blind People : A Guide for Use in Rural Areas. Christoffel BlindenMission.
- Knott, N. I. (2002). Teaching Orientation and Mobility in the Schools: An Instructor's Companion. New York: AFB Press.
- 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 .New York: AFB.

#### Suggested Readings:

- Dodds, Allan(1986). Mobility Training for Visually Handicapped People. London: Croom Helm
- Hill, Everett and Ponder, Purvis (1976). Orientation and Mobility Techniques. New York: AFB
- Jacobson, W.H. (1993). The Art and Science of Teaching Orientation and Mobility to Persons with Visual Impairments. New York: AFB Press.
- Singh, J.P. (2003). Technology for the Blind. New Delhi: Kanishka Publication

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## B 11 (B) COMMUNICATION OPTIONS: ORALISM

Course Code: B 11(B)

Credits: 03

Contact Hours: 60

Notional Hours: 30

Marks: 75

### Introduction

Communication, language and speech have always been at the centre stage when education of children with deafness is being discussed. Without going into much of judgemental discussions in the direction of 'either – or' options to be the 'best', this syllabus intends to expose the student teachers to all the dominant options. However, over and above the said exposure offered through compulsory courses, this optional course offers the student teachers an additional opportunity to sharpen the skills in one of the categories of options. This is expected to emphasize use of appropriate options rather than advocating one among the many. Moreover, learning this optional course is also expected to provide wider career choices for the student teachers.

### Objectives

After learning this course the students will be able to:

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

### Module 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

### Module 2: Advance Understanding of Oral Options.

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- 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

### Module 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)

### Module 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

### Module 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

Hands on Experience for notional hours: (ANY TWO)

30 Hrs 10 Marks

1. Watching Videos Of Individual Sessions And Classroom Teaching
2. Role Play And Dramatization

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3. Developing Learning Material For Facilitating Connectivity Among Listening, Language And Cognition
4. Recording Self Narrated Stories / Poems And Writing Reflections Upon It
5. Interacting With Non Disabled Children For Practicing Expansion Of Ideas

### Transactions

Curricular transactions of this course must involve skill based approach. This course being placed in the 4<sup>th</sup> semester, the students are expected to have adequate exposure of special-school system, aural activities therein and the school environment. Lecturers of this course are expected to use those experiences while teaching theory component of this course. The transaction strategies however, must focus on skill development of aural oral techniques through observations (live or recorded) and reflecting upon it. Mock parent child conversations, demonstrations and practicing tuning speech and language to suit needs of CWHI etc are expected to support the understanding of student teachers. Unconventional ASK strategy of working first on Attitude, then on Skills and lastly backing it up with Knowledge or theory is expected to work better. Application in diverse situation and professional conviction needed for aural option can be focussed at the time of evaluations.

### Essential Readings

- RCI (2010) *Communication Options And Students With Deafness*. Rehabilitation Council Of India , New Delhi
- *Dhvani* (English) Balvidyalaya Publication:Chennai
- Estabrooks. W. (2006) *Auditory-Verbal Therapy And Practice* , Ag Bell
- Paul, Peter V. (2009). *Language and Deafness*. Jones And Bartlett: Boston
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- Estabrooks W. & Marlowe J, (2000) *The Baby is Listening*, A G Bell Association For The Deaf And Hard Of Hearing, Inc, Washington Dc
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- Ling, D. (1989) *Foundations Of Spoken Language For Hearing Impaired Children.* A.G. Bell Association For The Deaf And Hard Of Hearing. Washington D.C.
- *Dhvani (Marathi)* Balvidyalaya – Ccym Publication
- *Play It By Ear,* John Tracy Clinic Publication: La
- Heller, Robert. (1999). *Effective Leadership.* Dk Publishing: New York.
- Heller, Robert. (1999). *Managing Change.* Dk Publishing: New York
- *Resource Book on Hearing Impairment.* Ayjnihh Publication
- Cole, Elizabeth, B. And Flexer, Carol. (2007). *Children With Hearing Loss Developing Listening And Talking (Birth To Six)* Plural Publishing Inc: Uk
- Unpublished Dissertations And Thesis On Profiling Communication Options In Special Schools In India

## B 11 (C) COMMUNICATION OPTIONS: MANUAL OPTIONS

Course Code: B 11(C)

Credits: 03

Contact Hours: 60

Notional Hours 30

Marks: 75


### Introduction

Communication, language and speech have always been at the centre stage when education of children with deafness is being discussed. Without going into much of judgemental discussions in the direction of 'either – or' options to be the 'best', this syllabus intends to expose the student teachers to all the dominant options. However, over and above the said exposure offered through compulsory courses, this optional course offers the student teachers an additional opportunity to sharpen the skills in one of the categories of options. This is expected to emphasize use of appropriate options rather than advocating one among the many. Moreover, learning this optional course is also expected to provide wider Career Choices for the Student Teachers.

### Objectives

After learning this course the students will be able to:

- Discuss the two manual options with reference to Indian special schools

  
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- Discuss the relevant issues like literacy, inclusion and training with reference to manual options
- Describe manual options in the light of issues like language, culture and identify
- Exhibit beginner level hands on skills in using manual options
- Motivate self to learn and practice more skills leading to linguistic adequacy and fluency

#### Module 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

#### Module 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

#### Module 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

#### Module 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

#### Module 5: ISS Skill Development and Course Conclusions

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

**Hands on Experience for notional hours: (ANY TWO) . . . . . 30 Hrs 10 Marks**

1. Watching Videos of Individual Sessions and Classroom Teaching of Signing. Submit reflections.
2. Role Play and Dramatization in ISL. Marks assigned to performance.
3. Developing Learning Material for Facilitating Connectivity Among Signing, Language and Cognition
4. Recording and submitting Self Narrated Stories / Poems.
5. Interacting with Deaf for Practicing Expansion of Ideas

**Transactions:**

As the course title suggests, this course is expected to be completely an action / practice oriented experience. Lecturers are expected to touch upon basic theory in a rather summarised manner working basically towards skill development and professional conviction needed to apply manual option. Curricular transactions here must involve interactions with adults / adolescents with Deafness and their siblings. The optional course is an extension of the compulsory practical units learnt during the third semester. Brushing up earlier learnt skills and practicing them more in real life situations is therefore recommended. Extensive use of web based material on sign language is also suggested. Modern and communicative approach (as against close door structural approach) typically used for foreign language learning is to be used. Unconventional ASK strategy of working first on Attitude, then on Skills and lastly backing it up with Knowledge or theory is expected to work better. Application in diverse situation; importance to fluency and confidence rather than correctness and non purist approach to evaluation is recommended so that the student teachers become independent users of ISL.

**Essential Readings**

- *Communication Options and Students with Deafness*. (2010). Rehabilitation Council Of India Publication.
- Heller, Robert. (1999). *Managing Change*. Dk Publishing: New York
- ISS Learning Material and Dictionaries
- Paul, Peter V. (2009). *Language and Deafness*. Jones And Bartlett: Boston
- *Teaching Learning Isl Ma* ! Developed at Ajyinh, Mumbai, SRKV Coimbatore and d NISH, Trivandrum

  
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- Zeshan, Ulrike. (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*
- Andrews, J. F., Winograd, P., & Deville, G. (1994). *Deaf Children Reading Fables: Using Asl Summaries To*
- *Bhasha Plsi Vol 38 Indian Sign Language(S)*. Editors: Tanroy Bhattacharya Nisha Grover, Surinder Pk Randhawa. Orient Blackswan
- Delhi. New Delhi: All India Federation Of The Deaf, 1981.
- *Directory of Rehabilitation Resources For Persons With Hearing Impairment In India*. (2000)Ayjnihh Publication
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- Ezell And Justice (2005). *Programmatic Research On Early Literacy: Several Key Findings. Ies 3rd Annual Research Conference: American Speech Language & Hearing Association (Asha)*.
- Frank, Smith (1985). *Reading Without Nonsense*. New York: Teachers College Press, 10027.
- Ghate, Prabha (1996). *Indian Sign System*. Ayjnihh In-House Publication: Mumbai.
- Ghate, R. A. (2009). *Survey Of Teachers' Opinion On Status Of Education Of The Deaf*. Unpublished Report Of Rci
- Heller, Robert. (1999). *Effective Leadership*. Dk Publishing: New York.
- Huddar, Asmita. (Ed) *Language and Communication*. (2008) Dse Manuals. Rehabilitation Council Of India Publication
- *Indian Sign Language Dictionary*. 2001. Coimbatore: Sri Ramakrishna Mission Vidyalaya
- Johnson, R., Liddell, S., and Erting, C. (1989). *Unlocking The Curriculum: Principles For Achieving Access In Deaf*
- Lewis, Rena B. & Doorlag, Donald H. (1999). (5<sup>th</sup> Ed) *Teaching Students with Special Needs in General Education Classrooms*. Prentice Hall Inc. New Jersey. Printing Press.
- Unpublished Dissertation And Thesis On Signing, Structure Of ISL And Its Impact On Education
- Unpublished Dissertations And Thesis On Profiling Communication Options In Special Schools In India

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- Vasishtha M., Woodward J, De Santis S. An Introduction To Indian Sign Language: Focus On
- Vasishtha, M.M., Woodward, J. De Santis, S. 1980. *An Introduction To Indian Sign Language (Focus On Delhi)*. New Delhi: All Indian Federation of The Deaf.\
- Websites For Signed Dictionaries
- Woodward, J (1993). "The Relationship Of Sign Language Varieties In India, Pakistan And Nepal". *Sign Language Studies* (78): 15-22.

## **B 11 (D) AUGMENTATIVE AND ALTERNATIVE COMMUNICATION**

Course Code: B 11(D)

Credits: 03

Contact Hours: 60

Notional Hours: 30

Marks: 75

### **Objectives**

*After learning this course the student-teachers will be equipped with a basic knowledge of:*

- AAC,
- AAC systems,
- AAC assessment,
- programme planning and strategies

### **Unit 1: Organizational frame work for Communication:**

- 1.1 Normal development of speech, language and communication
- 1.2 Factors that influence communication, speech and language in relation to each other
- 1.3 Levels of communication in children
  - 1.3.1 Functional (Emergent)
  - 1.3.2 Situational (Context Dependent)
  - 1.3.3 iii. Independent (Creative)

### **Unit 2: Basic principles of AAC interventions:**

- 2.1 Child - Child capacity
- 2.2 Child capacity and context
- 2.3 Working towards symbolic expression
- 2.4 Communication skills and
- 2.5 Functions

### **Unit 3: Areas of AAC Assessment:**

- 3.1 Sensory areas
- 3.2 Cognition, communication and language
- 3.3 Posture and positioning. Motor planning and control
- 3.4 Scanning

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### 3.5 Environment, Interaction & Symbols

#### Unit 4: Context of Communication:

- 4.1 Partner /skills , user skills and environment
- 4.2 Competency development - types of competencies and its development
  - 4.2.1 Linguistic competence
  - 4.2.2 Operational Competence
  - 4.2.3 Social competence
  - 4.2.4 Strategic competence

#### Unit 5: Introduction to communication tools and Access Mode:

##### 5.1 Types of AAC devices and systems

- 5.1.1 No Technology
- 5.1.2 Low Technology
- 5.1.3 High Technology
- 5.2 Access to communication charts - hand, finger, eye point
- 5.3 Access to devices:
  - 5.3.1 Switches - hand switch , blow switch, infrared devices etc
  - 5.3.2 Software -scan mode combined with a switch
- 5.4 Selection of AAC
  - 5.4.1 Child competency and environment
  - 5.4.2 Design, Access, Motor, Devices
- 5.5 Challenges in the development of AAC and Literacy
  - 5.5.1 Grammar; spelling
  - 5.5.2 Building Vocabulary: and richness of language
  - 5.5.3 Motor expression

**Hands on tasks for Notional Hours: (Any Two): 30 hours 10 marks**

1. Learn an AAC system and exhibit performance
2. Make a poster on AAC
3. Websearch AAC options and report

**Transactions:** Conventional lecturing, PPTs, Visits, Observations, class discussions, Videos, reflecting upon learnt knowledge.

#### Suggested Reading:

- Silverman, F.II.(1994). *Communication for the Speechless (3rd Edn.)*. Allyn & Bacon, Boston.
- David R. Beukelman, D.R., & Mirenda, P (2013). *Augmentative and Alternative*

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*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.

## B 11 (E) MANAGEMENT OF LEARNING DISABILITY

Course Code: B 11(E)

Credits: 03

Contact Hours: 60

Notional hours: 30

Marks: 75

### Objectives

After completing the course the learners will be able to:

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

### Module 1: Learning Disabilities: Types

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

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## Module 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

## Module 3: Intervention strategies in Basic Skills of Learning

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

## Module 4: Inclusion of children with LD

- 4.1 Curriculum Adaptation
- 4.2 Differentiated Curriculum
- 4.3 Transition Planning
- 4.4 Vocational Education and Higher Education
- 4.5 Collaborative efforts: Teachers, Peers, family

## Module 5: Trends, needs and issues

- 5.1 Provisions for children with LD at school (across boards) and college level in India
- 5.2 Open schooling and home schooling
- 5.3 Community partnership
- 5.4 Advocacy
- 5.5 Use of technology

### Hands on experience for notional hours (any two)

30-hrs 10 marks

1. Study a check-list for screening LD. Administer it for 5 cases and report reflections.
2. Develop teacher made assessment test in any one curricular area for a given child.
3. Plan appropriate teaching strategies as per the specific needs of a given child with learning disability.
4. Conduct a seminar on trends and issues in the field of LD
5. Make a poster for mainstream teachers on dealing with students with LD

Transactions : Conventional lecturing, PPTs, Visits, Observations, class discussions, Videos, reflecting upon learnt knowledge.

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### Essential Readings

- Adamson & Adamson: Handbook of Specific Learning Disabilities, Gardner Press USA 1979
- Eddy G.L: Adaptive Language Disorders of Youth, Adults with Learning disabilities, Singular Pub., California 1992.
- Langone, J: Teaching Students with Mild & Moderate Learning problems, Allyn& Bacon, Boston 1990
- Myklebust, H: Progress in Learning Disabilities, Guene and Stratton - New York - 1983
- Pierangelo, R & Robert, J: Parent's complete Special Education Guide, 1996
- Reddy G.L. & Ramar R: Education of children with special needs, New Delhi - Discovery Pub. 2000

### Suggested Readings:

- Reid, K: Teaching the Learning Disabled, Allyn and Bacon, Boston, 1988
- Strichart, S., S : Teaching Study Strategies to Students with Learning Disabilities, Allyn & Bacon, Boston 1993
- Swady, E.R: Diagnosis & Correction of Reading, Difficulties, Allyn& Bacon Boston 1989
- Taylor, B: Reading Difficulties : Instruction and Assessment, Random House, New York, 1988
- Selikowitz M : Dyslexia and other Learning Disabilities, Oxford Univ, Press - 1998

## B 11 (F) VOCATIONAL TRAINING, TRANSITION & JOB PLACEMENT

Course Code: B 11(F)

Credits: 03

Contact Hours: 60

Notional Hours: 30

Marks: 75

### Objectives

After learning this content the trainees are expected to

- Develop an understanding of vocational education & its relevance for PWD's.
- Carry out vocational assessment and make vocational training plan

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- Plan for transition from School to job.
- Identify various avenues for job placement.
- Facilitate PWD's in making choice of vocational trades.
- Acquire the concept of Independent living and Empowerment.

#### Unit 1: Fundamentals & Assessment of Vocational rehabilitation

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

#### Unit 2: Vocational Transition & Curriculum Planning

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

#### Unit 3: Process of Vocational Rehabilitation & Placement

10 Hours

- 3.1. Types of Employment Settings.
- 3.2. Process of Job Placement & Creation of Need-based employment settings.
- 3.3. Adaptations, accommodation, Safety skills and First Aid.
- 3.4. Self Advocacy & Self Determination skill training
- 3.5. Equal opportunities and attitudes towards persons with disabilities

#### Hands on Experience for notional hours (ANY TWO) 30 hours 10 marks

1. Developing curriculum on any vocational skill.
2. Administering any vocational assessment tool.
3. Visit to any vocation Institution.

Transactions: Conventional lecturing, PPTs, Visits, Observations, class discussions, Videos, reflecting upon learnt knowledge.

#### References:

- Kutty A.T. & Rao L.G, (2001) Transition of Persons with Mental Retardation from School to Work – A Guide, NIMH Publications, Secunderabad.

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- Kutty A.T. & Rao L.G, (2003), Curriculum for Vocational Education, Transition of Persons with Mental Retardation from School to Work. Series :2, NIMH Publications, Secunderabad.
- John McDonnell & Michael L. Hardman, (2010), Successful transition Programs, Pathways for students with Intellectual & developmental disabilities, Sage Publications, Los Angeles.
- Mukhobadhyay, M. Editor Kutty A.T. (2006), Principles of Vocational Training Part-II, DVTE(MR) Manual , RCI & Kanishka Publisher, New Delhi.
- Rao, V.K. (2004), Vocational Education , A.P.H Publishing Corporation, New Delhi
- Whitehead, Tanya D & Hughey Joseph B, (2004) Exploring Self Advocacy From a Social Power Perspective, Nova Science publishers, New York
- Wehmeyer Michael.L. (2007), Promoting Self-Determination in students with Developmental Disabilities, Guilford Press, Washington.

## C12 ASSESSMENT AND IDENTIFICATION OF HEARING LOSS AND NEEDS

Course Code: C 12

Credit: 03

Contact Hours: 60

Notional Hours 30

Marks: 75

### Introduction

Hearing loss needs to be identified at the earliest in order to provide timely intervention to children with hearing impairment. This in turn would help them to develop adequate speech and language to function similar to typically developing children in school and beyond. The course is designed to provide inputs to learners about various assessment to be undertaken for identifying needs in order to plan the intervention program.

### Objective:

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

- Explain the need and techniques for early identification of hearing loss in children
- Acquire knowledge in the area of audiological assessment and its relevance in education
- To discuss communication and language related needs with the understanding of its development and assessment

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- Understand the need for assessment of various processes involved in production of speech
- Describe and identify different components of educational assessment and analyse various educational needs of individuals with hearing impairment.

#### Module 1: Early Identification of hearing loss: Need & strategies

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

#### Module 2: Audiological Assessment

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

#### Module 3: Assessment of Language & communication

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

#### Module 4: Assessment of Speech

- 4.1 Respiration and Phonation: Pre-requisites, process, types and need for assessment
- 4.2 Basics of Articulation and phonology (active and passive articulators; classification of vowels and consonants; assessment of articulation)

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- 3.3 Suprasegmental aspects of speech and its assessment
- 4.4 Milestones of speech development in typically developing children
- 4.5 Speech Intelligibility: concept, factors & assessment

#### Module 5: Educational assessment and identification of needs

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

#### Transaction

Lectures, Presentations, Project, subject seminar

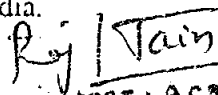
Hands on Experience for notional hours: (ANY TWO)

(30 Hrs) 10 Marks

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

#### Essential Readings

- Martin, F. N. Clark, J.G. (2012). Introduction to Audiology. 11th ed. Boston: Pearson Education.
- Martin, FN & Clark, J.G. (2009). Introduction to Audiology. 10th ed. Boston: Pearson Education.
- Northern, J.L. Downs, M.P. (2002). Hearing in Children. 5<sup>th</sup> Edition. Philadelphia: Lippincott Williams and Wilkins
- Rehabilitation Council of India (2007). Status of Disability in India - 2007: Hearing Impairment and Deaf-blindness. New Delhi: Rehabilitation Council of India.

  
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- Newby, H. A., & Popelka, G. R. (1992). Audiology (6<sup>th</sup> ed.). New York: Appleton-Century-crofts.
- Bel, R.L. and Frisbie, D.A.(1991) 5<sup>th</sup> ed, Essentials of Educational Measurement, Prentice hall publication, New Jersey
- Linn, R. L. and Gronlund, N. E. (1995) 7<sup>th</sup> ed Measurement and Assessment in Teaching, Prentice hall publication, New Jersey
- Jurs, S.G. and Wiersma, W.(1990) 2<sup>nd</sup> ed Educational Measurement and Testing, Allyn and Bacon publication, Boston
- Nitko, A. J. (1983) Educational Tests and Measurement, An Introduction, Harcourt Brace Publication, New York
- Brigrance, A.H. and Hargis, C.H. (1993) Educational Assessment, Charles C Thomas publication, USA
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- Patel, R.N. (1985), Educational Evaluation, Himalaya publication, Bombay
- Mathew, S. and Misra, A. (2010) Knowledge based evaluation of students with hearing impairment, Journal of NCED, Vol 2, Issue 1, page 26-33
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#### Suggested Readings:

- Madell, JR & Flexer, C., (2008) Pediatric Audiology: Diagnosis, Technology and Management. New York: Thieme Medical Publishers.
- Waldman, D., & Roush, J. (2010). Your child's Hearing Loss; A Guide for Parents. San Diego: Plural Publishing.
- Yoshinaga-Itano, C. (2003). From screening to early identification and intervention: Discovering predictors to successful outcomes for children with significant hearing loss. *Journal of deaf studies and deaf education*, 8(1), 11-30.
- McMillan, J.H (2001) Classroom assessment: Principles & practices for effective instruction (2<sup>nd</sup> Eds), Allyn & Bacon, Boston.
- Evens, P. and Varma. V (1990). Special Education Past, Present and Future, The Falmer Press
- Poham, James. W. (1993), Educational Evaluation. Prentice Hall, New Jersey.
- Gregory, Jnight, et al. (1998), Issues in Deaf Education. Cromwel Press

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- Singh, B. (2004) Modern educational Measurement and Evaluation System, Anmol Publication, New Delhi
- Boyle, J. and Fisher, S. (2007) educational testing (A competence based approach), BPS Blackwell publication, Singapore
- Warden, P, Winter, J. and Broadfoot, P(2002)Assessment, Routledge Falmer Publication, London

## C 13 CURRICULUM DESIGNING, ADAPTATION AND EVALUATION

Course Code: C 13

Credit: 03

Contact Hours: 60

Notional Hours 30

Marks: 75

### Introduction:

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

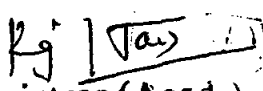
### Objectives:

After completing the course, the student shall be able to:

- Familiarize with concept of curriculum and explain the importance of designing it for children with hearing impairment in the context of 21<sup>st</sup>-Century learning skills;
- Develop capacity of developing literacy skills of reading and writing in children with hearing impairment;
- Describe the need for curricular adaptation and decide suitable adaptation and undertake it;
- Appreciate the need for curricular evaluation and describe the tools and methods for evaluating it.

### Module 1: Curriculum and Its' Designing

- 1.1. Curriculum-Concept, Types and Models;
- 1.2. Approaches and Steps for Curriculum Designing;
- 1.3. Curricular Needs of children with hearing impairment in Scholastic Areas
- 1.4. Curricular Needs of children with hearing impairment in Non-scholastic Areas
- 1.5. Curricular Framework for 21<sup>st</sup> Century.

  
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## Module 2: Developing Literacy Skills: Reading

- 2.1. Pre-requisites for Reading and Emergent Reading Skills;
- 2.2. Assessment of Reading Skills at Different Levels;
- 2.3. Approaches and strategies to Develop reading Skills and Independent Reading;
- 2.4. Types and Models of Developing Reading Skills;
- 2.5. Challenges and Remedial Strategies.

## Module 3: Developing Literacy Skills: Writing

- 3.1. Pre-requisites for Writing and Emergent Writing Skills;
- 3.2. Assessment of Written Language at Different Levels;
- 3.3. Components and Types of Writing;
- 3.4. Steps and Strategies in Developing Writing;
- 3.5. Challenges and Remedial Strategies.

## Module 4: Curricular Adaptation

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

## Module 5: Curricular Evaluation

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

### Transactions

Lectures, Presentations, Self-study and use of Online Education Resources, Project, Workshops/ Seminars

**Hands on Experience for notional hours: (ANY TWO)**

**30 Hrs 10 Marks**

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

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### Essential Readings

- Gathoo, V. (2006). Curricular Strategies and Adaptations for children with Hearing Impairment New Delhi: Kanishka Publishers
- Bunch, G.O. (1987). The Curriculum and the Hearing Impaired student: Theoretical and practical considerations. Boston, MA: College-Hills Press.
- Marsh, C.J. (2004). Key concepts for understanding curriculum. Routledge Falmer.
- Moores, D.F., Martin, D.S. (2006). Deaf Learner: developments in curriculum and Instruction. Gallaudet University Press.
- Fontas, I. (2001). Guiding reader and Writers (Grades 3-6): Teaching comprehension, Genre and Context Literacy. Portsmouth, NH: Heinemann.

### Suggested Reading

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

## C 14 EDUCATIONAL INTERVENTION AND TEACHING STRATEGIES

Course Code: C 14

Credit: 03

Contact Hours: 60

Notional Hours 30

Marks: 75

### Introduction:

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

### Objectives:

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

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

#### Module 1 Need & strategies for early intervention of hearing loss

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

#### Module 2 Auditory Learning (AVT & Auditory Training) & Speech Reading

- 2.1 Concept of 'Auditory Listening': Unisensory & Multisensory approaches
- 2.2 Auditory training: Importance, types (Individual & Group) and Stages
- 2.3 Auditory Verbal Therapy: Principle, importance and role of teacher
- 2.4 Auditory Training and AVT: Pre-requisites, challenges, similarities & differences
- 2.5 Speech Reading: Concept, importance, Pre-requisites, challenges and Role of teacher

#### Module 3 Speech Intervention strategies

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

#### Module 4 Communication and Language teaching strategies

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

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## Module 5 Educational intervention strategies

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

### Transaction

Understanding most of the concepts introduced through this course is essential for any classroom teacher. Hence, curriculum transactions may involve lectures with adequate explanations and examples with reference to Indian context. Class discussions must follow theoretical introductions so that the student teachers are able to link this knowledge with whatever observations and reflections they are making in schools. Suggested library readings prior to the lecture will help student teachers to get familiarized with the notions and appropriate terms. Evaluations must focus on understanding the concepts and processes with reference to students with and without special needs.

**Hands on Experience for notional hours: (ANY TWO)**

**30 Hrs 10 Marks**

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

### Essential Readings

- Bess, F. H., & Humes, L. E. (1990). *Audiology: The fundamentals*. London: Williams & Wilkins.
- Finitzo-Hieber, T. (1981). Classroom Acoustics. In R. J. Roeser & M. P. Downs (Eds.) *Auditory disorders in school children*. New York: Thieme-Stratton.
- Katz, J. (1978, 1985, 1994). *Handbook of Clinical Audiology*. (2<sup>nd</sup>, 3<sup>rd</sup> & 4<sup>th</sup> eds.). Baltimore: Williams and Wilkins.

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- Nerbonne, M. A. & Schow, R.L. (2002). Introduction to Audiologic Rehabilitation. Boston: Allyn and Bacon.
- Nerbonne, M. A. & Schow, R.L. (2013). Introduction to Audiologic Rehabilitation. 6th ed. Boston: Pearson Education.
- Calvert, D.R. Silverman, S.R. (1983). Speech and Deafness: A Text for Learning and Teaching. Washington: Alexander Graham Bell Assn for Deaf.
- Rhoades, E., & Duncan, J. (2010). Auditory-verbal practice: Toward a family centered approach. Springfield: Illinois: Charles C. Thomas
- Powell, F., Finitzo-Hieber, T., Friel-Patti, S., & Henderson, D. (1985). (Ed.) Education of the Hearing Impaired Child. London: Taylor and Francis Ltd. / San Diego: College-Hill Press.
- Maxon, A., & Brackett, D. (1992). The Hearing Impaired Child: Infancy Through High School Years. Boston: Andover medical Publishers.
- Estabrooks, W., (2006). Auditory-Verbal therapy and practice. Washington DC: Alexander Graham Bell Association for Deaf.
- Ling, D. (2002). Speech hearing-impaired child: Theory and practice. 2<sup>nd</sup> Ed. Deaf and hard of hearing.
- Easterbrooks, S. (2007). Helping Deaf and Hard of Hearing Students to Use Spoken Language: A Guide for Educators and Families. Amazon
- Aggarwal, J.C. (2010). Principles, Methods and Techniques of Teaching. Amazon
- Ling, D. (2000). Early Intervention For Hearing Impaired Children. Amazon
- Maluccio, Canali & Vecchiato (2002). Assessing Outcomes in Child and Family Services: Comparative Design and Policy Issues. Amazon
- Guralnick, M, J, (2005). The Developmental Systems Approach to Early Intervention. London: PAULH Brooks
- Lynas, Wendy (1994). Communication Options in the Education of Deaf Children. London: Whurr Publishers Ltd
- Moores, Donald, F (1997), Educating the deaf, Houghton Nifflin Company
- Beattie, Rod G. (2001). Ethics in Deaf Education: The First Six Years. New York: Academic Press Inc.
- Owens, R.E. (2012). Language development: An introduction (8th ed.) Boston: Pearson
- Marschark, Marc Spencer, Patricia Elizabeth (2003). Oxford Handbook of Deaf Studies Language and Education. London: Oxford University Press.
- Paul, Peter V. Whitelaw, Gail M. (2011). Hearing and Deafness: An Introduction for Health and Education Professionals. Boston: Jones and Bartlett Learning.

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- Schirmer, Barbara R (2001). Psychological, Social and Educational Dimensions of Deafness. Boston: Allyn and Bacon
- Livingston, Sue (1997). Rethinking the Education Deaf Students: Theory and Practice from a Teachers Perspective. London: Heinemann.
- English, Kristina M (2002). Counseling Children with Hearing Impairment and Their Families. Boston: Allyn and Bacon.
- Mahshie S. N.(1995) educating deaf children bilingually, Gallaudet University, Washington
- Lynas, Wendy (1994). Communication Options in the Education of Deaf Children. London: Whurr Publishers Ltd ford university press

### Suggested Reading

- Jeffers, J., & Barley, M. (1975). *Speech reading (Lip reading)*. Springfield, IL: Charles C. Thomas.
- Paul, P.V. Whitelaw, G.M. (2011). *Hearing and Deafness: An Introduction for Health and Education Professionals*. Boston: Jones and Bartlett Learning.
- Rossetti, L. M., & Kile, J. E. (1997). *Early intervention for special populations of infants and toddlers*. San Diego: Singular Publishing Group, Inc.
- Sanders, D. A., & Derek, A. (1993). *Management of hearing handicap: Infants to elderly* (3<sup>rd</sup> edn). Englewood Cliffs, NJ: Prentice-Hall.
- Yarrow, L.J. Rubenstein, J.L. Pedersen, F.A. (1975). *Infant and Environment: Early Cognitive and Motivational Development*. New York: John Wiley and Sons.
- Nolan, Michael Tucker, Ivan (1984) *Educational Audiology*. London: Croom Helm.
- Plant, G.S., Karl E., (1995). *Profound Deafness and Speech Communication*. London: Whurr Publishers Ltd.
- McCracken, W., & Laoide-Kemp (1997). *Ed. Audiology in Education*. London: Whurr Publishers Ltd.,
- Richerg, C.M., & Smily, D.F. (2012). *School-Based Audiology*. San Diego: Plural Publishing.
- McAnally, P.I., Rose, S., & Quigley, S.P. (1987). *Language Learning practices with Deaf Children*. San Diego: A College-Hill Publication.
- Van Riper C. & von Emerick, L. (1984). *Speech correction – An introduction to speech pathology and audiology*. 7<sup>th</sup> Ed. NJ: Englewood Cliffs Prentice Hall Inc.

C 15 TECHNOLOGY AND DISABILITY

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Course code: C 15

Credits: 03

Contact Hours: 60 Notional Hours: 30

Marks: 75

#### Introduction:

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

#### Objectives:

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

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

#### Module 1: Listening devices and classroom acoustics

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

#### Module 2: Technology for management for speech

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

### Module 3: Technology facilitating language & communication

- 3.1 Low cost technology and its application in development of teaching learning material
- 3.2 Electronic and web-based technology and applications: TV, digital Recorders, downloaded AV films, search engines, online learning material, language apps
- 3.3 Web based technology for using and training of ISL  
Text to text and text to sign technology
- 3.5 Mobile communication / Applications, social media, web based media to be used for communication

### Module 4: Technology facilitating Education

- 4.1 Technology and its impact on education: Changing Trends in teaching & learning
- 4.2 Technology products for educational purposes : Listening (Induction loop/FM/IR), Visual (Speech to text/text to speech) Audio-Visual (computer based learning & self-learning packages, Multimedia)
- 4.3 Technology Based Educational Services: online - learning, Web based learning, Computer assisted Learning, video remote interpreting, C-Print technology, open, close and real time Captioning
- 4.4 ICT and education of children with hearing impairment: Planning, implementation & evaluation of teaching-learning
- 4.5 Future technologies: Universal Design: Meaning & scope

### Module 5: Resource Mobilisation for technology

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

Transaction

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Understanding most of the concepts introduced through this course is essential for any classroom teacher. Hence, curriculum transactions may involve lectures with adequate explanations and examples with reference to Indian context. Class discussions must follow theoretical introductions so that the student teachers are able to link this knowledge with whatever observations and reflections they are making in schools. Suggested library readings prior to the lecture will help student teachers to get familiarized with the notions and appropriate terms. Evaluations must focus on understanding the concepts and processes with reference to students with and without special needs.

Hands on Experience for notional hours: (ANY TWO)

30 Hrs 10 Marks

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

#### Essential Readings

- Best, F. H., & Humes, L. E. (1990). *Audiology: The fundamentals*. London: Williams & Wilkins.
- Finitzo-Hieber, T. (1981). Classroom Acoustics. In R. J. Roeser & M. P. Downs (Eds.) *Auditory disorders in school children*. New York: Thieme-Stratten.
- Katz, J. (1978, 1985, 1994). *Handbook of Clinical Audiology*. (2<sup>nd</sup>, 3<sup>rd</sup> & 4<sup>th</sup> eds.). Baltimore: Williams and Wilkins.
- Allum, D.J. (Ed). (1996). *Cochlear Implant Rehabilitation in Children and Adults*. England, London: Whurr Publishers.
- Berg, F. (2008). *Speech Development Guide for Children With Hearing Loss*. San Diego: Plural Publishing.
- Maltby, M.T. (1994). *Principles of Hearing Aid Audiology*. London: Whurr Publishers.
- Taylor, Brian M., H. Gustav (2011). *Fitting and Dispensing Hearing Aids*. San Diego: Plural Publishing.
- Tweedie, J. (1987). *Children's Hearing Problems, Their Significance, Detection and Management*. Bristol: The Bath Press.
- Waldman, D., & Roush, J. (2010). *Your child's Hearing Loss; A Guide for Parents*. San Diego: Plural Publishing.
- Rapp, W.H. (YNK). *Universal design for learning in action*. Baltimore MD: Brooks

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- Mathew, S.M. (2012). Technology for persons with hearing impairment. Status of Disability in India-2012. New Delhi: RCI
- Stewart, D.A. & Kluwin, T.N. (2001). Teaching Deaf & Hard of Hearing Students : Content , Strategies & Curriculum. London : Allyn & Bacon
- Kumar, K. L. (2009). Educational Technology: A Practical Textbook for Students, Teachers, Professionals and Trainers . Amazon Pub.
- Andersson, C. (2014). Assistive Technology for the Hearing-impaired, Deaf and Deafblind. Amazon Pub.
- Lynas, Wendy (1994). Communication Options in the Education of Deaf Children. London: Whurr Publishers Ltd
- Schirmer, Barbara R (2001). Psychological, Social and Educational Dimensions of Deafness. Boston: Allyn and Bacon
- Riekehof, Lottie L. (1978), The joy of learning signs, Gospel publishing House, Missouri
- Moores, Donald, F (1997), Educating the deaf, Houghton Nifflin Compan

#### Suggested Reading

- Dillon, Harvey (2001). Hearing aids. New York: Thieme Medical Publications
- Krumenacker, S. (2014). Hearing Aid Dispensing Training Manual. San Diego: Plural Publishing.
- Sanders, D. A. (1993). *Management of hearing handicap: Infants to elderly* (3<sup>rd</sup> ed.). Englewood Cliffs, NJ: Prentice-Hall.

#### PSYCHOSOCIAL AND FAMILY ISSUES

Course code: C 16  
 Contact Hours: 60  
 Marks: 75

Credits: 03  
 Notional Hours 30

#### Introduction:

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

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## Objectives:

After learning the course the learners will be able to:

- Explain psycho social development of early childhood and role of family
- To understand the family needs and find himself/herself ready to support families for empowering the child with disability
- Ensure family involvement in educational programs by understanding acceptance, attitude and advocacy

### Module 1: Introduction to Psychosocial issues in early childhood

- 1.1 Overview of psychosocial development; wellbeing and quality of life
- 1.2 Challenges and issues in psychosocial development of children with hearing impairment
- 1.3 Domains of Psychosocial issues
- 1.4 Implications of hearing impairment on domains of psychosocial development
- 1.5 Domains of Psychosocial interventions and sites of implementation

### Module 2: Family and family interventions

- 2.1 Introduction to family types and contexts of families in India
- 2.2 Family's responses and perceptions about HI
- 2.3 Adjustment, coping, and acceptance of disability
- 2.4 Domains and Measures of family assessment: Rating forms, observations
- 2.5 Skills and ethics of family intervention

### Module 3: Family Needs

- 3.1 Identifying Family Needs for information, decision making, skill transfer and referral;
- 3.2. Fostering family's acceptance of child's impairment and creating a positive home environment;
- 3.3. Building parents' competencies for making informed choices (communication options, options for listening devices, school placement)
- 3.4. Supporting family in raising children with hearing impairment: Time management, resource management, technology management and stress management
- 3.5. Encouraging family participation in self-help groups and family support networking

### Module 4: Family Collaborations with professionals

- 4.1. Parent Teacher Associations and encouraging family involvement in educational processes

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- 4.1 Ensuring rights: meaning and options (negotiations, family association, complaints, litigation, media)
- 4.3 Parent professional partnership
- 4.4 Individual Educational Plan and parent professional collaborations
- 4.5 Supporting family in fostering allround development and developing communication and language

#### Module 5: Family, Attitude and Advocacy

- 5.1 Paradigms of disability (charity, medical, social, cultural, right based) and its impact on family
- 5.2 Attitude: meaning and types
- 5.3 Attitude towards disability: Indian scenario
- 5.4 Family advocacy: Meaning and need
- 5.5 Strategies to facilitate pro active attitude and advocacy

Notional Hours Hands on Tasks (ANY TWO) 30 Hours 10 marks

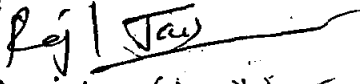
- 1 Compile five activities that could be undertaken to tune the home environment for a growing child with hearing impairment.
- 2 Read 3 IEPs and reflect upon family needs.
- 3 Select/make a tool to measure parent's acceptance and administer it on three parents. Submit with brief reflections.
- 4 Attend a parent meeting of a special school and report tips provided for fostering parent advocacy.

#### Transaction & Evaluation

Curricular transactions for this course must involve more pragmatic approach than mere theoretical discussions. Best outcomes in terms of understanding, skills and pro active attitude towards role of environment and family can be obtained if this course is well linked with experiences from F 1 (School internship) of the same semester. Discussions, case presentations, structured debates and mock family interactions are recommended as transaction strategies. Evaluations in the form of action oriented tasks rather than conventional written tasks are recommended for at least internal assessment.

#### Essential Reading:

- Dunst.C, Trivette.C & Deal.A (1996). *Enabling & empowering families. Principles & guidelines for practice*. Cambridge, MA : Brookline Books.
- Gregory Susan, Bishop Juliet and Sheldon Lasley, (1999), Cambridge University, Psychological perspectives of deafness

  
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- Spencer Patricia, Erting Carol, J.marMarschark, Mane, (2000), The deaf child in the family and school, laurance Erlbaum
- Scheetz nancyA. Orientation to Deafness (2000), Allyn and Bacon

**Suggested Reading:**

- Corter Mairian (1966). deaf transactions:Deaf families, deaf communities and deaf identities, Jessica Kingsley publishers
- Brown Ivan and ray Brown (2000), Quality of life and disability
- Marscark m and Clark M.D. , Psychological perspectives on deafness Vol I & II, 1998
- Beazley Sarah & Moore Michele, Deaf children their families and professionals dismantling barriers, david Fultron publishers (2005)
- Ed Par Ila, Cultural diversity and the deaf experiences (1966), Cambridge university press, USA
- Caspe, M., Lopez, M. E., Chu, A., & Weiss, H. B. (2011). *Teaching the teachers: Preparing educators to engage families for student achievement*. Cambridge, MA: Harvard Family Research Project.

**D 17 READING AND REFLECTING ON TEXT**

Course code: D 17

Credits: 02

Contact Hours: 30 Notional Hours : 30

Marks: 50

**Introduction:**

One of the core areas that schools focus upon is age appropriate and fluent literacy skills. Hence, aspirant graduates who intend to make career in education must be good readers and good writers (in literally sense). Due to several reasons a student teacher like you may not have adequate skills, interest and motivation for reading and writing. Here is a skill based and activity oriented course designed to give you an opportunity to look at reading writing seriously, relearn it as a professional activity, apply it for students with special needs and enjoy it like never before.

**Objectives**

After completing the course the learners will be able to:

- Reflect upon current level of literacy skills of the self
- Show interest and begin working upon basic skills required to be active readers in control of own comprehension.

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*Show interest and begin working upon basic skills required to be independent writers understanding adequate intent, audience and organization of the content.*

- *Prepare self to facilitate good reading writing in students across the ages.*
- *Find reading writing as learning and recreational tools rather than a course task.*

#### Module 1: Reflections on Literacy

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

#### Module 2: Reflections on Reading Comprehension

- 1.1 Practicing Responses to Text: Personal, Creative and Critical
- 1.2 Meta Cognitive Awareness of Reading Processes and Strategies Applied for Meaning Making
- 1.3 Developing Good Reading Skills and Habits in Primary Level Students: Activities And Strategies
- 1.4 Basic Understanding Of Reading Comprehension Of Children With Hearing Impairment And Learning Disability

#### Module 3: Skill Development in Responding To Text

- 3.1 Indicators of Text Comprehension: Retelling, Summarizing, Answering, Predicting, Commenting and Discussing
- 3.2 Practicing Responding To Text (Using The Indicators) For Recreational Reading Material (Narrations) And School Textbooks (Description)
- 3.3 Practicing Responding To Text (Using The Indicators) For Reports, Policy Documents And News (Expositions) And Editorial, Academic Articles, Advertisement Copy, Resume (Argumentation)
- 3.4 Practicing Web Search, Rapid Reading And Comprehensive Reading

#### Module 4: Reflecting Upon Writing as a Process and Product

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

#### Module 5: Practicing Independent Writing

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- 5.3 practicing Writing: Picture Description/ Expansion Of Ideas / Essays / Stories
- 5.4 Practicing Daily Leaving Writing: Applications / Agenda - Minutes/ Note Taking
- 5.5 Practicing Converting Written Information Into Graphical Representation
- 5.6 Practicing Filling Up Surveys, Forms, Feedback Responses, Checklists
- 5.7 Reflections On The Course: From Theory To Practice To Initiating Process To Improve Self

Hands on Experience for notional hours: (ANY ONE)

30 Hrs (3 Marks)

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

#### Transactions

It is highly recommended that this course reaches meta-level understanding of own reading process by the student teachers. Hence lecturers are suggested to float the theory bare minimum focussing more on 'insights through practice sessions'. To keep the motivation high and complexity low the transactions must involve hands on activities based on the units of the course. The terminology used in units is more for the understanding of the lecturers than the student teachers since this is a newly introduced course in this revised syllabus. Experiential discussions, team tasks and internalising learning by doing are expected to obtain best outcomes. Evaluation must target process of reflecting upon own personalised insights into reading and responding to texts. Hence, entire internal assessment must focus on progressions through activities rather than written tests.

#### Essential Reading

- Soundarapandian, M. (2000). Literacy campaign in India. Discovery Publishing House: New Delhi.
- May, Frank B. (2001). Unravelling the seven myths of reading. Allyn and Bacon: Boston
- Tovani, C & Keene, E.O (2000). *I Read It, but I Don't Get It: Comprehension Strategies for Adolescent Readers*. Stenhouse Publishers
- McGregor, T (2007). *Comprehension Connections: Bridges to Strategic Reading*. Heinemann Educational Books

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

#### Suggested Readings:

- McCormick, Sandra. (1999). *Instructing students who have literacy problems*. (3<sup>rd</sup>) Merrill: New Jersey
- Aulls, Mark W. (1982). *Developing readers in today's elementary school*. Allyn and Bacon: Boston
- Heller, Robert. (1998). *Communicate clearly*. DK Publishing: New York.
- May, Frank B. (1998). *Reading as communication*. Merrill: New Jersey
- Gallagher, K. (2004). *Deeper Reading: Comprehending Challenging Texts*. Stenhouse Publishers
- Miller, D. (2002). *Reading With Meaning: Teaching Comprehension in the Primary Grades*. New York: Stenhouse Publishers
- Baniel, Anat. (2012). *Kids beyond limits*. Perigee Trade: New York
- Pandit, Bansibhari, Suryawanshi, Dhyane Kute & Meena Prakash. (2007) *Communicative language teaching in English*: Nityanutan Prakashan: Pune
- Paul, Peter V. (2009). *Language and Deafness*. Jones and Bartlett: Boston
- Ezell and Justice (2005). *Programmatic Research on Early Literacy: Several Key Findings*. *IES 3rd Annual Research Conference: American Speech Language & Hearing Association (ASHA)*.
- Frank, Smith (1985). *Reading without Nonsense*. New York: Teachers College Press, 10027.
- Luetke-Stahlman and Nielsen (2003). *Early Literacy of Kindergartners with Hearing Impairment*. *High Beam*
- *Research The Gale Group, Inc. & GRIN Publishing Munich Germany.*

#### D 18 DRAMA AND ART IN EDUCATION

Course code: D 18

Contact Hours: 30

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Credits: 02

Notional Hours :30

Marks: 50



## Introduction:

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

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

## Objectives

After completing the course the learners will be able to:

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

## Module 1: Introduction to and 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

## Module 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

## Module 3: Performing Arts: Drama

- 3.1 Range of art activities in drama
- 3.2 Experiencing, responding and appreciating drama

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- 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

#### Module 4: Visual Arts

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

#### Module 5: Media and Electronic Arts

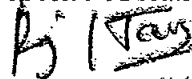
- 5.1 Range of art activities in media and electronic art forms
- 5.2 Experiencing, responding and appreciating media and electronic arts
- 5.3 Exposure to selective basic skills in media and electronic arts
- 5.4 Media and electronic arts: Facilitating interest among students: planning and implementing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

#### Hands on Experience for notional hours (ANY ONE) 30 Hrs (5 Marks)

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

#### Transactions

Curriculum transactions of this course are recommended to involve holistic teaching learning rather than the conventional 'unit by unit' steps. More number of local visiting faculties may be invited to talk about the ideas and its applicability in art education. Collaborative sessions and workshops with local B Ed colleges (in general as well as special education) will help students

  
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see the diverse perspective of art appreciation. Transactions of this course may involve student demonstrations, role plays, hands on experiences with basic skill development and outdoor visits for exploring best practices of art education for students with and without special needs. Evaluation strategies may focus reflections and innovative ideas rather than theoretical data based information.

#### Essential Reading:

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

#### Suggested Readings:

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

## D 19 - BASIC RESEARCH AND STATISTICS

Course Code: D 19  
Contact Hours: 30

Credit: 02  
Notional Hours 30

Marks: 50

Objectives: After completion of this course the student will be able to

- Describe the concept and relevance of research in education and special education

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- Develop an understanding of the research process and acquire competencies for conducting a research
- Explain the various types of tools used in conducting research
- Describe the methods of measurement and organization of data
- Apply suitable measures for data analysis

#### Module 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

#### Module 2: Types and Process of Research

- 2.1 Types of research
  - Basic/Fundamental
  - Applied
  - Action
- 2.2 Methods of Research
- 2.3 Process of research
  - Selection of problem
  - Formulation of hypothesis
  - Collection of data
  - Analysis of data & conclusion
- 2.4 Action research in teaching learning environment
- 2.5 Professional competencies for research

#### Module 3. Tools of Research

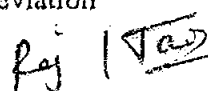
- 3.1 Tests: Norm referenced, Criterion referenced, Teacher made
- 3.2 Observation schedule
- 3.3 Questionnaire
- 3.4 Rating Scale
- 3.5 Checklist

#### Module 4 Measurement Scale and Organization of Data

- 4.1 Data: Continuous and discrete
- 4.2 Scale for measurement: Nominal, Ordinal, Interval and Ratio
- 4.3 Array and Frequency distribution
- 4.4 Frequency polygon
- 4.5 Histogram

#### Module 5 Descriptive Statistics

- 5.1 Descriptive statistics: Concept and application
- 5.2 Measures of central tendency: Mean, Median and Mode,
- 5.3 Measures of Dispersion: Standard deviation and Quartile deviation
- 5.4 Correlation: Product Moment  $r$  and Rank Order

  
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5 Graphic representation of data

Transactions:

Particular transactions for this course must involve more pragmatic approach than mere theoretical discussions. Best outcomes in terms of understanding, skills and pro active attitude towards role of environment and family can be obtained if this course is well linked with experiences. Focus has to be placed on understanding research carried out by others and their outcomes. Also minimum jargon to be used with more applicability to be emphasized. Evaluations too will involve application rather than theory.

Prerequisites on Experience for notional hours: (ANY ONE) 30 Hrs(5 Marks)

1. Develop a schedule for observing classroom behaviour
2. Submit an outline for an action research

Essential reading

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

Suggested Reading

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

## PART II: AREA E PRACTICAL COURSES

E 1: Cross disability & inclusion ( other disability )

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IMP: Practical activities in this section must be conducted on children with LD OR ID OR ASD OR VI OR MD

Semester-I Credits: 02

Hours: 60

Marks: 50

#	Task	Educational settings	Specific activities	Hrs	Marks	Submissions
1	Visit to special school	Special school	Study the infrastructure available in a special school for children	18 Any 3 schools	10	Report including reflections
2	Identification of Needs & its implications		Study the summary report of the evaluation carried out on any two children & study its implications in terms of educational placement	18	20	
3	Classroom teaching observation		Observe the teaching in any one special classroom and write reflections	24	20	
TOTAL				60	50	

### E 2. Disability Specialisation (Hearing Impairment)

Semester-II Credits: 05

Hours: 150

Marks: 125

#	Tasks	Educational settings	Specific activities	Hrs	Marks	Submissions
1	Assessment of hearing	Institute /clinic	*Observation of: BOA, conditioned Pure tone Audiometry, VRA, Speech Audiometry, Hearing aid trial & hearing aid testing *Studying 10 Audiograms and noting the diagnosis and recommendations *Practicing Ling's 6 sound test	30	20	Journal with reflections

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2	Assessment of speech	Institute /clinic	*Listening to speech of children with and without hearing loss and identifying parameters (Non segmental, segmental & supra segmental) -3 children each *Observing speech assessment (screening) - 2 children *Carrying out speech assessment ( screening) -2 children *Observing speech assessment using standardized tool -2 children	30	20	Journal with reflections
3	Assessment of language	Institute/ clinic	*Studying & describing standardized language tests - 1 number *Observations of any one test administration - 1 child *Administering any 1 test in a group *Observation of developmental scale-3 children * Observing a reading comprehension test- 1 group of students of primary level	36	20	Journal with reflections
4	Assessment in developmental psychology	Institute /Clinic	*Studying & describing DST, GDS, CPM , SFB ,VSMS *Observing assessment of children using any two of the above *Studying 10 assessment reports and noting the diagnosis and recommendations	36	45	Journal with reflections
5	Learning Basic level ISL OR ISS	Institute /Clinic	Finger spelling, daily phrases, short structured conversations	18	20	Recording of outcome for 10 mins
<b>TOTAL</b>				<b>150</b>	<b>125</b>	


## E 2: Disability Specialisation(Hearing Impairment)

Semester-III Credits: 04 Hours: 120 Marks: 100

#	Task	Education al settings	Specific activities	Hrs	Marks	Submi ssions
1	Aural	Institute /	Carrying out daily listening checks on	6	10	

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	intervention	Clinic	children with hearing impairment (5 children) -Use Aided Audiogram for (2 children each) A. Linking Ling's 6 sound test B. Selecting modality of training (auditory, speech reading, combination) C. Selecting method of communication (oral vs manual)																																			
2	Speech intervention	Clinic	- Observing individual speech teaching sessions (2 children) - Observing group teaching sessions (2 children) - Planning and executing lesson plan for teaching non-segmental, segmental and supra segmental aspects of speech (2 children)	12	10																																	
3	Learning and practicing ISL	Institute / school / ISL center	To learn and practice basic vocabulary, common phrases, conversations, sample subject texts, stories in signs. (Preferably involving a Deaf individual and taught by certified signer)	30	10																																	
4	Classroom observation of teaching	Special school for children with hearing impairment	<table border="1"> <tr> <td>Preschool - Observing and reporting classroom teaching for various subjects as per the time table of the school- Minimum 18 school periods</td> <td>Hrs.</td> <td>24</td> <td>10</td> </tr> <tr> <td>-Language</td> <td>4</td> <td></td> <td></td> </tr> <tr> <td>-subjects</td> <td>4</td> <td></td> <td></td> </tr> <tr> <td>-co-curricular</td> <td>4</td> <td></td> <td></td> </tr> <tr> <td>Primary - Observing and reporting classroom teaching for various subjects as per the time table of the school- Minimum 18 school periods</td> <td></td> <td></td> <td></td> </tr> <tr> <td>-Language</td> <td>4</td> <td></td> <td></td> </tr> <tr> <td>-school subjects</td> <td>4</td> <td></td> <td></td> </tr> <tr> <td>-co-curricular</td> <td>4</td> <td></td> <td></td> </tr> </table>	Preschool - Observing and reporting classroom teaching for various subjects as per the time table of the school- Minimum 18 school periods	Hrs.	24	10	-Language	4			-subjects	4			-co-curricular	4			Primary - Observing and reporting classroom teaching for various subjects as per the time table of the school- Minimum 18 school periods				-Language	4			-school subjects	4			-co-curricular	4					
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-Language	4																																					
-school subjects	4																																					
-co-curricular	4																																					
5	Lesson	Institute	Supervised activity by college faculty	6	0																																	

  
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	planning		with specific feedback			
6	Delivering Lessons	Special school	20 lessons (Science/Maths-5, Social Science- 5, Language – 8, Art – 2)	30	50	
7	Individualised lessons		5 lessons on 1 student	6	10	
8	Delivering lessons	Inclusive school	4 lessons of school periods indicating appropriate curricular adaptations	6	00	
<b>TOTAL</b>				<b>120</b>	<b>100</b>	

### E 1: Cross disability & inclusion (Other disability)

Semester-IV

Credits:4 Hours:120

Marks: 100

#	Tasks	Educational settings	Specific activities	Hrs	Marks	Submission
1	Infrastructure of an inclusive school	Inclusive school	Studying the extent of barrier free environment ( infrastructure including assistive devices , human resource & inclusive teaching practices)available in an inclusive school	40	20	Report with reflections
2	Classroom teaching observations		Observing 10 lessons ( 5 language + 5 subjects)and writing report	40	40	
3	Assisting Teacher		Working as teacher assistant for prayers / assembly, checking hearing device, attendance, home work/class work, writing diaries, preparing TLM, teaching practice sessions recapitulation, and break times,	40	40	
<b>TOTAL</b>				<b>120</b>	<b>100</b>	

## PART III: AREA F FIELD ENGAGEMENT

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# F1 Hearing Impairment

Semester-III Credits: 03 Hours: 90 Marks: 75

Setting: Special school for the deaf

#	Tasks	Specific activities	Hrs	Marks	Submissions
1	Teacher assistant **	Working as teacher assistant for prayers / assembly, checking hearing device, attendance, home work/class work, writing diaries, preparing TLM, teaching practice sessions recapitulation, and break times,	18	10	Journal of daily reflections and learning
2	Practicing functioning as a teacher **	Undertaking continuous whole day teaching using daily diary system for planning and recording.	18	10	Daily diary
3	Understanding school examination **	Assisting in exam related planning, setting question papers, assessing, entering outcome in records, writing progress reports, feedback to students and parents, drawing pedagogic decisions.	6	10	Portfolio of assessment activities
4	Understanding beyond classrooms	Participating in School committees meetings, Sports, Picnics, trips, visits, Parent Teacher Association (PTA) meeting, competitions, Celebrations, annual gatherings, medical check ups – any 3	12	10	*
5	Development of teaching learning material (TLM), worksheet,	Developing 3 TLM and 10 worksheet for the assigned class	18	10	TLM
6	Document study	Reading and reporting on academic calendars, time table, diaries, work books, progress reports, case files, parent meeting reports, certificates, forms to avail exemptions and concessions, assessment	6	10	*

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		formats for pre school			
7	Use of internet and modern technology for improving the class processes	Using technology for classroom teaching, art education, record keeping, communication, downloading power points, AVs for concept development involving students	6	00	
8	Program end presentation	Power point presentation on consolidations, reflections and take away points from field engagement to be able to become a teacher	6	15	
	<b>TOTAL</b>		<b>90</b>	<b>75</b>	

\* Certificate from school head grading the performance on 10 point scale. Candidates below the score 5 repeat the placement

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

## F2 Cross disability & inclusion (Other disability)

Semester – IV Credits: 4 Hours: 120 Marks: 100

Setting: Special school of other disability than HI

#	Task	Specific activities	Hrs	Marks	Submissions
1	Teacher assistant	Studying the background of the children in the allotted class & working as teacher assistant for prayers / assembly, attendance, home work/class work, writing diaries &	42	40	Journal of daily reflections and learning

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		assisting in school celebrations			
2	Document study	Reading and reporting on academic calendars, time table, diaries, work books, progress reports, case files, 3parent meeting reports, certificates, forms to avail exemptions and concessions, assessment formats for pre school	12	10	Journal on reflections
3	Use of internet and modern technology for improving the class processes	Using technology for classroom teaching, art education, record keeping, communication, downloading power points, AVs for concept development involving students	18	00	School head's certificate
4	Understanding beyond classrooms	Participating in School committees meetings, Sports, Picnics, trips, visits, Parent Teacher Association (PTA) meeting, competitions, Celebrations, annual gatherings, medical check ups - any 3	36	25	School head sends marks to college as per performance
5	Program end presentation	Power point presentation on consolidations, reflections and take away points from field engagement to be able to become a teacher	12	25	
	TOTAL		120	100	

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### F 3: Inclusive School

Semester-IV Credits: 04

Hours:120 Marks: 100

Setting: Inclusive school having children with any disabilities

#	Tasks	Specific activities	Hrs	Marks	Submissions
1	Understanding the children in the classroom	Studying the background of children in the allotted class	06	5	Report with annexures & reflections
2	Understanding the plans	Studying the half yearly, monthly & unit plans & calendar of activities and progress report	12	5	
3	Teaching support	Assisting the teachers in adaptation of content, lesson planning, scheduling, resource mobilisation & preparing TLM, planning celebrations	60	50	
4	Remedial support	Teaching special children for specialised support for achieving the content mastery- 2 students	30	30	
5	Involvement in Student evaluation	Assist the teachers in developing teacher made tests, marking scheme, scoring key, exam supervision, evaluation of answer scripts & reporting	12	10	
	TOTAL		120	100	

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