CURRICULUM

FOR

Two-Year

B.Ed.Special Education Programme (Hearing Impairment)

w.e.f. 2019–20

Department of Education

Guru GhasidasVishwavidyalaya

(A Central University)

Bilaspur, Chhattisgarh

Objectives of B.Ed. Special Education (H.I.) Programme:

The B.Ed.SpecialEducation(H.I.)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 (H.I.) 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.

Duration of B.Ed. Special Education (H.I.) Programme:

The B.Ed.Special Education (H.I.) programme is a Two-year (four semesters) full time professional programme. The attendance of the students in the Department of Education during all the semesters shall be minimum 80% for all course work and 90% practicum and 90 % for school internship.

Curriculum Framework:

The details of the curriculum framework along with the aim of the course, course outlines, modes of learning engagement as well as modes of assessment for each course are presented hereunder.

The B.Ed.Special Education(H.I.)curriculum shall comprise of six groups of courses as is being described below:

Group A	– Core Courses& Pedagogy Courses	:	*Courses in Group Ashall provide a conceptual understanding of the concepts of education, teaching and learning and as also situate them in the broader perspective of society and development. They shall help in understanding the nature of the various disciplines and school subjects, setting achievable goals, developing competencies to envision and design learning situations for learners, and enter into the learners' mind to assess the learning.*
Group B	– Cross disability & inclusive education /Optional Courses	:	*Courses in Group B shall enable the prospective teachers become effective teachers to cater the needs of an inclusive school setting and develop their ability to understand as well as cater the need of various other kinds of disability needs. These courses shall also provide opportunities of skill development required for dealing with the chosen area of disability.*
Group C	Disability Specialization courses	:	*Courses in Group C shall provide specialization about specific disability to the prospective teachers to be acquainted with some key issues in school education.*
Group D	– Enhancing Professional Capacities	:	*The skill oriented courses under the Group D visualize a set of experiences that shall help the prospective teachers to develop an appropriate self–concept, enhance their self–esteem, and also to enhance theirprofessional capacity.*

Group E	-Practical related to disability	:	*Courses in Group E shall provide specialization about specific disability, cross disability and inclusive setting to the prospective teachers to be acquainted with some key issues in school education.*
Group F	– Field Engagement /school Internship	:	*The Group F provides the prospective teachers a context of hands on experience to practice their professional skills in the specific disability, cross disability and inclusive setting and to get a holistic understanding of various complexities in the process of school education.*

DISTRIBUTION OF CURRICULUM AND SCHEME OF EXAMINATIONFOR FOUR SEMESTERS

	SEMESTER –I						
GROUPS	**COURSES**	**PAPER CODE**	**CREDITS**	**TOTAL MARKS**	**MINIMUM PASS MARK**	**INTERNAL**	**EXTERNAL**
Group-A Core courses	Human growth &Development	A1	4	100	50	30	70
	Contemporary India & education	A2	4	100	50	30	70
Group-B Cross Disability& inclusion	Introduction to sensory disability	B1	2	50	25	15	35
	Introduction to neuro developmental disabilities	B2	2	50	25	15	35
	Introduction to locomotor &Multiple Disabilities	B3	2	50	25	15	35
Group –C *Disability Specialization courses*	Assessment and identification of needs	HIC1	4	100	50	30	70
Group –E Practical related to disability	Practical :Cross disability and inclusion	E1	2	50	25	50	00
	TOTAL		20	500	250	185	315
	SEMESTER –II						
GROUPS	**COURSES**	**PAPER CODE**	**CREDITS**	**TOTAL MARKS**	**MINIMUM PASS MARK**	**INTERNAL**	**EXTERNAL**
Group-A Core courses & Pedagogy Courses	Learning ,teaching and assessment	A3	4	100	50	30	70
	Pedagogy of Teaching(any one) Science Social Science Mathematics	A4 S A4 SS A4 M	4	100	50	30	70
	Pedagogy of Teaching(any one) Hindi English	A5 H A5 E	4	100	50	30	70
Group-B Cross Disability& inclusion	Inclusive education	B4	2	50	25	15	35
Group –C *Disability Specialization courses*	Curriculum Designing, Adaptation and evaluation	HIC2	4	100	50	30	70
Group-E Practical related to disability	Practical :Other Disability Specialization	E2	2	50	25	50	00
	TOTAL		20	500	250	185	315

SEMESTER –III								
GROUPS	**COURSES**	**PAPER CODE**	**CREDITS**	**TOTAL MARKS**	**MINIMUM PASS MARK**	**INTERNAL**	**EXTERNAL**	
Group –C *Disability Specialization courses*	Education Intervention and Teaching strategies	HIC3	4	100	50	30	70	
	Technology and disability	HIC4	4	100	50	30	70	
	Psycho social and family issues	HIC5	2	50	25	15	35	
Group –D Enhancing Professional Capacity	Reading and reflection on text (EPC)	D1	2	50	25	50	00	
Group-E Practical related to disability	Practical :Disability Specialization	E3	4	100	50	100	00	
Group –F Field engagement/ school attachment/ internship	Main disability special school (related to area C)	F1	4	100	50	100	00	
	TOTAL		**20**	**500**	**250**	**325**	**175**	

SEMESTER –IV								
GROUPS	**COURSES**	**PAPER CODE**	**CREDITS**	**TOTAL MARKS**	**MINIMUM PASS MARK**	**INTERNAL**	**EXTERNAL**	
Group-A Core courses	Basic Research &Basic statistic	A6	2	50	25	15	35	
Group-B Cross Disability& inclusion	Skill based optional course (any one 0f cross Disability and inclusion) (a)community based Rehabilitation (b) application of ICT in classroom	B5	2	50	25	15	35	
	Skill based optional course (any one of Disability Specialization) (a)communication option :Oralism (b)management of learning disability	B6	2	50	25	15	35	
Group –D Enhancing Professional Capacity	Drama and Art in education	D2	2	50	25	50	00	
Group-E practical related to disability	Practical cross Disability and inclusion	E4	4	100	50	100	00	
Group –F Field engagement/ school attachment/ internship	Other disability special school	F2	4	100	50	100	00	
	Inclusive school	F3	4	100	50	100	00	
	TOTAL		**20**	**500**	**250**	**395**	**105**	
	TOTAL CREDITS		**80**	**2000**	**1000**	**1090**	**910**	

Weightage of Evaluation: Weightage for Internal and External evaluation for every component in Group A to Group F will be as stated below:

Group	Internal	External
Group A –Core Courses& Pedagogy Course	30%	70%
Group B –Cross disability & inclusive education /Optional Courses	30%	70%
Group C– Disability Specializations courses	30%	70%
Group D– Enhancing Professional Capacity	100% (As per University guidelines)	
Group E-Practicum related to disability	100% (As per University guidelines)	
Group F-Field Engagement /school Internship	100% (As per University guidelines)	

Internal Examination Scheme:

Internal and external examination schemes will be decided by the University which is subjected to change from time to time.

COURSE A1: HUMAN GROWTH & DEVELOPMENT

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

After studying this course the student-teacher will be able to:

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

UNIT I: Approaches to Human Development

- Concept and definition of development, Difference between growth and development.
- Nature of development: (a) Conceptions of age (*chronological age, biological age, psychological age & social age*)
- Principles of development, Factors influencing development.
- Domains of development: Physical, psycho-social, cognitive and linguistic development.

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

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

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

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

UNIT IV: Adulthood (from 20s to death)

- Concept, stages (early, middle & late), Ageing in women (Physical, psychological & social challenges).
- Early adulthood (*20 to 40 years*): Concept, characteristics, ageing & challenges of early adulthood.
- Middle adulthood (*40 to 60 years*): Concept, characteristics, ageing & challenges of middle adulthood.
- Late adulthood (*60 to death*): Concept, characteristics, ageing & challenges of late adulthood.

UNIT V: Theoretical Approaches to Development

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

Engagement with the field as part of course as indicated below
    Hand on Experience

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

Suggested Readings:

Berk,L.E.(200)   *Human Development. Tata McGraw Hill Company, New York*

Brisban,E.H.(2004)   The Developing child ,McGraw Hill USA

Cobb,N.J.(2001)   *The child infants, children and adolescent. Mayfield Publishing Company <New York*

Hurlocl,E.B.(2005)   Child growth and development *Tata McGraw Hill Company, New York.*

Hurloc ,E.B.(2006)   *Developmental Psychology-A life span approach. Tata McGraw Hill Company, New York*

Meece,J.S.&EcclesJ.L(EDS)(2010) *Handbook of Research on Schools,Schooling and Human Development New York*

Mittal,S.(2006)   Child development-Experimental psychology. Isha book Delhi.

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

Singh A.K.   SikshamanovigyaanMotilal Publication Varanasi

Santrock J.W.(2007)   Adolescence,Tata McGraw Hill Publishing Company New Delhi

Santrock J.W.   Child Development.Tata McGraw hill publishing company New Delhi

PAPER A2: CONTEMPORARY INDIA AND EDUCATION

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

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

- Explain the history, nature and process and philosophy of education
- -Analyze the role of Educational System in the context of Modern Ethos
- -Understand the concept of diversity
- -Develop an understanding of the trends, issue and challenges faced by the contemporary
- Indian Education in global context

UNIT I: Philosophical Foundation of Education

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

UNIT II: Understanding Diversity

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

UNIT III: Contemporary Issues and Concerns

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

UNIT IV: Issues and Trends in Education

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

Community participation and community based education

UNIT V: Education Commission and policy (School Education)

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

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Some suggested Activities on contemporary issues

    Comparative study of different setting
    Educational Debates & movement
    RTE Act in in the Context of Disadvantaged
    Special and Inclusive school
    Education status of various groups

Conflict &social movement in india: Women,Dalit,Tribal & Disabled
Human right, Minority right

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

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

COURSE B1 : INTRODUCTION TO SENSORY DISABILITIES

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

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

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

Unit 1: Hearing Impairment: Nature & Classification

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

Unit 2: Impact of Hearing Loss

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

Unit 3: Visual Impairment & Deaf Blind

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

COURSE WORK/FIELD ENGAGEMENT/PRACTICUM:

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

MODE OF TRANSACTION: Visits, Observations,Videos and Interactions with StudentswithDisabilities

Suggested Readings:

- Bradford, L. J. & Hardy, W.G. (1979). Hearing and Hearing Impairment. New York: Grune and Stratton.
- Davis, H. & Silverman, S. R. (1970). Hearing and Deafness - Part I. Holt, London: Rinehart & Winston.
- Holbrook, C.M., & Koenig, A. J. (Eds.) (2000). Foundations of Education, Vol I: History and Theory of Teaching Children and Youths with Visual Impairments. (2nd ed): New York: AFB Press.
- Handbook on Deafblindness (2005). Sense International India. Retrieved online on 24/4/2015 from http://www.google.co.in/url?sa=t&rct=j&q=&esrc=s&source=web&cd=3&ved=0CD EQFjAC&url=http%3A%2F%2Fssa.nic.in%2Finclusive-education%2Ftraining- module-for-resource-teachers-for-disable-children%2FModule%25202%2520Deafblindness.pdf%2Fat_download%2Ffile&ei= LkY6VdGlOIKymAW604CgDg&usg=AFQjCNHxJc9OazS1f-TSI_HgQqJKxWjs_A&sig2=LIBWuGnYE0OLPtpK5FCHEg&bvm=bv.91427555,d. dGY
- Kelley, P., & Gale, G. (1998). Towards Excellence: Effective education for students with vision impairments. Sydney: North Rocks Press.
- Lowenfeld, B. (1973). Visually Handicapped Child in School and Society; American Foundation for the Blind; NewYork.
- Lynas, W. (2000). Communication options. In J. Stokes (Ed), Hearing Impaired Infants – Support in the first eighteen months. London: Whurr Publishers Ltd.
- Martin, F. N., & Clark, J.G. (2009). Introduction to Audiology. 10th ed. Boston: Pearson Education.
- Martin, F.N., & Clark, J.G. (2012). Introduction to Audiology. 11th ed. Boston: Pearson Education.
- National Institute for the Visually Handicapped (2015). Information Booklet on Visual Impairment in India, Dehradun: Government of India.
- Nerbonne, M. A., &Schow, R.L. (2002). Introduction to Audiologic Rehabilitation. Boston: Allyn and Bacon.
- Nerbonne, M. A., &Schow, R.L. (2013). Introduction to Audiologic Rehabilitation. 6th ed. Boston: Pearson Education.
- Northern, J. L., & Downs, M. P. (2002). Hearing in Children (5th Ed.). Philadelphia:Williams & Wilkins
- Prescod, S. V. (1978). Audiology Handbook of Hearing Disorders. New York: Van Nostrand Reinhold Company.
- Sataloff, R. T., &Sataloff, J. (2005). Hearing Loss. (4th Ed.) London: Taylor &Francis.
- Sims, L.G., Walter, G.G., & Whitehead, R.L. (1981). Deafness and Communication: Assessment and Training. Baltimore: Williams and Wilkins.
- Warren, D.H. (1994). Blindness and Children: An Individual Differences Approach.New York: Cambridge University Press.
- Auditory-Verbal International (1991). Auditory-verbal position statement. *Auricle* 4:11-12.
- Harp, B. (2006). *The handbook of literacy assessment and evaluation*, (3rd Eds). Norwood, M.A.: Christopher-Gordon Publishers, Inc.
- Katz, J. (1985). *Handbook of Clinical Audiology*. (4th Ed.) Baltimore: Williams and Wilkins.
- Loreman, T., Deppeler, J., & Harvey, D. (2005). *Inclusive education - A practical guide to supporting diversity in the classroom*. (2nd Eds.). U.K. Routledge.
- Norris, G. H., &Romer, L.T. (1995). *Welcoming Students who are deafblind to typical classrooms*.U.S: Paul H. Brookes.
- Pandey, R. S., &Advani, L. (1995). *Perspectives in Disability and Rehabilitation*.New Delhi: Vikas Publishing House Pvt. Ltd.
- *Proceedings from National Conference on Centenary for Work for the Blind in India* (1987). All India Confederation of the Blind and ChristoffelBlinden Mission; Delhi: R.K.Printers.
- Scholl, G.T. (1986). *Foundations of Education for Blind and Visually Handicapped Children and Youth*. New York: American Foundation for the Blind.
- Tucker, I., & Nolan, M. (1984).*Educational Audiology*. London: Croom Helm.
- Tye-Murray, N. (1998). Intervention Plans for Children. In Tye-Murray N. (Eds)*Foundations of Aural Rehabilitatio*n. San Diego: Singular. p.381–413.

COURSE B2 : INTRODUCTION TO NEURO DEVELOPMENTAL DISABILITIES

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

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

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

Unit 1: Learning Disability: Nature, Needs and Intervention

1.1 Definition, Types and Characteristics

1.2 Tools and Areas of Assessment

1.3 Strategies for reading, Writing and Maths

1.4 Curricular Adaptation, IEP

1.5 Transition Education, Life Long Education

Unit 2: Intellectual Disability: Nature, Needs and Intervention

2.1 Definition, Types and Characteristics

2.2 Tools and Areas of Assessment

2.3 Strategies for Functional Academics and Social Skills

2.4 Assistive Devices, Adaptations, Individualized Education Plan, Person Centered Plan, Life Skill Education

2.5 Vocational Training and Independent Living

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

3.1 Definition, Types and Characteristics

3.2 Tools and Areas of Assessment

3.3 Instructional Approaches

3.4 Teaching Methods

3.5 Vocational Training and Career Opportunities

COURSE WORK/FIELD ENGAGEMENT/PRACTICUM:

☐ Develop an Assessment Tool for a child with learning disability in the given area

☐ Prepare a transition plan from school to college for an LD Child

☐ Prepare a life skill curriculum

☐ Prepare a screening tool for children with Autism Spectrum Disorder

☐ Prepare teacher made test for functional assessment of a given child with ID/ Autism

☐ Plan an educational program on the basis of an assessment report of a child with ID/Autism

COURSE B3 :INTRODUCTION TO LOCOMOTOR AND MULTIPLE DISABILITIES

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

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

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

Unit 1: Cerebral Palsy (CP)

1.1. CP: Nature, Types and Its Associated Conditions

1.2. Assessment of Functional Difficulties of CP including Abnormalities of Joints and Movements (Gaits)

1.3. Provision of education, Therapeutic Intervention

1.4. Implications of Functional Limitations of Children with CP in Education and Creating Prosthetic Environment in School and Home: Seating Arrangements, Positioning and Handling Techniques at Home and School

1.5 Facilitating Teaching-Learning of Children with CP in School, IEP, Developing TLM; Assistive Technology to Facilitate Learning and Functional Activities

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

2.1. Definition, Meaning and Classification

2.2. Assessment of Functional Difficulties

2.3. Provision of Therapeutic Intervention and education

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

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

Unit 3: Multiple Disabilities and Other Disability Conditions

3.1 Multiple Disabilities: Meaning and Classifications

3.2 Cause and type of multiple disabilities

3.3 Educational management for multi handicapped

3.4 Effects of multi handicapped

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

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

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

their schools.

MODE OF TRANSACTION:

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

Suggested Readings:

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

COURSE HI C1 : ASSESSMENT AND IDENTIFICATION OF NEEDS

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

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

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

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

1.1 Need for early identification of hearing loss

1.2 Overview to behavioral test 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 behavioral observation in early identification of hearing loss by school teachers

1.5 Referral of children based on symptoms of hearing loss

Unit 2: Audiological Assessment

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

2.2 Assessment & methods of assessment: Subjective & Objective test

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

2.4 Audiogram: concept , interpretation and its implication in assessing theeducational needs of children with different types and degrees of hearing loss

2.5 Concept of unaided, aided audiograms

Unit 3: Assessment of Language & Communication

3.1 Communication: Concepts and types

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

3.3 Developmental milestones in typically growing children; Impact of deafness on Communication and language

3.4 Assessing communication and language: Developmental checklists, Scales, Standardized toolsand 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

4.1 Speech: Definition, Pre-requisites, characteristic.

4.2 Basics of Respiration, Articulation and phonation

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, Performance based ,individual and group assessment

5.4 Tools and techniques of Educational Assessment: Observations, Interviews,
   Questionnaire, rating Scales, check list and Teacher Made Tests at different levels

5.5 Challenges in assessment

COURSE WORK/FIELD ENGAGEMENT/PRACTICUM:

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

Transaction and Evaluation

Lecture cum Demonstration, Tutorials, Assignments, Tests

Suggested Readings:

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

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

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

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

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

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

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

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

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

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

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

Williams and Wilkins

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

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

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

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

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

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

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

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

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

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

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

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

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

- Warden, P., Winter, J., &Broadfoot, P. (2002). Assessment, RoutledgeFalmerPublication, 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), 1

- **COURSE E1 :PRACTICAL – CROSS DISABILITY AND INCLUSION***
- **MARKS: 50 | CREDITS: 2 | 4 Hrs./wk**

Sl. No	Tasks	Educational setting	Specitic activities	Hrs	Marks	Submission
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	5	10	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	5		
Total				**10**	**10**	

Area E1- Practical-Cross Disability and Inclusion*

Tasks for the student-teacher	**Disability** focus	**Education Setting**	Hrs (60)	**Description**
Classroom observation	Major Disability	Special schools	25	20 school Periods
	Other than Major disability	Minimum 3 Special schools for other disabilities	25	10 school Periods
	Any Disability		10	10 school Periods

- * Note-The evaluation will be based on their detailed learning how to conduct the test record and analyze the finding as well as their performance in the practical and viva voce examination.
- **Engagement with field as part of courses indicated below:**

Sl. No.	Tasks for the student -teacher	Course	Place
1	Assignment /project	A1	Institute
2	Assignment /project	A2	Institute
3	Assignment and identification of Need	C1 (all disabilities)	Camp/clinic/school etc for minimum of fifteen hours

PAPER -A 3: LEARNING, TEACHING AND ASSESSMENT

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

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

- -Comprehend the theories of learning and Intelligence and their applications for teaching children
- -Analyze the learning process, nature and theory of motivation
- -Describe the stages of teaching and learning and the role of teacher
- -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 I: Human Learning and Intelligence

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

UNIT II: Learning Process and Motivation

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

UNIT III: Teaching learning Process

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

UNIT IV: Overview of Assessment and school System

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

UNIT V: Assessment: Strategies and Practices

- Strategies:(Oral,written,portfolio,observation,project,presentation,group discussion, open book test, surprise test, untimed test ,team test records of learning) Meaning and procedure
- Typology and level of assessment items: Multiple choice , Open-ended and Close ended , Direct, Indirect ,Inferential Level
- Analysis, Reporting, interpretation, Documentation ,Feedback and pedagogic decision
- Assessment of Diverse Learners: Exemptions, Concessions, adaptation and accommodations
- School Examination: Efforts for Exam reforms: Comprehensive and Continuous evaluations(CCE)NCF (2005)

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

l. Report submission: Observation of children belonging to any three stages of development and describing applications of development in teaching – learning context

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

lll. Compilation of 5 CBM Tools from Web search in any one school subject

lV. Team presentation of Case study on assessment outcome used for pedagogic decisions

Transactions and Evaluations

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

Essential Readings:

- Amin, N (2002) Assessment of Cognitive Development of Elementary school ChildrenAgency.A psychometric approach ,Jain Book agency New Delhi
- Chauhan,S.S. (2013) Advanced Educational Psychology.Jain book agency, New Delhi.
- King- Sear, E.M.(1994)   Curriculum Based Assessment in Special Education. Singular publishing group San Diego CA
- Panch , R.(2013) Educational psychology:teaching and learning perspective McGraw hill , New Delhi
- WoolFolk,A. Mishra G. &jha A.K. (2012) Fundamental of Educational Psychology,11th EDN Pearson Publication , New Delhi
- Singh ,A.K.*SikshaManovigyaanMotilalbanarsidas publication Varanasi*

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

PAPER A4S: PEDAGOGY OF TEACHING SCIENCE

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

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

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

UNIT I: Nature and Significance of Science

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

UNIT II: Planning for Instruction

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

UNIT III: Approaches and Methods of Teaching Sciences

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

UNIT IV: Learning Resources for Teaching Science

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

UNIT V: Assessment and Evaluation for Science Learning

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

Practical/Field Engagement /Project work

Any one of the fallowing

l. Pedagogical analysis of a unit from Science content.

ll. Preparation of a multimedia presentation on a topic from science content keeping student with disabilities in view.

lll. Developing an Action Research Plan on a Problem Related to teaching and learning of science to students with disabilities .

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

V. Comparative analysis of Prescribed Syllabus and textbooks of different Boards Curricular innovations in respective subject areas

VI. Curricular adaptations for teaching Sciences to student with Disabilities.

Essential Readings:

- Anderson, H. O.   Readings in Science Education for the Secondary School. New York

- Brown,R.(1978) *Science Instructionsof Visually Impaired Youth.NewYork:AFB*
- Buxton,A.C.(2010)   Teaching Science in Elementry and Middle School.NewDelhi:Sage Publications
- Bybee,R.(2010b).The*Teaching of science*,21st-century perspectives.arlingtonVA:NSTA Press USA
- Fensham,P.J.(1994)The Content of Science:AConstructive Approach to its Teaching and Learning. Washington DC: The Falmerpress,USA,
- Gupta,V.K.(1995)   *Teaching and Learning of Scienceand Technology. New Delhi:Vikas Publishing House Pvt.Ltd*
- Henninen, K.A.(1975)teaching of Visually Handicapped,ohio:CharlesE.Merrill Publishing Company.
- Joshi, S.R.(2005) Teaching of Science.Newdelhi:A.P.H. Publishing Corporation.
- Jenkins, E.W. (Ed.) *Innovations in Science and Technology Education*, Vol. VI, UNESCO, Paris.
- Nair, C.P.S.Teaching Science in our Schools, S. Chand & Co. Pvt. Ltd. New Delhi.
- .Negi, J. S.BhautikShikshan, VinodPustakMandir, Agra
- Misra, K.S.Effective Science Teaching.Anubhav Publishing House, Allahabad
- NCERT, (2005). *Focus Group Report' Teaching of Science* NCERT New Delhi.
- NCERT, (2006). *National Curriculum Framework-* 2005, NCERT. New Delhi.
- Rawat D. S.Vigyanshikshan, VinodPustakMandir, Agra.
- Vaidya, N.*The Impact of Science Teaching*, New Delhi : Oxford and IBH Publishing Co., India.
- Yadav, M.S.Teaching of Science, Amol Publications.
- ..Mohan, Radha   *Innovative Science Teaching: For Physical Science Teachers.* New Delhi: PHI Learning Pvt. Ltd.
- Sharma, S.*Constructivist Approaches to Teaching and Learning,* New Delhi: NCERT
- Sharma, R.C. *Modern Science Teaching*, New Delhi: DhanpatRai Publications,
- Sounders The teaching of Gen. Science in Tropical Secondary Press London School, Oxford
- Rawat D. S.Vigyanshikshan, VinodPustakMandir, Agra.
- Vaidya, N.*The Impact of Science Teaching*, New Delhi : Oxford and IBH Publishing Co., India.
- Yadav, M.S.Teaching of Science, Amol Publications.
- UNESCO*The UNESCO Source Book for Science Teaching.*UNESCO, Paris.

- **Suggested Reading**
- Gupta, S.K.(1983)   Technology of Science Education,Delhi:Vikas Publishing House Pvt.Ltd.
- Gupta ,V.K.(1995)   Reading in Science and Mathematics Education,Ambala:The associated Press
- Mangal S. K.   *Teaching of science*, New Delhi: Arya Book Depot
- Rao ,V.K.(2004)   Science Education,APH Publishing Corpn.New Delhi

PAPER: A4SS : PEDAGOGY OF TEACHING SOCIAL SCIENCE

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

After Completing the course the student- teacher will be able to
- -Explain the concept, nature and scope of social science.
- Develop competencies for designing unit and lesson plans, as well as tools of evaluation for social science teaching.
- Develop skills in preparation and use of support materials for effective social science teaching.
- Develop the ability to organize co-curricular activities and community resource for promoting social science learning.

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

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

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

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

UNIT V: Social Science Teacher as a Reflective Practitioner
- Being a reflective practitioner- use of Action Research
- Developing an Action Research Plan for solving a problem in Teaching – learning of social science
- Case Study – Need and Importance for a School Teacher
- Objective and limitation of case study
- Evaluation work- achievement of student in social studies

Transaction

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

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

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

Suggested Readings:

- Aggrwal,J. C.(2008). Teaching of Social Studies: A practical Approach (4thEd). UP: Vikas Publishing House pvt ltd .
- George,A.M.,& Madam,A.(2009) Teaching Social Science in schools: NCERT,S New Textbook Initiative.
- Mangal, S.K.(2004).Teaching of social Science, Arya Book Depot, Delhi
- Rai,B.C.(1999) Methods of teaching Economic, Prakashan Kendra, Luck now
- Sharma, R.A. (2008). Technological Foundation of Education. Meerut: R.Lall Books Depot.
- Sharma,R.N.(2008) Principles and Techniques of Education Delhi: Surjeet Publications
- Singh Y.K. (2009) . Teaching of History: Modern Methods New Delhi :APH Publishing Corporation.
- Stone , R. (2008) Best Practices For Teaching Social studies: What award –Winning Classroom Teachers Do,Crowin CA.

PAPER : A4M: PEDA GOGY OF TEACHING MATHEMATICS

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

After completing the course the student–teacher will be able to –
  o Explain the nature of Mathematics and its historical development with contribution of Mathematicians.
  o Describe the aims and objectives of teaching Mathematics at school level.
  o Demonstrate and apply skills to select and use different method of teaching Mathematics.
  o Demonstrate Competencies of planning for teaching Mathematics, organizing laboratory facilities and equipment designing pupil centered teaching learning experiences.
  o Demonstrate Skills to design and use various evaluation tools to measure learner achievement in Mathematics.

UNIT I: Nature and Significance of Mathematics
  • Meaning, Nature and Characteristics of Mathematics
  • Correlation of Mathematics with other subjects
  • Importance of Mathematics in school curriculum
  • Values of teaching Mathematics
  • Contribution of Mathematicians: Ramanujam, Aryabhatta, Bhaskaracharya, Euclid and Pythagoras.

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

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

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

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

Practical/Field Engagement/Project Work
  Any one of the Following
l. Pedagogical analysis of a unit of content from secondary school mathematics syllabus
ll. Preparation of multimedia presentation on a topic with special reference to students with disabilities
lll. Construction of a Question paper based on current CBSE format/concerned State Board of education , preparing its Scoring key and marking scheme.
IV .Analyzing errors committed by school children in Mathematics and preparing a remedial plan.
V. Developing an Action Research proposal for a problem related to teaching and learning of Mathematics with reference to students with disabilities.

Transactions
Lecture cum demonstration, workshop and Seminars

Essential Reading

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

- **Suggested Readings:**

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

COURSE : A 5H: हिन्दी शिक्षण

पाठ्यक्रम के उद्देश्य –   **MARKS: 100 | CREDITS: 4 | 4 Hrs./wk**

प्रस्तुत पाठ्यक्रम द्वारा विद्यार्थी इस योग्य होंगे कि-

- -व्यक्ति तथा समाज के जीवन और विकास मे भाषा के योगदान से परिचित होंगे।
- -मूलभूत भाषा कौशलों और भाषा अधिगम मे उनकी भूमिका का अनुभव करेंगे।
- -इकाई नियोजन और पाठ –योजना को बनाने एवं क्रियान्वित करने की प्रक्रिया मे कुशल होंगे।
- -हिन्दी शिक्षण के विशिष्ट व्यावहारिक उद्देश्यों के निर्धारण और लेखन मे सक्षम होंगे।
- -हिन्दी शिक्षण के अधिगम लक्ष्यो कि प्राप्ति के लिए प्रयोज्य शिक्षण विधियो का प्रयोग करेंगे।
- -हिन्दी शिक्षण के उद्देश्यों कि सहज प्राप्ति के लिए सहायक उपकरणो के निर्माण और उपयोग मे दक्ष होंगे।
- -भाषा अधिगम मे सतत एवं व्यापक मूल्यांकन प्रविधि के उपयोग कुशलतापूर्वक करेंगे।
- -भाषा अधिगम मे विद्यार्थियो कि कठिनाइयो के निराकरण के लिए क्रियात्मक अनुसंधान का प्रयोग करेंगे
- -चिंतन दैनंदिनी और पोर्टफोलियो निर्माण कि प्रविधि का उपयोग करेंगे।

ईकाई १ : भाषा ,हिन्दी भाषा की प्रकृति एवं प्रयोज्यत्ता और पाठ्यवस्तु संवर्धन

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

इकाई २ : भाषा अधिगम की प्रकृति और पाठ नियोजन

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

इकाई ३ : हिन्दी की विविध विधाओ के शिक्षण की विधियो का परिचय और उपयोग

- माध्यमिक कक्षाओ मे गद्य एवं पद्य शिक्षण की उपयोगिता।
- गद्य शिक्षण की अर्थबोध ,व्याख्या विस्लेषण और संयुक्त विधि का परिचय और इनकी समीक्षा।
- पद्य शिक्षण की शब्दार्थ कथन ,खंडान्वय ,व्यास और समीक्षाविधि का परिचय और इनकी उपयुकतता का आंकलन।
- माध्यमिक स्तर पर व्याकरण शिक्षण की आवश्यकता एवं उपयोगिता ,

• व्याकरण शिक्षण की विधि –निगमन ,आगमन ,पाठ्यपुस्तक विधियो का मूल्यांकन ।

इकाई ४ : भाषा अधिगम –शिक्षण मे सहायक सामग्रियों का प्रयोग

• शिक्षण उपकरणों का संदर्भ ,महत्व और लाभ ।
• अधिगम –शिक्षण के दृश्य उपकरणों के प्रकार ,दृश्य उपकरणो –श्यामपट ,चार्ट ,नक्शा ,मानचित्र ,प्रतिरूप और फ्लैस कार्ड की प्रयोग विधि ।
• श्रव्य उपकरणो –कॉम्पैक्ट डिस्क व कैसेट्स के प्रयोग की विधि और अभ्यास ।
• वैद्युद्रनिक उपकरणो – टीवी, कंप्यूटर, और इंटरनेट का सहायक उपकरणो के रूप मे प्रयोग की विधि और उपयोगिता ।
• भाषा अधिगम मे भाषा प्रयोगशाला के प्रयोग की विधि और समीक्षा ।

इकाई ५ : भाषा अधिगम के मूल्यांकन की प्रवधि एवं चिंतनशील साधक के रूप मे शिक्षक

• मूल्यांकन की संकल्पना ,उद्देश्य और महत्व एवं प्रकार –सतत तथा व्यापक मूल्यांकन के संदर्भ मे।
• लेखन ,पठन ,श्रुतलेख,सुलेख , कव्यापाठ का सतत एवं व्यापक मूल्यांकन ,**कक्षागत पाठ्य सहगामी गतिविधियो : -गीत ,**अभिनय संवाद क्रियाकलाप और नेतृत्व के गुणो का सतत एवं व्यापक मूल्यांकन प्रविधि द्वारा मूल्यांकन ।
• अनुवर्ती चिंतन की अवस्यकता और महत्व , चिंतन दैनंदिनी और पोर्टफोलियो बनाना !
• विद्यार्थियो की अधिगम समस्याओ के निदान और समाधान के लिए क्रियात्मक अनुसंधान का प्रयोग ।
• पाठ्यक्रम ,सहायक सामग्री और पाठ्यविधियों का आलोचनत्मक विवेचन ।

प्रायोगिक कार्य –

– आधुनिक भाषा के रूप मे हिन्दी के गुणो और स्ताति का अनुसंधान विवरण

– हिन्दी शिक्षण की किन्ही दो अधनूतन विधियो परिचय एवं इनके उपयोग की तुलनात्मक समीक्षा ।

– हिन्दी शिक्षण के श्रवण ,वाचन , और लेखन अधिगम के सटीक मूल्यांकन मे सतत एवं व्यापक मूल्यांकन की प्रविधि के उपयोग का विवरण।

– चिंतन दैनंदिनी, पोर्टफोलियो और आलोचनात्मक विवरणी के उपयोग की समीक्षा और इनकी प्रतिकृति का प्रस्तुतीकरण ।

…

मूल्यांकन बिंदु	कक्षा परीक्षा	प्रायोगिक कार्य	पोर्टफोलियो	उपस्थिती	सत्रांत परीक्षा
परदेय अंक	१०	१०	०५	०५	७०

संदर्भ पुस्तके–

• हिन्दी शिक्षण : अभिनव आयाम , डॉ श्रुतिकान्त पाण्डेय अकसीस प्रकाशन ,दरियागंज नई दिल्ली 2010
• हिन्दी शिक्षण ,उमा मंगल ,आर्य बुक डिपो करोल बाग नई दिल्ली 2005
• हिन्दी शिक्षण ,डॉ रामशकल पाण्डेय ,विनोद पुस्तक मंदिर ,आगरा 2005
• हिन्दी साहित्य का इतिहास , रामचंद्रा शुक्ल ,राजकमल प्रकाशन , नई दिल्ली 2006
• हिन्दी शिक्षण रमन बिहारी लाल ,रस्तोगी प्रकाशन ,मेरठ 2002
• हिन्दी शिक्षण ,सावित्री सिंह इंटरनेशनल प्रकाशन हाउस मेरठ 2004
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PAPER A5E: PEDAGOGY OF TEACHING ENGLISH

COURSE OBJECTIVES   **MARKS: 100 Credits:04 Contact Hours 60**

After Completing the Course the student –teacher will be able to
   - Explain the principles of language teaching and trends in English Literature.
   - Prepare an instructional plan in English.
   - Adopt various approaches and methods to teach English Language.
   - Use various techniques to evaluate the Achievement of the Learner in English.

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

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

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

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

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

Course Work/Practical/Field Engagement
   - Design teaching Programmed based on error analysis
   - Develop an action research plan for measuring the effectiveness of agiven teaching approach in English
   - Develop lesson plan for the teaching of prose and poetry
   - Critically analyze any one poem or essay of a well known poet or writer

Essential Readings:

   - Allen ,H. &Cambell, R.(1972).Teaching English as Second Language ,McGraw Hill New york
   - Bharti,T.&Hariprasad,M(2004)Communicative English,NeelkamalPublication,s Hyderabad.
   - Mangal S. K.*Teaching of science*, New Delhi: Arya Book Depot
   - Bhatia,K.K.(2006) Teaching and Learning English as a Foreign Language .Kalyani Publications Hyderabad
   - Grellet,F.(1980) Devloping Reading Skills,Cambridge University Press ,New york

- IGNOU CTE-02Certificate in Teaching of English(1989).the Structure of English,IGNOU, New Delhi
- IGNOU EEG-02Elective Course in English(1989).The Structure of Modern English Block(1 To &7).IGNOU,New Delhi

Suggested Readings:

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

COURSE B4 :INCLUSIVE EDUCATION

COURSE OBJECTIVES **MARKS:50 | CREDITS: 2 | 2 Hrs./wk**

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

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

Unit 1: Introduction to Inclusive Education

1.1 Inclusion: Meaning & Definitions

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

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

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

1.5 Barriers to Inclusive Education: Attitudinal, Physical & Instructional

Unit 2: Polices & Frameworks Facilitating Inclusive Education

2.1 International Declarations: Universal Declaration of Human Rights (1948), World

Declaration for Education for All (1990)

2.2 United Nations Convention of Rights of Persons with Disabilities (UNCRPD) (2006)

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

2.4 National Commissions & Policies: Kothari Commission (1964), National Policy on Education (1986), Revised National Policy of Education (1992), National Curricular Framework (2005), National Policy For Persons With Disabilities (2006)

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

Unit 3: Inclusive Academic Instructions &Supports for Inclusive Education

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

3.2 Peer Mediated Instructions: Class Wide Peer Tutoring, Peer Assisted Learning Strategies

3.3 Stakeholders of Inclusive Education & Their Responsibilities

3.4 Family Support & Involvement for Inclusion

3.5 Community Involvement for Inclusion

COURSE WORK/FIELD ENGAGEMENT/PRACTICUM:

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

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

Suggested Readings:

- Bartlett, L. D., &Weisentein, G. R. (2003). *Successful Inclusion for Educational*
  - *Leaders.* New Jersey: Prentice Hall.
- Chaote, J. S. (1991). *Successful Mainstreaming.* Allyn and Bacon.
- Choate, J. S. (1997). *Successful Inclusive Teaching.* Allyn and Bacon.
- Daniels, H. (1999) .*Inclusive Education.*London: Kogan.
- Deiner, P. L. (1993). *Resource for Teaching Children with Diverse Abilities*, Florida:
  - Harcourt Brace and Company.
- Dessent, T. (1987). *Making Ordinary School Special.* Jessica Kingsley Pub.
- Gargiulo, R.M. *Special Education in Contemporary Society: An Introduction to*
  - *Exceptionality.* Belmont: Wadsworth.
- Gartner, A., &Lipsky, D.D. (1997). *Inclusion and School Reform Transferring*
  - *America's Classrooms,*Baltimore: P. H. Brookes Publishers.
- Giuliani, G.A. &Pierangelo, R. (2007). *Understanding, Developing and Writing*
  - *IEPs.* Corwin press:Sage Publishers.
- Gore, M.C. (2004) . *Successful Inclusion Strategies for Secondary and Middle School*
  - *Teachers*, 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 Edcuation* .
  - California: Singular Publications.
- Lewis, R. B., &Doorlag, D. (1995). *Teaching Special Students in the Mainstream*.
  - 4th Ed. New Jersey: Pearson.
- McCormick, S. (1999). Instructing Students who Have Literacy Problems. 3rd Ed.
  - New Jersey, Pearson.
- Rayner, S. (2007). *Managing Special and Inclusive Education*, Sage Publications.
- Ryandak, D. L. &Alper, S. (1996). *Curriculum Content for Students with 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.
- Turnbull, A., Turnbull, R., Turnbull, M., & Shank, D.L. (1995). *Exceptional Lives:*
  - *Special Education in Today's Schools.* 2nd Ed. New Jersey: Prentice-Hall.Inc.
- Vlachou D. A. (1997). *Struggles for Inclusive Education: An Ethnographic Sstudy* .
  - Philadelphia: Open University Press.
- Westwood, P. (2006). *Commonsense Methods for Children with Special Educational*
- *Needs - Strategies for the Regular Classroom.*4th Edition, London RoutledgeFalmer:
- Taylor & Francis Group.

COURSE (C2)CURRICULUM DESIGNING, ADAPTATION AND EVALUATION

COURSE OBJECTIVES   **MARKS: 100 | CREDITS: 4 | 4 Hrs./wk**

After completing the course the student-teaccers 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
1.2. Principles of Curriculum planning
1.3. Approaches and process of Curriculum designing
1.4. Curricular needs of children with hearing impairment in scholastic areas
1.5. Curricular needs of children with hearing impairment in non-scholastic areas

Unit 2: Developing Literacy Skills: Reading

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

Unit 3: Developing Literacy Skills: Writing

3.1. Writing meaning,Pre-requisites of writing.
3.2. Assessment of written language at different levels
3.3.Types of writing (coppying,guided writing)
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 of Curriculum Adaptation
4.3. Adapting Curriculum- Content, Teaching-learning Material, and Instruction
4.4. Types of Adaptation and Process
4.5. Adaptation in Student's Evaluation and Examination

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. types of adaption ,Test & Tools for Evaluation
5.5. Challenges in Curricular Evaluation

COURSE WORK/FIELD ENGAGEMENT/PRACTICUM:

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

MODE OF TRANSACTION &Evaluation

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

Suggested Readings:

- Bunch, G.O. (1987). The Curriculum and the Hearing Impaired student: Theoriticaland practical considerations. Boston, MA: College-Hills Press.
- Fontas, I. (2001). Guiding reader and Writers (Grades 3-6): Teaching comprehension, Genre and Context Literacy. Portsmouth, NH: Heinemann.
- Gathoo, V. (2006). Curricular Startegies and Adaptations for children with Hearing Impairment New Delhi: Kanishka Publishers
- Marsh, C.J. (2004). Key concepts for understanding curriculum. RoutledgeFalmer.
- Moores, D.F., Martin, D.S. (2006). Deaf Learner: developments in curriculum and Instruction.Gallaudet University Press.
- Bialostok, S. (1992). Raising Readers: Helping your child to literacy. Winnipeg, MB: Peguis Publishers.
- Culliman, B.E. (2000). Read to Me: Raising Kids Who Love to Read. New York: Scholastic.
- Posner, G.J., &Rudnitsky, A.N. (2005). Course Design: A Guide to curriculum
- Development for Teachers. Pearson.
- Pathak , K.K. (2015) Inclusive language and Communication S. R. Publication :
- New Delhi

COURSE E2:PRACTICAL- DISABILITY SPECIALISATION*

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

SL.no	Tasks	Education setting	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	10	
			Total	60	

Area E2- Practical Disability Specialization (Area C) *

Sl.no.	Tasks for the student-teachers	Disability focus	Education setting	Hrs	Description
1.1	Classroom observation	Other Than Major Disability	Special school	30	Observation of all subjects at different level, minimum 20 school periods.
1.3	a-Micro teaching & simulated teaching on selected skills	General	Institute	5	10 lessons
	b-Micro teaching & simulated teaching on 5 each from lessons planned in 1.2	Major Disability	institute	5	10 lessons

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

Engagement with field as part of courses indicated below:

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

COURSE C3 : EDUCATIONALINTERVENTION AND TEACHING STRATEGIES

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

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

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

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

1.1 Parent-infant programmes for children with HI: Overview, need, requirements.

1.2 Pre-school training programmes: Overview, need, requirements.

1.3 Individual Speech-Language Therapy Programmes: Overview, need, requirements.

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, philosophy and role of teacher

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

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

Unit 3: Speech Intervention Strategies

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

3.2 Ling's Approach (model for speech teaching)

3.3 Orientation of speech and aspects of speech

3.4 speech errors in hearing Impairment

3.5 Individual and Group speech teaching: concept, Strengths and challenges

Unit 4: Communication and Language Teaching Strategies

4.1 communication : Definition , scope

4.2 Communication options: Oralism, Total Communication, Bilingualism-philosophy Justification and challenges.

4.3 Language: Definition, Nature, Function of Language

4.4 Techniques of teaching language to children with hearing Impairment

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 centered, contextualized (natural & inclusive environment) & integrated (collaborative)

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/FIELD ENGAGEMENT/PRACTICUM:

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

MODE OF TRANSACTION&Evaluation : Lecture cum Demonstration, Role playing, Assignments, Tests

Suggested Readings:

- Aggarwal, J.C. (2010).Principles, Methods and Techniques of Teaching .Amazon
- Beattie, Rod G. (2001). Ethics in Deaf Education: The First Six Years. New York:
  - Academic Press Inc.
- Bess, F. H., &Humes, L. E. (1990). *Audiology: The fundamentals*. London:
  - Williams & Wilkins.
- Calvert, D.R. Silverman, S.R. (1983). Speech and Deafness: A Text for Learning and
- Teaching. Washington: Alexander Graham Bell Assn for Deaf.
- Easterbrooks,S. (2007).Helping Deaf and Hard of Hearing Students to Use Spoken
- Language: A Guide for Educators and Families .Amazon
- English, Kristina M (2002). Counseling Children with Hearing Impairment and Their
- Families. Boston: Allyn and Bacon.
- Estabrooks, W., (2006). Auditory-Verbal therapy and practice. Washington DC:
  - Alexander Graham Bell Association for Deaf.
- Finitzo-Hieber, T. (1981). Classroom Acoustics. In R. J. Roeser& M. P. Downs
- (Eds.) *Auditory disorders in school children*. New York: Theime-Stratton.
- Guralnick, M, J, (2005).The Developmental Systems Approach to Early Intervention.
- London: PAULH Brooks
- Katz, J. (1978, 1985, 1994). *Handbook of Clinical Audiology* . (2nd , 3rd & 4th eds.).
- Baltimore: Williams and Wilkins.
- Ling, D. (2000).Early Intervention For Hearing Impaired Children . Amazon
- Ling, D. (2002). Speech hearing-impaired child: Theory and practice. 2nd Ed. Deaf

  - and hard of hearing.
- Livingston, Sue (1997). Rethinking the Education Deaf Students: Theory and Practice

  - from a Teachers Perspective. London: Heinemann.
- Lynas, Wendy (1994). Communication Options in the Education of Deaf Children.

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

  - London: Whurr Publishers Ltd ford university press
- Mahshie S. N.(1995) educating deaf children bilingually, Gallaudet University, Washington

- Maluccio, Canali&Vecchiato (2002).Assessing Outcomes in Child and Family Services: Comparative Design and Policy Issues. Amazon
- Marschark, Marc Spencer, Patricia Elizabeth (2003). Oxford Handbook of Deaf Studies Language and Education. London: Oxford University Press.
- Maxon, A., & Brackett, D. (1992). The Hearing Impaired Child: Infancy Through High School Years. Boston: Andover medical Publishers.
- Moores, Donald, F (1997), Educating the deaf, Houghton Nifflin Company
- Nerbonne, M. A. &Schow, R.L. (2002). Introduction to Audiologic Rehabilitation.
- Boston: Allyn and Bacon.
- Nerbonne, M. A. &Schow, R.L. (2013). Introduction to Audiologic Rehabilitation. 6th ed. Boston: Pearson Education.
- Owens, R.E. (2012). Language development: An introduction (8th ed.) Boston:
- Pearson
- Paul, Peter V. Whitelaw, Gail M. (2011). Hearing and Deafness: An Introduction for
- Health and Education Professionals. Boston: Jones and Bartlett Learning.
- Powell, F., Finitzo-Hieber, T., Friel-Patti, S., & Henderson, D. (1985). (Ed.)
- Education of the Hearing Impaired Child. London: Taylor and Francis Ltd. / San Diego: College-Hill Press.
- Rhoades, E., & Duncan, J. (2010). Auditory-verbal practice: Toward a family
- centered approach. Springfield: Illinois: Charles C. Thomas
- Schirmer, Barbara R (2001). Psychological, Social and Educational Dimensions of
- Deafness. Boston: Allyn and Bacon
- Jeffers, J., & Barley, M. (1975). *Speech reading (Lip reading)* Spring field, IL:
- Charles C. Thomas.
- Paul, P.V. Whitelaw, G.M. (2011). Hearing and Deafness: An Introduction for Health
- and Education Professionals. Boston: Jones and Bartlett Learning.
- Rossetti, L. M., &Kile, J. E. (1997). Early intervention for special populations of
- infants and toddlers. San Diego: Singular Publishing Group, Inc.
- Sanders, D. A., & Derek, A. (1993). Management of hearing handicap: Infants to
- elderly (3rd edn). Englewood Cliffs, NJ: Prentice-Hall. Yarrow, L.J. Rubenstein , J.L. Pedersen, F.A. (1975). Infant and Environment: Early
- Cognitive and Motivational Development. New York: John Wiley and Sons.
- Nolan, Michael Tucker, Ivan (1984) Educational Audiology. London: Croom Helm.
- Plant, G.S., Karl E., (1995). Profound Deafness and Speech Communication. London: Whurr Publishers Ltd.
- McCracken, W., &Laoide-Kemp (1997). Ed. Audiology in Education. London:
- Whurr Publishers Ltd.,
- Richerg, C.M., &Smily, D.F. (2012). School-Based Audiology. San Diego: Plural
- Publishing.
- McAnally, P.l., Rose, S., & Quigley, S.P. (1987). Language Learning practices with
- Deaf Children. San Diego: A College-Hill Publication.
- Van Riper C. & von Emerick, L. (1984). Speech correction – An introduction to
- speech pathology and audiology. 7th Ed. NJ: Englewood Cliffs Prentice Hall Inc.

COURSE C4: TECHNOLOGY AND DISABILITY

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), Block diagram of Hearing aids, classification of hearing aids based on style (body level, ear level), technology (analog, programmable, digital), Ling's six sound

1.2 Ear moulds: Types, Importance, Care & maintenance

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

1.4 Cochlear Implant, BAHA &BERA: components, functioning & importance

1.5 Comparison between individual hearing aids, group hearing aids, care & maintenance

Unit 2: Technology for Management for Speech

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

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

2.3 Speech trainer: concept, its part & types

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, Serch engines, Online learning material, Language apps

3.3 Training of ISL

3.4 Sign to text and Text to sign technology

3.5 Augmentative and Alternative communication for children with Hearing Impairment

Unit 4: Technology Facilitating Education

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

4.2 Trouble shooting: concept and function

4.3 Technology Based Educational Services: Online learning, Web based learning, Computer assisted Learning, Video remote interpreting, C-Print technology

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

COURSE WORK/FIELD ENGAGEMENT/PRACTICUM

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

MODE OF TRANSACTION& EVALUATION

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

Suggested Readings:

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

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

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

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

- Wilkins.

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

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

- Kumar, K. L. (2009).Educational Technology: A Practical Textbook for Students,

- Teachers, Professionals and Trainers .Amazon Pub.

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

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

- Mathew, S.M. (2012).Technology for persons with hearing impairment. Status of Disability in India-2012.NewDelhi: RCI
- Moores, Donald, F (1997). Educating the deaf, Houghton NifflinCompan
- Rapp, W.H. (YNK). Universal design for learning in action. Baltimore MD: Brooks
- Riekehof, Lottie L. (1978), The joy of learning signs, Gospel publishing House, Missouri
- Schirmer, Barbara R (2001). Psychological, Social and Educational Dimensions of Deafness. Boston: Allyn and Bacon
- Stewart, D.A. &Kluwin, T.N. (2001). Teaching Deaf & Hard of Hearing Students :
- Content , Strategies & Curriculum. London :Allyn&Baccon
- Taylor, Brian M., H. Gustav (2011). Fitting and Dispensing Hearing Aids. San Diego: Plural Publishing.
- Tweedie, J. (1987). Children's Hearing Problems, Their Significance, Detection and Management. Bristol: The Bath Press.
- Waldman, D., & Roush, J. (2010). Your child's Hearing Loss; A Guide for Parents. San Diego: Plural Publishing.
- Dillon, Harvey (2001). Hearing aids. New York: Thieme Medical Publications.
- Krumenacker, S. (2014). Hearing Aid Dispensing Training Manual. San Diego: Plural Publishing.
- Sanders, D. A. (1993). *Management of hearing handicap: Infants to elderly*   (3rd ed.).
- Englewood Cliffs, NJ: Prentice-Hal

COURSE HI- C5:PSYCHOSOCIAL AND FAMILY ISSUES

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

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

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

Unit 1: Psychosocial Aspects

1.1 Major domains of development: Physical, Cognitive and Emotional/Social.

1.2 Erikson's stages of psychosocial development.

1.3 Role of homein psychosocial development.

1.4 Role of school in psychosocial development.

1.5 Role of community in psychosocial development.

Unit 2: Family Dynamics

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

Unit 3: Nurturing Social Emotional Wellbeing

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

COURSE WORK/FIELD ENGAGEMENT/PRACTICUM:

- ☐ 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

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

Suggested Readings:

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

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

COURSE D1:READING AND REFLECTION ON TEXT

COURSE OBJECTIVES   **MARKS: 50 | CREDITS: 2 | 2 Hrs./wk**

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

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

Unit 1: Reflections on Literacy and Reading Comprehension

1.1 Role of Literacy in Education, Career and Social Life

1.2 Basic Braille Literacy

1.3 Meta Cognitive Awareness of Reading Processes and Strategies Applied for Meaning Making

1.4 Developing Good Reading Skills and Habits in Primary Level Students: Activities and Strategies

1.5 Basic Understanding of Reading Comprehension of Children with Disabilities

Unit 2: Developing Literacy Skills: Reading

2.1 Literacy Skills: meaning,scope.reading meaning and Pre-requisites of reading

2.2. types of reading a)purpose base b)style of reading c)level of assessment bases

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

2.4 Models of reading skills(top- down,bottom- up, interactive)

2.5. Challenges and Remedial strategies

Unit 3: Practicing Independent Writing

3.1. Writing meaning,Pre-requisites of writing.

3.2. Assessment of written language at different levels

3.3.Types of writing (copying,guided writing,independent writing)

3.4. Steps and Strategies in Developing Writing

3.5. Challenges and Remedial Strategies

COURSE WORK/FIELD ENGAGEMENT/PRACTICUM

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

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

- • **Suggested Readings:**

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

- • ASER report of 2015: Pratham Publication

- • May, F. B. (2001). Unravelling the seven myths of reading. Allyn and Bacon: Boston

- • McGregor, T. (2007). *Comprehension Connections: Bridges to Strategic Reading* . Heinemann Educational Books.

- • Tovani, C., &Keene.E.O. (2000). *I Read It, but I Don't Get It: Comprehension Strategies for Adolescent Readers*.Stenhouse Publishers

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

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

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

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

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

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

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

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

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

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

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

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

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

COURSE E 3:PRACTICAL DISABILITY SPECIALISATION#

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

Sl. No	Tasks	Educational settings	Specific activities	Hrs	Marks	submission
1	Aural intervention	Institute / Clinic	Carrying out daily listening checks on children with hearing impairment (5 children) - Use Aided Audiogram for (2 children each) **A.** Linking Ling's 6 Sound test **B.** Selecting modality of training (Auditory, Speech reading, combination) **C.** Selecting method of Communication (Oral *vs* Manual)	10	15	
2	Speech intervention	Institute / Clinic	Observing individual speech teaching sessions (2 children) - Observing group teaching sessions (2 children) - Planning and executing lesson plan for teaching non-segmental, Segmental and Supra segmental aspects of speech (2 children)	10	15	
3	Learning and practicing ISL	Institute / Clinic/ ISL center	To learn and practice Basic school / vocabulary,Common,phrases, Conversations, Sample subject Texts, Stories in signs. (Preferably involving a Deaf individual and taught by certified signer)	30	20	
				50	50	

Area E3- Practical Disability Specialization (Part C) # Marks-50

SL.NO	Tasks for the student teachers	Disability focus	Education setting	No of lessons
1.2	**a.** Lesson planning and execution on different levels for all subjects/ selected subjects	Major Disability	Special school/resource room	30 lessons
1.3	Individualised Teaching lessons on selected subjects	Major Disability	Special school/resource room	5 IEPs
1.4	Lesson planning	Any Disability	Inclusive school	10

COURSE F 1:MAIN DISABILITY SPECIAL SCHOOL (RELATED TO AREA C)#

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

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

Sl. No.	Tasks	Educational setting	Specific activities	Hrs	Marks	submission
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,	30	15	Journal of daily reflections and learning
2	Practicing functioning as a teacher**		Undertaking continuous whole day teaching using daily diary system for planning and recording.	18	20	Daily diary
3	Understanding school examination**		Assisting in exam related planning, setting question papers, assessing, entering outcome in records, writing progress reports, feedback to students and parents, drawing pedagogic decisions.	12	10	Portfolio of assessment activities
4	understanding beyond classrooms		Participating in School committees meetings, Sports, Picnics, trips, visits, Parent Teacher Association (PTA) meeting, competitions, Celebrations, annual gatherings, medical check ups – any 3	12	10	*
5	Development of (TLM), Worksheet		Developing 3 Teaching Learning Material (TLM) and 10 worksheet for the assigned class	18	10	**TLM**
6	document study		Reading and reporting on academic calendars, time table, diaries, work books, progress reports, case files, parent meeting reports, certificates, forms to avail exemptions and concessions, assessment formats for pre-school	12	10	*

7	use of internet and modern school for technology children for with improving Hearing the class Impairment 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**	**10**	*
8	Compilations of language teaching material news, conversation, stories and unseen, pictures		Compiling language material news, conversations, stories and unseen pictures, Directed activities	**6**	**5**	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**	**10**	
Total				**120**	**100**	

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

   3 repeat the placement.

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

Engagement with field as part of courses indicated below:

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

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

Areas	Disability specialization (E-3&F-1)
A-4Pedagogy Subject 1	Semester –III (three days -15 Hrs)
A-5 Pedagogy Subject 1	Semester –III (three days -15 Hrs)
F-1 School Attachment/ Internship	Semester –III (24 days -120 Hrs)

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

COURSE B5 (A) :COMMUNITY BASED REHABILITATION

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

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

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

Unit 1: Introduction to Community Based Rehabilitation (CBR)

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

Unit 2: Preparing Community for CBR

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

Unit 3: Preparing Persons with Disability for CBR

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

COURSE WORK/FIELD ENGAGEMENT/PRACTICUM:

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

MODE OF TRANSACTION:

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

Suggested Readings:

- Loveday, M. (2006). *The HELP Guide for Community Based Rehabilitation Workers* : A Training Manual.Global-HELP Publications, California.
- McConkey, R. and O'Tool, B (Eds). *Innovations in Developing Countries for People with*

Disabilities, P.H. Brookes, Baltimore.

- Neufelt, A. and Albright, A (1998). *Disability and Self-Directed Employment: Business Development Model.*Campus Press Inc. York University.
- Peat, M. (1997). *Community Based Rehabilitation*, W.B. Saunders Company.
- *Scheme of Assistance to Disabled for Purposes of Fitting of Aids/Appliances* , — Ministry of Social Welfare, Govt. of India, New Delhi.
- *Scheme of Assistance to Organizations for Disabled Persons* , Ministry of Social Welfare, Govt. of India, New Delhi.
- WHO .(1982). *Community Based Rehabilitation — Report of a WHO International Consultation*, Colombo, Sri Lanka, 28 June- 3 July. WHO (RHB/IR/82.1)
- WHO .(1984). "Rehabilitation For All" in World Health Magazine, WHO, Geneva.

COURSE B5 (B) :APPLICATION OF ICT IN CLASSROOM

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

After completing the course the student teacher will be able to

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

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

1.1 Meaning and Scope of ICT and Its Role in 'Construction of Knowledge'

1.2 Possible Uses of Audio-Visual Media and Computers (Radio, Television, Computers)

1.3 Integrating ICT in Special Education With Reference To Articles 4 and 9 of UNCRPD and Goal 3 of Incheon Strategy

1.4 Three as of ICT Application—Access, Availability, Affordability

1.5 Overview of WCAG (Web Content Access Guidelines)

Unit 2: Using Media and Computers

2.1 Media: Radio and Audio Media- Script Writing, Storytelling, Songs, etc., Television and Video in Education, Importance of Newspaper in Education

2.2 Computers: Functional Knowledge of Operating Computers–On/Off, Word Processing, Use Of Power Point, Excel, ICT Applications for Access to Print

2.3 Computer as a Learning Tool: Effective Browsing Of The Internet for Discerning and Selecting Relevant Information, Survey of Educational Sites and Downloading Relevant Material.

2.4 Computer-Aided Learning: Application of Multimedia in Teaching and Learning, Programmed Instruction; Computer-Assisted Instruction; Interactive Learning

Unit 3: Visualizing Technology-Supported Learning Situations

3.1 E-Classroom: Concept, Organizing E-Classroom and Required Adaptations forStudents with Disabilities

3.2 Developing PPT Slide Show for Classroom Use and Using of Available Software or CDs with LCD Projection for Subject Learning Interactions

3.3 Generating Subject-Related Demonstrations Using Computer Software and Enabling Students to Plan and Execute Projects

3.4 Interactive Use of ICT: Participation in Social Groups on Internet, Creation of 'Blogs',

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

I. Develop a script on any topic of your choice. Conduct an interview with an expert on the selected topic to prepare an audio or video program of 15 minutes duration

II. Prepare a PPT by inserting photos and videos on a topic of your choice

III. Create your email account as well as design a blog

MODE OF TRANSACTION:

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

Suggested Readings:

- Abbot, C. (2001). *ICT: Changing Education*. RoutledgeFalmer.
- Florian, L., &Hegarty J. (2004). *ICT and Special Educational Needs: A Tool for Inclusion*.Open University Press.

- Kozma, R.B. (2003). *Technology, Innovation, and Educational Change: A Global Perspective: A Report of the Second Information Technology in Education Study, Module 2*.International Society for Technology in Education.

COURSE B6(A) : COMMUNICATION OPTIONS: ORALISM

COURSE OBJECTIVES   **MARKS: 50 | CREDITS: 2 | 2 Hrs./wk**

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

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

Unit 1: Understanding Hearing Loss in Real Life Context

1.1 Basic Awareness on Paradigms of Deaf & Hard of hearing

1.2 Basic Awareness on Deafness and Communicative Access: Challenges and Concerns

1.3 Basic Awareness on Inclusion and Identity with reference to Oral Options

1.4 Oral/ Aural Verbal Options and Realistic Expectations of Family and Teachers

1.5 Importance of Neural Plasticity and Early Listening Opportunities

Unit 2: Advance Understanding of Oral Options

2.1 Difference BetweenUni Sensory and Multi Sensory Approach in Oralism

2.2 Speech Reading: Need, Role and Strategies in All Communication Options

2.3 Training and Guidance on Aural Oral Practices for Families and Tuning Home Environment

2.4 Tuning Mainstream Schools/Classrooms for Aural Oral Communication: Do's and Don'ts

2.5 Practicing Skills in Story Telling/ direct activity / visit/ Poems

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

3.1Oralism / AV Approach: Prerequisites for Special Schools

3.2 Practicing Interpreting Audiograms and Exposure to Goal Setting in Listening Skills

3.3 block diagram of Hearing Aid ,concept and its part.

3.4 AV Approach: concepts, philosophy and principles

3.5 Reading Model Plans and Observing a Few Weekly Individual Sessions

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

Suggested Readings:

- Borden, Gloria J.,; Harris, Katherine S. & Raphael, Lawrence J. (2005). *Speech Science Primer (4th*) Lippincott WilliamsaAnd Wilkins: Philadelphia.
- *Dhvani* (English). Balvidyalaya Publication: Chennai.
- Estabrooks, W. (2006). *Auditory-Verbal Therapy And Practi*ce , Ag Bell
- Heller, R. (1999). *Managing Change*. Dk Publishing: New York.

- Ling, D. (1990). *Acoustics, Audition Aand Speech Reception. (Cd)* Alexandria, Auditory Verbal International.

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

- *Communication Options And Students With Deafness* . (2010).

- Chaney, A. L., & Burk, T. L. (1998). Teaching Oral Communication In Grades K – 8. AllynAnd Bacon. Boston

- Cole, E., &Flexer, C. (2010). Children with Hearing Loss: Developing Listening and Talking, Birth to Six. (2nd Ed.).Plural Publishing Inc,San Diego, CA.

- Dhvani (Marathi). Balvidyalaya – Cym Publication

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

- Estabrooks, W., & Marlowe J, (2000). The Baby is Listening, A. G. Bell Association, Washington D.C.

- Estabrooks , W. (2001). 50 Frequently Asked Questions (Faqs) About Auditory-Verbal Therapy. Learning to Listen Foundation.

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

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

- Ling, D. (1989). Foundations of Spoken Language for Hearing Impaired Children. A.G.Bell. Washington D.C.

- Ling, D., & Ling, A.H. (1985). Aural Habilitation: The Foundations of Verbal Learning in Hearing Impaired Children. A.G. Bell Association, Washington D.C.

- Edgar, L. L., & Marguerite, S. (1963). Play it by ear! : auditory training games, John Tracy Clinic Publication, Los Angeles.

- Resource Book on Hearing Impairment. AYJNIHH Publication.

- Unpublished Dissertations and Thesis on Profiling Communication Options in Special
- Schools in India.

COURSE B6(B): MANAGEMENT OF LEARNING DISABILITY

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

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

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

Unit 1: Learning Disabilities: Types

1.1 Verbal learning disabilities: Dyslexia, Dysgraphia, Dyscalculia.

1.2 Non-verbal learning disabilities

1.3 Language Disorders

1.4 Associated Conditions: ADHD

1.5 Emotional & Behavioral problems.

Unit 2: Assessment of Basic Curricular Skills

2.1 Assessment of Readiness Skills

2.2 Assessment of Reading, Writing and Math skills

2.3 Teacher made test

2.4 Standardized Tests: Types & Purpose

2.5 Interpretation of Test report

Unit 3: Intervention Strategies in Basic Skills of Learning

3.1 Language skills

3.2 Reading

3.3 Writing

3.4 Maths skills

3.5. Social skills

COURSE WORK/FIELD ENGAGEMENT/PRACTICUM:

☐ Prepare of checklist for screening LD

☐ Develop teacher made assessment test in any one curricular area for a given child

☐ Plan appropriate teaching strategies as per the specific needs of a given child with learning disability

MODE OF TRANSACTION:

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

Suggested Readings:
- Bauer, A. M., & Shea, T. M. (2003). Parents and schools: creating a successfull
- partnership for students with special needs. Merrill Prentice Hall, New Jersey
- Myklebust, H.(1983). Progress in Learning Disabilities, Guene and Stratton – New
- York.
- Reid, K. (1988). Teaching the Learning Disabled, Allyn and Bacon, Baston.
- Baca, L. M., & Cervantes, H.T. (2004).The Bilingual special education interface. (4th ed)

. Pearson. New Jersey

- Browder, D. M. (2001). Curriculum and assessment for students with moderate and severe disabilities. . The Guilford Press. New York
- Brunswick, N. (2012). Supporting dyslexic adults in higher education and the workplace. . Wiley-Blackwell. Malden.
- Fitzgibbon, G., & O'Connor, B. (2002). Adult Dyslexia:a guide for the workplace. John Wiley &Sons,Ltd. London.
- Gribben, M.(2012). The study skills toolkit for students with dyslexia. Sage Pub. London
- Karanth, P., &Rozario, J. (2003). Learning disabilities in India : willing the mind to learn. Sage Publication, New Delhi
- Martin, L, C.(2009). Strategies for teaching students with learning disabilities. . Corwin Press,California
- McCardle, P., Miller, B., Lee, J, R., &Tzeng, O, J.L. (2011). Dyslexia across languages. (orthography and the brain-gene-behavior link) Baltimore. Paul H. Brookes.
- Shula, C. (2000). Understanding children with language problems. Cambridge,New York.
- Prakash, P. (2008). Education of exceptional children: challenges and stratrgies. . Kanishka publishers, New Delhi.
- Reddy, G.L., &Ramar, R.(2000). Education of children with special needs, New Delhi – Discovery Pub.
- Thapa, K. (2008). Perspectives on learning disabilities in India. (current practices and prospects). Sage Publication, Los Angeles.
- Trusdell M. L., & Horowitz, I. W. (2002). Understanding learning disabilities : a
- parent guide and workbook : for parents, teachers, professionals, advocates and others who work with, or come in contact with, individuals with learning disabilities. (3rd rev ed) Maryland. York Press.
- Wong, B., & Butler, D. L. (2012). Learning about learning disabilities. (4th ed.)
- Amsterdam. Elsevier Academic Press.

COURSE D2: DRAMA AND ART IN EDUCATION

COURSE OBJECTIVES   **MARKS: 50 | CREDITS: 2| 2 Hrs./wk**

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

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

Unit 1: Introduction to Art &Art Education

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

Unit 2: Performing Arts: Dance, Music and Drama

2.1 Basic knowledge and definitions of music,danceand Drama.

2.2 Elements of music with practical knowledge.
2.3 Basic knowledge of Instruments with practical: Tabla and Harmonium

2.4 Understanding various forms of music, Classical- vocal and instrumental, Sub-Classical, Light music, folk music.

2.5 Enhancing learning through dance, music and drama for children with and without special needs.

Unit 3: Visual Arts:

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

COURSE WORK/FIELD ENGAGEMENT/PRACTICUM:

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

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

Suggested Readings

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

COURSE A6 :BASIC RESEARCH AND BASIC STATISTICS

COURSE OBJECTIVES   **MARKS: 50 | CREDITS: 2| 2 Hrs./wk**

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

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

Unit 1: Introduction to Research

1.1 Scientific Method: Concept and Basic postulates.

1.2 Research: Definition and Characteristics.

1.3 Educational Research: Definition and Nature

1.4 Purpose of Educational Research

1.5 Research in Education and Special Education

Unit 2: Types and Process of Research

2.1 Types of Research
- Basic/Fundamental
- Applied
- Action

2.2 Process of Research
- Selection of Problem
- Formulation of Hypothesis
- Collection of Data
- Analysis of Data & Conclusion

2.3 Tools of Research: Tests, Questionnaire, Checklist and Rating Scale

2.4 Action Research in Teaching Learning Environment

2.5 Professional Competencies for Research

Unit 3: Measurement and Analysis of Data

3.1 Scale of measurement: Nominal, Ordinal, Interval and Ratio.

3.2 Organization of data: Array, Grouped distribution.

3.3 Measures of Central Tendency (Mean, Median and Mode) and Measures of Dispersion (Standard deviation and Quartile deviation)

3.4 Correlation: Product Moment and Rank Order Correlation

3.5 Graphic representation of data

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COURSE WORK/FIELD ENGAGEMENT/PRACTICUM:

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

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

Practicum/ Field Engagement

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

Suggested Readings

- Best, J. W., & Kahn, J. V. (1996). *Research in Education* Prentice-Hall of India New Delhi.
- Dooley, D. (1997). *Social Research Methods*. Prentice-Hall of India, New Delhi.
- Grewal, P.S. (1990). *Methods of Statistical Analysis*. Sterling Publishers, New Delhi.
- Guptha, S. (2003). *Research Methodology and Statistical Techniques*   . Deep & Deep Publishing, New Delhi.
- Koul, L. (1996).   *Methodology of Educational Research* . Vikas Publishing House, New Delhi.
- Potti, L.R. (2004). *Research Methodology* Yamuna Publications, Thiruvananathapuram.
- Cohen, J. (1988). *Statistical Power Analysis for the Behavioral Sciences* . Academic Press, New York.
- Greene, S., & Hogan, D. (2005). Researching children's experience. Sage Publication: London..

COURSE E4: PRACTICAL CROSS DISABILITY AND INCLUSION*

				MARKS: 100 | CREDITS: 4| 8 Hrs./wk		
Sl. No.	**Tasks**	**Educational setting**	**Specific activities**		**Hrs**	**Submission**
1	Infrastructure of an Inclusive school	Inclusive school	Studying the extent of barrier free environment (Infrastructure including Assistive devices, Human resource & Inclusive teaching practices) available in an Inclusive school		10	Report with reflect-ions
2	Assisting Teacher		Working as teacher assistant for Prayers/ Assembly, Checking hearing device, Attendance, Home work/Class work, Writing diaries, Preparing TLM, Teaching practice sessions recapitulation, and Break times**.**		10	
	Total				**20**	

Area E4- Practical: Cross Disability and Inclusion (Area B) *

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

Sl.no.	Tasks for the student - teachers	Disability focus	Education setting	No. of lessons
1.1	Lesson planning and execution on different level for selected subjects	Any Disability	Inclusive Schools	10 lessons
1.2	a-Individualised Teaching lessons on different levels for selected subjects	Any Disability	Inclusive Schools	10 lessons
1.3	Community work /Tour	Any Disability	Society /school	

COURSE F2: OTHER DISABILITY SPECIAL SCHOOL*

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

Sl. No.	Tasks	Educational setting	Specific activities	Hrs	Marks	submissions
1	Teacher assistant	Special school of other disability	Studying the background of the children in the allotted class & working as teacher assistant for Prayers/assembly, Attendance, Home work/ class work, Writing diaries & Assisting in school celebrations	12	4	Journal of daily reflections and learning
2	Document study		Reading and reporting on Academic calendars, Time table, Diaries, Work books, Progress reports, Case files, 3 Parent meeting reports, Certificates, Forms to avail exemptions and concessions, Assessment formats for pre–school	3	3	Journal
3	3 Use of internet and modern technology for improving the class processes		Using technology for classroom teaching, Art education, Record keeping, Communication, Downloading power points, AVs for concept development involving students	3	3	Journal
	Total			18	10	

COURSE (F2): OTHER DISABILITY SPECIAL SCHOOL*

SL. No.	Task for the student-teacher	Disability focus	Set up	No. of lessons
1	Classroom Teaching	Other than major disability	Special schools for other disabilities	Minimum 20 school periods

COURSE F3: INCLUSIVE SCHOOL*

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

Sl. no.	Tasks	Educational setting	Specific activities	Hrs	Submissions
1	Understanding the children in the classroom	Inclusive School	Studying the background of children in the allotted class	06	Report with reflection
2	Understanding the plans		Studying the half yearly, Monthly & Unit plans and Calendar of activities and Progress report	12	
3	Teaching support		Assisting the teachers in Adaptation of content, Lesson planning, Scheduling, Resource mobilisation, Preparing TLM &Planning celebrations	60	
4	Remedial support		Teaching special children for specialised support for achieving the content mastery - 2 students	30	
5	Student evaluation		Assist the teachers in developing Teacher made tests, Marking scheme, Scoring key, Exam supervision, Evaluation of answer scripts & Reporting	12	
Total				120	

COURSE (F3): INCLUSIVE SCHOOL*

SL. No.	Task for the student-teacher	Disability focus	Set up	No. of lessons
1	Classroom Teaching	Any disability	Inclusive schools	Minimum 20 school periods

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

Engagement with field as part of courses indicated below:

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