



List of Courses Focus on Employability/ Entrepreneurship/

Skill Development

Department : Education

Program Name : B.Ed. Special Education(Learning Disability)

Academic Year : 2018-19

List of Courses Focus on Employability/ Entrepreneurship/ Skill Development

| Sr. No. | Course Code | Name of the Course |
|---------|-------------|--|
| 1. | A1 | Human Growth & Development |
| 2. | A2 | Contemporary India & Education |
| 3. | B1 | Introduction to Sensory Disabilities |
| 4. | B2 | Introduction to Neuro Developmental Disabilities |
| 5. | B3 | Introduction to Locomotor & Multiple Disabilities |
| 6. | LDC1 | Assessment and Identification of Needs |
| 7. | E1 | Practical :Cross Disability and Inclusion |
| 8. | A3 | Learning ,Teaching and Assessment |
| 9. | A4 S | Science |
| 10. | A4 SS | Social Science |
| 11. | A4 M | Mathematics |
| 12. | A5 H | Hindi |
| 13. | A5 E | English |
| 14. | B4 | Inclusive Education |
| 15. | LDC2 | Curriculum Designing, Adaptation and Evaluation |
| 16. | E2 | Practical :Disability Specialization |
| 17. | LDC3 | Educational Intervention and Teaching Strategies |
| 18. | LDC4 | Technology and Disability |
| 19. | LDC5 | Psycho Social and Family Issues |
| 20. | D1 | Reading and Reflection on Text (EPC) |
| 21. | E3 | Practical :Disability Specialization |
| 22. | F1 | Main Disability Special School (related to area C) |
| 23. | B5 | (a)Community Based Rehabilitation (b) Application of ICT in Classroom |
| 24. | B6 | (a)Communication Option :Oralism (b)Management of Learning Disability |

गुरु घासीदास विश्वविद्यालय
(केन्द्रीय विश्वविद्यालय अधिनियम 2009 क्र. 25 के अंतर्गत स्थापित केन्द्रीय विश्वविद्यालय)
कोनी, बिलासपुर - 495009 (छ.ग.)



Guru Ghasidas Vishwavidyalaya
(A Central University Established by the Central Universities Act 2009 No. 25 of 2009)
Koni, Bilaspur - 495009 (C.G.)

| | | |
|-----|----|--|
| 25. | D2 | Drama and Art in Education |
| 26. | D3 | Basic Research & Basic Statistic |
| 27. | E4 | Practical Cross Disability and Inclusion |
| 28. | F2 | Other Disability Special School |
| 29. | F3 | Inclusive School |

A handwritten signature in blue ink, appearing to be 'S', is positioned above the official stamp.

Head
Department of Education
Guru Ghasidas Vishwavidyalaya
Bilaspur (C.G.)



Scheme and Syllabus

DISTRIBUTION OF CURRICULUM AND SCHEME OF EXAMINATION FOR FOUR SEMESTERS

| SEMESTER - I | | | | | | | |
|--|---|------------|---------|-------------|-------------------|----------|----------|
| GROUPS | COURSES | PAPER CODE | CREDITS | TOTAL MARKS | MINIMUM PASS MARK | INTERNAL | EXTERNAL |
| Group-A Core Courses | Human Growth & Development | A1 | 4 | 100 | 50 | 30 | 70 |
| | Contemporary India & Education | A2 | 4 | 100 | 50 | 30 | 70 |
| Group-B Cross Disability & Inclusion | Introduction to Sensory Disabilities | B1 | 2 | 50 | 25 | 15 | 35 |
| | Introduction to Neuro Developmental Disabilities | B2 | 2 | 50 | 25 | 15 | 35 |
| | Introduction to Locomotor & Multiple Disabilities | B3 | 2 | 50 | 25 | 15 | 35 |
| Group -C Disability Specialization Courses | Assessment and Identification of Needs | LDC1 | 4 | 100 | 50 | 30 | 70 |
| Group -E Practical Related to Disability | Practical :Cross Disability and Inclusion | E1 | 2 | 50 | 25 | 50 | |
| TOTAL | | | 20 | 500 | 250 | 185 | 315 |
| SEMESTER - II | | | | | | | |
| GROUPS | COURSES | PAPER CODE | CREDITS | TOTAL MARKS | MINIMUM PASS MARK | INTERNAL | EXTERNAL |
| Group-A Core Courses & Pedagogy Courses | Learning ,Teaching and Assessment | A3 | 4 | 100 | 50 | 30 | 70 |
| | Pedagogy of Teaching (any one) Science | A4 S | 4 | 100 | 50 | 30 | 70 |
| | Social Science | A4 SS | | | | | |
| | Mathematics | A4 M | | | | | |
| Pedagogy of Teaching (any one) Hindi | A5 H | 4 | 100 | 50 | 30 | 70 | |
| English | A5 E | | | | | | |
| Group-B Cross Disability & Inclusion | Inclusive Education | B4 | 2 | 50 | 25 | 15 | 35 |
| Group -C Disability Specialization Courses | Curriculum Designing, Adaptation and Evaluation | LDC2 | 4 | 100 | 50 | 30 | 70 |
| Group-E Practical Related to Disability | Practical :Disability Specialization | E2 | 2 | 50 | 25 | 50 | |
| TOTAL | | | 20 | 500 | 250 | 185 | 315 |
| SEMESTER - III | | | | | | | |



| GROUPS | COURSES | PAPER CODE | CREDITS | TOTAL MARKS | MINIMUM PASS MARK | INTERNAL | EXTERNAL |
|--|---|------------|-----------|-------------|-------------------|-------------|------------|
| Group -C Disability Specialization Courses | Educational Intervention and Teaching Strategies | LDC3 | 4 | 100 | 50 | 30 | 70 |
| | Technology and Disability | LDC4 | 4 | 100 | 50 | 30 | 70 |
| | Psycho Social and Family Issues | LDC5 | 2 | 50 | 25 | 15 | 35 |
| Group -D EPC | Reading and Reflection on Text (EPC) | D1 | 2 | 50 | 25 | 50 | |
| Group-E Practical Related to Disability | Practical :Disability Specialization | E3 | 4 | 100 | 50 | 100 | |
| Group -F Field Engagement/ School Attachment/ Internship | Main Disability Special School (related to area C) | F1 | 4 | 100 | 50 | 100 | |
| TOTAL | | | 20 | 500 | 250 | 325 | 175 |
| SEMESTER -IV | | | | | | | |
| GROUPS | COURSES | PAPER CODE | CREDITS | TOTAL MARKS | MINIMUM PASS MARK | INTERNAL | EXTERNAL |
| Group-B Cross Disability & Inclusion | Skill Based Optional Course (any one of Cross Disability and Inclusion) (a)Community Based Rehabilitation (b) Application of ICT in Classroom | B5 | 2 | 50 | 25 | 15 | 35 |
| | Skill Based Optional Course (any one of Disability Specialization) (a)Communication Option :Oralism (b)Management of Learning Disability | B6 | 2 | 50 | 25 | 15 | 35 |
| Group -D EPC | Drama and Art in Education | D2 | 2 | 50 | 25 | 50 | |
| | Basic Research & Basic Statistic | D3 | 2 | 50 | 25 | 50 | |
| Group-E Practical Related to Disability | Practical Cross Disability and Inclusion | E4 | 4 | 100 | 50 | 100 | |
| Group -F Field Engagement/ School Attachment/ Internship | Other Disability Special School | F2 | 4 | 100 | 50 | 100 | |
| | Inclusive School | F3 | 4 | 100 | 50 | 100 | |
| TOTAL | | | 20 | 500 | 250 | 430 | 70 |
| TOTAL CREDITS | | | 80 | 2000 | 1000 | 1125 | 875 |



COURSE A1: HUMAN GROWTH & DEVELOPMENT

COURSE OBJECTIVES

MARKS: 100 | CREDITS:04 | 4 Hrs./wk

After studying this course the student-teacher 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 I: Approaches to Human Development

- Concept and definition of development, Difference between growth and development.
- Characteristics of development: Lifelong, multidimensional, multidirectional, plastic, contextual, studied by a number of disciplines, and involves growth, maintenance & regulation.
- Nature of development: (a) Biological, cognitive and socio-emotional processes; (b) Periods of development; (c) Age and happiness; (d) Conceptions of age (*chronological age, biological age, psychological age & social age*); (e) Development issues (*Nature & nurture, Continuity & discontinuity, Stability & change*).
- Principles of development, Factors influencing development.
- Domains of development: Physical, psycho-social, cognitive and linguistic development.

UNIT II: The Early Year (Birth to Eight Years)

- Prenatal (*Conception to birth*): Concept, Periods (zygote, embryo & fetus) and Environmental influences on prenatal development, screening the newborn-APGAR score.
- Infancy (*Birth to 18/24 months*): Concept, Characteristics, Adjustment and hazards during infancy, Physical development, psycho-social development, cognitive development and linguistic development.
- Early childhood (*Infancy to 5-6 years*): Concept, Characteristics, Hazards during early childhood, Physical development, psycho-social development, cognitive development and linguistic development, Factors influencing the child's personality.
- Middle & late childhood (*6 to 11 years*): Concept, Physical development, motor development, cognitive development and social development.
- Role of play in enhancing development

UNIT III: Adolescence (from 10-12years to 18-22 years)

- Concept, stages (early, middle & late), physical development (males & females), cognitive development and social development.
- Challenges of adolescence: Morphological/developmental, psychological, social and educational challenges.
- Issues related to puberty in males and females.
- Gender and Development
- Environmental influences (social, cultural, political) on the adolescents.

UNIT IV: Adulthood (from 20s to death)

- Concept, stages (early, middle & late), Ageing in women (Physical, psychological & social challenges).
- Early adulthood (*20 to 40 years*): Concept, characteristics, ageing & challenges of early adulthood.



-
- Middle adulthood (40 to 60 years): Concept, characteristics, ageing & challenges of middle adulthood.
 - Late adulthood (60 to death): Concept, characteristics, ageing & challenges of late adulthood.
 - Emerging roles & responsibilities, Life skills & independent living, Career choices.

UNIT V: Theoretical Approaches to Development

- Cognitive & social-cognitive theories (Piaget , Bruner, Bandura, Vygotsky)
- Psychosocial Theory (Erikson)
- Psychoanalytic Theory (Freud)
- Ecological Theory (Bronfrenbrenner)
- Holistic Theory of Development (Steiner)

Engagement with the field as part of course as indicated below

Hand on Experience

- Observe Children in Various setting and identify milestone achieved.
 - Seminar on Human development
 - Writing journal for reflection and case study
-

Suggested Readings:

- Berk,L.E.(200) *Human Development. Tata McGraw Hill Company, New York*
Brisban,E.H.(2004) *The Developing child ,McGraw Hill USA*
Cobb,N.J.(2001) *The child infants, children and adolescent. Mayfield Publishing Company <New York*
Hurlocl,E.B.(2005) *Child growth and development Tata McGraw Hill Company, New York.*
Hurloc ,E.B.(2006) *Developmental Psychology-A life span approach. Tata McGraw Hill Company, New York*
Meece,J.S.&EcclesJ.L(EDS)(2010) *Handbook of Research on Schools,Schooling and Human Development New York*
Mittal,S.(2006) *Child development-Experimental psychology. Isha book Delhi.*
Nisha,M(2006). *Introduction to child development Isha book, Delhi.*
Singh A.K. *SikshamanovigyaanMotilal Publication Varanasi*
Santrock J.W.(2007) *Adolescence,Tata McGraw Hill Publishing Company New Delhi*
Santrock J.W. *Child Development.Tata McGraw hill publishing company New Delhi*



PAPER A2: CONTEMPORARY INDIA AND EDUCATION

COURSE OBJECTIVES

MARKS: 100 | CREDITS:04 | 4 Hrs./wk

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, issue and challenges faced by the contemporary Indian Education in global context

UNIT I: Philosophical Foundation of Education

- Education: Concept, definition and scope.
- Agencies of Education: School, Family, community and media
- Philosophies of Education: Idealism, Naturalism, Pragmatism, Realism.
- Classical Indian Perspective: Vedanta Jainism, Buddhism.
- Indian Philosophers: Vivekanand, Tagore, Gandhi, Aurobindo.

UNIT II: Understanding Diversity

- Concept of Diversity
- Types of Diversity: Gender, linguistic, cultural, socio-economic and disability.
- Diversity in Learning and Play.
- Addressing divers learning needs of CWSN.
- Learning Styles.

UNIT III: Contemporary Issues and Concerns

- Universalization of Education: Provision, Enrolment, Retention, Participation, Achievement.
- Universalization of Elementary and Secondary Education: Problems and Issues.
- Issues of Quality and Equity: Physical, economic, social, cultural and linguistic, particularly w.r.t. girl child, weaker section and disabled.
- Equal Educational opportunity (i) Meaning of equality & constitutional provisions (ii) Prevailing nature and forms of inequality, including dominant and minority groups and related issues
- Inequality in schooling: Public –private Schools, Rural–urban schools, Single teacher school.

UNIT IV: Education Commission and policy (School Education)

- Preamble of the Constitution of India.
- Constitutional provision: Equality, Liberty, secularism & social justice.
- National Commissions & Policies: Kothari Commission (1964), NPE (1986), POA (1992), NCF (2005), National Policy for Persons with Disabilities (2006)
- National Act: RCI Act (1992); PWD Act (1995); NT Act (1999).
- Incheon strategies (2012), Millennium Developmental Goals (2015).

UNIT V: Issues and Trends in Education

- Challenges of education from preschool to senior secondary
- Inclusive education as a right based model
- Complementarily of inclusive and special school
- Language issues in education
- Community participation and community based education



Some suggested Activities on contemporary issues

Comparative study of different setting
Educational Debates & movement
RTE Act in in the Context of Disadvantaged
Special and Inclusive school
Education status of various groups
Conflict & social movement in india: Women, Dalit, Tribal & Disabled
Human right, Minority right

Suggested Readings:

| | |
|----------------------------|--|
| Aggrwal J.C.(1992) | Development and Planning of Modern Education: New Delhi Vikas Publishing House PVT Ltd |
| Anand S.P.(1993) | The teacher & Education in Emerging Indian society, New Delhi: NCERT |
| Bhat B.D. (1996) | Educational Document in India, New Delhi: Arya Book Depot. |
| Bhatia K & Bhatia B.(1997) | The Philosophical & Sociological Foundation, New Delhi Doaba house |
| Dubey, S.C.(2001) | Indian Society, National book Trust: New Delhi |
| Jagannath, M.(1993) | Indian Education in the Emerging society, New Delhi Sterling Publishers Pvt Ltd |

Essential Readings

Guha, R.(2007) India after Gandhi: The history of the World largest Democracy. Macmillon: Delhi.
National Education commission (1964-66) Ministry of Education, Govt of India, New Delhi.
National Policy on Education (1986&92) Ministry of Human Resource Development Govt. of India, New Delhi.
Right to education Act (2009) Ministry of Human Resource Development Govt of India, New Delhi.



COURSE B1 : INTRODUCTION TO SENSORY DISABILITIES

COURSE OBJECTIVES

MARKS: 50 | CREDITS: 2 | 2 Hrs./wk

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

- 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/ deafness/ hearing impaired/ disability/ handicapped
- 1.5. Challenges arising due to congenital and acquired hearing loss

Unit 2: Impact of Hearing Loss

- 2.1 Characteristics of learners with hearing loss and impact of different degrees of hearing impairment on communication
- 2.2 Language & communication issues attributable to hearing loss and need for early Intervention
- 2.3 Communication options
- 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 & Deaf Blind

- 3.1. Process of Seeing and Common Eye Disorders.
- 3.2. Blindness and Low Vision— Definition, causes and prevention.
- 3.2. Deaf-blindness: Definition, causes, classification, prevalence and characteristics.
- 3.4. Importance of Early Identification and Intervention.
- 3.5. Functional Assessment Procedures and Educational Implication.

COURSE WORK/FIELD ENGAGEMENT/PRACTICUM:

- 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

MODE OF TRANSACTION: Visits, Observations, Videos and Interactions with Students with Disabilities

Suggested Readings:

- Bradford, L. J. & Hardy, W.G. (1979). Hearing and Hearing Impairment. New York: Grune and Stratton.
- Davis, H. & Silverman, S. R. (1970). Hearing and Deafness - Part I. Holt, London: Rinehart & Winston.
- Holbrook, C.M., & Koenig, A. J. (Eds.) (2000). Foundations of Education, Vol I: History and Theory of Teaching Children and Youths with Visual Impairments. (2nd ed): New York: AFB Press.
- 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%2520%2520Deafblindness.pdf%2Fat_download%2Ffile&ei=LkY6VdG1OIKymAW604CgDg&usq=AFQjCNHxJc9OazS1f-TSI_HgQqJKxWjs_A&sig2=LIBWuGnYE00LPtpK5FCHEg&bvm=bv.91427555,d.dGY
- Kelley, P., & Gale, G. (1998). Towards Excellence: Effective education for students with vision impairments. Sydney: North Rocks Press.
- Lowenfeld, B. (1973). Visually Handicapped Child in School and Society; American Foundation for the Blind; New York.
- Lynas, W. (2000). Communication options. In J. Stokes (Ed), Hearing Impaired Infants – Support in the first eighteen months. London: Whurr Publishers Ltd.
- Martin, F. N., & Clark, J.G. (2009). Introduction to Audiology. 10th ed. Boston: Pearson Education.
- 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.
- Auditory-Verbal International (1991). Auditory-verbal position statement. *Auricle* 4:11-12.
- Harp, B. (2006). *The handbook of literacy assessment and evaluation*, (3rd Eds). Norwood, M.A.: Christopher-Gordon Publishers, Inc.
- Katz, J. (1985). *Handbook of Clinical Audiology*. (4th Ed.) Baltimore: Williams and Wilkins.
- Loreman, T., Deppeler, J., & Harvey, D. (2005). *Inclusive education - A practical guide to supporting diversity in the classroom*. (2nd Eds.). U.K. Routledge.
- Norris, G. H., & Romer, L.T. (1995). *Welcoming Students who are deafblind to typical classrooms*. U.S: Paul H. Brookes.
- Pandey, R. S., & Advani, L. (1995). *Perspectives in Disability and Rehabilitation*. New Delhi: Vikas



Publishing House Pvt. Ltd.

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



COURSE B2 : INTRODUCTION TO NEURO DEVELOPMENTAL DISABILITIES

COURSE OBJECTIVES

MARKS: 50 | CREDITS: 2 | 2 Hrs./wk

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

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

Unit 1: Learning Disability: Nature, Needs and Intervention

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

Unit 2: Intellectual Disability: Nature, Needs and Intervention

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

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

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

COURSE WORK/FIELD ENGAGEMENT/PRACTICUM:

- 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



COURSE B3 :INTRODUCTION TO LOCOMOTOR AND MULTIPLE DISABILITIES

COURSE OBJECTIVES

MARKS: 50 | CREDITS: 2 | 2 Hrs./wk

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 program and functional activities for the persons with Locomotor disabilities and Multiple disabilities.

Unit 1: Cerebral Palsy (CP)

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

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

- 2.1. Definition, Meaning and Classification
- 2.2. Assessment of Functional Difficulties
- 2.3. Provision of Therapeutic Intervention and education
- 2.4. Implications of Functional Limitations for Education and Creating Prosthetic Environment in School and Home: Seating Arrangements, Positioning and Handling
Techniques at Home and School
- 2.5. Facilitating Teaching-Learning: IEP, Developing TLM; Assistive technology

Unit 3: Multiple Disabilities and Other Disabling Conditions

- 3.1 Multiple Disabilities: Meaning and Classifications
- 3.2 cause and type of multiple disability
- 3.3 educational management for multi handicapped
- 3.4 effects of multi handicapped
- 3.5 Facilitating Teaching-Learning: IEP, Developing TLM; Assistive technology



COURSE WORK/FIELD ENGAGEMENT/PRACTICUM: (any one of the following)

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

MODE OF TRANSACTION:

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

Suggested Readings:

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



COURSE LD C1: ASSESSMENT AND IDENTIFICATION OF NEEDS

COURSE OBJECTIVES

MARKS: 100 | CREDITS: 4 | 4 Hrs./wk

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

- Comprehend the concept, the history, causes and manifestations of Learning Disability.
- Describe and differentiate among different types of Learning Disability.
- Understand the assessment and the assessment procedures for Learning Disability diagnosis.
- Explain the domains and tools for assessment.

Unit 1: Introduction to Learning Disability (LD)

- 1.1 LD: Definition and concept
- 1.2 History of LD
- 1.3 LD: Characteristics
- 1.4 Causes of LD- medical and social
- 1.5 Co-morbidity with LD – ADHD

Unit 2: Types of LD

- 2.1 Specific LD in Reading
- 2.2 Specific LD in Writing
- 2.3 Specific LD in Mathematics
- 2.4 Dyspraxia
- 2.5 Non-verbal LD

Unit 3: Assessment of LD

- 3.1 Concept of screening and identification
- 3.2 Identification criteria – DSM 5
- 3.3 Differential diagnosis
- 3.4 Assessment tools – (WISC, SPM, CPM, DTL, DTRD, BCSDL, GLAD, CRTs and NRTs, TMTs)
- 3.5 Portfolios, checklists, rating scales, anecdotal records, observation schedules

Unit 4: Domains of Assessment

- 4.1 Motor
- 4.2 Perceptual
- 4.3 Cognitive
- 4.4 Social-Emotional
- 4.5 Language

Unit 5: Assessment of Curricular Areas

- 5.1 Readiness skills
- 5.2 Reading
- 5.3 Spelling
- 5.4 Writing
- 5.5 Mathematics

COURSE WORK/FIELD ENGAGEMENT/PRACTICUM:



-
- Movie review to understand the condition of LD
 - Diagnosing the case based on case profiles
 - Development of TMTs to assess various domains and curricular areas
-

MODE OF TRANSACTION:

This course creates a foundation for understanding and assessing for Learning Disability. While teaching this course, a lot of emphasis has to be placed on presenting case studies to comprehend the manifestations of Learning Disabilities. Through discussions, demonstrate the process of arriving at differential diagnosis. The teacher trainees have to acquire the skill of developing Teacher Made Tests for assessment. Keeping this in mind, the transaction of Unit 4 and 5 has to be through hands on training in development of TMTs. Evaluating the TMTs developed by peers will also be a valuable learning experience.

Suggested Readings

- Bender, W. N.,(1995)Identification and Teaching Strategies Learning Disabilities, characteristics, identification and coaching categories New York: Allyn bacon
- Lerner, J W.2000. Learning Disabilities: Houghton Mifflin
- Jena SPK 2013. Specific Learning Disabilities: Theory to Practice New Delhi; Sage Publications
- Kapur, M John A, Rozario J, Oommen A. NIMHANS index of specific learning disabilities, Bangalore:NIMHANS
- Karanth, Prathibha & Rozario, Joe: Learning disabilities in India willing the mind to learn. New Delhi. Sage, 2003. 978 81 7829 142 0 Rs.595--(371.90954Kar/Roz)
- Lee. S H., Harris Karen R., Graham Steve. (2003) Handbook of Learning Disabilities, the Guilford Press, Ist Edition
- Raj, F. (2010). Breaking Through – A hand book for parents and teachers of children with specific learning disabilities, Secunderabad: Vifa Pub
- Reddy L. G., Ramaa R. and Kusuma A. (2000): Learning Disabilities: a practical Guide to Practitioners, New Delhi: Discovery Publishers
- Venkateshwarlu, D. (2005). Diagnosis and remediation of mathematical difficulties, New Delhi: Neel Kamal publications.



COURSE E1: PRACTICAL - CROSS DISABILITY INCLUSION*

MARKS: 50 | CREDITS: 2 | 4 Hrs./wk

| Task for the student-teacher | Disability focus | Education setting | Hrs (60) | Description |
|------------------------------|-----------------------------|--|----------|--------------------------|
| Visit (3) | Other than major disability | Minimum 3 special schools for other disability | 10 | As per School time |
| Classroom observation | Major disability | Special school | 20 | Minimum 20 school period |
| | Other than major disability | Minimum 3 special schools for other disability | 20 | Minimum 10 school period |
| | Any disability | Inclusive schools | 10 | Minimum 10 school period |

* Note: The evaluation will be based on their detailed learning how to conduct the test record and analyze the finding as well as their performance in the practical and viva voce examination.

Engagement with field as part of courses indicated below:

| Sl. No. | Tasks for the student -teacher | Course | Place |
|---------|--|-----------------------|---|
| 1 | Assignment /project | A1 | institute |
| 2 | Assignment /project | A2 | institute |
| 3 | Assignment and identification of Needs | C1 (All Disabilities) | Camp/school, etc for minimum of fifteen hours |



PAPER -A 3: LEARNING, TEACHING AND ASSESSMENT

COURSE OBJECTIVES

MARKS: 100 | CREDITS:04 | 4 Hrs./4wk

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
- Situating 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 I: Human Learning and Intelligence

- Human Learning: Meaning, definition and concept.
- Learning theories: Behaviourism-Pavlov, Thorndike, Skinner, Cognitivism: Piaget, Social Constructivism :Bandura
- Intelligence: Concept and definition, Theories: two factor ,Multifactor, Tri archic (Robert Steinberg)
- Creativity: Concept and definition and Characteristics
- Implications for Classroom Teaching and Learning

UNIT II: Learning Process and Motivation

- Sensation: Definition and Sensory Process
- Attention: Definition and Affecting Factors
- Perception: Definition and types
- Memory, Thinking and Problem Solving
- Motivation: Nature, definition and Maslow's theory

UNIT III: Teaching learning Process

- Maxims of Teaching
- Stages of teaching: Plan, Implement, Evaluate, Reflect
- Stages of Learning: Acquisition, Maintenance, Generalization
- Learning Environment: Psychological and Physical
- Leadership Role of Teacher in classroom ,School and community

UNIT IV: Overview of Assessment and school System

- Assessment: Conventional meaning and Constructivist perspective
- Assessment of Learning and Assessment for learning: Meaning and Difference
- Comparing and contrasting assessment, evaluation, measurement, test and examination
- Formative and Summative evaluation, Curriculum based Measurement
- Revisiting key concepts in school evaluation: filtering learners marks ,credit, grading, choice, alternate certifications, transparency, internal-external proportion, improvement option

UNIT V: Assessment: Strategies and Practices

- Strategies:(Oral, written, portfolio, observation, project, presentation, group discussion, open book test, surprise test ,untimed test ,team test records of learning) Meaning and procedure



- Typology and level of assessment items: Multiple choice , Open-ended and Close ended ,Direct, Indirect, Inferential Level
- Analysis, Reporting, interpretation, Documentation ,Feedback and pedagogic decision
- Assessment of Diverse Learners: Exemptions, Concessions, adaptation and accommodations
- School Examination: Efforts for Exam reforms: Comprehensive and Continuous evaluations(CCE)NCF (2005)

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

- I. Report submission: Observation of children belonging to any three stages of development and describing applications of development in teaching – learning context
- II. Preparation of Self study report on individual differences among learners
- III. Compilation of 5 CBM Tools from Web search in any one school subject
- IV. Team presentation of Case study on assessment outcome used for pedagogic decisions

Transactions and Evaluations

This concepts and theoretical precepts included in this course should be explained with references 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 Agency.A psychometric approach ,Jain Book agency New Delhi
- Chauhan,S.S. (2013) Advanced Educational Psychology.Jain book agency, New Delhi.
- King- Sear, 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 , New Delhi
- WoolFolk,A. Mishra G. &jha A.K. (2012) Fundamental of Educational Psychology,11th EDN Pearson Publication , New Delhi
- Singh ,A.K. *SikshaManovigyaaanMotilalbanarsidas publication Varanasi*

Suggested Reading

- Geisinger,K>F. (2013) APA Handbook of testing and Assessment in Psychology.Available at APA USA
- Howell,K.W.&Nolet,V (2000)Curriculum–BsedEvaluation:Teaching and decision making Scarborough ,Ontario Canada Wadsworth
- McMillion J.H.(2001) Classroom Assessment Principles and Practice for Effective instruction Allyn and Bacon London And available text book



PAPER A4S: PEDAGOGY OF TEACHING SCIENCE

COURSE OBJECTIVES

MARKS: 100 | CREDITS:04 | 4 Hrs./wk | HOURS 60

After completing the course the student-teacher will be able to –

- Explain the role of science in day to day life and its relevance to modern society.
- Describe the aims and objective 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 I: Nature and Significance of Science

- Nature of Science
- Correlation of Science with other subjects
- Importance of Science in school curriculum
- Relationship of Science and Society
- Role of Science for Sustainable development, Impact of Science on Environment

UNIT II: Planning for Instruction

- Aims and objectives of teaching Science in elementary and secondary schools.
- Bloom's Taxonomy of Educational Objectives and Writing Objective in Behavioral Term
- Lesson Planning: Definition, Importance, Elements and Herbartian Approach.
- Unit Planning: Definition, Types, Characteristics, Purpose, Principles and Format.
- Pedagogical Analysis: Meaning, Objectives and Guidelines.

UNIT III: Approaches and Methods of Teaching Sciences

- Learner Centered & Teacher centered
- Lecture method, Demonstration method, Inquiry method and Problem solving method.
- Inductive-Deductive method, Laboratory method, Project method and Discussion method.
- Constructivist Approach: Comparison of Traditional pedagogy & Constructivist approach, Traditional & Constructivist Classroom, Characteristics of Constructivist Teachers.
- Different Learning Situations: Individual learning, Small group learning, Group learning, Cooperative learning, Contextual learning and Situated learning,

UNIT IV: Learning Resources for Teaching Science

- Teaching Learning Aids: Definition, Classification, Need & importance, Edgar Dale's Cone of Experience, Selection and Use.
- Science Club and Science Exhibition: Aims & objectives, Activities and Importance.
- Science Textbooks: Characteristics, Significance and Criteria for evaluation.
- Science Laboratory: As a learning resource, Approaches to laboratory work, Planning and organizing laboratory work, Safety in laboratories.
- Different Forms of ICT and its Application in Science Education: Audio aids (Broadcast talks & Audio tapes), Visual aids (Charts & Posters) and Audio-visual aids (Educational television, Multimedia, Uses of computer, Simulation and Internet)



UNIT V: Assessment and Evaluation for Science Learning

- Assessment: Definition, Objectives, Importance, Formative assessment, Summative assessment and Performance based assessment.
- Evaluation: Definition, Purpose and Importance.
- Continuous and Comprehensive Evaluation: Objectives, Benefits, Instructions for formative & summative evaluation, and Challenges.
- Achievement Test: Definition, Aims, Steps of Construction and Functions
- Diagnostic Test: Definition, Characteristics and Need & Importance.

Practical/Field Engagement /Project work

Any one of the following

- I. Pedagogical analysis of a unit from Science content.
- II. Preparation of a multimedia presentation on a topic from science content keeping student with disabilities in view.
- III. Developing an Action Research Plan on a Problem Related to teaching and learning of science 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 student with Disabilities.

Essential Readings:

- Anderson, H. O. Readings in Science Education for the Secondary School. New York
- Brown,R.(1978) *Science Instruction of Visually Impaired Youth.*New York:AFB
- Buxton,A.C.(2010) Teaching Science in Elementary and Middle School.New Delhi:Sage Publications
- Bybee,R.(2010b). *The Teaching of science, 21st-century perspectives.*arlington VA:NSTA Press USA
- Fensham,P.J.(1994) The Content of Science:A Constructive Approach to its Teaching and Learning. Washington DC: The Falmer press,USA,
- Gupta,V.K.(1995) *Teaching and Learning of Science and Technology. New Delhi:Vikas Publishing House Pvt.Ltd*
- Henninen, K.A.(1975) teaching of Visually Handicapped, Ohio: Charles E. Merrill Publishing Company.
- Joshi, S.R.(2005) Teaching of Science. New Delhi: A.P.H. Publishing Corporation.
- Jenkins, E.W. (Ed.) *Innovations in Science and Technology Education*, Vol. VI, UNESCO, Paris.
- Nair, C.P.S. Teaching Science in our Schools, S. Chand & Co. Pvt. Ltd. New Delhi.
- .Negi, J. S. Bhautik Shikshan, Vinod Pustak Mandir, Agra
- Misra, K.S. Effective Science Teaching. Anubhav Publishing House, Allahabad
- NCERT, (2005). *Focus Group Report' Teaching of Science* NCERT New Delhi.
- NCERT, (2006). *National Curriculum Framework- 2005*, NCERT. New Delhi.
- Rawat D. S. Vigyan Shikshan, Vinod Pustak Mandir, Agra.
- Vaidya, N. *The Impact of Science Teaching*, New Delhi : Oxford and IBH Publishing Co., India.
- Yadav, M.S. Teaching of Science, Amol Publications.
- ..Mohan, Radha *Innovative Science Teaching: For Physical Science Teachers.* New Delhi: PHI Learning Pvt. Ltd.
- Sharma, S. *Constructivist Approaches to Teaching and Learning*, New Delhi: NCERT
- Sharma, R.C. *Modern Science Teaching*, New Delhi: Dhanpat Rai Publications,
- Sounders: The teaching of Gen. Science in Tropical Secondary Press London School, Oxford
- Rawat D. S. Vigyan Shikshan, Vinod Pustak Mandir, Agra.
- Vaidya, N. *The Impact of Science Teaching*, New Delhi : Oxford and IBH Publishing Co., India.
- Yadav, M.S. Teaching of Science, Amol Publications.
- UNESCO. *The UNESCO Source Book for Science Teaching.* UNESCO, Paris.

Suggested Reading

- Gupta, S.K.(1983) Technology of Science Education, Delhi: Vikas Publishing House Pvt.Ltd.

गुरु घासीदास विश्वविद्यालय
(केन्द्रीय विश्वविद्यालय अधिनियम 2009 क्र. 25 के अंतर्गत स्थापित केन्द्रीय विश्वविद्यालय)
कोनी, बिलासपुर - 495009 (छ.ग.)



Guru Ghasidas Vishwavidyalaya
(A Central University Established by the Central Universities Act 2009 No. 25 of 2009)
Koni, Bilaspur - 495009 (C.G.)

Gupta ,V.K.(1995) Reading in Science and Mathematics Education,Ambala:The associated Press
Mangal S. K. *Teaching of science*, New Delhi: Arya Book Depot
Rao ,V.K.(2004) Science Education,APH Publishing Corpn.New Delhi



PAPER : A4M: PEDAGOGY OF TEACHING MATHEMATICS

COURSE OBJECTIVES

MARKS: 100 | CREDITS:04 | 4 Hrs./wk

After completing the course the student-teacher 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 method 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 I: Nature and Significance of Mathematics

- Meaning, Nature and Characteristics of Mathematics
- Correlation of Mathematics with other subjects
- Importance of Mathematics in school curriculum
- Values of teaching Mathematics
- Contribution of Mathematicians: Ramanujam, Aryabhata, Bhaskaracharya, Euclid and Pythagoras.

UNIT II: Instructional Planning in Mathematics

- Aims and objectives of teaching Mathematics in elementary and secondary schools.
- Bloom's Taxonomy of Educational Objectives and Writing Objective in Behavioral Term
- Lesson Planning: Definition, Importance, Elements and Herbartian Approach.
- Unit Planning: Definition, Types, Characteristics, Purpose, Principles and Format.
- Pedagogical Analysis: Meaning, Objectives and Guidelines.

UNIT III: Approaches and Methods of Teaching Mathematics

- Learner Centered & Teacher centered
- Lecture method, Demonstration method, Inquiry method and Problem solving method.
- Inductive-deductive method, Analytic-synthetic method, Project method and Discussion method.
- Constructivist Approach: Comparison of Traditional pedagogy & Constructivist approach, Traditional & Constructivist Classroom, Characteristics of Constructivist Teachers.
- Different Learning Situations: Individual learning, Small group learning, Group learning, Cooperative learning, Contextual learning and Situated learning,

UNIT IV: Teaching-Learning Resources in Mathematics

- Teaching Learning Aids: Definition, Classification, Need & importance, Edgar Dale's Cone of Experience, Selection and Use.
- Mathematics Club: Aims & objectives, Activities and Importance.
- Mathematics Textbooks: Characteristics, Significance and Criteria for evaluation.
- Mathematics Laboratory: As a learning resource, Approaches to laboratory work, Planning and organizing laboratory work.



- Different Forms of ICT and its Application in Mathematics Education: Audio aids (Broadcast talks & Audio tapes), Visual aids (Charts & Posters) and Audio-visual aids (Educational television, Multimedia, Uses of computer, Simulation and Internet)

UNIT V: Assessment and Evaluation for Mathematics Learning

- Assessment: Definition, Objectives, Importance, Formative assessment, Summative assessment and Performance based assessment.
- Evaluation: Definition, Purpose and Importance.
- Continuous and Comprehensive Evaluation: Objectives, Benefits, Instructions for formative & summative evaluation, and Challenges.
- Achievement Test: Definition, Aims, Steps of Construction and Functions.
- Diagnostic Test: Definition, Characteristics and Need & Importance.

Practical/Field Engagement/Project Work

Any one of the Following

- I. Pedagogical analysis of a unit of content from secondary school mathematics syllabus
- II. Preparation of 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, workshop and Seminars

Essential Reading

| | |
|-----------------------------------|---|
| Carey, L.M. (1988) | <i>Measuring and Evaluating School learning</i> , Boston: Allyn and Bacon |
| Chamber P (2010) | <i>Teaching Mathematics</i> , Sage Publication, New Delhi |
| Chaman, L.R. (1970) | <i>The Process of Learning Mathematics</i> , New York: Pergamon Press. |
| David A.H. (2007) | <i>Teaching Mathematics Meaningfully: Solution for Reaching Struggling Learners</i> , Canada: Amazon Book |
| David, W. (1998) | <i>How Children Think and Learn</i> , New York: Blackwell Publishers Ltd. |
| Gupta, H.N. & Shankara, V. (1984) | <i>Content-cum-Methodology of Teaching mathematics</i> , NCERT, New Delhi |
| James, A. (2005) | <i>Teaching of Mathematics</i> , New Delhi: neelkamal Publication |
| Kumar, S. (2009) | <i>Teaching Mathematics</i> , New Delhi: Anmol Publication |
| Mangal, S.K. (1993) | <i>Teaching of Mathematics</i> , New Delhi: Arya Book Depot. |

Suggested Readings:

| | |
|--|---|
| UNESCO. | <i>The UNESCO Source Book for Mathematics Teaching</i> . UNESCO, Paris. |
| NCERT, (2005). | <i>National Curriculum Framework- 2005</i> NCERT New Delhi. |
| NCERT, (2009). | <i>National Curriculum Framework- 2009</i> , NCERT. New Delhi. |
| Teaching of Mathematics (ES-342) Block 1-4 (2009). | IGNOU, New Delhi |
| Text Book of Mathematics for Class-VI to X (2006) | NCERT, New Delhi |



PAPER: A4 : PEDAGOGY OF TEACHING SOCIAL SCIENCE

COURSE OBJECTIVES

MARKS: 100 | CREDITS:04 | 4 Hrs./4wk

After Completing the course the student- teacher 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 resource for promoting social science learning.

UNIT I: Nature of Social Science

- Concept, scope and Nature of Social Science
- Difference Between Social Science and Social studies
- Aims and objective of teaching social science at School level
- Significance of Social Science as a core subject
- Role of Social Science teacher for an egalitarian society

UNIT II: Curriculum and Instructional Planning

- Organization of social science curriculum at school level
- Instructional Planning: Concept, need and importance
- Unit Plan and Lesson Plan: need and importance
- Procedure of Unit and Lesson Planning
- Adaptation of Unit and Lesson plans for children with disabilities

UNIT III: Approaches to Teaching of Social Science

- Need of educational approaches in social science
- Methods of teaching social science: Lecture, discussion and project method
- *Devices and Techniques of teaching social studies*- Narration ,fieldtrip , storytelling, role play, group and self-study, programmed learning ,inductive thinking ,concept mapping, and problem solving.
- Instructional material for teaching of social science: Time-lines & Genealogical Chart, Maps & Globes, use of different types of Board(Smart boards, Chalk Board, Flannel Board)
- Realiza and dayorama and model

UNIT IV: Evaluation of learning in Social science

- Purpose of evaluation in social science
- Techniques of evaluating learner achievement in social science: Written and Oral test, Observation tools,
- Assessment: formative and summative
- Construction of teacher made test
- Diagnostic test for children with disabilities.

UNIT V: Social Science Teacher as a Reflective Practitioner

- Being a reflective practitioner- use of Action Research
- Developing an Action Research Plan for solving a problem in Teaching – learning of social science
- Case Study – Need and Importance for a School Teacher
- Objective and limitation of case study



- Evaluation work- achievement of student in social studies

Transaction

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

Course work/Practical/Field Engagement

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

Essential Reading

| | |
|----------------------|--|
| Aggrawal, J.C.(2008) | Principles,Methods& Techniques of Teaching,UP: Vikas Publishing House PvtLtd |
| Batra,P.(2010) | Social science Learning In Schools Perspective and Challenges,Sage Publication PvtLtd: Pap/Com |
| Chauhan,S.S.(2008) | Innovations in Teaching Learning Process.UP:Vikas Publishing House PVT Ltd. |
| Dhand,H.(2009) | Techniques of Teaching New Delhi.New Delhi :APH Publishing Corporation |
| Duplass,J.A.(2009) | <i>Teaching Elementary social studies.New Delhi: Atlantic Publishers.</i> |
| Mangal,U.(2005) | SamajikShikshan ,ARya Book Depot,New Delhi |

Suggested Readings:

- Aggrwal,J. C.(2008). Teaching of Social Studies: A practical Approach (4thEd). UP: Vikas Publishing House pvt ltd .
- George,A.M.,& Madam,A.(2009) Teaching Social Science in schools: NCERT,S New Textbook Initiative.
- Mangal, S.K.(2004). Teaching of social Science, Arya Book Depot, Delhi
- Rai,B.C.(1999) Methods of teaching Economic, Prakashan Kendra, Luck now
- 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,Crowin CA.



COURSE : A 5(Part I)हिन्दी शिक्षण

पाठ्यक्रम के उद्देश्य -

MARKS: 100 | CREDITS: 4 | 4 Hrs./wk

प्रस्तुत पाठ्यक्रम द्वारा विद्यार्थी इस योग्य होंगे कि-

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

इकाई १ : भाषा ,हिन्दी भाषा की प्रकृति एवं प्रयोज्यता और पाठ्यवस्तु संवर्धन

- भाषा का प्रत्यय और उपयोगिता, बोली और मानक भाषा का प्रत्यय
- शिक्षा ,समाज ,व्यापार ,राजनीति ,शोध एवं विकास में भाषा का योगदान ,हिन्दी भाषा का नामकरण संस्कृत से हिन्दी के उदभव की प्रक्रिया ।
- मूल -भूत भाषा कौशलों - श्रवण,वाचन, पठन,और लेखन का परिचय ।
- हिन्दी साहित्य का सामान्य परिचय ,हिन्दी गद्य एवं पद्य साहित्य की विधाओं का सामान्य परिचय ।
- माध्यमिक स्तर पर हिन्दी पाठ्यक्रम में हुए परिवर्तनों का आकलन।

इकाई २ : भाषा अधिगम की प्रकृति और पाठ नियोजन

- माध्यमिक स्तर पर हिन्दी शिक्षण के लक्ष्य और उद्देश्य ।
- इकाई नियोजन का प्रत्यय ,इसका महत्व और निर्माणविधि ।
- पाठ योजना का परिचय ,पाठ योजना के संरचनात्मक उपागम का परिचय और अभ्यास ,पाठ योजना के चरण और उनका क्रियान्वयन ।
- हिन्दी शिक्षण के ज्ञानात्मक ,बोधात्मक ,कौशलात्मक और रुचिगत उद्देश्यों का निर्धारण
- विशिष्ट उद्देश्यों का व्यावहारिक शब्दावली में लेखन ।

इकाई ३ : हिन्दी की विविध विधाओं के शिक्षण की विधियों का परिचय और उपयोग

- माध्यमिक कक्षाओं में गद्य एवं पद्य शिक्षण की उपयोगिता ।
- गद्य शिक्षण की अर्थबोध ,व्याख्या विस्लेषण और संयुक्त विधि का परिचय और इनकी समीक्षा ।



- पद्य शिक्षण की शब्दार्थ कथन ,खंडान्वय ,व्यास और समीक्षाविधि का परिचय और इनकी उपयुक्तता का आंकलन ।
- माध्यमिक स्तर पर व्याकरण शिक्षण की आवश्यकता एवं उपयोगिता ,
- व्याकरण शिक्षण की विधि -निगमन ,आगमन ,पाठ्यपुस्तक विधियों का मूल्यांकन ।

इकाई ४ : भाषा अधिगम -शिक्षण में सहायक सामग्रियों का प्रयोग

- शिक्षण उपकरणों का संदर्भ ,महत्व और लाभ ।
- अधिगम -शिक्षण के दृश्य उपकरणों के प्रकार ,दृश्य उपकरणों -श्यामपट ,चार्ट ,नक्शा ,मानचित्र ,प्रतिरूप और फ्लाशकार्ड की प्रयोग विधि ।
- श्रव्य उपकरणों -कॉम्पैक्ट डिस्क व कैसेट्स के प्रयोग की विधि और अभ्यास ।
- वैद्युद्वनिक उपकरणों - टीवी, कम्प्यूटर, और इंटरनेट का सहायक उपकरणों के रूप में प्रयोग की विधि और उपयोगिता ।
- भाषा अधिगम में भाषा प्रयोगशाला के प्रयोग की विधि और समीक्षा ।

इकाई ५ : भाषा अधिगम के मूल्यांकन की प्रविधि एवं चिंतनशील साधक के रूप में शिक्षक

- मूल्यांकन की संकल्पना ,उद्देश्य और महत्व एवं प्रकार -सतत तथा व्यापक मूल्यांकन के संदर्भ में।
- लेखन ,पठन ,श्रुतलेख,सुलेख , कव्यापाठ का सतत एवं व्यापक मूल्यांकन ,**कक्षागत पाठ्य सहगामी गतिविधियों : -गीत ,अभिनय संवाद क्रियाकलाप और न्रेतित्व के गुणों का सतत एवं व्यापक मूल्यांकन प्रविधि द्वारा मूल्यांकन ।**
- अनुवर्ती चिंतन की अवस्यकता और महत्व , चिंतन दैनंदिनी और पोर्टफोलियो बनाना
- विद्यार्थियों की अधिगम समस्याओं के निदान और समाधान के लिए क्रियात्मक अनुसंधान का प्रयोग ।
- पाठ्यक्रम ,सहायक सामग्री और पाठ्यविधियों का आलोचनत्मक विवेचन ।

प्रायोगिक कार्य -

- आधुनिक भाषा के रूप में हिन्दी के गुणों और स्तिति का अनुसंधान विवरण
- हिन्दी शिक्षण की किन्हीं दो अधनूतन विधियों परिचय एवं इनके उपयोग की तुलनात्मक समीक्षा ।
- हिन्दी शिक्षण के श्रवण ,वाचन , और लेखन अधिगम के सटीक मूल्यांकन में सतत एवं व्यापक मूल्यांकन की प्रविधि के उपयोग का विवरण।
- चिंतन दैनंदिनी, पोर्टफोलियो और आलोचनात्मक विवरणी के उपयोग की समीक्षा और इनकी प्रतिकृति का प्रस्तुतीकरण ।

| मूल्यांकन विंदु | कक्षा परीक्षा | प्रायोगिक कार्य | पोर्टफोलियो | उपस्थिती | सत्रांत परीक्षा |
|-----------------|---------------|-----------------|-------------|----------|-----------------|
| परदेय अंक | १० | १० | ०५ | ०५ | ७० |

संदर्भ पुस्तके-



हिन्दी शिक्षण : अभिनव आयाम , डॉ श्रुतिकान्त पाण्डेय अकसीस पुब्लिकेटीओन ,दरियागंज नई दिल्ली 2010

हिन्दी शिक्षण ,उमा मंगल ,आर्य बूक डिपो करोल बाग नई दिल्ली 2005

हिन्दी शिक्षण ,डॉ रामशकल पाण्डेय ,विनोद पुस्तक मंदीर ,आगरा 2005

हिन्दी साहित्य का इतिहास , रामचंद्रा शुक्ल ,राजकमल प्रकाशन , नई दिल्ली 2006

हिन्दी शिक्षण रमन बिहारी लाल ,रस्तोगी प्रकाशन ,मेररूठ 2002

हिन्दी शिक्षण ,सावित्री सिंह इंटरनेशनल प्रकाशन हाउस मेरुत 2004



PAPER A5: PEDAGOGY OF TEACHING ENGLISH

COURSE OBJECTIVES

MARKS: 100 Credits:04 Contact Hours 60

After Completing the Course the student –teacher will be able to

- Explain the principles of language teaching and trends in English Literature.
- Prepare an instructional plan in English.
- Adopt 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

- Principles of Language Teaching
- Language Proficiency: Basic interpersonal communication Skills (BICS)
- Cognitive Academic Language Proficiency (CALP)
- English as Second Language in Indian context

UNIT II: Instructional Planning

- Aims and objective of Teaching English at different stages of schooling
- Lesson plan : Need and Importance
- Procedure of Lesson Planning (Prose,Poetry,Grammar)
- Planning and adapting units and lesson for children with Disabilities

UNIT III: Approaches and Method of Teaching English

- Communicative language teaching,Structural and Constructive approach
- Translation Method, Direct method, Bilingualmethod
- Development of four basic language skills: Listening, Speaking ,Reading and Writing
- Accommodation in approaches and techniques in Teaching children with disabilities

UNIT IV: Instructional Materials and Evaluation

- The use of the instructional aids for effective teaching of English
 - Adaptations of Teaching materials for children with disabilities
 - Testing Language skills and Language element (Vocabulary, Grammar and Phonology)
 - Adaptation of Evaluation Tools for Children with Disabilities
 - Individualized assessment for children with Disabilities
 - Error analysis, Diagnostic test and Enrichment measures
-

Transaction:

This course should be taught through a series of workshop, seminars and presentation. Lectures, demonstration and discussion for theory based topic. Student should be encouraged to use instructional material in their practice of teaching lesson. Adaptation in pedagogy, material and evaluation should be taught through workshops and specific case studies

Course Work/Practical/Field Engagement

- Design teaching Programmed based on error analysis
 - Develop an action research plan for measuring the effectiveness of a given teaching approach in English
 - Develop lesson plan 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
Bharti, T. & Hariprasad, M. (2004) Communicative English, Neelkamal Publication, Hyderabad.
Mangal S. K. *Teaching of science*, New Delhi: Arya Book Depot
Bhatia, K.K. (2006) *Teaching and Learning English as a Foreign Language*. Kalyani Publications Hyderabad
Grellet, F. (1980) *Developing Reading Skills*, Cambridge University Press, New York
IGNOU CTE-02 *Certificate in Teaching of English (1989)*, the Structure of English, IGNOU, New Delhi
IGNOU EEG-02 *Elective Course in English (1989)*, The Structure of Modern English Block (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 Krishna 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*, Neel Kamal Publications, Hyderabad.
Sharma, P. (2011) *Teaching of English: Skill and Method* Delhi: Shipra Publication



COURSE B4 :INCLUSIVE EDUCATION

COURSE OBJECTIVES

MARKS:50 | CREDITS: 2 | 2 Hrs./wk

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

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

Unit 2: Policies & Frameworks Facilitating Inclusive Education

- 2.1 International Declarations: Universal Declaration of Human Rights (1948), World Declaration for Education for All (1990)
- 2.2 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 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: Inclusive Academic Instructions & Supports for Inclusive Education

- 3.1 Co-Teaching Methods: One Teach One Assist, Station-Teaching, Parallel



-
- Teaching, Alternate Teaching & Team Teaching
- 3.2 Peer Mediated Instructions: Class Wide Peer Tutoring, Peer Assisted Learning Strategies
- 3.3 Stakeholders of Inclusive Education & Their Responsibilities
- 3.4 Family Support & Involvement for Inclusion
- 3.5 Community Involvement for Inclusion
-

COURSE WORK/FIELD ENGAGEMENT/PRACTICUM:

- 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
-

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

Suggested Readings:

- Bartlett, L. D., & Weisentein, G. R. (2003). *Successful Inclusion for Educational Leaders*. New Jersey: Prentice Hall.
 - Chaote, J. S. (1991). *Successful Mainstreaming*. Allyn and Bacon.
 - Choate, J. S. (1997). *Successful Inclusive Teaching*. Allyn and Bacon.
 - Daniels, H. (1999). *Inclusive Education*. London: Kogan.
 - Deiner, P. L. (1993). *Resource for Teaching Children with Diverse Abilities*, Florida: Harcourt Brace and Company.
 - Dessent, T. (1987). *Making Ordinary School Special*. Jessica Kingsley Pub.
 - Gargiulo, R.M. *Special Education in Contemporary Society: An Introduction to Exceptionality*. Belmont: Wadsworth.
 - Gartner, A., & Lipsky, D.D. (1997). *Inclusion and School Reform Transferring America's Classrooms*, Baltimore: P. H. Brookes Publishers.
 - Giuliani, G.A. & Pierangelo, R. (2007). *Understanding, Developing and Writing IEPs*. Corwin press: Sage Publishers.
 - Gore, M.C. (2004). *Successful Inclusion Strategies for Secondary and Middle School Teachers*, Corwin Press, Sage Publications.
 - Hegarthy, S. & Alur, M. (2002). *Education of Children with Special Needs: from Segregation to Inclusion*, Corwin Press, Sage Publishers.
 - Karant, P., & Rozario, J. ((2003). *Learning Disabilities in India*. Sage Publications.
 - Karten, T. J. (2007). *More Inclusion Strategies that Work* . Corwin Press, Sage
-



Publications.

- King-Sears, M. (1994). *Curriculum-Based Assessment in Special Education*. California: Singular Publications.
- Lewis, R. B., & Doorlag, D. (1995). *Teaching Special Students in the Mainstream*. 4th Ed. New Jersey: Pearson.
- McCormick, S. (1999). *Instructing Students who Have Literacy Problems*. 3rd Ed. New Jersey, Pearson.
- Rayner, S. (2007). *Managing Special and Inclusive Education*, Sage Publications.
- Ryandak, D. L. & Alper, S. (1996). *Curriculum Content for Students with Moderate and Severe Disabilities in Inclusive Setting*. Boston, Allyn and Bacon.
- Sedlak, R. A., & Schloss, P. C. (1986). *Instructional Methods for Students with Learning and Behaviour Problems*. Allyn and Bacon.
- Stow L. & Selfe, L. (1989). *Understanding Children with Special Needs*. London: Unwin Hyman.



COURSE LDC2: CURRICULUM DESIGNING, ADAPTATION AND EVALUATION

COURSE OBJECTIVES

MARKS: 100 | CREDITS: 4 | 4 Hrs./wk

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

- Describe the principles, types, and areas of curriculum.
- Acquire knowledge about learning hierarchies to help planning.
- Discuss the different instructional planning and its use.
- Demonstrate skills in applying different adaptations for inclusive education.
- Make effective use of different forms of evaluation.

Unit 1: Curriculum Design

- 1.1 Curriculum Design- Concept, Definition and Principles
- 1.2 Curriculum Design and Development: Subject centered, learner centered (CWLD)
- 1.3 Types of curriculum- Core, Collateral, Hidden
- 1.4 Universal design of learning for curriculum development
- 1.5 Principles of Inclusive Curriculum

Unit 2: Curriculum Hierarchies

- 2.1 Reading
- 2.2 Writing
- 2.3 Mathematics
- 2.4 Science
- 2.5 Social studies

Unit 3: Instructional Planning

- 3.1 Models of instructional planning - ADDIE
- 3.2 Taxonomies of learning - Cognitive (Bloom's), Psychomotor & Affective
- 3.3 Elements of lesson plan - 5 E plan
- 3.4 Models of teaching - CAM
- 3.5 Pyramid plan

Unit 4: Adaptation, Modification, Accommodation

- 4.1 Definition and concept of adaptation, modification, accommodation
- 4.2 Types of adaptation
- 4.3 Steps of adaptation
- 4.4 IEP
- 4.5 Classroom management - cooperative, collaborative

Unit 5: Assessment & Evaluation

- 5.1 Assessment & Evaluation- Concept, definition
- 5.2 Types of Assessment- Alternative, Authentic
- 5.3 Evaluation - Formative, Summative, CCE
- 5.4 Development of question paper (table of specifications)
- 5.5 Tools of evaluation- Rubrics grading, marking schemes

COURSE WORK/FIELD ENGAGEMENT/PRACTICUM:

- Adapt a lesson according to the needs of the identified student/class
- Plan a differentiated lesson for a given class
- Evaluate a textbook to develop a rubrics an evaluation tool



-
- Prepare a blueprint
 - Prepare a portfolio
-

MODE OF TRANSACTION & EVALUATION

This paper deals with one of the core areas of being a teacher that is planning curriculum. The planning is done keeping in mind the adaptations to suit the needs of a LD student. Hence direct instruction alone will not help. Experiential method, task analysis, discussion, role play, reader's theatre, debates; teach re-teach cycles are a must. Collaborations with general education teacher for unit two will be helpful to understand it in relation to the unit three and four.

Suggested Readings:

- Cook, R, E, Tessier, Annette & Armbruster, Virginia B: Adapting early childhood curricula for children with special needs. (2nd ed) Columbus. Merrill Publ, 1987
- Glazzard, Peggy: Learning activities and teaching ideas for the special child in the regular classroom. New Jersey. Prentice-Hall, 1982.
- Joyce S. Choate :Successful Inclusive Teaching: Proven Ways to Detect and Correct Special Needs,2003
- Joyce, S. Choate et al: Assessing and programming basic curriculum skills,1987
- Margo, A. Mastropieri & Thomas E. Scruggs: The Inclusive Classroom: Strategies for Effective Differentiated Instruction, 4th Edition, 2009
- McIntyre, Thomas: A resource book for remediating common behavior and learning problems. Boston. Allyn and bacon, 1989.



COURSE E2 : PRACTICAL- DISABILITY SPECIALISATION*

MARKS: 50 | CREDITS: 2 | 4 Hrs./wk

| SL. No. | Task for the student-teacher | Disability focus | Education setting | Hrs (60) | Description |
|---------|------------------------------|-----------------------------|-------------------|----------|--|
| 1 | Classroom Observation | Other than major Disability | Special School | 20 | Observation of all subjects at different level, Minimum 20 school period |
| 2 | a. Micro Teaching | General | Institute | 20` | 10 Lesson |
| 3 | b. Simulated Teaching | Major Disability | Institute/School | 20 | 10 Lesson |

*Note-The evaluation will be based on their detailed learning how to conduct the test record and analyze the finding as well as their performance in the practical and viva voce examination.

Engagement with field as part of courses indicated below:

| Sl. No. | Tasks for the student -teacher | Course | Place |
|---------|-----------------------------------|--------|-------------------------------------|
| 1 | Assignment /project /presentation | A3 | institute |
| 2 | Assignment /project/ presentation | B4 | institute |
| 3 | Assignment /project/ presentation | C2 | Institute /special/inclusive school |
| 4 | Assignment /project/ presentation | A4/A5 | |



COURSE LDC3: EDUCATIONAL INTERVENTION AND TEACHING STRATEGIES

COURSE OBJECTIVES

MARKS: 100 | CREDITS: 4 | 4 Hrs./wk

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

- Explain the purpose and define the principles of educational intervention.
- Discuss the various Teaching Strategies across the curricular hierarchies.
- Link the teaching Strategies to the curricular areas.
- Provide specific strategies for core and collateral curriculum.
- Plan Programme for skill, process and curricular deficits.

Unit 1: Conceptual Framework of Educational Interventions

- 1.1 Definition, purpose of educational intervention
- 1.2 Diagnostic prescriptive teaching
- 1.3 Steps of intervention
- 1.4 Response to intervention
- 1.5 Issues in educational intervention

Unit 2: Educational Interventions for Processing Deficit

- 2.1 Attention
- 2.2 Perception
- 2.3 Memory
- 2.4 Thinking
- 2.5 Meta-cognition

Unit 3: Reading and Writing Interventions

- 3.1 Principles of intervention in reading and writing
- 3.2 Strategies for developing word recognition skills
- 3.3 Strategies for developing reading
- 3.4 Strategies for writing
- 3.5 Strategies for inclusion in the classroom

Unit 4: Interventions for Mathematics

- 4.1 Principles for interventions in mathematics
- 4.2 Strategies for developing mathematical concepts
- 4.3 Strategies for developing computation, timed tasks
- 4.4 Strategies for problem solving
- 4.5 Accommodations [Calculators, Computers] in the mainstream classroom

Unit 5: Intervention in Life Skills

- 5.1 Strategies for developing of social skills
- 5.2 Strategies for developing social skills
- 5.3 Strategies for self-assessment and advocacy
- 5.4 Strategies for presenting self, time management, decision making
- 5.5 Preparation for independent living, career planning

COURSE WORK/FIELD ENGAGEMENT/PRACTICUM:



-
- Prepare an educational intervention plan\tool for a given process
 - Prepare an educational intervention plan\tool for a given skill
 - Plan a parental meet to discuss the intervention goal.
 - Collaborate with a specific subject teacher to set an intervention goal
-

MODE OF TRANSACTION

This course will be dealt with using lectures followed by projects in specific processing deficits and specific curricular deficits. Assignments in order to align the strategies of intervention to the curriculum across grades can be taken up. Presentations based on educational intervention for a specific child can be examined. Discussion on issues in intervention and goal setting for educational intervention can be organized. The use and success of specific strategies and teaching technique can be observed using field work. Actual demonstration of the technique can be provided to ensure hands on experience.

Suggested Readings:

- Karten, T, J. ([2007]) More Inclusion Strategies that work- aligning student strength with standards. Corwin Press.
- Lerner, J. W. (2011). Learning Disabilities. Boston: Houghton Mifflin Brookes.,
- Bird, R The dyscalculia toolkit supporting learning difficulties in maths. (2nd ed) Los Angeles. Sage,
- Cummings, C, B [2000] Winning Strategies for Classroom Management Teaching, Inc
- Das, J. P.: Reading difficulties and dyslexia. New Delhi.
- Forster, C, Grant, J; Hollas, B; Pittet, J; Shaffer, J: [2002] Differentiated Instruction: Different Strategies for Different Learners, 1st edition. Staff Development for Educators, Div highlights for Children
- Geoff, H. Dyspraxia. (2nd ed). 2007. : Continuum International publishing Group.
- Harwell, J, M; Jackson, R, W. [2008] The Complete Learning Disabilities Handbook: Ready-to-Use Strategies and Activities for Teaching Students with Learning Disabilities: John Wiley and Sons Inc.
- Lee. S H., Harris K, R. Graham, S. (2003) Handbook of Learning Disabilities: the Guilford Press, 1st Edition,
- Martin, L, C . [2009]. Strategies for Teaching Students With Learning Disabilities: Corwin Press
- Mather N and Goldstein S (2001). Learning Disabilities and Challenging Behaviors: A Guide to Intervention and Classroom Management: Brookes Publishing Company, 1st edition.
- Narayan J (2002). Educating children with learning problems in the primary school: NIMH Secunderabad.
- Pandey J, and Thapa K. (2008). Perspectives on learning disabilities in India:



Current practices and prospects: Sage Publications, New Delhi.

- Raj, F (2010) Breaking Through – A hand book for parents and teachers of children with specific learning disabilities, Secunderabad: Vifa Pub
- Reddy G.L. and Rama R. (2000) Education of children with special needs: Discovery Pub. New Delhi
- Reddy L. G., Ramaa R. and Kusuma A. (2000) Learning Disabilities: a practical Guide to Practitioners, New Delhi: Discovery Publishers, ,
- Tomlinson, C, A. [1999]. The Differentiated Classroom: Responding to the Needs of All Learners. ASCD
- Venkateswanshu, D., (2005) Diagnosis and remediation of mathematical difficulties, New Delhi: Neel Kamal publications



COURSE LDC 4: TECHNOLOGY AND DISABILITY

COURSE OBJECTIVES

MARKS: 100 | CREDITS: 4 | 4 Hrs./wk

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

- Explain the meaning, scope and use of Technology.
- Analyse the learning needs in relation to Technology.
- Understand and use the various types of technology for presenting, engaging and evaluating.
- Discuss the trends and issues related to the use of technology.

Unit 1: Concept of Technology

- 1.1 Meaning, Nature, Scope of technology
- 1.2 Types of technology
- 1.3 Technology integration v/s technology use in the curriculum
- 1.4 Assistive technology: meaning and scope
- 1.5 Role & Use of AT for children with LD

Unit 2: Learning Needs of CWLD

- 2.1 Communication
- 2.2 Reading
- 2.3 Writing
- 2.4 Mathematics
- 2.5 Self management

Unit 3: Technology for Presentation & Expression (Input and Output)

- 3.1 Classroom presentation & expression: meaning & concept
- 3.2 Visual presentation - large print displays, smart boards, multimedia, presentations
- 3.3 Auditory - text to voice, screen readers
- 3.4 Cognitive - graphic organisers
- 3.5 Consideration for selection of tools - low tech, high tech, low cost, high cost

Unit 4: Technology for Classroom Engagement

- 4.1 Classroom engagement - meaning & concept
- 4.2 Reading, Writing & Mathematics - talking books, recorder, optical character recognition, speech recognition systems, alternative writing surfaces, pencil grips proof reading software, talking calculators, electronic math worksheets
- 4.3 Organising - highlighter pens, or highlighter tape, graphic organisers, digital organisers
- 4.4 Types programme- drill & practice, simulations, games, tutorial
- 4.5 Consideration for selection of programmes and tools in an inclusive class

Unit 5: Trends & Issues in Using Technology



- 5.1 Digital natives & immigrants
- 5.2 From isolation to inclusion
- 5.3 Parent/family involvement
- 5.4 Cyber safety
- 5.5 Evaluation of impact of technology- Society and Education

COURSE WORK/FIELD ENGAGEMENT/PRACTICUM

- Develop a tool to assess the learning needs for planning compensatory and remedial instruction
- Develop low cost material for presentation (for teachers)
- Develop low cost material for engagement
- Develop low cost material for expression
- Conduct a survey on the kind of assistive technology used in the schools for students with learning disability and present the findings

MODE OF TRANSACTION

- This unit focuses on assistive technology, hence while taking it ahead, its important to focus on the kind of needs that are present in an LD student and the matching of those with the technology used.
- Transaction for all units must be through experiential learning, discussion, debate, research & review, design and problem solve (Unit 2 & 3), colloquia (with instructional designers, software developers).
-

Suggested Readings:

- Amy G. Dell, Deborah Newton (2011). Assistive Technology in the Classroom: Enhancing the School Experiences of Students with Disabilities (2nd Edition)
- Das,R.C(1992) Educational Technology : A Basic Text New Delhi :Sterling
- Diane P. Bryant and Brian R. Bryant (2011) :Assistive Technology for People with Disabilities, 2nd Edition.
- Joan Green (2011): The Ultimate Guide to Assistive Technology in Special Education: Resources for Education, Intervention, and Rehabilitation.
- Kimberly S. Voss (2005):Teaching by Design: Using Your Computer to Create Materials for Students With Learning Differences.
- Sampath,K etal (1990) Educational Technology. NewDelhi:Sterling.
- Albert M. Cook PhD PE and Janice Miller Polgar(2012) :Essentials of Assistive Technologies
- Judy Lever-Duffy & Jean McDonald (2010): Teaching and Learning with Technology (4th Edition)
- Loui Lord Nelson Ph.D. and Allison Posey (2013) :Design and Deliver: Planning and



Teaching Using Universal Design for Learning

- Thomas G. West (2009). In the Mind's Eye: Creative Visual Thinkers, Gifted Dyslexics, and the Rise of Visual Technologies.
- Timothy J. Newby & others (2010). Educational Technology for Teaching and Learning (4th Edition).
- Tracey E. Hall & Anne Meyer (2012). Universal Design for Learning in the

Classroom: Practical Applications.



COURSE LDC5: PSYCHO SOCIAL AND FAMILY ISSUES

COURSE OBJECTIVES

MARKS: 50 | CREDITS: 2 | 2 Hrs./wk

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

- Explain the concept of psycho-social issues.
- Reflect on various dimensions of Psycho-social issues among children with LD.
- Understand various Family issues children with LD.
- Learn the importance of intervening strategies and ways of handling issues.
- Discuss the concept of networking and liaising with the parents, community, family, school and NGO's.

Unit 1: Psychosocial Aspects

- 1.1 Major domains of development: Physical, Cognitive and Emotional/Social.
- 1.2 Erikson's stages of psychosocial development.
- 1.3 Role of home in psychosocial development.
- 1.4 Role of school in psychosocial development.
- 1.5 Role of community in psychosocial development.

Unit 2: Family Dynamics

- 2.1 Family: Definition, characteristics and types.
- 2.2 Parenting Styles: Authoritarian, permissive and democratic.
- 2.3 Family and relationship problems: Cause and effect.
- 2.4 Characteristics of a healthy family.
- 2.5 Family Resource Management.

Unit 3: Nurturing Social Emotional Wellbeing

- 3.1 Building a positive self-concept.
- 3.2 Social skill training.
- 3.3 Stress management.
- 3.4 Family counseling.
- 3.5 Networking and liaising with students, parents, community and NGOs.

COURSE WORK/FIELD ENGAGEMENT/PRACTICUM

- Observe and identify psycho-social problems of any LD student of the class during school internship programme. Give detailed description along with intervention performed.
- Design a Scrape book on news related to psycho-social and adult issues among CWLD. Analyse them and present a report with detailed write-up.
- Collect and compile articles from various sources and present in class for critical analysis and understanding.

MODE OF TRANSACTION



- This paper should be taught through review of research papers, seminars, discussions, debates, presentations, field trips, u-tubes and movies to understanding of the issues at hand.

Suggested Readings:

- Hurlock, E B 2002. Developmental Psychology, Tata Mc Graw –Hill, New Delhi.
- Goldstein,S; Naglieri, J, A., & DeVries, M. (2011): Learning and Attention Disorders in Adolescence and Adulthood: Assessment and Treatment
- Gunton , S(2007) : Learning Disabilities (Social Issues Firsthand)
- Hales G. .2003. Beyond Disability towards an Enabling society.
- Kelly, K& others (2006) : You Mean I'm Not Lazy, Stupid or Crazy?!: The Classic Self-Help Book for Adults with Attention Deficit Disorder
- Paley, S. 2012. Promoting positive behaviour when supporting people with a learning disability and people with autism. Los Angeles. Sage,
- Reid , R & Lienemann, T, O :Strategy Instruction for Students with Learning
- Disabilities, Second Edition (What Works for Special-Needs Learners



COURSE D1: READING AND REFLECTION ON TEXT

COURSE OBJECTIVES

MARKS: 50 | CREDITS: 2 | 2 Hrs./wk

After completing the course the 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 and Reading Comprehension

- 1.1 Role of Literacy in Education, Career and Social Life
- 1.2 Basic Braille Literacy
- 1.3 Meta Cognitive Awareness of Reading Processes and Strategies Applied for Meaning Making
- 1.4 Developing Good Reading Skills and Habits in Primary Level Students: Activities and Strategies
- 1.5 Basic Understanding of Reading Comprehension of Children with Disabilities

Unit 2: Developing Literacy Skills: Reading

- 2.1 Literacy Skills: meaning, scope, reading meaning and Pre-requisites of reading
- 2.2. types of reading a) purpose base b) style of reading c) level of assessment bases
- 2.3. Approaches and Strategies to develop reading skills and independent reading
- 2.4. Models of reading skills (top- down, bottom- up, interactive)
- 2.5. Challenges and Remedial strategies

Unit 3: Practicing Independent Writing

- 3.1. Writing meaning, Pre-requisites of writing.
- 3.2. Assessment of written language at different levels
- 3.3. Types of writing (copying, guided writing, independent writing)
- 3.4. Steps and Strategies in Developing Writing
- 3.5. Challenges and Remedial Strategies

COURSE WORK/FIELD ENGAGEMENT/PRACTICUM

- Have a peer editing of independently written essays and discuss your reflections upon this experience
- Prepare a feedback form for parents and for teachers focussing on differences in the two forms due to different intent and audience
- Develop a short journal of graphical representation of 3 newspaper articles on school education using the options given in 2.4



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

MODE OF TRANSACTION

- This paper should be taught Lecture cum demonstration, seminars, discussions, debates, presentations, u-tubes and movies to understanding of the issues at hand.

Suggested Readings:

- Anderson, R., Hiebert, E., Scott, J., & Wilkinson, I. (1985). *Becoming a Nation of Readers: The report of the commission on reading*. Washington, DC: National Institute of Education and the Center for the Study of Reading.
- ASER report of 2015: Pratham Publication
- May, F. B. (2001). *Unravelling the seven myths of reading*. Allyn and Bacon: Boston
- McGregor, T. (2007). *Comprehension Connections: Bridges to Strategic Reading*. Heinemann Educational Books.
- Tovani, C., & Keene, E. O. (2000). *I Read It, but I Don't Get It: Comprehension Strategies for Adolescent Readers*. Stenhouse Publishers
- Soundarapandian, M. (2000). *Literacy campaign in India*. Discovery Publishing House: New Delhi.
- Aulls, M. W. (1982). *Developing readers in today's elementary school*. Allyn and Bacon: Boston
- Baniel, A. (2012). *Kids beyond limits*. Perigee Trade: New York
- McCormick, S. (1999). *Instructing students who have literacy problems*. (3rd) Merrill: New Jersey
- Ezell, H., & Justice, L. (2005). *Programmatic Research on Early Literacy: Several Key Findings*. *IES 3rd Annual Research Conference: American Speech Language & Hearing Association (ASHA)*.
- Frank, S. (1985). *Reading without Nonsense*. Teachers College Press, New York.
- 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 Jersey
- Miller, D. (2002). *Reading With Meaning: Teaching Comprehension in the Primary Grades*. Stenhouse Publishers, New York.
- Pandit, B., Suryawanshi, D. K., & Prakash, M. (2007). *Communicative language*



teaching in English. NityanutanPrakashan, Pune.

- Pathak, K.K. (2015) Inclusive language and Communication S. R. Publication :New Delhi



COURSE (E3): PRACTICAL DISABILITY SPECIALISATION (PART-C)*

MARKS: 100 | CREDITS: 4 | 8 Hrs./wk

| SL. No. | Task for the student-teacher | Disability focus | Education setting | Description |
|---------|--|------------------|------------------------------|-------------|
| 1. | a. lesson planning for all subjects | Major disability | Special school/Resource room | 10 lessons |
| | b. lesson planning and execution on different levels for selected subjects | Major disability | Special school/Resource room | 10 lessons |
| 2. | Individual Teaching | Major disability | Special school/Resource room | 10 IEPs |

COURSE (F1) : MAIN DISABILITY SPECIAL SCHOOL (RELATED TO AREA C) *

MARKS: 100 | CREDITS: 4 | 8 Hrs./wk

| SL. No. | Task for the student-teacher | Disability focus | Set up | No. of lessons |
|---------|------------------------------|------------------|---|---------------------------|
| 1 | Classroom Teaching | Major disability | Special schools for disability specialisation | Minimum 30 school periods |

- *Note-The evaluation will be based on their detailed learning how to conduct the test Record and analyze the finding as well as their performance in the practical and Viva voce examination.

Engagement with field as part of courses indicated below:

| Sl. No. | Tasks for the student -teacher | Course | Place |
|---------|-----------------------------------|--------|--------------------|
| 1 | Assignment /project /presentation | C3 | institute |
| 2 | Assignment /project/ presentation | C4 | institute |
| 3 | Assignment /project/ presentation | C5 | Institute |
| 4 | Assignment /project/ presentation | D1 | Institute / school |
| 5 | Assignment /project/ presentation | D2 | Institute / school |



COURSE B5 (A) :COMMUNITY BASED REHABILITATION

COURSE OBJECTIVES

MARKS: 50 | CREDITS: 2 | 2 Hrs./wk

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

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

Unit 1: Introduction to Community Based Rehabilitation (CBR)

- 1.1 Concept and Definition of CBR
- 1.2 Principles of CBR
- 1.3 Difference between CBR and Institutional Living
- 1.4 Socio-cultural and Economic Contexts of CBR
- 1.5 Scope and Inclusion of CBR in Government Policies and Programs

Unit 2: Preparing Community for CBR

- 2.1 Awareness Program-Types and Methods
- 2.2 Advocacy - Citizen and Self
- 2.3 Focus Group Discussion
- 2.4 Family Counselling and Family Support Groups
- 2.5 CBR and Corporate Social Responsibility

Unit 3: Preparing Persons with Disability for CBR

- 3.1 School Education: Person Centred Planning, and Peer Group Support
- 3.2 Transition: Individual Transition Plan, Development of Self Determination and Self Management Skills
- 3.3 Community Related Vocational Training
- 3.4 Skill Training for Living within Community
- 3.5 Community Based Employment and Higher Education

COURSE WORK/FIELD ENGAGEMENT/PRACTICUM:

- I. Visit an ongoing CBR program and write a report on its efficacy
- II. Organize a community awareness program
- III. Conduct a focus group discussion on a selected disability issue with school/college students

MODE OF TRANSACTION:

Besides lecture method the topics in this course may be transacted through discussion



on selected case studies, classroom seminar/debates.

Suggested Readings:

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



COURSE B5 (B) :APPLICATION OF ICT IN CLASSROOM

COURSE OBJECTIVES

MARKS: 50 | CREDITS: 2 | 2 Hrs./wk

After completing the course the student teacher will be able to

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

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

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

Unit 2: Using Media and Computers

- 2.1 Media: Radio and Audio Media- Script Writing, Storytelling, Songs, etc., Television
and Video in Education, Importance of Newspaper in Education
- 2.2 Computers: Functional Knowledge of Operating Computers—On/Off, Word Processing, Use Of Power Point, Excel, ICT Applications for Access to Print
- 2.3 Computer as a Learning Tool: Effective Browsing Of The Internet for Discerning and
Selecting Relevant Information, Survey of Educational Sites and Downloading Relevant Material.
- 2.4 Computer-Aided Learning: Application of Multimedia in Teaching and Learning, Programmed Instruction; Computer-Assisted Instruction; Interactive Learning

Unit 3: Visualizing Technology-Supported Learning Situations

- 3.1 E-Classroom: Concept, Organizing E-Classroom and Required Adaptations for Students with Disabilities
- 3.2 Developing PPT Slide Show for Classroom Use and Using of Available Software or CDs with LCD Projection for Subject Learning Interactions
- 3.3 Generating Subject-Related Demonstrations Using Computer Software and Enabling Students to Plan and Execute Projects
- 3.4 Interactive Use of ICT: Participation in Social Groups on Internet, Creation of 'Blogs',



COURSE WORK/FIELD ENGAGEMENT/PRACTICUM: (any Two of the following)

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

MODE OF TRANSACTION:

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

Suggested Readings:

- Abbot, C. (2001). *ICT: Changing Education*. RoutledgeFalmer.
- Florian, L., & Hegarty J. (2004). *ICT and Special Educational Needs: A Tool for Inclusion*. Open University Press.
- Kozma, R.B. (2003). *Technology, Innovation, and Educational Change: A Global Perspective: A Report of the Second Information Technology in Education Study, Module 2*. International Society for Technology in Education.



COURSE B6(A) : COMMUNICATION OPTIONS: ORALISM

COURSE OBJECTIVES

MARKS: 50 | CREDITS: 2 | 2 Hrs./wk

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

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

Unit 1: Understanding Hearing Loss in Real Life Context

- 1.1 Basic Awareness on Paradigms of Deaf & Hard of hearing
- 1.2 Basic Awareness on Deafness and Communicative Access: Challenges and Concerns
- 1.3 Basic Awareness on Inclusion and Identity with reference to Oral Options
- 1.4 Oral/ Aural Verbal Options and Realistic Expectations of Family and Teachers
- 1.5 Importance of Neural Plasticity and Early Listening Opportunities

Unit 2: Advance Understanding of Oral Options

- 2.1 Difference Between Uni Sensory and Multi Sensory Approach in Oralism
- 2.2 Speech Reading: Need, Role and Strategies in All Communication Options
- 2.3 Training and Guidance on Aural Oral Practices for Families and Tuning Home Environment
- 2.4 Tuning Mainstream Schools/Classrooms for Aural Oral Communication: Do's and Don'ts
- 2.5 Practicing Skills in Story Telling/ direct activity / visit/ Poems

Unit 3: Skill Development & Implementing Oralism& Auditory Verbal (AV) Approach

- 3.1 Oralism / AV Approach: Prerequisites for Special Schools
 - 3.2 Practicing Interpreting Audiograms and Exposure to Goal Setting in Listening Skills
 - 3.3 block diagram of Hearing Aid ,concept and its part.
 - 3.4 AV Approach: concepts, philosophy and principles
 - 3.5 Reading Model Plans and Observing a Few Weekly Individual Sessions
-

MODE OF TRANSACTION:

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

Suggested Readings:



- Borden, Gloria J.,; Harris, Katherine S. & Raphael, Lawrence J. (2005).

Speec

h

Science Primer (4th) Lippincott Williams and Wilkins: Philadelphia.

- *Dhvani* (English). Balvidyalaya Publication: Chennai.
- Estabrooks, W. (2006). *Auditory-Verbal Therapy And Practice*, Ag Bell
- Heller, R. (1999). *Managing Change*. Dk Publishing: New York.
- Ling, D. (1990). *Acoustics, Audition And Speech Reception. (Cd)*
Alexandria,
Auditory Verbal International.
- Paul, P. V. (2009). *Language and Deafness*. Jones And Bartlett: Boston.
- *Communication Options And Students With Deafness* . (2010).
- Chaney, A. L., & Burk, T. L. (1998). *Teaching Oral Communication In Grades K – 8*.
Allyn And Bacon. Boston
- Cole, E., & Flexer, C. (2010). *Children with Hearing Loss: Developing Listening and Talking, Birth to Six. (2nd Ed.)*. Plural Publishing Inc, San Diego, CA.
- *Dhvani* (Marathi). Balvidyalaya – Cym Publication
- *Directory of Rehabilitation Resources for Persons with Hearing Impairment in India*.
(2000). AYJNIHH Publication, Mumbai.
- Estabrooks, W., & Marlowe J, (2000). *The Baby is Listening*, A. G. Bell Association,
Washington D.C.
- Estabrooks, W. (2001). *50 Frequently Asked Questions (Faq) About Auditory-Verbal Therapy*. Learning to Listen Foundation.
- Heller, R. (1999). *Effective Leadership*. Dk Publishing: New York.
- Heller, R. (1999). *Managing Change*. Dk Publishing: New York.
- Ling, D. (1989). *Foundations of Spoken Language for Hearing Impaired Children*.
A.G.Bell. Washington D.C.
- Ling, D., & Ling, A.H. (1985). *Aural Habilitation: The Foundations of Verbal Learning in Hearing Impaired Children*. A.G. Bell Association, Washington D.C.
- Edgar, L. L., & Marguerite, S. (1963). *Play it by ear! : auditory training games*, John Tracy Clinic Publication, Los Angeles.
- *Resource Book on Hearing Impairment*. AYJNIHH Publication.
- *Unpublished Dissertations and Thesis on Profiling Communication Options in Special Schools in India*.



COURSE B6(B): MANAGEMENT OF LEARNING DISABILITY

COURSE OBJECTIVES

MARKS: 50 | CREDITS: 2 | 2 Hrs./wk

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

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

Unit 1: Learning Disabilities: Types

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

Unit 2: Assessment of Basic Curricular Skills

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

Unit 3: Intervention Strategies in Basic Skills of Learning

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

COURSE WORK/FIELD ENGAGEMENT/PRACTICUM:

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

MODE OF TRANSACTION:

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

Suggested Readings:

- Bauer, A. M., & Shea, T. M. (2003). Parents and schools: creating a successful partnership for students with special needs. Merrill Prentice Hall, New Jersey



- Myklebust, H.(1983). Progress in Learning Disabilities, Guene and Stratton – New York.
- Reid, K. (1988). Teaching the Learning Disabled, Allyn and Bacon, Baston.
- Baca, L. M., & Cervantes, H.T. (2004).The Bilingual special education interface. (4th ed) . Pearson. New Jersey
- Browder, D. M. (2001). Curriculum and assessment for students with moderate and severe disabilities. . The Guilford Press. New York
- Brunswick, N. (2012). Supporting dyslexic adults in higher education and the workplace. . Wiley-Blackwell. Malden.
- Fitzgibbon, G., & O'Connor, B. (2002). Adult Dyslexia:a guide for the workplace. John Wiley & Sons,Ltd. London.
- Gribben, M.(2012). The study skills toolkit for students with dyslexia. Sage Pub. London
- Karanth, P., &Rozario, J. (2003). Learning disabilities in India : willing the mind to learn. Sage Publication, New Delhi
- Martin, L, C.(2009). Strategies for teaching students with learning disabilities. . Corwin Press,California
- McCardle, P., Miller, B., Lee, J, R., &Tzeng, O, J.L. (2011). Dyslexia across languages. (orthography and the brain-gene-behavior link) Baltimore. Paul H. Brookes.
- Shula, C. (2000). Understanding children with language problems. Cambridge,New York.
- Prakash, P. (2008). Education of exceptional children: challenges and stratrgies. . Kanishka publishers, New Delhi.
- Reddy, G.L., &Ramar, R.(2000). Education of children with special needs, New Delhi – Discovery Pub.
- Thapa, K. (2008). Perspectives on learning disabilities in India. (current practices and prospects). Sage Publication, Los Angeles.
- Trusdell M. L., & Horowitz, I. W. (2002). Understanding learning disabilities : a parent guide and workbook : for parents, teachers, professionals, advocates and others who work with, or come in contact with, individuals with learning disabilities. (3rd rev ed) Maryland. York Press.
- Wong, B., & Butler, D. L. (2012). Learning about learning disabilities. (4th ed.) Amsterdam. Elsevier Academic Press.



COURSE D2: DRAMA AND ART IN EDUCATION

COURSE OBJECTIVES

MARKS: 50 | CREDITS: 2 | 2 Hrs./wk

After completing the course the 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 & Art Education

- 1.1 Introduction of Art and different forms of arts.
- 1.2 Art: Meaning, definitions and classification.
- 1.3 Art education: Meaning, scope and difference between art and art-education.
- 1.4 Art therapy: Concept and application to students with and without disabilities.

Unit 2: Performing Arts: Dance, Music and Drama

- 2.1 Basic knowledge and definitions of music, dance and Drama.
- 2.2 Elements of music with practical knowledge.
- 2.3 Basic knowledge of Instruments with practical: Tabla and Harmonium
- 2.4 Understanding various forms of music, Classical- vocal and instrumental, Sub-Classical, Light music, folk music.
- 2.5 Enhancing learning through dance, music and drama for children with and without special needs.

Unit 3: Visual Arts:

- 3.1 Basic knowledge and elements of visual art.
- 3.2 Exposure to selective basic skills in visual art.
- 3.3 Engagement, assignment and participation for any two of the following activities focusing on Poster making, origami and paper crafts, painting, drawing, pottery, terracotta, curving, collage or any other relevant form of fine art.
- 3.4 Enhancing learning through visual art for children with and without special needs.

COURSE WORK/FIELD ENGAGEMENT/PRACTICUM:

- '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
-

MODE OF TRANSACTION & Evaluation: Lecture cum Demonstration, Role Play, Inviting parents
as speakers for sharing experiences, Assignments, Tests

Suggested 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. JyosnaPrakashan: Mumbai
- Ward, Alan. (1993) Sound and Music. Franklin Watts: New York.
- Baniel, Anat. (2012). Kids beyond limits. Perigee Trade: New York
- Beyer, E. London. (2000). The arts, popular culture and social change
- Efland, A. D. (1990). *A history of Art Education: Intellectual and social currents in teaching the visual arts*. New York, NY: Teachers College Press.
- Gair, S. B. (1980). Writing the arts into individualized educational programs. *Art Education*, 33(8), 8–11
- Greene, S., & Hogan, D. (2005). Researching children's experience. Sage Publication: London
- Heller, R. (1999). Effective Leadership. DK Publishing: New York.
- Lewiecki-Wilson C. & B. J. Brueggemann (Eds.), Disability and the teaching of writing: A critical sourcebook. Boston, MA: Bedford/St. Martin's.
- Nyman, L. & A. M. Jenkins (Eds.), *Issues and approaches to art for students with special needs* (pp. 142–154). Reston, VA: National Art Education Association.



COURSE D3 :BASIC RESEARCH AND BASIC STATISTICS

COURSE OBJECTIVES

MARKS: 50 | CREDITS: 2 | 2 Hrs./wk

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

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

Unit 1: Introduction to Research

- 1.1 Scientific Method: Concept and Basic postulates.
- 1.2 Research: Definition and Characteristics.
- 1.3 Educational Research: Definition and Nature
- 1.4 Purpose of Educational Research
- 1.5 Research in Education and Special Education

Unit 2: Types and Process of Research

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

Unit 3: Measurement and Analysis of Data

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

COURSE WORK/FIELD ENGAGEMENT/PRACTICUM:

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

MODE OF TRANSACTION: Lecture cum Demonstration, Self study, Assignments, Seminar, Debate, Tests.



Practicum/ Field Engagement

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

Suggested Readings

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



COURSE (E4): PRACTICAL CROSS DISABILITY AND INCLUSION*

MARKS: 100 | CREDITS: 4 | 8 Hrs./wk

| SL. No. | Task for the student-teacher | Disability focus | Education setting | No. of lessons |
|---------|------------------------------|---|--------------------|----------------|
| 1. | Community work / Tour | Community perspective (Anganwadi, Gram panchayat) | Rural / Semi-urban | Visit report |
| 2. | Case Study | | | 01 IEP |

Area E4- 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

| Sl.no. | Tasks for the student - teachers | Disability focus | Education setting | No. of lessons |
|--------|---|------------------|---|----------------|
| 1. | Lesson planning and execution on different level for selected subjects | Any Disability | Special schools for other disability/resource Room | 10 lessons |
| 2. | Individualised Teaching lessons on different levels for selected subjects | Any Disability | Special schools for other disability /resource Room | 10 lessons |



COURSE (F2): OTHER DISABILITY SPECIAL SCHOOL*

| | | | | MARKS: 100 CREDITS: 4 8 Hrs./wk |
|---------|------------------------------|-----------------------------|--|-------------------------------------|
| SL. No. | Task for the student-teacher | Disability focus | Set up | No. of lessons |
| 1 | Classroom Teaching | Other than major disability | Special schools for other disabilities | Minimum 20 school periods |

COURSE (F3): INCLUSIVE SCHOOL*

| | | | | MARKS: 100 CREDITS: 4 8 Hrs./wk |
|---------|------------------------------|------------------|-------------------|-------------------------------------|
| SL. No. | Task for the student-teacher | Disability focus | Set up | No. of lessons |
| 1 | Classroom Teaching | Any disability | Inclusive schools | Minimum 20 school periods |

*Note-The evaluation will be based on their detailed learning how to conduct the test record and analyze the finding as well as their performance in the practical and viva voce examination.

Engagement with field as part of courses indicated below:

| Sl. No. | Tasks for the student -teacher | Course | Place |
|---------|-----------------------------------|--------|--------------------|
| 1 | Assignment /project /presentation | B5 | institute |
| 4 | Assignment /project/ presentation | B6 | Institute / school |
| 5 | Assignment /project/ presentation | D3 | Institute / school |

Head
Department of Education
Guru Ghasidas Vishwavidyalaya
Bilaspur (C.G.)