

# **MDSU, Ajmer**

**Bachelor of Education - Special Education**

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

**Norms, Regulations & Course Content**

**Effective from Academic Session  
2018-19 & 2019-20  
Two Years Duration**

*(As per the guidelines of Rehabilitation Council of India)*

# **Bachelor of Education - Special Education (Hearing Impairment): B.Ed. Spl.Ed. (HI) 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 specialteachers/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. LEARNING OUTCOME**

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

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

## **III. NOMENCLATURE**

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

#### **IV. Eligibility**

Candidates with at least 50% Marks either in Bachelor Degree and/or in Master Degree in Science/Social Sciences/Humanities, Bachelor in Engineering of Technology with specialization in Science and Mathematics with 55% Marks or any other Qualification equivalent thereto, are eligible for admission to the programme.

#### **V. Reservation**

Reservation of seats for SC/ST/OBC and Handicapped will be as per existing Rajasthan Govt. /Central Govt. /University rules.

#### **VI. Admission Procedure for B.Ed. Special Education**

Admissions shall be made on merit on the basis of marks obtained in the qualifying Examination and/or in the entrance examination or any other selection process as per policy of the State Government/ and the University.

#### **VII. Duration and working days**

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

##### *Working Days*

- There shall be at least Two Hundred Working Day each year exclusive of the period of examination and admission.
- Institutions shall work for a minimum of thirty six hours a week, 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 and practicum, and 90% for school internship.

## **VIII. PROGRAMME PATTERN**

The university has developed programme on annual basis and proposed 2000 marks in view of disability specific specialization as per RCI guidelines.

## **XIX. PASSING MINIMUM**

Minimum 50 % marks are essential in all courses for passing in the programme (Grace Marks as per University norms).

## **X. NATURE OF EVALUATION**

Internal & External as per MDS University norms;

(Note: 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.)

## **XI. FACULTY-STUDENT RATIO**

RCI recommends the faculty-student ratio in the area of B.Ed.Spl.Ed. as 1:10. Considering the infrastructural facilities needed for Special Education and based on the tasks such as supervising practicum, **a maximum of 25 students** may be admitted for the B.Ed.Spl.Ed. programme.

## **XII. CERTIFICATION AS A REGISTERED PROFESSIONAL**

It is mandatory as per Section 13 of RCI Act for every teacher of special education to obtain a “**Registered Professional Certificate**” from the Rehabilitation Council of India to work in the field of special education in India.

*The successful students will be registered as Special Educator (Professional). The training institution/organization should ensure that all passed out students are registered with the Council.*

(As continuous professional growth is necessary for the renewal of the certificate, the teachers as well as educators in special education should undergo in-service programme periodically to update their professional knowledge. Amendments, if any, to the regulations of the course will be made periodically by the Rehabilitation Council of India. Any deviation from the above regulations should have the prior approval of the Rehabilitation Council of India.)

### **XIII. AWARD OF DEGREE**

The MDS Universities will award degree in *Bachelor of Education- Special Education (Hearing Impairment-HI)*.

While issuing degree certificate, the Universities will clearly spell out the area of specialization and will mention as a statement that the passed out can teach in all settings and other disabilities (cross disabilities).

### **XIV. PRACTICING SCHOOLS**

Special & Inclusive School - Own Special School / MoU with Special & Inclusive Schools, preferably up to senior secondary school level recognised by State Government for the main disability area and permission to carry out practical in other disability.

Special Schools for ASD and LD is not an essential condition. With a precaution that students with disability should not be overstressed. Institutions offering more than one programme in Special Education must have own Special School and MoU with other Special/Inclusive School for school engagement and field experience<sup>\*</sup>.

\*Not applicable for National Institutes and Universities.

## **XV. Engagement with the Field and School Experience**

The B.Ed. Spl. Ed. curriculum shall provide for sustained interaction with the child, school and community in varied settings for establishing close connections between different curricular areas and making teacher-trainee understand her/his role and function.

In the first year, there shall be work on the field amounting to **a minimum of 4 weeks**, spread over several days throughout the year. This will include minimum of one week of school engagement and three weeks of other practical work/engagements. In the second year, there shall be a minimum of 16 weeks of engagement with the field of which minimum of 15 weeks are for school internship and one week is for other field engagements. Thus a minimum of 20 weeks (4+16) shall be allocated over the two years for tasks, assignments as per the courses and school internship in the field, under the broad curricular areas of Practical related to Disability and Field Engagement. **The weightage of internal assessment for Engagement with the Field shall be decided by the concerned university.**

### **a) Tasks and Assignments that run through all the courses**

These tasks and projects would help in substantiating perspectives and theoretical frameworks studied in a teacher education classroom with field based experiences. The tasks and projects may include collaborative partnership with the schools for developing CCE practices, creative ways of tracking learners' progress, forums for professional development of in-service school teachers, dialoguing with the School Management Committee, parents and the community. The community based engagement may also be related to the pedagogical subjects and/or concerns and challenges arising out of special needs of children.

### **b) School Internship/Attachment**

While First year prepares grounds for going to education settings and interacting and working with children including children with disabilities; the second year would offer intensive engagement with the school in the form of School Internship.

During the Internship, student-teachers shall work as a regular teacher/ special teacher/ special educator and participate in all the school activities, including planning, teaching and assessment, interacting with school teachers, parents, community members, other support personnel and children including children with special needs specific to the areas of specialization being offered by the student teacher.

Before teaching in a classroom, the student-teachers will observe the school and its classrooms for a week, to understand the school in totality, its philosophy and aims, organisation and management; the life of a teacher; needs of the physical, mental, emotional development of children; aspects of curriculum and its transaction; quality, transaction, and assessment of teaching-learning.

School Internship shall be designed to lead to the development of a broad repertoire of perspectives, professional capacities, teacher dispositions, sensibilities and skills. Student teachers shall be equipped to cater to diverse needs of learners in schools.

Student-teachers are to be actively engaged in teaching at two levels, namely, upper primary and secondary.

Internship in schools is to be done for a minimum duration of 15 weeks. This should include observing a regular classroom with a regular teacher and would also include peer observations, teacher observations and observations of interns' lessons by faculty besides other settings.

It is important that the student-teachers consolidate and reflect on their teaching experience during and after the school internship. Therefore, along with writing reflective journals during the internship programme, there shall be space for extended discussions and presentations on different aspects of the teaching experience after the internship.

For each student-teacher, internship should be conducted preferably in one school for the entire 15 weeks. However, to understand the dynamics of teaching at elementary and secondary levels, this period can be divided into two blocks; this will also be impacted by the type of schools (Special and Inclusive) being available.

Internship should not be reduced to the 'delivery' of a certain number of lesson plans but should aim for meaningful and holistic engagement with learners and the school. Internship will involve spending maximum time in school for practice teaching performing all tasks of a special teacher/ special educator and also being teacher for the school subjects opted as part of pedagogical courses; setting will be a mix of special school, inclusive school and resource and home-based teaching and support as may be required by the special needs of students.

## **XVI. PROGRAMME STRUCTURE**

### **STRUCTURE FOR 2 YEARS**

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



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.

### 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:**

1. All student-teachers will be learning about all disabilities (theory, practical as well as field engagement) and specialization in any one disability ***other than selected for Area C.***
2. Institutions/organizations offering B.Ed.Spl.Ed. are expected to decide ***other than specialization area*** out of HI.
3. *In case of student-teachers with disability; the choice of two optional courses from B-10 or B-11 can be on case to case basis (e.g. Student-teachers with HI may opt for courses that are appropriate for them from B10 & B11).*

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)
B10	Skill Based Optional Course (Cross Disability and Inclusion)
B11	Skill Based Optional Course (Disability Specialization)

**B10: Skill-based Optional Course (Cross Disability and Inclusion) ANY ONE**

A	Guidance and Counselling
C	Applied Behavioural Analysis

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

C	Communication Options: Manual (Indian Sign Language)
D	Augmentative and Alternative Communication

**AREA C: DISABILITY SPECIALIZATION COURSES (HI)**

C12	Assessment and Identification of Needs
C13	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)
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# I YEAR

## TEACHING SCHEME & CONTACT HOURS B.Ed. Special Education (HI) -I Year

Courses	Nomenclature of the Course	Instructional time in periods		External	Internal	Total	Duration of Exam (Hrs.)
		Per week	Per Year*				
A1	Human Growth & Development	6	168	80	20	100	3
A2	Contemporary India and Education	6	168	80	20	100	3
A3	Learning, Teaching and Assessment	6	168	80	20	100	3
Course 8 and 9 (any two of the following: A candidate has to opt for two pedagogy courses one from pedagogy course 8 and the other from pedagogy course 9 excluding that opted in pedagogy course 8)							
A4	Pedagogy of School Subjects (ANY ONE from Part I to Part V)	6	168	80	20	100	3
A5	Pedagogy of School Subjects (ANY ONE from Part I to Part V)	6	168	80	20	100	3
B6	Inclusive Education	2	84	40	10	50	2
B7	Introduction to Sensory Disabilities (VI, HI, Deaf-blind)	2	84	40	10	50	2
B8	Introduction to Neuro Developmental Disabilities (LD, ID/ MR, ASD)	2	84	40	10	50	2
B9	Introduction to Locomotor & Multiple Disabilities (Deaf- Blind, CP, MD)	2	84	40	10	50	2
C12	Assessment and Identification of Needs	6	168	80	20	100	3
C13	Curriculum Designing, Adaptation and Evaluation	6	168	80	20	100	3
E1 & E2 (E1- Practical: Cross Disability and Inclusion & E2- Practical: Disability specializa tion)	Duration, setting and description as per the guideline given below in the table Area E1	-	-	-	50	100	
	Duration, setting and description as per the guideline given below in the table Area E2	-	-	-	50		
<b>Total</b>		<b>50</b>	<b>1512</b>	<b>720</b>	<b>280</b>	<b>1000</b>	

## PRACTICUM: HI

### E 1: Cross disability & inclusion

Hours: 10

Sl. No.	Tasks	Educational settings	Specific activities	Hrs	Submissions
1	Visit to Special school for Children with hearing impairment	Special school for children with hearing impairment	Study the infrastructure available in a special school for children with hearing impairment	3	Report including Reflections
2	Identification of hearing loss & its implications		Study the summary report of the evaluation carried out on any two children with hearing impairment & study its implications in terms of educational placement	2	
3	Classroom Teaching observation		Observe the teaching of children with hearing impairment in any one special classroom and write the observation report	5	
<b>TOTAL</b>				<b>10</b>	

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

**E 2: Disability Specialisation****Hours: 60**

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

*Schedule for practical for E-2 shall be included in the time table.*

### 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	Assignment / Project / Presentation	A3	Institute
4	Assignment / Project / Presentation	B6	Institute
5	Assignment / Project / Presentation	B7	Institute
6	Assignment / Project / Presentation	B8	Institute
7	Assignment / Project / Presentation	B9	Institute
8	Assessment & Identification of Needs	C12(All disabilities)	Camp / Clinic / School, etc. for minimum of fifteen hours
9	Assignment / Project / Presentation	C13	Institute/ Special/ Inclusive School
10	Assignment / Project / Presentation	A4/A5	Institute

### Rules: Examinations and Results First Year

1. There will be 11 papers in first year. The University will conduct the examinations for 7 papers of three hours' duration and 4 papers of two hours' duration.
2. Candidates will have to obtain 40% marks in theory & practicum separately. For a pass, a candidate will have to obtain minimum 40 marks in the courses/papers carrying 100 marks and minimum 20 marks in the courses/papers of 50 marks respectively.
3. There shall be one summative test of 10 (or 5 marks for B6, B7, B8, and B9) & candidates will conduct practicum/field work and submit report of two activities/ assignment in each course/paper carrying 5 marks for each activity. Out of 20 internal marks a candidate will have to get a minimum of 8 marks and out of 10 internal marks a candidate will have to get a minimum of 4 marks for pass. If a candidate fails in two or less than two subjects, s/he will be promoted to II year but it will be compulsory for her/him to reappear in the internal activities & External Examination of the same course/paper next year.
4. A Candidate failing in more than two external papers will be declared fail and has to undertake entire examination in the subsequent year. However, her/his internal marks can be carry-forwarded.
5. Candidates failing in two or less than two papers of internal will be allowed a promotion in second year, provided that they reappear in them at later stages. However, any candidate can get this benefit of promotion in a maximum of two papers internals & externals combined together.

## II YEAR

### TEACHING SCHEME & CONTACT HOURS B.Ed. Special Education (HI)-II Year

Courses	Nomenclature of the Course		Instructional time in periods		External	Internal	Total	Duration of Exam (Hrs.)
			Per week	Per year*				
B10	Skill based Optional Course (Cross disability and inclusion) ANY ONE		4	64	40	10	50	2
B11	Skill based Optional Course(specialization disability) ANY ONE		4	64	40	10	50	2
C14	Educational Intervention and Teaching Strategies		8	128	80	20	100	3
C15	Technology and Disability		8	128	80	20	100	3
C16	Psycho Social and Family Issues		4	64	40	10	50	2
D17	Reading and Reflecting on Texts (EPC)		2	32	40	10	50	2
D18	Drama and Art in Education (EPC)		2	32	40	10	50	2
D19	Basic Research & Basic Statistic (EPC)		2	32	40	10	50	2
<b>E2- Practical: Disability Specialisation</b>	Duration, setting and description as per the guideline given below in the table Area E2	Record Maintaine related to Area E2 (Both 1 <sup>st</sup> year and 2 <sup>nd</sup> year)			<b>80</b>	<b>50</b>	<b>500</b>	
		Viva-Voce			<b>60</b>	-		
		Supervision of Daily Lesson Plan (Special, Inclusive and Individulized )			-	<b>100</b>		
		Final Lesson Plan in Special School (HI)			<b>80</b>	-		
<b>F1- Practical: main disability special school</b>	Duration, setting and description as per the guideline given below in the table Area F1	Record Maintaine related to school activities and prepration of TLM			<b>80</b>	<b>50</b>		
Total			34	544	700	300	1000	
Grand Total of B.Ed. Ist and IInd year 1000+1000					2000			

## E 2: Disability Specialisation

Hours: 120

Sl. No.	Tasks	Educational settings	Specific activities	Hrs	Submissions
1	Aural intervention	Institute / Clinic	<ul style="list-style-type: none"> <li>- Carrying out daily listening checks on children with hearing impairment (5 children)</li> <li>- Use Aided Audiogram for (2 children each)</li> <li><b>A.</b> Linking Ling's 6 Sound test</li> <li><b>B.</b> Selecting modality of training (Auditory, Speech reading, combination)</li> <li><b>C.</b> Selecting method of Communication (Oral vs Manual)</li> </ul>	9	Report including reflections
2	Speech intervention	Clinic	<ul style="list-style-type: none"> <li>- Observing individual speech teaching sessions (2 children)</li> <li>- Observing group teaching sessions (2 children)</li> <li>- Planning and executing lesson plan for teaching non-segmental, Segmental and Supra segmental aspects of speech (2 children)</li> </ul>	9	Report including reflections
3	Learning and practicing ISL	Institute / school / ISL center	To learn and practice Basic vocabulary, Common phrases, Conversations, Sample subject Texts, Stories in signs. (Preferably involving a Deaf individual and taught by certified signer)	30	
4	Classroom observation of teaching	Special school for children with hearing impairment	<b>Preschool</b> - Observing and reporting classroom teaching for various subjects as per the time table of the school- Minimum 18 school periods <ul style="list-style-type: none"> <li>- Language</li> <li>- School subjects</li> <li>- Co-curricular</li> </ul>	<b>Hrs.</b>	24 Report including reflections
			<b>Primary</b> - Observing and reporting classroom teaching for various	4 4 4	



			subjects as per the time table of the school- Minimum 18 school periods - Language - School subjects - Co-curricular	4 4 4	
5	Lesson planning	Institute	Supervised activity by college faculty with specific feedback	6	Preparation of Diary
6	Delivering Lessons	Special school	20 lessons (Science/Maths-5, Social Science- 5, Language – 8, Art – 2)	24	
7	Individualised lessons		5 lessons on 1 student	6	Preparation of Diary
8	Delivering lessons	Inclusive school	4 lessons of school periods indicating appropriate curricular adaptations	6	Preparation of Diary
9	Visit to other than practice teaching school	Special school	Observing infrastructure and curricular transaction	6	Report including reflections
<b>TOTAL</b>				<b>120</b>	

### F1: Main Disability Special School

**Hours: 120**

Sl. No.	Tasks	Educational settings	Specific activities	Hrs.	Submissions
1	Teacher assistant **	Special school for children with Hearing Impairment	Working as teacher assistant for prayers / assembly, checking hearing device, attendance, home work/class work, writing diaries, preparing TLM, teaching practice sessions recapitulation, and break times,	22	Journal of daily reflections and learning
2	Practicing functioning as a teacher **		Undertaking continuous whole day teaching using daily diary system for planning and recording.	20	Daily diary
3	Understanding school examination **		Assisting in exam related planning, setting question papers, assessing, entering outcome in records, writing progress reports, feedback to students and parents, drawing	12	Portfolio of assessment activities

			pedagogic decisions.		
4	Understanding beyond classrooms		Participating in School committees meetings, Sports, Picnics, trips, visits, Parent Teacher Association (PTA) meeting, competitions, Celebrations, annual gatherings, medical check ups – any 3	12	*
5	Development of (TLM), Worksheet		Developing 3 Teaching Learning Material (TLM) and 10 worksheet for the assigned class	18	TLM
6	Document study		Reading and reporting on academic calendars, time table, diaries, work books, progress reports, case files, parent meeting reports, certificates, forms to avail exemptions and concessions, assessment formats for pre-school	12	*
7	Use of internet and modern technology for improving the class processes	Special school for children with Hearing Impairment	Using technology for classroom teaching, art education, record keeping, communication, downloading power points, AVs for concept development involving students	12	*
8	Compilations of language teaching material news, conversation, stories and unseen pictures		Compiling language material news, conversations, stories and unseen pictures, Directed activities	6	Journal of compilations
9	Program end presentation		Power point presentation on consolidations, reflections and take away points from field engagement to be able to become a teacher	6	
<b>TOTAL</b>				<b>120</b>	

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

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

**Engagement with field as part of course as indicated below:**

Sl. No.	Task for the Student-teachers	Course	Place
1	Assignment / Project / Presentation	B10	Institute Institute /
2	Assignment / Project / Presentation	B11	school
3	Assignment / Project / Presentation	C14	Institute
4	Assignment / Project / Presentation	C15	Institute
5	Assignment / Project / Presentation	C16	Institute
6	Assignment / Project / Presentation	D17	Institute/ school
7	Assignment / Project / Presentation	D18	Institute/ school
8	Assignment / Project / Presentation	D19	Institute / school

**It may be noted:**

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

**Examinations & Results- Second Year**

1. There will be 8 papers in second year. The university will conduct the examinations for 2 papers (C14 & C15) of three hours duration while rest of the 6 papers (B10, B11, C16, D17, D18 & D19) will be of 2 hours duration.
2. It is mandatory for any student to attain 90% attendance in Practicum/ Internship programme, failing which they will be declared fail in Second year.
3. Candidates will have to obtain 40% marks in theory & practicum separately. In the papers carrying 100 marks, candidates will have to obtain minimum 40 marks for a pass.
4. There will be summative test of 10 marks & candidates will conduct practicum/field work and submit report of 2 activities in each paper carrying 5 marks for each activity. Out of 20 internal marks a candidate will have to get a minimum of 8 marks to pass.
5. If a candidate fails in two or less than two subjects, s/he has to re-appear for those papers in subsequent year. However, their internal marks can be carry-forwarded.

6. A candidate will have to obtain 40% marks separately in Internal and External both. Candidates failing in the Internal or External examination will be declared fail in second year. However, as an Ex-student, they can carry-forward their all other marks.

### **General Rules**

1. Candidates can apply for re-evaluation in any of the theory papers as per rules stipulated by the University for B.Ed. Spl. Edn. (HI) degree. Changes in statutes/ordinances/rules/regulations/syllabi and books may from time to time be made by amendment or remaking and a candidate shall, except in so far as the university determines otherwise, comply with any change that applies to years he/she has not completed at the time of change.
2. Time allocation : If institutes opt for five-days-week, each period will be of one hour(or as suits to time table) and if institutes opt for Six-days-week, each period will be of 45 minutes (or as suits to time table).

### **III Examination**

1. There shall be a University examination at the end of each year as per details of the scheme of examination.
2. A candidate will be permitted to appear in the annual examination only if she/he has pursued a regular course of study and has at least 80% attendance in all course work and practicum classes and 90% attendance in School Internship.
3. Candidates, who represent their institute/university/state/nation in recognized sports/games/cultural/literary/NCC/NSS activities, will get credit of attendance for that period. This will be allowed on production of a certificate from the concerned organizing authority and on the basis of the recommendations of the Head of the Institute.
4. The minimum pass marks in each year examination shall be 40% for each theory paper and Practicum and 50% for learning to function as a teacher (School Internship) separately. Candidate will have to pass each external paper and internal separately.
5. A candidate who fails only in one course/paper in the examination of First year of the B.Ed. Special Education Programme will be eligible to take the examination in that part of the course/paper External / Internal as the case may be, in which she/he fails along with the Second year examination.
6. A candidate who fails only in one course/paper in examination of the Second year of the B.Ed. Special Education programme will be allowed to appear as an ex-student in that part of the course/paper in which she/he fails at the subsequent annual examination.
7. In case a candidate fails in learning to function as a teacher (School Internship), she/he will have to undergo the full year of the course of study as a regular student in the subsequent year.
8. A candidate will be given a maximum of three chances to pass the examination in

any year of the Programme. If she/he does not pass the ' examination even after three chances she/he will not be eligible for B.Ed. degree.

9. Division will be awarded to the successful candidates at the end of Second year examination on the basis of cumulative total of marks obtained in the two years of the Programme in all the courses/papers including Learning to function as a teacher (School Internship).

#### **IV Award of Division**

- I. Successful candidates will be awarded division on the basis of the aggregate marks of all the Core Courses, Pedagogy Courses and Courses on Developing Teacher Sensibilities as per the following:  
First division                      60% and above  
Second division                    50% and above but less than 60%  
Third division                      40% and above but less than 50%
2. Candidates can apply for Re-evaluation in any of the theory courses as per rules stipulated by the University for B.Ed. degree. Changes in Statutes/ Ordinances/ Rules/ Regulations/ Syllabi and books may from time to time be made by amendment or remaking and a candidate shall, except in so far as the University determines otherwise, comply with any change that applies to years she/he has not completed at the time of change.

#### **Notes-**

1. There shall be a university examination at the end of each year as per details of the scheme of examination.
2. Candidates, who represent their institute/university/state/nation in recognized sports/games/cultural/literary activities, will get credit of attendance for that period; this will be allowed on production of a certificate from the concerned organizing authority and on the basis of the recommendations of the head of the institute.
3. The minimum pass marks in each year examination shall be 40% for each theory paper and practicum and 50% for internship in teaching separately.
4. A candidate who fails only in one subject in first year of the course will be eligible to take the examination in that part of the subject (theory paper/practicum) as the case may be, in which he/she fails along with the next semester.
5. A candidate who fails only in one subject in second year of the course will be allowed to appear as an ex-student in that part of the subject in which he/she fails at the subsequent examination.
6. In case a candidate fails in pre-internship/internship in teaching, he/she will have to undergo the full year of the course of study as a regular student in the subsequent year.
7. Candidates can apply for re-evaluation in any of the theory papers as per rules stipulated by the University for B.Ed. Special Education degree.

Changes in statutes/ ordinances/ rules/ regulations/ syllabi and books may from time to time be made by amendment or remaking and a candidate shall, except in so far as the university determines otherwise, comply with any change that applies to years he/she has not completed at the time of change.

## **V. Evaluation**

### **Rules and Ragulations**

#### *Scheme of Examination*

The examination for the degree of Bachelor of Special Education shall be held in Theory and practicum.

Course/ Paper-wise scheme of examination: **Theory**

Courses/Papers with External weight-age of 80 Marks (3 hours duration)

- I.** One essay type (with a word limit of 400 words) question will be set from each unit carrying 16 marks. Essay type questions are to aim at testing ability of critical thinking and application of principles etc. taught in theory. There will be an internal choice of attempting two questions of short answer type (with a word limit of 150 words) from the same unit. Each short answer type question will carry 8 marks.
- II.** Short answer type questions should aim at testing knowledge of concepts, facts, defining, laws, principles, generalisation etc. And also testing of understanding of principles and concepts. The answer to such question should not exceed 150 words.
- III.** Essay type questions are aim at testing ability of critical thinking and application of principles etc. taught in theory.
- IV.** The overall question paper will be set keeping the following difficulty levels. Easy: 30% Average:40% Difficult:30%.
- V.** Courses/ Papers of 3 hours duration with external waitage of 80 marks are A1, A2, A3, A4, A5, C12, C13, C14 & C15.
- VI.** Courses/ Papers of 2 hours duration with eternal waitage of 40 marks are B6, B7, B8, B9, B10, B11, C16, D17, D18 & D19.
- VII.** Courses/ Papers with external waitage of 40 marks will be divided into two parts A & B (2 hours duration)
  - Part-A**

In part -A Three short answer type questions (Answer limit 100 words) will be set; one question from each unit. Candidate will attempt 2 questions out of three. Each question will carry 5 marks.
  - Part-B**

There will be three essay type (with a word limit of 200 words) questions, one from each unit with an alternative choice. Each question will carry 10 marks.

**VIII.** Internal weight-age of 20 will be divided as under:

Assessment in the papers with internal weight-age of 20 marks will be divided in 2 parts.

Summative test (10 Marks) and Sessional work (10 Marks)

There will be a provision of practicum/field work in each paper with 10 marks weightage. Out of the suggested Practicum/field work, it will be compulsory to attempt atleast two activities ensuring that a minimum of two units have been covered in the same. Students have to maintain a record/portfolio etc. as per the nature of related activity. 10 Marks will be bifurcated - 50 percent for conducted activities and 50 percent for documentation of conducted activities.

**IX.** Internal weight-age of 10 will be divided as under:

Assessment in the papers with internal weight-age of 10 marks will be divided in 2 parts.

Summative test (5 Marks) and Assignment/ Course work (5 Marks)

There will be a provision of practicum/field work in each paper with 5 marks weightage. Out of the suggested Practicum/field work, it will be compulsory to attempt atleast two activities ensuring that a minimum of two units have been covered in the same. Students have to maintain a record/portfolio etc. as per the nature of related activity. 5 Marks will be bifurcated - 50 percent for conducted activities and 50 percent for documentation of conducted activities.

**X.** Each candidate should be prepared to teach two lessons (one in each pedagogy subject) at the final practical examination. However, the candidate will deliver one lesson (in the subject of their choice) for final practical out of the prepared two lessons. The external examiner may pick up at least 10% of the candidate to deliver two lessons (if required).

Final Lessons to be assessed by the Board of Examiners consisting of:

- (a) One external examiner from specialization area.
- (b) One internal examiner, Principal of the College and
- (c) The Marks will be awarded out of 80.

## PAPERS OF IST YEAR

### HUMAN GROWTH & DEVELOPMENT

**Course Code: A 1**

**Max. Marks : 100**

**Internal 20**

**Contact Hours: 60**

**External :80**

#### **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.

#### **Learning Outcomes**

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

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

#### **Unit 1: Approaches to Human Development**

1.1 Human development as a discipline from infancy to adulthood

1.2 Concepts and Principles of development

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

1.4 Nature vs Nurture

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

#### **Unit 2: Theoretical Approaches to Development**

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

2.2 Psychosocial Theory (Erikson)

2.3 Psychoanalytic Theory (Freud)

2.4 Ecological Theory (Bronfrenbrenner)

2.5 Holistic Theory of Development (Steiner)



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

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

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

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

### **Unit 5: Transitions into Adulthood**

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

### **Engagement with the field as part of course as indicated below**

#### Hands on Experience

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

### **Suggested Readings**

- Berk, L. E. (2000). *Human Development*. Tata Mc.Graw Hill Company, New York.
- Brisbane, E. H. (2004). *The developing child*. Mc.Graw Hill, USA.
- Cobb, N. J. (2001). *The child infants, children and adolescents*. Mayfield Publishing Company, California.
- Hurlocl, E. B. (2005). *Child growth and development*. Tata Mc.Graw Hill Publishing Company, New York.
- Hurlocl, E. B. (2006). *Developmental Psychology- A life span approach*. Tata Mc.Graw Hill Publishing Company, New Delhi.

- Meece, J. S., & Eccles J. L (Eds) (2010). *Handbook of Research on Schools, Schooling and Human Development*. New York: Routledge.
- Mittal. S. (2006). *Child development- Experimental Psychology*. Isha Books, Delhi.
- Nisha, M. (2006). *Introduction to child development*, Isha Books, Delhi.
- Papalia, D. E., & Olds, S. W. (2005). *Human development*. Tata Mc.Graw Hill Publishing Company, New York.
- Santrock. J. W. (2006). *Child Development.*, Tata Mc.Graw Hill Publishing Company, New York.
- Santrock. J. W. (2007). *Adolescence.* ,Tata Mc.Graw Hill Publishing Company, New Delhi.
  - सिंह अरुण कुमार- शिक्षा मनोविज्ञान, भारती भवन प्रकाशन, इलाहबाद
  - वर्मा प्रीती एवं श्रीवास्तव डी.एन.- बाल मनोविज्ञान: बाल विकास, विनोद पुस्तक मंदिर, आगरा
  - माथुर, एस.एस.(2008)- शिक्षा मनोविज्ञान, अग्रवाल प्रकाशन, आगरा
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# CONTEMPORARY INDIA AND EDUCATION

**Course Code: A2**

**Max. Marks : 100**

**Contact Hours: 60**

**Internal 20**

**External :80**

## **Introduction**

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

## **Learning Outcomes**

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

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

## **Unit 1: Philosophical Foundations of Education**

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

## **Unit 2: Understanding Diversity**

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

## **Unit 3: Contemporary Issues and Concerns**

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

- 3.4 Equal Educational Opportunity: (i) Meaning of equality and constitutional provisions  
(ii) Prevailing nature and forms of inequality, including dominant and minority groups and related issues
- 3.5 Inequality in Schooling: Public-private schools, rural-urban schools, single teacher schools and other forms of inequalities such as regular and distance education system

#### **Unit 4: Education Commissions and Policy (School Education)**

- 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)
- National Acts: RCI Act, 1992, PWD Act, 1995, NT Act, 1999, RTE Act (2009 & 2012).
- Programmes and Schemes: IEDC (1974, 1983), SSA (2000, 2011), RMSA, 2009, IEDSS, 2009
- International Conventions and Policies: Salamanca Declaration and Framework, 1994; UNCRPD, 2006; MDG, 2015; INCHEON strategies

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

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

#### **Some Suggested Activities on contemporary issues**

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

#### **Essential Readings**

- Guha, R. (2007). India after Gandhi: The History of the World's Largest Democracy. Macmillon: Delhi.

- 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.

### **Suggested Readings**

- Aggarwal. J. C. (1992). Development and Planning of Modern Education: New Delhi Vikas Publishing House Pvt. Ltd.
- Ain, L. C. (2010). Civil Disobedience, Book Review Literary Trust: New Delhi. Select chapters.
- Anand, S. P. (1993). The Teacher & Education in Emerging Indian Society, New Delhi: NCERT.
- Bhat. B. D. (1996). Educational Documents in India, New Delhi: Arya Book Depot.
- Bhatia, K. & Bhatia, B. (1997). The Philosophical and Sociological Foundations, New Delhi Doaba House.
- Biswas. A. (1992). Education in India, Arya Book Depot. New Delhi
- Biswas. A., & Aggarwal, J.C. (1992). Education in India, Arya Book Depot New Delhi.
- Chakravarty, S. (1987). Development Planning: The Indian Experience, Oxford University press: New Delhi.
- Chandra, B. (1997). Nationalism and Colonialism, Orient Longman: Hyderabad.
- Choudhary. K.C., & Sachdeva, L. (1995). Total literacy by 2000: New Delhi: IAE Association.
- Deaton A., & Dreze, J. (2008-2009). Poverty and Inequality in India in Raj Kapila and Uma Kapila (Ed.) in Indian Economy since Independence. Oxford University Press: New Delhi.
- Deshpande, S. (2004). Contemporary India: A Sociological View. Penguin: New Delhi.
- Dubey, S. C (2001). Indian Society, National Book Trust: New Delhi.
- 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.mk Gandhi.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.

- Jangira, N.K. (2012). NCERT Mmother of Inclusive Eeducation Address on Golden Jubilee of NCERT at RIE, Ajmer on 01 Sept. 2012.
- Kashyap, S. C. (2009). The Constitution of India, National Book Trust: New Delhi.
- Sapra. C. L., & Aggarwal, A. (1987): Education in India some critical Issues. New Delhi: National Book Organisation.
- Saraswathi, T. S. (1999). Culture, Socialization and Human Development, New Delhi: Sage Publications.
- Sen, A., & Dreze, J. (1997). India: Economic Development and Social Opportunity, Oxford India: Delhi.
- Speeches of Gandhi ji: Speech on the Eve of The Last Fast, January 12, 1948. Government of India.
- Steven, B. (1998). School and Society, New Delhi: Sage Publications.
- Suresh, D. (1998). Curriculum and Child Development, Agra: Bhargava.
- Taneja. V.R. (1998). Educational Thoughts and Practice, Delhi University Publications.
- Vaidyanathan, A. (1995). The Indian Economy: Crisis, Response and Prospects. Tracts of the Times. Orient Longman Publications: New Delhi.
- Weber. O.C. (1990). Basic Philosophies of Education, New York Holt, Rinehart and Winston.
- सक्सेना, एन. आर. स्वरूप, शिखा चतुर्वेदी (2010) उदीयमान भारतीय समाज में शिक्षक, आर. लाल. प्रकाशन, मेरठ
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- शर्मा ऋतू, तिवारी किरण एवं निकिता द्वेदी- समकालीन भारत एवं शिक्षा
- पाल, गुप्त एवं मदनमोहन- शिक्षा के दार्शनिक एवं समाजशास्त्रीय आधार, न्यू कैलाश प्रकाशन, इलाहबाद
- सक्सेना, सरोज- शिक्षा के दार्शनिक व सामाजिक आधार, साहित्य प्रकाशन, आगरा
- लाल, रमन बिहारी- भारतीय शिक्षा का इतिहास, विकास एवं समस्याएं, राज प्रिंटर्स, मेरठ
- गुप्त, रामबाबू (1996)- भारतीय शिक्षा शास्त्री, रतन प्रकाशन मंदिर, आगरा
- सिंह, नगेन्द्र एवं सेवानी अशोक- समकालीन भारतीय समाज में शिक्षा, अलका प्रकाशन, अजमेर

# LEARNING, TEACHING AND ASSESSMENT

**Course Code: A 3**

**Max. Marks : 100**

**Contact Hours: 60**

**Internal :20**

**External :80**

## **Introduction**

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

## **Learning Outcomes**

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

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

## **Unit 1: Human Learning and Intelligence**

1.1 Human learning: Meaning, definition and concept formation

1.2 Learning theories:

- Behaviourism: Pavlov, Thorndike, Skinner
- Cognitivism: Piaget, Bruner
- Social Constructism: Vygotsky, Bandura

1.3 Intelligence:

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

1.4 Creativity: Concept, Definition and Characteristics

1.5 Implications for Classroom Teaching and Learning

## **Unit 2: Learning Process and Motivation**

2.1 Sensation: Definition and Sensory Process

2.2 Attention: Definition and Affecting Factors

2.3 Perception: Definition and Types

2.4 Memory, Thinking, and Problem Solving

2.5 Motivation: Nature, Definition and Maslow's Theory

### **Unit 3: Teaching Learning Process**

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

### **Unit 4: Overview of Assessment and School System**

- 4.1 Assessment: Conventional meaning and constructivist perspective
- 4.2 'Assessment of Learning' and 'Assessment for Learning': Meaning and difference
- 4.3 Comparing and contrasting assessment, evaluation, measurement, test and examination
- 4.4 Formative and summative evaluation, Curriculum Based Measurement
- 4.5 Revisiting key concepts in school evaluation: filtering learners, marks, credit, grading, choice, alternate certifications, transparency, internal-external proportion, improvement option

### **Unit 5: Assessment: Strategies and Practices**

- 5.1 Strategies: (Oral, written, portfolio, observation, project, presentation, group discussion, open book test, surprise test, untimed test, team test, records of learning landmark, cloze set/open set and other innovative measures) Meaning and procedure
- 5.2 Typology and levels of assessment items: Multiple choice, open ended and close ended; direct, indirect, inferential level
- 5.3 Analysis, reporting, interpretation, documentation, feedback and pedagogic decisions
- 5.4 Assessment of diverse learners: Exemptions, concessions, adaptations and accommodations;
- 5.5 School examinations: Critical review of current examination practices and their assumptions about learning and development; Efforts for exam reforms: Comprehensive and Continuous Evaluation (CCE), NCF (2005) and RTE (2009)

### **Engagement with the field as part of course as indicated below:**

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



## Transaction and Evaluation

This concepts and theoretical precepts included in this course should be explained with reference to children with and without disabilities. The effort of transaction should be to enhance the understanding of how learning occurs and what are the suitable means of its assessment. Evaluation may be done by asking student-teachers to children with and without disabilities and present a report of the same.

## Essential Readings

- Amin, N. (2002). Assessment of Cognitive Development of Elementary School Children. A Psychometric Approach, Jain Book Agency, New Delhi.
- Chauhan, S.S. (2013). Advanced Educational Psychology. Jain Book Agency, Delhi.
- King-Sears, E. M. (1994). Curriculum Based Assessment in Special Education. Singular Publishing Group, San Diego, CA.
- Panch, R. (2013). Educational Psychology: Teaching and Learning Perspective, McGraw Hill Education (India) Private Limited, New Delhi.
- Paul, P. (2009). Language and Deafness. Singular publication.
- Salvia, John, Ysseldyke, James, E. And Bolt, Sara. (2007). Assessment in Special and Inclusive Education. Houghton Mifflin Company, Boston.
- Whitcomb, S., & Merrell, K.W. (2012). Behavioral, Social, and Emotional Assessment of Children and Adolescents, Routledge, New York.
- Woolfolk, A., Misra, G., & Jha, A.K.(2012). Fundamentals of Educational Psychology, 11<sup>th</sup> edn, Pearson Publication, New Delhi.
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- गुप्ता, एस.पी.- उच्चतर शिक्षा मनोविज्ञान, शारदा प्रकाशन, इलाहबाद
- मंगल, एस.के. एवं मंगल उमा (2009)- शिक्षा तकनीकी, पी.एच.आई. प्राइवेट लिमिटेड, दिल्ली
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## Suggested Readings

- Geisinger, K.F. (2013). APA Handbook of Testing and Assessment in Psychology. Available at American Psychological Association, USA.
- Guskey, T. R., & Bailey. J (2000). Grading and Reporting. Thousand Oaks, CA:

Corwin King.

- Howell, K. W., & Nolet, V. (2000). Curriculum-Based Evaluation: Teaching and decision making. Scarborough, Ontario, Canada, Wadsworth.
- McMillan, J. H. (2001). Classroom Assessment: Principles and Practice for Effective Instruction. Allyn and Bacon, London.
- Nevo, D. (1995). School based Evaluation. Pergamon Publishing, Kidlington, Oxford.
- Salvia, J., & Ysseldyke. J.E.(1998). Assessment. (7th ed) Houghton Mifflin, Boston.
- Oberoi, S.C. (2008)- Educational Technology, Arya Book Depot, New Delhi

# PEDAGOGY OF TEACHING SCIENCE

**Course Code: A 4 (Part I)**

**Max. Marks : 100**

**Contact Hours: 60**

**Internal :20**

**External :80**

## **Introduction**

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

## **Learning Outcomes**

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

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

## **Unit 1: Nature and Significance of Science**

- 1.1 Nature, Scope, Importance and Value of Science
- 1.2 Science As An Integrated Area of Study
- 1.3 Science and Modern Indian Society: Relationship of Science and Society
- 1.4 Impact of Science with Special Reference to Issues related with Environment, Industrialization and Disarmament
- 1.5 Role of Science for Sustainable Development

## **Unit 2: Planning for Instruction**

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

### **Unit 3: Approaches and Methods of Teaching Sciences**

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

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

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

### **Unit 5: Evaluation**

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

### **Practical/ Field Engagement/Project Work**

#### **Any one of the following**

- I. Pedagogical analysis of a unit from Science content.
- II. Preparation of a multimedia presentation on a topic from Science content keeping students with disabilities in view.
- III. Developing an Action Research Plan on a problem related to teaching and learning of Sciences to students with disabilities to students with disabilities.
- IV. Construction of a diagnostic test for unit along with a remedial plan.

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

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

### Essential Readings

- Brown, R. (1978). Science instruction of visually Impaired Youth. New York: AFB.
- Buxton, A. C. (2010). Teaching Science in Elementary and Middle School. New Delhi: Sage Publications.
- Bybee, R. (2010b). The teaching of science: 21st-century perspectives. Arlington, VA: NSTA Press, USA.
- Fensham, P.J. (1994). The content of Science: A constructive Approach to its Teaching and Learning. Washington, D.C: The Falmer Press.
- Gupta, V. K. (1995). Teaching and Learning of Science and Technology. New Delhi: Vikas Publishing House Pvt. Ltd.
- Henninen, K. A. (1975). Teaching of Visually Handicapped, Ohio: Charles E. Merrill Publishing Company.
- Joshi, S. R. (2005). Teaching of Science. New Delhi: A.P.H Publishing Corporation.
- Kelley, P., & Gale, G. (1998). Towards Excellence: Effective education for students with vision impairments, Sydney: North Rocks Press.
- Lawson, E. A. (2010). Teaching Inquiry Science in Middle School, New Delhi: Sage Publications.
- Layton, D. (1989). Innovations in Science and Technology Education, New Delhi: Sterling Publishers.
- Mani, M. N. G. (1992). Techniques of teaching blind children, New Delhi: Sterling Publishers.
- Mukhopadhyay, S., Jangira, N. K., Mani, M.N. G., & Raychowdhary, N. (1987). Sourcebook for training teachers of visually impaired, New Delhi: NCERT.
- Murray, L. J. (1988). Basic Skills – Science, Boston: John Murrey.
- NCERT (1982). Teaching Science in secondary schools, New Delhi: NCERT.
- NIVH (1992). Handbook for the teachers for the visually handicapped, Dehradun
- Scholl, G.T. (1986). Foundations of education for blind and visually handicapped children and youth, New York: American Foundation for the blind.
- Sharma, R. C. (2005). Modern Science teaching, Delhi: Dhanpat Rai & Sons.
- Siddiqui, H. M. (2007). Teaching science, New Delhi: Balaji offset.
- Siddiqui, N.N., & Siddiqui, M. N. (1994). Teaching of science today & tomorrow, Delhi: Doaba House.
- Starin, A., & Sund, B. (1983). *Teaching science through discovery*. Ohio: Charles E. Merrill Publishing Company.
- Tripathi, S. (2004). Teaching of Physical Science, Delhi: Dominant Publications.

- UNESCO (1966). Source Book for Science Teaching, Paris: UNESCO.
- Vaidya, N. (2003). Science Teaching in Schools, New Delhi: Deep & Deep Publishers.
- Vanaja, M. (2006). Teaching of Physical Science, Hyderabad: Neelkamal Publications.

### **Suggested Readings**

- Gupta, S. K. (1983). Technology of Science Education, Delhi: Vikas Publishing House Pvt. Ltd.
- Gupta, V. K. (1995). Readings in Science and Mathematics Education, Ambala: The Associated Press.
- Mangal S. K., & Shubhra (2005). Teaching of Biological Sciences, Meerut: International Publishing House.
- Rao, V.K. (2004). Science Education, APH Publishing Corpn. New Delhi.
- Sood, J.K. (1989)- New Directions in Science Teaching, kohli publishers, chandigarh
- सूद, जे.के.- विज्ञान शिक्षण, विनोद पुस्तक मंदिर, आगरा
- सूद, जे.के. (2003)- जैविक विज्ञान शिक्षण, राजस्थान हिंदीग्रन्थ अकादमी, जयपुर
- कुलश्रेष्ठ, ए.के. एवं कुलश्रेष्ठ एन.के.(2014)- विज्ञान शिक्षण, आर.लाल. बुकडिपो, मेरठ

# PEDAGOGY OF TEACHING MATHEMATICS

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

**Max. Marks : 100**

**Contact Hours: 60**

**Internal :20**

**External :80**

## **Introduction**

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

## **Learning Outcomes**

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

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

## **Unit 1: Nature of Mathematics**

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

## **Unit 2: Objectives and Instructional Planning in Mathematics**

- 2.1 Aims and Objectives of Teaching Mathematics in Elementary and Secondary Schools
- 2.2 Bloom's Taxonomy of Educational Objectives and Writing Objectives in Behavioural Terms
- 2.3 Lesson Planning– Importance and Basic Steps. Planning Lesson of Arithmetic, Algebra and Geometry
- 2.4 Unit Planning – Format of A Unit Plan

- 2.5 Pedagogical Analysis: Meaning and Need and Procedure for Conducting Pedagogical Analysis. Classification of Content, Objective, Evaluation, etc

### **Unit 3: Strategies for Learning and Teaching Mathematics**

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

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

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

### **Unit 5: Assessment and Evaluation for Mathematics Learning**

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

### **Practical/ Field Engagement/ Project Work**

#### **Any one of the following**

- I. Pedagogical analysis of a unit of content from secondary school Mathematics Syllabus
- II. Preparation of a multimedia presentation on a topic with special reference to students with disabilities



- III. Construction of a question paper based on current CBSE format/concerned State Board of education, preparing its Scoring key, and marking scheme
- IV. Analyzing errors committed by school children in Mathematics and preparing a remedial plan
- V. Developing an Action Research proposal for a problem related to teaching and learning of Mathematics with reference to students with disabilities

### Transactions

Lecture cum demonstration, Workshops and Seminars

### Essential Readings

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

### Suggested Readings

- Keeley, P. K., & Cheryl, T. R. (2011). *Mathematics Formative Assessment*, Canada: Sage Publications.

- *National Curriculum Framework*. (2005). NCERT, New Delhi: NCERT.
- *National Curriculum Framework for Teacher Education*. (2009). NCTE, New Delhi.
- *Teaching of Mathematics (ES-342), Blocks 1-4*. (2000). IGNOU, New Delhi.
- *Text Books of Mathematics for Class-VI to X*. (2006). NCERT, New Delhi.

# PEDAGOGY OF TEACHING SOCIAL SCIENCE

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

**Max. Marks : 100**

**Internal :20**

**External :80**

## **Introduction**

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

## **Learning Outcomes**

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

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

## **Unit I: Nature of Social Sciences**

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

## **Unit II: Curriculum and Instructional Planning**

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

## **Unit III: Approaches to teaching of Social Science**

- 3.1 Curricular approaches: a) Coordination, b) Correlational, c) Concentric, d) Spiral, e) Integrated, f) Regressive

3.2 Methods of teaching social science: Lecture, discussion, socialized recitation, source and project method

3.2.1. Devices and techniques of teaching social studies – Narration, description, illustration, questioning, assignment, field trip, story telling, Role play, Group and self study, programmed learning, inductive thinking, Concept mapping, expository teaching and problem solving

3.3 Accommodations required in approaches for teaching children with disabilities

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

3.5 Adaptations of material for teaching children with disabilities

#### **Unit IV: Evaluation of Learning in Social Science**

4.1 Purpose of evaluation in social science

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

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

4.4 Construction of teacher made test

4.5 Diagnostic testing and enrichment techniques for children with disabilities

#### **Unit V: Social Science Teacher as a Reflective Practitioner**

5.1 Being a reflective practitioner- use of action research

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

5.3 Case study- Need and Importance for a School Teacher

5.4 Development of a Professional Portfolio/ Teaching Journal

5.5 Competencies for teaching Social science to children with disabilities

#### **Transaction**

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

#### **Course Work/ Practical/ Field Engagement**

- Prepare a unit of social science content for a given child with disabilities
- Develop an Action Research Plan on a problem related to teaching and learning in Social Science
- Adapt teaching learning materials for a child with disabilities
- Develop questions and achievement tests in social science

- Organize activities like quiz, mock-parliament, field trips, exhibitions and any other o-curricular activities in schools

### Essential Readings

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

### Suggested Readings

- Aggarwal, J.C. (2008). Teaching of social studies: A practical approach. (4th ed). UP: Vikas Publishing House Pvt Ltd.
- George, A. M., & Madam, A. (2009). *Teaching Social Science in Schools: NCERT'S New Textbook Initiative*.
- Mangal, S.K. (2004). Teaching of Social Science, Arya Book Depot, Delhi.
- Rai, B.C. (1999). Methods of Teaching Economics, Prakashan Kendra, Lucknow.
- Sharma, R.A. (2008). Technological foundation of education. Meerut: R.Lall Books Depot.
- Sharma, R.N. (2008). Principles and techniques of education. Delhi: Surjeet Publications.
- Singh, Y.K. (2009). Teaching of history: Modern methods. New Delhi: APH Publishing Corporation.
- Stone, R. (2008). Best Practices for Teaching Social Studies: What Award-Winning Classroom Teachers Do, Corwin, CA.
- शर्मा, आर.ए. एवं चतुर्वेदी शिखा (2014)- सामाजिक विज्ञान शिक्षण, आर.लाल. बुकडिपो, मेरठ
- श्रीवास्तव, रोमा (2016)- सामाजिक विज्ञान का शिक्षण शास्त्र, अग्रवाल प्रकाशन, आगरा
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## PEDAGOGY OF TEACHING HINDI

Max. Marks : 100

Contact Hours: 60  
Course Code: A 5 (Part IV)

Internal :20  
External :80

Contact Hours: 60 (60?kaVs)

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

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

पाठ्यवस्तु

इकाई 1 – भाषा, हिन्दी भाषा की प्रकृति और प्रयोज्यता।

1.1 भाषा का प्रत्यय और उपयोगिता।

1.2 बोली, विभाषा और मानक भाषा का प्रत्यय।

1.3 शिक्षा, समाज, व्यापार, राजनीति, षोष एवं विकास में भाषा का योगदान। 1.4 हिन्दी भाषा का नामकरण, संस्कृत से हिन्दी के उद्भव की प्रक्रिया।

1.5 विष्वभाषा और भविष्य भाषा के रूप में हिन्दी का विकास का आकलन। 1.6 मूल-भूत भाषा कौशलों – श्रवण, वाचन, पठन और लेखन का परिचय।

इकाई 2 – पाठ्यवस्तु संवर्धन

2.1 हिन्दी साहित्य का सामान्य परिचय।

2.2 हिन्दी गद्य साहित्य की परम्परागत विधाएँ– कहानी, नाटक और महाकाव्य।

2.3 हिन्दी गद्य साहित्य की आधुनिक विधाएँ– उपन्यास, यात्रा विवरण, जीवनी, आत्मकथा और संस्मरण।

2.4 हिन्दी व्याकरण में उर्दू, अंग्रेजी और संस्कृत से समाविष्ट प्रत्यय। 2.5 माध्यमिक स्तर पर हिन्दी पाठ्यक्रम में हुए परिवर्तनों का आकलन।

इकाई 3 – भाषा अधिगम की प्रकृति और पाठ नियोजन

3.1 माध्यमिक स्तर पर हिन्दी शिक्षण के लक्ष्य और उद्देश्य।

- 3.2 इकाई नियोजन का प्रत्यय, इसका महत्त्व और निर्माणविधि ।
- 3.3 पाठयोजना का परिचय, उपयोग और महत्त्व ।
- 3.4 पाठयोजना के चरण और उनका क्रियान्वयन ।
- 3.5 हिन्दी शिक्षण के ज्ञानात्मक, बोधात्मक, कौषलात्मक और रुचिगत उद्देश्यों का निर्धारण ।
- 3.6 विषिष्ट उद्देश्यों का व्यावहारिक षब्दावली में लेखन ।
- 3.7 पाठ योजना के संरचनात्मक उपागम का परिचय और अभ्यास ।

इकाई 4 – हिन्दी की विविध विधाओं के शिक्षण की विधियों का परिचय और उपयोग

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

इकाई 5 – भाषा अधिगम-शिक्षण में सहायक सामग्रियों का प्रयोग

- 5.1 शिक्षण उपकरणों का सन्दर्भ, महत्त्व और लाभ ।
- 5.2 अधिगम-शिक्षण के दृष्य उपकरणों के प्रकार ।
- 5.3 दृष्य उपकरणों – प्लामपट्ट, चार्ट, नक्शा, मानचित्र, प्रतिरूप, कार्यशील प्रतिरूप और फ्लैष कार्ड की प्रयोग विधि।
- 5.4 श्रव्य उपकरणों – कॉम्पैक्ट डिस्क व कैसेट्स के प्रयोग की विधि और अभ्यास ।
- 5.5 मुद्रित श्रव्य उपकरणों –अखबार, पत्रिकाओं और पुस्तकों का सहायक उपकरणों के रूप में प्रयोग ।
- 5.6 वैद्युदृष्य उपकरणों – टेलीविजन, कम्प्यूटर और विष्वजाल के सहायक उपकरणों के प्रयोग की विधि और उपयोगिता ।
- 5.7 भाषा अधिगम में भाषा प्रयोगशाला के प्रयोग की विधि और समीक्षा ।
- 5.8 मूल्यांकन की संकल्पना, उद्देश्य और महत्त्व ।
- 5.9 सतत एवं व्यापक मूल्यांकन का सन्दर्भ ।

प्रायोगिक कार्य –

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

सन्दर्भ पुस्तकें –

- हिन्दी शिक्षण : अभिनव आयाम, डॉ. श्रुतिकान्त पाण्डेय, एक्सिस पब्लिकेशंस, दरियागंज, नई दिल्ली, 2010.
- हिन्दी शिक्षण, उमा मंगल, आर्य बुक डिपो करोल बाग, नई दिल्ली, 2005.
- हिन्दी शिक्षण, डॉ. रामकल पाण्डेय, विनोद पुस्तक मन्दिर, आगरा, 2005.
- हिन्दी साहित्य का इतिहास, आचार्य रामचन्द्र शुक्ल, राजकमल प्रकाशन, नई दिल्ली, 2006
- हिन्दी शिक्षण, रमन बिहारी लाल, रस्तोगी प्रकाशन, मेरठ, 2002.
- हिन्दी शिक्षण, सावित्री सिंह, इन्टरनेशनल पब्लिशिंग हाउस, मेरठ, 2004



# PEDAGOGY OF TEACHING ENGLISH

**Course Code: A5 (Part V)**

**Max. Marks : 100**

**Internal : 20**

**Contact Hours: 60**

**External :80**

## **Introduction**

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

## **Learning Outcomes**

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

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

## **Unit I: Nature of English Language & Literature**

1.1 Principles of Language Teaching

1.2 Language Proficiency: Basic Interpersonal Communication Skills (BICS) and Cognitive Academic Language Proficiency (CALP)

1.3 English Language in the school context: An Evolutionary Perspective

1.4 Current Trends in Modern English Literature in Indian context

1.5 Teaching as second language in Indian context.

## **Unit II: Instructional Planning**

2.1 Aims and objectives of Teaching English at different stages of schooling

2.2 Instructional Planning: Need and Importance

2.3 Unit and lesson plan: Need and Importance

2.4 Procedure of Unit and Lesson Planning

2.5 Planning and adapting units and lessons for children with disabilities

## **Unit III: Approaches and Methods of Teaching English**

3.1 Difference between an approach and a method

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

#### **Unit IV: Instructional Materials**

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

#### **Unit V: Evaluation**

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

#### **Transaction**

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

#### **Course Work/ Practical/ Field Engagement**

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

### **Essential Readings**

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

### **Suggested Readings**

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

# **Area- B**

## **INCLUSIVE EDUCATION**

**Course Code: B 6**

**Contact Hours: 30**

**Max. Marks :50**

**Internal :10**

**External : 40**

### **Introduction**

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

### **Learning Outcomes**

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

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

### **Unit 1: Introduction to Inclusive Education and academic instructions**

- 1.1 Marginalisation vs. Inclusion: Meaning & Definitions
- 1.2 Changing Practices in Education of Children with Disabilities: Segregation, Integration & Inclusion
- 1.3 Co-Teaching Methods: One Teach One Assist, Station-Teaching, Parallel Teaching, Alternate Teaching & Team Teaching, Peer Mediated Instructions: Class Wide Peer Tutoring, Peer Assisted Learning Strategies
- 1.4 Principles of Inclusive Education: Access, Equity, Relevance, Participation & Empowerment
- 1.5 Barriers to Inclusive Education: Attitudinal, Physical & Instructional

### **Unit 2: Polices & Frameworks Facilitating Inclusive Education**

- 2.1 International Declarations: Universal Declaration of Human Rights (1948), World Declaration for Education for All (1990)
- 2.2 International Conventions: Convention against Discrimination (1960), Convention on Rights of a Child (1989), United Nations Convention of Rights of Persons with Disabilities (UNCRPD) (2006)

- 2.3 International Frameworks: Salamanca Framework (1994), Biwako Millennium Framework of Action (2002)
- 2.4 National Commissions & Policies: Kothari Commission (1964), National Education Policy (1968), National Policy on Education (1986), Revised National Policy of Education (1992), National Curricular Framework (2005), National Policy For Persons With Disabilities (2006)
- 2.5 National Acts & Programs: IEDC (1974), RCI Act (1992), PWD Act (1995), National Trust Act (1999), SSA (2000), RTE (2006), RMSA (2009), IEDSS (2013), RPwD-2016

### **Unit 3: Adaptations Accommodations, Modifications and support for inclusive education**

- 3.1 Meaning, Difference, Need & Steps
- 3.2 Specifics for Children with Sensory Disabilities, Neuro-Developmental, Loco Motor & Multiple Disabilities
- 3.3 Stakeholders of Inclusive Education & Their Responsibilities
- 3.4 Advocacy & Leadership for Inclusion in Education
- 3.5 Family and Community Support & Involvement for Inclusion

#### **Practical & Field Engagement**

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

#### **Transactions**

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

#### **Suggested Readings**

- Bartlett, L. D., & Weisentein, G. R. (2003). *Successful Inclusion for Educational Leaders*. New Jersey: Prentice Hall.
- Chaote, J. S. (1991). *Successful Mainstreaming*. Allyn and Bacon.
- Choate, J. S. (1997). *Successful Inclusive Teaching*. Allyn and Bacon.
- Daniels, H. (1999). *Inclusive Education*. London: Kogan.
- Deiner, P. L. (1993). *Resource for Teaching Children with Diverse Abilities*, Florida: Harcourt Brace and Company.
- Dessent, T. (1987). *Making Ordinary School Special*. Jessica Kingsley Pub.
- Gargiulo, R.M. *Special Education in Contemporary Society: An Introduction to Exceptionality*. Belmont: Wadsworth.

- Gartner, A., & Lipsky, D.D. (1997). *Inclusion and School Reform Transferring America's Classrooms*, Baltimore: P. H. Brookes Publishers.
- Giuliani, G.A. & Pierangelo, R. (2007). *Understanding, Developing and Writing IEPs*. Corwin press: Sage Publishers.
- Gore, M.C. (2004) .*Successful Inclusion Strategies for Secondary and Middle School Teachers*, Crowin Press, Sage Publications.
- Hegarthy, S. & Alur, M. (2002). *Education of Children with Special Needs: from Segregation to Inclusion*, Corwin Press, Sage Publishers.
- Karant, P., & Rozario, J. ((2003). *Learning Disabilities in India*. Sage Publications.
- Karten, T. J. (2007). *More Inclusion Strategies that Work*. Corwin Press, Sage Publications.
- King-Sears, M. (1994). *Curriculum-Based Assessment in Special Education*. California: Singular Publications.
- Lewis, R. B., & Doorlag, D. (1995). *Teaching Special Students in the Mainstream*. 4th Ed. New Jersey: Pearson.
- McCormick, S. (1999). *Instructing Students who Have Literacy Problems*. 3rd Ed. New Jersey, Pearson.
- Rayner, S. (2007). *Managing Special and Inclusive Education*, Sage Publications.
- Ryandak, D. L. & Alper, S. (1996). *Curriculum Content for Students with Moderate and Severe Disabilities in Inclusive Setting*. Boston, Allyn and Bacon.
- Sedlak, R. A., & Schloss, P. C. (1986). *Instructional Methods for Students with Learning and Behaviour Problems*. Allyn and Bacon.
- Stow L. & Selfe, L. (1989). *Understanding Children with Special Needs*. London: Unwin Hyman.
- Vlachou D. A. (1997). *Struggles for Inclusive Education: An Ethnographic Sstudy*. Philadelphia: Open University Press.
- Westwood, P. (2006). *Commonsense Methods for Children with Special Educational Needs - Strategies for the Regular Classroom*. 4th Edition, London Routledge Falmer: Taylor & Francis Group.
- चौहान, ज्योत्स्ना एवं ठाकुर यतीन्द्र (2017)- समावेशी विधालय का सृजन, अग्रवाल प्रकाशन, आगरा
- सेवानी, अशोक- समावेशी शिक्षा, शिक्षा प्रकाशन, जयपुर
- सेवानी, अशोक- समावेशी विधालय का निर्माण, शिक्षा प्रकाशन, जयपुर
- पारीक, अलका- समावेशी शिक्षा, शिक्षा प्रकाशन, जयपुर
- सुवालका, दीपिका एवं शर्मा रमेशचन्द्र- समावेशी शिक्षा, शिक्षा प्रकाशन, जयपुर

# INTRODUCTION TO SENSORY DISABILITIES

Course Code: B 7

Contact Hours: 30

Max. Marks :50

Internal :10

External : 40

## 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.

## Learning Outcomes

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

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

## Unit 1: Hearing Impairment: Nature & Classification

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

## Unit 2: Impact of Hearing Loss

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

2.6 Deaf- Blindness- Definition, Causes, Classification, characteristics

2.7 Screening, Assessment, identification and interventional strategies of deaf-blindness

### **Unit 3: Visual Impairment—Nature, Assessment and Educational implications**

3.1. Process of Seeing and Common Eye Disorders in India

3.2. Blindness and Low Vision--Definition and Classification and effect of blindness-  
Primary and Secondary

3.3 Teaching Principles, Expanded Core Curriculum- Concept and Areas

3.4. Importance of Early Identification and Intervention

3.5. Functional Assessment Procedures

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

### **Course Work/ Practical/ Field Engagement**

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

### **Transactions**

Visits, Observations, Videos and Interactions with Students with Disabilities

### **Essential Readings**

- Bradford, L. J. & Hardy, W.G. (1979). Hearing and Hearing Impairment. New York: Grune and Stratton.
- Davis, H. & Silverman, S. R. (1970). Hearing and Deafness - Part I. Holt, London: Rinehart & Winston.
- Holbrook, C.M., & Koenig, A. J. (Eds.) (2000). Foundations of Education, Vol I: History and Theory of Teaching Children and Youths with Visual Impairments. (2<sup>nd</sup> ed): New York: AFB Press.



- Handbook on Deafblindness (2005). Sense International India. Retrieved online on 24/4/2015 from [http://www.google.co.in/url?sa=t&rct=j&q=&esrc=s&source=web&cd=3&ved=0CDEQFjAC&url=http%3A%2F%2Fssa.nic.in%2Finclusive-education%2Ftraining-module-for-resource-teachers-for-disable-children%2FModule%25202%2520Deafblindness.pdf%2Fat\\_download%2Ffile&ei=LkY6VdGIOIKymAW604CgDg&usg=AFQjCNHxJc9OazS1f-TSI\\_HgQqJKxWjs\\_A&sig2=LIBWuGnYE0OLPtpK5FCHEg&bvm=bv.91427555,d.dGY](http://www.google.co.in/url?sa=t&rct=j&q=&esrc=s&source=web&cd=3&ved=0CDEQFjAC&url=http%3A%2F%2Fssa.nic.in%2Finclusive-education%2Ftraining-module-for-resource-teachers-for-disable-children%2FModule%25202%2520Deafblindness.pdf%2Fat_download%2Ffile&ei=LkY6VdGIOIKymAW604CgDg&usg=AFQjCNHxJc9OazS1f-TSI_HgQqJKxWjs_A&sig2=LIBWuGnYE0OLPtpK5FCHEg&bvm=bv.91427555,d.dGY)
- Kelley, P., & Gale, G. (1998). *Towards Excellence: Effective education for students with vision impairments*. Sydney: North Rocks Press.
- Lowenfeld, B. (1973). *Visually Handicapped Child in School and Society*; American Foundation for the Blind; New York.
- Lynas, W. (2000). *Communication options*. In J. Stokes (Ed), *Hearing Impaired Infants – Support in the first eighteen months*. London: Whurr Publishers Ltd.
- Martin, F. N., & Clark, J.G. (2009). *Introduction to Audiology*. 10th ed. Boston: Pearson Education.
- Martin, F.N., & Clark, J.G. (2012). *Introduction to Audiology*. 11th ed. Boston: Pearson Education.
- National Institute for the Visually Handicapped (2015). *Information Booklet on Visual Impairment in India*, Dehradun: Government of India.
- Nerbonne, M. A., & Schow, R.L. (2002). *Introduction to Audiologic Rehabilitation*. Boston: Allyn and Bacon.
- Nerbonne, M. A., & Schow, R.L. (2013). *Introduction to Audiologic Rehabilitation*. 6th ed. Boston: Pearson Education.
- Northern, J. L., & Downs, M. P. (2002). *Hearing in Children (5th Ed.)*. Philadelphia: Williams & Wilkins
- Prescod, S. V. (1978). *Audiology Handbook of Hearing Disorders*. New York: Van Nostrand Reinhold Company.
- Sataloff, R. T., & Sataloff, J. (2005). *Hearing Loss. (4th Ed.)* London: Taylor & Francis.
- Sims, L.G., Walter, G.G., & Whitehead, R.L. (1981). *Deafness and Communication: Assessment and Training*. Baltimore: Williams and Wilkins.
- Warren, D.H. (1994). *Blindness and Children: An Individual Differences Approach*. New York: Cambridge University Press.

### **Suggested Readings**

- Auditory-Verbal International (1991). *Auditory-verbal position statement*. *Auricle* 4:11-12.
- Harp, B. (2006). *The handbook of literacy assessment and evaluation*, (3rd Eds). Norwood, M.A.: Christopher-Gordon Publishers, Inc.

- Katz, J. (1985). *Handbook of Clinical Audiology*. (4th Ed.) Baltimore: Williams and Wilkins.
- Loreman, T., Deppeler, J., & Harvey, D. (2005). *Inclusive education - A practical guide to supporting diversity in the classroom*. (2nd Eds.). U.K. Routledge.
- Norris, G. H., & Romer, L.T. (1995). *Welcoming Students who are deafblind to typical classrooms*. U.S: Paul H. Brookes.
- Pandey, R. S., & Advani, L. (1995). *Perspectives in Disability and Rehabilitation*. New Delhi: Vikas Publishing House Pvt. Ltd.
- *Proceedings from National Conference on Centenary for Work for the Blind in India* (1987). All India Confederation of the Blind and Christoffel Blinden Mission; Delhi: R.K.Printers.
- Scholl, G.T. (1986). *Foundations of Education for Blind and Visually Handicapped Children and Youth*. New York: American Foundation for the BLind.
- Tucker, I., & Nolan, M. (1984). *Educational Audiology*. London: Croom Helm.
- Tye-Murray, N. (1998). Intervention Plans for Children. In Tye-Murray N. (Eds) *Foundations of Aural Rehabilitation*. San Diego: Singular. p.381–413.

# INTRODUCTION TO NEURO DEVELOPMENTAL DISABILITIES

**Course Code: B 8**

**Contact Hours: 30**

**Max. Marks :50**

**Internal :10**

**External : 40**

## **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.

## **Learning Outcomes**

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

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

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

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

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

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

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

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

#### **Transaction**

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

#### **Course Work/ Practical/ Field Engagement**

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

#### **Essential Readings**

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

#### **Suggested Readings**

- Higgins, J. (2003) Practical Ideas that Really Work for Students with Dyslexia and Other Reading Disorders, PRO-ED, Austin.
- Moyes, R.A. (2010). Building Sensory Friendly Classrooms to Support Children with Challenging Behaviors: Implementing Data Driven Strategies, Sensory World, Texas.
- Pierangelo, R., & Giuliani G.A. (2003). Transition services in Special Education, Allyn & Bacon.
- Reddy G.L., & Rama, R. (2000). Education of Children with Special Needs, New Delhi - Discovery Pub.

- Simpson, R. L., & Myles, B, S. (2008). Educating Children and Youth with Autism: Strategies for Effective Practice. (2<sup>nd</sup> edition) Pro Ed. Texas.
- Smith, D.D. (2003). Introduction to Special Education Teaching in an Age of opportunity, Allyn & Bacon.
- Strichart, S. S. (1993). Teaching Study Strategies to Students with Learning Disabilities, Allyn & Bacon, Boston.
- Swady, E.R. (1989). Diagnosis & Correction of Reading, Difficulties, Allyn & Bacon, Boston.
- Taylor, B. (1988). Reading Difficulties: Instruction and Assessment, Random House, New York.
- Wong, B. Y. L. (1996) .The ABCs of learning disabilities (1<sup>st</sup>ed.) Academic Press, San Diego, CA.

# INTRODUCTION TO LOCOMOTOR AND MULTIPLE DISABILITIES

**Course Code: B 9**

**Contact Hours: 30**

**Max. Marks : 50**

**Internal :10**

**External :40**

## **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.

## **Learning Outcomes**

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

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

## **Unit 1: Cerebral Palsy (CP)**

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

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

- 2.1. Definition, Meaning and Classification
- 2.2. Assessment of Functional Difficulties
- 2.3. Provision of Therapeutic Intervention and Referral

- 2.4. Implications of Functional Limitations for Education and Creating Prosthetic Environment in School and Home: Seating Arrangements, Positioning and Handling Techniques at Home and School
- 2.5. Facilitating Teaching-Learning: IEP, Developing TLM; Assistive technology

### **Unit 3: Multiple Disabilities and Other Disabling Conditions**

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

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

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

### **Essential Readings**

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

# **Disability Specialization**

## **HEARING IMPAIRMENT**



# ASSESSMENT AND IDENTIFICATION OF NEEDS

**Course code: C 12**

**Max. Marks : 100**

**Contact Hours: 60**

**Internal : 20**

**Learning Outcomes**

**External :80**

After completing the course student-teachers will be able to

*2.6 Explain the need and techniques for early identification of hearing loss in children.*

*2.7 Acquire knowledge in the area of audiological assessment and its relevance in education.*

*2.8 To discuss communicative and language related needs with the understanding of its development and assessment.*

*2.9 Understand the need for assessment of various processes involved in production of speech.*

*2.10 Describe and identify different components of educational assessment and analyse various educational needs of individuals with hearing impairment.*

## **Unit 1: Early Identification of Hearing Loss: Need and Strategies**

1.1 Need for early identification of hearing loss

1.2 Overview to behavioural and objective techniques in screening for hearing loss

1.3 Team members involved in hearing screening and their role

1.4 Use of checklists and behavioural observation in early identification of hearing loss by school teachers (congenital & acquired)

1.5 Referral of children based on signs and symptoms of hearing loss

## **Unit 2: Audiological Assessment**

2.1 Orientation: Sound, Physical and psychological parameters/attributes, concept of dBHL vs dB SPL, Auditory milestones in typical children (0-2 years)

2.2 Assessment & methods of assessment: Subjective & Objective tests; Orientation to these tests and their importance

2.3 Audiometer: Block diagram, parts & use; Types of audiometry [sound field (BOA, VRA) & close field]; role of special educators in conditioning for pure tone audiometry

2.4 Audiogram: Understanding of audiogram and its implication in assessing the educational needs of children with different types and degrees of hearing loss.

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RCI B.Ed.Spl.Ed. Curriculum Page 128 15 May 2015

2.5 Concept of unaided, aided audiograms, Speech spectrum and its applications

### **Unit 3: Assessment of Language & Communication**

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

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

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

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

3.5 Identification of needs related to communication and language

### **Unit 4: Assessment of Speech**

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

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

4.3 Suprasegmental aspects of speech and its assessment

4.4 Milestones of speech development in typically developing children

4.5 Speech Intelligibility: Concept, Factors & Assessment

### **Unit 5: Educational Assessment and Identification of Needs**

5.1 Educational assessment: Concept and Scope

5.2 Factors affecting educational performance: individual, family and environment

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

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

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

### **Course work/ Practical/ Field Engagement**

- Compiling checklists (at least two) to identify hearing impairment in children
  - Using the audiograms of children (at least two), identify the audiological needs of each
  - Profiling the speech of children (at least two) by using a speech assessment kit
  - Record the interaction with the three year old typically developing child and write your brief reflections in terms of use of vocabulary and syntax
  - Compile various tools used for educational assessment of children
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## Transaction and Evaluation

Lecture cum Demonstration, Tutorials, Assignments, Tests

### Essential Readings

- Bel, R.L., & Frisbie, D.A. (1991) Essentials of Educational Measurement (5<sup>th</sup> ed). Prentice Hall Publication, New Jersey.
- Brigance, A.H., & Hargis, C.H. (1993). Educational Assessment, Charles C Thomas publication, USA
- Jalvi R, Nandurkar A., & Bantwal A., (2006). Introduction to Hearing Impairment. Kanishka Publication, New Delhi.
- Jurs, S.G., & Wiersma, W. (1990) Educational Measurement and Testing(2<sup>nd</sup> ed). Allyn and Bacon, Boston
- Linn, R. L., & Gronlund, N. E. (1995) Measurement and Assessment in Teaching (7<sup>th</sup> ed). Prentice Hall Publication, New Jersey.
- Martin, F. N., & Clark, J.G. (2012). Introduction to Audiology (11<sup>th</sup> ed.). Pearson Education, Boston.
- Martin, FN & Clark, J.G. (2009). Introduction to Audiology. 10th ed. Pearson Education, Boston.
- Mathew, S., & Misra, A. (2010) Knowledge based evaluation of students with hearing impairment, Journal of NCED, Vol 2(1). 26-33.
- Newby, H. A., & Popelka, G. R. (1992). Audiology (6<sup>th</sup> ed.). Appleton-Century-crofts, New York.
- Nitko, A. J. (1983) Educational Tests and Measurement, An Introduction, Harcourt Brace Publication, New York
- Northern, J.L., & Downs, M.P. (2002). Hearing in Children. (5<sup>th</sup> ed.). Lippincott Williams and Wilkins, Philadelphia.
- Patel, R.N. (1985), Educational Evaluation, Himalaya Publication, Bombay
- Quigley, S., & Paul, P. (1984). Language and Deafness. College – Hill Press Inc., California.

- Status of Disability in India. (2007). Hearing Impairment and Deaf-blindness. Rehabilitation Council of India, New Delhi.
- UNICEF. (2006). New Trends in Development Evaluation. Retrieved from [http://www.unicef.org/ceecis/new\\_trends\\_dev\\_evaluation.pdf](http://www.unicef.org/ceecis/new_trends_dev_evaluation.pdf)

### **Suggested Readings**

- 3.4 Boyle, J., & Fisher, S. (2007) educational testing (A competence based approach), BPS Blackwell Publication, Singapore.
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- Evens, P., & Varma. V. (1990). *Special Education Past, Present and Future*, The Falmer Press, London.
- Gregory, J. (1998). *Issues in Deaf Education*. Cromwel Press, Wiltshire.
- Madell, J.R., & Flexer, C. (2008). *Pediatric Audiology: Diagnosis, Technology and Management*. Thieme Medical Publishers, New York.
- McMillan, J.H. (2001). *Classroom assessment: Principles & practices for effective instruction* (2<sup>nd</sup> Eds), Allyn & Bacon, Boston.
- Poham, J. W. (1993). *Educational Evaluation*. Prentice Hall, New Jersey.
- Singh, B. (2004) *Modern educational Measurement and Evaluation System*, Anmol Publication, New Delhi.
- Waldman, D., & Roush, J. (2010). *Your child's Hearing Loss; A Guide for Parents*. Plural Publishing, San Diego.
- Warden, P., Winter, J., & Broadfoot, P. (2002). *Assessment*, Routledge Falmer Publication, London.
- Yoshinaga-Itano, C. (2003). From screening to early identification and intervention: Discovering predictors to successful outcomes for children with significant hearing loss. *Journal of deaf studies and deaf education*, 8(1), 11-30.

# **CURRICULUM DESIGNING, ADAPTATION & EVALUATION**

**Course code: C 13**

**Max. Marks : 100**

**Internal : 20**

**External :80**

**Contact Hours: 60**

## **Learning Outcomes**

After completing the course student-teachers will be able to

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

## **Unit 1: Curriculum and Its' Designing**

1.1. Curriculum-Concept, Types and Models

1.2. Approaches and Steps for Curriculum designing

1.3. Curricular needs of children with hearing impairment in scholastic areas

1.4. Curricular needs of children with hearing impairment in non-scholastic areas

1.5. Curricular framework for 21st Century.

## **Unit 2: Developing Literacy Skills: Reading**

2.1. Pre-requisites for reading and emergent reading skills

2.2. Assessment of reading skills at different levels

2.3. Approaches and Strategies to develop reading skills and independent reading



2.4. Types and Models of developing reading skills

2.5. Challenges and Remedial strategies

### **Unit 3: Developing Literacy Skills: Writing**

3.1. Pre-requisites for writing and emergent writing skills

3.2. Assessment of written language at different levels

3.3. Components and types of writing

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RCI B.Ed.Spl.Ed. Curriculum

Page 132

15 May 2015

3.4. Steps and Strategies in Developing Writing

3.5. Challenges and Remedial Strategies

#### **Unit 4: Curricular Adaptation**

4.1. Curricular Adaptation- Meaning and Principles

4.2. Need Assessment and decision making for Adaptation

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

4.4. Types of Adaptation and Process

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

#### **Unit 5: Curricular Evaluation**

5.1. Concept, Need for Curricular Evaluation

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

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

5.4. Methods and Tools for Curricular Evaluation

5.5. Challenges in Curricular Evaluation

#### **Course Work/ Practical/ Field Engagement**

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

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

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

### **Transaction & Evaluation**

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

### **Essential Readings**

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

## **Suggested Readings**

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

# **IIInd Year**

# GUIDANCE & COUNSELLING

**Course Code: B 10(A)**

**Max. Marks : 50**

**Internal : 10**

**Contact Hours: 30**

**External : 40**

## **Learning Outcomes**

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

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

## **Unit 1: Introduction to Guidance and Counselling**

- 1.1 Guidance and Counselling: Definition and Aims
- 1.2 Areas of Guidance and Counselling
- 1.3 Core Conditions in Counselling
- 1.4 Skills and Competencies of a Counsellor
- 1.5 Role of Teacher in Guiding and Counselling Students with Special Needs

## **Unit 2: Enhancing Self Image and Self Esteem**

- 2.1 Concept of Self as Human
- 2.2 Understanding of Feelings and Changes
- 2.3 Growth to Autonomy
- 2.4 Personality Development
- 2.5 Role of Teacher in Developing Self-Esteem in Children

## **Unit 3: Guidance and Counselling in Inclusive Education**

- 3.1 Current Status with reference to Indian School
- 3.2 Types of Counselling: Child-Centred, Supportive, Family
- 3.3 Guidance in Formal and Informal Situations: Within and Outside Classroom, Vocational Guidance
- 3.4 Group Guidance: Group Leadership Styles and Group Processes
- 3.5 Challenges in Group Guidance

## **Practicum/ Field engagement**

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

## **Transaction**

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

### **Essential Readings**

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

### **Suggested Readings**

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

# APPLIED BEHAVIOUR ANALYSIS

**Course Code: B 10(C)**

**Max. Marks : 50**

**Internal : 10**

**External : 40**

**Contact Hours: 30**

**Learning Outcomes**

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

- *Develop an understanding of the underlying principles and assumptions of Applied Behavioural Analysis (ABA).*
- *Use various measures of behavioural assessment.*
- *Apply methods of ABA in teaching and learning environments.*
- *Integrate techniques of ABA in teaching programs.*
- *Select suitable strategies for managing challenging behaviours.*

## **Unit 1: Introduction to Applied Behaviour Analysis (ABA)**

- 1.1 Principles of Behavioural Approach
- 1.2 ABA - Concept and Definition
- 1.3 Assumptions of ABA – Classical and Operant Conditioning
- 1.4 Behaviour- Definition and Feature
- 1.5 Assessment of Behaviour – Functional Analysis of Behaviour, Behaviour Recording Systems

## **Unit 2: Strategies for Positive Behaviour Support**

- 2.1 Selection of Behavioural Goals
- 2.2 Reinforcement
  - Types: Positive and Negative, Primary and Secondary
  - Schedules: Continuous, Fixed Ratio, Fixed Interval, Variable Ratio, Variable Interval
- 2.3 Discrete Trial Teaching
  - Discriminative Stimulus - Characteristics
  - Response
  - Prompts: Physical, Gestural, Pointing, Visual, Positional, Verbal
  - Consequence - Characteristics
  - Inter-Trial Interval
- 2.4 Application of ABA in Group Setting
  - Negotiation and contract
  - Token economy
  - Response cost
  - Pairing and fading
- 2.5 Leadership role of teacher in promoting positive behaviour



### **Unit 3: Management of Challenging Behaviour**

**10 hours**

- 3.1 Differential Reinforcements of Behaviour
- 3.2 Extinction and Time Out
- 3.3 Response Cost and Overcorrection
- 3.4 Maintenance
- 3.5 Generalization and Fading

#### **Practicum**

- I. Observation and functional analysis of behaviour of a given case.
- II. Development of ABA program for management of a challenging behaviour.

#### **Transaction**

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

#### **Essential Readings**

- Bailey, J., & Burch, M. (2011). *Ethics for Behaviour Analysts*. Routledge, New York.
- Cooper, J.O., Timothy, E.H., & Heward, W.L. (2007). *Applied Behaviour Analysis*. Pearson Publications.
- Fisher, W.W., Piazza, C.C., & Roane, H.S. (2013). *Handbook of Applied Behaviour Analysis*. Guilford Press, New York.
- Kearney, A. J. (2007). *Understanding Applied Behaviour Analysis: An Introduction to ABA for Parents, Teachers and Other Professionals*. Jessica Kingsley, Philadelphia.
- Lewis, P. (2006). *Achieving Best Behaviour for Children with Developmental Disabilities*. Jessica Kingsley Publishers London.

#### **Suggested Readings**

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

# COMMUNICATION OPTIONS: MANUAL (INDIAN SIGN LANGUAGE)

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

**Max. Marks : 50**

**Internal : 10**

**Contact Hours: 30**

**External : 40**

## **Introduction**

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

## **Learning Outcomes**

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

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

## **Unit 1: Understanding Deafness in Real Life Context**

- 1.1 Basic Awareness of Paradigms of D/Deafness (Medical and Social)
- 1.2 Basic Awareness on Deafness with Reference to Culture, Language, Identity, Minority Status, Deaf Gain, Literacy and Inclusion
- 1.3 Basic Awareness of Difference between ISL and ISS; Myths and Facts
- 1.4 Use of Simcom and Educational Bilingualism in Indian Schools: Current Scenario
- 1.5 Monitoring and Measuring Development of ISL/ISS in Students: Receptive and Expressive Mode
- 1.6 Training and Guidance for Families and Tuning Home Environment: Current Scenario and Strategies

## **Unit 2: ISL Skill Development: Middle and Higher Order Receptive and Expressive Skills**

- 2.1 Practicing 'Motherese' (Tuning Language to Suit Young Children) and Age Appropriate Discourse with Children with Appropriate Language, Turn Taking and Eye Contact
- 2.2 Practicing Natural Signing in Short Common Conversations, in Stories/Poems/Narrations/Jokes, in Discussing Emotions, Expansion of Ideas and Current Affairs
- 2.3 Learning to Express Gender, Number, Person, Tense, Aspect
- 2.4 Practicing Sentence Types: Affirmative, Interjections, Imperative and Interrogative and Negativization, Practicing Sentence Types: Simple, Complex, Compound

## 2.5 Observing Using ISL in Classrooms – Social Science, Science/ Mathematics

### **Unit 3: ISS/ ISL Skill Development and Course Conclusions**

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

### **Course Work/ Practical/ Field Engagement**

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

### **Essential Readings**

- *Communication Options and Students with Deafness*. (2010). Rehabilitation Council of India, New Delhi.
- Heller, R. (1999). *Managing Change*. DK Publishing: New York.
- ISS Learning Material and Dictionaries
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### **Suggested Readings**

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- Heller, Robert (1999). *Effective Leadership*. Dk Publishing: New York.
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- Websites for Signed Dictionaries.
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# AUGMENTATIVE AND ALTERNATIVE COMMUNICATION

**Course Code: B 11(D)**

**Max. Marks : 50**

**Contact Hours: 30**

**Internal : 10**

**External : 40**

## **Learning Outcomes**

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

### **Unit 1: Organizational frame work for Communication and Context of communication:**

- 1.1 Normal development of speech, language and communication
- 1.2 Factors that influence communication, speech and language in relation to each other
- 1.3 Levels of communication in children- Functional (Emergent), Situational (Context Dependent), Independent (Creative)
- 1.4 Partner /skills , user skills and environment
- 1.5 Competency development - types of competencies and its development- Linguistic competence, Operational Competence, Social Competence.

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

- 2.1 Child - Child capacity and context
- 2.2 Working towards symbolic expression
- 2.3 Communication skills and Functions
- 2.4 Areas of AAC Assessment- Sensory areas, cognition, communication and language
- 2.5 Posture and positioning, Motor planning and control, scanning.
- 2.6 Environment, Interaction & Symbols

### **Unit 3: Introduction to communication tools and Access Mode:**

- 3.1 Types of AAC devices and systems

- 3.1.1 No Technology
- 3.1.2 Low Technology
- 3.1.3 High Technology
- 3.2 Access to communication charts - hand, finger, eye point
- 3.3 Access to devices:
  - 3.3.1 Switches - hand switch , blow switch, infrared devices etc
  - 3.3.2 Software -scan mode combined with a switch
- 3.4 Selection of AAC
  - 3.4.1 Child competency and environment
  - 3.4.2 Design, Access, Motor, Devices
- 3.5 Challenges in the development of AAC and Literacy
  - 3.5.1 Grammar ; spelling
  - 3.5.2 Building **Vocabulary**: and richness of language
  - 3.5.3 Motor expression

### **Suggested Reading:**

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

# **Disability Specialization**

## **HEARING IMPAIRMENT**



# INTERVENTION AND TEACHING STRATEGIES

**Course Code: C 14**

**Max. Marks : 100**

**Internal : 20**

**External : 80**

**Contact Hours: 60**

**Learning Outcomes**

After completing the course student-teachers will be able to

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

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

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

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

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

1.4 Impact of early intervention on school outcomes

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

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

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

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

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

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

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

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RCI B.Ed.Spl.Ed. Curriculum

Page 135

15 May 2015

### **Unit 3: Speech Intervention Strategies**

3.1 Approaches to teaching speech: Auditory Global Approach; Multi-sensory Syllable unit approach; Ling's Approach

3.2 Formulation of Lesson plan: Long term goals; Short term goals; Activities for teaching correct production of various vowels and consonants

3.3 Orientation to acoustics of speech

3.4 Strategies for production of speech: Modelling & Shaping through Auditory, Visual, Tactile modalities

3.5 Individual and Group speech teaching: Strengths and challenges

### **Unit 4: Communication and Language Teaching Strategies**

4.1 Methods of teaching language: Natural, Structural and Combined

4.2 Principles and Techniques of developing language

4.3 Communication options: Compare and contrast

4.4 Communication options: justification and challenges

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

### **Unit 5: Educational Intervention Strategies**

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

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

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

5.4 Partnership of various professionals & agencies in educational intervention

5.5 Child & Family Outcomes of Early Educational Intervention

### **Course Work/ Practical/ / Field Engagement**

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

### **Transaction & Evaluation**

Lecture cum Demonstration, Role playing, Assignments, Tests

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RCI B.Ed.Spl.Ed. Curriculum

Page 136

15 May 2015

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- Beattie, R. G. (2001). Ethics in Deaf Education: The First Six Years. Academic Press Inc., New York.
- Bess, F. H., & Humes, L. E. (1990). Audiology: The fundamentals. Williams & Wilkins, London.
- Calvert, D.R., & Silverman, S.R. (1983). Speech and Deafness: A Text for Learning and Teaching. Washington: Alexander Graham Bell Assn for Deaf.
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- English, K. M. (2002). Counseling Children with Hearing Impairment and Their Families. Allyn and Bacon, Boston.
- Estabrooks, W., (2006). Auditory-Verbal therapy and practice. Alexander Graham Bell Association for Deaf, Washington DC.
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- Guralnick, M, J, (2005). The Developmental Systems Approach to Early Intervention. PAULH Brooks, London.
- Katz, J. (1978, 1985, 1994). Handbook of Clinical Audiology. (2<sup>nd</sup>, 3<sup>rd</sup> & 4<sup>th</sup> eds.). Williams and Wilkins, Baltimore.
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- Livingston, S. (1997). Rethinking the Education Deaf Students: Theory and Practice from a Teachers Perspective. Heinemann, London.
- Lynas, W. (1994). Communication Options in the Education of Deaf Children. Whurr Publishers Ltd, London.

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  - Mahshie S. N. (1995). educating deaf children bilingually, Gallaudet University, Washington
  - Maluccio, C., & Vecchiato, T. (2002). Assessing Outcomes in Child and Family Services: Comparative Design and Policy Issues. Columbia Press, New York.
  - Marschark, M. S., & Patricia, E. (2003). Oxford Handbook of Deaf Studies Language and Education. Oxford University Press, London.
  - Maxon, A., & Brackett, D. (1992). The Hearing Impaired Child: Infancy through High School Years. Andover Medical Publishers. Boston.
  - Moores, D. F. (1997). Educating the deaf. Houghton Mifflin Company, Boston.
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- Nerbonne, M. A., & Schow, R.L. (2002). Introduction to Audiologic Rehabilitation. Allyn and Bacon, Boston.
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- Owens, R.E. (2012). Language development: An introduction. Pearson Education, Boston.
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- Powell, F., Finitzo-Hieber, T., Friel-Patti, S., & Henderson, D. (1985). Education of the Hearing Impaired Child. Taylor and Francis Ltd., San Diego.
- Rhoades, E., & Duncan, J. (2010). Auditory-verbal practice: Toward a family centered approach. Charles C. Thomas, Springfield: Illinois.
- Schirmer, B. R. (2001). Psychological, Social and Educational Dimensions of Deafness. Allyn and Bacon, Boston.

### **Suggested Readings**

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- Paul, P.V., & Whitelaw, G.M. (2011). Hearing and Deafness: An Introduction for Health and Education Professionals. Jones and Bartlett Learning, Boston.
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- Sanders, D. A., & Derek, A. (1993). Management of hearing handicap: Infants to elderly (3<sup>rd</sup> edn). Englewood Cliffs, Prentice-Hall, New York.
- Yarrow, L.J., Rubenstein, J.L., & Pedersen, F.A. (1975). Infant and Environment: Early Cognitive and Motivational Development. John Wiley and Sons, New York.
- Nolan, M., & Tucker, I. (1984) Educational Audiology. Croom Helm, London.
- Plant, G.S., & Karl E., (1995). Profound Deafness and Speech Communication. Whurr Publishers Ltd, London.

- McCracken, W., & Laoide-Kemp (1997). Ed. Audiology in Education. Whurr Publishers Ltd., London.
- Richerg, C.M., & Smily, D.F. (2012). School-Based Audiology. Plural Publishing, San Diego.
- McAnally, P.I., Rose, S., & Quigley, S.P. (1987). Language Learning practices with Deaf Children. A College-Hill Publication, San Diego.
- Van Riper, C., & von Emerick, L. (1984). Speech correction – An introduction to speech pathology and audiology. 7<sup>th</sup> Ed. Englewood Cliffs Prentice Hall Inc. NJ.



# TECHNOLOGY AND DISABILITY

**Course Code: C 15**

**Max. Marks : 100**

**Contact Hours: 60**

**Internal : 20**

**External : 80**

## Objectives

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

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

## Unit 1: Listening Devices and Classroom Acoustics

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

1.2 Ear moulds: Types, Importance, Care & maintenance

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

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

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

## **Unit 2: Technology for Management for Speech**

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

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RCI B.Ed.Spl.Ed. Curriculum

Page 139

15 May 2015

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

2.3 Use of computer based speech equipment for management of suprasegmental features of speech in children with hearing impairment

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

2.5 Tele Speech Therapy

### **Unit 3: Technology Facilitating Language & Communication**

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

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

3.3 Web based technology for using and training of ISL

3.4 Sign to text and Text to sign technology

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

### **Unit 4: Technology Facilitating Education**

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

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

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

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

4.5 Future technologies: Universal Design: Meaning & Scope

## **Unit 5: Resource Mobilisation for Technology**

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

5.2 Eligibility criteria for availing funding under Government schemes

5.3 Procedure for availing funding from different agents

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

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

### **Course work/ Practical/ / Field Engagement**

- Draw a neat labelled block diagram of hearing aid. Prepare a list of tips for minor trouble shooting
  - Prepare a list of agencies for procuring equipment and software for teaching speech
  - Make a story using web based content, pictures, images and video clips
  - Compile different educational apps
-

- Compile a list of government and non-government funding agencies for aids & appliances.

## **Transaction & Evaluation**

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

## **Essential Readings**

- Allum, D.J. (Ed). (1996). Cochlear Implant Rehabilitation in Children and Adults. Whurr Publishers, London.
- Andersson, C. (2014). Assistive Technology for the Hearing-impaired, Deaf and Deaf-blind. Springer, New York.
- Berg, F. (2008). Speech Development Guide for Children With Hearing Loss. Plural Publishing, San Diego.
- Bess, F.H., & Humes, L.E. (1990). Audiology: The fundamentals. Williams & Wilkins, London.
- Finitzo-Hieber, T. (1981). Classroom Acoustics. In R. J. Roeser & M. P. Downs (Eds.) Auditory disorders in school children. Theime-Stratton, New York.
- Katz, J. (1978, 1985, 1994). Handbook of Clinical Audiology. (2<sup>nd</sup>, 3<sup>rd</sup> & 4<sup>th</sup> eds.). Baltimore: Williams and Wilkins.
- Kumar, K. L. (2009). Educational Technology: A Practical Textbook for Students, Teachers, Professionals and Trainers .Amazon Pub.
- Lynas, W. (1994). Communication Options in the Education of Deaf Children. Whurr Publishers Ltd, London.
- Maltby, M.T. (1994). Principles of Hearing Aid Audiology. Whurr Publishers, London.
- Mathew, S.M. (2012). Technology for persons with hearing impairment. Status of Disability in India, RCI, NewDelhi.
- Moores, D. F. (1997). Educating the deaf, Houghton Nifflin Compan
- Rapp, W.H. (2014). Universal design for learning in action. Baltimore MD: Brooks

- Riekehof, L. L. (1978), *The joy of learning signs*, Gospel publishing House, Missouri
  - Schirmer, B. R. (2001). *Psychological, Social and Educational Dimensions of Deafness*. Allyn and Bacon, Boston.
  - Stewart, D.A., & Kluwin, T.N. (2001). *Teaching Deaf & Hard of Hearing Students: Content, Strategies & Curriculum*. Allyn & Baccon, London.
  - Taylor, B.M., & Gustav, H. (2011). *Fitting and Dispensing Hearing Aids*. Plural Publishing, San Diego.
  - Tweedie, J. (1987). *Children’s Hearing Problems, Their Significance, Detection and Management*. The Bath Press, Bristol.
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- Waldman, D., & Roush, J. (2010). *Your child's Hearing Loss; A Guide for Parents*. Plural Publishing, San Diego.

### **Suggested Readings**

- Dillon, H. (2001). *Hearing aids*. New York: Thieme Medical Publications.
- Krumenacker, S. (2014). *Hearing Aid Dispensing Training Manual*. Plural Publishing, San Diego.
- Sanders, D. A. (1993). *Management of hearing handicap: Infants to elderly*. Englewood Cliffs. Prentice-Hall, New Jersey.

# PSYCHO-SOCIAL AND FAMILY ISSUES

**Course Code: C 16**

**Max. Marks : 50**

**Contact Hours: 30**

**Internal : 10**

**External : 40**

## **Learning Outcomes**

After completing the course student-teachers will be able to

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

## **Unit 1: Psychosocial Aspects and Disability**

1.1 Overview of psychosocial development; wellbeing and quality of life

1.2 Implications of hearing impairment on domains of psychosocial development

1.3 Role of family in psychosocial development of children with hearing impairment

1.4 Role of peers and community in psychosocial development of children with hearing impairment

1.5 Challenges and issues in psychosocial development of children with hearing impairment

## **Unit 2: Family Needs**

2.1 Identifying Family Needs for information, decision making, skill transfer and referral 2.2 Fostering family's acceptance of child's impairment and creating a positive environment

2.3 Building parents' confidence for making informed choices (communication options, options for listening devices, school placement) and Advocacy

2.4 Supporting family in raising children with hearing impairment: Facilitating availing of concessions, facilities and scholarship & other benefits

2.5 Encouraging family participation in self-help groups and family support networking



### **Unit 3: Family Empowerment**

3.1 Encouraging family centred practices, parent self-efficacy belief and family involvement in child's learning and parenting

3.2 Encouraging family acceptance of listening devices and ensuring its regular use

3.3 Supporting family in fostering and developing communication and language

3.4 Involving family in fostering and developing play, recreation and values

3.5 Encouraging family involvement in educational programme and participation in community based rehabilitation programme

#### **Engagement/ Practicals**

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

#### **Transaction & Evaluation**

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

#### **Essential Reading**

- Dunst, C., Trivette. C.,& Deal. A. (1996). Enabling & empowering families. Principles & guidelines for practice. Brookline Books, Cambridge.
- Gregory, S., Bishop, J., & Sheldon, L. (1999). Psychological perspectives of deafness. Cambridge University Press, Cambridge.
- Scheetz, N.A. (2000). Orientation to Deafness. Allyn and Bacon, Boston.
- Spencer, P.E., Erting, C.J., & Marschark, M. (2000). The deaf child in the family and school, Lawrence Erlbaum, New York.

## Suggested Reading

- Beazley, S., & Moore, M. (2005). Deaf children their families and professionals dismantling barriers. David Fultron Publishers, London.
- Brown, I., & Brown, R. (2000). Quality of Life and Disability. Jessica Kingsley Publishers, London.
- Caspe, M., Lopez, M. E., Chu, A., & Weiss, H. B. (2011). Teaching the teachers: Preparing educators to engage families for student achievement. Harvard Family Research Project, Cambridge.
- Corter, M. (1966). Deaf transactions: Deaf families, deaf communities and deaf identities. Jessica Kingsley publishers, London.
- Ila, P. (1996). Cultural and Language Diversity and the Deaf Experience. Cambridge University Press, Cambridge.
- Marscark, M., & Clark, M.D. (1998). Psychological Perspectives on Deafness Vol. I & II. Psychological Press, London.

# **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
D19	Basic Research & Basic Statistic

# READING AND REFLECTING ON TEXTS

**Course Code: D 17**

**Max. Marks : 50**

**Contact Hours: 30**

**Internal : 10**

**External : 40**

## **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.

## **Learning Outcomes**

After completing the course student-teachers will be able to

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

## **Unit 1: Reflections on Literacy**

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

## **Unit 2: Reflections on Reading Comprehension and Skill development**

- 2.1 Developing Good Reading Skills and Habits in Primary Level Students: Activities and Strategies
- 2.2 Basic Understanding of Reading Comprehension of Children with Disabilities
- 2.3 Indicators of Text Comprehension: Retelling, Summarizing, Answering, Predicting, Commenting and Discussing
- 2.4 Practicing Responding to Text (Using The Indicators) for Recreational Reading Material (Narrations) and School Textbooks (Description)
- 2.5 Practicing Responding to Text (Using The Indicators) for Reports, Academic Articles, Resume (Argumentation)

### **Unit 3: Reflecting Upon Writing as a Process**

- 3.1 Understanding writing as a Process: Content (Intent, Audience and Organization), Language (Grammar, Vocabulary, Spelling), Surface Mechanics (Handwriting, Neatness, Alignment and Spacing)
- 3.2 Practicing Self Editing and Peer Editing of Sample Texts
- 3.3 practicing Writing: Picture Description/ Expansion of Ideas/ Essays/ Stories
- 3.4 Practicing Filling up Surveys, Forms, Feedback Responses, Checklists
- 3.5 Reflections on the Course: From Theory to Practice to Initiating Process to Improve Self

### **Course Work/ Practical/ Field Engagement**

- Have a peer editing of independently written essays and discuss your reflections upon this experience
- Prepare a feedback form for parents and for teachers focussing on differences in the two forms due to different intent and audience
- Visit a book store for young children, go through the available reading material including exercise books, puzzles. etc. and make a list of useful material for developing early literacy skills

### **Essential Readings**

- Anderson, R., Hiebert, E., Scott, J., & Wilkinson, I. (1985). *Becoming a Nation of Readers: The report of the commission on reading*. Washington, DC: National Institute of Education and the Center for the Study of Reading.
- ASER report of 2015: Pratham Publication
- May, F. B. (2001). *Unravelling the seven myths of reading*. Allyn and Bacon: Boston

- McGregor, T. (2007). *Comprehension Connections: Bridges to Strategic Reading*. Heinemann Educational Books.
- Tovani, C., & Keene, E.O. (2000). *I Read It, but I Don't Get It: Comprehension Strategies for Adolescent Readers*. Stenhouse Publishers
- Soundarapandian, M. (2000). Literacy campaign in India. Discovery Publishing House: New Delhi.

### **Suggested Readings**

- Aulls, M. W. (1982). Developing readers in today's elementary school. Allyn and Bacon: Boston
- Baniel, A. (2012). Kids beyond limits. Perigee Trade: New York
- McCormick, S. (1999). Instructing students who have literacy problems. (3<sup>rd</sup>) Merrill: New Jersey
- Ezell, H., & Justice, L. (2005). Programmatic Research on Early Literacy: Several Key Findings. *IES 3rd Annual Research Conference: American Speech Language & Hearing Association (ASHA)*.
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- Gallagher, K. (2004). *Deeper Reading: Comprehending Challenging Texts*. Stenhouse Publishers
- Heller, R. (1998). Communicate clearly. DK Publishing: New York.
- Luetke-Stahlman, B., & Nielsen, D. (2003). Early Literacy of Kindergartners with Hearing Impairment. *High Beam*
- May, F. B. (1998). Reading as communication. Merrill: New Jersey
- Miller, D. (2002). *Reading With Meaning: Teaching Comprehension in the Primary Grades*. Stenhouse Publishers, New York.
- Pandit, B., Suryawanshi, D. K., & Prakash, M. (2007). Communicative language teaching in English. Nityanutan Prakashan, Pune.
- Paul, P. V. (2009). Language and Deafness. Jones and Bartlett: Boston

# PERFORMING AND VISUAL ARTS

**Course Code: D 18**

**Contact Hours: 30**

**Max. Marks : 50**

**Internal : 10**

**External : 40**

## **Introduction**

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

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

## **Learning Outcomes**

After completing the course student-teachers will be able to

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

### **Unit 1: Introduction to art Education**

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

### **Unit 2: Performing Arts: Dance, Music and Drama**

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

### **Unit 3: Visual Arts, Media and Electronic Arts**

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

### **Course Work/ Practical/ Field Engagement**

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



### Essential Readings

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

### Suggested Readings

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

# BASIC RESEARCH AND STATISTICS

**Course Code: D 19**

**Max. Marks : 50**

**Contact Hours: 30**

**Internal : 10**

**External : 40**

## **Learning Outcomes**

After completing the course student-teachers will be able to

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

## **Unit 1: Introduction to Research**

- 1.1 Scientific Method
- 1.2 Research: Concept and Definition
- 1.3 Application of Scientific Method In Research
- 1.4 Purpose of Research
- 1.5 Research in Education and Special Education

## **Unit 2: Types and Process of Research**

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

## **Unit 3: Measurement and Analysis of Data**

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

### **Practicum/ Field Engagement**

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

### **Essential Readings**

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

### **Suggested Readings**

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