यशवंतराव चव्हाण महाराष्ट्र मुक्त विद्यापीठ

ज्ञानगंगोत्री ,गंगापूर धरणाजवळ ,नाशिक२२२ ४२२,

आणि

भारतीय पुनर्वास परिषद (आर. सी.आय.), नवी दिल्ली

शिक्षणशास्त्र विद्याशाखा

बी(21P) विशेष शिक्षण.एड.

B.Ed.Spl.Ed. (HI, VI, ID)

अभ्यासक्रम आराखडा   २०१५

HUMAN GROWTH & DEVELOPMENT

Course Code:EDU281   **Credit: 04**

Contact Hours: 07/130   **Marks: 100**

Introduction

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

Objectives

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

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

Unit 1: Approaches to Human Development

Human development as a discipline from infancy to adulthood
Concepts and Principles of development
Developing Human- Stages (Prenatal development, Infancy, Childhood, Adolescence, Adulthood)
Nature vs Nurture
Domains (Physical, Sensory- perceptual, Cognitive, Socio-emotional, Language & communication, Social relationship)

Unit 2: Theoretical Approaches to Development

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

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

Prenatal development: Conception, stages and influences on prenatal development
Birth and Neonatal development: Screening the newborn - APGAR Score, Reflexes and responses, neuro-perceptual development

Milestones and variations in Development
Environmental factors influencing early childhood development
Role of play in enhancing development

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

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

Unit 5: Transitions into Adulthood

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

Engagement with the field as part of course as indicated below

Hands on Experience

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

Suggested Readings

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

- Santrock, J. W. (2006). Child Development., Tata Mc.Graw Hill Publishing Company, New York.
- Santrock, J. W. (2007). Adolescence. Tata Mc.Graw Hill Publishing Company, New Delhi.

CONTEMPORARY INDIA AND EDUCATION

Course Code: EDU282

Credit: 04

Contact Hours: 07/130

Marks: 100

Introduction

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

Objectives

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

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

Unit 1: Philosophical Foundations of Education

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

Unit 2: Understanding Diversity

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

Unit 3: Contemporary Issues and Concerns

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

Equal Educational Opportunity: (i) Meaning of equality and constitutional provisions (ii) Prevailing nature and forms of inequality, including dominant and minority groups and related issues

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

Unit 4: Education Commissions and Policy (School Education)

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

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

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

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

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

Unit 5: Issues and Trends in Education

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

Some Suggested Activities on contemporary issues

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

Essential Readings

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

- National Education Commission. (1964-66). Ministry of Education, Government of India, New Delhi.
- National Policy on Education. (1986 & 92). Ministry of Human Resource Development Government of India, New Delhi.
- Right to Education Act (2009). Ministry of Human Resource Development, Government of India, New Delhi.

Suggested Readings

- Aggarwal, J. C. (1992). Development and Planning of Modern Education. Vikas Publishing House Pvt. Ltd., New Delhi.
- Ain, L. C. (2010). Civil Disobedience, Book Review Literary Trust: New Delhi. Select chapters.
- Anand, S. P. (1993). The Teacher & Education in Emerging Indian Society. NCERT, New Delhi.
- Bhat, B. D. (1996). Educational Documents in India. Arya Book Depot, New Delhi.
- Bhatia, K., & Bhatia, B. (1997). The Philosophical and Sociological Foundations. Doaba House, New Delhi.
- Biswas. A. (1992). Education in India. Arya Book Depot, New Delhi.
- Biswas. A., & Aggarwal, J.C. (1992). Education in India, Arya Book Depot, New Delhi.
- Chakravarty, S. (1987). Development Planning: The Indian Experience. Oxford University press, New Delhi.
- Chandra, B. (1997). Nationalism and Colonialism, Orient Longman, Hyderabad.
- Choudhary. K.C., & Sachdeva, L. (1995). Total literacy by 2000, IAE Association, New Delhi.
- Deaton A., & Dreze, J. (2008-2009). Poverty and Inequality in India in Raj Kapila and Uma Kapila (Ed.) in Indian Economy since Independence. Oxford University Press, New Delhi.
- Deshpande, S. (2004). Contemporary India: A Sociological View. Penguin, New Delhi.
- Dubey, S. C. (2001). Indian Society, National Book Trust, New Delhi.
- Famous Speeches of Gandhi ji: Speech on the Eve of The Last Fast, January 12, 1948.
- http://unesdoc.unesco.org/images/0023/002322/232205e.pdf
- http://www.gandhi-manibhavan.org/gandhicomesalive/speech8.htm
- http://www.mkgandhi.org/speeches/speechMain.htm
- Jain, L.C. (2010). Civil Disobedience. Book Review Literary Trust, New Delhi.
- Jagannath. M. (1993). Indian Education in the Emerging Society. Sterling publishers Pvt. Ltd., New Delhi.

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

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

- Mahendru, M., & Roy, S. (2011). A Handbook on Disability Rehabilitation & Special Education. Educare Publications, New Delhi.

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

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

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

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

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

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

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

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

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

LEARNING, TEACHING AND ASSESSMENT

Course Code: EDU283   **Credits: 04**

Contact Hours: 07/130   **Marks: 100**

Introduction

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

Objectives

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

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

Unit 1: Human Learning and Intelligence

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

Unit 2: 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 3: 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 4: 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 5: 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 landmark, cloze set/open set and other innovative measures) Meaning and procedure
Typology and levels of assessment items: Multiole choice, open ended and close ended; direct, indirect, inferential level
Analysis, reporting, interpretation, documentation, feedback and pedagogic decisions
Assessment of diverse learners: Exemptions, concessions, adaptations and accommodations;
School examinations: Critical review of current examination practices and their assumptions about learning and development; Efforts for exam reforms: Comprehensive and Continuous Evaluation (CCE), NCF (2005) and RTE (2009)

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

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

Transaction and Evaluation

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

Essential Readings

- Amin, N. (2002). Assessment of Cognitive Development of Elementary School Children: A Psychometric Approach. Jain Book Agency, New Delhi.
- Chauhan, S.S. (2013). Advanced Educational Psychology. Jain Book Agency, Delhi.
- King-Sears, E.M. (1994). Curriculum Based Assessment in Special Education. Singular Publishing Group, San Diego, CA.
- Panch, R. (2013). Educational Psychology: Teaching and Learning Perspective. McGraw Hill Education (India) Private Limited, New Delhi.
- Paul, P. (2009). Language and Deafness. Singular publication.
- Salvia, John, Ysseldyke, James, E. And Bolt, Sara. (2007). Assessment in Special and Inclusive Education. Houghton Mifflin Company, Boston.
- Whitcomb, S., & Merrell, K.W. (2012). Behavioral, Social, and Emotional Assessment of Children and Adolescents, Routledge, New York.
- Woolfolk, A., Misra, G., & Jha, A.K. (2012). Fundamentals of Educational Psychology, (11th edn). Pearson Publication, New Delhi.

Suggested Readings

- Geisinger, K.F. (2013). APA Handbook of Testing and Assessment in Psychology. American Psychological Association, USA.
- Guskey, T. R., & Bailey. J (2000). Grading and Reporting. Thousnad Oaks. Corwin King, CA.
- Howell, K. W., & Nolet, V. (2000). Curriculum-Based Evaluation: Teaching and decision making. Wadsworth, Ontario.
- McMillan, J. H. (2001). Classroom Assessment: Principles and Practice for Effective Instruction. Allyn and Bacon, London.
- Nevo, D. (1995). School based Evaluation. Pergamon Publishing, Oxford.
- Salvia, J., & Ysseldyke. J.E. (1998). Assessment. (7th ed) Houghton Mifflin, Boston.

PEDAGOGY OF TEACHING SCIENCE

Course Code: A 4(Part I)   **Credits: 04**

Contact Hours: 60   **Marks: 100**

Introduction

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

Objectives

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

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

Unit 1: Nature and Significance of Science

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

Unit 2: Planning for Instruction

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

Unit 3: Approaches and Methods of Teaching Sciences

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

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

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

Importance of Co-Curricular Activities-Science Club, Science Exhibition, Science Text Books-Characteristics and Significance with reference to Children with Disabilities
The Science Laboratory-Planning Organization of Lab, Storage, Record Keeping and Safety of Scientific Equipments with reference to Children with Disabilities
Aquarium, Vivarium – Role in Teaching with Setting & Maintaining
Museum, Botanical And Zoological Garden: Role In Teaching

Unit 5: Evaluation

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

Practical/ Field Engagement/Project Work

Any one of the following

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

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

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

Essential Readings

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

- Tripathi, S. (2004). Teaching of Physical Science, Delhi: Dominant Publications.
- UNESCO (1966). Source Book for Science Teaching, Paris: UNESCO.
- Vaidya, N. (2003). Science Teaching in Schools, New Delhi: Deep & Deep Publishers.
- Vanaja, M. (2006). Teaching of Physical Science, Hyderabad: Neelkamal Publications.

Suggested Readings

- Gupta, S.K. (1983). Technology of Science Education. Vikas Publishing House Pvt. Ltd., Delhi.
- Gupta, V. K. (1995). Readings in Science and Mathematics Education. The Associated Press, Ambala.
- Mangal, S.K., & Mangal, S.(2005). Teaching of Biological Sciences. International Publishing House, Meerut.
- Rao, V.K. (2004). Science Education. APH Publishing Corp., New Delhi.

PEDAGOGY OF TEACHING MATHEMATICS

Course Code: A 4(Part II)   **Credits: 04**

Contact Hours: 60   **Marks: 100**

Introduction

The course will help the student-teachers to generate their student's interest for learning maths and develop dispositions towards the subject. It is designed to equip the learners to teach maths using innovative methods, techniques and teaching learning material for children with & withought disabilities.

Objectives

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

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

Unit 1: Nature of Mathematics

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

Unit 2: Objectives and Instructional Planning in Mathematics

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

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

Unit 3: Strategies for Learning and Teaching Mathematics

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

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

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

Unit 5: Assessment and Evaluation for Mathematics Learning

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

Practical/ Field Engagement/ Project Work

Any one of the following

I. Pedagogical analysis of a unit of content from secondary school Mathematics Syllabus
II. Preparation of a multimedia presentation on a topic with special reference to students with disabilities
III. Construction of a question paper based on current CBSE format/concerned State Board of education, preparing its Scoring key, and marking scheme

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

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

Transactions

Lecture cum demonstration, Workshops and Seminars

Essential Readings

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

Suggested Readings

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

PEDAGOGY OF TEACHING SOCIAL SCIENCE

Course Code: A 4 (Part III)   **Credits: 04**

Contact Hours: 60   **Marks: 100**

Introduction

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

Objectives

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

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

Unit I: Nature of Social Sciences

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

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

Curricular approaches: a) Coordination, b) Correlational, c) Concentric, d) Spiral, e) Integrated, f) Regressive
Methods of teaching social science: Lecture, discussion, socialized recitation, source and project method

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

Accommodations required in approaches for teaching children with disabilities

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

Adaptations of material for teaching children with disabilities

Unit IV: Evaluation of Learning in Social Science

Purpose of evaluation in social science

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

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

Construction of teacher made test

Diagnostic testing and enrichment techniques for children with disabilities

Unit V: Social Science Teacher as a Reflective Practitioner

Being a reflective practitioner- use of action research

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

Case study- Need and Importance for a School Teacher

Development of a Professional Portfolio/ Teaching Journal

Competencies for teaching Social science to children with disabilities

Transaction

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

Course Work/ Practical/ Field Engagement

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

Essential Readings

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

Suggested Readings

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

PEDAGOGY OF TEACHING HINDI

Course Code: A 5(Part IV)   **Credits: 04**

Contact Hours: 60 (60?kaVs)   **Marks: 100**

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PEDAGOGY OF TEACHING ENGLISH

Course Code: A5(Part V)   **Credits: 04**

Contact Hours: 60   **Marks: 100**

Introduction

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

Objectives

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

- *Explain the principles of language teaching, and evolution and trends in English literature.*
- *Prepare an instructional plan in English.*
- *Adapt various approaches and methods to teach Englishlanguage.*
- *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) and Cognitive Academic Language Proficiency(CALP)
English Language in the school context: An Evolutionary Perspective
Current Trends in Modern English Literature in Indiancontext
Teaching as second language in Indian context.

Unit II: Instructional Planning

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

Unit III: Approaches and Methods of Teaching English

Difference between an approach and a method

Task based approach, co-operative learning, language across curriculum, communicative language teaching, Bilingual, Eclectic and Constructive approach Method Teaching of Prose, Poetry, Drama, Grammar and Vocabulary- i) Translation method. ii) Structural – Situational method. iii) Direct method

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

Accommodation in approaches and techniques in teaching children with disabilities

Unit IV: Instructional Materials

Importance of instructional material and their effective use

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

Construction of a teacher made test for English proficiency

Teaching portfolio

Adaptations of teaching material for children with disabilities

Unit V: Evaluation

Evaluation - Concept and Need

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

Adaptation of Evaluation Tools for Children with Disabilities

Individualized assessment for Children with Disabilities

Error analysis, Diagnostic tests and Enrichment measures

Transaction

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

Course Work/ Practical/ Field Engagement

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

Essentital Readings

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

Suggested Readings

- Agnihotri, R.K., & Khanna, A.L.(1996). English Grammar in context. Ratnasagar, Delhi.
- Bhatia, K.K., & Kaur, N. (2011). Teaching and Learning English as a Foreign Language. Kalyani Publishers, Ludhiana.
- Bindra, R. (2005). Teaching of English. Radha Krishan Anand and Co., Jammu.
- Brumfit, C.J., & Johnson (Ed.) (1979). The communicative Approach to Language Teaching, Oxford University Press, Oxford.
- Bryne, D. (1988). Teaching Writing Skills. Longman, London.
- 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. Kalyani Publishers, Ludhiana.
- Shaik, M. & Gosh, R.N. (2005). Techniques of Teaching English. Neelkamal Publications, Hyderabad.
- Sharma, P. (2011). Teaching of English: Skill and Methods. Shipra Publication, Delhi.

Area- B

CROSS DISABILITY AND INCLUSION

B6	Inclusive Education
B7	Introduction to Sensory Disabilities (VI, HI, Deaf-Blind)
B8	Introduction to Neuro Developmental Disabilities (LD, MR(ID), ASD)
B9	Introduction to Locomotor & Multiple Disabilities (CP, MD)
B10	Skill-based Optional Course (Cross Disability and Inclusion)
B11	Skill-based Optional Course (Disability Specialization)

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

A	Guidance and Counselling
B	Early Childhood Care & Education
C	Applied Behavioural Analysis
D	Community Based Rehabilitation
E	Application of ICT in Classroom
F	Gender and Disability
G	Braille and Assistive Devices

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

A	Orientation & Mobility
B	Communication Options: Oralism
C	Communication Options: Manual Options (Indian Sign Language)
D	Augmentative and Alternative Communication
E	Management of Learning Disability
F	Vocational Rehabilitation & Transition to Job Placement

INCLUSIVE EDUCATION

Course Code: EDU291   **Credits: 02**

Contact Hours: 04/65   **Marks: 50**

Introduction

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

Objectives

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

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

Unit 1: Introduction to Inclusive Education   5 Hours

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

Unit 2: Polices & Frameworks Facilitating Inclusive Education   5 Hours

International Declarations: Universal Declaration of Human Rights (1948), World Declaration for Education for All (1990)
International Conventions: Convention against Discrimination (1960), Convention on Rights of a Child (1989), United Nations Convention of Rights of Persons with Disabilities (UNCRPD) (2006)
International Frameworks: Salamanca Framework (1994), Biwako Millennium Framework of Action (2002)
National Commissions & Policies: Kothari Commission (1964), National Education Policy (1968), National Policy on Education (1986), Revised National Policy of

Education (1992), National Curricular Framework (2005), National Policy For Persons With Disabilities (2006)
National Acts & Programs: IEDC (1974), RCI Act (1992), PWD Act (1995), National Trust Act (1999), SSA (2000), RTE (2006), RMSA (2009), IEDSS (2013)

Unit 3: Adaptations Accommodations and Modifications   7 Hours

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

Unit 4: Inclusive Academic Instructions   8 Hours

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

Unit 5: Supports and Collaborations for Inclusive Education   5 Hours

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

Practical & Field Engagement

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

Transactions

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

Suggested Readings

- Bartlett, L. D., & Weisentein, G. R. (2003). Successful Inclusion for Educational Leaders. New Jersey: Prentice Hall.
- Chaote, J. S. (1991). Successful Mainstreaming. Allyn and Bacon.
- Choate, J. S. (1997). Successful Inclusive Teaching. Allyn and Bacon.
- Daniels, H. (1999) . Inclusive Education.London: Kogan.
- Deiner, P. L. (1993). Resource for Teaching Children with Diverse Abilities, Florida: Harcourt Brace and Company.
- Dessent, T. (1987). Making Ordinary School Special. Jessica Kingsley Pub.
- Gargiulo, R.M. Special Education in Contemporary Society: An Introduction to Exceptionality. Belmont: Wadsworth.
- Gartner, A., & Lipsky, D.D. (1997). Inclusion and School Reform Transferring America's Classrooms,Baltimore: P. H. Brookes Publishers.
- Giuliani, G.A. & Pierangelo, R. (2007). Understanding, Developing and Writing IEPs. Corwin press:Sage Publishers.
- Gore, M.C. (2004) . Successful Inclusion Strategies for Secondary and Middle School Teachers, Crowin Press, Sage Publications.
- Hegarthy, S. & Alur, M. (2002). Education of Children with Special Needs: from Segregation to Inclusion, Corwin Press, Sage Publishers.
- Karant, P., & Rozario, J. ((2003). Learning Disabilities in India. Sage Publications.
- Karten, T. J. (2007). More Inclusion Strategies that Work. Corwin Press, Sage Publications.
- King-Sears, M. (1994). Curriculum-Based Assessment in Special 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 Routledge Falmer: Taylor & Francis Group.

INTRODUCTION TO SENSORY DISABILITIES

Course Code: EDU292   **Credits: 02**

Contact Hours: 04/65   **Marks: 50**

Introduction

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

Objectives

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

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

Unit 1: Hearing Impairment: Nature & Classification   5 Hours

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

Unit 2: Impact of Hearing Loss   5 Hours

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

Unit 3: Visual Impairment- Nature and Assessment   5 Hours

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

Unit 4: Educational Implications of Visual Impairment   5 Hours

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

Unit 5: Deaf-blindness   10 Hours

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

Course Work/ Practical/ Field Engagement

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

Transactions

    Visits, Observations, Videos and Interactions with Students with Disabilities

Essential Readings

- Bradford, L. J. & Hardy, W.G. (1979). Hearing and Hearing Impairment. New York: Grune and Stratton.
- Davis, H. & Silverman, S. R. (1970). Hearing and Deafness - Part I. Holt, London: Rinehart & Winston.
- Holbrook, C.M., & Koenig, A. J. (Eds.) (2000). Foundations of Education, Vol I: History and Theory of Teaching Children and Youths with Visual Impairments. (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; New York.
- Lynas, W. (2000). Communication options. In J. Stokes (Ed), Hearing Impaired Infants – Support in the first eighteen months. London: Whurr Publishers Ltd.
- Martin, F. N., & Clark, J.G. (2009). Introduction to Audiology. 10th ed. Boston: Pearson Education.
- Martin, F.N., & Clark, J.G. (2012). Introduction to Audiology. 11th ed. Boston: Pearson Education.
- National Institute for the Visually Handicapped (2015). Information Booklet on Visual Impairment in India, Dehradun: Government of India.
- Nerbonne, M. A., & Schow, R.L. (2002). Introduction to Audiologic Rehabilitation. Boston: Allyn and Bacon.
- Nerbonne, M. A., & Schow, R.L. (2013). Introduction to Audiologic Rehabilitation. 6th ed. Boston: Pearson Education.
- Northern, J. L., & Downs, M. P. (2002). Hearing in Children (5th Ed.). Philadelphia: Williams & Wilkins
- Prescod, S. V. (1978). Audiology Handbook of Hearing Disorders. New York: Van Nostrand Reinhold Company.
- Sataloff, R. T., & Sataloff, J. (2005). Hearing Loss. (4th Ed.) London: Taylor & Francis.
- Sims, L.G., Walter, G.G., & Whitehead, R.L. (1981). Deafness and Communication: Assessment and Training. Baltimore: Williams and Wilkins.
- Warren, D.H. (1994). Blindness and Children: An Individual Differences Approach. New York: Cambridge University Press.

Suggested Readings

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

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

INTRODUCTION TO NEURO DEVELOPMENTAL DISABILITIES

Course Code: EDU293   **Credits: 02**

Contact Hours: 04/65   **Marks: 50**

Introduction

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

Objectives

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

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

Unit 1: Learning Disability: Nature, Needs and Intervention

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

Unit 2: Intellectual Disability: Nature, Needs and Intervention

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

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

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

Transaction

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

Course Work/ Practical/ Field Engagement

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

Essential Readings

- Accardo, P.J., Magnusen, C., & Capute, A.J. (2000). Autism: Clinical and Research Issues. York Press, Baltimore.
- American Psychiatric Association. (2000). Diagnostic and Statistical Manual of Mental Disorders (4th ed. TR). Washington DC.
- Bala, M.J. (2004). Methods of Teaching Exceptional Children. Discovery, New Delhi.
- Browning, R. E. (2004). Teaching Students with Behaviour and Severe Emotional Problems. http://www.k12.wa.us/specialed/families/pubdocs/bestpractices.pdf

Suggested Readings

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

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

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

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

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

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

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

INTRODUCTION TO LOCOMOTOR AND MULTIPLE DISABILITIES

Course Code: EDU294   **Credits: 02**

Contact Hours: 04/65   **Marks: 50**

Introduction

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

Objectives

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

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

Unit 1: Cerebral Palsy (CP)

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

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

Definition, Meaning and Classification
Assessment of Functional Difficulties
Provision of Therapeutic Intervention and Referral

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

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

Unit 3: Multiple Disabilities and Other Disabling Conditions

Multiple Disabilities: Meaning and Classifications

Various Combinations of Multiple Disabilities and Associated Conditions Such as Epilepsy, Motor and Sensory Conditions

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

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

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

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

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

Essential Readings

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

GUIDANCE & COUNSELLING

Course Code: EDU301   **Credits: 02**

Contact Hours: 04/65   **Marks: 50**

Objectives

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

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

Unit 1: Introduction to Guidance and Counselling

Guidance and Counselling: Definition and Aims
Areas of Guidance and Counselling
Core Conditions in Counselling
Skills and Competencies of a Counsellor
Role of Teacher in Guiding and Counselling Students with Special Needs

Unit 2: Enhancing Self Image and Self Esteem

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

Unit 3: Guidance and Counselling in Inclusive Education

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

Practicum/ Field engagement

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

Transaction

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

Essential Readings

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

Suggested Readings

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

EARLY CHILDHOOD CARE AND EDUCATION

Course Code: EDU302   **Credits: 02**

Contact Hours: 04/65   **Marks: 50**

Introduction

The course is designed to provide the student-teachers with an insight into developmental milestones of typical children. This will enable the learners to understand deviations and strategies to address them in the critical phase of development. It will also help the learners understand the importance of transitions and its requirements.

Objectives

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

- *Explain the biological & sociological foundations of early childhood education.*
- *Describe the developmental systems approach and role responsibilities of interdisciplinary teams for early education of children with disabilities.*
- *Enumerate the inclusive early education pedagogical practices.*

Unit 1: The Early Years: An Overview

Facts about Early Childhood Learning & Development
Neural Plasticity
Critical Periods of Development of Motor, Auditory, Visual, Linguistic &Cognitive Skills
Sensitive Periods of Learning: Maria Montessori's Framework & Windows of Opportunity & Learning Timelines of Development in Young Children
Integrating Theories of Development & Learning for Early Childhood Education Curricula

Unit2: Early Education of Children with Disabilities

Young Children at Risk & Child Tracking
Interdisciplinary Assessments & Intervention Plans
Developmental Systems Model for Early Intervention (Ofguralnick, 2001)
Curricular Activities for Development of Skills of: Imagination, Joy, Creativity, Symbolic Play, Linguistic, Emergent Literacy, Musical, Aesthetic, Scientific & Cultural Skills
Evidenced Based Practices for Early Intervention

Unit 3: Inclusive Early Childhood Educational (ECE) Practices

Natural Environments, Service Delivery Models & Importance of Universal Designs of Learning (UDL)

Practices for Inclusive ECE Programs: Adaptations of Physical Environment & Equipments, Visual Support Materials, Parent Partnerships, Friendships & Engagements with Typical Children

Principles of Inclusive ECE Practices: Full Participation, Open Ended Activities, Collaborative Planning

Collaborating with Parents, Family Education & Developing Individualised Family Service Plan (IFSP)

School Readiness and Transitions

Practical/ Field Engagements

I. Developing a journal on developmental milestones & learning timelines of children from 0 to 8 years

II. Participation in workshop & develop five creative teaching learning materials for children in inclusive early childhood education programs

Transactions

Visits, Observations & Workshops.

Essential Readings

- Costello, P.M. (2000). Thinking Skills & Early Childhood Education. London: David Fulton Publishers.
- Dunn, S.G., & Dunn, K. (1992). Teaching Elementary students through their individual learning styles:Practical approaches for grades 3-6. Massachusetts: Allyn & Bacon.
- Guralnick, M.J. (2005). The Developmental Systems Approach to Early Intervention: Brookes Publication.
- Klausmeir, H.J., & Sipple, T.S. (1980). Learning & Teaching Concepts. A strategy for testing applications of theory. New York: Academic Press.
- Mohanty, J., & Mohanty, B. (1999). Early Chilhood Care and Education. Delhi: Offset Printers.

Suggested Readings

- Barbour, N., & Seefeldt, C. (1998). .Early Childhood Education. An Introduction (4th Eds). U.K: Prentice Hall.
- Broman, B. C. (1978). The Early Years in Childhood Education. Chicago: RandMcNally College Publishing Company.
- Catron, C.E., & Allen, J. (1993). Early Childhood Curriculum. New York: MacMillan Publishing Company.
- Dahlberg, G., Moss, P. & Pence, A. (2007). Beyond Quality in Early Childhood Care and Education. (2nd Ed.). New York: Routledge Publication.

- Dopyera, M.L., & Dopyera, J. (1977). Becoming a Teacher of Young Children. New York: Random House Publications.
- Gordon, I.J. (1972). Early Childhood Education. Chicago: Chicago University Press. Hamilton, D.S., & Flemming, (1990). Resources for Creative Teaching in Early Childhood Education (2nd Edition). Harcourt Brace Jovanvich. Tokyo.
- Hilderbrand, V. (1991). Introduction to Earcly Childhood Education. MacMillan Publishing. New York.
- Krogh, S.L., & Slentz, K. (2001). Early Childhood Education, Yesterday, Today & Tomorrow. Lawrence Erlbaum Associates Publishers, London.
- Range, D.G., Layton, J.R., & Roubinek, D.C. (1980). Aspects of Early Childhood Education. Theory to Reserch to Practice. Academic Press. New York.
- Spodek, B., Saracho, O.N., & Davis, M.D. (1987). Foundations of Early Childhood Education. Prentice Hall, New Jersey.
- Wortham, S.C. (NK). Measurement & Evaluation in Early Childhood Education (2nd Eds.). Merrill Prentice Hall, Ohio.

APPLICATION OF ICT IN CLASSROOM

Course Code: B 10(E)   **Credits: 02**

Contact Hours: 30   **Marks: 50**

Course Description

This course has dual purpose: firstly it aims to orient the teacher trainee to various applications of Information and Communication Technology in teaching learning process; and secondly it intends to orient the learners to understand the scope and application of ICT for students with disabilities. The course includes uses of all kinds of media and computer in order to give hands on experience of applying ICT in various learning environments as well to familiarize the student teacher with different modes of computer based learning.

Objectives

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

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

Unit 2: Using Media and Computers

Media: Radio and Audio Media- Script Writing, Storytelling, Songs, etc., Television and Video in Education, Importance of Newspaper in Education
Computers: Functional Knowledge of Operating Computers–On/Off, Word Processing, Use Of Power Point, Excel, ICT Applications for Access to Print
Computer as a Learning Tool: Effective Browsing Of The Internet for Discerning and Selecting Relevant Information, Survey of Educational Sites and Downloading Relevant Material; Cross Collating Knowledge from Varied Sources
Computer-Aided Learning: Application of Multimedia in Teaching and Learning, Programmed Instruction; Computer-Assisted Instruction; Interactive Learning
E-Classroom: Concept, Organizing E-Classroom and Required Adaptations for Students with Disabilities

Unit 3: Visualising Technology-Supported Learning Situations

    Preparation of Learning Schemes and Planning Interactive Use of Audio-Visual Programme

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

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

Interactive Use of ICT: Participation in Social Groups on Internet, Creation of 'Blogs', Organizing Teleconferencing and Video-Conferencing

Identifying and Applying Software for Managing Disability Specific Problems

Course Work/ Practical/ Field Engagement (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

Essential Readings

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

Suggested Reading

- 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.

BRAILLE AND ASSISTIVE DEVICES

Course Code: EDU309   **Credit: 02**

Contact Hours: 04/65   **Marks: 50**

Introduction

Braille, the embossed system of reading and writing for the blind along with its inventor, Louis Braille (1809-1852), has opened a wide range of avenues and opportunities for effective mainstreaming and empowerment for Persons with Visual Impairment. In addition, a plethora of devices are now available which help the visually impaired to access meaningful education in all school-subjects as also skills of independent living and economic activities.

This course familiarizes the student-teachers with the importance and operational aspects of Braille, which has stood the test of time and competition for the last about 185 years. It also introduces them to basic devices used for teaching blind and low vision children.

It is hoped that through the study of the course, the learners will be motivated to know more about these and various other devices and technologies and be in a position to help children with visual impairment/their parents to procure the needed devices with ease and speed.

Objectives

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

- *Acquire basic information about Braille, its relevance and some important functional aspects.*
- *Get basic information on types and significance of different Braille devices.*
- *Get acquainted with the types and significance of basic devices relating to Mathematics, Science, Geography and Low Vision as also on sources of their availability.*

Unit 1: Braille

      Louis Braille and the Evolution of Braille
      Continuing Relevance of Braille vis-a-vis Audio Material
      Braille Signs, Contractions and Abbreviations--English Braille
      Braille Signs and Symbols—Hindi/Regional Language
      Braille Reading and Writing Processes

Unit 2: Braille Devices -- Types, Description, Relevance

      Slate and Stylus
      Braille Writer
      Electronic Devices— Note takers and Refreshable Braille Displays
      Braille Embossers
      Braille Translation Software

Unit 3: Other Devices – Types, Description, Relevance

Mathematical Devices: Taylor Frame and Types, Abacus, Geometry Kit, Algebra
Types
Geography: Maps--Relief, Embossed, Models
Science Material
Low Vision Aids--Optical, Non-Optical, Vision Training Material
Schemes and Sources of Availability

Course Work/ Practical/ Field Engagement (Any Two)

Each Student-Teacher will

a. Observe at least five devices in use in at least five school periods.
b. Draw up an item-wise price list of at least ten devices from different sources.
c. Prepare a presentation – Oral/ Powerpoint – on the relevance of Braille for children with visual impairment.
d. Prepare a report on the availability and use of Mathematical devices (at least two) in one special school and on inclusive school.
e. Make a report on the application of at least two non-optical devices for children with low vision.

Essential Readings

- A Restatement of the Layout, Definitions and the Rules of the Standard English Braille System (1971). The Royal National Institute for the Blind, London.
- Ashkroft, S.C., & Henderson, F. (1963). Programmed Instruction in Braille. Stanwick House, Pittsburgh.
- Lowenfeld, B. (1969). Blind Children Learn to Read. Charles C. Thomas, Springfield.
- Mani, M.N.G. (1997). Amazing Abacus. SRVK Vidyalaya, Coimbatore.
- Manual on Bharti Braille (1980). NIVH, Dehradun.
- Olson, M. R. (1981). Guidelines and Games for Teaching Efficient Braille Reading. AFB, New York.
- Proceedings: National Conference on Past and Present Status of Braille in India(2001). All India Confederation of the Blind, New Delhi.

Suggested Readings

- Hampshire, B. (1981). Working with Braille - A Study of Braille as a Medium of Communication. UNESCO, Geneva.
- Kusanjima, T. (1974). Visual Reading and Braille Reading. AFB, New York.
- Mani, M.N.G. (1992). Techniques of Teaching Blind Children. Sterling Publishers, New Delhi.
- Mellor, M. C. (2006). Louis Braille A Touch of Genius. National Braille Press, Boston.

ORIENTATION AND MOBILITY

Course Code: EDU311   **Credit: 02**

Contact Hours: 04/65   **Marks: 50**

Introduction

Movement with independence in the environment has been stated to be one of the major challenges of vision loss. In order to facilitate their meaningful empowerment, therefore, it is necessary to provide students with visual impairment skills and techniques which enable them to cope with these challenges. Developments, especially during and after World War II, have led to the emergence of a large variety of such strategies, skills and technologies, which are covered under the discipline titled Orientation and Mobility.

So, the present course carrying the same title introduces the learners to various crucial aspects of this vital subject. It is hoped that through the study of the course, the student-teachers would be in a better position to understand the implications of vision loss with reference to independent movement. It would also enable them to get insights into basic skills and components essential for meaningful orientation and easy and graceful movement for the visually impaired.

Objectives

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

- *Describe the nature and scope of O&M as also the O&M related responsibilities of the special teacher.*
- *Acquire basic knowledge of human guide techniques.*
- *Describe pre-cane and cane travel skills and devices.*
- *Get acquainted with the importance and skills of training in independent living for the visually impaired.*

Unit 1: Introduction to Orientation and Mobility

Orientation and Mobility -- Definition, Importance and Scope
  Basic Terminologies Associated with O&M: Trailing, Landmarks, Clues, Cues, Shoreline, Squaring Off, Clockwise Direction, Sound Masking, Sound Shadow
 Roles of Other Senses in O&M Training
  Special Responsibilities of Special Teacher/Educator with reference to O&M Training
Blindfold -- Rationale and Uses for the Teacher

Unit 2: Human/ Sighted Guide Technique

Grip
 Stance
 Hand Position

Speed Control

Negotiating: Narrow Spaces, Seating Arrangements, Staircases, Muddy paths

Unit 3: Pre-Cane Skills

Upper and Lower Body protection

Room Familiarization

Using Oral Description for Orientation

Search Patterns

Building Map Reading Skills

Unit 4: Cane Travel Techniques and Devices

Canes -- Types, Parts, Six Considerations

Cane Travel Techniques: Touch Technique, Touch and Drag Technique, Diagonal Cane Technique

Use of Public Transport

Asking for Help: When and How

Electronic Devices, Tactile and Auditory Maps -- Description and Uses

Unit 5: Training In Independent Living Skills

Self Care, Gait and Posture

Personal Grooming

Eating Skills and Etiquette

Identification of Coins and Currency Notes

Basics of Signature Writing

Course Work/Practical/ Field Engagement

Undertake any two of the following

a. Act as a sighted guide in different situations/settings.
b. Prepare a list of canes and other devices available with various sources along with prices.
c. Undergo an experience of moving under a blindfold for a few minutes and describe it (about 200 words).
d. Make a short PowerPoint/ oral presentation for about 5 minutes on the importance of O&M for the visually impaired.
e. Draw up a list of important clues/cues/landmarks which the visually impaired student can use in the school.

Essential Readings

- Blasch, B. B., Weiner, W. R., & Welsh, R. L. (1997). Foundations of Orientation and Mobility (2nd ed.). AFB Press, New York.

- Cutter, Joseph (2006). Independent Movement and Travel in Blind Children.IAP, North Carolina.

- Fazzi, D.L. & Petersmeyer, B.A. (2001). Imagining the Possibilities: Creative Approaches to Orientation and Mobility Instruction for Persons who are Visually Impaired. AFB Press, New York.
- Jaekle, R. C. (1993). Mobility Skills for Blind People: A Guide for Use in Rural Areas. Christoffel Blinden Mission, West Sussex.
- Knott, N.I. (2002). Teaching Orientation and Mobility in the Schools: An Instructor's Companion. AFB Press, New York.
- Smith, A. J., & Geruschat, D. R. (1996). Orientation and Mobility for Children and Adults with Low Vision. In A. L. Corn & A. J. Koenig (Eds.), Foundations of Low Vision: Clinical and Functional Perspectives. AFB Press, New York.

Suggested Readings

- Dodds, A. (1986). Mobility Training for Visually Handicapped People. Croom Helm, London.
- Hill, E., & Ponder, P. (1976). Orientation and Mobility Techniques. AFB Press, New York.
- Jacobson, W.H. (1993). The Art and Science of Teaching Orientation and Mobility to Persons with Visual Impairments.AFB Press, New York.
- Singh, J.P. (2003). Technology for the Blind.Kanishka Publication. New Delhi

COMMUNICATION OPTIONS: ORALISM

Course Code: EDU312   **Credits: 02**

Contact Hours: 04/65   **Marks: 50**

Introduction

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

Objectives

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

- *Discuss the 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

Basic Awareness on Paradigms of D/Deafness (Medical and Social)
Basic Awareness on Deafness and Communicative Access: Challenges and Concerns
Basic Awareness on Autonomy, Inclusion and Identity with reference to Oral Options
Oral/ Aural Verbal Options and Realistic Expectations of Family and Teachers
Importance of Neural Plasticity and Early Listening Opportunities

Unit 2: Advance Understanding of Oral Options

Difference Between Uni Sensory and Multi Sensory Approach in Oralism
Oracy To Literacy: Why and How
Speech Reading: Need, Role and Strategies in All Communication Options
Training and Guidance on Aural Oral Practices for Families and Tuning Home Environment: Current Scenario, Importance And Strategies
Tuning Mainstream Schools/Classrooms for Aural Oral Communication: Do's and Don'ts

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Unit 3: Skill Development Required for Oralism

Practicing Interpreting Audiograms and Exposure to Goal Setting in Listening Skills
Practicing Motherese (Addressing/Talking to Young Children) and Age Appropriate Discourse with Children Using Appropriate Language, Turn Taking and Eye Contact
Practicing Fluency Skills in Verbal Communication: Spontaneous Conversations, Narrations and Loud Reading
Practicing Skills in Story Telling/ Narrations/ Jokes/ Poems/ Nursery Rhymes
Ongoing Monitoring and Assessing Auditory Functioning and Speech Development: Reading Model Formats Used for the Purpose (Checklists, Recordings, Developmental Scales)

Unit 4: Skill Development Auditory Verbal (AV) Approach

AV Approach: Meaning, Misconcepts and Justification
Stages of Auditory Hierarchy
Understanding Listening Strategies, Techniques of AV Approach and Their Relation to Listening Environment
Reading Model Plans and Observing a Few Weekly Individual Sessions
Developing Instructional Material for AVT Sessions Linking Listening, Language and Cognition

Unit 5: Implementing Oralism and AV Approach in Indian Special Schools & Summing up

Use Of Oralism and AV Approach in Indian Special Schools: Current Scenario
Oralism / AV Approach: Prerequisites for Special Schools
Strategies of Implementation Oral Communication Policy and Fulfilling Prerequisites
Resource Mobilization For Listening Devices: (ADIP, Organized Charity, CSR, Fund Raising Events, Web Based Fund Raising)
Reflections On The Course: From Theory to Practice to Initiating Change

Course Work/ Practical/ Field Engagement

I. Watching Video's of Individual Sessions and Classroom Teaching
II. Role Play and Dramatization
III. Developing Learning Material for Facilitating Connectivity Among Listening, Language and Cognition
IV. Recording Self Narrated Stories / Poems and Writing Reflections Upon it
V. Interacting with Non Disabled Children for Practicing Expansion of Ideas

Essential Readings

- Borden, Gloria J.,; Harris, Katherine S. & Raphael, Lawrence J. (2005). Speech Science Primer (4th) Lippincott Williams aAnd Wilkins: Philadelphia.

- Dhvani (English). Balvidyalaya Publication, Chennai.
- Estabrooks, W. (2006). Auditory-Verbal Therapy and Practice. AG Bell, Washington, DC.
- Heller, R. (1999). Managing Change. Dk Publishing, New York.
- Ling, D. (1990). Acoustics, Audition Aand Speech Reception. Auditory Verbal International, Alexandria.
- Paul, P. V. (2009). Language and Deafness. Jones and Bartlett, Boston.
- Communication Options and Students with Deafness (2010). Rehabilitation Council of India, New Delhi.

Suggested Readings

- Chaney, A. L., & Burk, T. L. (1998). Teaching Oral Communication in Grades K – 8. Allyn and Bacon, Boston.
- Cole, E., & Flexer, C. (2010). Children with Hearing Loss: Developing Listening and Talking, Birth to Six. (2nd Ed.).Plural Publishing Inc, San Diego, CA.
- Dhvani (Marathi). Balvidyalaya. Cym Publication, Chennai.
- 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. Washington,DC.
- 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, Mumbai.
- Unpublished Dissertations and Thesis on Profiling Communication Options in Special Schools in India.

AUGMENTATIVE AND ALTERNATIVE COMMUNICATION

Course Code: EDU314   Credits: 02

Contact Hours: 04/65   Marks: 50

Objectives

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

Unit 1: Organizational frame work for Communication:

Normal development of speech, language and communication
Factors that influence communication, speech and language in relation to each other
Levels of communication in children
Functional (Emergent)
Situational (Context Dependent)
iii. Independent (Creative)

Unit 2: Basic principles of AAC interventions:

Child - Child capacity
Child capacity and context
Working towards symbolic expression
Communication skills and
Functions

Unit 3: Areas of AAC Assessment:

Sensory areas
Cognition , communication and language
Posture and positioning. Motor planning and control
Scanning
Environment, Interaction &Symbols

Unit 4: Context of Communication:

Partner /skills , user skills and environment
Competency development - types of competencies and its development
Linguistic competence
Operational Competence
Social competence
Strategic competence

Unit 5: Introduction to communication tools and Access Mode:

Types of AAC devices and systems

No Technology
Low Technology
High Technology
Access to communication charts - hand, finger, eye point
Access to devices:
 Switches - hand switch , blow switch, infrared devices etc
 Software -scan mode combined with a switch
Selection of AAC
    Child competency and environment
    Design, Access, Motor, Devices
Challenges in the development of AAC and Literacy
    Grammar ; spelling
    Building **Vocabulary**: and richness of language
    Motor expression

Suggested Reading:

- Silverman, F.H. (1994).Communication for the Speechless (3rd Edn.). Allyn & Bacon, Boston.

- David R. Beukelman, D. R., & Mirenda, P (2013). Augmentative and Alternative Communication Supporting Children and Adults with Complex Communication Needs (4th Edn.) Brookes Publishing Co. Baltimore.

- Lynch, C., & Cooper, J. (1991).Early Communication Skills: Practical Activities for Teachers and Therapists, Speechmark Publishing Ltd, Bicester, Oxon

- Warrick, A., & Kaul, S. (1997). Their manner of speaking: augmentative communication for children and young adults with severe speech disorders, Indian Institute of Cerebral Palsy, Kolkata

- Communication, compiler: T.N. Southgate. BA, Ormerod School, Oxford, Editor ,G.M. Cochrane MA, FRCP, Equipment for Disabled People , Mary Mariborough Lodge, Nuffield Orthopaedic Centre, Oxford OX3 7 LD

- Tina, D., & Mike, D. (1997).Literacy Through Symbols: Improving Access for Children and Adults, David Fulton Publishers,London.

- McCurtin, A., & Geraldine, M. (2000). The Manual of AAC Assessment. Speechmark Publishing Ltd., London.

AREA - C

DISABILITY SPECIALIZATION COURSES

Institutions / Organizations offering B.Ed.Spl.Ed. are expected to decide on Specific Disability Area for Specialization out of ASD / HI/ LD / MR(ID) / MD / VI

C12	Assessment and Identification of Needs
C13	Curriculum Designing, Adaptation and Evaluation
C14	Intervention and Teaching Strategies
C15	Technology and Disability
C16	Psycho Social and Family Issues

Disability Specialization

HEARING IMPAIRMENT

ASSESSMENT AND IDENTIFICATION OF NEEDS

Course Code: EDU321   **Credits: 04**

Contact Hours: 07/130   **Marks: 100**

Introduction

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

Objective

After completing the course student-teachers will be able to

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

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

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

Unit 2: Audiological Assessment

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

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

Unit 3: Assessment of Language & Communication

Communication: Concepts and types (Linguistic versus Non Linguistic)

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

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

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

Identification of needs related to communication and language

Unit 4: Assessment of Speech

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

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

Suprasegmental aspects of speech and its assessment

Milestones of speech development in typically developing children

Speech Intelligibility: Concept, Factors & Assessment

Unit 5: Educational Assessment and Identification of Needs

Educational assessment: Concept and Scope

Factors affecting educational performance: individual, family and environment

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

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

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

Course work/ Practical/ Field Engagement

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

Transaction and Evaluation

Lecture cum Demonstration, Tutorials, Assignments, Tests

Essential Readings

- Bel, R.L., & Frisbie, D.A. (1991) Essentials of Educational Measurement (5th ed). Prentice Hall Publication, New Jersey.
- Brigance, A.H., & Hargis, C.H. (1993). Educational Assessment, Charles C Thomas publication, USA
- Jalvi R, Nandurkar A., & Bantwal A., (2006). Introduction to Hearing Impairment. Kanishka Publication, New Delhi.
- Jurs, S.G., & Wiersma, W. (1990) Educational Measurement and Testing(2nd ed). Allyn and Bacon, Boston
- Linn, R. L., & Gronlund, N. E. (1995) Measurement and Assessment in Teaching (7th ed). Prentice Hall Publication, New Jersey.
- Martin, F. N., & Clark, J.G. (2012). Introduction to Audiology (11th ed.). Pearson Education, Boston.
- Martin, FN & Clark, J.G. (2009). Introduction to Audiology. 10th ed. Pearson Education, Boston.
- Mathew, S., & Misra, A. (2010) Knowledge based evaluation of students with hearing impairment, Journal of NCED, Vol 2(1). 26-33.
- Newby, H. A., & Popelka, G. R. (1992). Audiology (6th ed.). Appleton-Century-crofts, New York.
- Nitko, A. J. (1983) Educational Tests and Measurement, An Introduction, Harcourt Brace Publication, New York
- Northern, J.L., & Downs, M.P. (2002). Hearing in Children. (5th ed.). Lippincott Williams and Wilkins, Philadelphia.
- Patel, R.N. (1985), Educational Evaluation, Himalaya Publication, Bombay
- Quigley, S., & Paul, P. (1984). Language and Deafness. College – Hill Press Inc., California.
- Status of Disability in India. (2007). Hearing Impairment and Deaf-blindness. Rehabilitation Council of India, New Delhi.
- UNICEF. (2006). New Trends in Development Evaluation. Retrieved from http://www.unicef.org/ceecis/new_trends_dev_evaluation.pdf

Suggested Readings

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

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

CURRICULUM DESIGNING, ADAPTATION AND EVALUATION

Course code: EDU322   **Credits: 04**

Contact Hours: 07/130   **Marks: 100**

Introduction

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

Objectives

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

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

Unit 1: Curriculum and Its' Designing

Curriculum-Concept, Types and Models

Approaches and Steps for Curriculum designing

Curricular needs of children with hearing impairment in scholastic areas

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

Curricular framework for 21st Century.

Unit 2: Developing Literacy Skills: Reading

Pre-requisites for reading and emergent reading skills

Assessment of reading skills at different levels

Approaches and Strategies to develop reading skills and independent reading

Types and Models of developing reading skills

Challenges and Remedial strategies

Unit 3: Developing Literacy Skills: Writing

Pre-requisites for writing and emergent writing skills

Assessment of written language at different levels

Components and types of writing

Steps and Strategies in Developing Writing
Challenges and Remedial Strategies

Unit 4: Curricular Adaptation

Curricular Adaptation- Meaning and Principles
Need Assessment and decision making for Adaptation
Adapting Curriculum- Content, Teaching-learning Material, and Instruction
Types of Adaptation and Process
Adaptation and Accommodations in Student's Evaluation and Examinations

Unit 5: Curricular Evaluation

Concept, Need for Curricular Evaluation
Factors associated with Curricular Evaluation (Learner, Content, Instructor and Resources)
Areas of Curricular Evaluation: Context, Input, Process and Product
Methods and Tools for Curricular Evaluation
Challenges in Curricular Evaluation

Course Work/ Practical/ Field Engagement

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

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

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

Transaction & Evaluation

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

Essential Readings

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

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

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

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

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

Suggested Readings

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

INTERVENTION AND TEACHING STRATEGIES

Course code: EDU323   **Credits: 04**

Contact Hours: 07/130   **Marks: 100**

Introduction

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

Objectives

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

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

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

Parent-infant programmes for children with HI: Overview, need, requirements and plan of action.
Pre-school training programmes: Overview, need, requirements and plan of action.
Individual Speech-Language Therapy Programmes: Overview, need, requirements and plan of action.
Impact of early intervention on school outcomes
Intervention of late identified children with hearing impairment: Challenges & Strategies

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

Concept of 'Auditory Listening': Unisensory & Multisensory approaches
Auditory training: Importance, types (Individual & Group) and Stages
Auditory Verbal Therapy: Principle, importance and role of teacher
Auditory Training and AVT: Pre-requisites, challenges, similarities & differences
Speech Reading: Concept, importance, Pre-requisites, challenges and Role of teacher

Unit 3: Speech Intervention Strategies

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

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

Orientation to acoustics of speech

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

Individual and Group speech teaching: Strengths and challenges

Unit 4: Communication and Language Teaching Strategies

Methods of teaching language: Natural, Structural and Combined

Principles and Techniques of developing language

Communication options: Compare and contrast

Communication options: justification and challenges

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

Unit 5: Educational Intervention Strategies

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

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

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

Partnership of various professionals & agencies in educational intervention

Child & Family Outcomes of Early Educational Intervention

Course Work/ Practical/ / Field Engagement

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

Transaction & Evaluation

Lecture cum Demonstration, Role playing, Assignments, Tests

Essential Readings

- Aggarwal, J.C. (2010).Principles, Methods and Techniques of Teaching. Vikas Publishing House, New Delhi.
- Beattie, R. G. (2001). Ethics in Deaf Education: The First Six Years. Academic Press Inc., New York.
- Bess, F. H., & Humes, L. E. (1990). Audiology: The fundamentals. Williams & Wilkins, London.
- Calvert, D.R., & Silverman, S.R. (1983). Speech and Deafness: A Text for Learning and Teaching. Washington: Alexander Graham Bell Assn for Deaf.
- Easterbrooks,S. (2007).Helping Deaf and Hard of Hearing Students to Use Spoken Language: A Guide for Educators and Families.Corwin,
- English, K. M. (2002). Counseling Children with Hearing Impairment and Their Families. Allyn and Bacon, Boston.
- Estabrooks, W., (2006). Auditory-Verbal therapy and practice. Alexander Graham Bell Association for Deaf, Washington DC.
- Finitzo-Hieber, T. (1981). Classroom Acoustics. In R. J. Roeser & M. P. Downs (Eds.) Auditory disorders in school children. Theime-Stratton, New York.
- Guralnick, M, J, (2005).The Developmental Systems Approach to Early Intervention. PAULH Brooks, London.
- Katz, J. (1978, 1985, 1994). Handbook of Clinical Audiology. (2nd, 3rd & 4th eds.). Williams and Wilkins, Baltimore.
- Ling, D. (2000).Early Intervention for Hearing Impaired Children. Amazon
- Ling, D. (2002). Speech hearing-impaired child: Theory and practice. (2nd Ed). Alexander Graham Bell Association for the Deaf. Washington, DC.
- Livingston, S. (1997). Rethinking the Education Deaf Students: Theory and Practice from a Teachers Perspective. Heinemann, London.
- Lynas, W. (1994). Communication Options in the Education of Deaf Children. Whurr Publishers Ltd, London.
- Mahendru, M. (2005). Activity Book for Language Development in Children with Hearing Impairment. Educare Publication, New Delhi.
- Mahshie S. N. (1995). educating deaf children bilingually, Gallaudet University, Washington
- Maluccio, C., & Vecchiato, T. (2002).Assessing Outcomes in Child and Family Services: Comparative Design and Policy Issues. Columbia Press, New York.
- Marschark, M. S., & Patricia, E. (2003). Oxford Handbook of Deaf Studies Language and Education. Oxford University Press, London.
- Maxon, A., & Brackett, D. (1992). The Hearing Impaired Child: Infancy through High School Years. Andover Medical Publishers. Boston.
- Moores, D. F. (1997). Educating the deaf. Houghton Mifflin Company, Boston.

- Nerbonne, M. A., & Schow, R.L. (2002). Introduction to Audiologic Rehabilitation. Allyn and Bacon, Boston.
- Nerbonne, M. A., & Schow, R.L. (2013). Introduction to Audiologic Rehabilitation. 6th ed. Pearson Education, Boston.
- Owens, R.E. (2012). Language development: An introduction. Pearson Education, Boston.
- Paul, P. V., & Whitelaw, G.M. (2011). Hearing and Deafness: An Introduction for Health and Education Professionals. Jones and Bartlett Learning, Boston.
- Powell, F., Finitzo-Hieber, T., Friel-Patti, S., & Henderson, D. (1985). Education of the Hearing Impaired Child. Taylor and Francis Ltd., San Diego.
- Rhoades, E., & Duncan, J. (2010). Auditory-verbal practice: Toward a family centered approach. Charles C. Thomas, Springfield: Illinois.
- Schirmer, B. R. (2001). Psychological, Social and Educational Dimensions of Deafness. Allyn and Bacon, Boston.

Suggested Readings

- Jeffers, J., & Barley, M. (1975). Speech reading (Lip reading). Charles C. Thomas. Spring field, IL.
- Paul, P.V., & Whitelaw, G.M. (2011). Hearing and Deafness: An Introduction for Health and Education Professionals. Jones and Bartlett Learning, Boston.
- Rossetti, L. M., & Kile, J. E. (1997). Early intervention for special populations of infants and toddlers. Singular Publishing Group, Inc., San Diego.
- Sanders, D. A., & Derek, A. (1993). Management of hearing handicap: Infants to elderly (3rd edn). Englewood Cliffs, Prentice-Hall, New York.
- Yarrow, L.J., Rubenstein, J.L., & Pedersen, F.A. (1975). Infant and Environment: Early Cognitive and Motivational Development. John Wiley and Sons, New York.
- Nolan, M., & Tucker, I. (1984) Educational Audiology. Croom Helm, London.
- Plant, G.S., & Karl E., (1995). Profound Deafness and Speech Communication. Whurr Publishers Ltd, London.
- McCracken, W., & Laoide-Kemp (1997). Ed. Audiology in Education. Whurr Publishers Ltd., London.
- Richerg, C.M., & Smily, D.F. (2012). School-Based Audiology. Plural Publishing, San Diego.
- McAnally, P.l., Rose, S., & Quigley, S.P. (1987). Language Learning practices with Deaf Children. A College-Hill Publication, San Diego.
- Van Riper, C., & von Emerick, L. (1984). Speech correction – An introduction to speech pathology and audiology. 7th Ed. Englewood Cliffs Prentice Hall Inc. NJ.

TECHNOLOGY AND DISABILITY

Course code: EDU324   **Credits: 04**

Contact Hours: 07/130   **Marks: 100**

Introduction

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

Objectives

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

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

Unit 1: Listening Devices and Classroom Acoustics

Listening devices: Types (Individual & Group), functioning of Hearing aids, classification of hearing aids based on style (body level, ear level), technology (analog, programmable, digital), Ling's six sound test and other outcome measures
Ear moulds: Types, Importance, Care & maintenance
Classroom amplification devices: Individual, Speech Trainer & group, Hard wire, loop induction, infra-red & FM systems, their importance in educational management
Cochlear Implant, middle ear implant, BAHA & Auditory Brainstem implant: Candidacy, components, functioning & importance with special reference to ADIP 2014 scheme
Comparison between individual hearing aids, group hearing aids & cochlear implant and their care & maintenance

Unit 2: Technology for Management for Speech

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

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

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

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

Tele Speech Therapy

Unit 3: Technology Facilitating Language & Communication

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

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

Web based technology for using and training of ISL

Sign to text and Text to sign technology

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

Unit 4: Technology Facilitating Education

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

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

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

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

Future technologies: Universal Design: Meaning & Scope

Unit 5: Resource Mobilisation for Technology

Agencies for Aids & Appliances: Government and non-government

Eligibility criteria for availing funding under Government schemes

Procedure for availing funding from different agents

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

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

Course work/ Practical/ / Field Engagement

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

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

Transaction & Evaluation

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

Essential Readings

- Allum, D.J. (Ed). (1996). Cochlear Implant Rehabilitation in Children and Adults. Whurr Publishers, London.
- Andersson, C. (2014). Assistive Technology for the Hearing-impaired, Deaf and Deaf-blind. Springer, New York.
- Berg, F. (2008). Speech Development Guide for Children With Hearing Loss. Plural Publishing, San Diego.
- Bess, F.H., & Humes, L.E. (1990). Audiology: The fundamentals. Williams & Wilkins, London.
- Finitzo-Hieber, T. (1981). Classroom Acoustics. In R. J. Roeser & M. P. Downs (Eds.) Auditory disorders in school children. Theime-Stratton, New York.
- Katz, J. (1978, 1985, 1994). Handbook of Clinical Audiology. (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, W. (1994). Communication Options in the Education of Deaf Children. Whurr Publishers Ltd, London.
- Maltby, M.T. (1994). Principles of Hearing Aid Audiology.Whurr Publishers, London.
- Mathew, S.M. (2012).Technology for persons with hearing impairment. Status of Disability in India, RCI, NewDelhi.
- Moores, D. F. (1997). Educating the deaf, Houghton Nifflin Compan
- Rapp, W.H. (2014). Universal design for learning in action. Baltimore MD: Brooks
- Riekehof, L. L. (1978), The joy of learning signs, Gospel publishing House, Missouri
- Schirmer, B. R. (2001). Psychological, Social and Educational Dimensions of Deafness. Allyn and Bacon, Boston.
- Stewart, D.A., & Kluwin, T.N. (2001). Teaching Deaf & Hard of Hearing Students: Content, Strategies & Curriculum. Allyn & Baccon, London.
- Taylor, B.M., & Gustav, H. (2011). Fitting and Dispensing Hearing Aids. Plural Publishing, San Diego.
- Tweedie, J. (1987). Children's Hearing Problems, Their Significance, Detection and Management. The Bath Press, Bristol.

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

Suggested Readings

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

PSYCHOSOCIAL AND FAMILY ISSUES

Course code: EDU325   **Credits: 02**

Contact Hours: 04/65   **Marks: 50**

Introduction

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

Objectives

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

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

Unit 1: Psychosocial Aspects and Disability

Overview of psychosocial development; wellbeing and quality of life

Implications of hearing impairment on domains of psychosocial development

Role of family in psychosocial development of children with hearing impairment

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

Challenges and issues in psychosocial development of children with hearing impairment

Unit 2: Family Needs

Identifying Family Needs for information, decision making, skill transfer and referral

Fostering family's acceptance of child's impairment and creating a positive environment

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

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

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

Unit 3: Family Empowerment

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

Encouraging family acceptance of listening devices and ensuring its regular use

Supporting family in fostering and developing communication and language

Involving family in fostering and developing play, recreation and values

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

Engagement/ Practicals

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

Transaction & Evaluation

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

Essential Reading

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

Suggested Reading

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

PRACTICUM: HI

Semester - I

E 1: Cross Disability & Inclusion **Hours: 10** **Credits: 02**

Marks: 50

Sl. No.	Tasks	Educational settings	Specific activities	Hrs	Marks	Submissions
1	Visit to special school for children with hearing impairment	Special school for children with hearing impairment	Study the infrastructure available in a special school for children with hearing impairment	3	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	2		
3	Classroom teaching observation		Observe the teaching of children with hearing impairment in any one special classroom and write the observation report	5		
			TOTAL	10	10	

Semester - II

E 2: Disability Specialisation   Hours: 60   Credits: 02

Marks: 50

Sl. No.	Tasks	Educational settings	Specific activities	Hrs	Marks	Submissions
1	Assessment of hearing	Institute / Clinic	*Observation of: BOA, conditioned Pure tone Audiometry, VRA , Speech Audiometry , Hearing aid trial & hearing aid testing *Studying 10 Audiograms and noting the diagnosis and recommendations *Practicing Ling's 6 sound test	15	10	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	10	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	10	Journal with reflections
4	Assessment in developmental psychology	Institute / Clinic	*Studying & describing DST, GDS, CPM , SFB ,VSMS *Observing assessment of children using any two of the above *Studying 10 assessment reports and noting the diagnosis and recommendations	15	20	
			TOTAL	60	50	

E 2: Disability Specialisation   **Hours: 120**   **Credits: 04**

Marks: 100

Sl. No.	Tasks	Educational settings	Specific activities	Hrs	Marks	Submiss-ions
1	Aural intervention	Institute / Clinic	- Carrying out daily listening checks on children with hearing impairment (5 children) - Use Aided Audiogram for (2 children each) **A.** Linking Ling's 6 Sound test **B.** Selecting modality of training (Auditory, Speech reading, combination) **C.** Selecting method of Communication (Oral *vs* Manual)	9	15	
2	Speech intervention	Clinic	- Observing individual speech teaching sessions (2 children) - Observing group teaching sessions (2 children) - Planning and executing lesson plan for teaching non-segmental, Segmental and Supra segmental aspects of speech (2 children)	9	15	
3	Learning and practicing ISL	Institute / school / ISL center	To learn and practice Basic vocabulary, Common phrases, Conversations, Sample subject Texts, Stories in signs. (Preferably involving a Deaf individual and taught by certified signer)	30	20	
4	Classroom observation of teaching	Special school for children with hearing impairment	**Preschool** - Observing and reporting classroom teaching for various subjects as per the time table of the school- Minimum 18 school periods - Language - School subjects - Co-curricular	Hrs. 4 4 4	24	10
			Primary - Observing and reporting classroom teaching for various			

Sl. No.	Tasks	Educational settings	Specific activities	Hrs.	Marks	Submissions
			subjects as per the time table of the school- Minimum 18 school periods			
			- Language	4		
			- School subjects	4		
			- Co-curricular	4		
5	Lesson planning	Institute	Supervised activity by college faculty with specific feedback	6	0	
6	Delivering Lessons	Special school	20 lessons (Science/Maths-5, Social Science- 5, Language – 8, Art – 2)	24	50	
7	Individualised lessons		5 lessons on 1 student	6	10	
8	Delivering lessons	Inclusive school	4 lessons of school periods indicating appropriate curricular adaptations	6		
9	Visit to other than practice teaching school	Special school	Observing infrastructure and curricular transaction	6		
	TOTAL			120	100	

F1: Main Disability Special School   Hours: 120   Credits: 04

Marks: 100

Sl. No.	Tasks	Educational settings	Specific activities	Hrs.	Marks	Submissions
1	Teacher assistant **	Special school for children with Hearing Impairment	Working as teacher assistant for prayers / assembly, checking hearing device, attendance, home work/class work, writing diaries, preparing TLM, teaching practice sessions recapitulation, and break times,	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	12	10	Portfolio of assessment activities

				12	10	
			pedagogic decisions.			
4	Understanding beyond classrooms		Participating in School committees meetings, Sports, Picnics, trips, visits, Parent Teacher Association (PTA) meeting, competitions, Celebrations, annual gatherings, medical check ups – any 3	12	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 technology for improving the class processes	Special school for children with Hearing Impairment	Using technology for classroom teaching, art education, record keeping, communication, downloading power points, AVs for concept development involving students	12	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