



DEPARTMENT OF EDUCATION
Dr. B.R. AMBEDKAR UNIVERSITY, SRIKAKULAM
ETCHERLA – 532410

Regulations and Syllabus for
BACHELOR OF EDUCATION
Special Education in Mental Retardation / Intellectual Disability
B.Ed. Spl.Ed. (MR/ID)

(As per RCI, New Delhi Regulations)
(Effective from the academic year 2019-2020)

PROFILE OF THE DEPARTMENT:

The Department was established during the year 2005 – 06 in the then post-graduate centre of Andhra University Visakhapatnam with M.A. (Education) Programme of 2 years duration. In addition to existing programme, the department started M.Ed Programme of 1 year duration from academic year 2008- 09. The Post-Graduate Centre of Andhra University Visakhapatnam was upgraded to the status of a state university, namely, Dr. B. R. Ambedkar University Srikakulam in the year 2008.

The Department started B.Ed (Special Education – Mentally Retardation) Programme in the year 2009 as permitted by Rehabilitation Council of India (RCI), New Delhi. As per Revised Regulations–2014 of the National Council of Teacher Education (NCTE), New Delhi, the department started 2-Year M.Ed Programme from the year 2015-16.

The Department of Education procured all the necessary infrastructural and instructional facilities. There are SIX Faculty Members working at present in the department. They are fully qualified and committed for the noble cause of preparing Teachers, Teacher Educators, Educational Administrators and Managers to the nation.

The Department, apart from regular class work, conducts research and extension activities by involving the faculty and students with a view to transmit the knowledge and skills from the classroom to the common man in the society. The Department has been putting forth all its efforts for strengthening the academic standards in the affiliated colleges of the university.

SWOC Analysis of the Department:

STRENGTHS:

- 1) Qualified, experienced, committed and dedicated faculty members are available in the Department
- 2) Faculty members are actively involved in contributing for the designing and implementing of curriculum for different Teacher Education programmes being offered by the University keeping in view the needs of the society
- 3) ICT is used effectively in the teaching learning process
- 4) The Department aims at developing various teaching, research and administrative strategies and techniques among the students of Master's Degree in Education.
- 5) There is effective academic monitoring by the Department
- 6) The students are encouraged to participate in the field trips with a view to utilize the knowledge and skills gained by them in the University for the benefit of the common man in the society.
- 7) The students gain ample experience of living happily and peacefully in the society with their participation and involvement in the developmental activities of the neighboring villages.
- 8) The Department is provided with the necessary infrastructural and instructional facilities keeping in view the needs of the prospective teachers
- 9) Individualized attention to the students through mentoring is a unique feature of the Department
- 10) Faculty members of the Department encourage the students in conducting research on the contemporary issues in education.
- 11) The Department aims at inculcation of values among the faculty and students.

WEAKNESSES:

- 1) The Department is not getting any financial assistance from the Government.
- 2) Increase in the duration of M.Ed. Programme from one year to two years remains a constraint in the admissions.
- 3) There are some constraints with regard to the conduct of M.Phil. and Ph.D. programmes by the Department

OPPORTUNITIES:

- 1) There are ample opportunities to the pass-outs of the Teacher Education programme to work as Teachers in schools, Teacher Educators in Colleges of Teacher Education and University Departments of Education; and as Educational Managers at various levels.
- 2) The pass-outs of the programme can start their own educational institutions with a view to provide quality education to the society.
- 3) The Department is in the pursuit of organizing a number of in-service teacher training programmes in order to make the working teachers equip with the latest techniques and strategies in the teaching learning process.
- 4) The Department has been providing assistance to the faculty members of other Departments in 'teaching methodology' and other 'teaching techniques'.
- 5) The Department is pursuing inter-disciplinary and sponsored research projects from various organizations.

CHALLENGES:

- 1) There is a big gap between the objectives of the courses the students study in the institution and the needs of the society. The Department takes it as a challenge to bridge gap between the two.
- 2) The Department needs to develop a kind of awareness among the prospective teachers towards the need for improvement of their professional qualifications and professional growth.

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

I. PREAMBLE

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

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

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

The curriculum attempts at striking a balance between core knowledge (theory and pedagogy) and skills; cross disability knowledge and skills, as well as disability specific knowledge and skills. The role of special educators has changed dramatically, with a shift from direct provider of instruction to facilitator and consultant. A teacher would need the first set of skills to develop a basic understanding of curriculum transaction and content pedagogical knowledge as well as change agent, collaboration, communication and time management skills. Provision of the second set would be required, since cross disability expertise is more relevant within the framework of inclusion; and a teacher would need the third set to specialise in one of the disabilities particularly for serving the needs of children with specific disability in inclusive as well as special setting.

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

II. PROGRAMME EDUCATIONAL OBJECTIVES

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

III. OBJECTIVES

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

PROGRAMME OUT COMES:

The Special Education program is designed to prepare highly-skilled special educators for service in an array of professional roles such as special education teachers and general education classroom teachers with a specialized knowledge of research based instruction and assessment for children with disabilities

III. NOMENCLATURE

Nomenclature of B. Ed. Special Education course is as per UGC Notification of 2009 and 2014 and the new nomenclature will be B.Ed.Spl.Ed. such as for Mental Retardation the nomenclature will be B.Ed.Spl.Ed.(MR).

IV. GENERAL FRAMEWORK OF THE COURSE

The course is planned on the Choice Based Credit System (CBCS). According to UGC guidelines one credit is equivalent to one hour of teaching (lecture or tutorial) or two hours of practical work/field work per week. RCI also recommends practical work for each theory course besides these contact hours including self study, assignments, etc. That may involve same number of hours as are the contact hours specified for each course.

The Course structure has three sets of courses:

1. Core courses in every semester
2. Elective course which can be chosen from pool of papers in order to:
 - a. Support the discipline of study
 - b. Provide an expanded scope
 - c. Exposure to some other discipline/domain (*this will depend on the options available with the implementing university and institution*)
 - d. Nurturing student proficiency/skills
3. Elective Foundation courses are value-based

University will follow the 10-point grading system following letter grades recommended by the UGC as given below:

Table 1: Grades and Grade Points

Letter Grade	Grade Point
O (Outstanding)	10
A+ (Excellent)	9
A (Very Good)	8
B+ (Good)	7
B (Above Average)	6
C (Average)	5
P (Pass)	4
F (Fail)	0
Ab (Absent)	0

- a. A student obtaining Grade F shall be considered fail and will be required to reappear in the examination.
- b. For non-credit courses ‘Satisfactory’ or ‘Unsatisfactory’ shall be indicated instead of the letter grade and this will not be counted for the computation of SGPA/CGPA.
- c. The Universities can decide on the grade or percentage of marks required to pass in a course and also the CGPA required to qualify for a degree taking into consideration the recommendations of the statutory professional councils such as AICTE, MCI, BCI, NCTE, etc.
- d. The statutory requirement for eligibility to enter as assistant professor in colleges and universities in the disciplines of arts, science, commerce, etc., is a minimum average mark of 50% and 55% in relevant postgraduate degree respectively for reserved and general category. Hence, it is recommended that the cut-off marks for grade B shall not be less than 50% and for grade B+, it should not be less than 55% under the absolute grading system. Similarly cut-off marks shall be fixed for grade B and B+ based on the recommendation of the statutory bodies (AICTE, NCTE, etc.) of the relevant disciplines.

RCI as a Statutory body recommends that the cut-of marks for grade B shall not be less than 50% and for grade B+, it should not be less than 55% under the absolute grading system. Internal assessment for Theory Courses will not exceed 20% and 50% in the practicum wherever applicable.

Duration

The Course/programme will be of two years with 2 semesters in each year. Each semester will be of 16-18 weeks; 2 weeks in summer and 2 weeks in inter semester break will also be utilized for covering the courses. In this way, the following operational weeks will be available for transacting the course:

Year 1- 16-18 weeks for two semesters + 2 weeks in summer

Year 2- 16-18 weeks for two semesters + 2 weeks in inter-semester breaks

This comes to 64-72 weeks + 6 weeks for field activities/skill development with 40 credits in each year.

V. PROGRAMME STRUCTURE

STRUCTURE FOR 2 YEARS

Code	Area	Courses	Credits
A	THEORY: Core courses	5	20
B	THEORY: Cross Disability & Inclusive Education courses (including optional courses)	6	12
C	THEORY: Disability Specialisation Courses	5	18
D	THEORY: Enhancing Professional Capacities (EPC) / Professional Development Courses	3	06
E	Practical related to disability	2	12
F	Field Engagement /School Internship	3	12
Total		24	80

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

Specialisation offered (with specific reference to Area C)

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

Mental Retardation /Intellectual Disability (MR/ID)

AREA-A: CORE COURSES

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

AREA-B: CROSS DISABILITY AND INCLUSION

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

B6	Inclusive Education
B7	Introduction to Sensory Disabilities (VI, HI, Deaf-Blind)
B8	Introduction to Neuro Developmental Disabilities (LD, MR(ID), ASD)
B9	Introduction to Locomotor & Multiple Disabilities (CP, MD)
B 10	Skill-based Optional Course (Cross Disability and Inclusion) ANY ONE
1	Guidance and Counselling
2	Early Childhood Care & Education
3	Applied Behavioural Analysis
4	Community Based Rehabilitation
5	Application of ICT in Classroom
6	Gender and Disability
7	Braille and Assistive Devices
B 11	Skill-based Optional Course (Disability Specialization) ANY ONE
1	Orientation & Mobility
2	Communication Options: Oralism
3	Communication Options: Manual (Indian Sign Language)
4	Augmentative and Alternative Communication
5	Management of Learning Disability
6	Vocational Rehabilitation & Transition to Job Placement

AREA-C: DISABILITY SPECIALIZATION COURSES

The university is offering B.Ed. Special education in **Mental Retardation**

C12	Assessment and Identification of Needs
C 13	Curriculum Designing, Adaptation and Evaluation
C14	Intervention and Teaching Strategies
C15	Technology and Disability
C16	Psycho Social and Family Issues

AREA-D: ENHANCEMENT OF PROFESSIONAL CAPACITIES (EPC)

(Wherever applicable specific reference to disability will be focused)

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

AREA-E: PRACTICAL RELATED TO DISABILITY

E1. Cross disability and inclusion (Part of Area B)

E2. Disability specialization (Part of Area C)

AREA-F: FIELD ENGAGEMENT/ SCHOOL ATTACHMENT/ INTERNSHIP

F1. Main disability special school (Related to Area C)

F2. Other disability special school (Related to Area B)

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

SEMESTER-WISE STRUCTURE

SEMESTER – I

Course	Course title	Credits	Weightage /Marks		Total
			Internal	External	
A1	Human Growth & Development	4	20	80	100
A2	Contemporary India and Education	4	20	80	100
B7	Introduction to Sensory Disabilities (VI, HI, Deaf-blind)	2	10	40	50
B8	Introduction to Neuro Developmental Disabilities (LD, ID / MR, ASD)	2	10	40	50
B9	Introduction to Locomotor & Multiple Disabilities (Deaf-Blind, CP, MD)	2	10	40	50
C 12	Assessment and Identification of Needs	4	50	50	100
PRACTICAL					
E1	Cross Disability and Inclusion a)Classroom Observation b)Case Study &Assessment	2	50 25 25	--	50
	Extension	2	25		25
	CBCS	4	100		100
	TOTAL	26	625		625

Engagement with field as part of courses indicated below:

S.No.	Task for the Student-teachers	Course	Place
1	Assignment / Project	A1	Institute
2	Assignment / Project	A2	Institute
3	Assessment & Identification of Needs	C12	Camp / Clinic / School, etc. for minimum of fifteen hours

Area E1- Practical-Cross Disability and Inclusion

Tasks for the Student-teachers	Disability Focus	Education Setting	Hrs (60)	Description
Classroom Observation	Major Disability	Special school	25	Minimum 30 school Periods
	Other than Major disability	Minimum 3 Special schools for other disabilities	15	Minimum 10 school Periods
Case Study Observation – Screenin, Identification & Assessment	Any Disability	Inclusive Schools	5	Minimum 10 school Periods
	Major Disability/ID	Clinic/Special School	5	Minimum 3 cases
	Major Disability/ID	Clinic/Special School	10	Minimum 3 cases

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

SEMESTER - II

	Course title	Credits	Weightage/Marks		Total
			Internal	External	
A3	Learning, Teaching and Assessment	4	20	80	100
A4	Pedagogy of School Subjects (ANY ONE from Part I to Part V)	4	20	80	100
A5	Pedagogy of School Subjects (ANY ONE from Part I to Part V)	4	20	80	100
B6	Inclusive Education	2	10	40	50
C13	Curriculum Designing, Adaptation and Evaluation	4	50	50	100
PRACTICAL					
E2	Disability Specialization a) IEP b) Group Teaching c) Micro Teaching	2	25	25	50
	Extension	2	25		25
	CBCS	4	100		100
	TOTAL	26	625		625

Engagement with field as a part of as indicated below:

	Task for the Student-teachers	Course	Place
1	Assignment / Project / Presentation	A3	Institute
2	Assignment / Project / Presentation	B6	Institute
3	Assignment / Project / Presentation	C 13	Institute/ Special/ Inclusive School
4	Assignment / Project / Presentation	A4/A5	

Area E2 – Practical Disability Specialisation (Area C)

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

Sl.No.	Tasks for the Student-teachers	Disability Focus	Education Setting	Hrs (60)	Description
1.1	IEP	Major Disability	Special school	30	Develop 1 IEP for 1 student
1.2	Group Teaching	Major Disability	For Special school	20	10 lessons 7 Lesson plans, 3 lesson plans in ICT
1.3	a. Micro teaching & simulated teaching on selected skills in Language and Non-Language	General	Institute	10	10 lessons 5 lesson in Language & 5 lessons in Non language

SEMESTER - III

Course	Course title	Credits	Weightage/Marks		Total
			Internal	External	
C14	Educational Intervention and Teaching Strategies	4	20	80	100
C 15	Technology and Disability	4	20	80	100
C16	Psycho Social and Family Issues	2	10	40	50
D17	Reading and Reflecting on Texts (EPC)	2	10	40	50
D18	Drama and Art in Education (EPC)	2	10	40	50
PRACTICAL					
E2	Disability Specialization a)Micro Teaching b)Resource Room Teaching c) School Sensitization for regular school staff, peer group and parents. d)Observation of support services	4	50	50	100
F 1	Internship – School Subjects Inclusive and Special schools	4	50	50	100
	Extension	2	25		25
	CBCS	4	100		100
	TOTAL	28	675		675

Engagement with field as part of course as indicated below:

Sl. No.	Task for the Student-teachers	Course	Place
1	a. Assignment / Project / Presentation	C14	Institute
2	b. Assignment / Project / Presentation	C 15	Institute
3	c. Assignment / Project / Presentation	C16	Institute
4	d. Assignment / Project / Presentation	D17	Institute/ school
5	e. Assignment / Project / Presentation	D18	Institute/ school

Area E2- Practical Disability Specialization (Part C)

Sl. No.	Tasks for the Student-Teachers	Disability Focus	Education Setting	No. of Lessons
1.1	Macro Teaching Lesson planning and execution Resource Room Teaching Lesson planning and	General	General	10 lessons in each Language and Non-Language 15 lessons
1.2	execution on different levels for selected subjects	Inclusive set up	Resource Room	
1.3	School sensitaization on disabilities on regular staff, Peer group and Parents	General	General	
1.4	Observation of support Services	Major Disability	Institute/ Clinic	Depending on the Specialization

Area F1- Disability Specialisation

Sl. No.	Tasks for the Student-teachers	Disability Focus	Set up	No. of Lessons
1	Classroom Teaching	Major Disability	Special schools for disability specialization	Minimum 30 Lessons (10 Personal/Social, 10 Functional, 5 Occupational, 5 Recreational) (Of which any 10 in ICT Based)
2.	IEP			2cases in daily basis

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

Areas	Disability Specialization (E-2 & F-1)
A-4 Pedagogy Subject 1	Semester –III (three days- 15 Hrs)
A-5 Pedagogy Subject 2	Semester-III (three days- 15 Hrs)
F- 1 School Attachment/ Internship	Semester- III(24 days- 120 Hrs)

SEMESTER – IV

Course	Course title	Credits	Weightage/Marks		Total
			Internal	External	
B 10	Community Based Rehabilitation (Cross disability and inclusion)	2	10	40	50
B 11	Management of Learning Disability (specialization disability)	2	10	40	50
D19	Basic Research & Basic Statistic (EPC)	2	10	40	50
PRACTICAL					
E1	Cross Disability & Inclusion a) Classroom observation b) Lesson planning & execution (Language & non language) c) individualized remedial teaching	4	50	50	100
F2	Internship- Other Disability Special School (Four Weeks)	4	50	50	100
F3	Internship - Inclusive School (Four Weeks)	4	50	50	100
	Extension	2	25		25
	CBCS	4	100		100
	TOTAL	24	575		575

Engagement with field as part of course as indicated below:

Sl.No.	Task for the Student-teachers	Course	Place
1	Assignment / Project / Presentation	B 10	Institute
2	Assignment / Project / Presentation	B 11	Institute / school
3	Assignment / Project / Presentation	D19	Institute / school

Area E1- 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.

Sl.No.	Tasks for the Student-teachers	Disability Focus	Education Setting	No. of Lessons
1.1	Classroom observation	Other than Major disability	Special schools for other disabilities	Observation of all subjects at different level, minimum 15 school periods
		Any Disability	Inclusive Schools	Observation of all subjects at different level , minimum 15 school periods
1.2	Lesson planning and execution on different levels for selected Subjects	Any Disability	Special schools for other disabilities/ Resource Room	25 lessons
			Inclusive Schools	25 lessons
1.3	a. Individualised Remedial Teaching lessons on different levels for selected subjects		Special schools for other disabilities/ Resource Room	Remedial

Area F2- Other Disability Special School (Area B)

Sl.No.	Tasks for the Student-teachers	Disability Focus	Set up	No. of Lessons
1	Classroom Teaching	Other than Major Disability	Special schools for other disabilities	Minimum 30 school periods

Area F3- Inclusive School (Area B & C)

Sl.No.	Tasks for the Student-Teachers	Disability Focus	Set up	No. of Lessons
1	Classroom Teaching	Any Disability	Inclusive School	Minimum 30 school Periods
2	IEP	Any Disability	Inclusive School	One case

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

Area	Cross Disability	Other disability	Inclusive Education
Classroom Observation A4 & A5 Pedagogy Subject 1&2		Semester-IV (2days – 10hrs) Semester –IV (12 days days- 60 Hrs)	Semester –IV (2 days-12 Hrs)
Indivisualized Remedial Teaching		Semester-IV (12 days days-40 Hrs)	Semester-IV (2 days-12 Hrs)
F-2 & F-3 Internship	Semester- III (24 days-120 Hrs)	Semester- IV (24 days-120 Hrs)	Semester- IV (24 days-120 Hrs)

It may be noted:

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

TOTAL CREDIT POINTS ; 26 + 26 +28 +24 = 104

TOAL CREDIT MARKS : 625 + 625 + 675 + 575 = 2500

VI. DURATION OF THE COURSE

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

VII. WORKING DAYS & ATTENDANCE

The programme will be conducted for **at least 200 working** days each year exclusive of the period of examination and admission. The institution shall work for a minimum of thirty six hours in a week (five or six days), during which physical presence in the institution of all the teachers and student-teachers is necessary to ensure their availability for advice, guidance, dialogue and consultation as and when needed.

The minimum attendance of Student-Teachers shall have to be 80% for all course work, 90% for all practicum, and 100% for school internship (5% attendance may be condoned by the head of institution on genuine grounds).

IX. ELIGIBILITY FOR ADMISSION

B.A. / B.Sc. / [B.Com.](#) or an equivalent degree at graduate level depending on the requirements of being the school subject for pedagogical courses and for the particular course with minimum 50% in the qualifying degree examination.

X. ADMISSION

Admission Procedure: Through EDCET.

XI. PROGRAMME PATTERN

The programme has been developed on Semester basis. RCI has proposed 2000 marks in view of disability specific specialization.

XII.NATURE OF EVALUATION

Internal & External as per University norms; RCI as Statutory body recommends that the (i) cut-off marks for grade B shall not be less than 50% and for grade B+, it should not be less than 55% under the absolute grading system, and (ii) Internal assessment for Theory Courses will not exceed 20% and 50% in the practicum wherever applicable.

B.Ed. Spl. Ed. (MR/ID)

SEMESTER – I

HUMAN GROWTH & DEVELOPMENT

Course Code: A 1

Credit: 04

Contact Hours: 60

Marks: 100

Introduction

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

Course Objectives

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

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

Course outcomes

- Understand the Principles of Growth and Development and their Educational Implications
- Understand Human Growth and Development
- Analyze the theoretical Approaches to Development
- Explain Milestones and variations in Development
- Develop Life Skills and independent living

Unit 1: Human Growth and Development

Concept of Growth, Development and Maturation. - Principles of Growth and Development and their Educational Implications - Factors Influencing Growth and Development - Various Stages of Human Growth and Development, Infancy, Childhood and Adolescence. -Theories of Growth and Development. Physical, Cognitive, (Piaget), Emotions Social (Erickson) and Moral (Kohlberg)

Learning Outcomes:

- At the end of the module ,the learners will be able to
- Understand the Concept of Growth, Development and Maturation.
- Discuss about the Principles of Growth and Development and their Educational Implications
- Identify the Factors Influencing Growth and Development
- Understand the Theories of Growth and Development.

Unit 2: Theoretical Approaches to Development

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

Learning Outcomes:

- At the end of the module ,the learners will be able to
- Understand the Cognitive & Social- cognitive theories
- Identify the difference between developmental approaches.

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

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

Learning Outcomes:

- At the end of the module ,the learners will be able to
- Understand the early years growth and development.
- Categorize the Milestones and variations in Development.
- Explain Role of play in enhancing development

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

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

Learning Outcomes:

- At the end of the module ,the learners will be able to
- Understand Gender and development
- Interpret the Influence of the environment (social, cultural, political) on the growing child

Unit 5: Transitions into Adulthood

Psychological well-being - Formation of identity and self-concept - Emerging roles and responsibilities - Life Skills and independent living - Career Choices

Learning Outcomes:

- At the end of the module ,the learners will be able to
- Apply in day to day life the knowledge of Psychological well-being
- Describe the use of Formation of identity and self-concept
- Understand Life Skills and independent living
- Develop skills to select their own Career Choices

Engagement with the field as part of course as indicated below

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

Suggested Readings

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

CONTEMPORARY INDIA AND EDUCATION

Course Code: A2

Credit: 04

Contact Hours: 60

Marks: 100

Course Objectives

The course enables the student teachers:

- (i) To understand different philosophies of education and visualize the contributions of different philosophers to the field of education
- (ii) To understand the concept and types of diversity
- (iii) To visualize contemporary issues and concerns in education
- (iv) To develop an understanding of the recommendations of various Committees on educational policies
- (v) To understand the trends, issues and challenges faced by the contemporary Indian Education in the global context

Course Outcomes

After completion of the course, the student teachers:

- (i) understand different philosophies of education and visualize the contributions of different philosophers to the field of education
- (ii) understand the concept and types of diversity
- (iii) visualize contemporary issues and concerns in education
- (iv) develop an understanding of the recommendations of various Committees on educational policies
- (v) understand the trends, issues and challenges faced by the contemporary Indian Education in the global context

Unit 1: Philosophical Foundations of Education

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

➤ Learning outcomes:

After completion of the Unit, the students: (i) understand the concept, definition and scope of education (ii) know different philosophies of education and (iii) understand the contributions of Indian Philosophers to the field of education

Unit 2: Understanding Diversity

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

➤ Learning outcomes:

After completion of the Unit, the students: (i) understand the concept of diversity, (ii) know different types of diversity and (iii) visualize the diversity perspective

Unit 3: Contemporary Issues and Concerns

Universalization of School Education, Right to Education and Universal Access - Issues of a) Universal enrolment b) Universal retention c) Universal learning - Issues of quality and equity: Physical, economic, social, cultural and linguistic, particularly w.r.t girl child, weaker sections and disabled - Equal Educational Opportunity: (i) Meaning of equality and constitutional provisions (ii) Prevailing nature and forms of inequality, including dominant and minority groups and related issues - Inequality in Schooling: Public-private schools, rural-urban schools, single teacher schools and other forms of inequalities such as regular and distance education system

➤ Learning outcomes:

After completion of the Unit, the students: (i) Understand the concepts of Universalization of School Education, Right to Education and Universal Access (ii) realize the concept of equality of educational opportunities and (iii) understand the causes for inequality in schooling.

Unit 4: Education Commissions and Policy (School Education)

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

➤ Learning outcomes:

After completion of the Unit, the students: (i) understand the constitutional provisions on education that reflect national ideals (ii) visualize international conventions and policies and (iii) know different programmes and framework schemes in school education

Unit 5: Issues and Trends in Education

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

➤ Learning outcomes:

After completion of the Unit, the students: (i) realize the challenges of education from pre-school to senior secondary (ii) know the nature of Inclusive education as a right based model and (iii) understand the concept of community based education

References

- Guha, R. (2007). *India after Gandhi: The History of the World's Largest Democracy*. Macmillon: Delhi.
- National Education Commission. (1964-66). Ministry of Education, Government of India, New Delhi
- National Policy on Education. (1986 & 92). Ministry of Human Resource Development Government of India, New Delhi.
- Right to Education Act. (2009). Ministry of Human Resource Development, Government of India, New Delhi
- Aggarwal. J. C. (1992). *Development and Planning of Modern Education*: New Delhi Vikas Publishing House Pvt. Ltd.
- Ain, L. C. (2010). *Civil Disobedience*, Book Review Literary Trust: New Delhi. Select chapters.
- Anand, S. P. (1993). *The Teacher & Education in Emerging Indian Society*, New Delhi:0020NCERT.
- Bhat. B. D. (1996). *Educational Documents in India*, New Delhi: Arya Book Depot.
- Bhatia, K. & Bhatia, B. (1997). *The Philosophical and Sociological Foundations*, New Delhi Doaba House.
- Biswas. A. (1992). *Education in India*, Arya Book Depot. New Delhi
- Biswas. A., & Aggarwal, J.C. (1992). *Education in India*, Arya Book Depot New Delhi.
- Chakravarty, S. (1987). *Development Planning: The Indian Experience*, Oxford University press: New Delhi.
- Chandra, B. (1997). *Nationalism and Colonialism*, Orient Longman: Hyderabad.
- Choudhary. K.C., & Sachdeva, L. (1995). *Total literacy by 2000*: New Delhi: IAE Association.

- Deaton A., & Dreze, J. (2008-2009). Poverty and Inequality in India in Raj Kapila and Uma Kapila (Ed.) in Indian Economy since Independence. Oxford University Press: New Delhi.
- Deshpande, S. (2004). Contemporary India: A Sociological View. Penguin: New Delhi.
- Dubey, S. C (2001). Indian Society, National Book Trust: New Delhi.
- Famous Speeches of Gandhi ji: Speech on the Eve of The Last Fast, January 12, 1948.
- <http://unesdoc.unesco.org/images/0023/002322/232205e.pdf>
- <http://www.gandhi-manibhavan.org/gandhicomelive/speech8.htm>
- <http://www.mkgandhi.org/speeches/speechMain.htm>
- Jain, L.C. (2010). Civil Disobedience, Book Review Literary Trust, New Delhi.
- Jagannath. M. (1993). Indian Education in the Emerging Society, New Delhi Sterling publishers Pvt. Ltd.

INTRODUCTION TO SENSORY DISABILITIES

Course Code: B 7

Credits: 02

Contact Hours: 30

Marks: 50

Introduction

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

Course Educational Objectives:

Student Teachers are exposed to

- Concept of Hearing impairment and its classification
- Impact of hearing loss and need for early intervention.
- Nature and assessment of Visual Impairment.
- Educational implications of Visual Impairment.
- Deaf Blindness and educational needs.

Course Outcomes:

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

1. Describe the process of hearing & implications of various types of hearing loss.
2. Explain the issues & ways to address challenges in educating students with hearing loss.
3. Describe nature, characteristics & assessment of students with low vision & visual impairment.
4. Suggest educational placement and curricular strategies for students with low vision & visual impairment.
5. Analyze the impact of deaf-blindness & practices for functional development.

Unit 1: Hearing Impairment: Nature & Classification

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

Learning Outcomes:

After completion of the unit, the students

1. Define the types of sensory impairments and importance of hearing.
2. Understand the process of hearing and different types of hearing loss.
3. Evaluate associated terminologies of hearing loss
4. Demonstrate the challenges arising due to congenital and acquired hearing loss.

Unit 2: Impact of Hearing Loss

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

Learning Outcomes:

After completion of the unit, the students

1. Recalls the characteristics of learners with hearing loss and impact of different degrees of hearing impairment on communications.
2. Develops the languages and communications issues attributable to hearing loss and need for early intervention.
3. Restores the techniques and technological supports
4. Discover issues in literacy development and measures scholastic achievement.

Unit 3: Visual Impairment-- Nature and Assessment

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

Learning Outcomes:

After completion of the unit, the students

1. Describe the process of seeing and common eye disorders
2. Interpret blindness and low visions.
3. Classify the demographical information.
4. Analyze the early identification and assessment procedures.

Unit 4: Educational Implications of Visual Impairment

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

Learning Outcomes:

After completion of the unit, the students

1. Associate the effects of blindness and selective educational placement.
2. Describe the teaching principles
3. Generalize concepts and areas of expanded core curriculum.
4. Choose commonly used low cost and advanced assistive devices.

Unit 5: Deaf-blindness

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

Learning Outcomes:

After completion of the unit, the students

1. Recognize the causes, classification and characteristics of deaf blindness.
2. Interpret the implications deaf-blindness on Education and activities of daily living
3. Identify interventional strategies for fostering early communication development, orientation and mobility.
4. Determine methods and assistive devices for educational needs of students with deaf blindness.

References:

- National Institute for the Visually Handicapped (2015). Information Booklet on Visual Impairment in India, Dehradun: Government of India.
- Handbook on Deafblindness (2005). Sense International India. Retrieved online on 24/4/2015
- 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%2Ftrainingmodule-for-resource-teachers-for-disablechildren%2FModule%25202%2520Deafblindness.pdf%2Fat_download%2Ffile&ei=LkY6VdG1OIKymAW604CgDg&usg=AFQjCNHxJc9OazS 1f-TSI_HgQqJKxWj s_A&sig2=LIB WuGnYE0OLPtpK5FCHEg&bvm=bv.9 1 427555,d. dGY
- 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.

INTRODUCTION TO NEURO DEVELOPMENTAL DISABILITIES

Course Code: B 8

Credits: 02

Contact Hours: 30

Marks: 50

Introduction

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

Course Educational Objectives:

Learners are exposed to

- Concept of Learning Disability, areas of assessment and its curricular adaptations. and
- Describe skills needed to provide effective educational programs for students with intellectual Disability.
- Analyze Autism Spectrum Disorder areas of assessment and different tools for educational and vocational programming

Course Outcomes:

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

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

Unit 1: Learning Disability: Nature, Needs and Intervention

Definition, Types and Characteristics- Tools and Areas of Assessment - Strategies for reading, Writing and Maths - Curricular Adaptation, IEP, Further Education, -Transition Education, Life Long Education.

Learning Outcomes:

After completion of the unit, the students

1. Identify the types, characteristics of Learning Disability.
2. Classify tools and area of assessment.
3. Understand the strategies for reading, writing, and maths.
4. Construct the curricular adaptations for lifelong educations.

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

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

Learning Outcomes:

After completion of the unit, the students

1. Understand the types, characteristics and areas of assessments.
2. Recall the strategies for functional academics and social skills.
3. Formulate the assistive devices for individualized education plan and life skill education.
4. Recognize vocational training programs for Independent Living.

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

Definition, Types and Characteristics - Tools and Areas of Assessment - Instructional Approaches - Teaching Methods - Vocational Training and Career Opportunities.

Learning Outcomes:

After completion of the unit, the students

1. Define the types and characteristics of Autism Spectrum Disorder.
2. Classify the tools and areas of assessments related to ASD
3. Instruct the approaches and teaching method for autistic children.
4. Associate the vocational training and carrier opportunities for Analyze Autism Spectrum Disorder

References:

- Bala, M.J. (2004). Methods of Teaching Exceptional Children, Discovery, New Delhi.
- Browning, R. E. (2004). Teaching Students with Behaviour and Serve Emotional
- Reddy G.L., & Rama, R. (2000). Education of Children with Special Needs, New Delhi - Discovery Pub
- Simpson, R. L., & Myles, B, S. (2008). Educating Children and Youth with Autism: Strategies for Effective Practice. (2nd edition) Pro Ed. Texas.

INTRODUCTION TO LOCOMOTOR AND MULTIPLE DISABILITIES

Course Code: B 9

Credits: 02

Contact Hours: 30

Marks: 50

Introduction

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

Course Educational Objectives:

Learners are exposed to

- Associate locomotor disabilities and multiple disabilities.
- Recognize Cerebral Palsy, its associated conditions and therapeutic intervention.
- Develop awareness on Amputees, Polio, Spinal Cord Injuries Spina-bifida and Muscular Dystrophy
- Understand multiple disabilities characteristics and plan effective educational programme for intervention.

Course Outcomes:

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

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

Unit 1: Cerebral Palsy (CP)

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

Learning Outcomes:

After completion of the unit, the students

1. Explain the nature, types assessments of functional difficulties and abnormalities and movements of C.P.
2. Describe the provisions of therapeutic intervention and referral of children with C.P.
3. Instruct the implications of functional limitations of and facilitating teaching learning of children with C.P in school.

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

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

Learning Outcomes:

After completion of the unit, the students

1. Define the Amputees, Polio, Spinal Cord Injuries Spina-bifida and Muscular Dystrophy
2. Describe classifications and assessments of functional difficulties.
3. Determine the provisions of therapeutic interventions.
4. Recall the implications of functional limitations, facilitating teaching learning in IEP developing TLM and assistive technologies.

Unit 3: Multiple Disabilities and Other Disabling Conditions

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

Learning Outcomes:

After completion of the unit, the students

1. Describe classifications various combinations of multiple disabilities.
2. Explain others disability conditions such as Leprosy cured students tuberos sclerosis and multiple sclerosis.
3. Recognize the implications on facilitating teaching learning environment.
4. Use methods in developing IEP, TLM and assistive technologies.

References:

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

ASSESSMENT AND IDENTIFICATION OF NEEDS

Course code: C 12

Credits: 04

Contact Hours: 60

Marks: 100

Course Educational Objectives:

Learners are exposed to

- Understand historical perspective, nature and needs and characteristics of persons with Intellectual Disability.
- Analyze various procedures, areas and approaches of assessment and their relevance.
- Generalize importance of assessment at Pre School and school level.
- Identify the significance of assessment at adult vocational needs.
- Prioritize assessment of family needs of persons with Intellectual disability.

Course Outcomes:

After completing the course student-teachers will be able to

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

Unit 1: Intellectual Disability - Nature and Needs

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

Learning Outcomes:

After completion of the unit, the students

1. Illustrate the historical perspective of Intellectual Disability .
2. Interpret the definitions of ID given by ICD,AAIDD,PWID ,RPD, DSM.
3. Describe the etiology causes and preventive measures for disability.

4. Compare the medical, psychological educational classifications of ID.
5. Understand the screening, identification, characteristics and needs of PWID.

Unit 2: Assessment

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

Learning Outcomes:

After completion of the unit, the students

1. Summarize the concept, meaning and purpose of educational assessment.
2. Explain the methods of assessment.
3. Correlate the assessment approaches of NRT,CRT,CBA.
4. Use the Medical, psychological, educational, behavioural & ecological areas of assessment.
5. Practice the documentation of assessment, result interpretation and report writing.

Unit 3: Assessment at Pre-School and School levels

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

Learning Outcomes:

After completion of the unit, the students

1. Establish the importance of assessment at preschool level
2. Distinguish the developmental assessment and adaptive behavior assessment.
3. Use the assessment tools like upanayan, Aarambh, Portage MDPS, FACP, BASIC-MR and GLAD at pre school and school level.
4. Develop the documentation of assessment and result interpretation.

Unit 4: Assessment at Adult and Vocational levels

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

Learning Outcomes:

After completion of the unit, the students

1. Understand the significance of assessment for independent living of PWIDds.
2. Predict the need of assessment for transition from School to Work
3. Explain the assessment tools like Basal-MR and VAPS for independent living.
4. Associate provisions & schemes of MoSJE for vocational skill development
5. Examine the documentation of assessment and outcomes for community living.

Unit 5: Assessment of Family Needs

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

Learning Outcomes:

After completion of the unit, the students

1. Describe the significance of psychosocial needs of family and implication in planning IFSP.
2. Explain the assessment of siblings and its implications in planning IFSP.
3. Identify the need of assessment of extended families need and its implication in planning IFSP.
4. Describes the importance of assessment of families for inclusion and its impact.

References:

- Myreddi, V., & Narayan, J. (1998). Functional Academics for students with Mild
- Myreddi, V., & Narayan, J. (2004). FACP – PMR, NIMH, Secunderabad.
- Narayan, J. (1990). Towards independence series 1 to 9. NIMH, Secunderabad
- Narayan, J. (2003) Educating children with learning problems in regular schools
 - Narayan, J. (2003) Grade Level Assessment Device for Children with Learning Problems in Regular Schools, NIMH, Secunderabad
 - Narayan, J., Myreddi, V. Rao, S. (2002) Functional Assessment Checklist for NIMH, Secunderabad.
 - Peshwaria, R., & Venkatesan. (1992) .Behavioural approach for teaching mentally retarded children :A manual for teachers, NIMH, Secunderabad

B.Ed. Special Education (MR/ID)

Semester- II

LEARNING, TEACHING AND ASSESSMENT

Course Code: A3

Credits: 04

Contact Hours: 60

Marks: 100

Course Objectives

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

- Apply the knowledge of educational psychology and appreciate the need and significance of the study of educational psychology in analyzing, interpreting, understanding and guiding the learner.
- Understand the nature and process of learning and the factors which facilitate or obstruct the learning process.
- Understand different theories of learning.
- Understand the stages of teaching and learning.
- Explain the Nature and Characteristics of Learning Disabled.
- 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.

Course out comes

1. At the end of the module ,the learners will be able to
2. Understand the meaning and nature of Psychology.
3. Understand the meaning, nature and scope of Educational Psychology
4. Recognize Transfer of Learning and Identify the Factors Influencing Learning.
5. Understand the Stages of Teaching.
6. Nature and Characteristics of Learning Disabled.
7. Understand the assessment of learning

Unit I: Introduction to Educational Psychology

10 Hours

Meaning and Nature of Psychology, Meaning, Nature and Scope of Educational Psychology, Methods of Educational Psychology: Introspection; Observation; Experimental and Case Study, Importance of Educational Psychology to the Teacher

Learning Outcomes:

1. At the end of the module ,the learners will be able to
2. Understand the meaning and nature of Psychology.
3. Understand the meaning, nature and scope of Educational Psychology.
4. Explain methods of Educational Psychology.

Unit 2: Process of Learning

Concept and Definition of Learning. Factors Influencing Learning- Personal and

Environmental. Transfer of Learning - Concept and Types. Learning theories: - Behaviourism: Pavlov, Thorndike, Skinner- Cognitivism: Piaget, Bruner- Social Constructivism: Vygotsky, Bandura. Motivation – Concept and Types- Maslow’s Need Hierarchy Theory.

Learning Outcomes:

1. At the end of the module ,the learners will be able to
2. Recognize Transfer of Learning
3. Identify the Factors Influencing Learning.
4. Understand the Transfer of Learning.
5. Explain Learning theories.

Unit 3: Teaching Learning Process

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

Learning Outcomes:

1. At the end of the module ,the learners will be able to
2. Understand the Stages of Teaching.
3. Synthesis to creating a positive learning environment

Unit 4: Learning Disabilities and Learning Disabled

Meaning and Definitions. Nature and Characteristics of Learning Disabled. Causes of Learning Disabilities. Identification and Educational Provisions for the Learning Disabled. Remedial Measures for some specific Learning Deficiencies-Handwriting-Spelling-Thinking and Reasoning Abilities.-Social Skills-Attention Deficits

Learning Outcomes:

1. At the end of the module ,the learners will be able to
2. Understand the nature and characteristics of learning disabled.
3. Analyze the causes of learning disabilities
4. Synthesis the remedial measures for specific Learning Deficiencies

Unit 5: 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

Learning Outcomes:

1. At the end of the module ,the learners will be able to
2. Understand the assessment of learning
3. Identify the differences between Formative and summative evaluation,
4. Explain the Curriculum Based Measurement

Essential Readings

Aggarwal, J.C. (2009) : Child Development and the Process of Learning. Shipra Publications, New Delhi.

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- Nevo, D. (1995). School based Evaluation. Pergamon Publishing, Kidlington, Oxford.
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PEDAGOGY OF TEACHING BIOLOGICAL SCIENCE

Course Code: A 4 (Part I)

Credits: 04

Contact Hours: 60

Marks: 100

Introduction

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

Course Objectives

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

- Explain the concept of biological science
- Appreciate the contributions of scientific institutions
- Explain the role of biological science in day to day life and its relevance to modern society.
- Describe the aims and objectives of teaching biological science at school level.
- Demonstrate and apply skills to select and use different methods of teaching the content of sciences.
- explain the concept of biological science
- Demonstrate competencies of planning for teaching biological sciences, organizing laboratory
- Facilities and equipment designing pupil centered teaching learning experiences.

COURSE OUTCOMES

- Appreciate the contributions of scientific institutions
- Describe the aims and objectives of teaching biological science at school level.
- Demonstrate skills to design and use various evaluation tools to measure learner achievement in biological sciences.

Unit I: Introduction to Biological Science

Meaning and Scope of biological Science - Structure of biological Science - Characteristics & Functions of biological Science - Contributions of Scientific Institutions – Centre for Cellular & Molecular Biology (CCMB); National Institute of Nutrition (NIN); International Crops Research Institute for Semi-Arid Tropics (ICRISAT); National AIDS Control Organization (NACO) - Role of biological Science for Sustainable Development.

Learning Outcomes:

- At the end of the module ,the learners will be able to
- Know the Meaning and Scope of biological Science
- Enable learners understanding of Structure of biological Science
- Analyze the Characteristics & Functions of Biological Science
- Improve learners' ability in understanding about Contributions of Scientific Institutions

Unit 2: Planning for Instruction

Aims and Objectives of Teaching Biological Science in Elementary and Secondary School - Blooms Taxonomy of Educational Objectives and Writing Objectives in Behavioural Terms - Lesson Planning Importance and Basic Steps. Planning Lesson for an Explanation, Demonstration, and Numerical Problem in Teaching of Biological Sciences - Unit Planning Format of A Unit Plan - Pedagogical Analysis: Meaning and Need. Guidelines for Conducting Pedagogical Analysis

Learning Outcomes:

- At the end of the module ,the learners will be able to
- Analyze the Aims and Objectives of Teaching Biological Science in Elementary and Secondary School
- Enable learners understanding the preparation of Lesson Planning

Unit 3: Approaches and Methods of Teaching Biological Sciences

Process Approach, Direct Experience Approach, Inductive-Deductive Approach - Lecture, Demonstration, Discussion, Problem-solving, Concept-mapping, Programmed Instruction, Team Teaching, Seminar, Computer Assisted Learning (CAL) - Project Method and Heuristic Method -

Creating Different Situations of Learning Engagement: Group Learning, Individual Learning, Small Group, Cooperative (Peer-Tutoring, Jigsaw, etc.), Situated/Contextual Learning with reference to Children with Disabilities - Constructivist Approach and its Use in Teaching Science.

Learning Outcomes:

- At the end of the module ,the learners will be able to
- Improve learners ability in understanding Approaches of Teaching Biological Sciences
- Help learners develop a sense of appreciation about Methods of Teaching Biological Sciences

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

Teaching Learning Aids Need, Importance, Selection, Use and Classification of Aids Based on Type of Experience, Audio Visual Aids, Multimedia, Charts, and Models (Tactile and Visual) - Importance of Co-Curricular Activities-Science Club, Science Exhibition, Science Text Books-Characteristics and Significance with reference to Children with Disabilities - The Science Laboratory-Planning Organization of Lab, Storage, Record Keeping and Safety

of Scientific Equipments with reference to Children with Disabilities - Aquarium, Vivarium
Role in Teaching with Setting & Maintaining - Museum, Botanical and Zoological Garden:
Role In Teaching.

Learning Outcomes:

- At the end of the module ,the learners will be able to
- Introduce learners to the need of Teaching Learning Aids

Unit 5: Evaluation in Biological Sciences

Concept of Test, Examination, Measurement, Assessment and Evaluation
Evaluation – Meaning, Process, Types and Tools Qualities of a Good Test and Types of
Tests -Preparation of Scholastic Achievement Test (SAT) with Weight age Tables and Blue
Print - Analysis and Interpretation of Test Score - Adaptations of Evaluation Procedure
With Reference To Children with Disabilities.

Learning Outcomes:

- At the end of the module ,the learners will be able to
- Expose learners to the Concept of Test, Examination, Measurement, Assessment and Evaluation
- Enable learners understanding the Qualities of a Good Test

Practical/ Field Engagement/Project Work

Any one of the following

- Pedagogical analysis of a unit from Biological Science content.
- Preparation of a multimedia presentation on a topic from Science content keeping students with disabilities in view.
- Developing an Action Research Plan on a problem related to teaching and learning of Sciences to students with disabilities to students with disabilities.
- Construction of a diagnostic test for unit along with a remedial plan.
- Comparative analysis of prescribed syllabus and textbooks of different Boards Curricular innovations in respective subject areas
- Curricular adaptations for teaching Sciences to students with disabilities.

Essential Readings

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PEDAGOGY OF TEACHING MATHEMATICS

Course Code: A 4 (Part II)
Contact Hours: 60

Credits: 04
Marks: 100

COURSE OBJECTIVES:

The course study is intended to make the students acquire the ability;

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

COURSE OUTCOMES:

After the completion of this course, the students;

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

Unit 1: Nature of Mathematics

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

➤ Learning Outcomes:

After completion of the unit, the students; (i) Understand the meaning, nature, importance and value of mathematics, (ii) Visualize historical development of notations and number systems, (iii) Realize the contributions of mathematicians and understand the perspectives of teaching mathematics.

Unit 2: Objectives and Instructional Planning in Mathematics

Aims and Objectives of Teaching Mathematics in Elementary and Secondary Schools - Bloom's Taxonomy of Educational Objectives and Writing Objectives in Behavioural Terms - Lesson Planning– Importance and Basic Steps. Planning Lesson of Arithmetic, Algebra and Geometry -

Unit Planning – Format of A Unit Plan - Pedagogical Analysis: Meaning and Need and Procedure for Conducting Pedagogical Analysis. Classification of Content, Objective, Evaluation, etc

➤ **Learning Outcomes:**

After completion of the unit, the students; (i) understand the aims and objectives of teaching mathematics with special reference to Blooms Taxonomy, (ii) Realize various steps involved in the preparation of the lesson plans, (iii) Visualize the process involved in the pedagogical analysis

Unit 3: Strategies for Learning and Teaching Mathematics

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

➤ **Learning Outcomes:**

After completion of the unit, the students; (i) understand different models of concept formation and concept analysis (ii) know different methods and techniques of teaching Mathematics and (iii) visualize situations of learning Engagement

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

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

➤ **Learning Outcomes:**

After completion of the unit, the students; (i) know the establishment of Mathematics laboratory, (ii) understand the utilization of various learning resources in Mathematics and (iii) know preparation of special aids and appliances for children with disabilities.

Unit 5: Assessment and Evaluation for Mathematics Learning

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

➤ **Learning Outcomes:**

After completion of the unit, the students; (i) understand the concept, importance and purpose of assessment and evaluation in Mathematics (ii) comprehend the preparation and use of various tools and techniques for Formative and Summative evaluation and (iii) know the processes in the adaptations of evaluation procedures for students with disabilities Analyzing errors committed

by school children in Mathematics and preparing a remedial plan

References

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PEDAGOGY OF TEACHING SOCIAL SCIENCE

Course Code: A 4 (Part III)
Contact Hours: 60

Credits: 04
Marks: 100

Course Objectives:

The course is intended to help the students:

- (i) To understand the concept, nature, scope and significance of social sciences
- (ii) To realize the organization of curriculum and understand the processes involved in the Institutional planning
- (iii) To understand and use different approaches and methods in teaching social sciences
- (iv) To know various evaluation techniques in Social sciences
- (v) To focus on conducting Action research to dissolve day to day problems in teaching Social Sciences.

Learning Outcomes:

After completion of the course, the student-teachers:

- (i) understand the concept, nature, scope and significance of social sciences
- (ii) realize the organization of curriculum and understand the processes involved in the Institutional. planning
- (iii) understand and use different approaches and methods in teaching social sciences
- (iv) know various evaluation techniques in Social Sciences
- (v) focus on conducting Action research to dissolve day to day problems in teaching Social Sciences.

Course Content:

Unit I: Nature of Social Sciences

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

➤ Learning Outcomes:

After completion of the unit, the students: (i) understand the concept, scope and nature of social sciences, (ii) realize the aims and objectives of teaching social sciences and (iii) visualize the role of the teachers 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

➤ **Learning Outcomes**

After completion of the unit, the students: (i) understand the organization of social sciences curriculum (ii) realize the need and importance of Unit and Lesson plans and (iii) know the techniques of adaptations of unit and lesson plans for children with disabilities

Unit III: Approaches to teaching of Social Science

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

➤ **Learning Outcomes**

After completion of the unit, students: (i) understand various curricular approaches in teaching social sciences (ii) know the process of accommodating the approaches for teaching children with disabilities and (iii) understand the use of instructional material for teaching social sciences

Unit IV: Evaluation of Learning in Social Science

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

➤ **Learning Outcomes**

After completion of the unit, the students: (i) understand the various techniques of evaluating learner achievement in social sciences (ii) know the use of various tools and techniques of conducting Continuous Comprehensive Evaluation (iii) visualize the process involved in the diagnostic testing 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 - Development of a Professional Portfolio/ Teaching Journal - Competencies for

teaching Social science to children with disabilities

➤ **Learning Outcomes**

After completion of the course, students (i) understand the processes involved in developing Action research plan for solving a problem in teaching learning of social sciences (ii) understand the need and importance of case study for a school teacher and (iii) visualize competencies for teaching Social sciences to children with disabilities.

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PEDAGOGY OF TEACHING ENGLISH

Course Code: A5 E
Contact Hours: 60

Credits: 04
Marks: 100

Course Objectives:

The course is intended to help the student-teachers:

- (i) To gain a strong knowledge base in the nature of English language & literature; and make them understand the processes involved in instructional planning.
- (ii) To adapt themselves to various approaches and methods to teach English effectively in the class room.
- (iii) To explore in-depth aspects of English and to find out the current practices of language teaching in relation to Indian and international contexts
- (iv) To apply their theoretical knowledge to practice while designing their own materials and plan lessons accordingly in their preparation for teaching real classes.
- (v) To use various techniques to evaluate the achievement of their students in teaching English at secondary school level with special reference to children with disabilities

Course Outcomes:

After completion of the course, the student-teachers:

- (i) Gain a strong knowledge base in the nature of English language & literature; and understand the processes involved in instructional planning.
- (ii) Adapt themselves to various approaches and methods to teach English effectively in the class room.
- (iii) Explore in-depth aspects of English and find out the current practices of language teaching in relation to Indian and international contexts
- (iv) Apply their theoretical knowledge to practice while designing their own materials and plan lessons accordingly in their preparation for teaching real classes.
- (v) Use various techniques to evaluate the achievement of their students in teaching English at secondary school level with special reference to children with disabilities

COURSE CONTENT:

Unit I: Nature of English Language & Literature

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

➤ **Learning Outcomes:**

After completion of the unit, the students: (i) understand the principles of language teaching, (ii) visualize the concepts of BICS and CALP and (iii) understand the modern trends in teaching English as second language in the Indian context.

Unit II: Instructional Planning

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

➤ **Learning Outcomes:**

After completion of the unit, the students: (i) comprehend the aims and objectives of Teaching English at different stages of schooling, (ii) realize the need and importance of Unit and Lesson planning and (iii) plan and adapt units and lessons for children with disabilities

Unit III: Approaches and Methods of Teaching English

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

➤ **Learning Outcomes:**

After completion of the unit, the students: (i) distinguish between an approach and a method, (ii) know various approaches in teaching English and (iii) understand the process involved in developing the four language skills, viz., Listening, speaking, reading and writing through different methods of teaching English and accommodating them in teaching children with disabilities

Unit IV: Instructional Materials

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

➤ **Learning Outcomes:**

After completion of the unit, students: (i) understand the importance of instructional material and their effective use in teaching English, (ii) know different techniques of using material in the given context and (iii) understand the process involved in the

construction of a teacher made test for English proficiency and adapt different teaching material for children with disabilities.

Unit V: Evaluation

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

➤ **Learning Outcomes:**

After completion of the unit, the students: (i) know the concept and need of evaluation, (ii) understand the processes of adaptation of evaluation tools for children with disabilities and (iii) know the techniques of individualized assessment in respect of children with disabilities.

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INCLUSIVE EDUCATION

Course Code: B 6

Credits: 02

Contact Hours: 30

Marks: 50

Course Educational Objectives:

Learners are exposed to

1. Inclusive education and diversity in the mainstream class room.
2. Analyze Laws and policies related to provision of and educational systems to assist individuals with disabilities.
3. Adaptations, accommodations and modifications for children with disabilities.
4. Importance of inclusive academic instructions
5. recognize ways in which different stakeholders can collaborate for the success of inclusive education

Course Outcomes:

After completion of the course the student-teachers will be able to

- Practice the skills in adapting instructional strategies for teaching in mainstream classrooms.
- Illustrate polices and frameworks facilitate inclusive practices & its relation to good teaching.
- Identify significance of adaptation, accommodation and modification for children with disabilities.
- Select inclusive academic instructions like co-teaching methods and peer mediated instructions.
- Develop strategies for collaborative working and stake holders support in implementing inclusive education.

Unit 1: Introduction to Inclusive Education

Marginalisation vs. Inclusion: Meaning & Definitions : Changing Practices in Education of Children with Disabilities: Segregation, Integration & Inclusion : Diversity in Classrooms: Learning Styles, Linguistic & Socio-Cultural Multiplicity -

Principles of Inclusive Education: Access, Equity, Relevance, Participation & Empowerment - Barriers to Inclusive Education: Attitudinal, Physical & Instructional

Learning Outcomes:

After completion of the unit, the students

1. Correlate the meaning of the marginalization and inclusion.
2. Describe the changing practices in Educational of children with disabilities.
3. Interpret classroom diversity in inclusion like learning styles of special children.
4. Analyze principles of inclusive education and barriers to inclusive education.

Unit 2: Polices & Frameworks Facilitating Inclusive Education

International Declarations: Universal Declaration of Human Rights (1948), World Declaration for Education for All (1990) -International Conventions: Convention against Discrimination (1960), Convention on Rights of a Child (1989), United Nations Convention of Rights of Persons with Disabilities (UNCRPD) (2006) - International Frameworks: Salamanca Framework (1994), Biwako Millennium Framework of Action (2002) - National Commissions & Policies: Kothari Commission (1964), National Education Policy (1968), National Policy on Education (1986), Revised National Policy of Education (1992), National Curricular Framework (2005), National Policy For Persons With Disabilities (2006) - National Acts & Programs: IEDC (1974), RCI Act (1992), PWD Act (1995), National Trust Act (1999), SSA (2000), RTE (2006), RMSA (2009), IEDSS (2013).

Learning Outcomes:

After completion of the unit, the students

1. Interpret the international declaration of human rights and world declaration for education for all.
2. Summarize the international conventions and Frameworks for persons with disabilities.
3. Generalize the national commissions, acts, programmes and policies for children with disability

Unit 3: Adaptations Accommodations and Modifications

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

Learning Outcomes:

After completion of the unit, the students

1. Interpret the meaning and need of adaptions, accommodations and modifications.
2. Analyze adaptions, accommodations and modifications for children with sensory disabilities.

3. Apply adaptations, accommodations and modifications for children with neuro developmental and other disabilities.

Unit 4: Inclusive Academic Instructions

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

Learning Outcomes:

After completion of the unit, the students

1. Identify the universal design for learning in multiple means of access and assessment
2. Generalize significance of co-teaching methods.
3. Implement the differentiated instructions and peer mediated instructions.
4. Recommend ICT and its importance in inclusive academic instructions.

Unit 5: Supports and Collaborations for Inclusive Education

Stakeholders of Inclusive Education & Their Responsibilities - Advocacy & Leadership for Inclusion in Education - Family Support & Involvement for Inclusion - Community Involvement for Inclusion - Resource Mobilisation for Inclusive Education.

Learning Outcomes:

After completion of the unit, the students

1. Describe stakeholders role and their responsibilities in inclusive education.
2. Identify importance of the advocacy, leadership with family support and involvement for inclusion.
3. Prioritize the community involvement and resources mobilizations for inclusive education.

References:

- Daniels, H. (1999) . *Inclusive Education*. London: Kogan.
- Giuliani, G.A. & Pierangelo, R. (2007). *Understanding, Developing and Writing IEPs*. Corwin press: Sage Publishers.
- Hegarthy, S. & Alur, M. (2002). *Education of Children with Special Needs: from Segregation to Inclusion*, Corwin Press, Sage Publishers.
- Karten, T. J. (2007). *More Inclusion Strategies that Work*. Corwin Press, Sage Publications.
- Hegarthy, S. & Alur, M. (2002). *Education of Children with Special Needs: from Segregation to Inclusion*, Corwin Press, Sage Publishers.

CURRICULUM DESIGNING, ADAPTATION & EVALUATION

Course code: C 13

Credits: 04

Contact Hours: 60

Marks: 100

Course Educational Objectives:

Learners are exposed to

- Concept, principles and steps of curriculum designing.
- Identify the importance of curriculum at pre-school and primary school level
- Understand the importance of assessment of curriculum domains at secondary, prevocational and vocational level
- Explain different strategies for curriculum adaptation, accommodation, modification and their significance at pre –academic, academic curriculum.
-
- Describe curriculum evaluation and emerging trends in evaluation.

Course Outcomes:

After completing the course student-teachers will be able to

1. Understand nature of curriculum, domains, principles and steps of curriculum designing.
2. Analyze steps to overcome challenges of developing curriculum for inclusion.
3. Develop insight into importance of early childhood special education, its domains and school readiness programme and their implications.
4. Acquire knowledge about curriculum domains at secondary, prevocational and vocational level and understand its implications.
5. Understand different strategies for curriculum adaptation, accommodation, modification and their significance for school subjects.
6. Review curriculum Evaluation and make effective use of different techniques.

Unit 1: Curriculum Designing

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

Learning Outcomes:

After completion of the unit, the students

1. Define the principles and approaches of curriculum designs.
2. Develop curriculum domains for children with special needs.
3. Formulate steps to overcome challenges of developing curriculum for inclusion.
4. Explain the curriculum evaluation and implementation in inclusion.

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

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

Learning Outcomes:

After completion of the unit, the students

1. Identify the significance of early childhood education.
2. Assemble curricular domains for enhancement of motor and sensory mechanism.
3. Explain the sensitizing the family in involvement of pre school and primary level education.
4. Incorporate the implications of pre school and primary levels for intervention.

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

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

Learning Outcomes:

After completion of the unit, the students

1. Relate the curriculum domains at secondary, pre vocational level and vocational level.
2. Describe the Rehabilitation of PWIDs under national skill development schemes.
3. Classify the placement for Inclusion in community.
4. Verify documentation record maintenance and reporting of inclusion in community.

Unit 4: Curriculum Adaptations

Need for Curricular Adaptation, Accommodation and Modification- Adaptation, Accommodation and Modification for Pre –academic Curriculum -Adaptation, Accommodation and Modification for Academics Curriculum -Adaptation, Accommodation and Modification for Co-Curriculum - Adaptation, Accommodation and Modification for School Subjects.

Learning Outcomes:

After completion of the unit, the students

1. Associate the need for curricular Adaptions, Accommodation, and Modification for pre – academic and academic curriculum.
2. Generalize the adaption, accommodation and modification for the co-curriculum.
3. Interpret adaption, accommodation and modification for the school subjects.

Unit5: Curriculum Evaluation

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

Learning Outcomes:

After completion of the unit, the students

1. Define the meaning, types, and approaches of curriculum evaluation.
2. Distinguish the CCE, Teacher made tests, Grading system in evaluation process.
3. Determine the evaluation process for PWID in inclusion.

References:

- Jeyachandaran, P.,& Vimala, V. (2000). Madras Developmental Programming System.
- Luftig, R.L. (1949).Teaching the Mentally Retarded Student: Curriculam, Methods and Strategies.Library of Congress Cataloging-in-publications data.
- Myreddi, V., & Narayan, J. (1998). Functional Academics for students with mild mental retardation, NIMH, Secunderabad.
- Myreddi, V. & Narayan, J. (2005) FACP – PMR, NIMH, Secunderabad.
- Narayan, J. (1990). Towards independence series 1 to 9. NIMH, Secunderabad.
- Narayan, J. (2003) .Educating children with learning problems in regular schools NIMH, Secunderabad.
- Narayan, J. (1998) Grade Level Assessment Device for Children with Learning Problems in Regular Schools, NIMH, Secunderabad.
- Narayan, J. Myreddi, V.,& Rao, S. (2002). Functional Assessment Checklist for Programming, NIMH, Secunderabad.

B.Ed. Special Education (MR/ID)

Semester- III

INTERVENTION AND TEACHING STRATEGIES

Course code: C 14

Credits: 04

Contact Hours: 60

Marks: 100

Course Educational Objectives:

Learners are exposed to

- The concept and scope of early intervention, significance of planning and implementing the intervention appropriately.
- Interpret the steps of developing IEP and IFSP, implementation and evaluation for PWID and its associated condition.
- Summarize the principles of teaching, teaching strategies while development and use of TLM for children with Intellectual Disabilities.
- Select the behavior modification techniques and cognitive behavior techniques (CBT) for management of maladaptive behaviors.
- Employ therapeutic intervention depending on the specific need of children.

Course Outcomes:

After completing the course student-teachers will be able to

1. Describe intervention techniques and Implication of Early Intervention for pre-school Inclusion
2. Realize the importance of developing IEP and acquire the required competencies for its development, implementation and evaluation.
3. Identify stages of learning and principals of teaching to get competency to select and demonstrate appropriate teaching strategies for teaching in different curriculum areas.
4. Discover nature and identification of maladaptive behaviour and develop insight into various modes of its management.
5. Examine objectives, scope, modalities to require intervention and develop various therapeutic interventions.

Unit 1: Intervention

Concept, Significance, Rationale, Scope, Advantages of Early Intervention - Types of Early Intervention - Intervention Techniques - Record Maintenance and Documentation - Implication of Early Intervention for pre-school Inclusion.

Learning Outcomes:

After completion of the unit, the students

1. Identify the concept, significance, scope and advantage of early intervention.
2. State the types of early intervention and techniques of interventon.
3. Implement the maintenance of the intervention record and documentation of intervention

4. Describe the implications of early intervention for pre school inclusion.

Unit 2: Individualised Education Programme

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

Learning Outcomes:

After completion of the unit, the students

1. Describe the need, importance and Historical Perspective of IEP.
2. Practice the steps of IEP and IFSP planning and writing.
3. Interpret the developing, implementation and evaluation of IEP for PWID and its associated condition.
4. Justify the application of IEP for inclusion.

Unit 3: Teaching Strategies and TLM

Stages of Learning -Principles of Teaching -Multi-sensory Approaches – Montessori Methods, VAKT Method, Orton -Gillingham Method, Augmentative and Alternative Communication -Teaching Strategies – Task Analysis, Chaining, Shaping, Modelling, Prompting, Fading

and Reinforcement, Role Play, Play Way method- Development and Use of TLM for ID.

Learning Outcomes:

After completion of the unit, the students

1. Classify the stages of learning and principles of teaching.
2. Describe the different approaches and methods like multisensory approach, Montessori method, VAKT, Gillingham and Augmentative and alternative methods.
3. Analyze the Teaching strategies for children with intellectual disabilities.
4. Practice development and use of TLM for children with ID.

Unit 4: Intervention for Mal-adaptive Behaviour

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

Learning Outcomes:

After completion of the unit, the students

1. Recognize the types of mal-adaptive behavior and identification of maladaptive behavior.
2. Explain the functional analysis, behavior modifications techniques, cognitive behavior techniques (CBT).
3. Justify the management of maladaptive behaviours at home and school.

4. Identify the importance of parental counselling and community counselling for Intervention.
5. Generalize the ethical issues in behavior management and implication for inclusion.

Unit 5: Therapeutic Intervention

5.1 Occupational Therapy – Definition, Objective, Scope, Modalities and Intervention

5.2 Physiotherapy – Definition, Objective, Scope, Modalities and Intervention

5.3 Speech Therapy – Definition, Objective, Scope and Types of Speech, Language and Hearing Disorders and Intervention

5.4 Yoga and Play therapy – Definition, Objective, Scope and Intervention

5.5 Therapeutic intervention: Visual and Performing Arts (eg: Music, Drama, Dance movement, Sports, etc.)

Learning Outcomes:

After completion of the unit, the students

1. Identify the therapies and its scope for intervention.
2. Illustrate the significance physio therapy and speech therapy and occupational therapy for children with special needs.
3. Predict the scope of yoga therapy and play therapy for planning intervention programme.
4. Use performing arts and visual arts for therapeutic intervention.

References:

- Jayachandra, P. (2001) Teaching yogasanas for persons with mental retardation, Chennai: Vijay Human Services.
- Jeyachandaran, P. Vimala, V. (2000). Madras Developmental Programming System
- Longone, 3. (1990). Teaching Retarded learners Curriculum and Methods for Mentally Handicapped.
- Narayan J. (1990). Towards independence series 1 to 9. NIMH, Secunderabad.
- Narayan J. (2003) Educating children with learning problems in regular schools NIMH, Secunderabad.
- Narayan, J. (1998) Grade Level Assessment Device for Children with Learning Problems in Regular Schools, NIMH, Secunderabad.
- Narayan, J. Myreddi, V. Rao, S. (2002). Functional Assessment Checklist for programming
- Panda, K.C. (1997). Education of Exceptional Children. New Delhi Vikas

TECHNOLOGY AND DISABILITY

Course code: C 15

Credits: 04

Contact Hours: 60

Marks: 100

Course Educational Objectives:

Learners are exposed to

- Generalize the role of technology in educating children with ID and acquire knowledge about its various approaches and modes.
- Construct the use of ICT in developing collaborative networks for sharing and learning through Internet.
- Extend use of multimedia in education through instructional aids.
- Choose disability friendly technology and computer assisted technology based instructions.
- Integrate application of technology in lesson planning and instruction and use of assistive devices.
- To understand nature of ICT, its basis, development and use.
- To use computer programme and software for the benefit of children with ID

Course Outcomes:

After completing the course student-teachers will be able to

1. Identify the role of educational technology and instructional technology in educating children with ID and acquire knowledge about its various approaches and modes.
2. Understand nature of ICT, its basis, development and Use of ICT to simplify record keeping, information management in education administration in special and inclusive settings.
3. Use computer programme and software for the benefit of children with ID.
4. Develop skills and competencies in use of Punarjani and C-DAC and integrate technology for instructions and inclusion.
5. Apply technology for developing lesson plan and adapted assistive devices like JAWS, screen readers.

Unit 1: Technology in Education and Instruction

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

Learning Outcomes:

After completion of the unit, the students

1. Identify the meaning and scope of instructional technology.
2. State recent trends in educational and instructional technology.
3. Explain the approaches of educational technology.
4. Predict importance of differential Instruction and individualized instruction and its implication in the inclusion.

Unit 2: ICT

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

Learning Outcomes:

After completion of the unit, the students

1. Define the meaning, scope and psychological bases for ICT.
2. Develop the stages, Requirements and process for development of ICT.
3. Apply ICT in developing collaborative networks, record keeping, information management in education.

Unit 3: Use of Multimedia in Education

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

Learning Outcomes:

After completion of the unit, the students

1. Find the meaning, nature and scope of multimedia.
2. Explain the types of instructional aids.
3. Record advantages, limitations, challenges, recent trends and implications of multimedia in teaching learning.

Unit 4: Technology Based Instructions

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

Learning Outcomes:

After completion of the unit, the students

1. Extend the use of technologies for friendly practices among teachers.
2. Select the computer assisted and computer managed instructions in inclusion.
3. Develop the disability friendly technology, Technology integrated lessons.

Unit 5: Application of Technology

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

Learning Outcomes:

After completion of the unit, the students

- Relate application of technology in lessons planning and developing assistive devices.
- Choose the Technology in instructions for individuals, small group and large group.
- Describe the advantage, merits and demerits and its implications for inclusion.

References:

- R., Robertson, S. and Peter John. (2009). Improving Classroom Learning with ICT, New York: Routledge. Takewale, R. G. (1995). Technologies for Educational Network, Presidential address in the seminar on Technologies for Educational Networking, New Delhi: IGNOU.
- Mukhopadhaya, M. (ed.) (2005). Education Technology Knowledge Assessment, New Delhi: Shipra Publications
- Sharma, Hemant Lata and Sharma, Savita (2010). Learning to Learn with Love: Theory and Practice of Co-operative Learning, New Delhi: Gagandeep Publications Sutherland

PSYCHO-SOCIAL AND FAMILY ISSUES

Course code: C 16

Credits: 02

Contact Hours: 30

Marks: 50

Course Educational Objectives:

Learners are exposed to

- Importance and role of family in rehabilitation of children with ID.
- Develop insight into various Psycho-social issues and their impact on rehabilitation on PwID.
- Realize importance of family involvement in rehabilitation process by forming parent self-help group and parent association.
- Interpret Adolescent issues like employment, sexuality, marriage challenges and implications.
- Assess Scope of Organizing services for PwID in the community

Course Outcomes:

After completing the course student-teachers will be able to

1. Realize impact of disability on family and need of family counselling.
2. Criticize myths, misconception and social practices towards persons with intellectual disability.
3. Practice parent professional relationship and empower families in rehabilitation of children with ID.
4. Illustrate various Adolescent related issues and challenges and their implication for rehabilitation of PwIDs and to explore probable employment opportunities for them.
5. Discover role of community and community participation and models, advantages, disadvantages of CBR programme for PwIDs.

Unit 1: Family

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

Learning Outcomes:

After completion of the unit, the students

1. Identify the concept, characteristics of family and its types
2. Describe the impact of disability on family.
3. Analyze the needs of family counseling and role in rehabilitation of PWID.

Unit 2: Psycho-Social Issues

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

Learning Outcomes:

After completion of the unit, the students

1. Explain the attitudes of family, peer group, teacher and co-workers with regard to disability.
2. Differentiate the ID and mental illness.
3. Gives examples for myths and Misconceptions of Intellectual Disability.
4. Defend the psychosocial issues like, Exploitation delinquency and right to advocacy.

Unit 3: Involving Families

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

Learning Outcomes:

After completion of the unit, the students

1. Support involving families in rehabilitation process and forming parent professional relationship.
2. Describe the formation of parent self-help group.
3. Identify the parent associations and empowering families.

Unit 4: Adolescent Issues

Physiological Changes; Implication in Emotional and Social Development - Interpersonal relationship – Parents, Siblings, Extended family, Single child, Peer group - Employment, Sexuality, Marriage, Alternative options, Pre- marital counselling - Ethical Issue - Challenges and Implications

Learning Outcomes:

After completion of the unit, the students

1. Illustrates physiological changes and interpersonal relationships of adolescents with disabilities.
2. Enhance employment and ethical issues for adolescents with disabilities.
3. Evaluate the challenges and implications for adolescents with disabilities

Unit 5: CBR and CPP (Community People Participation)

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

Learning Outcomes:

After completion of the unit, the students

1. Define the concept, scope and models of CBR.
2. Explain the types of community resources and their mobilizations.
3. Identify the organizations which provide services for PWID.
4. Recommend to organize services for persons with intellectual disability in the community.

References:

- Kashyap, L. (1996) Measurement Issues in Family Centered Social Work, in Bharat, S. (Ed.) Family Measurement in India, New Delhi: Sage Publications.
- Peshawaria, R Menon, DK Ganguly R. Roy, S. Pillay R.P.R.S. & Gupta A (1995) Understanding Indian families having persons with Mental Retardation, Secunderabad NIMH
- Taylor, R.L. (1993). Assessment of Exceptional Students Educational and psychological procedures
- Waugh, A. (1976) Working with parents and community. New Delhi: NCERT.

READING AND REFLECTING ON TEXTS

Course code: D 17

Credits: 02

Contact Hours: 30

Marks: 50

Introduction

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

Course Educational Objectives:

Learners are exposed 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.
- Establish 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.

Course Outcomes:

After completing the course student-teachers will be able to

- Facilitate to reflect upon current level of literacy skills of the self.
- Describe metacognitive awareness of reading process to develop good reading skills.
- Identify the importance of skill development in responding to text.
- Find steps to understand writing as a process and product.
- Practice independent writing and converting written information into graphical representation.

Unit 1: Reflections on Literacy

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

Learning Outcomes:

After completion of the unit, the students

1. Explain the literacy in current university graduates and role of literacy in education.
2. Develop the literacy, thinking and self-esteem
3. Identify the needs and strategies of improving literacy of second language.
4. Practice the basic Braille literacy.

Unit 2: Reflections on Reading Comprehension

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

Learning Outcomes:

After completion of the unit, the students

1. Illustrate the importance of practicing reading comprehension.
2. Develop the good reading skills and habits in primary level students.
3. Analyze the Meta Cognitive Awareness and Strategies of reading comprehension for children with disability.

Unit 3: Skill Development in Responding to Text

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

Learning Outcomes:

After completion of the unit, the students

1. Explain the indicators of text comprehension
2. Implement methods for skill development in responding to text.
3. Develop interest in the web search, rapid reading comprehensions reading.

Unit 4: Reflecting Upon Writing as a Process and Product

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

Learning Outcomes:

After completion of the unit, the students

1. Interpret the writing as a process of the content, language, surface mechanism.
2. Experiment the Practicing Self Editing and Peer Editing of Sample Texts
3. Analyze evaluating Students Writing Using different parameters.

Unit 5: Practicing Independent Writing

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

Learning Outcomes:

After completion of the unit, the students

1. Recognize different ways for practicing independent writing.
2. Develop converting the writing information in to graphical representation.
3. Participate in the filling up surveys, forms, feedback responses and checklists.

References:

- Annual Status of Education Report. (2014). ASER Centre, New Delhi (<http://www.asercentre.org>).
- 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
- Paul, P. V. (2009). Language and Deafness. Jones and Bartlett, Boston.

PERFORMING AND VISUAL ARTS

Course code: D 18

Credits: 02

Contact Hours: 30

Marks: 50

Course Educational Objectives:

Learners are exposed to

- Justify Basic understanding in art appreciation, art expression and art education.
- Selective basic skills required for experiencing, responding and appreciating dance and music.
- Facilitate interest among students in planning and implementing activities of Drama.
- Enhance learning through visual arts for children with and without special needs.
- Generalize Range of art activities in media and electronic art forms

Course Outcomes:

After completing the course student-teachers will be able to

1. Develop Basic understanding in art appreciation, art expression and art education.
2. Select basic skills required for experiencing, responding and appreciating dance and music.
3. Establish interest among students in planning and implementing activities of Drama.
4. Enhance learning through visual arts for children with and without special needs.
5. Prioritize and implement facilitating strategies of electronic arts for students with and without special needs.

Unit 1: Introduction to art Education

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

Learning Outcomes:

After completion of the unit, the students

1. Explain the art, art educations and artistic expression.
2. Predict the importance of art therapy to the student with and without disabilities.
3. Review emerging expression of art by student and linking art education with multiple intelligence.

Unit 2: Performing Arts: Dance and Music

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

Learning Outcomes:

After completion of the unit, the students

1. Recognize the importance of performing arts.
2. Describe the ranges of art activities related to dance music
3. Summarize the need of exposure to basic skills required for dance and music.
4. Identify the importance of planning and implementing activities in the dance and music in facilitating interest among students.
5. Analyze the strategies and adaptations in enhancement of learning through dance and music for children with and without special needs

Unit 3: Performing Arts: Drama

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

Learning Outcomes:

After completion of the unit, the students

1. Interpret the range of art activities in drama.
2. Estimate the importance of planning and implementing activities in the drama in facilitating interest among students
3. Analyze the strategies and adaptations in enhancement of learning through drama for children with and without special needs

Unit 4: Visual Arts

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

Learning Outcomes:

After completion of the unit, the students

1. Explain the range of art activities in visual arts.
2. Identify the need of exposure to basic skills required in visual arts
3. Analyze the strategies and adaptations in enhancement of learning through visual arts for children with and without special needs

Unit 5: Media and Electronic Arts

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

Learning Outcomes:

After completion of the unit, the students

1. Describe the range of art activities in media and electronic art.
2. Illustrate the importance of planning and implementing activities in the media and electronic arts in facilitating interest among the students.
3. Develop the strategies and adaptations in enhancement of learning through media and electronic arts for children with and without special needs.

References:

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

B.Ed. Special Education (MR/ID)

Semester- IV

COMMUNITY BASED REHABILITATION

Course Code: B 10(D)

Credits: 02

Contact Hours: 30

Marks: 50

Course Educational Objectives:

Learners are exposed to

- Understand the concept, principles and scope of community based rehabilitation.
- Awareness programs and strategies for promoting community participation in CBR.
- Analyze scope and Inclusion of CBR in Government Policies and Programs.
- Identify means and ways for Preparing persons with disability for CBR

Course Outcomes:

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

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

Unit 1: Introduction to Community Based Rehabilitation (CBR)

Concept and Definition of CBR - Principles of CBR - Difference between CBR and Institutional Living - Socio-cultural and Economic Contexts of CBR - Scope and Inclusion of CBR in Government Policies and Programs.

Learning Outcomes:

After completion of the unit, the students

1. Define CBR and its principles.
2. Difference the CBR and institutional living.
3. Understand the socio cultural and economic contexts of CBR
4. Choose Government policies and programs for inclusion of CBR----

Unit 2: Preparing Community for CBR

Awareness Program-Types and Methods -
Advocacy - Citizen and Self - Focus Group
Discussion - Family Counselling and Family
Support Groups - CBR and Corporate Social
Responsibility.

Learning Outcomes:

After completion of the unit, the students

1. Select the awareness programs to involve community in the CBR
2. Explain the advocacy as citizen and self.
3. Implement focus group discussions among public.
4. Practice family counseling to get support from family
5. Establish corporate social responsibility for Community based rehabilitation.

Unit 3: Preparing Persons with Disability for CBR

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

Learning Outcomes:

After completion of the unit, the students

1. Understand the importance of the school education and transition for persons with disability.
2. Instructs the community relegated vocational trainings.
3. Explain the utilization of community related vocational training programs and higher education for better living within the community.

References:

- *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.
- Loveday, M. (2006). *The HELP Guide for Community Based Rehabilitation Workers: A Training Manual*. Global-HELP Publications, California.

MANAGEMENT OF LEARNING DISABILITY

Course Code: B 11(E)

Credits: 02

Contact Hours: 30

Marks: 50

Introduction

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

Course Educational Objectives:

Learners are exposed to

- understand the types and characteristics of Children with Learning Disabilities and their associated condition.
 - Develop teacher made assessment test in curricular areas
 - Interpret intervention strategies in basic skills of learning.

Course Outcomes:

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

- Explain the concept, causes and characteristics of learning disabilities.
- Discuss different types of learning disabilities and its associated conditions.
 - Plan appropriate teaching strategies as per the specific needs of children with learning disability.
 - explain the standard test, its needs and purposes and interpretation of test report
 - Recognize appropriate teaching strategies as per the specific needs of children with learning disability.

Unit 1: Learning Disabilities: Types

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

Learning Outcomes:

After completion of the unit, the students

1. Define the learning disability and non verbal and verbal learning disability.
2. Explain the language disorders.
3. Describe the associated condition like ADHD, ADD and Emotional ,behaviour problems.

Unit 2: Assessment of Basic Curricular Skills

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

Learning Outcomes:

After completion of the unit, the students

1. Explain the assessment of readiness skills.
2. Define the skills of writing, math and reading
3. Identify teacher made test.
4. Choose the standard test, its needs and purposes and interpretation of test report.

Unit 3: Intervention Strategies in Basic Skills of Learning

Language skills -Reading

- Writing - Maths skills -

Study skills.

Learning Outcomes:

After completion of the unit, the students

1. Practice the language skills and reading skills.
2. Describe the writing and maths skills.
3. Understand the study skills.

References:

- Karanth, P., & Rozario, J. (2003). Learning disabilities in India : willing the mind to learn. Sage Publication, New Delhi
- Prakash, P. (2008). Education of exceptional children: challenges and strategies. . Kanishka publishers, New Delhi.
- Reddy, G.L., & Ramar, R.(2000). Education of children with special needs, New Delhi – Discovery Pub.
- Thapa, K. (2008). Perspectives on learning disabilities in India. (current practices and prospects). Sage Publication, Los Angeles

BASIC RESEARCH AND STATISTICS

Course code: D 19

Credits: 02

Contact Hours: 30

Marks: 50

Course Objectives

The course is intended to make the student teachers:

1. To describe the concept and relevance of research in education and special education.
2. To develop an understanding of different types of research
3. To visualise the process involved in research and identify different tools of research
4. To understand the need for action research in the teaching learning environment
5. To apply suitable measures for data organization and analysis.

Course Outcomes:

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

1. Describe the concept and relevance of research in education and special education.
2. Develop an understanding of different types of research
3. Visualize the process involved in research and identify different tools of research
4. Understand the need for action research in the teaching learning environment
5. Apply suitable measures for data organization and analysis.

Unit 1: Introduction to Research

Scientific Method - Research: Concept and Definition - Application of Scientific Method In Research - Purpose of Research - Research in Education and Special Education

➤ Learning outcomes:

After completion of the unit, the students: (i) understand the concept of Scientific Method, (ii) know the concept, definition and purpose of research and (iii) realize the importance of research in Education and Special Education

Unit 2: Types and Process of Research

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

➤ **Learning outcomes:**

After completion of the unit, the students: (i) distinguish between Basic, Applied and Action research, (ii) understand the concept of problem selection, formulation of hypothesis, and the use of different tools of research for data collection and analysis and (iii) know the process of research in Teaching Learning Environment

Unit 3: Measurement and Analysis of Data

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

Learning outcomes:

After completion of the unit, the students: (i) understand different scales for measurement, (ii) know different measures of Central Tendency and Dispersion and (iii) visualize graphical representation of data

References

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