KALASALINGAM UNIVERSITY

(Kalasalingam Academy of Research and Education)
Anand Nagar, Krishnankoil - 626126

Bachelor of Education - Special Education

B.Ed.Spl.Ed. (Hearing Impairment)

REGULATIONS & SYLLABUS

2015

Effective from Academic Session 2015-16
(Two Years Duration)

INDEX

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

PREAMBLE

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

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

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

The curriculum attempts at striking a balance between core knowledge (theory and pedagogy) and skills; cross disability knowledge and skills, as well as disability specific knowledge and skills. The role of special educators has changed dramatically, with a shift from direct Provider of instruction to facilitator and consultant. A teacher would need the first set of skills to develop a basic understanding of curriculum transaction and content pedagogical knowledge as well as change agent, collaboration, communication and time management skills. Provision of the

second set would be required, since cross disability expertise is more relevant within the framework of inclusion; and a teacher would need the third set to specialise in one of the disabilities particularly for serving the needs of children with specific disability in inclusive as well as special setting.

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

OBJECTIVES

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

After completing the B.Ed. (Special Education) programme the student-teachers will:

a. Acquire knowledge & skills about human development, contemporary Indian education, and pedagogy of various school subjects and assessment for learning.

b. Acquire knowledge & skills about nature and educational needs of children with disabilities as well as of few select specific disabilities.

c. Develop conceptual understanding of education provisions and skills for working with children with various disabilities in Special and inclusive settings.

d. To identify the special needs of children and develop confidence in them to realize their potentials and abilities to meet the national development with self respect, dignity and freedom.

e. Enhance knowledge and skills for professional development.

NOMENCLATURE

Nomenclature of B. Ed. Special Education courses should be as per UGC Notification of 2009 and 2014 and the new nomenclature will be B.Ed.Spl.Ed. such as for Hearing Impairment the nomenclature will be B.Ed.Spl.Ed.(HI).

GENERAL FRAMEWORK OF THE COURSE

The minimum duration of B.Ed Spl.Ed (H.I) programme is two years (4 semesters). The curriculum of the B.Ed Spl.Ed (H.I) programme is designed to have total of 78 Credits as per CGPA. The course includes practical work for each theory course besides these contact hours including self study, assignments, etc. That may involve same number of hours as are the contact hours specified for each course.

The Course structure has three sets of courses:

1. Core courses in every semester

2. Elective course which can be chosen from pool of papers in order to:

    a. Support the discipline of study

    b. Provide an expanded scope

    c. Exposure to some other discipline/domain (*this will depend on the options available with the implementing university and institution*)

    d. Nurturing student proficiency/skills

3. Elective Foundation courses are value-based

DURATION OF THE COURSE

The Course/programme will be of two years with 2 semesters in each year. Each semester will be of 16-18 weeks; 2 weeks in summer and 2 weeks in inter semester break will also be utilized for covering the courses.

The total number of working days will be **120 days per semester/ 240 days** per year excluding examinations. In this way, the following operational weeks will be available for transacting the course:

Year 1- 18-20 weeks per semester + 2 weeks in summer
Year 2- 18-20 weeks per semester+ 2 weeks in inter-semester breaks

This comes to 72-80 weeks + 6 weeks for field activities/skill development with 40 credits in each year.

ELIGIBILITY FOR ADMISSSION

The eligibility for this B.Ed.Spl.Ed.(H.I) Course is B.A/B.Sc. or an equivalent degree at graduate level and post graduate level depending on the requirements for the particular course. The eligibility for admission is 45% aggregate in the qualifying degree examination. The eligibility criteria and reservation may be changed from time to time as per University admission rules.

THEORY COMPONENT

Theory component consist of **5 core courses**, **6 cross disability and inclusive education courses, 5 disability specialization courses and 3 professional development courses** with the following descriptions

Theory papers

1.	Core papers	- 5 x 90 hrs -	450 hrs
2.	Cross disability and inclusive education	- 6 x 90 hrs –	540 hrs
3.	Disability Specialization	- 5 x 90 hrs –	450 hrs
4.	Professional development	- 3 x 90 hrs –	270 hrs

     Total number of hours -   1710 hrs

Total number of Credits = 57
30 hrs = 1 Credits

PRACTICUM

Practical papers

1. Semester – 1   -   90 hrs
2. Semester – 2   -   90 hrs
3. Semester - 3   - 180 hrs
4. Semester - 4   - 270 hrs

Total number of Credits = 21
30 hrs = 1 Credits

PASSING MININIMUM

Minimum 50% marks are essential in all courses (Theory & Practical) for Passing in the Programme.

ATTENDANCE

Every faculty member handling a class will register his/her students' attendance from the date of commencement of the class work and till the last day of instruction of the semester, and finalise the attendance records of the students. The attendance percentage, calculated up to the last day of instruction of the semester, will be indicated by a number / letter code as shown in the Table 1.

<div align="center">Table 1: Attendance Code</div>

Percentage of Attendance (Rounded to)	Attendance Code
95 and above	H
88 to 94	9
80 to 87	8
Below 80	L

The attendance percentage will be displayed on the University notice boards/website. **Students, whose attendance is less than 80%** in the courses they have registered, **will not be permitted to sit for the End-Semester Examination of these courses.**

The Hall Ticket for the End-Semester Examination will be issued only to the eligible students upon their clearing of all their dues to the University, Hostel, Library and other Departments/Sections (if any) of the University.

If a student has an attendance percentage of lower than 80% in a course, his/her performance in that course will be treated as not satisfactory, and he/she shall be awarded "**W"** **grade** ('W' meaning failure for want of the minimum attendance) in that course. **This grade shall be mentioned in his/her grade card till the course is successfully completed**.

A student who is awarded "W" grade for a course must repeat the course.

CONDONATION OF INSUFFICIENT ATTENDANCE

Students who have availed medical leave on valid grounds may be considered for condonation of insufficient attendance, provided the percentage of their attendance excluding the period of their medical leave is not below 70 % and their attendance including the period of their illness does not fall below 80%. Students can avail themselves of this facility only once during the entire period of their study.

Students who wish to apply for condonation of insufficient attendance should do so within two days of the last working day of the semester, along with the medical certificates and other relevant documents, to the office of the Dean (Academic). An Attendance Committee constituted by the Chairman of the Academic Council will study the individual cases and approve of the applications on the basis of their merit.

EVALUATION PROCESS

Assessment Procedure – Tests and Examinations

- The Academic Council will decide on the system of tests and examinations in each course in each semester from time to time.

SYSTEM OF TESTS

In the lecture / tutorial-based courses, *Three Sessional Examinations* will be conducted for each course. The details of weightage of marks for the Sessional Examinations and Assignments will be announced by the course teacher, in consultation with the Class Committee, and the Dean (Academic), at the beginning of the semester.

END-SEMESTER EXAMINATIONS

There will be an End-Semester Examination of three hours duration in each lecture-based course/laboratory based course.

WEIGHTAGES

Weightages of Sessional Examinations and End Semester Examinations for the course

> *Theory courses:*
>
> - Three Sessional Examinations   - 40%
> - Assignements, Quizzes, Tutorials etc., - 10%
> - End-Semester Examination   - 50%

The evaluation for all the sessional examinations, tutorials, assignments (if any), and laboratory work and end semester examinations will be on an absolute basis. The final marks in each course are calculated as per the weightages mentioned above. The equivalent letter grading is on a relative basis, taking into consideration of the marks scored by the students of the particular class in the particular course.

MAKE-UP EXAMINATION

Students who have missed the Sessional Examination (s), or End-Semester Examination for valid reasons are eligible to appear for Make-up Examinations.

Students who have missed either one or two are all the Sessional Examinations and the End-Semester examination in the same course for genuine reasons, such as illness, may be permitted to write only the Make-up Examination for the **missed End-Semester Examination,** and provided they satisfy the attendance requirements.

Such students should submit an application, recommended by the Faculty Advisor and Head of the Department concerned, and to the Dean (Academic) **within one week of the date of the examination missed, explaining the reason(s) for their absence.** Applications received after this period will not be entertained.

Official permission to take a Make-up examination will be given under exceptional circumstances, such as admission to a hospital on account of illness **Students residing in the hostels should produce a Medical Certificate issued by the Chief Medical Officer (CMO) of**

the University that he / she was admitted to the University Health Centre during the period of the missed Sessional Examination(s) / End-Semester Examination.

Students residing in the hostels who require treatment with doctors from outside the University Health Centre are required to obtain the written permission of the Medical Officer of the University Health Centre.

Students residing in the hostels but already having consultations with doctors outside are required to obtain an endorsement on the certificate of treatment from the Medical Officer of the University Health Centre.

A student staying outside the University campus permanently / temporarily must produce a Medical Certificate from a Registered Medical Practitioner and the same **should be duly endorsed by the Parent / Faculty Advisor/ Guardian and the CMO of the University.**

A single Make-up examination will be held about two weeks after the End-Semester examination for those who are permitted to sit for the Make-up Examination.

The question paper will be common to all students taking the Make-up Examination in a given course. However, the question paper will be so structured that a student will be required to answer only part(s) of the question paper carrying marks in proportion to the weightages of the examinations missed by him / her.

COURSE-WISE GRADING OF STUDENTS

Letter Grades Based on the performance in each semester, each student is awarded a final letter grade at the end of the semester in each course. The letter grades and the corresponding grade points are shown in Table 2.

TABLE 2: GRADE CONVERSION TABLE

Grade	Grade Points	Result
S	10	Pass
A	9	Pass
B	8	Pass
C	7	Pass
D	6	Pass
E	5	Pass
U	0	Fail
W	0	Failure for want of the minimum attendance
I	0	Incomplete

The "I" grade, awarded in a course to a student for failing to complete the prescribed formalities relevant to that course, will be subsequently changed to a pass grade (i.e., S/A/B/C/D/E) or a "U" grade in the same semester on completion of those formalities.

A student is considered to have completed a course successfully and earned the associated credits if he/she secures a letter grade other than a "U", "W" or "I" in that course. **The grade "U" or "W" in any course implies a failure in that course. A course successfully completed cannot be repeated.**

METHOD OF AWARDING LETTER GRADES

A final meeting of the Class Committee without the student members will be convened within seven days from the last day of the End-Semester examination. The letter grades to be awarded to the students for the different courses will be finalized at the meeting and they will be obtained in a summary sheet.

Along with the Summary Sheet, a copy of the Result Sheet (Grade Sheet) for each course, containing the absolute marks, final grade and attendance code, will be submitted by the course teachers/Class Co-ordinator to the Class Committee Chairman concerned. After finalization of the grades at the Class Committee meeting, the Grade Summary Sheet and the Grade Sheet of the individual courses will be endorsed and forwarded by the Class Committee Chairman to the Dean (Academic).

DECLARATION OF RESULTS

After finalization of the grades by the Class Committee as per regulation, the Grade Sheets of the individual courses and Grade Summary Sheets will be submitted for approval to a Grade Approval Committee. After the verification by the Grade Approval Committee, the Grade Sheets of the individual courses and Grade Summary Sheet will be endorsed and forwarded to the Dean (Academic).

With the approval of the Grade Approval Committee, the results of all the examinations conducted in a semester will be placed before the Result Passing Committee.

With the approval of the Result Passing Committee, letter-grades awarded to the students in each course will be announced by the office of the Dean (Academic) on the University notice boards and website.

The "U" or "W" grade, once awarded, stays in the record of the student, and is replaced with a pass grade when he/she completes the course successfully later; the CGPA will be accordingly revised.

GRADE CARD

The grade card issued at the end of each semester to the students will contain the following:

(i)   the list of CGPA courses registered by the student along with credits for each course separately in Part-I, Part-II and Part -III registered for in that semester,

(ii)   the letter grade obtained in each of the CGPA course,

(iii)   the attendance code OBTAINED assigned for each CGPA course,

(iv)   the total credits earned under the CGPA category in that semester,

Separate grade cards with the above-mentioned details shall be issued to students for all the Summer Term Courses they will have undergone during their period of study.

SGPA will be calculated according to the following formula

$$SGPA = \frac{\sum (C \times GP)}{\sum C}$$

Where, C = Credit(s) for the CGPA course registered,

GP = Grade Point

$\sum C$ = Sum of credits from all the courses taken in that semester, including those in which the student has secured U and W grades.

For the Cumulative Grade Point Average (CGPA) a similar formula is used where $\sum C$, the sum of credits, is from all the courses registered in all the semesters completed up to the end of that semester.

REAPPEARING FACILITY

The student who fails in any paper may be allowed to appear in that particular paper only for a maximum of 3 times within years. If the student fails to pass the examination after three appearances, he/she will be expected to undergo the course again.

IMPROVEMENT OF MARKS

The student will also be given opportunities for improvement of marks in the particular examination by reappearing in the specific paper in the next examination.

CERTIFICATION AS A REGISTERED PROFESSIONAL

It is mandatory for every teacher of special education to obtain a "Registered Professional Certificate" from the rehabilitation Council of India to work in the field of special education in India. As continuous professional growth is necessary for the renewal of the certificate, the teachers as well as educators in special education should undergo in – service programme periodically to update their professional knowledge.

AWARD OF DEGREE

A Candidate shall be awarded the B.Ed., Special Education (H.I) degree if he/she has passed both the theory component and the practicum components.

FACULTY – STUDENT RATIO

The faculty student ratio in the area of B.Ed. Spl.Edu may be 1:10 as per the RCI norms. Considering the infrastructural facilities needed for special education and based on the tasks such as supervising practicum, a minimum number of 20 and maximum number of 30 may be admitted for the B.Ed. Spl.Edu programme.

PROGRAMME STRUCTURE

STRUCTURE FOR 2 YEARS

S.No	Code	Area	Courses	Credits
1	A	THEORY: Core courses	5	15
2	B	THEORY: Cross Disability & Inclusive Education courses (including optional courses)	6	18
3	C	THEORY: Disability Specialization Courses	5	15
4	D	THEORY: Enhancing Professional Capacities (EPC) / Professional Development Courses	3	9
5	E	Practical related to disability	2	12
6	F	Field Engagement /School Internship	3	9
		Total	**24**	**78**

Each theory course (A, B, C, D) will have up to 5 units. Each practical course (E1 and E2) will have 4 units. Each field Engagement/internship (F1, F2 and F3) will have 3 units. All courses as specified in the structure include lecture, tutorials as contact hours besides assignment, field work including observation, seminar, workshop and practicum relating to the concerned course.

Specialization offered (with specific reference to Area C)

The B.Ed.Spl.Ed. Programme is offered in following specialization:

I. Hearing Impairment (HI)

AREA A: CORE COURSES

SEA1	Human Growth & Development
SEA2	Contemporary India and Education
SEA3	Learning, Teaching and Assessment
SEA4	Pedagogy of Teaching (Special Reference to Disability) Any one
	PART I : Science (Special Reference to Disability)
	PART II: Mathematics (Special Reference to Disability)
	PART III: Social Studies (Special Reference to Disability)
SEA5	Pedagogy of Teaching (Special Reference to Disability) Any one
	PART IV: Hindi / Regional Language (Special Reference to Disability)
	PART V: English (Special Reference to Disability)

AREA B: CROSS DISABILITY AND INCLUSION

Note:

1. All student-teachers will be learning about all disabilities (theory, practical as well as field engagement) and specialization in any one disability *other than selected for Area C.*

2. Institutions offering B.Ed.Spl.Ed are expected to decide *other than specialization area* out of VI / HI / MR / LD / MR (ID) / ASD / MD.

3. *In case of student-teachers with disability; the choice of two optional courses from B-10 or B-11 can be on case to case basis (e.g. Student-teachers with VI and HI may opt for courses that are appropriate for them across/only from B10 & B11).*

S.No	Code	CROSS DISABILITY AND INCLUSION
1	SEB6	Inclusive Education
2	SEB7	Introduction to Sensory Disabilities (VI, HI, Deaf-Blind)
3	SEB8	Introduction to Neuro Developmental Disabilities (LD, MR(ID), ASD)
4	SEB9	Introduction to Loco motor & Multiple Disabilities (CP, MD)
5	SEB10	Skill Based Optional Course (Cross Disability and Inclusion)
6	SEB11	Skill Based Optional Course (Disability Specialization)

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

S.No	Code	Skill-based Course (Cross Disability and Inclusion)
1	SEB10A	Guidance and Counseling

B11: Skill-based Course (Disability Specialization)

S.No	Code	Skill-based Course (Cross Disability and Inclusion)
1	SEB11B	Communication Options: Manual (Indian Sign Language)

AREA C: DISABILITY SPECIALIZATION COURSES

Specialization: Hearing Impairment (HI)

S.No	Code	DISABILITY SPECIALIZATION COURSES
1	SEC12	Assessment and Identification of Needs
2	SEC13	Curriculum Designing, Adaptation and Evaluation
3	SEC14	Intervention and Teaching Strategies
4	SEC15	Technology and Disability
5	SEC16	Psycho Social and Family Issues

AREA D: ENHANCEMENT OF PROFESSIONAL CAPACITIES (EPC)

(Wherever applicable specific reference to disability will be focused)

S.No	Code	ENHANCEMENT OF PROFESSIONAL CAPACITIES (EPC)
1	SED17	Reading and Reflecting on Texts
2	SED18	Drama and Art in Education
3	SED19	Basic Research & Basic Statistic

AREA E: PRACTICAL RELATED TO DISABILITY

SEPE1. Cross disability and inclusion (Part of Area B)

SEPE2. Disability specialization (Part of Area C)

AREA F: FIELD ENGAGEMENT/ SCHOOL ATTACHMENT/ INTERNSHIP

SEF1. Main disability special school (Related to Area C)

SEF2. Other disability special school (Related to Area B)

SEF3. Inclusive school (Related to Area B & C)

SEMESTER-WISE STRUCTURE

SEMESTER – I

S.No	Course	Course title	Credits	Hours	Weightage / Marks		Total Marks
					internal	external	
1	SEA1	Human Growth & Development	3	90	50	50	100
2	SEA2	Contemporary India and Education	3	90	50	50	100
3	SEB7	Introduction to Sensory Disabilities (VI, HI, Deaf-blind)	3	90	50	50	100
4	SEB8	Introduction to Neuro Developmental Disabilities (LD, ID/ MR, ASD)	3	90	50	50	100
5	SEB9	Introduction to Locomotor & Multiple Disabilities (Deaf- Blind, CP, MD)	3	90	50	50	100
6	SEC12	Assessment and Identification of Needs	3	90	50	50	100
7	SEE1	Practical: Cross Disability and Inclusion	3	90	50	50	100
8		**TOTAL**	21	630	350	350	700

Engagement with field as part of courses indicated below:

S.No.	Task for the Student-teachers	Course	Place
1	Assignment / Project	SEA1	Institute
2	Assignment / Project	SEA2	Institute
3	Assessment & Identification of Needs	SEC12 (All disabilities)	Camp / Clinic / School, etc. for minimum of fifteen hours

HUMAN GROWTH & DEVELOPMENT

Course Code: SEA1   **Credit: 03**

Contact Hours: 90   **Marks: 100**

Introduction

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

     This course would also be able to equip them to reflect and critique the normative notions of childhood and adolescence.

Objectives

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

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

Unit 1: Approaches to Human Development   **12 Hrs**

   1.1 Human development as a discipline from infancy to adulthood

   1.2 Concepts and Principles of development

   1.3 Developing Human- Stages (Prenatal development, Infancy, Childhood, Adolescence, Adulthood)

   1.4 Nature vs. Nurture

   1.5 Domains (Physical, Sensory- perceptual, Cognitive, Socio-emotional, Language & communication, Social relationship)

Unit 2: Theoretical Approaches to Development   **12 Hrs**

   2.1 Cognitive & Social- cognitive theories (Piaget, Vygotsky, Bruner, Bandura)

   2.2 Psychosocial Theory (Erikson)

   2.3 Psychoanalytic Theory (Freud)

   2.4 Ecological Theory (Bronfrenbrenner)

   2.5 Holistic Theory of Development (Steiner)

Unit 3: The Early Years (Birth to Eight Years)   12 Hrs

3.1 Prenatal development: Conception, stages and influences on prenatal development

3.2. Birth and Neonatal development: Screening the newborn – APGAR score, Reflexes and Responses, Neuro-perceptual development

3.3. Milestones and variations in Development

3.4 Environmental factors influencing early childhood development

3.5 Role of play in enhancing development

Unit 4: Early Adolescence (From nine years to eighteen years)   12 Hrs

4.1 Emerging capabilities across domains of physical and social emotional

4.2 Emerging capabilities across domains related to cognition - metacognition, creativity, ethics

4.3 Issues related to puberty

4.4 Gender and development

4.5 Influence of the environment (social, cultural, political) on the growing child

Unit 5: Transitions into Adulthood   12 Hrs

5.1 Psychological well-being

5.2 Formation of identity and self-concept

5.3 Emerging roles and responsibilities

5.4 Life Skills and independent living

5.5 Career Choices

Engagement with the field as part of course as indicated below   30 Hrs

Hands on Experience

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

Suggested Readings

- Berk, L. E. (2000). *Human Development*. Tata Mc.Graw Hill Company, New York.

- Brisbane, E. H. (2004). *The developing child*. Mc.Graw Hill, USA.

- Cobb, N. J. (2001). *The child infants, children and adolescents*. Mayfield Publishing Company, California.

- Hurlocl, E. B. (2005). *Child growth and development*. Tata Mc.Graw Hill Publishing Company, New York.

- Hurlocl, E. B. (2006). *Developmental Psychology- A life span approach*. Tata Mc.Graw Hill Publishing Company, New Delhi.

- Meece, J. S., & Eccles J. L (Eds) (2010). *Handbook of Research on Schools,Schooling and Human Development.* New York: Routledge.

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

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

- Papalia, D. E., & Olds, S. W. (2005). *Human development*. Tata Mc.Graw Hill Publishing Company, New York

- Santrock. J. W. (2006). *Child Development*., Tata Mc.Graw Hill Publishing Company,

CONTEMPORARY INDIA AND EDUCATION

Course Code: SEA2   **Credit: 03**

Contact Hours: 90   **Marks: 100**

Introduction

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

Objectives

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

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

Unit 1: Philosophical Foundations of Education   **12 Hrs**

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

Unit 2: Understanding Diversity   **12 Hrs**

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

Unit 3: Contemporary Issues and Concerns   **12 Hrs**

3.1 Universalization of School Education, Right to Education and Universal Access
3.2 Issues of a) Universal enrolment b) Universal retention c) Universal learning
3.3 Issues of quality and equity: Physical, economic, social, cultural and linguistic, Particularly w.r.t girl child, weaker sections and disabled
3.4 Equal Educational Opportunity: (i) Meaning of equality and constitutional provisions (ii) Prevailing nature and forms of inequality, including dominant and minority groups and

related issues

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

Unit 4: Education Commissions and Policy (School Education)   12 Hrs

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

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

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

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

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

Unit 5: Issues and Trends in Education   12 Hrs

5.1 Challenges of education from preschool to senior secondary

5.2 Inclusive education as a rights based model

5.3 Complementarily of inclusive and special schools

5.4 Language issues in education

5.5 Community participation and community based education

Some Suggested Activities on contemporary issues   30 Hrs

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

Essential Readings

- Guha, R. (2007). India after Gandhi: The History of the World's Largest Democracy. Macmillon: Delhi
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- National Policy on Education. (1986 & 92). Ministry of Human Resource Development Government of India, New Delhi.

- Right to Education Act. (2009). Ministry of Human Resource Development, Government of India, New Delhi.

Suggested Readings

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

INTRODUCTION TO SENSORY DISABILITIES

Course Code: SEB7   **Credits: 03**

Contact Hours: 90   **Marks: 100**

Introduction

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

Objectives

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

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

Unit 1: Hearing Impairment: Nature & Classification   **12 Hrs**

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

Unit 2: Impact of Hearing Loss   **12 Hrs**

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

Unit 3: Visual Impairment-- Nature and Assessment   **12 Hrs**

3.1. Process of Seeing and Common Eye Disorders in India
3.2. Blindness and Low Vision--Definition and Classification

3.2. Demographic Information--NSSO and Census 2011

3.4. Importance of Early Identification and Intervention

3.5. Functional Assessment Procedures

Unit 4: Educational Implications of Visual Impairment   **12 Hrs**

4.1. Effects of Blindness--Primary and Secondary

4.2. Selective Educational Placement

4.3. Teaching Principles

4.4. Expanded Core Curriculum-- Concept and Areas

4.5. Commonly Used Low Cost and Advanced Assistive Devices

Unit 5: Deaf-blindness   **12 Hrs**

5.1 Definition, causes, classification, prevalence and characteristics of deaf-blindness

5.2 Effects and implications of deaf-blindness on activities of daily living & education

5.3 Screening, assessment, identification & interventional strategies of deaf-blindness

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

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

Course Work/ Practical/ Field Engagement   **30 Hrs**

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

Transactions

Visits, Observations, Videos and Interactions with Students with Disabilities

Essential Readings

- Bradford, L. J. & Hardy, W.G. (1979). Hearing and Hearing Impairment. New York: Grune and Stratton.

- Davis, H. & Silverman, S. R. (1970). Hearing and Deafness - Part I. Holt, London: Rinehart & Winston.

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

- Handbook on Deafblindness (2005). Sense International India. Retrieved online on 24/4/2015 from http://www.google.co.in/url?sa=t&rct=j&q=&esrc=s&source=web&cd=3&ved=0CD

EQFjAC&url=http%3A%2F%2Fssa.nic.in%2Finclusive-education%2Ftraining-module-for-resource-teachers-for-disable-children%2FModule%25202%2520Deafblindness.pdf%2Fat_download%2Ffile&ei=LkY6VdGlOIKymAW604CgDg&usg=AFQjCNHxJc9OazS1f-TSI_HgQqJKxWjs_A&sig2=LIBWuGnYE0OLPtpK5FCHEg&bvm=bv.91427555,d.dGY

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

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

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

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

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

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

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

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

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

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

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

- Sims, L.G., Walter, G.G., & Whitehead, R.L. (1981). Deafness and Communication: Assessment and Training. Baltimore: Williams and Wilkins.

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

Suggested Readings

- Auditory-Verbal International (1991). Auditory-verbal position statement. *Auricle* 4:11-12.

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

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

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

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

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

- *Proceedings from National Conference on Centenary for Work for the Blind in India*

  (1987). All India Confederation of the Blind and Christoffel Blinden Mission; Delhi: R.K.Printers.

- Scholl, G.T. (1986). *Foundations of Education for Blind and Visually HandicappedChildren 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 Rehabilitatio*n. San Diego: Singular. p.381–413.

INTRODUCTION TO NEURO DEVELOPMENTAL DISABILITIES

Course Code: SEB 8   **Credits: 03**

Contact Hours: 90   **Marks: 100**

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 student-teachers will be able to

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

Unit 1: Learning Disability: Nature and Needs   **12 Hrs**

1.1 Definition and Types
1.2 Symptoms
1.3 Characteristics
1.4 Tools & Areas of Assessment

Unit 2: Learning Disability: Intervention   **12 Hrs**

2.1 Strategies for teaching reading, Writing and Mathematics
2.2 Curricular Adaptation
2.3 IEP and Further Education
2.4 Transition Education
2.5 Life Long Education

Unit 3: Intellectual Disability: Nature, Needs and Intervention   **12 Hrs**

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

Unit 4: Autism Spectrum Disorder: Nature and Needs   **12 Hrs**

    4.1 Definition, Types and Characteristics
    4.2 Tools and Areas of Assessment
    4.2 Diagnostic criteria
    4.4 Instructional Approaches
    4.5 Teaching Methods

Unit 5: Autism Spectrum Disorder: Intervention   **12 Hrs**

    5.1. Need for Sensitivity Awareness
    5.2. Team Based Approach
    5.3. Therapeutic intervention
    5.4. Educational intervention
    5.3. Vocational Training and Career Opportunities

Transaction

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

Course Work/ Practical/ Field Engagement   **30 hrs**

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

Essential Readings

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

Suggested Readings

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

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

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

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

- Simpson, R. L., & Myles, B, S. (2008). Educating Children and Youth with Autism: Strategies for Effective Practice. (2nd edition) Pro Ed. Texas.

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

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

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

- Taylor, B. (1988). Reading Difficulties: Instruction and Assessment, Random House, New York.

- Wong, B. Y. L. (1996) .The ABCs of learning disabilities (1st ed.) Academic Press, San Diego, CA

INTRODUCTION TO LOCOMOTOR AND MULTIPLE DISABILITIES

Course Code: SEB 9   **Credits: 03**

Contact Hours: 90   **Marks: 100**

Introduction

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

Objectives

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

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

Unit 1: Cerebral Palsy (CP)   **12 Hrs**

   1.1. CP: Nature and needs
   1.2. Types and Its Associated Conditions
   1.3. Assessment of Functional Difficulties of CP including Abnormalities of Joints and Movements (Gaits)
   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
   1.6. Facilitating Teaching-Learning of Children with CP in School, IEP, Developing TLM; Assistive Technology to Facilitate Learning and Functional Activities

Unit 2: Amputees, Polio, Spinal Cord Injuries

   2.1. Definition, Meaning and Classification   **12 Hrs**
   2.2. Assessment of Functional Difficulties
   2.3. Provision of Therapeutic Intervention and Referral
   2.4. Implications of Functional Limitations for Education and Creating Prosthetic Environment in School and Home: Seating Arrangements, Positioning and Handling Techniques at Home and School

2.5. Facilitating Teaching-Learning: IEP, Developing TLM; Assistive technology
Unit 3: Spina-bifida and Muscular Dystrophy

3.1 Definition, Meaning and Classification   **12 Hrs**

3.2 Assessment of Functional Difficulties

3.3 Provision of Therapeutic Intervention and Referral

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

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

Unit 4: Multiple Disabilities and Other Disabling Conditions   **12 Hrs**

4.1 Multiple Disabilities: Meaning and definition

4.3 Characteristics and classification.

4.3 Various Combinations of Multiple Disabilities

4.4 Associated Conditions Such as Epilepsy, Motor and Sensory Conditions

4.5 Other Disabling Conditions such as Leprosy Cured Students, Tuberous Sclerosis and Multiple Sclerosis

Unit 5: educational intervention of Multiple Disabilities

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

5.2 Facilitating Teaching-Learning:

5.3 IEP

5.4 Developing TLM

5.5 Assistive technology

Course Work/ Practical/ Field Engagement (any one of the following)   **30 Hrs**

• Undertake a case study after identifying a child with cerebral palsy or a child with Multiple Disabilities. Assess the child's difficulties in activities of daily living and academic activities and develop an intervention plan.

• Undertake a survey on 50 children with different disabilities and find out how many children are affected with cerebral palsy and multiple disabilities. Find out the causes of their disabling conditions and what difficulties these children are facing in attending their schools.

Essential Readings

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

• Sarva Siksha Abhiyan. Module on Cerebral Palsy. http://ssa.nic.in/inclusive-education/training-module-for-resource-teachers-for-disable-children/Module%205%20Cerebral%20Palsy.pdf/at_download/file

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

ASSESSMENT AND IDENTIFICATION OF NEEDS

Course Code: SEC 12   **Credits: 03**

Contact Hours: 90   **Marks: 100**

Introduction

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

Objective

After completing the course student-teachers will be able to

- *Explain the need and techniques for early identification of hearing loss in children.*
- *Acquire knowledge in the area of audiological assessment and its relevance in education.*
- *To discuss communicative and language related needs with the understanding of its development and assessment.*
- *Understand the need for assessment of various processes involved in production of speech.*
- *Describe and identify different components of educational assessment and analyse various educational needs of individuals with hearing impairment.*

Unit 1: Early Identification of Hearing Loss: Need and Strategies   12 Hrs

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

Unit 2: Audiological Assessment   12 Hrs

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

Unit 3: Assessment of Language & Communication   **12 Hrs**

  3.1 Communication: Concepts and types (Linguistic versus Non Linguistic)

  3.2 Receptive and Expressive Language: Concept, Types (verbal and manual) and Structure

  3.3 Developmental milestones in typically growing children; Impact of deafness on communication and language with reference to clinical (type, degree, onset) and environmental (parental participation, access to language early intervention services) factors

  3.4 Assessing communication and language: Developmental checklists, Scales, Standardized tools and assessing language samples using parameters of measurement (productivity, complexity, correctness and communicativeness)

  3.5 Identification of needs related to communication and language

Unit 4: Assessment of Speech   **12 Hrs**

  4.2 Respiration and Phonation: Pre-requisites, process, types and need for assessment

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

  4.3 Supra segmental aspects of speech and its assessment

  4.4 Milestones of speech development in typically developing children

  4.5 Speech Intelligibility: Concept, Factors & Assessment

Unit 5: Educational Assessment and Identification of Needs   **12 Hrs**

  5.1 Educational assessment: Concept and Scope

  5.2 Factors affecting educational performance: individual, family and environment

  5.3 Types of Assessment: Norm referenced and Criterion Referenced test, Comprehensive and Continuous assessment, Summative and Formative, Formal and Informal, Conventional & alternate, Performance based and Curriculum based

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

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

Course work/ Practical/ Field Engagement   **30 Hrs**

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

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

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

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

  • Compile various tools used for educational assessment of children

Transaction and Evaluation

Lecture cum Demonstration, Tutorials, Assignments, Tests

Essential Readings

- Bel, R.L. and Frisbie, D.A.(1991) 5th ed, Essentials of Educational Measurement, Prentice hall publication, New Jersy

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

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

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

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

- 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.

- Mathew, S. and Misra, A. (2010) Knowledge based evaluation of students with hearing impairment, Journal of NCED, Vol 2, Issue 1, page 26-33

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

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

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

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

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

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

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

Suggested Readings

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

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

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

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

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

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

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

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

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

- Yoshinaga-Itano, C. (2003). From screening to early identification and intervention: Discovering predictors to successful outcomes for children with significant hearing loss. *Journal of deaf studies and deaf education, 8*(1), 11-30..

Semester –I

Area E1 - Practical Cross Disability and inclusion   **Hours: 90**

Credits: 03   **Marks: 100**

S.No	Tasks for the Student-teachers	Disability Focus	Education Setting	Hrs	Marks	Description
1.	Classroom observation	Major Disability	Special school	40	40	Minimum 30 school Periods
		Other than Major disability	Minimum 3 Special schools for other disabilities	40	40	Minimum 30 school Periods
		Any Disability	Inclusive Schools	10	20	Minimum 10 school Periods
			Total	60	100	

- *Schedule for practical for E-1 shall be included in the time table (ten working days may be allocated).*
- *Observations as mentioned are essential. However, if schools for other disability are not available in the nearby area, the same may be interpreted as observation at Inclusive school/ education/services being provided in the resource room/ home based education or vice versa with other disability.*

SEMESTER-WISE STRUCTURE

SEMESTER – II

S.No	Course	Course title	Credits	Hours	Weightage / Marks		Total Marks
					internal	external	
1	A3	Learning, Teaching and Assessment	3	9	50	50	100
2	A4	Pedagogy of School Subjects (ANY ONE from Part I to Part V)	3	9	50	50	100
3	A5	Pedagogy of School Subjects (ANY ONE from Part I to Part V)	3	9	50	50	100
4	B6	Inclusive Education	3	9	50	50	100
5	C13	Curriculum Designing, Adaptation and Evaluation	3	9	50	50	100
6	E2	Practical: Disability specialization	3	9	50	50	100
		TOTAL	18	54	300	300	600

Engagement with field as part of as indicated below:

S.No.	Task for the Student-teachers	Course	Place
1	Assignment / Project / Presentation	A3	Institute
2	Assignment / Project / Presentation	B6	Institute
3	Assignment / Project / Presentation	C13	Institute/ Special/ Inclusive School
4	Assignment / Project / Presentation	A4/A5	

LEARNING, TEACHING AND ASSESSMENT

Course Code: SEA3   **Credits: 03**

Contact Hours: 90   **Marks: 100**

Introduction

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

Objectives

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

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

Unit 1: Human Learning and Intelligence   **12 Hrs**

   1.1 Human learning: Meaning, definition and concept formation
   1.2 Learning theories:
      - Behaviorism: Pavlov, Thorndike, Skinner
      - Cognitivism: Piaget, Bruner
      - Social Constructism: Vygotsky, Bandura
   1.3 Intelligence:
      - Concept and definition
      - Theories: Two-factor, Multifactor, Triarchic Theory (Robert Steinberg)
   1.4 Creativity: Concept, Definition and Characteristics
   1.5 Implications for Classroom Teaching and Learning

Unit 2: Learning Process and Motivation   **12 Hrs**

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

Unit 3: Teaching Learning Process 12 Hrs

3.1 Maxims of Teaching

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

3.3 Stages of Learning: Acquisition, Maintenance, Generalization

3.4 Learning Environment: Psychological and Physical

3.5 Leadership Role of Teacher in Classroom, School and Community

Unit 4: Overview of Assessment and School System 12 Hrs

4.1 Assessment: Conventional meaning and constructivist perspective

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

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

4.4 Formative and summative evaluation, Curriculum Based Measurement

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

Unit 5: Assessment: Strategies and Practices 12 Hrs

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

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

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

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

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

Engagement with the field as part of course as indicated below: 30 Hrs

I. Report submission: observation of children belonging to any three stages of development and describing applications of development in teaching-learning contexts

II. Preparation of Self study report on individual differences among learners

III. Prepare a leaflet for parents on better emotional management of children

IV. Compilation of 5 CBM tools from web search in any one school subject

V. Team presentation of case study on assessment outcome used for pedagogic decisions

VI. Report on community participation in school assessment or study recent ASAR report to Understand school independent assessment

Transaction and Evaluation

This concepts and theoretical precepts included in this course should be explained with reference to children with and without disabilities. The effort of transaction should be to enhance

the understanding of how learning occurs and what are the suitable means of its assessment. Evaluation may be done by asking student-teachers to children with and without disabilities and present a report of the same.

Essential Readings

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

- Chauhan, S.S. (2013). Advanced Educational Psychology. Jain Book Agency, Delhi.

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

- Panch, R. (2013). Educational Psychology: Teaching and Learning Perspective, McGraw Hill Education (India) Private Limited, New Delhi.

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

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

- Whitcomb, S., & Merrell, K.W. (2012). Behavioral, Social, and Emotional Assessment of Children and Adolescents, Routledge, New York.

- Woolfolk, A., Misra, G., & Jha, A.K.(2012). Fundamentals of Educational Psychology, 11[th]edn, Pearson Publication, New Delhi.

Suggested Readings

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

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

- Howell, K. W., & Nolet, V. (2000). Curriculum-Based Evaluation: Teaching and decision making.Scarborough, Ontario, Canada, Wadsworth.

- McMillan, J. H. (2001). Classroom Assessment: Principles and Practice for Effective Instruction. Allyn and Bacon, London.

- Nevo, D. (1995). School based Evaluation. Pergamon Publishing, Kidlington, Oxford.

- Salvia, J., & Ysseldyke. J.E.(1998). Assessment. (7th ed) Houghton Mifflin, Boston

PEDAGOGY OF TEACHING SCIENCE

Course Code: SEA 4 (Part I) **Credits: 03**

Contact Hours: 90 **Marks: 100**

Introduction

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

Objectives

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

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

Unit 1: Nature and Significance of Science **12 Hrs**

1.1 Nature, Scope, Importance and Value of Science

1.2 Science As An Integrated Area of Study

1.3 Science and Modern Indian Society: Relationship of Science and Society

1.4 Impact of Science with Special Reference to Issues related with Environment, Industrialization and Disarmament

1.5 Role of Science for Sustainable Development

Unit 2: Planning for Instruction **12 Hrs**

2.1 Aims and Objectives of Teaching Science in Elementary and Secondary School

2.2 Bloom's Taxonomy of Educational Objectives and Writing Objectives in Behavioural Terms

2.3 Lesson Planning – Importance and Basic Steps. Planning Lesson for an Explanation, Demonstration, and Numerical Problem in Teaching of Sciences

2.4 Unit Planning – Format of A Unit Plan

2.5. Pedagogical Analysis: Meaning and Need. Guidelines for Conducting Pedagogical Analysis

Unit 3: Approaches and Methods of Teaching Sciences   **12 Hrs**

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

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

    3.3 Project Method and Heuristic Method

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

    3.5 Constructivist Approach and its Use in Teaching Science

Unit 4: Learning Resources with reference to Children with Disabilities for Teaching Science   **(12 Hrs)**

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

    4.2 Importance of Co-Curricular Activities-Science Club, Science Exhibition, Science Text Books-Characteristics and Significance with reference to Children with Disabilities

    4.3 The Science Laboratory-Planning Organization of Lab, Storage, Record Keeping and Safety of Scientific Equipments with reference to Children with Disabilities

    4.4 Aquarium, Vivarium – Role in Teaching with Setting & Maintaining

    4.5 Museum, Botanical And Zoological Garden: Role In Teaching

Unit 5: Evaluation   **12 Hrs**

    5.1 Evaluation- Concept, Nature and Need

    5.2 Norm Referenced & Criterion Referenced Evaluation, Comprehensive and Continuous Evaluation: Concept and Significance, Scholastic and Co-Scholastic Assessment

    5.3 Tools and Techniques for Formative and Summative Assessments

    5.4 Preparation of Diagnostic Test and Achievement Test

    5.5 Adaptations of Evaluation Procedure With Reference To Children With Disabilities

Practical/ Field Engagement/Project Work   **30 Hrs**

  Any one of the following

   I. Pedagogical analysis of a unit from Science content.

   II. Preparation of a multimedia presentation on a topic from Science content keeping students with disabilities in view.

   III. Developing an Action Research Plan on a problem related to teaching and learning of Sciences to students with disabilities.

   IV. Construction of a diagnostic test for unit along with a remedial plan.

   V. Comparative analysis of prescribed syllabus and textbooks of different Boards Curricular innovations in respective subject areas

   VI. Curricular adaptations for teaching Sciences to students with disabilities.

Essential Readings

- Brown, R. (1978). Science instruction of visually Impaired Youth. New York: AFB.

- Buxton, A. C. (2010). Teaching Science in Elementary and Middle School**.** NewDelhi: Sage Publications.

- Bybee, R. (2010b). The teaching of science: 21st-century perspectives. Arlington, VA: NSTA Press,USA.

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

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

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

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

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

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

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

- Mani, M. N. G. (1992). Techniques of teaching blind children, New Delhi: Sterling Publishers.

- Mukhopadhyay, S., Jangira, N. K., Mani, M.N. G., & Raychowdhary, N. (1987). Sourcebook for training teachers of visually impaired, New Delhi: NCERT.

- Murray, L. J. (1988). Basic Skills – Science, Boston: John Murrey.

- NCERT (1982). Teaching Science in secondary schools, New Delhi: NCERT.

- NIVH (1992). Handbook for the teachers for the visually handicapped, Dehradun

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

- Sharma, R. C. (2005). Modern Science teaching, Delhi: Dhanpat Rai & Sons.

- Siddiqui, H. M. (2007). Teaching science, New Delhi: Balaji offset.

- Siddiqui, N.N., & Siddiqui, M. N. (1994). Teaching of science today & tomorrow, Delhi: Doaba House.

Starin, A., & Sund, B. (1983). *Teaching science through discovery*. Ohio: Charles E. Merril Publishing Company.

- Tripathi, S. (2004). Teaching of Physical Science, Delhi: Dominant Publications.

- UNESCO (1966). Source Book for Science Teaching, Paris: UNESCO.

- Vaidya, N. (2003). Science Teaching in Schools, New Delhi: Deep & Deep Publishers.

- Vanaja, M. (2006). Teaching of Physical Science, Hyderabad: Neelkamal Publications.

Suggested Readings

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

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

PEDAGOGY OF TEACHING MATHEMATICS

Course Code: A 4 (Part II)   **Credits: 03**

Contact Hours: 90   **Marks: 100**

Introduction

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

Objectives

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

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

Unit 1: Nature of Mathematics   12 Hrs

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

Unit 2: Objectives and Instructional Planning in Mathematics   12 Hrs

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

Unit 3: Strategies for Learning and Teaching Mathematics   12 Hrs

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

3.2 Learning By Exposition: Advanced Organizer Model

3.3 Methods of Teaching- Lecture, Discussion, Demonstration, Inductive-Deductive, Analytic-Synthetic, Problem-Solving, And Project

3.4 Techniques of Teaching Mathematics: Oral Work, Written Work, Drill-Work, Brain-Storming and Computer Assisted Instruction (CAI)

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

Unit 4: Teaching-Learning Resources in Mathematics for Students with Disabilities(12 Hrs)

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

4.2 Utilization of Learning Resources in Mathematics: Charts and Pictures, Weighing and Measuring Instruments, Drawing Instruments, Models, Concrete Materials, Surveying Instruments With Reference To Children With Disabilities

4.3 Bulletin Boards and Mathematics Club

4.4 Abacus, Cussionaire Rods, Fractional Discs, Napier Strips

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

Unit 5: Assessment and Evaluation for Mathematics Learning   12 Hrs

5.1 Assessment and Evaluation- Concept, Importance and Purpose

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

5.3 Tools and Techniques for Formative and Summative Assessments of Learner Achievement in Mathematics, Comprehensive and Continuous Evaluation in Mathematics

5.4 Preparation of Diagnostic and Achievement Test

5.5 Adaptations in Evaluation Procedure for Students With Disabilities

Practical/ Field Engagement/ Project Work   30 Hrs

Any one of the following

I. Pedagogical analysis of a unit of content from secondary school Mathematics Syllabus

II. Preparation of a multimedia presentation on a topic with special reference to students with disabilities

III. Construction of a question paper based on current CBSE format/concerned State Board of Education, preparing its Scoring key, and marking scheme

IV. Analyzing errors committed by school children in Mathematics and preparing a remedial plan

V. Developing an Action Research proposal for a problem related to teaching and learning of Mathematics with reference to students with disabilities

Transactions

Lecture cum demonstration, Workshops and Seminars

Essential Readings

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

Suggested Readings

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

PEDAGOGY OF TEACHING SOCIAL SCIENCE

Course Code: SEA 4 (Part III)   **Credits: 03**

Contact Hours: 90   **Marks: 100**

Introduction

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

Objectives

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

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

Unit I: Nature of Social Sciences   **12 Hrs**

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

Unit II: Curriculum and Instructional Planning   **12 Hrs**

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

Unit III: Approaches to teaching of Social Science   **12 Hrs**

3.1 Curricular approaches: a) Coordination, b) Correlational, c) Concentric, d) Spiral, e) Integrated, f) Regressive
3.2 Methods of teaching social science: Lecture, discussion, socialized recitation, source and Project method
3.2.1. Devices and techniques of teaching social studies – Narration, description,

Illustration, questioning, assignment, field trip, storytelling, Role play, Group and Self-study, programmed learning, inductive thinking, Concept mapping, expository Teaching and problem solving

3.3 Accommodations required in approaches for teaching children with disabilities

3.4 Instructional material for teaching of social science: Time-lines & Genealogical charts, Maps & Globes, Use of different types of Boards(Smart boards, Chalk Board, Flannel Board), Tape-records, Radio, Television, Films & Filmstrips, Overhead Projector, Social science games and Power Point Presentation

3.5 Adaptations of material for teaching children with disabilities

Unit IV: Evaluation of Learning in Social Science   12 Hrs

4.1 Purpose of evaluation in social science

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

4.3 Assessment: tools and techniques of Continuous and Comprehensive Evaluation (CCE) for curricular and co-curricular subjects

4.4 Construction of teacher made test

4.5 Diagnostic testing and enrichment techniques for children with disabilities

Unit V: Social Science Teacher as a Reflective Practitioner   12 Hrs

5.1 Being a reflective practitioner- use of action research

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

5.3 Case study- Need and Importance for a School Teacher

5.4 Development of a Professional Portfolio/ Teaching Journal

5.5 Competencies for teaching Social science to children with disabilities

Transaction

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

Course Work/ Practical/ Field Engagement   30 Hrs

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

Essential Readings

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

Suggested Readings

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

PEDAGOGY OF TEACHING ENGLISH

Course Code: SEA5 (Part V)   **Credits: 03**

Contact Hours: 90   **Marks: 100**

Introduction

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

Objectives

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

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

Unit I: Nature of English Language & Literature   **12 Hrs**

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

Unit II: Instructional Planning   **12 Hrs**

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

Unit III: Approaches and Methods of Teaching English   **12 Hrs**

3.1 Difference between an approach and a method
3.2 Task based approach, co-operative learning, and language across curriculum, Communicative language teaching, Bilingual, Eclectic and Constructive approach

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

3.3 Development of four basic language skills: Listening, Speaking, Reading, and Writing

3.4 Accommodation in approaches and techniques in teaching children with disabilities

Unit IV: Instructional Materials 12 Hrs

4.1 Importance of instructional material and their effective use

4.2 The use of the instructional aids for effective teaching of English: Smart boards, Chalk Board, Flannel Board, Pictures/ Picture-cut-outs, Charts, Tape-records, Radio, Television, Films & Filmstrips, Overhead Projector, Language Laboratory, Language games, reading cards, Worksheets, Handouts, and Power Point Presentation

4.3 Construction of a teacher made test for English proficiency

4.4 Teaching portfolio

4.5 Adaptations of teaching material for children with disabilities

Unit V: Evaluation 12 Hrs

5.1 Evaluation - Concept and Need

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

5.3 Adaptation of Evaluation Tools for Children with Disabilities

5.4 Individualized assessment for Children with Disabilities

5.5 Error analysis, Diagnostic tests and Enrichment measures

Transaction

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

Course Work/ Practical/ Field Engagement 30 Hrs
- Design teaching programme based on error analysis
- Develop an Action Research Plan for measuring the effectiveness of a given teaching approach in English
- Develop work sheet (interactive including language games)
- Prepare worksheets to enrich vocabulary among secondary students with disabilities
- Develop lesson plans for the teaching of prose and poetry
- Critically analyze any one poem or essay of a well-known poet or writer

Essential Readings

- Allen, H., & Cambell, R. (1972). Teaching English as second Language, McGraw Hill, New York.

- Bharthi, T., & Hariprasad, M. (2004). Communicative English, Neelkamal Publications, Hyderabad.

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

Publishers, New Delhi.

- Grellet, F.(1980). Developing Reading Skills, Cambridge University Press, New York.
- IGNOU CTE – 02 Certificates in Teaching of English (1989). The Structure of English, IGNOU, New Delhi.
- IGNOU EEG – 02 Elective Courses in English (1989). The Structure of Modern English Blocks (1 to 7), IGNOU, New Delhi.

Suggested Readings

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

INCLUSIVE EDUCATION

Course Code: SEB 6   **Credits: 03**

Contact Hours: 90 Hrs   **Marks: 100**

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 student-teachers will be able to

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

Unit 1: Introduction to Inclusive Education   **12 Hrs**

 1.1 Marginalisation vs. Inclusion: Meaning & Definitions

 1.2 Changing Practices in Education of Children with Disabilities: Segregation, Integration & Inclusion

 1.3 Diversity in Classrooms: Learning Styles, Linguistic & Socio-Cultural Multiplicity

 1.4 Principles of Inclusive Education: Access, Equity, Relevance, Participation & Empowerment

 1.5 Barriers to Inclusive Education: Attitudinal, Physical & Instructional

Unit 2: Polices & Frameworks Facilitating Inclusive Education   **12 Hrs**

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

 2.2 International Conventions: Convention against Discrimination (1960), Convention on Rights of a Child (1989), United Nations Convention of Rights of Persons with Disabilities (UNCRPD) (2006)

 2.3 International Frameworks: Salamanca Framework (1994), Biwako Millennium Framework of Action (2002)

 2.4 National Commissions & Policies: Kothari Commission (1964), National Education Policy (1968), National Policy on Education (1986), Revised National Policy of

Education (1992), National Curricular Framework (2005), National Policy For Persons With Disabilities (2006)

2.5 National Acts & Programs: IEDC (1974), RCI Act (1992), PWD Act (1995), National Trust Act (1999), SSA (2000), RTE (2006), RMSA (2009), IEDSS (2013)

Unit 3: Adaptations Accommodations and Modifications   12 Hrs

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

Unit 4: Inclusive Academic Instructions   12 Hrs

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

Unit 5: Supports and Collaborations for Inclusive Education   12 Hrs

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

Practical & Field Engagement   30 Hrs

I. Visit Special Schools of any two Disabilities & an Inclusive school & write observation report highlighting pedagogy
II. Prepare a Checklist for Accessibility in Mainstream Schools for Children with Disabilities
III. Design a Poster on Inclusive Education
IV. Prepare a Lesson Plan on any one School subject of your choice using any one Inclusive Academic Instructional Strategy

Transactions

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

Suggested Readings

• Bartlett, L. D., & Weisentein, G. R. (2003). *Successful Inclusion for EducationalLeaders*.

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 toExceptionality*. Belmont: Wadsworth.

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

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

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

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

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

- Karten, T. J. (2007). *More Inclusion Strategies that Work*. Corwin Press, Sage Publications.
- King-Sears, M. (1994). *Curriculum-Based Assessment in Special Edcuation*. California: Singular Publications.

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

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

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

- Ryandak, D. L. & Alper, S. (1996). *Curriculum Content for Students with Moderateand Severe Disabilities in Inclusive Setting.* Boston, Allyn and Bacon.

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

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

- Turnbull, A., Turnbull, R., Turnbull, M., & Shank, D.L. (1995). *Exceptional Lives:*

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

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

CURRICULUM DESIGNING, ADAPTATION AND EVALUATION

Course code: SEC 13   **Credits: 03**

Contact Hours: 90   **Marks: 100**

Introduction

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

Objectives

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

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

Unit 1: Curriculum and Its' Designing   **12 Hrs**

1.1. Curriculum-Concept, Types and Models
1.2. Approaches and Steps for Curriculum designing
1.3. Curricular needs of children with hearing impairment in scholastic areas
1.4. Curricular needs of children with hearing impairment in non-scholastic areas
1.5. Curricular framework for 21st Century.

Unit 2: Developing Literacy Skills: Reading   **12 Hrs**

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

Unit 3: Developing Literacy Skills: Writing   **12 Hrs**

3.1. Pre-requisites for writing and emergent writing skills
3.2. Assessment of written language at different levels
3.3. Components and types of writing
3.4. Steps and Strategies in Developing Writing

3.5. Challenges and Remedial Strategies

Unit 4: Curricular Adaptation   **12 Hrs**

4.1. Curricular Adaptation- Meaning and Principles

4.2. Need Assessment and decision making for Adaptation

4.3. Adapting Curriculum- Content, Teaching-learning Material, and Instruction

4.4. Types of Adaptation and Process

4.5. Adaptation and Accommodations in Student's Evaluation and Examinations

Unit 5: Curricular Evaluation   **12 Hrs**

5.1. Concept, Need for Curricular Evaluation

5.2. Factors associated with Curricular Evaluation (Learner, Content, Instructor and Resources)

5.3. Areas of Curricular Evaluation: Context, Input, Process and Product

5.4. Methods and Tools for Curricular Evaluation

5.5. Challenges in Curricular Evaluation

Course Work/ Practical/ Field Engagement   **30 Hrs**

- Study the syllabus, annual calendar and time table of any class in a school and write your brief reflections on how syllabus is converted into action plan

- Go through any pre-school curriculum and write your reflections on how this differs from school curriculum in terms of structure, activities and evaluation

- Take any two pages from either history or science text book from secondary section and adapt the content and presentations of the same for a child with hearing impairment.

Transaction & Evaluation

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

Essential Readings

- Bunch, G.O. (1987). The Curriculum and the Hearing Impaired student: Theoritical and practical considerations. Boston, MA: College-Hills Press.

- Fontas, I. (2001). Guiding reader and Writers (Grades 3-6): Teaching comprehension, Genre and Context Literacy. Portsmouth, NH: Heinemann.

- Gathoo, V. (2006). Curricular Startegies and Adaptations for children with Hearing Impairment New Delhi: Kanishka Publishers

- Marsh, C.J. (2004). Key concepts for understanding curriculum. Routledge Falmer.

- Moores, D.F., Martin, D.S. (2006). Deaf Learner: developments in curriculum and Instruction. Gallaudet University Press

Suggested Readings

- Bialostok, S. (1992). Raising Readers: Helping your child to literacy. Winnipeg, MB: Peguis Publishers.

- Culliman, B.E. (2000). Read to Me: Raising Kids Who Love to Read. New York: Scholastic.

- Posner, G.J., & Rudnitsky, A.N. (2005). Course Design: A Guide to curriculum Development for Teachers. Pearson.

Practical Disability Specialization (Area C)

Semester –II

Area E2 (A) - Practical Disability Specialization (Area C)   **Credits: 03**

Hours: 90   **Marks: 100**

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

S.No	Tasks for the Student-teachers	Disability Focus	Education Setting	Hrs	Marks	Description
1.1	**a.** Lesson planning for subjects selected	Major Disability	For Special school & Inclusive Set up	10	10	10 lessons
	b. Lesson planning focusing on adaptation, evaluation	Major Disability	For Special school & Inclusive Set up	10	10	10 lessons
1.2	**a.** Micro teaching & simulated teaching on selected skills	General	Institute	5	10	10 lessons
	b. Micro teaching & simulated teaching on 5 each from lessons planned in 1.2	Major Disability	Institute	5	10	10 lessons

Sl. No.	Tasks	Educational settings	Specific activities	Hrs	Marks	Submissions
1	Assessment of hearing	Institute / Clinic	*Observation of: BOA, conditioned Pure tone Audiometry, VRA , Speech Audiometry , Hearing aid trial & hearing aid testing *Studying 10 Audiograms and noting the diagnosis and recommendations *Practicing Ling's 6 sound test	15	15	Journal with reflections
2	Assessment of speech	Institute / Clinic	*Listening to speech of children with and without hearing loss and identifying parameters (Non segmental, segmental & supra segmental) 3 children each *Observing speech assessment (screening) – 2 children *Carrying out speech assessment (screening) -2 children *Observing speech assessment using standardized tool –2 children	15	15	Journal with reflections
3	Assessment of language	Institute / Clinic	*Studying & describing standardized language tests – 1 number *Observations of any one test administration – 1 child *Administering any 1 test in a group *Observation of developmental scale-3 children * Observing a reading comprehension test- 1 group of students of primary level	15	15	Journal with reflections
4	Assessment in developmental psychology	Institute / Clinic	*Studying & describing DST, GDS, CPM , SFB ,VSMS *Observing assessment of children using any two of the above *Studying 10 assessment reports and noting the diagnosis and recommendations	15	15	
			TOTAL	60	60	

SEMESTER-WISE STRUCTURE

SEMESTER – III

S.No	Course	Course title	Credits	Hours	Weightage / Marks		Total Marks
					internal	external	
1	C14	Educational Intervention and Teaching Strategies	3	90	50	50	100
2	C15	Technology and Disability	3	90	50	50	100
3	C16	Psycho Social and Family Issues	3	90	50	50	100
4	E2	Practical: Disability Specialization	3	90	50	50	100
6	F1	Main disability special school (Related to Area C)	3	90	50	50	100
7	D17	Reading and Reflecting on Texts (EPC)	3	90	50	50	100
8	D18	Drama and Art in Education (EPC)	3	90	50	50	100
		TOTAL	18		350	350	700

Engagement with field as part of course as indicated below:

Sl. No.	Task for the Student-teachers	Course	Place
1	a. Assignment / Project / Presentation	C14	Institute
2	b. Assignment / Project / Presentation	C15	Institute
3	c. Assignment / Project / Presentation	C16	Institute
4	d. Assignment / Project / Presentation	D17	Institute/ school
5	e. Assignment / Project / Presentation	D18	Institute/ school

INTERVENTION AND TEACHING STRATEGIES

Course code: SEC 14   **Credits: 03**

Contact Hours: 90   **Marks: 100**

Introduction

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

Objectives

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

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

Unit 1: Need & Strategies for Early Intervention of Hearing Loss   **12 Hrs**

1.1 Parent-infant programmes for children with HI: Overview, need, requirements and plan of action.

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

1.3 Individual Speech-Language Therapy Programmes: Overview, need, requirements and plan of action.

1.4 Impact of early intervention on school outcomes

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

Unit 2: Auditory Learning (AVT & Auditory Training) & Speech Reading   **12 Hrs**

2.1 Concept of 'Auditory Listening': Unisensory & Multisensory approaches

2.2 Auditory training: Importance, types (Individual & Group) and Stages

2.3 Auditory Verbal Therapy: Principle, importance and role of teacher

2.4 Auditory Training and AVT: Pre-requisites, challenges, similarities & differences

2.5 Speech Reading: Concept, importance, Pre-requisites, challenges and Role of teacher

Unit 3: Speech Intervention Strategies 12 Hrs

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: Modeling& Shaping through Auditory, Visual, Tactile modalities

3.5 Individual and Group speech teaching: Strengths and challenges

Unit 4: Communication and Language Teaching Strategies 12 Hrs

4.1 Methods of teaching language: Natural, Structural and Combined

4.2 Principles and Techniques of developing language

4.3 Communication options: Compare and contrast

4.4 Communication options: justification and challenges

4.5 Tuning the environment (Home & School) for facilitating language & Communication

Unit 5: Educational Intervention Strategies 12 Hrs

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

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

5.3 Maxims, Methods of teaching & Lesson planning (group, individual, developmental, and remedial)

5.4 Partnership of various professionals & agencies in educational intervention

5.5 Child & Family Outcomes of Early Educational Intervention

Course Work/ Practical/ / Field Engagement 30 Hrs

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

Transaction & Evaluation

Lecture cum Demonstration, Role playing, Assignments, Tests

Essential Readings

- Aggarwal, J.C. (2010).Principles, Methods and Techniques of Teaching .Amazon

- Beattie, Rod G. (2001). Ethics in Deaf Education: The First Six Years. New York: Academic Press Inc.

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

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

- Easterbrooks,S. (2007).Helping Deaf and Hard of Hearing Students to Use Spoken Language: A Guide for Educators and Families .Amazon

- English, Kristina M (2002). Counseling Children with Hearing Impairment and Their Families. Boston: Allyn and Bacon.

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

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

- Guralnick, M, J, (2005).The Developmental Systems Approach to Early Intervention. London: PAULH Brooks

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

- Ling, D. (2000).Early Intervention For Hearing Impaired Children . Amazon

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

- Livingston, Sue (1997). Rethinking the Education Deaf Students: Theory and Practice from a Teachers Perspective. London: Heinemann.

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

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

- Mahshie S. N.(1995) educating deaf children bilingually, Gallaudet University, Washington

- Maluccio, Canali & Vecchiato (2002).Assessing Outcomes in Child and Family Services: Comparative Design and Policy Issues. Amazon

- Marschark, Marc Spencer, Patricia Elizabeth (2003). Oxford Handbook of Deaf Studies Language and Education. London: Oxford University Press.

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

- Moores, Donald, F (1997), Educating the deaf, Houghton Nifflin Company.

- 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.

- Owens, R.E. (2012). Language development: An introduction (8th ed.) Boston: Pearson

- Paul, Peter V. Whitelaw, Gail M. (2011). Hearing and Deafness: An Introduction for Health and Education Professionals. Boston: Jones and Bartlett Learning.

- 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.

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

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

Suggested Readings

- Jeffers, J., & Barley, M. (1975). *Speech reading (Lip reading)*. Spring field, IL: Charles C. Thomas.

- Paul, P.V. Whitelaw, G.M. (2011). Hearing and Deafness: An Introduction for Health and Education Professionals. Boston: Jones and Bartlett Learning.

- Rossetti, L. M., & Kile, J. E. (1997). Early intervention for special populations of infants and toddlers. San Diego: Singular Publishing Group, Inc.

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

- Yarrow, L.J. Rubenstein , J.L. Pedersen, F.A. (1975). Infant and Environment: Early Cognitive and Motivational Development. New York: John Wiley and Sons.

- Nolan, Michael Tucker, Ivan (1984) Educational Audiology. London: Croom 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.l., 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. 7th Ed. NJ: Englewood Cliffs Prentice Hall Inc.

TECHNOLOGY AND DISABILITY

Course code: SEC 15   **Credits: 03**

Contact Hours: 90   **Marks: 100**

Introduction

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

Objectives

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

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

Unit 1: Listening Devices and Classroom Acoustics   12 Hrs

1.1 Listening devices: Types (Individual & Group), functioning of Hearing aids, classification of hearing aids based on style (body level, ear level), technology (analog, programmable, digital), Ling's six sound test and other outcome measures

1.2 Ear moulds: Types, Importance, Care & maintenance

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

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

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

Unit 2: Technology for Management for Speech   12 Hrs

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

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

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

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

2.5 Tele Speech Therapy

Unit 3: Technology Facilitating Language & Communication   12 Hrs

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

3.2 Electronic and web-based technology applications: TV, Digital recorders, Downloaded AV films, Search engines, Online learning material, Language apps

3.3 Web based technology for using and training of ISL

3.4 Sign to text and Text to sign technology

3.5 Augmentative and Alternative communication for children with Hearing Impairment with additional/associating concerns

Unit 4: Technology Facilitating Education   12 Hrs

4.1 Technology and its impact on education: Changing Trends in teaching & learning

4.2 Technology products for educational purposes: Listening (Induction loop/FM/IR), Visual (Speech to text/text to speech) Audio-Visual (computer based learning & self-learning packages, Multimedia)

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

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

4.5 Future technologies: Universal Design: Meaning & Scope

Unit 5: Resource Mobilisation for Technology   12 Hrs

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

5.2 Eligibility criteria for availing funding under Government schemes

5.3 Procedure for availing funding from different agents

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

5.5 Agencies/Strategies to locate required human resources for various services and referrals

Course work/ Practical/ / Field Engagement   30 Hrs

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

Transaction & Evaluation

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

Essential Readings

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

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

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

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

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

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

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

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

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

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

- Moores, Donald, F (1997). Educating the deaf, Houghton Nifflin Compan

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

- Riekehof, Lottie L. (1978), The joy of learning signs, Gospel publishing House, Missouri

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

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

- 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.

Suggested Readings

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

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

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

PSYCHOSOCIAL AND FAMILY ISSUES

Course code: SEC 16   **Credits: 03**

Contact Hours: 90   **Marks: 100**

Introduction

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

Objectives

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

- *Explain psycho social development of early childhood and role of family.*
- *To understand the family needs and find self-ready to support families for empowering the child with disability.*
- *Ensure family involvement in educational programs.*

Unit 1: Psychosocial Aspects and Disability   **12 Hrs**

1.1 Overview of psychosocial development.
1.2 wellbeing and quality of life
1.3 Implications of hearing impairment on domains of psychosocial development
1.4 Role of family in psychosocial development of children with hearing impairment
1.5 Role of peers and community in psychosocial development of children with Hearing impairment
1.6 Challenges and issues in psychosocial development of children with hearing impairment

Unit 2: Family Environment   **12 Hrs**

2.1 Identifying Family Needs
2.2 Role of family in decision making
2.3 Role of family in skill transfer and referral
2.4 Encouraging families acceptance of child's impairment
2.5 Creating passive environment in the family

Unit 3: Family Needs   **12 Hrs**

3.1 Building parents confidence for making informed choices (communication options, option for listening devices, school placement).
3.2 Advocacy
3.3 Supporting family in raising children with hearing impairment
3.4 Facilitating availing of concessions, facilities and scholarship & other benefits
3.5 Encouraging family participation in self-help groups and family support networking

Unit 4: Family Empowerment   12 Hrs

    4.1 Encouraging family centered practices
    4.2 Parent self-efficacy belief
    4.3 Family involvement in child's learning and parenting
    4.4 Encouraging family acceptance of listening devices and ensuring its
    4.5 Supporting family in fostering and developing communication and language

Unit 5: Role of family in education and recreational activities   12 Hrs

    5.1 Involving family in fostering and developing play, recreation and values
    5.2 Encouraging family involvement in educational programme
    5.3 Family participation in community based rehabilitation programme
    5.4 Supportive activities by the parents
    5.5 Attitudinal changes among the family

Engagement/ Practical's   30 Hrs

- Compile five activities that could be undertaken to foster parents acceptance of their child's impairment
- Select a tool to measure parent's self-efficacy and administer it on three parents and submit with brief reflections.
- Attend a parent meeting of a special school and report tips provided for fostering parent advocacy

Transaction & Evaluation

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

Essential Reading

- Dunst.C, Trivette.C & Deal.A (1996). *Enabling & empowering families. Principles& guidelines for practice.* Cambridge, MA : Brookline Books.
- Gregory Susan, Bishop Juliet and Sheldon Lasley, (1999), Cambridge University, Psychological perspectives of deafness
- Scheetz, N.A.(2000). *Orientation to Deafness*. Boston, MA: Allyn and Bacon.
- Spencer Patricia, Erting Carol, J.marMarschark, Mane, (2000), The deaf child in the family and school, laurance Erlbaum

Suggested Reading

- Beazley Sarah & Moore Michele, Deaf children their families and professionals dismantling barriers, david Fultron publishers (2005)
- Brown Ivan and ray Brown (2000), Quality of life and disability
- 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.

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

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

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

Semester –III

SEE2: Disability Specialization   **Credits: 03**

      Hours: 90   **Marks: 100**

Sl. No.	Tasks	Educational settings	Specific activities	Hrs	Marks	Submiss-ions
1	Aural intervention	Institute / Clinic	- Carrying out daily listening checks on children with hearing impairment (5 children) - Use Aided Audiogram for (2 children each) **A.** Linking Ling's 6 Sound test **B.** Selecting modality of training (Auditory, Speech reading, combination) **C.** Selecting method of Communication (Oral *vs* Manual)	5	5	
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)	5	5	
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)	15	15	

4	Classroom observation of teaching	Special school for children with hearing impairment	**Preschool** - Observing and reporting classroom teaching for various subjects as per the time table of the school- Minimum 18 school periods
			      - Language
			      - School subjects
			      - Co-curricular			

Sl. No.	Tasks	Educational settings	Specific activities	Hrs.	Marks	Submissions
			Primary - Observing and reporting classroom teaching for various subjects as per the time table of the school- Minimum 18 school periods - Language - School subjects - Co-curricular	55	65	
5	Lesson planning	Institute	Supervised activity by college faculty with specific feedback			
6	Delivering Lessons	Special school	20 lessons (Science/Maths-5, Social Science- 5, Language – 8, Art – 2)			
7	Individualised lessons (Part- I)		5 lessons on 1 student			
8	Delivering lessons	Inclusive school	4 lessons of school periods indicating appropriate curricular adaptations	5	5	
9	Visit to other than practice teaching school	Special school	Observing infrastructure and curricular transaction	5	5	
			TOTAL	90	100	

SEF1: Main Disability Special School   Credits: 03

Hours: 90   **Marks: 100**

Sl. No.	Tasks	Educational settings	Specific activities	Hrs.	Marks	Submissions
1	Teacher assistant **	Special school for children with Hearing Impairment	Working as teacher assistant for prayers / assembly, checking hearing device, attendance, home work/class work, writing diaries, preparing TLM, teaching practice sessions recapitulation, and break times,	10	15	Journal of daily reflections and learning
2	Practicing functioning as a teacher **		Undertaking continuous whole day teaching using daily diary system for planning and recording.	15	20	Daily diary

3	Understanding school examination		Assisting in exam related planning, setting question papers, assessing, entering outcome in records, writing progress reports, feedback to students and parents, drawing pedagogic decisions.	10	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 checkups – any 3	10	10	*
5	Development of (TLM), Worksheet		Developing 3 Teaching Learning Material (TLM) and 10 worksheet for the assigned class	15	10	TLM
6	Document study		Reading and reporting on academic calendars, time table, diaries, work books, progress reports, case files, parent meeting reports, certificates, forms to avail exemptions and concessions, assessment formats for pre-school	10	10	*
7	Use of internet and modern technology for improving the class processes	Special school for children with Hearing Impairment	Using technology for classroom teaching, art education, record keeping, communication, downloading power points, AVs for concept development involving students	10	10	*
8	Compilations of language teaching material news, conversation, stories and unseen pictures		Compiling language material news, conversations, stories and unseen pictures, Directed activities	5	5	Journal of compilation
9	Program end presentation		Power point presentation on consolidations, reflections and take away points from field engagement to be able to become a teacher	5	10	
			TOTAL	90	**100**	

    *   Certificate from school head grading the performance 0n 5 point scale. Candidates below the score 3 repeat the placement

    ** For items each student will be assigned a class and the class teacher is expected to Support as the long term mentor for the student placed in her / his class

READING AND REFLECTING ON TEXTS

Course code: SED 17   **Credits: 03**

Contact Hours: 90   **Marks: 100**

Introduction

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

Objectives

After completing the course student-teachers will be able to

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

Unit 1: Reflections on Literacy   12 Hrs

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

Unit 2: Reflections on Reading Comprehension   12 Hrs

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

Unit 3: Skill Development in Responding to Text   12 Hrs

3.1 Indicators of Text Comprehension: Retelling, Summarizing, Answering, Predicting,
   Commenting and Discussing
3.2 Practicing Responding to Text (Using The Indicators) for Recreational Reading Material

(Narrations) and School Textbooks (Description)

3.3 Practicing Responding to Text (Using The Indicators) for Reports, Policy Documents and News (Expositions) and Editorial, Academic Articles, Advertisement Copy, Resume (Argumentation)

3.4 Practicing Web Search, Rapid Reading and Comprehensive Reading

Unit 4: Reflecting Upon Writing as a Process and Product   12 Hrs

4.1 Understanding writing as a Process: Content (Intent, Audience and Organization)

4.2 Understanding writing as a Process: Language (Grammar, Vocabulary, Spelling)

4.3 Understanding writing as a Process: Surface Mechanics (Handwriting, Neatness, Alignment and Spacing)

4.4 Practicing Self Editing and Peer Editing of Sample Texts

4.5 Practicing Evaluating Students Writing Using Parameters: Productivity, Correctness, Complexity, Text Organization and Literary Richness

Unit 5: Practicing Independent Writing   12 Hrs

5.4 practicing Writing: Picture Description/ Expansion of Ideas/ Essays/ Stories

5.5 Practicing Daily Leaving Writing: Applications/ Agenda - Minutes/ Note Taking

5.6 Practicing Converting Written Information into Graphical Representation

5.7 Practicing Filling up Surveys, Forms, Feedback Responses, Checklists

5.8 Reflections on the Course: From Theory to Practice to Initiating Process to Improve Self

Course Work/ Practical/ Field Engagement   30 Hrs

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

- Prepare a feedback form for parents and for teachers focusing on differences in the two forms due to different intent and audience

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

- Visit a book store for young children; go through the available reading material including exercise books, puzzles. etc. and make a list of useful material for developing early literacy skills

Essential Readings

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

- ASER report of 2015: Pratham Publication

- May, F. B. (2001). Unravelling the seven myths of reading. Allyn and Bacon: Boston
- McGregor, T. (2007). *Comprehension Connections: Bridges to Strategic Reading*. Heinemann Educational Books.

- Tovani, C., & Keene.E.O. (2000). *I Read It, but I Don't Get It: ComprehensionStrategies*

for Adolescent Readers. Stenhouse Publishers

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

Suggested Readings

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

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

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

- Ezell, H., & Justice, L. (2005). Programmatic Research on Early Literacy: Several Key Findings. *IES 3rd Annual Research Conference: American Speech Language &Hearing Association (ASHA).*

- Frank, S. (1985). Reading without Nonsense. Teachers College Press, New York.

- Gallangher.K. (2004). *Deeper Reading: Comprehending Challenging Texts*. Stenhouse Publishers

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

- Luetke-Stahlman, B., & Nielsen, D. (2003). Early Literacy of Kindergartners with Hearing Impairment. *High Beam*

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

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

- Pandit, B., Suryawanshi, D. K., & Prakash, M. (2007). Communicative language teaching in English.Nityanutan Prakashan, Pune.

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

PERFORMING AND VISUAL ARTS

Course code: SED 18   **Credits: 03**

Contact Hours: 90   **Marks: 100**

Introduction

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

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

Objectives

After completing the course student-teachers will be able to

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

Unit 1: Introduction to art Education   12 Hrs

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

Unit 2: Performing Arts: Dance and Music   12 Hrs

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

Unit 3: Performing Arts: Drama   12 Hrs

3.1 Range of art activities in drama

3.2 Experiencing, responding and appreciating drama

3.3 Exposure to selective basic skills required for drama

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

3.5 Enhancing learning through drama for children with and without special needs: strategies and adaptations

Unit 4: Visual Arts   12 Hrs

4.1 Range of art activities in visual arts

4.2 Experiencing, responding and appreciating visual art

4.3 Exposure to selective basic skills in visual art

4.4 Art education: Facilitating interest among students: planning and implementing activities

4.5 Enhancing learning through visual art for children with and without special needs: Strategies and adaptations

Unit 5: Media and Electronic Arts   12 Hrs

5.1 Range of art activities in media and electronic art forms

5.2 Experiencing, responding and appreciating media and electronic arts

5.3 Exposure to selective basic skills in media and electronic arts

5.4 Media and electronic arts: Facilitating interest among students: planning and implementing activities

5.5 Enhancing learning through media and electronic art for children with and without special needs: strategies and adaptations

Course Work/ Practical/ Field Engagement   30 Hrs

- 'hot seating' activity for historical / contemporary personalities wherein students play the role of that personality to advocate his/her opinions/decisions/thought processes (for example, Akbar, Hitler, Galileo, Bhagat Singh etc)

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

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

- Learn and briefly explain how music notations are made. Submit a brief report OR learn and explain the concept of composition in visual art. Submit a brief report. OR make and submit a sample advertisement for a product OR Learn Mudras of a classical dance forms and hold a session for the students on that. Submit photo report of the same OR Carry out web search on Indian sculpture and submit a brief compilation

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

Essential Readings

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

Suggested Readings

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

SEMESTER-WISE STRUCTURE

SEMESTER – IV

| S.No | Course | Course title | Credits | Hours | Weightage / Marks | | Total Marks |
					internal	external	
1	B10	Skill based Optional Course (Cross disability and inclusion)	3		50	50	100
2	B11	Skill based Optional Course (specialization disability)	3		50	50	100
3	D19	Basic Research & Basic Statistic (EPC)	3		50	50	100
4	E1	Practical: Cross Disability and Inclusion	3		50	50	100
5	F2	Other disability special school	3		50	50	100
6	F3	Inclusive school	3		50	50	100
		TOTAL	18		300	300	600

Engagement with field as part of course as indicated below:

S.No.	Task for the Student-teachers	Course	Place
1	Assignment / Project / Presentation	B10	Institute
2	Assignment / Project / Presentation	B11	Institute / school
3	Assignment / Project / Presentation	D19	Institute / school

GUIDANCE & COUNSELLING

Course Code: SEB 10(A)   **Credits: 03**

Contact Hours: 90   **Marks: 100**

Objectives

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

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

Unit 1: Introduction to Guidance and Counselling   **12 Hrs**

   1.1 Guidance and Counselling: Definition
   1.2 Aims of Guidance and Counselling
   1.3 Purpose & scope
   1.4 Areas of Guidance and Counselling

Unit 2: role of Guidance and Counseling in education.
   2.1 Skills and Competencies of a Counsellor
   2.2 Role of Teacher in Guiding and Counselling Students with Special Needs
   2.3 need of counseling for CWSN
   2.4 Core Conditions in Counselling

Unit 3: Enhancing Self Image and Self Esteem   **12 Hrs**

   3.1 Concept of Self as Human
   3.2 Understanding of Feelings and Changes
   3.3 Growth to Autonomy
   3.4 Personality Development
   3.5 Role of Teacher in Developing Self-Esteem in Children

Unit 4: Guidance and Counselling in Inclusive Education   **12 Hrs**

   4.1 Current Status with reference to Indian School
   4.2 Types of Counselling: Child-Centred, Supportive, Family
   4.3 Guidance in Formal and Informal Situations: Within and Outside Classroom,
   4.4 Vocational Guidance
   4.5 Skills of vocational counsellor.

Unit 5: group guidance   **12 Hrs**
   5.1 Group Guidance: importance.
   5.2 Principles of group guidance.
   5.3 Group Leadership Styles and Group Processes
   5.4 Challenges in Group Guidance
   5.5 Procedure in Group counseling.

Practicum/ Field engagement   **30 Hrs**

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

Transaction

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

Essential Readings

- Naik, P.S. (2013). Counselling Skills for Educationists. Soujanya Books, New Delhi.

- Nayak, A.K. (1997). Guidance and Counselling. APH Publishing, Delhi.

- Rao, V. K., & Reddy, R.S. (2003). Academic Environment: Advice, Counsel and Activities. Soujanya Books, New Delhi.

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

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

Suggested Readings

- Kapunan, R.R. (2004). *Fundamentals of Guidance and Counselling*. Rex Printing Company, Phillipines.

- Pal, O.B. (2011). *Educational and Vocational Guidance and Counselling*. Soujanya Books, New Delhi.

COMMUNICATION OPTIONS: MANUAL (INDIAN SIGN LANGUAGE)

Course Code: B 11(C)   **Credits: 03**

Contact Hours: 90   **Marks: 100**

Introduction

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

Objectives

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

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

Unit 1: Understanding Deafness in Real Life Context

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

Unit 2: Advance Understanding of Manual Options and Indian Scenario

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

Unit 3: ISL Skill Development: Middle Order Receptive and Expressive Skills

3.1 Practicing 'Motherese' (Tuning Language to Suit Young Children) and Age Appropriate Discourse with Children with Appropriate Language, Turn Taking and Eye Contact
3.2 Practicing Natural Signing in Short Common Conversations
3.3 Practicing Natural Signing in Stories/Poems/Narrations/Jokes
3.4 Practicing Natural Signing in Discussing Emotions, Expansion of Ideas and Current Affairs
3.5 Practicing Group Dynamics

Unit 4: ISL Skill Development: Towards Higher Order Receptive and Expressive Skills

4.1 Learning to Express Gender, Number, Person, Tense, Aspect
4.2 Practicing Sentence Types: Affirmative, Interjections, Imperative and Interrogative and Negativization
4.3 Practicing Sentence Types: Simple, Complex, Compound
4.4 Observing Using ISL in Classrooms – Social Science
4.5 Observing Using ISL in Classrooms – Science / Mathematics

Unit 5: ISS/ ISL Skill Development and Course Conclusions

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

Course Work/ Practical/ Field Engagement

  I. Watching Videos of Individual Sessions and Classroom Teaching of Signing
 II. Role Play and Dramatization in ISL
III. Developing Learning Material for Facilitating Connectivity among Signing, Language and Cognition
IV. Recording Self Narrated Stories/ Poems and Writing Reflections V. Interacting with Deaf for Practicing Expansion of Ideas

Essential Readings

- *Communication Options and Students with Deafness*. (2010). Rehabilitation Council of India, New Delhi.

- Heller, R. (1999). *Managing Change*. DK Publishing: New York.

- ISS Learning Material and Dictionaries

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

- *Teaching Learning ISL Material Developed* at AYJNIHH, Mumbai, SRKV, Coimbatore and NISH, Trivandrum
- Zeshan, U. (2000). *Sign Language in Indo-Pakistan*. John Benjamins Pub. Co, Philadelphia.

Suggested Readings

- Akamatsu, C. T., & Armour, V. A. (1987). Developing written literacy in deaf children through analyzing sign language, American Annals of the Deaf, 132(1), 46-51.

- Andrews, J.F., Winograd, P., & DeVille, G. (1994). Deaf children reading fables: Using ASL summaries to improve reading comprehension. *American Annals of the Deaf*, *139*(3), 378-386.

- Devych, G. N., Bhattacharya, T., Grover, N., & Randhawa, S.P.K. (2014). *Indian Sign Language(S).* Orient BlackSwan, Hyderabad.

- *Directory of Rehabilitation Resources for Persons with Hearing Impairment in India.* (2000), AYJNIHH Publication.

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

- Evans, L. (1982). Total Communication, Structure and Strategy. Washington D.C.: Gallaudet College Press.

- Ezell, H.K., & Justice, L.M.(2005). Programmatic Research On Early Literacy: Several Key Findings. *IES 3rd Annual Research Conference: American Speech Language & Hearing Association (ASHA).*

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

- Ghate, P. (1996). Indian Sign System. AYJNIHH In-House Publication: Mumbai.

- Ghate, R.A. (2009). Survey of Teachers' Opinion on Status of Education of the Deaf. Unpublished Report of RCI, New Delhi.

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

- Huddar, A. (2008).*Language and Communication*. DSE Manuals. Rehabilitation Council of India, New Delhi.

- Improve Reading Comprehension. *American Annals of the Deaf, 139,* 378-386.

- Indian Sign Language Dictionary .(2001). Sri Ramakrishna Mission Vidyalaya, Coimbatore.

- Johnson, R., Liddell, S., & Erting, C. (1989). Unlocking the Curriculum: Principles for Achieving Access in Deaf Language. *American Annals of the Deaf, 132,* 46-51.

- Lewis, Rena B. & Doorlag, Donald H. (1999). (5th Ed) *Teaching Students with Special Needs in General Education Classrooms*. Prentice Hall Inc. New Jersy.

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

- Vasishta, M.M., Woodward, J., & De Santis, S. (1981). An Introduction to Indian Sign Language: Focus on Delhi.All India Federation of the Deaf, New Delhi.

- Websites for Signed Dictionaries.

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

BASIC RESEARCH AND STATISTICS

Course code: SED 19   **Credits: 03**

Contact Hours: 90   **Marks: 100**

Objectives

After completing the course student-teachers will be able to

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

Unit 1: Introduction to Research   **12 Hrs**

   1.1 Scientific Method
   1.2 Research: Concept and aims
   1.3 Research: Definition & characteristics
   1.4 Purpose of Research
   1.5 Steps of research

Unit 2: educational Research   **12 Hrs**

   2.1 Educational Research- concepts
   2.2 Application of Scientific Method in Research
   2.3 Areas of educational research
   2.4 Research in Education and Special Education
   2.5 Ethics of research.

Unit 3: Types of research & Process of Research   **12 Hrs**

   3.1 Basic/Fundamental
   3.2 Applied
   3.3 Action
4   3.4 Action Research in Teaching Learning Environment
   3.5 Professional Competencies for Research

Unit 4: tools, procedure and methods   **12 Hrs**

   4.1 Tools of Research: Tests, Questionnaire, Checklist and Rating Scale
   4.2 Selection of Problem
   4.3 Formulation of Hypothesis
   4.4 Collection of Data
   4.5 Analysis of Data & Conclusion

Unit 5: Measurement and Analysis of Data   **12 Hrs**

   5.1 Scale for measurement: Nominal, Ordinal, Interval and Ratio
   5.2 Organization of data: Array, Grouped distribution
   5.3 Measures of central tendency and Dispersion: Mean, Median and Mode, Standard

deviation and Quartile deviation

5.4 Correlation: Product Moment and Rank Order Correlation

5.5 Graphic representation of data

Practicum/ Field Engagement   **30 Hrs**

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

Essential Readings

- Best, J. W., & Kahn, J. V. (1996). *Research in Education* Prentice-Hall of India New Delhi.

- Dooley, D. (1997). *Social Research Methods*. Prentice-Hall of India, New Delhi.

- Grewal, P.S. (1990). *Methods of Statistical Analysis*. Sterling Publishers, New Delhi.

- Guptha, S. (2003). *Research Methodology and Statistical Techniques*. Deep & Deep Publishing, New Delhi.

- Koul, L. (1996). *Methodology of Educational Research*. Vikas Publishing House, New Delhi.

- Potti, L.R. (2004). *Research Methodology*. Yamuna Publications, Thiruvananathapuram.

Suggested Readings

- Cohen, J. (1988). *Statistical Power Analysis for the Behavioral Sciences*. Academic Press, New York.

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

Area SEE1 (B) - Practical: Cross Disability and Inclusion (Area B)

Note: *Practical timing shall be included in time table (minimum of four week)*
Observations as mentioned are essential. However, if schools for other disability are not available in the nearby area, the same may be interpreted as observation at Inclusive school/ education/services being provided in the resource room/ home based education or vice versa with other disability

Semester - IV

SEE1(B) : Cross disability & inclusion   **Credits: 03**

Hours: 90   **Marks: 100**

S.No	Tasks	Educational settings	Specific activities	Hrs.	Marks	Submission
1.	Infrastructure of an Inclusive school	Inclusive school	Studying the extent of barrier free environment (Infrastructure including Assistive devices, Human resource & Inclusive teaching practices) available in an Inclusive school	30	30	Report with reflect-ions
2.	Classroom teaching observations		Observing 10 lessons (5 language + 5 subjects) and writing report	30	30	
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	10	10	
4.	IEP Part -II			20	30	
	TOTAL			90	100	

SEF 2: Other Disability Special School   **Credits: 03**

Hours: 90   **Marks: 100**

(Any One Special School)

Sl. No.	Tasks	Educational settings	Specific activities	Hrs.	Marks	Submissions
1	Teacher assistant	Special school of other disability	Studying the background of the children in the allotted class & working as teacher assistant for Prayers/assembly, Attendance, Home work/class work, Writing diaries & Assisting in school celebrations	30	40	Journal of daily reflections and learning
2	Document study		Reading and reporting on Academic calendars, Time table, Diaries, Work books, Progress reports, Case files, 3 Parent meeting reports, Certificates, Forms to avail exemptions and concessions, Assessment formats for pre–school	30	30	Journal
3	Use of internet and modern technology for improving the class processes		Using technology for classroom teaching, Art education, Record keeping, Communication, Downloading power points, AVs for concept development involving students	30	30	Journal
			TOTAL	90	100	

SEF 3: Inclusive School   **Credits: 03**

Hours: 90   **Marks: 100**

Sl. No.	Tasks	Educational settings	Specific activities	Hrs.	Marks	Submissions
1	Understanding the children in the classroom	Inclusive School	Studying the background of children in the allotted class	5	5	Report with reflections
2	Understanding the plans		Studying the half yearly, Monthly & Unit plans and Calendar of activities and Progress report	10	5	
3	Teaching support		Assisting the teachers in Adaptation of content, Lesson planning, Scheduling, Resource mobilisation, Preparing TLM &Planning celebrations	45	50	
4	Remedial support		Teaching special children for specialised support for achieving the content mastery - 2 students	20	30	
5	Student evaluation		Assist the teachers in developing Teacher made tests, Marking scheme, Scoring key, Exam supervision, Evaluation of answer scripts & Reporting	10	10	
	TOTAL			90	100	

It may be noted:

1. *Observations and Lessons should be on Primary and Secondary level of classes in all three areas, i.e., Disability Specialization, Other disability and in Special and Inclusive Settings.*

2. *Practical are focused on school subject teaching. Every student is expected to opt for and teach any two school subject as offered by the Institution/ University.*

3. *Practical in Other disability should be for other than disability specialization.*

4. *Practical in Inclusive settings should be preferably with various disabilities.*