NETAJI SUBHAS OPEN UNIVERSITY

HANDBOOK

on

B.Ed. SPECIAL EDUCATION

Intellectual & Developmental Disabilities (IDD),
Hearing Impairment (HI) &
Visual Impairment (VI)-ODL

(RECOGNISED BY REHABILITATION
COUNCIL OF INDIA, NEW DELHI)

School of Education (SoE)
1st floor, K2, Bidhannagar Fire Station
Sector-V, Salt Lake City
Kolkata - 700 091
West Bengal

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NETAJI SUBHAS OPEN UNIVERSITY

Established by W.B Act (XIX) of 1997, Recognized by Distance Education Bureau (DEB) of University Grants Commission (UGC)
Accredited by NAAC with Grade 'A'

H.Q. : DD-26, Sector - 1, Salt Lake City, Kolkata - 700 064
Website : www.wbnsou.ac.in, Phone No. : 033-4066-3220

SoE : K2, Bidhannagar Sector - V, Kolkata - 700091
e-mail : schooledu@wbnsou.ac.in, Phone No. : 033-45189853

PREFACE

When learning is purposeful, creativity blossoms, when creativity blossoms, thinking emanates, when thinking emanates, knowledge is fully lit, when knowledge is fully lit economy flourishes

—Dr. A. P J. Abdul Kalam.

Taking cue from Professor Kalam I must say that any academic programme should be purposeful, so the creativity follows, with the creative exercises, thinking process of the learners flourishes, with the abundance flow of thinking, knowledge fills to its brim and finally benefits the society by flourishing economy. In this University the academic programmes are so designed that learners can develop their faculty of knowledge, become capable of divergent thinking and pass outs to participate in building national economy. The B. Ed. Special Education programme is a professional programme by which one can make him/herself as a professional person to participate in the process of making society egalitarian. Now the NEP 2020 is being implemented in our educational system and the SDG 4 goal also reflected in the curriculum which is to "Ensure inclusion and equitable quality education and promote lifelong learning opportunity for all".

In terms of credentials, the university has a long history of achievements. The most recent achievement is the assessment and accreditation of NSOU, the first State Open University in India, by the Peer Assessment Team of the National Assessment and Accreditation Council (NAAC), which awarded it a Grade A in 2021. The university recently obtained 2nd position in National Institutional Ranking Framework (NIRF) among all Open Universities in India (2024).

The B. Ed. Special Education (IDD/HI/VI)-ODL programme is of $2\frac{1}{2}$ Years (two and half years) for fresher candidates, whereas 2 years (two years) for those who completed 2 years Diploma in Special Education / another degree in specialization approved by Rehabilitation Council of India (RCI), New Delhi along with valid CRR No. We are thankful to the national level aqex statutory bodies RCI & UGC-DEB for granting approval in favor of this University.

The programme structure is evenly distributed in Theory ard Practicum. The detail curriculum structure is available in the Hand Book. I welcome you all to the Programme and hope you will enjoy your every participation in the academic deliberations as arranged and gradually proceed to the accomplishment of effective Teacher Education.

There is utmost effort from the part of State and National Governments to make the society egalitarian in true sense. So,you are the promising torch-bearers to make it possible to achieve the goal, the society yearns for. Cherished learners, please follow the programme schedule, attend classes religiously, attend practicums, read SLMs, use library resources effectively, utilize ICT support materials and all other activities as to be followed round the year. Always try to mingel

with the mainstream activities of the University and tune with its ethos. You must try to trasform the acquired knowledge into your mainfested behaviour, strive to change your perception of facts and events. Thus only you can be transformed to an accomplished person to cope with the emerging situation of life. Adored learners, remain focussed on your goals and aspirations, enjoy every moment of your time during coming thirty months in the University and pass out with flying colors.

Wish you all success in life.

(Authorized Vice-Chancellor, NSOU)

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1. The Concept of Open University

The Open University represents an alternative approach to higher learning. It stands apart from a highly formal, institutionalized and centrally administered system of education. Its philosophy is built around the principles of universality, flexibility and innovativeness. Its ideas and institutions, its methods and procedures are all shaped accordingly. Conceptually, it can be viewed as a system drawing upon the best elements in formal and non-formal education.

The 'openness' consists of a variety of features. First, it offers easy access to the learners. The entry requirement is not too exacting. A genuine interest in picking up knowledge is all that it expects. Consequently, it would try to embrace as many learners as possible.

Secondly, its territorial reach is visibly wide. It aims at bringing education to the doorstep of the learner wherever he or she may be. Various methods of communication and contact are used for this purpose. The classroom of the University, thus, is as wide as the entire land it seeks to serve.

Thirdly, the Open University is learner-oriented. It devices its courses and methods of teaching to suit the needs of the learners. Their options and inclinations are given due priorities. A variety of courses—short-term or long-term, liberal or professional can be pursued under the University.

Fourthly, it believes in fair distribution of quality education, teaching aid, counselling and study materials. Whatever resources the University has made evenly available to all learners wherever of whoever he or she might be. It eliminates variations and discrimination.

Fifthly, its administration is decentralized. In promoting Distance Education, the University creates a wide network of Study Centres. Students need only to come to the nearest available centre for collecting all information, completing all formalities, discussing their academic issues and appearing for evaluation of their work at intervals as chosen.

Sixthly, student assessment under Open University is based on continuous assessment and credit system. It does not require students to get bogged down in one final examination. One can study at one's own pace.

In short, the Open University seeks to open up the treasure house of knowledge to the maximum number of users. Thereby, it would enhance their skills for productivity and further learning. Socially too, the University promises steady empowerment of those who suffered backwardness for want of these skills. Considering the current trends all over the world, the Open University is going not only to complement the conventional system of higher education but may soon occupy the centre stage also in developing countries where the resources do not measures up to the vastness of the clientele.

2. Netaji Subhas Open University: Vision and Mission

Vision:

Netaji Subhas Open University, the State University of West Bengal, will contribute to the building up of quality human resource base of the State and collaborate with other Open Universities at the national and state levels towards the improvement of the quality of distance education and to promote and develop appropriate technology to create the distance education scenario of an international standard in our country keeping in view of the demands of the knowledge seekers for education appropriate to the twenty first century.

Mission:

To spread higher education at all parts of the State and to cooperate with Universities to provide access to higher education and to different skills enhancing educational programmes Netaji Subhas Open University shall :

- provide quality education in a flexible mode to serve the aim of establishing an equitable knowledge society within the state, provide higher education through distance learning through the language of the State, i.e. Bengali.
- make education affordable to the disadvantaged
- provide facility for lifelong education to intending learners
- strive for upgradation of technology without compromising the basic values of the society
- contribute to the development of the State and the Nation and to motivate learners to strive for humanistic, scientific and democratic education.

3. Rehabilitation Council of India: A Brief Introduction

In 1992, Parliament passed the **Rehabilitation Council of India Act,** which was notified and became effective from June 1993. The Act bestowed the following important responsibilities on the Council:

- **Standardization of syllabi for all professionals** needed for the Special Education or Rehabilitation of the disabled;
- **Recognition of Institutions offering courses for training of rehabilitation professionals**;
- **Maintenance of a Central Register** of all qualified persons in the field of rehabilitation.

The Act also provides that any person delivering services to people with disabilities without acquiring qualification would be committing a cognizable offence. The **Rehabilitation Council of India** has done a tremendous work **in offering a better quality of life for the so called challenged** in the last few years.

4. Guidelines for Special Education in ODL System

The Open and Distance Learning (ODL) Programme is being offered jointly by NSOU and RCI. They aim to develop professionals for Special Education within a broad perception of Education in the Twenty-First Century.

The Programme aims to develop professionals for Special Education within a broad perception of Education in the Twenty-First Century in the ensuing Age of IT Revolution and Globalization. Within this broad perception the so called disabled are perceived as differently abled and the teaching to them is not a profession but a mission. The programme aims to educate and train the aspirants to become agents of change as teacher-professional through imbibing required knowledge, understanding, attitude and skill. The education and training will enable them to tap the hidden talents and potentialities dormant among the differently abled; to develop among them self-esteem as well as sense of freedom, self-respect and dignity not only to stand on their own foot but also to contribute their services to the society and the nation.

Objectives:

- To develop a broad perspective of the role of specially groomed professionals as an agent of change in the prevailing and emerging Indian society in the age of IT Revolution and Globalization;
- To perceive the so called 'disabled' as 'differently abled' and develop in them the confidence about their potentialities, abilities and usefulness to serve the society with a sense of freedom, self-respect and dignity;
- To develop professional competencies to educate the challenged group of learners;
- To know and understand various methods and approaches of organizing learning experiences of disabled group of learners in disability area for inclusive/integrated/special education set up;
- To develop competencies for selection and organization of learning experiences;
- To understand the nature of disabled children and their learning process;

- To develop competencies to deal with the academic and personal problems of the disabled learners;
- To know and understand the various methods and techniques of evaluation and their applications;
- To develop competencies for selection, development and use of evaluation tools;
- To develop competencies to organize various co-curricular and extra curricular activities;
- To know, understand and develop the ability to manage a special school;
- To develop competencies for organizing various instructional and student support activities.

Roles and Responsibilities:

Netaji Subhas Open University

- It provides Academic Inputs such as development of curricula and instructional materials, selection of eligible candidates for admission and placement in Study Center, providing guidelines for selection of academic staff for curricular transaction.
- Conducts Examination, Evaluation and Certification.
- Offers additional Specialization Course.
- Extends Financial support to Study Centers for running the programme and capacity building.
- Monitors and Evaluation of the Programme for Quality Control and Improvement
- Provides ICT enabled student support.
- Does Innovation and Research for systemic change.

Rehabilitation Council of India

- Provides Statutory support.
- Regulates the training of Rehabilitation Professionals
- Accords Recognition of Study Centers for running Special Education through Distance Mode.
- Certifies successful candidates as 'REGISTERED PROFESSIONAL' on application to enable them to serve as professional teachers.
- Does Monitoring & Evaluation.

5. Curriculum, Programme Implementation and Examination

5.l Programme Structure

Code	Area	Courses	Credits
A	THEORY: Core courses	5	20
B	THEORY: Cross Disability & Inclusive Education courses (including optional courses)	6	12
C	THEORY: Disability Specialisation Courses	5	18
D	THEORY: Enhancing Professional Capacities (EPC) / Professional Development Courses	3	6
E	Practical related to disability	2	12
F	Field Engagement /School Internship	3	12
	Internship (For 5th Semester)	1	20
	Total	**25**	**100**

All courses as specified in the structure include lecture, tutorials as contact hours besides assignment, field work including observation, seminar, workshop and practicum relating to the concerned course.

Specialisation offered (with specific reference to Area C).

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

I. Hearing Impairment (HI)
II. Intellectual Disability/ Intellectual and Developmental Disabilities (IDD)
III. Visual Impairment (VI)

AREA A : CORE COURSES

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

AREA B: CROSS DISABILITY AND INCLUSION

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

b. Institutions/organizations offering B.Ed. Spl. Ed. are expected to decide other than specialization area out of IDD/HI/VI

B6	Inclusive Education
B7	Introduction to Sensory Disabilities (VI, HI, Deaf-Blind)
BS	Inclusive Education Introduction to Neuro Developmental Disabilities (LD, MR(ID), ASD)
B9	Introduction to Locomotor & Multiple Disabilities (CP, MD)
B 10	Skill Based Optional Course (Cross Disability and Inclusion)
B 11	Skill Based Optional Course (Disability Specialization)

AREA C: DISABILITY SPECIALIZATION COURSES

Institutions/ Organizations offering B.Ed. Spl. Ed. are expected to decide on Specific Disability Area for Specialization out of IDD/HI/ VI

Cl2	Assessment and Identification of Needs
Cl3	Curriculum Designing, Adaptation and Evaluation
Cl4 Cl5	Intervention and Teaching Strategies Technology and Disability
Cl6	Psycho Social and Family Issues

AREA D: ENHANCEMENT OF PROFESSIONAL CAPACITIES (EPC)

(Wherever applicable specific reference to disability will be focused)

D17	Reading and Reflecting on Texts
Dl8	Drama and Art in Education
D 19	Basic Research & Basic Statistic

AREA E: PRACTICAL RELATED TO

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

E2. Disability specialization (Part of Area C)

AREA F: FIELD ENGAGEMENT/ SCHOOL ATTACHMENT/ INTERNSHIP

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

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

F3 Inclusive School (Related to Area B & C)

5.2 Semester Structure

1st Semester

	Course Code	Title	Internal Assessment	Term End	Pass Marks	Full marks	Credits
AREA-A (Core Course)	A 1	Human Growth & Development	20	80	50	100	4
	A 2	Contemporary India and Education	20	80	50	100	4
AREA-B (Cross Disability and Inclusion)	B 7	Introduction to Sensory Disabilities (VI, HI, Deaf-Blind)	10	40	25	50	2
	B 8	Introduction to Neuro-Developmental Disabilities (ID, ASD)	10	40	25	50	2
	B 9	Introduction to Locomotor & Multiple Disabilities (CP, MD)	10	40	25	50	2
AREA-B Skill based Optional Course (Disability specialization)	B 11 (E)	Management of Learning Disability	10	40	25	50	2
AREA-D (Enhancement of Professional Capacities [EPC])	D 19	Basic Research & Basic Statistics (EPC)	10	40	25	50	2
AREA-E (Practical Related to Disability)	E 1 A	Practical: Cross Disability and Inclusion	20	30	25	50	2
Total Marks and Credits			**110**	**390**	**250**	**500**	**20**

2nd Semester

	Course Code	Title	Internal Assessment	Term End	Pass Marks	Full marks	Credits
AREA-A (Core Course)	**A 3**	Learning, Teaching and Assessment	20	80	50	100	4
	A 4	Pedagogy of Teaching (Special Reference to Disability) Part I: Science Part II: Mathematics Part III: Social Science	20	80	50	100	4
AREA-B (Cross Disability and Inclusion)	**B 6**	Inclusive Education	10	40	25	50	2
AREA-C (Disability Specialization Course)	**C 12**	Assessment of Identification of Needs (HI)	20	80	50	100	4
		Assessment of Identification of Needs (I.D.)					
		Identification of Children with Visual Impairment and Assessment of Needs (V.I.)					
AREA-E (Cross Disability and Inclusion)	**E 1 B**	Practical: Cross Disability and Inclusion	40	60	50	100	4
AREA-E (Cross Disability and Inclusion)	**E 2 A**	Practical: Disability specialization	20	30	25	50	2
Total Marks and Credits after the 2nd Term End Examination			**130**	**370**	**250**	**500**	**20**

3rd Semester

	Course Code	Title	Internal Assessment	Term End	Pass Marks	Full marks	Credits
AREA-A (Core Course)	A 5	Pedagogy of Teaching (Special Reference to Disability) Part IV: Bengali Part V: English	20	80	50	100	4
AREA-C (Disability Specialization Course)	C 13	Curriculum Designing, Adaptation and Evaluation (HI)	20	80	50	100	4
		Curriculum Designing, Adaptation and Evaluation (ID/IDD)					
		Adaptation and Strategies for Teaching Expanded Curriculum (VI)					
	C 14	Intervention and Teaching Strategies (HI)	20	80	50	100	4
		Intervention and Teaching Strategies (ID/IDD)					
		Intervention and Teaching Strategies (VI)					
AREA-E (Practical Related to Disability)	E 2 B	Practical: Disability specialization	40	60	50	100	4
AREA-F (Field Engagement/ School Attachment/ Internship)	F 2	Other Disability Special School (Internship)	40	60	50	100	4
Total Marks and Credits after the 3rd Term End Examination			**140**	**360**	**250**	**500**	**20**

4th Semester

	Course Code	Title	Internal Assessment	Term End	Pass Marks	Full marks	Credits
AREA-B (Cross Disability **and inclusion)**	B 10 (A)	Skill based Optional Course (Cross disability Guidance and Counselling	10	40	25	50	2
AREA-C (Disability Specialization Course)	C 15	Technology and Disability (HI)	20	80	50	100	4
		Technology and Disability (ID/IDD)					
		Technology and Education of Visual Impairment (VI)					
	C 16	Psycho Social and Family Issues (HI)	10	40	25	50	2
		Psycho Social and Family Issues (ID/IDD)					
		Psycho Social and Family Issues (VI)					
AREA-D (Enhancement of Professional Capacities [EPC])	D 17	Reading and Reflecting on Texts	10	40	25	50	2
	D 18	Drama and Art in Education	10	40	25	50	2
AREA-F (Field Engagement / School Attachment / Internship)	F 1	Main disability special school (Related to Area C)	40	60	50	100	4
	F 3	Inclusive school (Internship)	40	60	50	100	4
Total Marks and Credits after the 4th Term End Examination			**140**	**360**	**250**	**500**	**20**

5th Semester
School Placement/ Internship
Duration: 6 Months

Sl. No.	Specialization	Components/ Tasks for the Student-teacher	Description	Mode of Engage-ment	Days/ Hours (Mini-mum)
1	Intellectual & Developmental Disabilities Hearing Impairment Visual Impairment	• Preparation for Teaching Practices including School period observation for selection of skills/topics • Lesson Plan Preparation • TLM preparation with low cost /no cost materials	• This phase aims to prepare learners for actual teaching practice through systematic observation and reflection. Learners will observe classroom processes, teaching strategies, learner engagement, and use of teaching- learning materials across various settings. The focus is on identifying effective teaching skills and selecting appropriate topics for their own practice lessons. **Observation Details:** • **Classes for Major (Specific) Disability:** 05 periods • **Classes for Other than Major Disability:** 05 periods • **Inclusive Classrooms (UDL-based Lesson Plans):** 05 periods These observations will help learners analyze diverse teaching-learning contexts and prepare for effective and inclusive classroom practices during their internship.	Blended	30days / 180 hrs
2	**Intellectual & Developmental Disabilities** **Visual Impairment** **Hearing**	Group teaching in Actual Classroom Situation in the school(s)	This component involves group teaching practice where learners plan and deliver lessons in real classroom settings under supervision. The objective is to develop skills in lesson planning, classroom management, demonstration and adapting instructional strategies for diverse learners. The group teaching is to be carried out as follows: • **Major (Specific) Disability:** Teaching 20 periods focused on lesson delivery for learners with the specific disability area of specialization (e.g., visual impairment, hearing impairment etc.). • **Other than Major Disability:** Teaching 20 periods in classrooms	Face to Face	30days / 180 hrs

			catering to learners with disabilities other than the learner's major area, to enhance understanding of cross-disability pedagogy. • **Inclusive Classroom (UDL-based Lesson Plan):** Teaching 20 periods based on Universal Design for Learning (UDL) principles, emphasizing inclusive practices that address the needs of all learners within a general classroom environment. Through this activity, learners gain practical experience in planning, differentiated instruction, and reflective teaching practices essential for inclusive education.		
3	Intellectual & Developmental Disabilities Visual Impairment Hearing Impairment	**Assisting School-based Activities**	This component aims to provide learners with hands-on experience in supporting and organizing various academic and co-curricular activities in schools. The focus is on active participation, observation, and assistance in classroom as well as inclusive settings. The tasks are designed to help learners understand diverse learning needs, classroom processes, and inclusive practices. Learners are expected to complete and document a total of 30 activities distributed as follows: **1.For Major (Specific) Disability – 10 Activities** Learners will assist in school activities catering to children with their chosen area of specialization (e.g., Hearing Impairment, Visual Impairment, etc.). Activities may include supporting individualized instruction, adapting learning materials, facilitating classroom participation, maintaining assistive devices, helping in communication or mobility training, and organizing functional or co-curricular programs for these learners. **2.For Other than Major Disability –** 10 Activities Learners will gain exposure to students with disabilities other than their area of specialization. This may include observation and assistance in classrooms, helping with learning aids, promoting peer	Face to Face	

			interaction, and understanding cross-disability needs and supports in school settings. **3.For Inclusive Settings – 10 Activities:** Learners will assist in planning and implementing inclusive classroom practices to support the participation of all learners. They will actively engage in activities that promote inclusion within regular classrooms. Examples include co-teaching with general educators, facilitating peer tutoring, assisting in remedial or enrichment teaching, organizing awareness or sensitization programs, conducting inclusive games and group activities, and preparing or adapting accessible learning materials.		
4	Intellectual & Develop mental Disabili ties	**Developing an Individualized Educational Programme (IEP) for a Student with ID/ IDD in an Inclusive School/ Resource Room**	This component aims to develop the learner's competency in designing, implementing, and evaluating an Individualized Educational Programme (IEP) for a student with Intellectual Disability (ID) or Intellectual and Developmental Disabilities (IDD) at any functional level within an inclusive school or resource room setting. Learners will assess the child's current performance level, identify priority learning needs, and prepare an IEP comprising annual goals, short-term objectives, methods of instruction, materials required, and evaluation procedures. A minimum of **five goals** must be selected based on the child's present abilities and targeted for intervention. Learners will work in collaboration with class teachers and related professionals to ensure that the IEP aligns with classroom expectations and support services. The plan must be implemented over a minimum of 15 instructional sessions, during which learners will prepare and use appropriate goal-specific TLMs, activities, and worksheets.	Blended	

			Upon completion of the intervention period, learners will conduct an evaluation of the child's progress, document observations, and prepare a comprehensive report detailing outcomes, effectiveness of the strategies used, and recommendations for future planning.		
	Visual Impair ment	Expanded Core Curriculum Training / Practice	This component focuses on developing practical skills among learners to assist in implementing the Expanded Core Curriculum (ECC) for children with visual impairment and other disabilities. Learners will gain hands-on experience in Braille reading and writing, including transcription, Proof reading, and use of assistive devices. They will participate in		
		(Braille Reading & Writing, Orientation & Mobility Training, Activities of Daily Living, Sensory Training	Orientation and Mobility (O&M) training, supporting students in learning safe and independent movement within school and community settings. Activities of Daily Living (ADL) training will include guiding learners in personal care, grooming, eating habits, and use of adaptive aids for daily independence. Sensory training will involve structured exercises to enhance visual efficiency, tactile and auditory discrimination, and multisensory learning experiences to promote functional skill development.		
		Behaviour Modification (Modification of Mannerism and Verbalism)	This component enables learners to understand and apply the principles of behaviour modification in addressing specific mannerisms and verbal behaviours among children with Intellectual and Developmental Disabilities (IDD). Learners will observe and record behavioural patterns, identify triggers, and assist in implementing suitable intervention strategies. Activities will include using reinforcement techniques, shaping appropriate behaviours, reducing maladaptive verbal expressions, and promoting socially acceptable communication patterns. The focus will be on fostering positive behavioural changes through consistency, empathy, and structured intervention under teacher supervision.		

	Hearing Impair ment	• IEP • Auditory and Speech Teaching • Indian Sign Language Training	• IEP- in major disability (minimum one child) • Auditory and Speech Teaching- (minimum two children) • Indian Sign Language Training		
	Intellect ual & Develop mental Disabilities **Visual Impair ment** **Hearing Impair ment**	**Conducting Sensitization Programme (School and Community Outreach):** Engagement in sensitization programme / School and Community outreach programme ***a) Regular teaching &non-teaching staff including the hostel staff*** ***b) Peer group.*** ***c) Parents.*** ***Community members.*** ***Volunteers etc.***	This component provides learners with the opportunity to design, organize, and conduct sensitization programmes aimed at increasing awareness and promoting positive attitudes toward disability, inclusion, and accessibility among various stakeholder groups. Learners are required **to conduct a minimum of two sensitization programmes, individually or in small groups (maximum five members).** The programmes may focus on topics such as Accessibility, Disability Acts, Government schemes, Concessions and Facilities, Prevention of Disability, Universal Design for Learning (UDL), Inclusive Education, Policies related to disabilities, and Assistive Technologies. Through these activities, learners will develop skills in planning outreach events, preparing resource materials, communicating effectively with diverse audiences, and promoting awareness on disability-related issues. Each programme must be documented thoroughly. The programme flyer, schedule, attendance record, participant feedback, participation certificates (if issued), and geo-tagged photographs must be compiled and attached with the detailed report. Learners are expected to reflect on the process, outcomes, and community response to strengthen future sensitization efforts	Blended	10days / 60 hrs

Comprehensive Report

Completion of School Placement/ Internship and Sensitization programmes certificates are to be obtained from the respective Head of the institutions. These certificates are to be submitted to the respective LSCs. The final completion certificate will be issued based on these certificates only after verification jointly by the coordinator of the respective LSC and the respective External Supervisor as approved by the University.

Important Note Regarding Mandatory Contact Programs and Practicum:

Learners of the M.Ed. Spl. Ed.-ODL Programme are hereby informed that adherence to the University Grants Commission (UGC) Open and Distance Learing (ODL) guidelines and the Rehabilitation Council of India (RCI) norms is mandatory. This includes a requirement of a **minimum of 60 hours of face-to-face Personal Contact Programmes (PCPs) per semester.** This translated to **10 days of in-person sessions**, with each day comprising **6 hours** of engagement.

Furthermore, please note that the practicum component of this programme will government strictly by the RCI Norms & Regulations. Learners are expected to fulfill all requitements as stipulated by the RCI successful completion of their practical Training.

5.3 Curriculum

i. The curriculum offered through regular mode shall be transformed into distance mode consisting of Block/Units as per credit hours of study;

ii. The Council shall prepare the curriculum by following the blended approach with adequate face to face component in both theory and practical components (at least 10% of the credit hours of theory courses for academic counseling and similarly at least 10% of the credit hours of practicum and school-based activities for demonstration sessions and workshop-based activities);

iii. However, the concerned university may make minor modifications as appropriate in the curriculum framework without reducing the contents as prescribed by the Council in the curriculum.

5.4 Programme Implementation (10 Days)

i. The universities/institutions shall follow a well-planned system of structured activities for the programme implementation so as to prepare special education teachers who would be able to assess themselves on regular basis and improve their professional practice as teachers.

ii. The students-teachers will also be familiarized with how children with disabilities learn so that they can develop and use teaching strategies that are responsive to the learning needs across various settings including special classrooms, home based training and inclusive classrooms where they can teach all the learners including those with diverse learning needs resulting from various disabilities.

iii. The programme shall be developed in a blended mode by judiciously mixing the components of resource-based self-learning, face-to-face counseling and workshops and technology-enabled interaction and learning.

iv. The University shall develop and provide academic calendar (see annexure 1.) to the student-teachers, study centers as well as to the Council (RCI) for continuous monitoring of the

quality of the programme. All such details including list/link of resources, list of learners, academic counselors, practical supervisors and mentors should be available on the websites of the University as well as the Study Centers. The University shall develop the Self Learning Materials (SLMs), Audio-video based eSLM(s), and Practical Manuals before launching the programme.

5.5 Self-Learning Materials (SLMs)

A Higher Educational Institution offering programme in Open and Distance Learning mode shall, in order to facilitate the pace of learning and multiple choice for learners, prepare Self Learning Material taking into consideration the following, namely :-

i. Self-Learning Material has clearly stated objectives, intended learning outcomes, study guidance and advice for the learners as to how to optimally use the material and suggestive of related reference material to enhance the learning experience, and linkage within the text with other media (for digital SLM) is maintained for easy referencing and progress;

ii. Self-Learning Material developed and offered is self-explanatory, self-contained, illustrative, easily comprehensible, and in manageable modules such as units and blocks;

iii. Self-Learning Material provides adequate mechanism for the learners to provide feedback on their understanding of the subject;

iv. Self-Learning material is revised periodically from the perspective of improving quality and learner support;

v. Guidelines on preparation of Self-Learning material shall be as per Annexure VIII of UGC ODL Regulations 2017;

vi. Before the launch of the Programme by the University, it shall develop SLMs for theory as well as practical courses. The study materials shall be made available to the learners in the beginning of the session itself.

vii. The University shall get the SLMs duly approved as per the norms and procedure decided by RCI from time to time. In case need arises, the Council may facilitate development of good quality SLMs through National Open University/National Institutions for the entire country. The same material may be translated into different regional languages as per the need.

5.6 Audio-Video Based SLM

i. The University / Institution shall develop curriculum-based audio-video resources on its own or adapt such resources from other or Open Education Resources (OERs) and make those AV/resources available at HQ and Study Centres as well as on the website or any online platforms which is easily accessible by any student-teacher.

ii. Teleconferencing facilities wherever available such as State Resource Centres, State Governments and open Universities may also be utilised.

5.7 Online Course(s)

i. The University / Institution shall make effort to develop/transform any selected course(s) into online programme. The University/Institution may use SWAYAM Platform for this purpose.

5.8 Face to Face Components

i. The face to face or personal contact programme shall cover academic counselling, school-based activities, workshop-based activities, teaching practices, seminar, presentations, report writing etc.,

ii. Academic counselling, workshop-based activities, seminar, presentations must be conducted at the headquarters and/or Study Centres convenient to the learners as per the curriculum; and

iii. The rest of the activities should be organized in a recognized inclusive or special school as per the mutual convenience of the learner and the study centre.

5.9 Academic Counselling:

i. Academic counselling session shall be provided by the qualified academic counsellors who are specially oriented or trained for ODL by the University.

ii. The academic counselling shall be spread over the entire duration of the programme and be conducted on a regular basis depending on the need and convenience of the learners.

iii. The academic and personal problems related to the course shall be discussed in the counselling sessions.

iv. The counselling session shall be utilized for providing personalised guidance to the learners regarding content difficulty, fieldworks, teaching practice, projects assignments, dissertation, time management and study skills.

v. Academic counselling sessions shall be conducted for about 10% of the total credit hours.

5.10 Workshop Based Activities (WBA)

i. As per the curriculum, the selected components/skills of theory and practicum courses that need hands on training, demonstration or group discussions with subject experts; such components shall be covered through workshop-based activities at the Study Centre/ University levels.

ii. The duration and structure of the workshop-based activities shall be mentioned in detail

in the curriculum.

iii. The student-teacher shall be provided manual(s) which would help her/him to prepare for the workshop as well as shall help on what to do during and after the workshop. The WBA Manual(s) shall be provided to the learners at the beginning of the course/programme.

5.11 School Based Activities (SBA):

i. The learners shall be involved in activities which a teacher is supposed to perform in the school. Through the school-based activities as per the curriculum, the studentteacher shall perform the activities under supervision of a faculty member(s), (teacher educator(s) of the Study Centre or any teacher educator(s) outside the Study Centre being engaged by the Study Centre) and also under mentorship of an experienced qualified special education teacher(s) (senior experienced special education teacher or principal).

ii. A learner shall be supervised for at least 25% of the total credit hours and shall be guided by the mentor for rest of the practical credit hours.

iii. The student-teacher shall be provided manual(s) which would help her/him to prepare for the school-based activities as well as shall help on what to do during SBA. The SBA Manual(s) shall be provided to the learners at the beginning of the course/programme. Audio-video resources shall be integrated into the manual for the better understanding of the student-teacher.

5.12 Teaching practice:

i. The teaching practice is the main component of the school-based activities. The student-teacher shall be provided constructive feedback on his/ her performance (strength and weakness) by the supervisor/ mentor. Thus, the learners shall discuss with supervisor/ mentor the preparation of the lesson plans, delivery of lesson and feedback on the lessons delivered.

ii. Each learner shall receive personal supervision and feedback on his/her teaching practice.

iii. A student-teacher shall be supervised for at least 25% of the total credit hours of practice teaching by the teacher educator or a faculty of the study centre and the rest lessons shall be guided by the mentor(s).

iv. The student-teacher shall be provided manual(s) which would help her/him to prepare for the practice teaching activities. The manual(s) shall be provided to the learners at the beginning of the course/programme.

6. Evaluation Procedure

In an Open University the evaluation system of students is something different. Students are to undergo continuous evaluation. 20 percent of the total marks in each paper is under Continuous Evaluation process. The rest of the marks are reserved for Term-End Examinations.

Continuous Evaluation is made on the basis of assignment which every student is required to submit before each Term –End Examination. The Term End and Assignment marks to be clubbed together to arrive at total.

The detail marks distribution is given below:

Area	Theory	Practical	Total
Non-Disability	650	Nil	650
Disability	750	600	1350
Total	1400	600	2000

The Evaluation of each subject will be made in two ways:-

A. Assignment/Internal Assessment:-

Every student is required to submit the assignment papers before each Term-End Examination which is due at the end of each semester. But in no case a student shall be allowed to fill in the application form to sit for the examination if he / she has not submitted assignment paper before the filling in of the examination form.

The Formative and Summative Evaluation will be conducted in all curricular and co-curricular areas of the course. Regular feedback to the student based on the evaluation of the assignment, practicals and assessments will be ensured. The evaluation system Shall include the following:-

a. Self-Evaluation Exercise (No weightage)

b. Assignments (20% Weightage)

c. Term-End Examination (80% Weightage)

B. Term –End Examination

80% of the total marks of the subjects would be reserved for term-End Examination scheduled to be held at the end of the semester.

Minimum Qualifying marks in each paper (theoretical & practical separately) is 50% of the grand total of marks in that paper.

C. Practical

Practical Examination will be held semister wise with 40% weightage for internal and 60% weightage for External Examiner.

The final gradation will be as given below:-

% of Marks obtained	Class	Grade *
70% and above	1st Class	A+
60 % to below 70 %	1st Class	A
55 % to below 60 %	2nd Class	B+
50 % to below 55%	2nd Class	B

* It is under active consideration of the University regarding introduction of grading system at Term-End Examination in future.

7. Rules and Regulations for Admission of B.Ed. Spl. Ed. (IDD, HI & VI) ODL Programme :

Academic Year 2026-2027

- **ELIGIBILITY**

i. Candidtate with RCI recognized D.Ed. in Special Education or Equivalent through regular mode and has at lease 50% percent marks either in the Bachelor's Degree and/or in the Master's degree in Sciences/ Social Sciences/ Humanities or Bachelor's in Engineering or Technology with specialization in Science and Mathematics with 55% marks ot any other qualification thereto, is eligible for admission to the programme;

ii. In case a candidate who does not possess any RCI recognized D.Ed. in Special education or Equivalent through regular mode, if she/he has at least fifty percent marks either in the Bachelor's Degree and/or in the Master's degree in Sciences/ Social Sciences/ Humanities or Bachelor's in Engineering or Technology with specialization in Science and Mathematics with 55% marks or any other qualification equivalent thereto, is eligible for admission to the programme.

iii. Relaxaton of marks for the Reserve Category candidates shall be admissible as per rules of Government of West Bengal.

iv. Reservation of total seats shall be as per existing State Govt. Rules. Cast Certificate must be issued by the competent authority of **State of West Bengal.**

v. Special weightage may be given to the candidate who is a parent of child with disability ***(having a Disability Certificate of the child issued by the Competent Authority)***

- **DURATION**

i. The duration of the programme would be 04 semester (2 years) for those learners completed ***RCI recognized Diploma in Special Education or Equivalent through regular mode. Learner shall be permitted to complete the program within a maximum period of four years.***

ii. The duration of the programme would be 05 semesters (2½years) for those learners who have not completed ***RCI recognized Diploma in Special Eduction or Equivalent through regular mode. Learners admitted under this category shall complete an additional school placement program or internship of six months duration which should be considered as the fifth semester.***

- **COURSE FEES**

Specialization in Disability Area	**Total Intake**	**Course Fees** (to be paid at the time of Admission	**Processing Fees** (to be paid at the time of submission of application)
Intellectual & Developmental Disabilities (IDD)	**200**	*Rs.40,000/-*	*Rs.500/-*
Hearing Impairment (HI)	**100**		
Visual Impriment (VI)	**100**		

TIME SCHEDULE (TENTITIVE) FOR B.Ed. Spl. Ed. (IDD/HI/VI) - ODL
ACADEMIC YEAR 2026-2017

Sl. No.	**Events**	**Dates**
1.	Availability of Online Application Form at www.wbnsou.ac.in	**12th May, 2026** (From 4.00 P.M.)
2.	Last date of submission of Online Application Forms	**6th June, 2026** (till 6.00 P.M.)
3.	Publication of Merit List **(Provisional)** it the University Website	**16th June, 2026** (after 6.00 P.M.)
4.	Central Counseling for B. Ed. Special Education (***Off-line***) *(Record verifIcation and Spot Admission according to the Merit-List by submission of Programme Fees at NSOU HQs, Kolkata.)*	**To be notified on 16th June, 2026 along with the Provisional Merit List**

ADMISSION PROCEDURE FOR B. Ed. Spl. Ed. (I.D/H.I/V.I) PROGRAMME

Admission will be on the basis of Academic Merit only. Maximum Scores against marks for different level of examinations will be as follows :-

Name of the Examination	**Maximum weightage to be given**
Madhyamik (10th) / Equivalent	20
Higher Secondary (10+2)/Equivalent (For scoring in HS, average of all subjects excluding marks in Environmental Studies as percentage basis)	20
Graduation/B.E/B. Tech.	30
Post-Graduation/M.E/ M. Tech	10
D. Ed in Special Education	10
Special Weightage to be given to the candidates those who are Parent of a child with disability. **(Having a Disability Certificate of the child issued by the Competent Authority)**	10
TOTAL	**100**

On the basis of online submission of Application, the University shall prepare a Provisional Merit List after verification of the accuracy and authenticity of the data submitted by the applicants with the documents uploded by the applicant. The rank of the Provisional Merit List may change due to any inaccuracy / disparity and lack of authenticity of the data entered or wrong / false / tembered / forged documents. Applicants shall remain reponsible for the inaccuracy / disparity and lack of authenticity of the data entered or wrong / flase / tempered / forged documents. Applicants shall remain responsible for the inaccuracy / disparity and lack of authenticity of the data entered or wrong / flase / tempered / forged documents and the candidature may be denied at any stage of admission and even during the continuation of the program. Admission will be offered through Offline Central Counseling. **Counseling will be held upon the Provisional Merit List to be published in University website.**

8. Language of Instruction:

The Study Materials are written in English. A Student is however, free to write answers in Bengali also.

9. Guidelines for Students :

- Learner should have good habits of regularity and punctuality, reading and comprehension, concentration and determination are needed to carry out independent studies after the clear directions given by the Counsellors/Teachers.
- Learner should go through all the study materials thoroughly and note down the points where they felt difficulty to discuss with counselor in Face-to-Face programme.
- Learners will know regarding course curriculum/syllabus in Induction Programme both theory as well as practical subjects.
- **Learners should attend in personal contact programmes to clear doubts and 100% attendance is mandatory.**
- Workshop for practicum will continue for Two Days at a Stretch. Attendance in the workshop is compulsory.
- No Learners will be considered to appear in the Term End Examination without completion of all the workshop sessions.
- Learner should submit Assignments and Practical records on the date prescribed by the Study Center.
- Learner may approach the Study Center for any help.
- Learner should follow all instructions prescribed by the study center time to time.
- Learner should devote at least 2 hrs daily to learn course material
- Learner should clear the doubt's from Counselor.
- Learner should follow the instructions given by the Study Center and Counselor time to time.
- Learner should submit their Assignments, Project in time so that Counselor could correct and give feedback accordingly.
- Learner should note down the schedule of work for the course, to work it accordingly.
- Learners should have confidence in their ability to work on their own.
- A student, who is seeking admission to Special Education (DE) is supposed to follow the guidelines strictly during the course period:
    - A student shall strictly follow all the rules and regulations listed in the Handbook and issued by 1the University and Study Center from time to time.
    - He/She shall attend the Induction Programme conducted at the Study Center and get examined all the documents/certificates etc.
    - He/She shall be attentive to the 1st introduction about the course, Study Center, University etc. so to be arranged at the Study Center during Induction Programme.
    - He/She shall collect the SIM from the Study Center and shall get all details related to timings of the Personal Contact Programmes to be organized throughout the session.

- He/She shall study the course material at home and shall solve the exercises given at the end of each chapter. He shall note down his problems and shall seek clarification during the Personal Contact Programmes .
- He/She shall go prepared to the Study Center during the Personal Contact Programme.
- **Learners should attended 10days PCPs in each Semester to clear doubts and Internship Programme. 100% attendance is mandatory for both course (PCPs and Practcum).**
- He/She shall submit the prepared assignments in time to the Study Center & shall appear in all the tests of each theory and practical papers.
- He/She shall be regular in completing practicals during PCP and otherwise and shall submit all records in time.
- He/She shall clarify his doubts related to course contents during PCP session.
- He/She shall strictly maintain discipline at the Study Center and shall extend full, respect to his/her teachers.
- He/She shall decide about his subject option related to Group B course with full thoughts and University will not allow him to change his options subsequently. Similarly he shall also decide about his medium of transaction finally. He/She will not be permitted to change his medium time and again .
- He/She shall come prepared for the practical exams. He shall take care that he is carrying all practical note books prepared for the practical course and shall reach for the examination center in time .
- He/She shall also take care that he has prepared for the same paper for which examination has been fixed and reaches in time. He shall ensure that he is not using unfair means during the exams for which he may be disqualified .
- On having any doubt he shall seek clarification from the Study Center and/or University.

10. Eligibility for Appearing in Term-End Examination :

- ✓ **Clearence off all Fees.**
- ✓ **100% attendance in the mandatory 10 days PCPs in each semster.**
- ✓ **100% attendance in the Internship Programme.**
- ✓ **Submission of assignment answer paper.**

11. Study Materials:

Self-Instructional Materials (SIMs) will be distributed to the students in phases through the Study Centres where they may be admitted. Besides SIMs, students will be supplied with a list

of reference books for suggested reading. Library services will be available to the students at the Study Centres. The E-content will be provided to the students. SMS alert audio/vedio content will also be supplied to the students.

12. Learner Support Centres and Student Support Services :

The University provides SIMs to the students to be studied and learnt by them at their convenience. The University provides various student - support through a network of Study Centres. A list of Study Centres is enclosed. A Study Centre is placed under the supervision of a Co-ordinator assisted by the staff of his/her office.

At the beginning of each session, Study Centres invite the students for an Induction Meeting where they are familiarized with the aims, objectives and activities of the University and the methodology of the ODL System.

The Study Centres draw schedules of counselling sessions and notify the same for the students. Normally, the counselling session will be held as per suitability of the host institutions in consultation with the University.

Study Centres distribute the home assignment papers and arrange for their evaluation. Informations, assignments etc. are not issued by the headquaters to the learners.

Students should contact the Study Centres for all their requirements.

The Study Centres also arrange for holding of examinations in accordance with the schedule fixed by the University from time to time.

In short, each Study Centre acts as the day-to-day link between the students and the University. Students are expected to conduct themselves in worthy and dignified manner to maintain high academic and moral standards.

13. Provision for Unsuccessful Candidates :

Candidates declared unsuccessful shall be permitted to appear in all the components of the Courses in which they have failed at subsequent examination (s) subject to the restriction of period mentioned-after the expiry of this period the students will have to seek fresh admission and no credit shall be carried over.

Candidates eligible under the above provision and willing to appear in the subsequent examination (s) in any theory / practical Course (s) shall have to submit application in prescribed form together with a copy of statement of marks obtained at the preceding examination through the Coordinator of the Study Centre so as to reach the Registrar by the date notified by him for subsequent examination (s)

14. RCI Certification as a Registered Professional Teacher:

The successful candidates of this B.Ed. Special Education programme will be able to obtain "**Registered Professional Certificate**" from the **Rehabilitation Council of India** to work as a

teacher in the field of special education. For this the applications of the successful students will be forwarded to RCI by the study centre.

15. UGC-DEB and RCI Recognition :

NSOU received recognition from UGC-DEB for B. Ed. Spl. Ed. (IDD, HI & VI)- ODL and M. Ed. Spl. Ed. (IDD & HI)- ODL programme [Vide File No. 8-22/2024 (DEB-I) Dated 11.02.2025] for five years.

NSOU also received Extension from RCI [Vide Ref. No. RCI-2012/10/202391011/NSOU/Policy/2006/RCI) 9475 Dated 29.01.2025] for B. Ed. Spl. Ed. (IDD, HI & VI)- ODL and M. Ed. Spl. Ed. (IDD & HI)- ODL which has been extended five years.

16. Students' Grievance

Grievances related to Examination matters	**Grievances related to other than Examination matters**
Shri Anjan Saha *Dy. Registrar (Examination)* Netaji Subhas Open University Examination Dept., 2nd Floor, 134/1, Meghnad Saha Sarani, Kolkata - 700 029 Phone: 033 2463 0292 E-mail: *dyreg.exam@wbnsou.ac.in*	**Smt. Nilanjana Chatterjee** *Asstt. Director, Study Centres* *Convener Students' Grievance Redressel Committee (SGRC)* Netaji Subhas Open University DD-26, Sector-I, Salt Lake City, Kolkata - 700 064 Phone : 033 4066 3205 E-mail: sgrc@wbnsou.ac.in

17. NSOU Policy Regarding Sexual Harassment at the Workplace

In compliance with the Sexual Harassment of Women at Workplace (Prevention, Prohibition and Redressal) Act, 2013 and subsequent UGC directive, Netaji Subhas Open University has adopted a policy that aims to prevent/prohibit/punish sexual harassment of women at the workplace and has constituted **Internal Complaints Committee** in order to deal with the complaints, if any, of sexual harrassment of women employees in the different campuses of the University.

Information on this policy, rules and procedures can be accessed on the UGC website (www.ugc.ac.in). Incidents of sexual harassment may be reported to the (Co-ordinator, Study Centre/Principal of the Institute where the Study Centre is located.

18. Lost of Enrollment Certificate-cum-Identity Card

The applicant must register a General Missing Diary (GD) with local police station at earliest. To get a duplicate Enrollment Certificate-cum-Identity Card you should write an application

addressed to Registrar along with a DD of Rs. 500/-(payable through DD drawn in favour of Netaji Subhas Open University payable at Kolkata) and the GD. The application must be forwarded by the Study Centre Coordinator with official seal.

19. Learners' Facilitation Centers Details

Learners' Facilitation Centres at following three Regional Centres and HQ have been set up by Netaji Subhas Open University. Intended eligible applicants may visit their respective LFC to get technical help for submission of online application form. Applicants from respective districts may visit respective LFC as detailed below :

DISTRICTS	ADDRESS	CONTACT PERSON	TIME OF VISIT
Mushidabad, Nadia and North 24 Parganas	Regional Centre, Kalyani Netaji Subhas Open University, Ghoshpara Station Road, Kalyani, Nadia - 741235	Jay Prakash Chowdhury Assistant Director, RC ☎ 033 25025066 ✉ jay_angel000@yahoo.com	During Working days 11.00 AM to 4.30 P.M.
Burdwan, Birbhum, Bankura, Paschim Burdwan, Purba Burdwan and Purulia	Academic building, Student Facilitation Centre, Room No - 205 Regional Centre, Durgapur Jawahar Lal Nehru Road, Durgapur, Paschim Bardhaman - 713214	Abhijit Mridha Technical Assistant (Grade-II) ☎ 0343 2500418 ✉ rcdgp@wbnsou.ac.in	
Alipurduar, Cooch Behar Dakshin Dinajpur, Darjeeling, Jalpaiguri, Kalimpong, Malda and Uttar Dinajpur	Regional Centre, Jalpaiguri, Patkata, Kotwali, Jalpaiguri — 735102 (Inside the premises of Govt. Engineering College, Jalpaiguri	Buddhadeb Maity Technical Assistant (Grade-II) ☎ 03561 247011 ✉ nsoucjpg@gmail.com	
Hooghly, Howrah, Jhargram, Kolkata, Paschim Medinipur, Purba Medinipur and South 24 Parganas	Netaji Subhas Open University DD-26, Sector -I, Salt Lake City, Kolkata - 700064	Biki Das Junior Assistant ☎ 033 4066 3225 ✉ ug@wbnsou.ac.in	

Important Note Regarding Mandatory Contact Programs and Practicum :

Prospective learners of the B.Ed. Spl. Ed.-ODL programme are hereby informed that adherence to the University Grants Commission (UGC) Open and Distance Learing (ODL) guidelines and the Rehabilitations Council of India (RCI) norms is mandatory. This includes a requirement of a **minimum of 60 hours of face-to-face Personal Contact Programmes (PCPs) per semester.** This translated to 10 days of in-person sessions, with each day comprising **6 hours** of engagement.

Furthermore, please note that the practicum component of this programmed will be governed strictly by the RCI Norms & Regulations. Learners are expected to fulfill all requirements as stipulated by the RCI for successful completion of their practical training.

Sd/-
Registrar
Netaji Subhas Open University

20. B. Ed Spl. Ed. Study Centre [ID (IDD) / HI]- ODL Course

SL. No	Name of Study Centre with Address	Study Centre Code	Specialization Centre	Total Code
1.	**Pradip Centre for Autism Management** 33 A/1, Canal South Road, Kolkata - 700015, West Bengal Ph: 9831063939 E-mail: pradip_autism@yahoo.com Website: www.pradipautism.org	**SEMR-05**	**IDD**	**50**
2.	**National Institute for the Empowerment of Person with Intellectual Disabilities (Divyangjan), Regional Centre-Kolkata (NIEPID, RCKOLKATA)** B.T. Road, Bonhoogly, Kolkata - 700 090, West Bengal Ph. No. 033-25314222(0) E-mail: nimhrck@gmail.com Website: www.	**SEMR-09**	**IDD**	**50**
3.	**D. N. Mandal College, Chandipur, Kundarli,** Baruipur, Pin - 74361024 (S) Ph. No - 877775221 Email.collegedmnc@gmail.com Website pikhalipathikrit.in	**SEMR-10**	**IDD**	**50**
4.	**Ali Yavar Jung *National Institute of Speech and Hearing* Disabilities (Divyangjan) (DIVYANGJAN) E.R.C.** B.T. Road, Boonhoogly, Kolkata-700090 West Bengal-700090 Ph. No - 25311427 E-mail:ercnihh@sify.com Website:www.http://ayjnihh.nic.in/contact.asp	**SEHI-01**	**HI**	**50**
5.	**Training Institute for the Teachers of visualy Handicapped** Ramakrishna Vivekananda Mission. Narendrapur, Blind Boys Academy, South 24 Parganas, WB- 700 103 Website:- www.rkmvba.org Email: rkmbedspledn@smaic Phone: 833-2477-2201/02/03	**SEVI-03**	**VI**	**50**

SL. No	Name of Study Centre with Address	Study Centre Code	Specialization Centre	Total Code
6.	**NSOU Study Centre, Kalyani** Ghosh Para Station Road, Kalyani, Nadia-741235. West Bengal Ph. No- 033-25823332 Email:nsoubedsede@gmail.com/schooledu @wbnsou.ac.in Website:www.wbnsou.ac.in	**SEMH-02**	**HI**	**50**
			IDD	**50**
			VI	**50**
		Total		**400**

Details of Course Structure
Core Course
A1, A2, A3, A4, A5

HUMAN GROWTH AND DEVELOPMENT

Course Code: A1 **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 the trainees 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

1.1 Human development as a discipline from infancy to adulthood

1.2 Concepts and Principles of development

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

1.4 Nuture vs Nurture

1.5 Domains (Physical, Sensory-perceptual, Cognitive, socio-emotional, language and communication, Social relationship)

Unit 2 : Theoretical approaches to development

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

2.2 Psychosocial theory (Erikson,)

2.3 Psychoanalytic Theory (Freud)

2.4 Ecological Theory (Bronfrenbrenner)

2.5 Holistic Theory of Development (Steiner)

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

3.1 Prenatal development: Conception, stages and influences on prenatal development,

3.2 Birth and Neonatal development: Screening the newborn - APGAR Score, Reflexes and responses, neuro-perceptual development

3.3 Milestones and variations in Development

3.4 Environmental factors influencing early childhood development

3.5 Role of play in enhancing development

Unit 4 : Middle Childhood to Adolescence (From nine years to eighteen years)

4.1 Emerging capabilities across domains of physical and social emotional

4.2 Emerging capabilities across domains related to cognition - metacognition, creativity, ethics

4.3 Issues related to puberty

4.4 Gender and development

4.5 Influence of the environment (social, cultural, political) on the growing child

Unit 5 : Transitions into Adulthood

5.1 Psychological well-being

5.2 Formation of identity and self-concept

5.3 Emerging roles and responsibilities

5.4 Life Skills and independent living

5.5 Career Choices

Engagement with the field as part of course as indicated below

Hands on Experience :

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

Suggested References :

- 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, May field Publishing company, California
- Hurlock, E. B. (2005). Child growth and development, Tata Mc.Graw Hill Publishing company, New york
- Hurlock, E. B. (2006). Developmental Psychology- A life span approach, Tata Mc. Graw Hill Publishing company, New Delhi
- Mittal. S. (2006). Child development- Experimental Psychology, Isha books, Delhi
- Nisha, M. (2006). Introduction to child development; Isha books, Delhi
- Papalia, D. E. and 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
- Meece, J. S. & Eccles J. L (Eds) (2010). *Handbook1 of Research on Schools, Schooling and Human Development,* Routledge

CONTEMPORARY INDIA AND EDUCATION

Course Code: A2 **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

1.1 Education: Concept, definition and scope.

1.2 Agencies of Education: School, family, community and media

1.3 Philosophies of Education: idealism,· naturalism, pragmatism, existentialism, humanism, constructivism and connectionism

1.4 Historical Perspective of Indian Education (Gandhi, Tagore, Krishna Murthy, Aurobindo)

1.5 Contemporary Indian Perspective

Unit 2 : Understanding Diversity

2.1 Concept of Diversity.

2.2 Types of Diversity: Gender, linguistic, cultural, socio-economic and disability

2.3 Diversity in learning and play

2.4 Addressing diverse learning needs

2.5 Diversity: Global Perspective

Unit 3 : Contemporary Issues and Concerns

3.1 Universalisation of School Education, Right to Education and Universal Access

3.2 Issues of a) Universal enrolment b) Universal retention c) Universal learning

3.3 Issues of quality and equity: Physical, economic, social, cultural and linguistic, particularly w.r.t girl child, weaker sections and disabled

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

3.5 Inequality in Schooling: Public-private schools, rural-urban schools, single teacher schools and other forms of inequalities in school systems

Unit 4: Education Commissions and Policy

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

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

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

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

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

Unit 5 : Issues and Trends in Education

5.1 Challenges of education from preschool to senior secondary

5.2 Inclusive education as a rights based model

5.3 Complementarity of inclusive and special schools

5.4 Language issues in education

5.5 Community participation and community based education

Some Suggested Activities on contemporary issues

- Comparative study of different settings
- Conflicts and social movements in India: Women, Dalit, Tribal and Disabled

- Educational debates and movements.
- 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

- Government of India (Gol) (1966). National Education Commission (1964-66), Ministry of Education: New Delhi.
- Government of India (Gal) (1986/92). New Education Policy; MHRD: New Delhi.
- Guha, Ramchandra (2007). India after Gandhi: The History of the World's Largest Democracy. Macmillon: Delhi
- Gol (2010). Right to Education Act 2009, MHRD: New Delhi.

Suggested Readings

- Aggarwal. J. C. (1992). Development and Planning of Modern Education: New Delhi Vikas Publishing House Pvt. Ltd.
- Amartya Sen, and Jean Dreze (1997). India: Economic Development and .Social Opportunity, Oxford India: Delhi. Select Chapters.
- Anand, S. P. (l993).The Teacher & Education in Emerging Indian Society; New Delhi: NCERT.
- Bhat. B. D. (1996). Educational Documents in India, New Delhi: Arya Book Depot.
- Bhatia, K. & Bhatia, B. (1997): The Philosophical and Sociological Foundations, New Delhi Doaba House.
- Biswas. A. (1992): Education in India, New Delhi: Arya Book Depot.
- Biswas. A. and Aggarwal, J.C. (1992). Education in India, New Delhi: Arya Book Depot.
- Chakravarty, Sukhamoy (1987). Development Planning: The Indian Experience, Oxford University press: New Delhi.
- Choudhary. K.C. and Sachdeva, L. (Eds) (1995):Total literacy by 2000: New Delhi: IAE Association .

- Dubey, S. C (200l). Indian Society, National Book Trust: New Delhi.
- Ain, L. C. (2010). Civil Disobedience, Book Review Literary Trust: New Delhi. Select chapters.
- Kashyap, S. C. (2009). The Constitution of India, National Book Trust: New Delhi.
- Mohanty, Jagannath. (1993). Indian Education in the Emerging Society, New Delhi Sterling publishers Pvt. Ltd.
- Sapra. C. L and Ash Aggarwal, (Ed.,) (1987): Education in India some critical Issues. New Delhi: National Book Organisation.
- Saraswathi, T. S. (1999). Culture, Socialization and Human Development, New Delhi: Sage Publications.
- Steven, B. (1998). School and Society, New Delhi: Sage Publications.
- Suresh, D. (1998)., Curriculum and Child Development, Agra: Bhargava.
- Taneja. V. R (1998). Educational Thoughts and Practice, Delhi University Publications.
- Vaidyanathan, A. (1995). The Indian Economy: Crisis, Response and Prospects. Tracts of the Times. Orient Longman Publications: New Delhi.
- Weber. O.C. (1990). Basic Philosophies of Education, New York Holt, Rinehart and Winston.

Readings for Discussion

- Chandra Bipin (1997). Nationalism and Colonialism, Orient Longman: Hyderabad. Chapter1.
- Deaton A and Jean Dreze (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, Satish. (2004); Contemporary India: A Sociological View. Penguin: New Delhi. Chapter 5: Caste inequalities in India Today.
- Famous Speeches of Gandhi ji: Speech on the Eve of The Last Fast January 12, 1948.
- Speeches of Gandhi ji: Speech on the Eve of The Last Fast January 12, 1948. Govemment of India (Gol)
- http://www.gandhi-manibhavan.org/gandhicomesalive/speech8.htm
- http://www.mkgandhi.org/speeches/speech Main.htm
- Jain, L.C. (2010). Civil Disobedience, Book Review Literary Trust: New Delhi. Select chapters,
- Jangira, N.K 2012. NCERT mother of Inclusive education address on golden Jubilee of NCERTat RIE; Ajmer on 01 Sept. 2012.
- http://unesdoc.unesco.org/images/0023/002322/232205e,pdf

LEARNING, TEACHING AND ASSESSMENT

Course Code : A3 **Marks: 100**

Introduction

This Course will irritate teacher Trainees 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 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 reach
- Situate self in the teaching learning process
- Analyze the scope and role of assessment in teaching learning process in order to introduce dynamic assessment scheme for educational set up towards enhanced learning.

Unit 1: Human Learning and Intelligence

1.1 Human learning: Meaning, definition and concept formation

1.2 Learning theories:

- Behaviourism: Thorndike, Skinner

- Cognitivism: Piaget, Kohlberg

- Social Constructism: Vygotsky, Bandura

1.3 Intelligence:

-Concept and definition

-Theories: Two-factor, Multifactor, Triarchic Theory (Robert Sternberg)

1.4 Creativity: Concept, Definition and Characteristics.

1.5 Implications for Classroom Teaching and Learning

Unit 2 : Learning Process and Motivation

2.1 Sensation: Definition and Sensory Process

2.2 Attention : Definition and Affecting Factors

2.3 Perception : Definition and Types

2.4 Memory, Thinking, and Problem Solving

2.5 Motivation: Nature, Definition and Maslow's Theory

Unit 3 : Teaching Learning Process

3.1 Maxims of Teaching

3.2 Stages of Teaching: Plan, Implement, Evaluate, Reflect'

3.3 Stages of Learning: Acquisition, Maintenance, Generalization

3.4 Learning Environment: Psychological and Physical

3.5 Leadership Role of Teacher in Classroom, School and Community

Unit 4 : Overview of Assessment and School System

4.1 Assessment: conventional meaning and constructivist perspective'

4.2 Assessment of Learning' and' Assessment for Learning': Meaning and difference

4.3 Comparing and contrasting assessment, evaluation, measurement, test and examination

4.4 Formative and summative evaluation, Curriculum Based Measurement

4.5 Revisiting key concepts in school evaluation: filtering learners, marks, credit, grading, choice, alternate certifications, transparency, internal-external proportion, improvement option.

Unit 5: Assessment: Strategies and Practices

5.1 Strategies: (Oral, written, portfolio, observation, project, presentation, group discussion, open book test, surprise test, untimed test, team test, records of learning landmark, close set/open set and other innovative measures) Meaning and procedure.

5.2 Typology and levels of assessment items: open ended and cloze ended; direct, indirect, inferential level

5.3 Analysis, reporting, interpretation, documentation, feedback and pedagogic decisions

5.4 Assessment of diverse learners: Exemptions, concessions, adaptations and accommodations.

5.5 School examinations: Critical review of current examination practices and their assumptions about learning and development; Efforts for exam reforms: Comprehensive and Continuous Evaluation (CCE), NCF (2005) and RTE (2009)

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

I. Report submission: observation of children belonging to any three stages of development and describing applications of development in teaching-learning contexts.

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

III. Prepare a leaflet for parents on better emotional management of children.

IV. Compilation of 5 CBM tools from web search in anyone 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 non-disabled and disabled children. The effort of transaction should be: to enhance the student's understanding of how learning occurs and what are the suitable means of its assessment. Evaluation may be done by asking student to observe a non-disabled and a disabled child, and present a report of the same.

Essential Readings

- Amin, A. Assessment of Cognitive Development of Elementary School Children A Psychometric Approach Jain Book Agency 2002
- Panch, R. (20 l3). Educational Psychology: Teaching and Leaming Perspectives Mc Graw Hill Education (India) Private Limited
- Misra, G., Jha, A., & Woolfolk, A.(20l2). Fundamentals of Educational Psychology11thedn Pearson Publication
- Whitcomb, S. and Merrell, K.W.(2012). Behavioral. Social, and Emotional Assessment of Children and Adolescents Routledge 4thedn.
- Chauhan, S.S.(20l3). Advanced Educational Psychology. Jain Book Agency, Delhi
- Salvia, John, Ysseldyke, James, E. And Bolt, Sara. (2007). Assessment in Special and Inclusive Education. Houghton Mifflin Company, Boston.
- King-Sears, E. Margaret. (1994). Curriculum Based Assessment in Special Education. Singular Publishing Group
- Paul, P.(2009). Language and deafness. Singular publication

Further Readings

- Geisinger, K.F. (2013) APA Handbook of Testing and Assessment in Psychology. Available at American Psychological Association, USA
- Howell, Kenneth W., (2000). Curriculum Based Evaluation (3rd Ed). Wordswort Thompson Learning.
- Mc Millan, James H. (2001). Classroom Assessment: Principles and Practice for Effective Instruction. Allyn and Bacon, London.
- Nevo, David. (1995). School based Evaluation. Pergramon Publishing
- Salvia, J. (1998). Assessment. (7th ed) Boston : Houghton Mifflin
- Guskey, T. R. & Bailey. J (2000). Grading and Reporting. Thousnad Oaks, CA : corwin King.

PEDAGOGY OF TEACHING SCIENCE

Course Code: A4 (Part I) **Marks : 100**

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 **10 Hours**

1.1 Nature, Scope, Importance and Value of Science.

1.2 Science As An Integrated Area of Study.

1.3 Science and Modern Indian Society: Relationship of Science and Society.

1.4 Impact of Science With Special Reference To Issues Related With Environment, Industrialization and Disarmament.

1.5 Role of Science For Sustainable Development

Unit 2: Planning for Instruction **12 Hours**

2.1 Aims and Objectives of Teaching Science in Elementary and Secondary School

2.2 Bloom's Taxonomy of Educational Objectives and Writing Objectives in Behavioural Terms

2.3 Lesson Planning - Importance and Basic Steps. Planning Lesson for an Explanation, Demonstration, and Numerical Problem in Teaching of Sciences.

2.4 Unit Planning - Format of A Unit Plan.

2.5 Pedagogical Analysis: Meaning and Need. Guidelines for Conducting Pedagogical Analysis

Unit 3: Approaches and 'Methods of Teaching Sciences 14 Hours

3.1 Process approach, Direct Experience Approach, Inductive-Deductive Approach,

3.2 Lecture, Demonstration, Discussion, Problem-solving, Concept-mapping, Programmed Instruction, Team Teaching, Seminar; Computer Assisted Learning (CAL)

3.3 Project Method and Heuristic Method

3.4 Creating Different Situations of Learning Engagement: Group Learning, Individual Learning, Small Group, Cooperative (Peer-Tutoring, Jigsaw Etc.), Situated/Contextual Learning with reference to Children With Disabilities.

3.5 Constructivist Approach and its Use in Teaching Science

Unit 4: Learning Resources with reference to Children with Disabilities for Teaching Science 12.Hours

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

4.2 Importance of Co-Curricular Activities-Science Club, Science Exhibition, Science Text Books-Characteristics and Significance With Reference To Children With Disabilities

4.3 The Science Laboratory-Planning Organization of Lab, Storage, Record Keeping' and Safety of Scientific Equipments With Reference To Children With Disabilities

4.4 Aquarium, Vivarium - Role in Teaching With Setting & Maintaining

4.5 Museum, Botanical And Zoological Garden: Role In Teaching

Unit 5: Evaluation 12 Hours

5.1 Evaluation-Concept, Nature and Need,

5.2 Norm Referenced & Criterion Referenced Evaluation, Comprehensive and Continuous Evaluation: Concept and Significance, Scholastic and Co-Scholastic Assessment,

5.3 Tools and Techniques for Formative and Summative Assessments

5.4 Preparation of Diagnostic Test and Achievement Test

5.5 Adaptations of Evaluation Procedure With Reference To Children With Disabilities

Practical / Field Engagement/Project Work

Anyone 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.w.Roger (2010) *The Teaching of Science 21st Century Perspective National Science Teachers.* Association, USA·
- Fensham, P.J. (1994). *The content of Science: A constructive Approach to its Teaching and Learning.* Washington, D'C: The Falmer Press .
- Gupta, V. K. (1995): *Teaching and learning of Science and Technology.* New Delhi: Vikas Publishing House Pvt. Ltd.
- Henninen, K. A. (1975). *Teaching of Visually Handicapped,* Ohio: Charles E. Merrill Publishing Company
- Joshi, S. R (2005). *Teaching of Science.* New Delhi: A.P.H Publishing Corporation.
- KelJey. P. & Gale, G. (1998). *Towards' Excellence: Effective education for students with vision impairments,* Sydney: North Rocks Press.
- Layton, D. (1989). *Innovations in Science and Technology Education,* New Delhi: Sterling Publishers
- Lawson, E. A. (2010). *Teaching Inquiry Science in Middle School,* New Delhi: Sage Publications .
- 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). *Source book for training teachers of visually impaired,* 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: NIVH.
- School, G.T. (1986). *Foundations of education for blind and visually handicapped children and youth,* New York: American Foundation for the blind.
- Sharrna, 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,* Delhi: Vikas Publishing House Pvt, Ltd.
- Gupta, V. K. (1995). *Readings in Science and Mathematics Education,* Ambala: The Associated Press.
- Mangal S. K & Shubhra (2005). *Teaching of Biological Sciences,* Meerut: International Publishing House.
- Rao, V. K. (2004). *Science Education,* APH Publishing Corpn. New Delhi

PEDAGOGY OF TEACHING MATHEMATICS

Course Code: A4 (Part II) **Marks : 100**

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 dims 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, organtzing 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 **8 Hours**

1.1 Meaning, Nature, Importance and Value of Mathematics

1.2 Axioms, Postulates, Assumptions and Hypothesis in Mathematics.

1.3 Historical Development of Notations and Number Systems

1.4 Contribution of Mathematicians (Ramanujam, Aryabhatta, Bhaskaracharya, Euclid, Pythagoras)

1.5 Perspectives' on Psychology of Teaching and. Learning of Mathematics-Constructivism, Enactivism, Vygotskyian Perspectives, and Zone of Proximal Development.

Unit 2 : Objectives and Instruction Planning in Mathematics **13 Hours**

2.1 Aims and Objectives of Teaching Mathematics in Elementary and Secondary Schools

2.2 Bloom's Taxonomy of Educational Objectives and Writing Objectives in Behavioural Terms

2.3 Lesson Planning-Importance and Basic Steps. Planning Lesson of Arithmetic, Algebra and Geometry.

2.4 Unit Planning - Format of A Unit Plan.

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

Unit 3 : Strategies for Learning and Teaching Mathematics **13 Hours**

3.1 Concept Formation and Concept Attainment: Concept Attainment Model for Learning and Teaching of Concepts.

3.2 Learning By Exposition: Advanced Organizer Model.

3.3 Methods of Teaching-· Lecture, Discussion, Demonstration, Inductive-Deductive, Analytic-Synthetic, Problem-Solving, And Project

3.4 Techniques of Teaching Mathematics: Oral Work, Written Work, Drill-Work, Brain-Storming And Computer Assisted Instruction (CAI)

3.5 Creating Different Situations of Learning Engagement: Group Learning, Individual Learning, Small-Group, Cooperative (Peer-Tutoring, Jigsaw Etc.), And Situational/ Contextual Learning

Unit 4: Teaching-Learning Resources in Mathematics for Students with Disabilities **14 hours**

4.1 Mathematics Laboratory- Concept, Need, And Equipment for Setting up A Mathematics Laboratory

4.2 Utilization of Learning Resources in Mathematics: Charts and Pictures, Weighing and Measuring Instruments, Drawing Instruments, Models, Concrete Materials, Surveying Instruments With Reference To Children With Disabilities

4.3 Bulletin Boards and Mathematics Club

4.4 Abacus, Cussionaire Rods, Fractional Discs, Napier Strips.

4.5 Calculators, Computers, Smart Boards, Multimedia Presentations, and Special Aids and Appliances For Children With Disabilities

Unit 5: Assessment and Evaluation for Mathematics Learning

12 Hours

5.1 Assessment And Evaluation-Concept, Importance and Purpose

5.2 Error Analysis, Diagnostic Tests, Identification of Hard Spots and Remedial Measures.

5.3 Tools and Techniques for Formative and Summative Assessments of Learner Achievement in Mathematics and Comprehensive And Continuous Evaluation in Mathematics

5.4 Preparation of Diagnostic and Achievement Test

5.5 Adaptations in Evaluation Procedure for Students With Disabilities

Practical / Field Engagement / Project Work

Anyone 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

Essential Readings

- Carey, L.M. (1988). *Measuring and Evaluating School Learning,* Boston: Allyn and Bacon.
- Chambers, P. (2010).*Teaching Mathematics,* New Delhi: Sage Publication South' Asia.
- Chapman, L. R. (1970). *The Process of Learning Mathematics,* New York: Pregamon Press.
- David, H., Maggie, M. & Louann, H. L. (2007). *Teaching Mathematics Meaningfully: Solutions for Reaching Struggling Learners,* Canada: Amazon Books.
- David, W. (1988). How Children Think and Learn, New York: Blackwell Publishers Ltd.
- James, A. (2005).*Teaching of Mathematics,* New Delhi: Neelkamal Publication
- Kumar, S. (2009). *Teaching of Mathematics,* New Delhi: Anmol Publications.
- Mangal, S.K. (1993).*Teaching of Mathematics,* New Delhi: Arya Book Depot.
- Mani, M. N. G. (1992). *Techniques of Teaching Blind Children,* New Delhi: Sterling Publishers.
- Mukhopadhyaya, S., Jangira, N. K., Mani, M.N. G:, & Raychaudhary, N. (1987).

  Source book for Training Teachers of Visually Handicapped, Delhi: NCERT.
- Nerneth, A. (1973). *Nemeth Code for Mathematics and Scientific Notation,* Loviseville K: American Printing House.
- Shankaran & Gupta, H. N. (1984), *Content-Cum-Methodology of Teaching Mathematics,* New Delhi: NCERT
- Siddhu, K.S. (1990). *Teaching of Mathematics,* New Delhi: Sterling Publishers.

Suggested Readings

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

PEDAGOGY OF TEACHING SOCIAL SCIENCE

Course Code: A4 (Part III) **Marks: 100**

Objectives

- *After completing the course the learners 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 a~d use of support materials for effective social science teaching.*
- *Develop the ability to organize eo-curricular activities and 'community resources for promoting social science learning.*

Unit I: Nature of Social Sciences

1.1 Concept, scope and nature of social science

1.2 Difference between social sciences and social studies

1.3 Aims and objectives of teaching social science at school level.

l.4 Significance of social science as a core subject

1.5 Role of social science teacher for an egalitarian society

Unit Il: Curriculum and Instructional Planning

2.1 Organization.of social science curriculum at school level

2.2 Instructional Planning: Concept, need and importance

2.3 Unit plan and lesson plan: need and importance

2A Procedure of Unit and lesson Planning

2.5 Adaptation of unit and lesson plans for children with disabilities

Unit Ill: Approaches to teaching of Social Science

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

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

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

3.3 Accommodations required in approaches for teaching children with disabilities

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

3.5 Adaptations of material for teaching children with disabilities

Unit IV: Evaluation of learning in Social Science

4.1 Purpose of evaluation in social science.

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

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

4.4 Construction of teacher made test

4.5 Diagnostic testing and enrichment techniques for children with disabilities

Unit V: Social Science Teacher as a Reflective Practitioner

5.1 Being a reflective practitioner- use of action research

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

5.3 Case study- need and importance for a school teacher

5.4 Development of a Professional Portfolio/ teaching Journal

5.5 Competencies for teaching social science to children with disabilities

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 eo-curricular activities in schools

Suggested Readings:

- Aggarwal, D.D (2000) Methods of Teaching Geography, Sarup & Sons, New Delhi
- Aggarwal J. C (2008). Teaching of social studies: A practical approach (4th ed). UP: Vikas Publishing House Pvt Ltd.
- Aggarwal. J. C. (2008). Principles, methods & techniques of teaching. UP: Vikas Publishing House Pvt Ltd.
- Batra .P. (2010) Social Science Learning in Schools Perspective and Challenges, Sage Publications Pvt. Ltd; Pap/Corn edition
- Chauhan, S. S. (2008). Innovations m teaching learning process. UP: Vikas Publishing House Pvt Ltd.
- Dhand, H. (2009). Techniques of Teaching. New Delhi: APH Publishing Corporation.
- Duplass, J. A. (2009). Teaching elementary social studies. New Delhi: Atlantic Publishers.
- GeorgeAlex M. & Manad Amman(2009) Teaching Social Science in *Schools: NCERT'S New Textbook Initiative*
- Mangal S.K. (2004) Teaching of Social Science, Arya Book Depot, Delhi
- Mangal, Uma (2005) Samajik Shikshan, Arya Book Depot, New Delhi.
- Rai B.C (1999) Methods of Teaching Economics, Prakashan Kendra, Lucknow.
- Sharma, R. A. (2008). Technological foundation of education. Meerut: R.Lall Books Depot.
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PEDAGOGY OF TEACHING BENGALI

শি(াবিজ্ঞানের আলোকে বাংলা ভাষা ও সাহিত্য শি(ণ

Course Code: A5 (Part IV) **Marks : 100**

সমগ্র পাঠত্র(ম পাঠের পর শি(ার্থী—

- বাংলা ভাষা শিখনের মূল নীতিগুলি অনুধাবন করতে পারবেন।
- পাঠত্র(ম রচনার নীতি, ল(্য ও উদ্দেশ্য সম্বন্ধে অবহিত হতে পারবেন।
- একক পরিকল্পনা ও পাঠ পরিকল্পনা নির্মাণ করতে পারবেন।
- বাংলা ভাষা ও সাহিত্য শি(ণের বিভিন্ন কৌশল ও পদ্ধতি সম্বন্ধে অবগত হবেন।
- সংশোধনী পাঠের গু(ত্ব ও প্রয়োজনীয়তা অনুধাবন করতে পারবেন।
- বাংলা ভাষা ও সাহিত্যের (েত্রে আধুনিক মূল্যায়ন পদ্ধতির বিভিন্ন দিক সম্বন্ধে অবহিত হতে পারবেন।
- বাংলা ভাষা ও সাহিত্য শি(ার ব্যবহারিক (েত্রগুলির সঠিক প্রয়োগে স(ম হবেন।

একক - ১ ❐ বাংলা ভাষা ও সাহিত্যের প্রকৃতি

১.১ ভাষা শিখনের মূল নীতি।

১.২ ভাষা শিখনের মনোবৈজ্ঞানিক ভিত্তি।

১.৩ মাতৃভাষা তথা বাংলা ভাষা শি(ার উদ্দেশ্য ও প্রয়োজনীয়তা।

১.৪ বিশেষ শি(া—মাধ্যমিক শ্রেণিতে প্রয়োজন অভিসারী শিশুর বাংলা শেখানোর উদ্দেশ্য ও ল(্য।

১.৫ বাংলা ভাষা ও সাহিত্য শি(ার সমস্যা ও প্রতিকার।

একক - ২ ❐ পাঠত্র(ম ও পরিকল্পনা

২.১ বাংলা পাঠত্র(ম নির্মাণের মূল নীতি।

২.২ বিদ্যালয় শি(ার বিভিন্ন স্তরের পাঠত্র(মে বাংলা ভাষা শি(ার উদ্দেশ্য ও ল(্য।

২.৩ পশ্চিমবঙ্গ মধ্যশি(া পর্ষদ ও উচ্চমাধ্যমিক শি(া সংসদের পাঠত্র(মে বাংলা ভাষার স্থান।

২.৪ একক পরিকল্পনা প্রয়োজনীয়তা, গু(ত্ব ও নির্মাণ।

২.৫ পাঠ পরিকল্পনা প্রয়োজনীয়তা, গু(ত্ব ও নির্মাণ (বিশেষ শিশুদের চাহিদা অনুসারে)।

একক - ৩ ❐ বাংলা ভাষা ও সাহিত্য শি(ণের কৌশল ও পদ্ধতি

৩.১ মৌলিক ভাষা দ(তার বিকাশ শ্রবণ, কথন, পঠন ও লিখন।

৩.২ বাংলা ভাষা ও সাহিত্য শি(ার ((ত্রে শি(ণ কৌশলের প্রয়োজনীয়তা, ব্যবহার ও উপযোগিতা প্র(েকরণ। কৃষ(ফলকের ব্যবহার, কাজের পাতা, প্রতিকৃতি ও প্রতিরূপ, দৃশ্য-শ্রাব্য উপকরণ, ভাষা-পরী(াগার ও ভাষা ত্রীড়া।

৩.৩ বিশেষ শিশুদের জন্য শি(াসহায়ক উপকরণের গু(ত্ব, প্রস্তুতি ও শি(কের ভূমিকা।

৩.৪ বিশেষ শিশুদের শি(ায় অনুবন্ধন প্রণালীর গু(ত্ব ও অনুবন্ধ স্থাপনে শি(কের ভূমিকা।

৩.৫ বাংলা ভাষা ও সাহিত্য শি(াদানের বিভিন্ন পদ্ধতি কবিতা শি(াদান, গদ্য শি(াদান, দ্রুতপঠন শি(াদান, রচনা শি(াদান, ব্যাকরণ শি(াদান।

একক - ৪ ❐ সংশোধনী শি(ণ

৪.১ সংশোধনী পাঠের সংজ্ঞা, উদ্দেশ্য ও প্রয়োজনীয়তা।

৪.২ সংশোধনী পাঠের পদ্ধতি।

৪.৩ বুদ্ধিদীপ্ত শি(ার্থীদের জন্য সংশোধনী পাঠে বাংলা ভাষা ও সাহিত্যের ভূমিকা।

৪.৪ পিছিয়ে পড়া শি(ার্থীদের জন্য সংশোধনী পাঠে বাংলা ভাষা ও সাহিত্যের ভূমিকা।

৪.৫ সংশোধনী পাঠ পরিচালনায় শি(কের ভূমিকা।

একক - ৫ ❐ মূল্যায়ন

৫.১ মূল্যায়নের ধারণা বিষয় বাংলা ভাষা ও সাহিত্য।

৫.২ শ্রেণিক(ে মূল্যায়ন পার্বিক, সামুদায়িক ও নির্ণায়ক।

৫.৩ নিরবচ্ছিন্ন সার্বিক মূল্যায়ন ধারণা, বৈশিষ্ট্য ও ব্যবহার।

৫.৪ পারদর্শিতার অভী(া ধারণা ও বৈশিষ্ট্য।

৫.৫ বিশেষ শিশুদের জন্য মূল্যায়ন উপকরণ প্রস্তুতি ও ব্যবহার।

ব্যবহারিক / প্রায়োগিক অংশ

নিম্নলিখিত যে কোনো একটি বিষয়ে প্রকল্প গ্রহণ ও বিবরণী পেশ

- একটি আদর্শ প্র(েপত্র গঠন।
- বাংলা ভাষা ও সাহিত্য শি(া সম্পর্কিত একটি কার্যকরী গবেষণা (Action Research)
- শি(ার্থীদের সাধারণ বানান ভুল বিষয়ে একটি পর্যালোচনা।
- বিশেষ- শিশুদের সাধারণ উচ্চারণের ত্রুটি বিষয়ে একটি পর্যালোচনা।
- বিশেষ শিশুদের উপযোগী বিবিধ চিত্র ও ভাষা ত্রীড়া সহযোগে কাজের পাতা নির্মাণ।
- পাঠত্র(মের অন্তর্ভুক্ত(কোনো কবিতা অথবা গদ্যের অনুপুঙ্খ বি(ে-ষণ।

সহায়ক গ্রন্থ

১. জাতীয় পাঠত্র(মের রূপরেখা, ২০০৫।

২. সেন, মলয়কুমার, *শি(া প্রযুক্তি(বিজ্ঞান,* সোমা বুক এজেন্সি, বৈশাখ, ১৪১৩।

৩. রায়, সুশীল, *শি(া মনোবিদ্যা,* সোমা বুক এজেন্সী, নবম সংস্করণ, ১৯৯৯-২০০০।

৪. চট্টোপাধ্যায়, কৌশিক, *মাতৃভাষা শি(ণ বিষয় ও পদ্ধতি,* রীতা পাবলিকেশন, মার্চ, ২০১২।

৫. রাহা সুজাতা ও বসু বৈশালী, *বাংলা শি(ণ পরিত্র(মা,* আহেলী পাবলিশার্স, জানুয়ারি, ২০১৫।

৬. এস. ই. সি. এম ০২, *বাংলা শি(ণ পদ্ধতি,* নেতাজী সুভাষ মুক্ত(বি(বিদ্যালয়।

৭. বি. এড. এম. সি.-০৬/০৭ (০২) *কন্টেন্ট কাম্ মেথডলজি অফ্ টিচিং বেঙ্গলী,* নেতাজী সুভাষ মুক্ত(বি(বিদ্যালয়, ২০১৩।

৮. Cameron, Lynne, *Teaching Languages to Young Learner,* Cambridge University Press, 2001.

৯. Taba Hilda, *Curriculum Development—Theory and Practice,* Harcourt Brace, Javanovkehy, New York, 1962.

১০. Hudson W. H.—*An Indtroduction to the Study of Literature,* George G. Harrap & Co. Ltd., London, 1961.

PEDAGOGY OF TEACHING ENGLISH

Course Code: A5 (Part V) **Marks : 100**

Objectives

After completing the course the learners will be able to:

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

Unit I : Nature of English Language & literature

1.1 Principles of Language Teaching

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

1.3 English Language in the school context: An Evolutionary Perspective

14 Current Trends in Modern English literature in Indian context

1.5 Teaching as second language in Indian context.

Unit II: Instructional Planning

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

2.2 Instructional Planning: Need and Importance

2.3 Unit and lesson plan: Need and Importance

2.4 Procedure of Unit and Lesson Planning

2.5 Planning and adapting units and lessons for children with disabilities

Unit Ill: Approaches and methods of-teaching English

3.1 Difference between an approach and a method.

3.2 Task based approach, co-operative learning, ... language across curriculum, communicative language teaching, Bilingual, Eclectic and Constructive approach

3.3 Method Teaching of Prose, Poetry, Drama, Grammar and Vocabulary- i) Translation method. ii) Structural - Situational method. iii) Direct method.

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

3.5 Accommodation in approaches and techniques in teaching children with disabilities

Unit IV: Instructional Materials

4.1 Importance of instructional material and their effective use.

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

4.3 Construction of a teacher made test for English proficiency

4.4 Teaching portfolio

4.5 Adaptations of teaching material for children with disabilities

Unit V: Evaluation

5.1 Evaluation - concept and need. .

5.2 Testing language skills and language elements (vocabulary, grammar and phonology)

5.3 Adaptation of evaluation tools for children with disabilities

5.4 Individualized assessment for children with disabilities

5.5 Error analysis, diagnostic tests and enrichment measures.

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.

Suggested Readings:

- Agnihotri, R.K. and Khanna A.L. (Ed.) 1996, English Grammar in context, Ratnasagar, Delhi.
- Allen. H, and Cambell R (Ed.) 1972, Teaching English as second Language, McGraw Hill, New York.
- Bhatia, K.K. (2006). Teaching and Learning English as a Foreign Language. New Delhi: Kalyani Publishers.

- Bhatia, K.K. and Kaur, Navneet (2011). Teaching and Learning English as a Foreign Language. Ludhiana : Kalyani Publishers.
- Bindra, R. (2005). Teaching of English. Jammu: Radha Krishan Anand and Co.
- Brumfit, C.J and Johnson (Ed.) 1979, The communicative Approach to Language Teaching, Oxford University Press, Oxford.
- Donn Bryne (1988), TeachingWriting Skills, Longman, England.
- Francoise Grellet (1980), Developing Reading Skills, Cambridge University Press.
- Hari Prasad, M. & Prakashan, V. (2004); Communicative English, Neelkamal Publications, Hyderabad.
- 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.
- Krashen, D. (1992), Principles and Practice in Second Language Acquisition, Pergamum Press Oxford.
- Krishna Swamy (2003), Teaching English: Approaches, Methods and Techniques, Macmillan Publication New Delhi
- Sachdeva, M. S. (2007). Teaching of English. Patiala: Twenty First Century Publications.
- Sahu, B. K. (2004). Teaching of English. Ludhiana: Kalyani Publishers.
- Shaik, M & Gosh, R. N (2005), Techniques of Teaching English, Neelkamal Publications, Hyderabad.
- Sharma, P. (2011). Teaching of English: Skill and Methods. Delhi: Shipra Publication.

Cross Disability
and
Inclusion

B6, B7, B8, B9, B10(A), B11(E)

INCLUSIVE EDUCATION

Course Code: B6 **Marks : 50**

Objectives

After completing the course the learners 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**

1.1 Marginalisation vs. Inclusion: Meaning & Definitions

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

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

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

1.5 Barriers to Inclusive Education: Attitudinal, Physical & Instructional

Unit 2: Polices & Frameworks Facilitating Inclusive Education **5 hours**

2.1 International Declarations: Universal Declaration of Human Rights (1948), World Declaration for Education for All (1990)

2.2 International Conventions: Convention against Discrimination (1960), Convention on Rights of a Child (1989), United Nations Convention of Rights of Persons with Disabilities (UNCRPD) (2006)

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

2.4 National Commissions &Policies: Kothari Commission (1964) National Education Policy (1968), National Policy On Education (1986), Revised National Policy of Education (1992), National Curricular Framework (2005), National Policy For Persons With Disabilities (2006)

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

Unit 3: Adaptations Accommodations and Modifications **7 Hours**

3.1 Meaning, Difference, Need & Steps

3.2 Specifics for Children with Sensory Disabilities

3.3 Specifics for Children with Neuro-Developmental Disabilities

3.4 Specifics for Children with Loco Motor & Multiple Disabilities

3.5 Engaging Gifted Children

Unit 4: Inclusive Academic Instructions **8 Hours**

4.1 Universal Design for Learning: Multiple Means of Access, Expression, Engagement & Assessment

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

4.3 Differentiated Instructions: Content, Process & Product

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

4.5 ICT for Instructions

Unit 5: Supports and Collaborations for Inclusive Education **5 Hours**

5.1 Stakeholders of Inclusive Education & their responsibilities

5.2 Advocacy & Leadership for Inclusion in Education

5.3 Family Support & Involvement for Inclusion

5.4 Community Involvement for Inclusion

5.5 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

Suggested Readings

- Bartlett, L. D. and Weisentein, G. R. (2003).Successful Inclusion for Educational Leaders. New Jersey: Prentice Hall.
- Chaote, 1. S. (1991). Successful Mainstreaming.Allyn and Bacon
- Choate, J. S. (1997).SuccessfuI 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. & Pieningelo, 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, 1. ((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, Sandra.(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). *Instructionat 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 jor Inclusive Education: An ethnographic study. Philadelphia:* Open University Press
- Westwood P. (2006) *CommonsenseMethods for Children with Special Educational Needs-Strategies for the Regular Classroom.* 4th Edition, London RoutledgeFalmer: Taylor & Francis Group.

INTRODUCTION TO SENSORY DISABILITIES

Course Code: B7 **Marks : 50**

Objectives

After completing the course the learners will be able to:

- Name the different types of sensory impairments & its' prevalence& 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**

1.1 Types of sensory impairments: Single (Hearing Impairment & Visual Impairment) & Dual sensory impairment (Deaf-blindness)

1.2 Importance of hearing

l.3 Process of hearing & its impediment leading to different types of hearing loss .

1 4 Definition of hearing loss, demographics & associated terminologies: deaf/ Deaf/ deafness/ hearing impaired/ disability/ handicapped

1.5 Challenges arising due to congenital and acquired hearing loss

Unit 2 : Impact of hearing loss **5 Hours**

2.1 Characteristics of learners with hearing loss and impact of different degrees of hearing impairment on communication

2.2 Language & communication issues attributable to hearing loss & need for early Intervention

2.3 Communication options, preferences & facilitators of individuals with hearing loss

2.4 Issues & measures in literacy development and-scholastic achievement-ofstudents with hearing loss

2.5 Restoring techniques using human (interpreter) & technological support (hearing devices)

Unit 3: Visual Impairment—Nature and Assessment **5 Hours**

3.1. Process of Seeing and Common Eye Disorders in India;

3.2. Blindness and Low Vision–Definition and Classification;

3.2. Demographic Information–Ns So and Census 2011;

3.4. Importance of Early Identification and Intervention;

3.5. Functional Assessment Procedures.

Unit 4: Educational Implications of Visual Impairment **5 Hours**

4.1. Effects of Blindness–Primary and Secondary;

4.2. Selective Educational Placement;

4.3. Teaching Principles;

4.4. Expanded Core Curriculum–Concept and Areas;

4.5. Commonly Used Low Cost And Advanced Assistive Devices.

Unit 5: Deaf-blindness **10 Hours**

5.1 Definition, causes, classification, prevalence and characteristics of deaf-blindness

5.2 Effects and implications of deaf-blindness on activities of daily living & education

5.3 Screening, Assessment, Identification & interventional.strategies of deaf-blindness

5.4 Fostering early communication development: Methods, assistive devices and practices including AAC

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

References:

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- Davis, H. & Silverrnan, S. R. (1970). Hearing and Deafness - Part 1. Holt, London: Rinehart & Winston.
- Holbrook Cay M. & Koenig Alan. 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
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module- for-resource-teachers-for-disable-children%2F Module%25202% 2520 Deafblindness.pdf
%2Fat_download%2Ffile&ei= LkY6VdGlOIKymAW604CgDg&usg= AFQjCN xJc90azSlf- TSI_HgQqJKxWjs_A&sig2=LIBWuGnYEOOLPtpK5FCHEg&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. OR
- F. N. Clark, JG. (2012). Introduction to Audiology. 11th ed. Boston: Pearson Education. OR
- 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. OR
- 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 hand book 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, MA: Christopher-Gordon Publishers, Inc.

- Katz, J. (1985). *Handbook of Clinical Audiology.* (4th Ed.) Baltimore; Williams and Wilkins
- Loreman.T, Deppeler. J & Harvey.D (2005). *Inclusive education - A practical guide to supporting diversity in the classroom.* (2nd Eds.). U.K. Routledge
- Norris G, Haring& Romen L.T (1995). *Welcoming Students who are deafblind to typical classrooms.* U.S : Paul H Brookes
- Pandey, R. S. & Advani, L. (1995). *Perspectives in disability and rehabilitation.* New Delhi: Vikas Publishing house Pvt. Ltd.
- *Proceedings from National Conference On Centenary for Work for the Blind in India* (1987); All India Confederation of the Blind and Christoffel Blinden Mission; Delhi : R.K.Printers
- Scholl, G.T. (1986). *Foundations of education for blind and visually handicapped children and youth.* New York: American Foundation for the blind.
- Tucker,1. & Nolan, M. (1984). *Educational Audiology.* London: Croom Helm.
- Tye-Murray, N. (1998). Intervention plans for children. In Tye-Murray N. (Eds) *Foundattons of aural rehabilitation*— San Diego: Singular. P381-413.

INTRODUCTION TO NEURO-DEVELOPMENTAL DISABILITIES

Course Code: B8 **Marks : 50**

Objectives

After completing the course the learners will be able to:

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

Unit 1: Learning Disability: Nature, needs and intervention

1.1. Definition, Types and Characteristics

1.2 Tools and Areas of assessment

1.3 Strategies for reading, writing and maths

1.4 Curricular adaptation, IEP, Further Education,

1.5 Transition Education, life long education

Unit: 2 Intellectual Disability: Nature, needs and intervention

2.1 Definition, Types and Characteristics

2.2 Tools and Areas of assessment

2.3 Strategies for functional academics and social skills

2.4 Assistive devices, Adaptations, Individualized Education Plan, Person centered plan, Life skill education

2.5 Vocational training and independent living

Unit 3: Autism Spectrum Disorder: Nature, needs and intervention

3.1 Definition, Types and Characteristics

3.2 Tools and Areas of assessment

3.3 Instructional Approaches

3.4 Teaching Methods

3.5 Vocational training and career opportunities

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.

Suggested Readings:

- Accardo,P. J., Magnusen.C., and Capute, A. J Autism: Clinical and Research Issues. York Press, Baltimore, 2000
- American Psychiatric Association. Diagnostic and Statistical Manual of Mental Disorders (4th ed. TR). Washington DC. 2000 .
- Bala, M.J. : Methods of Teaching Exceptional Children, 2004
- Browning, R, E: Teaching Students with Behaviour and Serve Emotional Problems, Jampala, M, B: Methods of Teaching Exceptional Children, 2004
- Higgins L: Practical Ideas that Really work for students with Dyslexia and other reading Disorders, 2003
- Moyes, R.A Building Sensory Friendly Classrooms to Support Children with Challenging Behaviors: Implementing Data Driven Strategies, 2010
- Pierangelo, R. & Giuliani G.A,Transition services in Special Education, Allyn & Bacon, 2003
- Reddy G.L.& Rama, R: Education of children with special needs, New Delhi - Discovery' Pub. 2000
- Simpson, R. L, Myles, B, S: Educating children and youth with autism: strategies for effective practice. (2nd edition) Pro Ed. Texas, 2008

- Smithz, D.D.: Introduction to Special Education Teaching in an age of opportunity, Allyn & Bacon, 2003
- Strichart, S., S : Teaching Study Strategies to Students with Learning Disabilities, Allyn & Bacon, Boston 1993
- Swady, E.R: Diagnosis & Correction of Reading, Difficulties, Allyn & Bacon Boston. 1989
- Taylor, B: Reading Difficulties : Instruction and Assessment, Random House, New York,1988·
- Wong. B, Y, L: The ABCs' Of Learning Disabilities, 1996.

INTRODUCTION TO LOCOMOTOR AND MULTIPLE DISABILITIES

Course Code: B9 **Marks : 50**

Course Description

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 when ever if necessary.

Objectives

After completing the course the student teacher will be able to:

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

Unit 1 : Cerebral Palsy (CP)

1.1. CP: Nature, Types and Its Associated Conditions;

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

1.3. Provision of Therapeutic Intervention and Referral of Children with CP;

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

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

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

2.1. Definition, Meaning and Classification

2.2. Assessment of Functional Difficulties

2.3. Provision of Therapeutic Intervention and Referral

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

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

Unit 3: Multiple Disabilities and Other Disabling Conditions

3.1 Multiple Disabilities: Meaning and Classifications

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

3.3 Other Disabling Conditions Such As Leprosy Cured Students, Tuberous Sclerosis and Multiple Sclerosis' .

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

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

Course Work / Practical/Field Engagement (anyone 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 ichildren 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
- SSA ( ). Module on Cerebral Palsy. http://ssa.nic.in/inc1usive-education/training-

  module- for - resource-teachers- for -disable- children/Module%205%20 Cerebral%20 Palsy.pdf/at-download/file
- SSA ( ).Module on Multiple Disability. http://ssa.nicin/inc1usive-education/training-module-for-resource-teachers-for-disable- children/Module%203%20Multiple%20 Disability.pdf/at-download/file

GUIDANCE AND COUNSELLING

Course Code: B10 (A) **Marks : 50**

Objectives

After completing the course the learners will be able to:

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

Unit 1: Introduction to Guidance and Counselling

1.1 Guidance and Counselling: Defnition and Aims

1.2 Areas of Guidance and Counselling

1.3 Core Conditions in Counselling

1.4 Skills and Competencies of a Counsellor

l.5 Role of Teacher in Guiding and Counselling Students with Special Needs

Unit 2 : Enhancing Self Image and Self Esteem

2.1 Concept of Self as Human

2.2 Understanding of Feelings and Changes

23 Growth to Autonomy

2.4 Personality Development

2.5 Role of Teacher iri Developing Self-Esteem in Children

Unit 3 : Guidance and Counselling in Inclusive Education

3.1 Current Status With Reference To Indian School

3.2 Types of Counselling: Child-Centred, Supportive, Family

3.3 Guidance in Formal and Informal Situations: Within and Outside Classroom, Vocational Guidance

3.4 Group Guidance: Group Leadership Styles and Group Processes

3.5 Challenges in Group Guidance

Practicum/Field engagement

I. Counselling and report writing on a selected case

II. Simulation of a parent counselling session

III. Report of critical observation of a given counselling session

Transaction

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

Essential reading

- Shah, A (2008) Basics in guidance and Counselling. Global Vision Publishing House'
- 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
- Sharma, V.K. (2005) Education and Training of Educational and Vocational Guidance. Soujanya Books
- Naik, P.S (2013) Counselling Skills for Educationists. Soujanya Books Desired Reading
- 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

MANAGEMENT OF LEARNING DISABILITY

Course Code: B11 (E) **Marks : 50**

Objectives

After completing the course the learners will be able to:

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

Unit 1: Learning Disabilities: Types

1.1 Verbal learning disabilities: Dyslexia, Dysgraphia, Dyscalculia.

1.2 Nonverbal learning disabilities

1.3 Language Disorders

1.4 Associated Conditions: ADHD & ADD

1.5 Emotional & Behavioral problems.

Unit 2: Assessment of basic curricular skills'

1.1 Assessment of Readiness skills

2.2 Assessment of Reading, Writing and Math skills

2.3 Teacher made test

2.4 Standardized Tests: Need, Types & Purpose

2.5 Interpretation of Test report

Unit 3: Intervention strategies in Basic Skills of Learning

3.1 Language skills

3.2 Reading,

3.3 Writing

3.4 Maths Skills

3.5. Study skills

Course Work/ Practical/ Field Engagement

1. Prepare of checklist for screening LD
2. Develop teacher made assessment test in anyone curricular area for a given child.
3. Plan appropriate teaching strategies as per the specific needs of a given child with learning disability.

Suggested Readings:

- Adamson & Adamson: Handbook of Specific Learning Disabilities, Gardner Press USA 1979
- Eddy G.L: Adaptive Language Disorders of Youth, Adults with Learning disabilities, ingular Pub., California 1992.
- Langone, J: Teaching Students with Mild & Moderate Learning problems, Allyri& Bacon, Boston 1990
- Myklebust, H:Progress in Learning Disabilities, Guene and Stratton - New York - 1983
- Pierangelo, R & Robert, 1: Parent's complete Special Education Guide, 1996
- Reddy G.L. & Ramar R: Education of children with special needs, New Delhi - Discovery Pub. 2000
- Reid, K: Teaching the Learning Disabled, Allyn and Bacon, Baston, 1988
- Strichart, S., S :Teaching Study Strategies to Students with Learning Disabilities,. Allyn & Bacon, Boston 1993
- Swady, E.R: Diagnosis & Correction of Reading, Difficulties, Allyn& Bacon Boston 1989
- Taylor, B: Reading Difficulties: Instruction and Assessment, Random House, New York, 1988
- Selikowitzi M : Dyslexia and other Learning Disabilities, Oxford Univ, Press - 1998

Disability Specialization Courses

C 12 (HI / IDD / VI)

C 13 (HI / IDD / VI)

C 14 (HI / IDD / VI)

C 15 (HI / IDD / VI)

C 16 (HI / IDD / VI)

ASSESSMENT AND IDENTIFICATION OF NEEDS (HI)

Course Code: C12 **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 completion of this course, the student 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 & strategies **12 hours**

1.1 Need for early identification of hearing loss

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

1.3 Team members involved in hearing screening and their role

1 .4 Use of checklists and behavioural observation in early identification of hearing loss by school teachers (congenital & acquired)

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

Unit 2 : Audiological Assessment **12 hours**

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

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

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

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

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

Unit 3: Assessment of Language & communication **12 hours**

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

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

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

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

3.5 Identification of needs related to communication and language

Unit 4: Assessment of Speech **12 hours**

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

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

4.3 Suprasegmental aspects of speech and its assessment

4.4 Milestones of speech development in typically developing children

4.5 Speech Intelligibility: concept, factors & assessment

Unit 5: Educational assessment and identification of needs **12 hours**

5.1 Educational assessment: Concept and scope

5.2 Factors affecting educational performance: individual, family & environment

5.3 Types of Assessment: Norm referenced & Criterion Referenced test, Comprehensive & Continuous assessment. Summative & Formative, Formal & Informal, conventional & alternate, Performance based & curriculum based

5.4 Tools & techniques of Educational Assessment: Observations, Interviews, Developmental scales, Standardized & Criterion based tests, Teacher Made Tests at different levels and

classroom assessment techniques (Conventional & Modem).

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

Course work/Practical/Field Engagement

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

Transaction & Evaluation

Lecture cum Demonstration, Tutorials, Assignments, tests

Essential Readings

- Martin, F. N. Clark, J.G. (2012). Introduction to Audiology. 11th ed. Boston: Pearson Education.
- Martin, FN & Clark, J.G. (2009). Introduction to Audiology. 10th ed. Boston: Pearson Education.
- Northern, J.L. Downs, M.P. (2002). Hearing in Children. 5th Edition. Philadelphia: Lippincott Williams and Wilkins
- Rehabilitation Council of India (2007). Status of Disability in India - 2007: Hearing Impairment and Deaf-blindness. New Delhi: Rehabilitation Council of India.
- Jalvi R, Nandurkar A., Bantwal A., (2006). Introduction to hearing impairment. New Delhi: Kanishka Publication.
- Newby, H. A., & Popelka, G. R. (1992). Audiology ;(6th ed.). New York: Appieton-Century-crofts.
- Bel, R.L. and Frisbie, D.A.(l991) 5th ed, Essentials of Educational Measurement, Prentice hall publication, New Jersy
- Linn, R. L. and Granlund, N. E. (1995) 7th ed Measurement and Assessment in Teaching,Prentice hall publication, New Jersy
- Jurs, S.G. and Wiersma, W.(1990) 2nd ed Educational Measurement and Testirig,Allyn and Bacon publication, Boston
- Nitko. A. J. (1983) Educational Tests and Measurement, An Introduction, Harcourt Brace Publication, New York

- Brigance, A.H. and Hargis, C.H. (1993) Educational Assessment, Charles C Thomas publication, USA
- Quigley & Paul, (1984) Language and deafness, College - Hill Press Inc. California
- Patel, R.N. (1985), Educational Evaluation, Himalaya publication, Bombay
- Mathew, S. and Misra, A. (2010) Knowledge based evaluation of students with hearing impairment, Journal of NCED, Vol 2. Issue l, page 26-33
- UNICEF (2006), new trends in development evaluation. Retrieved from http://www.unicef.org/ceecis/new_trends_dev_evaluation.pdf

Suggested Readings :

- Madell, JR & Flexer, C., (2008) Pediatric Audiology: Diagnosis, Technology a'nd Management. New York: Thieme Medical Publishers.
- Waldman, D., & Roush, J. (2010). Your child's Hearing Loss; A Guide for Parents. San Diego: Plural Publishing.
- 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.
- McMillan, J.H (2001) Classroom assessment: Principles & practices for effective instruction (^{2nd} Eds), Allyn & Bacon, Boston.
- Evens, P. and Varma. V (1990). Special Education Past, Present and Future, The Falmer Press
- Poham, James. W. (1993), Educational Evaluation. Prentice Hall, New Jersy.
- Gregory, Jnight, et al. (1998), Jssues in Deaf Education. Cromwel Press
- Singh, B. (2004) Modern educational Measurement and Evaluation System, Anrnol Publication, New Delhi
- Boyle, J. and Fisher. S. (2007) educational testing (A competence based approåch), BPS Blackwell publication, Singapore
- Warden, P, Winter, J. and Broadfoot, P(2002)Assessment. Routledge Falmer Publication, London

Disability

Specialization

Intellectual and Developmental Disabilities

ASSESSMENT AND IDENTIFICATION OF NEEDS (IDD)

Course Code: C12 **Marks : 100**

Objectives

After completing the course the learners will be able to:

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

Unit 1 : Intellectual Disability - Nature and Needs

1.1 Historical Perspective ofIntellectual Disability .(ID)

1.2 Definitions of Intellectual Disability - lCD-10, AAIDD, WHO, PwD Act 1995, RPD bill (Proposed), DSM (Latest)

1.3 Etiology, Causes and Prevention

1.4 Classification - Medical, Psychological, Educational (Recent) and ICF

1.5 Screening, Identification, Characteristics and Needs of PWD

Unit 2 : Assessment

2.1 Concept, Meaning, Definition and Purpose of Educational Assessment.

2.2 Methods of Assessment- Observation, Interview and Rating Scale

2.3 Types and Approaches - NRT, CRT, CBA&. Teachet Made Tests

2.4 Areas of Assessment - Medical, Psychological;' Educational, Behavioural & Ecological

2.5 Documentation of Assessment, Result Interpretation and Report Writing Implication of all the above for Inclusion.

Unit 3 : Assessment at Pre-School and School levels

3.1 Importance of Assessment at Pre- School and School level.

3.2 Developmental and Adaptive Behaviour Assessment

3.3 Assessment Tools at Pre-School level-Upanayan, Aarambh,Portage, MDPS, FACP

3.4 Assessment Tools at School Ages -MDPS, BASIC-MR, GLAD, Support Intensity Scale

3.5 Documentation of Assessment, Result Interpretation and Report Writing.

Implication of class level Assessment & its relation to Inclusion with resource support.

Unit 4 : Assessment at Adult and Vocational levels

4.1 Significance of Assessment for Independent living of PwIDs.

4.2 Assessment for Transition from School to Work.

4.3 Assessment Tools for Independent Living -BASAL-MR , V APS.

4.4 Provisions & Schemes of MoSJE for Vocational Skill Development.

4.5 Documentation of Assessment, Result Interpretation and Report Writing - Implications of Assessment, Outcomes for Community Living.

Unit 5: Assessment of Family Needs

5.1 Significance of psychosocial needs and its assessment in family

5.2 Assessment of parental needs and its implication in planning IFSP.

5.3 Assessment of siblings and its implication in planning IFSP

5.4 Assessment of extended families needs and its implication in planning IFSP

5.5 Assessment of family and community resources for inclusion and strengthening of family, documentation, recording and reporting

Course Work / Practical / Field Engagement (Anyone)

Camp / Community Mode:

a. To conduct awareness programs on ID in urban / rural areas

b. To organize awareness rally involving stakeholder like Parents, Families, Teachers & Employers

c. To conduct advocacy program for PwIDs

School Mode:

a. To organise workshops for Parents, Siblings, Peer Group.

b. To conduct awareness program on Skill Development for PwID.

c. To organize skill development program for PwID in a project mode

d. To organize events for eo-curricular activities.

e. To organise exhibition on subject TLMs related to maths, language, science etc.

Clinical Mode:

a. Presentation of Case Study on Behaviour Modification

b. To organize workshops for preparing Teacher Made Tests, Identification tools, TLM Kits, Report Writing, Schedules for parental and service user feedback.

c. To present Clinical Observation, Anecdotal analysis, & Book / Journal Reviews related to disability.

Essential Readings:

- Baine, D. (1988). Handicapped Children in Developing Countries, Assessment,
- Curriculum and Instruction. University of Alberta, Alberta,
- Evans, P .& Verma, V. (Eds.) (1990) .Special Education. Past Present and Future.
- Improving instruction. Boston: Allyn & Bacon
- Longone, (1990). Teaching Retarded leamers Curriculum and Methods for Intellectual Disability, NIMH, Secunderabad.
- Myreddi. V., & Narayan, J. (1998). Functional Academics for students with Mild
- Myreddi, V., & Narayan, J. (2004). FACP -PMR, NIMH, Secunderabad.
- Narayan, J. (1990). Towards independence series 1 to 9. NIMH, Secunderabad
- Narayan, J. (2003) Educating children with learning problems in regular schools
- Narayan, J. (2003) Grade Level Assessment Device for Children with Learning Problems in Regular Schools, NIMH, Secunderabad
- Narayan, J., Myreddi, V. Rao, S. (2002) Functional Assessment Checklist for NIMH, Secunderabad.
- Overton, T. (1992). Assessment in Special Education: An Applied Approach. New Jersy
- Panda. K.c. (1997). Education of Exceptional Children. New Delhi, Vikas

- Repp, A.C. (1983) Teaching the Mentally Retarded, New Jersey, Prentice Hall The Faimer Press.York McMillan.

Suggested Readings

- Myreddi, V., & Narayan, J. (1998)~ Functional Academics for students with mental retardation - A guide for teachers. Secunderabad: NIMH.
- Narayan, & Kutty, A,T.T. (1989) .Handbook for Trainers of the Mentally Retarded persons Pre-primary level. NIMH, Secunderabad.
- Narayan, J. (Ed.) (1999). School readiness for children with special needs. Secunderabad, NIMH.
- Peshwaria, R., &Venkatesan. (1992) .Behavioural approach for teaching mentally retarded children :A manual for teachers, NIMH, Secunderabad
- Polloway, E.A., & Patton, lR. (1993). Strategies for teaching leamers with special needs. New York: Macmillan Publishing Company.
- Pun, M. & Sen A.K. (1989) Mentally Retarded Children in India. Mittal
- Reliance
- Romila, S. (1997) .School Readiness programme. New Delhi: NCERT
- Sharma, P. (1995). Basics on Development and Growth of a child, New Delhi
- Subba Rao, T.A. (1992). Manual on Developing Communication Skills in Mentally Retarded Children
- Van Riper, C.A. and Emerick. L. (1990). Speech Correction-An introduction to speech
- Video Films. (2002). Help them learn make it easy, NIMH, Secunderabad.

Disability

Specialization

VISUAL

IMPAIRMENT

IDENTIFICATION OF CHILDREN WITH VISUAL IMPAIRMENT AND ASSESSMENT OF NEEDS (VI)

Course Code: C12 **Marks : 100**

Introduction:

We cannot treat a visually impaired child as 'a pair of young eyes'. We need to understand the whole child, including his feelings and needs. Having understood the 'psychological and sociological implications of visual impairment, the learners should be more empathetic to the needs of the visually impaired and address them appropriately in diverse educational settings. There are many eye conditions each with different educational and social implications. The infant must 'see to learn' and therefore a visually impaired infant must 'learn to see'. The course will enable the trainees to be able to identify children who are at risk for visual impairment. The trainees will be able to develop the skills of doing functional vision_assessment and_enhance the residual. vision. _ The course, also focuses on needs and assessment of children with multiple disability andvisual impairment (VIMD).

Objectives:

After completing this course the learners will be able to:

- *Describe the structure of eye and common eye defects*
- *Explain the etiology of visual impairment*
- *Analyse the implications of visual impairment and identify their needs*
- *Develop skills to identify and assess children with visual impairment*
- *Describe the needs and develop skills to assess children with visual impairment and multiple disabilities(VIMD)*

Unit 1: Anatomy and Physiology of Human Eye **10 Hours**

1.1 Structure and function of human eye

1.2 Normal vision development 3?d process of seeing

1.3 Principles of refraction and refractive errors

1.4 Concept and definitions of blindness and low vision

1.5 Concept of visual acuity, visual field, depth perception and contrast sensitivity .

Unit 2: Types of Visual impairment and Common Eye Disorders 12 Hours

2.1 Loss of visual acuity'

2.2 Loss of visual field

2.3 Colour vision defect and loss of contrast sensitivity

2.4 Refractive errors, vitamin A deficiency, cataract, glaucoma, corneal ulcer, trachoma, albinism, retinal detachment, retinitis pigmentosa, retinopathy of prematurity, cortical visual impairment, optic atrophy, nystagmus, amblyopia, and macular degeneration

2.5 Educational implications of different eye disorders

Unit 3: Implications of Visual Impairment and Needs of Visually Impaired 10 Hours

3.1 Psychosocial implications of visual impairment

3.2 Factors affecting implications of visual impairment: Age of onset, degree of vision, type of vision loss, prognosis, and socio economic status of the family

3.3 Effect of visual impairment on growth and development: physical, motor, language, socio-emotional, and cognitive development

3.4 Educational needs of the visually impaired and need for expanded core curriculum

3.5 Implications of low vision and needs of children with low vision

Unit 4: Identification and Assessment of Visual Impairment 14 Hours

4.1 Interpretation of clinical assessment of vision

4.2 Functional assessment of vision: Concept, need and methods

4.3 Tools of functional assessment of vision and skills: Functional skills inventory for the blind (FSIB), Low Vision Assessment by Jill Keeffe, Lea tests, and Portfolio assessment

4.4 Tools for psychological assessment of the visually impaired: Vithoba Paknikar Performance Test, A . short Scale IQ measure for. the. visually impaired based on WISC-R, Adapted EPQ, Adapted Blind Learning Aptitude Test, Concept development for blind children, Reading Preference Test, Cornell Medical Index for Visually Handicapped Children

4.5 Report writing

Unit 5: Assessment of Learning eeds of Children with VIMD

5.1 Concept and definition of VIMD

5.2 Etiology of VIMD .

5.3 Impact ofVIMD on learning and development

5.4 Screening, identification, and assessment of Visually Impaired children with associated disabilities

5.5 Multidisciplinary assessment of Visually Impaired children with Associated Disabilities

Course Work / Practical / Field Engagement:

- Present a seminar on implications of visual impairment on the personality of the visually impaired.
- Prepare material on early indicators of visual impairment and prevention of visual impairment.
- Carry out functional assessment of skills of a blind, a low vision, and a VIMD child and submit a report of their assessment.

Essential Readings:

- Barraga, N. C. (1980). Sequences of Visual Development. Austin: University of Texas.
- Bhan, S. & Swarup, S. (2010). Functional Skills Inventory for the Blind.Mumbai: National association for the blind.
- Bhandari, R. & Narayan J. (2009).Creating learning opportunities: a step by step guide to teaching students with vision. impairment and additional disabilities, including deafblindness. India: Voice and vision.
- Hyvarinen, L. & Jacob N. (2011).What and how does this child see: assessment of visual functioning for development and learning. Finland: Vistest Ltd.
- Jangira, N.K. Mukhopadhyay, M., Mani M.N.G., & RoyChoudary. (1988). Source Book for Training Teachers of Visually Impaired. New Delhi: NCERT.
- Leat. S.J., Shute R.H., & Westall, *C.A* .. (1999). Assessing children's VISIOn: A handbook. Oxford: Butterworth-Heinemann.
- Mani, M.N.G. (2001). Reading Preference Test (REPT) for Children with Low
- Vision. Coimbatore: International Human Resource Development Centre for the Disabled.
- Mani, M.N.G. (1992). Concept development of blind children. Coimbatore:SRK Vidyalaya.

- Seho11, G. T. (Ed.) (1986). Foundations of the education for blind and visually handicapped children and youth: Theory and Practice.: New York: AFB Press.
- Singh, T.B. (1986). A short Scale I.Q Measure for the Visually Handicapped .. Dehradun: NIVH.
- Singh, T.B. (1986). Eyssenck Personality Questionnaire (EPQ) for the Visually Handicapped. Dehradun: NIVH.
- Singh, T.B. (1986).Standardisation of Cornell Medical Index on Visually Handicapped children.Dehradun: NIVH.
- Singh, T.B & Sati, G. (1992). Use of Blind Learning Aptitude Test as a performance measure for the assessment of Visually Handicapped Children in India.Dehradun: NIVH.
- Warren, D.H. (1983). Blindness and Early Childhood Development. New York: AFB Press

Suggested Readings:

- Holbrook M. C. & Koenig A. J. (Eds.) (2000). Foundations of Education, Vol 1: History and Theory of Teaching Children and Youths with Visual Impairments, (2nd Ed): New York: AFB Press.
- Kundu, C.L. (2000). Status of Disability in India, New Delhi,RCI.
- National Institute for the Visually Handicapped (1990). Handbook for Teachers of the Blind, Dehradun: NIVH.
- Punani, B., & Rawal, N. (1993). Handbook: Visual Impairment. New Delhi: Ashish Publishing House
- Bright Hub Education (2012). Identifying Students with Visual Impairment.

  Retrieved from http://www.brighthubeducation.com/special-ed-visual-impairments/69240-early-signs-of-visual-impairment-in-a-child.

Disability

Specialization

HEARING

IMPAIRMENT

CURRICULUM DESIGNING, ADAPTATION AND EVALUATION (HI)

Course Code : C13 **Marks : 100**

Introduction :

The course intends to develop capacities of learners to design curriculum keeping in view the special needs of children with hearing impairmént. 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 shall be able to:

- *Familiar with the concepts of curriculum and explain the importance of designing it for children with hearing impairmént 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 : Curriculum and Its' Designing

1.1. Curriculum-Concept, Types and Models;

1.2. Approaches and Steps for Curriculum Designing;

1.3. Curricular Needs of children with hearing impairment in Scholastic Areas

l .4. Curricular Needs of children with hearing impairment in Non-scholastic Areas

1.5. Curricul¥¤ Framework for 21st Century.

Unit 2 : Developing Literacy Skills : Reading

2.1. Pre-requisites for Reading and Emergent Reading Skills;

2.2. Assessment of Reading Skills at Different Levels;

2.3. Approaches and strategies to Develop reading Skills and Independent Reading;

2.4. Types and Models of Developing Reading Skills;

2.5. Challenges and Remedial Strategies.

Unit 3 : Developing Literacy Skills : Writing

3. 1. Pre-requisites for Writing and Emergent Writing Skills;

3.2. Assessment of Written Language at Different Levels;

3.3. Components and Types of Writing;

3.4. Steps and Strategies in Developing Writing; 3.5. Challenges and Remedial Strategies.

Unit 4 : Curricular Adaptation

4.1. Curricular Adaptation- Meaning and Principles;

4.2. Need Assessment and Decision Making for Adaptation;

4.3. Adapting Curriculum- Content, Teaching-Learning Material, and Instruction;

4.4. Types of Adaptation and Process;

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

Unit 5 : Curricular Evaluation

5.1. Concept, Need for Curricular Evaluation;

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

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

5.4. Methods and Tools for Curricular Evaluation;

5.5. Challenges in Curricular Evaluation

Course work/Practical/ / Field Engagement

- 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

- Gathoo, V. (2006). Curricular Strategies and Adaptations for children with Hearing Impairment New Delhi: Kanishka Publishers
- Bunch, G.O. (1987). The Curriculum and the Hearing Impaired student: Theoritical and practical considerations. Boston, MA : College-Hills Press.
- 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.
- Fontas, I. (2001). Guiding reader and Writers (Grades 3-6): Teaching comprehension, Genre and Context Literacy. Portsmouth, NH: Heinemann.

Suggested Reading

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

Disability

Specialization

Intellectual and Developmental Disabilities

CURRICULUM DESIGNING, ADAPTATION & EVALUATION
(IDD)

Course Code: C13 **Marks : 100**

Objectives

After completing the course the learners will be able to :

- *Understand nature of curriculum, principles and steps of curriculum designing, domains and curriculum evaluation.*
- *Develop insight into importance of early childhood special education, its domains and school readiness programme and their implications.*
- *Acquire knowledge about curriculum domains at secondary, prevocational and vocational level and understand its implications.*
- *Understand different strategies for curriculum adaptation, accommodation, modification and their significance.*
- *Evaluation and make effective use of different techniques.*

Unit 1 : Curriculum Designing

1.1 Meaning, Definition, Concept and Principles of Curriculum.

1.2 Types and Approaches of Curriculum Designing,

1.3 Curriculum Domains- Personal, Social, Academics, Recreational and Community living.

1.4. Steps in developing curriculum, challenges of developing curriculum for inclusion.

1.5. Curriculum evaluation, Implementation in inclusion.

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

2.1 Significance of Early Childhood Education and School Readiness.

2.2 Early Childhood Education Curricular domains -Enhancement of domain in Motor, Personal, Cognitive and Communication areas

2.3 Curriculum Domains for Early Childhood Education and Sensory Mechanism.

2.4 Sensitization of family, involvement in pre - school and primary level.

2.5 Implication of pre- school and primary levels for Intervention, ·documentation, record maintenance and report writing.

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

3.1 Curriculum domains at Secondary level

3.2 Curriculum domains at Pre- vocational level

3.3 Curriculum domains at Vocational level

3.4 Rehabilitation of PwIDs under National Skill development Scheme (NSDS by MSJ&E)

3.5 Implications of placement for inclusion in Community, Documentation, Record Maintenance and Reporting.

Unit 4 : Curriculum Adaptations

4.1 Need for Curricular Adaptation, Accommodation and Modification

4.2 Adaptation, Accommodation and Modification for Pre -academic Curriculum.

4.3 Adaptation, Accommodation and Modification for Academics Curriculum.

4.4 Adaptation, Accommodation and Modification for Co-Curriculum.

4.5 Adaptation, Accommodation and Modification for School Subjects

Unit 5 : Curriculum Evaluation

5.1 Concept, Meaning, Definition of Curriculum Evaluation

5.2 Types and Approaches of evaluation

5.3 Emerging trends in evaluation -CCE, Teacher Made Tests, Grading System

5.4 Differential evaluation of PwID in inclusive setup.

5.5 Implications of evaluation for inclusion

Course Work / Practical / Field Engagement (Any One)

Special/Inclusive Schools -

To prepare need based curriculum for training in:

- ADL Skills
- School Readiness
- Transition from School to Work

- Movement/Dance/oga/Sports/skills
- Computer usage
- HouseKeeping/ Laundry
- Gardening / Horticulture
- Creative / Performing Arts

Essential Readings

- Baine, D. (1988) Handicapped Children in Developing Countries, Assessment, Curriculum and Instruction. University of Alberta, Alberta,
- Bos, C.S. & Vaughu, S. (1994) Strategies for teaching students with learning and behaivour problems. Boston: Allyn arid Bacon.
- Jeyachandaran, P.,& Vimala, V. (2000). Madras Developmental Programming System.
- Luftig,R.L.(1949).Teaching the Mentally Retarded Student.Curriculam.Methods and Strategies.Library of Congress Cataloging-in-publications data.
- Myreddi ,V., & Narayan, J. (1998). Functional Academics for students with mild Intellectual Disability, NIMH, Secunderabad.
- Myreddi, V. & Narayan, *J.(200S)* FACP - PMR, NIMH, Secunderabad.
- Narayan, J. (1990). Towards independence series 1 to 9. NIMH, Secunderabad.
- Narayan, J. (2003) .Educating children with learning. problems in regular schools

  NIMH, Secunderabad.
- Narayan, 1. (1998) Grade Level Assessment Device for Children with Learning Problems in Regular Schools, NIMH, Secunderabad.
- Narayan, J. Myreddi, V.,& Rao, S. (2002). Functional Assessment Checklist for Programming, NIMH, Secunderabad.
- Overton, T. (1992). Assessment in Special Education an Applied Approach. New York McMillan.
- Panda, K.C. (1997). Education of Exceptional Children. New Delhi, Vikas Publications.
- Repp *A.C.* (1983) Teaching the Mentally Retarded, New Jersey, Prentice Hall

Suggested Readings

- King-Sears, H.E. (1994) Curriculum Based Assessment in Special Education. San Diego Singular Publishing Group
- Narayan, & Kutty, A,T.T. (1989) Handbook for Trainers of the Mentally Retarded persons Pre-prirnary level. NIMH, Secunderabad.

- Peshwaria, R. and Venkatesan. (1992) Behavioural retarded children A manual for teachers. NIMH, Secunderabad ..
- Pun, M. & Sen A.K. (1989) Mentally Retarded Children in India. NewDelhi Mittal Publication.
- Sharrna, P. (1995). Basics on Development and Growth of a child, New Delhi Reliance.
- Subba Rao, T.A. (1992). Manual on Developing Communication Skills in Mentally Retarded Persons, NIMH, Secunderabad.
- Taylor, R.L. (1993). Assessment of Exceptional Students Educational and Psychological Procedures. Boston: Allyn & Bacon.
- Van Riper, C.A. and Emerick. L. (1990), Speech Correction-An introduction to speech pathology and Audiology. Eighth Editiori.Prentice Hall
- Video Films. (2002). Help them learn make it easy, NIMH, Secunderabad,

Disability

Specialization

VISUAL

IMPAIRMENT

CURRICULUM, ADAPTATION AND STRATEGIES FOR TEACHING EXPANDED CURRICULUM (VI)

Course Code: C13 **Marks : 100**

Introduction:
Curriculum is the heart of any educational system. As is the curriculum, so is the educative process. This course will provide basic understanding of the concept of curriculum approaches to curriculum development. The course content shows a strong commitment to the notion that children with visual impairment should have access to the regular core curriculum for which they need to learn an expanded core curriculum, which are unique to visual impairment. Apart from that certain curricular adaptations and modifications are required to be done to enable the students to access visually oriented ideas. Adapted physical education and creative arts also form a part of this course of study.

Objectives:
After completing this course, the learners would be able to

- *Define curriculum, its types and explain its importance.*
- *Demonstrate techniques of teaching functional academic skills.*
- *Explain importance and components of independent living skills.*
- *Explain curricular adaptations with reasonable accommodations.*
- *Illustrate how physical education and creative arts activities can be adapted for the children with visual impairment.*

Unit 1: Concept and Types of Curriculum 12 Hours

1.1 Concept, Meaning and need for curriculum.

1.2 Curricular approaches in Special Education - developmental, functional, eclectic and universal design for learning approach

1.3 Types of Curriculum - need based, knowledge based, activity based, ad skill based and hidden curriculum

1.4 Curriculum Planning, Implementation and evaluation. Role of Special Teachers of the visually impaired.

1.5 Core Curriculum and expanded core curriculum- Meaning, Need and components

Unit 2: Teaching functional academics skills

2.1 Learning Media assessment

2.2 Braille reading readiness

2.3 Techniques of teaching Braille

2.4 Techniques of Teaching print to children with low vision

2.5 Braille aids and devices, optical devices for print reading and writing

Unit 3: Teaching of Independent Living Skills **12 Hours**

3.1 Independent living skills - **meaning, imp., components**

3.2 Orientation and Mobility - need and importance, techniques of teaching mobility, sighted guide and pre-cane, cane techniques and mobility aids

3.3 Daily living skills - assessment of needs and techniques of teaching age appropriate daily living skills

3.4 Sensory efficiency - importance and procedures for training auditory, tactile, olfactory, gustatory, kinaesthetic senses and residual vision

3.5 Techniques of teaching social interaction skills; leisure and recreation skills and self - determination.

Unit 4: Curricular Adaptation **12 Hours**

4.1 Curricular adaptation - Need, importance and process

4.2 Reasonable accommodation - Need and planning

4.3 Planning of lessons for teaching Expanded Core Curriculum - Individualized Education Program writing

4.4 Pedagogical strategy - Cooperative, learning, Peer tutoring, reflective teaching, multisensory teaching

4.5 Preparation of teaching learning material for ECC - Reading Readiness kit, Flash cards, Sensory Kits, and Mobility Maps

Unit 5: Curricular activities **12 Hours**

5.1 Curricular activities - meaning and need for adaptation.

5.2 Adaptation of physical education activities and yoga

5.3 Adaptation of games and sports- both indoor and out door

5.4 Creative Arts for the children with visual impairment

5.5 Agencies/Organisations promoting - sports, culture and recreation activities for the visually impaired in India - Indian Blind Sports Association, Chess Federation of India,Paralympic Committee of India, Abilympics, World Blind Cricket

Course Work / Practical/Field Engagement:

- Prepare reading readiness material for pre-school children with visual impairment
- Preparation and presentation of a kit to develop sensory efficiency.
- Select one chapter from a primary level text book of your choice and adapt it for learners with visual impairment.
- Adapt one diagram and one map from secondary classes into non-visual format.

Essential Readings:

- Lowenfeld, B. (1971). Our blind children: Growing and learning with them, Springfield, Charles C. Thomas
- Aggarwal, J.C (2005) Curriculum development 2005. Delhi: Shipra Publication.
- Arora,Vicky. (2005). Yoga with visually challenged. New Delhi: Radhakrishna Publication
- Baratt, Sarah, H. (2008). The special education tool kit. New Delhi: Sage Publication
- Chapman,E.K.(l978). Visually Handicapped Children and' Young People. London: Routledge and Kegan Paul.
- Cutter, J. (2006). Independent Movement and travel in Blind Children. North Carolina: lAP
- Dickman, I.R (I 985). Making life more liveable. New York: AFB
- Dodds,A. (1988). Mobolity training for visually handicapped people. London: Croom Helm.
- Jose, R. (1983). Understanding Low Vision. New York: American Foundation For The Blind.
- Kauffman &Hallahan (198l).Handbook of Special Education. New Delhi: Prentice Hall
- Kelly, A.V. (1997). The curriculum: theory and practice. London: Harper and RoY"
- Lowenfeld, B. (1973). The Visually Handicapped Child in School. New York: JOhl1 J Day Company
- Mangal. S.K. (2007). Educating exceptional children : An introduction to special education. New Delhi: PHI learning Pvt.
- Mangal, S.K. (2011) Educating Exceptional Children: An Introduction to Special Education, New Delhi: PHI Learning Pvt.Ltd.

- Mani, M.N.G. (1992). Techniques of teaching blind children. New Delhi: Sterling Publishers Pvt. Ltd.
- Mani, M.N.G. (1997). Amazing Abacus. Coimbatore: S.R.K. Vidyalaya Colony.
- Mason, H. and Stephen McCall et al. (2003) (Ed.). V.isual Impairment - Access to Education for Children and Young people. London: .David Fulton Publishers.
- Mukhopadhyay. S., Jangira.N.K., et.al. (1987). Source Book for Training Teachers of Visually Impaired. New Delhi: NCERT.
- Punani, Bhushan & Rawal, Nandni.(2000). Handbook for Visually Impaired. Ahmedabad: Blind Peoples' Association
- Scholl, G.T. (1986). Foundations of the education for blind and visually handicapped children and youth: Theory and Practice. New York: APB Press.
- Sharma, R.A. (2011). Curriculum development and instruction. Meerut: R. Lall book depot.
- Vijayan, Premawathy & . Gnaumi, Victoria. (2010). Education of children with low vision. New Delhi: Kanishka Publication
- Welsh, R & Blasch, B. (1980). Foundation Orientation & Mobility. New York: AFB.

Suggested Readings:

- Ashcroft, S.c. and Henderson, F. (1963).Programmed Instruction in Braille. Pittsburgh: Stanwick House.
- Barraga, N.C. (l986).'Sensory Perceptual Development'.in: G.T. Scholl (ed.) , Foundations of the education for blind and visually handicapped children and youth: Theory and Practice. New York: AFB Press.
- NCERT (2006).National Curriculum Framework 2005. Position paper National focus group in Education of Children with Special needs. NewDelhi: NCERT
- Rehabilitation -Council of India. (2012). Status of Disability in India, New Delhi: Rehabilitation Council of India
- Hodapp, Robert M. (1998) Developmental and disabilities: Intellectual, sensory and motor impairment. New York: Cambridge Uni. Press

Website:

- The expanded Core Curriculum. Retrieved from http: //www.afb.org
- Wright, Lisa. (2013). The Skills of Blindness: What should students know and when students know. Retrieved from http:// www.lofob.org

Disability

Specialization

HEARING

IMPAIRMENT

INTERVENTION AND TEACHING STRATEGIES (HI)

Course code : C14 **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 & 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 completion of this course, the student will be able to:

- *To understand about programmes for early intervention of infants and children with-HI*
- *Describe the need, stages and importance of auditory listening & Speech reading for facilitating development of spaken 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 l Need & strategies for early intervention of hearing loss **12 hours**

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

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

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

1.4 Impact of early intervention on school outcomes

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

Unit 2 - Auditory Learning (AVT & Auditory Training) & Speech Reading **12 hours**

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

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

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

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

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

Unit 3 - Speech Intervention Strategies **12 hours**

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

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

3.3 Orientation to acoustics of speech

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

3.5 Individual and Group speech teaching: Strengths and challenges

Unit 4 Communication and Language teaching strategies **12 hours**

4.1 Methods of teaching language: Natural, Structural and Combined

4.2 Principles and Techniques of developing language

4.3 Communication Options: Compare and contrast

4.4 Communication Options: justification and challenges

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

Unit 5 Educational intervention strategies **12 hours**

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

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

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

5.4 Partnership of various professionals & agencies in educational intervention

5.5 Child & Family Outcomes of Early Educational Intervention

Course work/Practical/ / Field Engagement

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

- Bess, F. H., & Humes, L. E. (1990). *Audiology: The fundamentals.* London: Williams & Wilkins.
- Finitzo-Hieber, T..- (1981), Classroom Acoustics. In R. J. Roeser & M. P. Downs (Eds.) *Auditory disorders in school cMdren.* New York: Theime-Stratton.
- Katz, J. (1978, 1985, 1994). *Handbook of Clinical Audiology.* (2nd, 3rd & 4th eds.). Baltimore: Williams and Wilkins.
- Nerbonne, M. A. & Schow, R.L. (2002). Introduction to Audiologic Rehabilitation. Boston: Allyn and Bacon.
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- Livingston, Sue (1997). Rethinking the Education Deaf Students: Theory and Practice from a Teachers Perspective. London: Heinemann.
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- Nolan, Michael Tucker, Ivan (1984) Educational Audiology. London: Croom Heim.

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Disability

Specialization

Intellectual and Developmental Disabilities

INTERVENTION AND TEACHING STRATEGIES (IDD)

Course Code: C14 **Marks : 100**

Objectives

After completing the course the learners will be able to:

- *Appreciate and orient oneself in understanding, planning and using intervention appropriately and demonstrate it.*
- *Realize the importance of developing IEP, acquire the required competencies for its development, implementation and evaluation.*
- *Understand basic of learning and teaching and acquire competency to select and demonstrate appropriate teaching strategies for teaching in different curricullum areas.*
- *Understand nature and identification maladaptive behaviour and develop insight into various modes of its management.*
- *Develop understanding of various therapeutics interventions, their objectives, scope, modalities, and require intervention.*

Unit 1: Intervention

1.1 Concept, Significance, Rationale, Scope, Advantages of Early Intervention.

1.2 Types of Early Intervention.

1.3 Intervention Techniques.

1.4 Record Maintenance and Documentation

1.5 Implication of Early Intervention for pre school Inclusion.

Unit 2 : Individualised Education Programme

2.1 Need, Importance and Historical Perspective of IEP

2.2 Steps and Components of IEP

2.3 Developing, Implementation and Evaluation of IEP for PwID and its associated conditions

2.4 IFSP -Planning and writirig

2.5 Application of IEP for Inclusion

Unit 3 : Teaching Strategies and TLM

3.1 Stages of Learning

3.2 Principles of Teaching

3.3 Multi- Sensory Approaches - Montessori Methods, VAKT Method, Orton-Gillingham Method, Augmentative and Alternative communication.

3.4 Teaching Strategies - Task Analysis, Chaining, Shaping, Modelling, Prompting, Fading and Reinforcement, Role Play, Play way method

3.5 Development and Use ofTLM for ID

Unit 4 : Intervention for Mal-adaptive Behaviour

4.1 Definition and types of Mal-adaptive behaviour.

4.2 Identification of mal-adaptive behaviour.

4.3 Functional Analysis and Behaviour Modification Techniques, Cognitive Behaviour Techniques (CBT)

4.4 Management of maladaptive behaviour at Home and School, Parental Counselling - Individual, Group and Community.

4.5 Ethical Issues in behaviour management and implications for Inclusion.

Unit 5 : Therapeutic Intervention

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

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

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

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

5.5 Therapeutic intervention: Visual and Performing Arts (eg: music, drama, dance movement, sports etc)

Course Work / Practical / Field Engagement (Any One)

Special / Inclusive Schools / Institute -

a. To deliver Modular / Thematic lecture on relevant topic

b. To organise competitions for co-curricular activities at Local, District and State level.

c. To organize exhibition on products prepared by PwIDs and to raise funds through auction/sale fortraining livelihood and talent enhancement.

Essential Reading:

- Alberto, P.k & Trontman, A:C. (1995). Applied Behaviour Analysis for Teachers (4th edition). London: Merrill Publishing Company ..
- Baine, D. (1988) Handicapped Children in Developing Countries, Assessment, Curriculum and Instruction. University of Alberta, Alberta,
- Berkell, D.E.I & Brown, Llvl. (1989). Occupational Transaction from school to work for persons with disabilities, London: Longman.
- Evans, P and Verma,V. (Eds.) (1990) Special Education. Past Present and Future.
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- Jacobs, KO(1990).' Occupational therapy: Work related programmes and assessment, Boston: Little Brown.
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- Jayachandaran, P. Vimala, V. (2000). Madras Developmental Programming System
- Longone, 3. (1990). Teaching Retarded learners Curriculum and Methods for Mentally Handicapped.
- Myreddi V. & Narayan J. (1998). Functional Academics for students with mild Intellectual Disability, NIMH, Secunderabad.
- Narayan J. (1990). Towards independence series 1 to 9. NIMH, Secunderabad.
- Narayan J. (2003) Educating children with learning problems in regular schools NIMH, Secunderabad.
- Narayan, J. (1998) Grade Level Assessment Device for Children with Learning in Regular Schools, NIMH, Secunderabad.
- Narayan, J. Myreddi, V. Rao, S. (2002). Functional Assessment Checklist for programmmg
- Overton, T. (1992). Assessment in Special Education an Applied Approach.
- New, Panda, K.C. (1997). Education of Exceptional Children. New Delhi Vikas
- Pandit, A & Grover U (2001), Self Instructional Modules on occupational therapy/physiotherapy, BED (MR) SPE, Bhoj University, Bhopal.
- Peshawaria, R & Venkatesan, S. (1992). Behaviour approach in teaching mentally
- Repp A.C. (1983) Teaching the Mentally Retarded, New Jersey, Prentice Hall King
- Sears, H.E. (1994) Curriculum Based Assessment in Spe~ial Education. SanDiego Singular Publishing Group.
- Shesrborne, V. (1990). Developmental movement for children, Cambridge: Cambridge University Press.

- Subba Rao, T.A. (1992), Manual on Developing Communication Skills in mentally retarded persons, NIMH, Secunderabad.
- Swaminathan, M. (1990) Play activity for young children. India: UNICEF.
- Thomson, A., Skinner, A. & Piercy, 1. (1991). Tidy's physiotherapy (Twelfth edition). Oxford: Butterworth - Heinmann Ltd.
- Van Riper, C.A. and Emerick L (1990) Speech Correction - An introduction to Speech Pathology & Audiology, Eighth Edition, Prentice Hall

Suggested Readings

- A.C. Ornstein (1990). Strategies for Effective Teaching. Harper and Row, Publishers, Inc.
- David W. (1998). Teaching and Learning in the Early Years. London and New York: Routledge.
- Jackman H.L. (1999). Sing Me a Story: Tell Me a Song. Calfomia: Crown Press,Inc.
- Mastropieri S. (1987). Effective Instruction for Special Education, Little, Brown and Company, Inc.
- Narayan, & Kutty, A,T.T. (1989) Handbook for Trainers of the Mentally Retarded persons. Pre-primary level. NIMH, Secunderabad.
- Peshwaria, R. and. Venkatesan. 5. (1992) Behavioural retarded children A manual for Publication.
- Pun. M. & Sen A.K. (1989) Mentally Retarded Children in India. New Delhi Mittal Retarded Persons, NIMIL Secunderabad.
- Robert A. Gable and Steven F.W. (1993). Strategies for Teaching Students with Mild to Severe Intellectual Disability, London and Philodelphia: Jessica Kingsley Publisers.
- Subba Rao, T.A. (1992). Manual on Developing Communication Skills in Mentally Teachers. NIMH, Secunderabad.
- Van Riper, C.A. and Emerick. L. (1990), Speech Correction-An introduction to speech pathology and Audiology. Eighth Edition, Prentice Hall.

Disability

Specialization

VISUAL

IMPAIRMENT

INTERVENTION AND TEACHING STRATEGIES (VI)

Course Code: C14 **Marks: 100**

Introduction:

This course builds on the pedagogy courses presented under A4 and A5 of the present B.Ed. curriculum. It prepares the student-teachers to transact lessons in various school subjects for children with visual impairment. For this purpose, the required intervention and teaching techniques and skills are highlighted. The student-teachers, it is hoped, will find the course highly stimulating, as it will enable them to help blind and low vision students to cope effectively with the challenges of curriculum transaction, at par with their sighted peers.

Objectives:

After completing this course the learners would be able to :

- *Explain various theoretical perspectives related to intervention & teaching strategies*
- *Demonstrate techniques of teaching Mathematics to visually impaired children*
- *Acquire necessary competencies and skillsfor teaching science and assessment of the learners with special reference to children with visual impairment*
- *Acquire and apply necessary skills for adapting TLM in social science and assessment of the learners with special reference to children with visual impairment*
- *Describe the process of assessment visual efficiency and classroom management for children with low vision*

Unit 1: Theoretical Perspectives 12 Hours

1.1 Difference among methods, approaches and strategies

1.2 Intervention - Concept, Scope and Importance

1.3 Intervention for lately blinded students- Role of special teachers/ educators

1.4 Mediated teaching-learning - Concept, need and procedure.

1.5 Enriched teaching for· concept development: Converting visual concepts into accessible experiences

Unit 2 : Mathematics 12 Hours

2.1 Coping with mathematics phobias

2.2 Conceptualization of Mathematical ideas-- processes and challenges for children with visual impairment

2.3 Preparation and Use of tactile materials

2.4 Mental arithmetic abilities- Concept, Importance and application

2.5 Evaluation procedures with special reference to the needs of children with visual Impairment

Unit 3: Science 12 Hours

3.1 Providing first-hand experience in the class and the school environment

3.2 Inclusive/collaborative learning for laboratory work

3.3 Science Teaching 'Learning Materia1s and Equipment: i) Preparation and use of TLM, ii) Locating and procuring Science equipment.

3.4 Problem solving and Learning by doing approach for visually impaired students

3:5 Evaluation procedure with particular reference to Practicals and adaptations in examination questions

Unit 4: Social Science 12 Hours

4.1 Techniques of preparation and presentation of adapted Tactile maps, diagrams, and Globe

4.2 Procuring, adapting and use of different types of models

4.3 Organizing field trips

4.4 Teaching Skills: Dramatization, narration, explanation, story-telling, and role play

4.5 Evaluation of concepts and skills in social Science with particular reference to Geography

Unit 5: Teaching of children with low vision

5.1 Visual Stimulation: Concept and Procedure

5.2 Selection of an appropriate medium of reading and writing

5.3 Techniques and procedures for developing reading and writing skills

5.4 Orientation and Mobility for low vision children

5.5 Classroom management-Seating arrangement, adjustable furniture, illumination, non-reflecting surfaces and colour contrast

Course Work / Practical/Field Engagement:

- Prepare and use two teaching learning materials for teaching Maths/ Science/ Social Science.
- Prepare a short concept paper (about 500 words) on developing a science laboratory for the visually impaired students.
- Functionally assess the vision of a low vision child and plan a teaching programme.

Essential readings:

- Bourgeault,S.E.(1969). The Method of Teaching the Blind The Language Arts, Kuala Lumpur: American Foundation for the Overseas Blind
- Fernandez.G, Koening. C,Mani. M.N.G and Tensi. S. (1999). See with the Blind, Banglalore: Books for Change
- Jackson, Jonathan. (2007). Low Vision Manual. Edingurgh: Butterworth Heinemann (Elsevier
- Chapman,E.K.(1978). Visually Handicapped Children and Young People. London:Routledge and Kegan Paul.
- Jose, R. (1983). Understanding Low Vision. New York: American Foundation For The Blind.
- Kauffman & Hallahan (1981).Handbook of Special Education. New Delhi: Prentice Hall
- Lowenfeld, B. (1973). The Visually Handicapped Child in School. New York: John Day Company
- Lydon, William T. And McGraw, M. Loretta. (1973), Concept Development for Visually Handicapped Children, New York: AFB
- Mangal. S.K. (2007). Educating exceptional children-an introduction to special education. New Delhi: PHI learning Pvt.
- Mangal, S.K., (2011) Educating Exceptional Children: An Introduction to Special Education, New Delhi: PHI Learning Pvt. Ltd.
- Mani, M.N.G. (1992). Techniques of Teaching Blind Children. New Delhi: Sterling Publishers Pvt. Ltd.
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- Mason, H. and Stephen McCall et al. (Ed.) (2003). Visual Impairment - Access to Education for Children and Young people. London: David Fulton Publishers.
- Mukhopadhyay. S., Jangira.N.K., et.al., (1987). Source Book For Training Teachers Of Visually Impaired. New Delhi: NCERT.
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- Niemann, Sandy & Jacob,' Namita. (2009) Helping Children who are Blind. California: The Hesperon/ Chennai, Chetana Charitable Trust
- Punani, Bhushan&Rawal, Nandini.(2000). . Handbook for Visually Impaired. Ahmedabad: Blind Peoples' Association
- Scholl, G.T. (1986). Foundations of the education for blind and visually handicapped children and youth: Theory and Practice. New York: AFB Press.
- Vijayan Premawathy & Gnaumi Victoria. (2010). Education of children with low vision. New Delhi: Kanishka Publication.

Suggested Readings:

- Agrawal, Sangita. (2004). Teaching Mathematics to Blind Students through Programmed Learning Strategies. Delhi: Abhijeet Publication.
- Hodapp, Robert M. (1998) Developmental Disabilities: Intellectual, Sensory and Motor Impairment. New York: Cambridge University Press.
- Kelley, P. & Gale, G. (1998). Towards Excellence: Effective Education for Students with Vision Impairments. Sydney: North Rocks Press.
- Mangold, S.S. (1981). A teachers' Guide to the Special Education needs of Blind and Visually handicapped Children. New York: AFB
- Pandey,V.P. (2004). Teaching of mathematics. New Delhi: Sumit Publiication
- Rehabilitation Council of India. (2012). Status of Disability in India, New Delhi: Rehabilitation Council of India

Disability

Specialization

HEARING

IMPAIRMENT

TECHNOLOGY AND DISABILITY
(HI)

Course Code: C 15 **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 completion of this course, the student 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*
- *Identijy different resources (financial & human) to obtain technology*

Unit 1: Listening devices and classroom acoustics **12 hours**

1. 1 Listening devices : Types (Individual & Group), functioning of Hearing aids, classification of hearing aids based on style (body level, ear level), technology (analog, programmable, digital), Ling's six sound test and other outcome measures

1.2. Ear moulds: Types, importance, care & maintenance

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

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

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

Unit 2 : Technology for management for speech **12 hours**

2. 1 Computer based training aids / equipment for management of speech (Dr. Speech; Vaghmi; Speech viewer)

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

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

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

2.5 Tele Speech Therapy

Unit 3 : Technology facilitating language & communication **12 hours**

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

3.2 Electronic and web-based technology applications: TV, digital Recorders, downloaded AV films, search engines, online learning material, language apps

3.3 Web based technology for using and training of ISL

3.4 Sign to text and text to sign technology

3.5 Augmentative and Alternative communication for children with hearing impairment with additional/associating concerns

Unit 4: Technology facilitating Education **12 hours**

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

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

4.3 Technology Based Educational Services: online - learning, Web based learning, Computer assisted Learning, video remote interpreting, C-Print technology, open, close and real time Captioning

4.4 ICT and education of children with hearing impairment: Planning, implementation & evaluation of teaching-learning

4.5 Future technologies: Universal Design: Meaning & scope

Unit 5 : Resource Mobilisation for technology **12 hours**

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

5.2 Eligibility criteria for availing funding under government schemes

5.3 Procedure for availing funding from different agents

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

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

Course work/Practical/ / Field Engagement

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-goverament funding agencies for aids & appliances.

Transaction & Evaluation

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

Essential Readings

- Bess, F. H., & Humes, L. E. (1990). *Audiology: The fundamentals.* London: Williams & Wilkins.
- Finitzo-Hieber, T. (1981). Classroom Acoustics. In R. J. Roeser & M. P. Downs (Eds.) *Auditory disorders in school children.* New York: Theime-Stratton.
- Katz, J. (1978, 1985, 1994). *Handbook of Clinical Audiolog)'.* (2Ild, 3rd & 4th eds.). Baltimore: Williams and Wilkins.
- Allum, D.J. (Ed). (1996). Cochlear Implant Rehabilitation in Children and Adults. England, London; Whurr Publishers.
- Berg, F. (2008). Speech Development Guide for Children With Hearing Loss. San Diego: Plural Publishing.
- Maltby, M.T. (1994). Principles of Hearing Aid Audiology. London: Whurr Publishers.
- Taylor, Brian M., H. Gustav (2011). Fitting and Dispensing Hearing Aids. San Diego: Plural Publishing.
- Tweedie, J. (1987). Children's Hearing Problems, Their Significance, Detection and Management. Bristol: The Barn Press.

- Waldman, D., & Roush, J. (2010). Your child's Hearing Loss; A Guide for Parents. San Diego: Plural Publishing.
- Rapp,W.H.(YNK). Universal design for leaming in action. Baltimore MD: Brooks
- Mathew,S.M. (2012).Technology for persons with hearing impairment. Status of Disability in India-2012.NewDelhi: RCI
- Stewart, D.A. & Kluwin,T.N. (2001).Teaching Deaf & Hard of Hearing Students : Content, Strategies & Curriculum. London : Allyn & Baccoh
- Kumar, K. L. (2009).Educational Technology: A Practical Textbook for Students, Teachers, Professionals and Trainers .Amazon Pub.
- Andersson.C. (2014).Assistive Technology for the Hearing-impaired, Deaf and Deafblind Amazon Pub.
- Lynas, Wendy (1994). Communication Options in the Education of Deaf Children. London: Whurr Publishers Ltd
- Schirmer, Barbara R (2001). Psychological, Social and Educational Dimensions of Deafness. Boston: Allyn and Bacon

Suggested Reading

- Dillon, Harvey (2001). Hearing aids. New York: Thieme Medical Publications
- Krumenacker, S. (2014): Hearing Aid Dispensing Training Manual. San Diego: Plural Publishing.
- Sanders. D. A. (1993). *Management of hearing handicap: Infants to elderly* (3rd ed.). Englewood Cliffs, NJ: Prentice-Hall.

Disability

Specialization

Intellectual and Developmental Disbilities

TECHNOLOGY AND DISABILITY
(IDD)

Course Code: C15 **Marks : 100**

Objectives

After completing the course the learners will be able to:

- *Understand Comprehend role of technology in educating children with ID and acquire knowledge about its various approaches and modes.*
- *Understand nature of ICT, its basis, development and use.*
- *Use computer programme and software for the benefit of children with ID.*
- *Develop skills and competencies in use of Punarjani and C-DAC and integrate technology for instructions and inclusion.*
- *Apply technology for developing lesson plan and adapted assistive devices.*

Unit 1 : Technology in Education and Instruction.

1.1 Educational and Instructional Technology - Meaning, Nature, Scope, Definition, Objectives and Significance

1.2 Educational Technology and Instructional Technology - Role and Recent Trends.

1.3 Approaches of Educational Technology - Hardware, Software, system approach, individual mass media approach.

1.4 Differential Instruction, Universal Design of learning and Individualised Instruction.

1.5 Implication of the above for inclusion.

Unit 2 : ICT

2.1 ICT - Meaning, Definition, Scope and Significance

2.2 Psychological bases for ICT among teachers and lean:ers

2.3 Development of ICT - Stages, Requirement and Process

2.4 Use of ICT in developing collaborative networks for sharing and learning such as Internet -Email, Tele-teaching, Tele-conference

2.5 Use of ICT to simplify record keeping; information management in 'education administration in special and inclusive settings

Unit 3 : Use of Multimedia in Education

3.1 Multi Media- Meaning, Nature, Scope, Definition and Approches.

3.2 Types of Instructional Aids: Projected and Non -Projected Aids ,Projectors, Radio, Tape Recorder, Television, Films, Computers, whiteboard, Smartboard, e- Flash Cards, Educational Toys

3.3 Advantages, Limitations and Challenges of Using Multi media in Education

3.4 Recent Trends in Multimedia.

3.5 Implication of Multimedia in teaching learning.

Unit 4: Technology Based Instructions

4.1 Enhancing Technology friendly practices among-Teachers.

4.2 Computer-Assisted & Computer Managed Instructions, Cybernetics, E- learning, Use of Net search and Websites

4.3 Disability Friendly Technology - Punarjani, and e-learning Framework developed by C-DAC

4.4 Developing Technology Integrated Lessons - Individual and Group

4.5 Implications of Technology based instruction in Inclusion

Unit 5: Application of Technology

5.1 Application of Technology in Lesson Planning, Worksheet Preparation, report writing and Evaluation.

5.2 Application of Technology in Assistive Devices - For eg: JAWS, Smartphones, Screen Readers

5.3 Application of Technology in Instruction - Individual, small group and large group. 5.4 Advantages, merits and demerits.

5.5 Implications for inclusion.

Course Work / Practical / Field Engagement (Any One)

Special / Inclusive School / Institute:

a. To organize workshops for use ICT for disability friendly activities

b. To develop technology supported lesson plans for PwID.

c. To use mass media/multi media for creating awareness on disability in rural areas

Essential Readings

- Kulkarni, S.S. (1986). Introduction to Education Technology, New Delhi: Oxford & IBH Publishing Co.
- Kumar, K.L. (1996). Educational Technology and Communication Media, Cuttack: Nalanda.
- McMillan, J.H. & Schumarcher, S. (1989). Research in Education: A Conceptual Introduction, New York: Harper & Collins.
- Mehra, Vandana (2004) Educational Technology, New Delhi: S S Publishers.
- Mohanty, J. (1992). Educational Technology, New Delhi: Deep and Deep Publication ..
- Mukhopadhaya, M. (ed.) (2005). Education Technology Knowledge Assessment, New Delhi: Shipra Publications.
- R., Robertson, S. and Peter John. (2009). Improving Classroom Learning with ICT, New York: Routledge. Takewale, R." G. (1995). Technologies for Educational Network, Presidential address in the seminar on Technologies for Educational Networking, New Delhi: IGNOU.
- Richmond, W. R. (ed.) (J900). The Concept of Education Technology: A Dialogue with Yourself, London: Weidenfield and Nicolson.
- Sampath, K., Pannirselvam, A. & Santhanarn, S. (1990). Introduction to Educational Technology, New Delhi: Sterling Publishers Private Limited.'
- Sharma, Hemant Lata and Sharma, Savita (2010). Learning to Learn with Love: Theory and Practice of Co-operative Learning, New Delhi: Gagandeep Publications Sutherland.

Suggested Readings

- Cima M Yeole. (1991). Educational Technology. CimaMyeole.
- D.ES, (1982). Handicapped Pupil and Special schools, Regulations. London HMSO.

- Dipika Bhadresh Shah, (1991). Educational Technology for developing teaching competency GavendraPrakashan
- Jaganathlvlohanty. (1998). Studies 111 Educational Broadcasting. San subscription agency.
- Mangal K. (1990). Fundamentals of EducationaltechnologyPrakash Brothers
- Ruhela Satyapal. (1991). Educational Technology, A systematic Text Book Associated Publishers
- Tara Chand. (1992). Educational Technology. Anmol Publication

Disability Specialization

VISUAL

IMPAIRMENT

TECHNOLOGY AND EDUCATION OF THE VISUALLY IMPAIRED (VI)

Course Code: C15 **Marks: 100**

Introduction:

Technology in the form of adaptive and assistive devices, plays a crucial role in the education of the visually impaired. This course brings into sharp focus the need and importance of such technologies both for the practicing teachers and the visually impaired leamers. While highlighting the significance of addressing the users point of view/feedback and involving mainstream professionals in developing required technologies, the course also dwells upon on how best students with visual impairment get access to the printed text/material. The course also acquaints the student-teachers with various devices for making the teaching-learning process for important school subjects meaningful, exciting and rewarding for all concemed. The educational needs of children with low vision and related technological perspectives are addressed, too, along with critical contributions of computer-aided learning and interventions. In short, the course focuses ‘n making transaction of curriculum for blind and low vision students, a really enjoyable and worthwhile experience. It needs to be studied in conjunction with course Code C14 of the curriculum,

Objectives:

After completing this course, the leamers will be able to:

- *Relate the concept and nature of educational technology and ICT to the education of children with visual impairment*
- *Acquire knowledge of the concept and nature of adaptive technology and explain underlying principles and techniques*
- *Get familiar with technologies for print-access for children with visual impairment*
- *Describe and use different technologies for teaching low vision children as also various school subjects*
- *Demonstrate understanding of computer-based teaching-learning processes.*

Unit 1: Introducing Educational and Information Communication Technology 12 Hours

1.1. Educational Technology-Concept, Importance, and Scope

1.2. Difference between Educational Technology and Technology in Education

1.3. Special Significance and Goals of Technology for the Education of children with Visual Impairment

1.4. Information and Communication Technology (ICT) - Concept and Special Significance for teaching-learning of the visually impaired

1.5. ICT and the UN Convention on the Rights of Persons with Disabilities.

Unit 2: Adaptive Technologies **12 Hours**

2.1. Concept and Purposes

2.2. Basic Considerations=Access, Affordability, and Availability

2.3. Addressing User's Perspectives in Developing Adaptive Technologies

2.4. Roles of lIT's and the Scientific Community;

2.5. Universal/Inclusive Design - Concept, Advantages, and Limitations.

Unit 3: Access to Print for the Visually Impaired **12 Hours**

3.1. Screen Readers with Special Reference to Indian Languages; Magnifying Software, and Open Source Software.

3.2. Braille Note takers and Stand-alone Reading Machines

3.3. Braille Translation Software with Particular reference to Indian Languages and Braille Embossers

3.4. On-Line Libraries and Bookshare

3.5. Daisy Books, Recordings, and Smart Phones.

Unit 4: Assistive Technologies- for the Visually- Impaired with reference-to - School- subjects and Low Vision **12 Hours**

4.1. Mathematics: Taylor Frame, Abacus, Geo Board, Algebra and Maths Types, Measuring Tapes, Scales, and Soft-wares for teaching Maths.

4.2. Science: Thermometers, Colour Probes, Scientific and Maths Talking Calculators, Light Probes, and Weighing scales and Soft-wares for teaching Science.

4.3. Social Science: Tactile/Embossed Maps, Charts," Diagrams, . Models of Different Types, Auditory Maps, Talking compass, andGPS

4.4. Low vision devices: Optical, Non-Optical and Prjective

4.5. Thermoform and Swell Paper technology and Softwares for developing tactile' diagrams

Unit 5: Computer-Aided Learning **12 Hours**

5.1. Social Media

5.2. Creation of Blogs

5.3. Tele-Conferencing

5.4. Distance Learning and ICT

5.5. e-Classroom: Concept and adaptations for children with visual impairment

Course Work / Practical / Field Engagement:

Any three of the following:

- Prepare a list of devices for Mathematics and Science . available for the visually impaired in one specialschool and one inclusive school.
- Write a short list of hints and suggestions you will offer to the scientific community for motivating them to develop adaptive technologies for the visually impaired.
- Make a short report (in about 500 words) on the advantages and limitations as well as sources of availability in respect of any print-access technology indicated in Unit 3 above.
- Make a case study of a student with low vision at the secondary stage, indicating clearly his educational needs and how you can address them.
- Prepare a report on the possibilities and prospects available for the visually impaired students through the use of computers.
- Prepare a short note (in about 400 words) on various aspects of a classroom and how it could be made accessible to the visually impaired.

Essential Readings:

- Biwas, P.C (2004). Education of children with Visual Impairment: in inclusive education. Delhi: Abhijeet Publication.
- Bourgeault,S .E.(1969). The Method of Teaching the Blind : The Language Arts, Kuala Lumpur: American Foundation for the Overseas Blind.
- Chaudhary, Monica. (2006). Low Vision Aids. New Delhi: Japee Brothers
- Lowenfeld, B. (1973). The Visually Handicapped Child in School. New York: John Day Company
- Mani. M.N.G. (1997).Amazing Abacus. Coimbatore: S.R.K. Vidyalaya Colony.
- Mukhopadhyay. S., Jangira.N.K., et.al. (1987). Source Book For Training Teachers Of Visually Impaired. New Delhi: NCERT.

- Proceedings: Asian Conference on Adaptive technologies for the Visually Impaired (2009). New Delhi: Asian Blind Union
- Punani, Bhushan & Rawal, Nandini.(2000). Handbook for Visually Impaired. Ahmedabad: Blind Peoples' Association
- Scheiman, Mitchell, Scheiman, Mitchel1& Whittaker.Stven (2006). Low Vision Rehabilitation:a practical guide for occupational therapists. Thorefore (Newjersy):

  Slack Incorp.
- Scholl, G.T. (1986). Foundations of the education for blind and visually handicapped children and youth: Theory and Practice. New York: AFB Press.
- Singh, J.P (2003). Technology for the Blind: Concept and Context. New Delhi: Kanishka Publication
- Vijayan Premawathy & .Gnaumi Victoria. (2010). Education of Children with low Vision. New Delhi: Kanishka Publication

Suggested Readings:

- Hersh, M.A & Johnson, M (Ed.) (2008). Assistive Technology for Visually Impaired and Blind People. London: Springer
- Fatima, Roohi. (2010).Teaching aids in mathematics; a handbook for elementary teachers. New Delhi: Kanishka Pub.
- Sadao, K.C &Robinson,N.B. (2010) Assistive Technology for young children: creating inclusive learning environments. Baltimore: Paul H Brooks

Disability

Specialization

HEARING

IMPAIRMENT

PSYCHOSOCIAL AND FAMILY ISSUES (HI)

Course Code : C16 **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 leamer 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 learning the course the learners 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 "far empowering the child with disability*
- *Ensure family involvement in educational programs*

Unit 1 : Psychosocial Aspects and Disability **10 Hours**

1.1. Overview of psychosocial development; wellbeing and quality of life;

1.2. Implications of hearing impairment on domains of psychosocial development;

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

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

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

Unit 2 : Family Needs **10 Hours**

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

2.2. Postering family's acceptance of child's impairment and creating a positive environment;

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

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

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

Unit 3 : Family Empowerment **10 Hours**

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

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

3.3. Supporting family in fostering and developing communication and language;

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

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

Engagement/ Practicals

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

Transaction & Evaluation

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

Essential Reading :

- Dunst.C. Trivette.C & Deal. A (1996). *Enabling & empowering families. Principles & guidelines for practice.* Cambridge, MA : Brookline Books.

- Gregory Susan, Bishop Juliet and Sheldon Lasley, (1999), Cambridge University, Psychological perspectives of deafness
- Spencer Patricia, Erting Carol, J.marMarschark, Mane, (2000), The deaf child in the family and school, laurance Erlbaum
- Scheetz nancyA. Orientation to Deafness (2000), Allyn and Bacon

Suggested Reading :

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

Disability

Specialization

Intellectual and Developmental Disabilities

PSYCHO-SOCIAL AND FAMILY ISSUES (IDD)

Course Code: C16 **Marks : 50**

Objectives

After completing the course the learners will be able to:

- *Realise importance and role of family in rehabilitation of children with ID.*
- *Develop insight into various Psycho-social issues and their impact on rehabilitation on PwID, misconception and social practices and develop based approach*
- *To realize importance of family involvement in rehabilitation process by forming parents self help group and parent association.*
- *Understand various Adolescent related issues and challenges their implication for rehabilitation of PwIDs and to explore probable employment opportunities for them.*
- *Comprehend role of community and community participation and models .advantages / disadvantages of CBR programme for PwIDs*

Unit 1 : Family

1.1 Family - Concept, Definition and Characteristics

1.2 Types of family

1.3 Reaction and Impact of disability on family

1.4 Needs of family and counselling

1.5 Role of family in rehabilitation of PWID.

Unit 2 : Psycho-Social Issues

2.1 Attitude of family, Community, Peer Group, Teachers, Co-workers

2.2 Myths, misconception and social practices

2.3 Difference between Intellectual Disability and Mental Illness.

2.4 Psycho- Social Issues-Exploitation, Delinquency, child labour and child Abuse

2.5 Rights and Advocacy

Unit 3 : Involving Families

3.1 Training and involving families in the rehabilitation process

3.2 Parent-professional relationship

3.3 Formation of parent Self-Help Group

3.4 Parent Associations

3.5 Empowering families

Unit 4 : Adolescent Issues

4.1 Physiological Changes Implication in emotional and social development

4.2 Interpersonal relationship - Parents, siblings, extended family, single child, peer group.

4.3 Employment, Sexuality, Marriage, Alternative options, pre- marital counselling

4.4 Ethical Issues

4.5 Challenges and Implications

Unit 5 : CBR and CPP (Community People Participation)

5.1 Concept, Definition and Scope of CBR

5.2 Models of CBR - Advantages and Disadvantages

5.3 Types of Community Resources and their mobilization

5.4 Organizing services for PwID in the community

5.5 Role of Special Educator, Family, community andPwID in CBR

Course Work / Practical / Field Engagement (Any One)

Special / Inclusive School/Institute:

a. To conduct workshops on formation of Parent Self Help Group, Sibling SHG

b. To prepare and present a report on assessment of family needs

c. To conduct survey on awareness of families about Govt. Schemes for PwID.

d. To study and submit a report on attitude of neighbours, teachers and non-teaching staff

Essential Readings

- Basu, S., Das,P., Chakravarty, I. (2007) Family Life of the Disabled Aged, Ageing and Society: Indian Journal of Gerontology, Vol. 17 (3 & 4), July - Dec. 2007, pp 75 - 81

- Blacher, J. (Ed.) (1984) Severely Handicapped Young. Children and Other Families: Research in Review Ovlandio: Academic Press Inc.
- Cramer, H., Carlin, J. (2008) Family Based Short Breaks (Respite) for Disabled Children: Results from the Fourth National Survey, British Journal of Social Work, Vol. 38 (6), Sept. 2008, pp 1060 - 1075
- Dale, N. (2000) Working with families of Children with Special Needs:' Partnership and Practice, East Sussex: Brunner- Routledge.
- Fewell, R. arid Vadasy, P. (Eds.) (1986) Families of Handicapped Children: Needs and Supports across the Life-span. Texas: Ro-ed Inc.
- Findler, S. (2000) The Role of Grandparents in the Social Support System of Mothers of Children with a Physical Disability, Families in Society, Vol. 81 (4), July - Aug. 2000, pp 70 - 381
- Garginolo, R.M. (1985) Working with Parents of Exceptional Children: A Guide for Professionals, Boston: Houghton-Miffin.
- Kashyap, L. (1996) Measurement Issues in Family Centered Social Work, in Bharat, S. (Ed.) Family Measurement in India, New Delhi: Sage Publications.
- Peshawaria, R Menon, DK Ganguly R. Roy, S. Pillay R.P.R.S. & Gupta A (1995) Understanding Indian families having persons with Intellectual Disability, Secunderabad NIMH
- Taylor, R.L. (1993). Assessment of Exceptional Students Educational and psychological procedures

Suggested Readings

- Bennett, T. Lingerfelt, V & Nelson,D.E. (1990) Developing Individual and Family Support Plans - A Training Manual, Cambridge M.A. Brooklint Books.
- Desai, AN (1990) Helping the Handicapped: Problems & prospects, New Delhi, Ashish Publishing House.
- Dunst, C., Trivette~ C. & Deal, A. (1988)' Enabling and empowenng families. Cambridge, MA: Brookline Books.
- Dyson (1987) Mental Handicap: Dilemmas of Parent-Professional Relations, London, Croon Helm.

- Glendinning, C. (1986) A Single Door: Social Work with the Families of Disabled Children, London:, Allen and Unwin Ltd
- Mann, P.H. Suiter P.A. & Mc Laughhin R.M. (1992) A Guide for educating mainstreamed students, Boston: Allya & Bacon
- Waugh, A. (1976) Working with parents and community. New Delhi: NCERT.
- Webster, E. J. Vikas Publishing House (1993) Working with parents of young children with disabilities, California. Singular Publishing Group.

Disability Specialization

VISUAL

IMPAIRMENT

PSYCHO SOCIAL AND FAMILY ISSUES (VI)

Course Code : C16 **Marks: 50**

Introduction:

Children with visual impairment belong to families. It is important to explore family backgrounds and their influence on how visually impaired are perceived and how children perceive themselves, and how they behave in consequence. The leamers need to develop an insight into the plethora of emotions the family goes through at the birth of a special child, the challenges they face throughout the life of the visually impaired, and the roles and responsibilities of the family and the community.

Objectives:

After completing this course the leamers will be able to:

- *Describe the effect of birth of a child with visual impairment on the family*
- *Analyze the role family-and parental concerns related to their child with visual impairment from birt to adulthood*
- *Explain the role of parent community partnership in the rehabilitation of a person with visual impairment*
- *Develop different skills to empower families in meeting the challenges of having a child with visual impairment*

Unit 1: Family of a Child with Visual impairment **10 Hours**

1.1 Birth of a child with visual impairment and its effect on parents and family dynamics

1.2 Parenting styles: Overprotective, authoritative, authoritarian, and neglecting

1.3 Stereotypic attitudes related to visual impairment and attitude modification

1.4 Role of family in early stimulation, concept development and early intervention

1.5 Role of siblings and extended family

Unit 2: Parental Issues and Concerns

2.1 Choosing an educational setting

2.2 Gender and disability

2.3 Transition to adulthood: sexuality, marriage, and employment

2.4 Parent support groups

2.5 Attitude of professionals in involving parents in IEP and IFSP

Unit 3: Rehabilitation of Children with Visual impairment 5 Hours

3.1 Concept of habilitation and rehabilitation

3.2 Community Based Rehabilitation (CBR) and Community Participatory Rehabilitation(CPR)

3.3 Legal provisions, concessions and advocacy

3.4 Vocational rehabilitation: need and challenges

3.5 Issues and challenges in rural settings

Unit 4: Meeting the challenges of children with Visual Impairment 5 Hours

4.1 Enhancing prosocial behaviour

4.2 Stress and coping strategies

4.3 Recreation and leisure time management

4.4 Challenges of adventitious visual impairment

4.5 Soft skills and social skills training

Course Work/ Practical/ Field Engagement (Any Two):

- Interview family members of three children with visual impairment (congenital adventitious and blind, low vision and' VIMD) and analyze their reactions' and attitude towards the child.
- Prepare and present a list of activities how parents, siblings, and grandparents can be engaged with the child with visual impairment,.
- Prepare charts/conduct street plays/make oral presentations to remove myths related to visual impairment.
- Visit schools for the visually impaired and make presentations before the parents on government concessions and auxiliary services available.

Essential Readings:

- Lowenfeld, B. (1969). Blind children learn to read. Springfield: Charles C. Thomas.
- Lowenfeld, B. (1975). The Changing Status of the Blind from Separation to Integration.Springfield: Charles C. Thomas.
- Mani, M.N. G. (1992). Techniques of Teaching Blind Children. New Delhi: Sterling publishers Pvt. Ltd.

- Narayan, 1. & Riggio, M. *(2005).* Creating play environment for children. USA: Hilton/ Perkins.
- Bhandari, R. & Narayan, J. (2009).Creating learning opportunities: a step by step guide to teaching students with vision impairment and additional disabilities, including deafblindness. India: Voice and vision.
- Hansen,J.c., Rossberg,R.H., Cramer,S.H. (1994). Counselling Theory and Process. Allyn and Bacon: USA
- Lowenfeld, B. (1973)Visually Handicapped Child in School;New York: American Foundation for the Blind.
- Shah, A. (2008). Basics 111 guidance and Counselling. New Delhi:Global Vision Publishing House.
- Smith,D.D. & Luckasson,R. (1995). Introduction to Special Education - Teaching in an age of Challenge.(2Ed).USA: Allyn & Bacon.

Suggested Readings:

- Bhan, S. (2014). Understanding leamers-A handbook for teachers. New Delhi: Prasad Psycho Corporation.
- Early Support for children, people and families (2012). Information about Visual Impairment, Retrieved from http://www.ncb.org.uklmedia/875236 earlvsupportvisimppartlfinal.pdf
- Kundu, C.L. (2000). Status of Disability in India 2000. New Delhi: RCI. Lowenfeld, B. (1971). Psychological problems of children with impaired vision, Prentice-Hall.

Enhancement of Professional Capacities (EPC)

D17, D18, D19

READING AND REFLECTING ON TEXT

Course Code: D17 **Marks : 50**

Introduction:

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

Objectives

After completing the course the learners will be able to:

- *Reflecl upon current level of literacy skills of the self*
- *Show interest and begin working upon basic skills required to be active readers in control of own comprehension.*
- *Show interest and begin working upon basic skills required to be independent writers under standing adequate intent, andience and organization oj the content.*
- *Prepare self to facitale good reading writing in students across the ages.*
- *Find reading wri ting as learning and recreational tools rather than a course (tsk.*

Unit l : Reflections on Literacy

1.1 Literacy and Current University Graduates: Status and Concems

1.2 Role of Literacy in Education, Career and SocialLife

1.3 Literacy, Thinking and Self Esteem

1 .4 Literacy of Second Language / English: Need And Strategies

1.5 Basic Braille Literacy

Unit 2: Reflections on Reading Comprehension

2.1 Practicing Responses to Text: Personal, Creative and Critical

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

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

2.4 Basic Understanding Of Reading Comprehension Of Children With Hearing Impairment And Learning Diability

Unit 3: Skill Development in Responding To Text

3.1 Indicators of Text Comprehension: Retelling, Summarizing, Answering. Predicting. Commenting and Discussing

3.2 Practicing Responding To Text (Using The Indicators) For Recreational Reading Material (Narrations) And School Textbooks (Description)

3.3 Practicing Responding To Text (Using The Indicators) For Reports, Policy Documents And News (Expositions) And Editorial. Academic Articles, Advertisement Copy, Resume (Argumentation)

3.4 Practicing Web Search, Rapid Reading And Comprehensive Reading

Unit 4: Reflecting Upon Writing as a Process and Produet

4.1 Understanding Writing As A Process: Content (Intent Audience And Organization)

4.2 Understanding Writing As A Process: Language (Grammar, Vocabulary. Spelling)

4.3 Understanding Writing As A Process: Surface Mechanics (Handwriting, Neatness, Alignment And Spacing)

4.4 Practicing Self Editing And Peer Editing Of Sample Texts

4.5 Practicing Evaluating Students Writing Using Parameters: Productivity, Correctness, Complexity. Text Organization And Literary Richness

Unit 5: Practicing Independent Writing

5.4 Practicing Writing: Picture Description/ Expansion Of Ideas / Essays / Stories

5.5 Practicing Daily Living Writing: Applications / Agenda - Minutes/ Note Taking

5.6 Practicing Conveiting Written Information Into Graphical Representation

5.7 Practicing Filling Up Surveys, Fornis, Feedback Responses, Checklists

5.8 Reflections On The Course: From Theory To Practice To Initiate Process To Improve Self

Course Work / PracticalV Fieid Engagement

1. Have a peer editing of independently written essays and discuss your reflections upon this experience.

2. Prepare a feedback form for parents and for teachers focussing on differences in the two forms due to different intent and audience.

3. Develop a short journal of graphical representation of 3 newspaper articles on school education using the options given in 2.4.

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

Essential Reading

- Soundarapandian, M. (2000). Literacy campaign in India. Discovery Publishing House: New Delhi.
- May, Frank B. (2001). Unravelling the seven myths of reading. Allyn and Bacon: Boston
- Tovani.C & Keene.E.O (2000)./ *Read It, but I Dont Get It: Comprehension Strategies for Adolescent Readers.* Stenhouse Publishers
- McGregor.T(2007). *Comprehension Connections: Bridges to Strategic Reading.* Heinemann Educational Books
- Anderson, R., Hiebert, E., Scott, J., & Wilkinson, I. (1985). Becoming a Nation of Readers: The report of the commission. on reading. Washington, DC: National Institute of Education and the Center for the Study of Reading.
- ASER report of 2015: Pratham Publication

Suggested Readings:

- McCormick, Sandra. (1999). Instructing students who have literacy problems.(3rd) Merrill: New Jersy
- Aulls, Mark W. (1982). Developing readers in today's elementary school. Allyn and Bacon: Boston
- Heller, Robert. (1998). Communicate clearly. DK Publishing: New York.
- May, Frank B. (1998). Reading as communication. Merrill: New Jersy
- Gallangher.K *(2Q04).Dee.per Reading: Comprehending Challenging Texts.* Stenhouse Publishers
- Miller.D (2002).*Reading With Meaning: Teaching Comprehension in the Primary Grades.* New York: Stenhouse Publishers
- Baniel, Anat. (2012). Kids beyond limits. Perigee Trade: New York
- Pandit, Bansibihari, Suryawanshi, Dhyane Kute & Meena Prakash. (2007) Communicative language teaching in English: Nityanutan Prakashan: Pune
- Paul, Peter V. (2009). Language and Deafness. Jones and Bartlett: Boston
- Ezell and Justice (2005). Programmatic Research on Early Literacy: Several Key Findings. *IES 3rd Annual Research Conference: American Speech Language & Hearing Association (A S HA).*
- Frank, Smith (1985). Reading without Nonsense. New York: Teachers College Press, 10027.
- Luetke-Stahlman and Nielsen (2003). Early Literacy of Kindergartners with Hearing Impairment. *High Beam*
- *Research The Gale Group, Inc.& GRIN Publishing Munich Germany.*

PERFORMING AND VISUAL ARTS

Course code: D18 **Credits: 02**

Contact Hours: 30 **Marks: 50**

Introduction:

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

Important Note: for a student teacher with disability appropriate learning alternatives are to

be given by the college. For exafnple, a candidate with blindness must get alternative learning opportunities and evaluative tasks for visual art or a candidate with deafness for music art - if and when needed.

Objectives

After completing the course the learners will be able to:

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

Unit 1 : Introduction to Art and Art Education

1.1 Art and art education: Meaning, scope and difference

l.2 Artistic expression: Meaning and strategies to facilitate

l.3 Art therapy: concept and application to students with and without disabilities :.

1.4 Linking Art education with multiple intelligences

1.5 Understanding emerging expression of art by students

Unit 2 : Perforraing Arts: Dance and Music

2.1 Range of art activities related to dance and music

2.2 Experiencing, responding and appreciating dance and music.

2.3 Exposure to selective basic skills required for dance and music

2.4 Dance and Music:. Facilitating interest among students: planning and implerhenting, activities

2.5 Enhancing learning through dance and music for children with and without special needs: strategies and adaptations

Unit 3: Performing Arts: Drama

3.1 Range of art activities in drama

3.2 Experiencing, responding and appreciating drama

3.3 Exposure to selective basic skills required for drama

3.4 Drama: Facilitating interest among students: planning and implementing activities

3.5 Enhancing learning through drama for children with and vvithout special needs: strategies and adaptations

Unit 4: Visual Arts

4.1 Range of art activities in visual arts

4.2 Experiencing, responding and appreciating visual art

4.3 Exposure to selective basic skills in visual art

4.4 Art education: Facilitating interest among students: planning and implementing activities

4.5 Enhancing learning through visual art for children with and without special needs: strategies and adaptations

Unit 5: Media and Electronic Arts

5.1 Range of art activities in media and electronic art forms

5.2 Experiencing. responding and appreciating media and electronic arts

5.3 Exposure to selective basic skills in media and electronic arts

5.4 Media and electronic arts: Facilitating interest among students: planning and implementing activities

5.5 Enhancing learning through media and electronic art for children with and without special needs: strategies and adaptations

Course Work / Practical / Field Engagement

1. “hot seating” activity for historical / contemporary personalities wherein students play the

role of that personality to advocate his/her opinions/decisions/thought processes. (for example, Akbar, Hitler. Galileo, Bhagat Singh etc)

2. Portfolio submission of the basic skills exposed in-any one of the art forms of choice/
3. Write a self reflective essay on how this course on art will make you a better teacher.
4. Learn and briefly explain how music notations are made. Submit a brief report OR learn and explain the concept of compositioii in visual art. Submit a brief report. OR make and submit a sample advertisement for a product OR Learn Mudras of a classical dance forms and hold a session for the students on that. Submit photo report of the same OR Carry out web search on Indian sculpture and submit a brief compilation.
5. Observe an art period in a special school and briefly write your reflections on it.

Essential Reading:

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

Suggested Readings:

- Beyer. E. London. (2000). The arts, popular culture and social change
- Heller, Robert, (l 999). Effective Leadership. DK Publishing: New York.
- Greene, Sheila & Hogan, Diane. (2005).Researching children's experience. Sage Publication: London
- Baniel, Anat. (2012). Kids beyond limits. Perigee Trade: New York
- Efland, A. D. (1990). *A history of Art Education: Intellectual and social currents in teaching the visual arts.* New York, NY: Teachers College Press.
- C. Lewiecki-Wilson & B. J. Brueggemann (Eds.),. Disability and the teaching of writing: A critical sourcebook. Boston, MÅ: Bedford/St. Martin"s.
- L. Nyman & A. M. Jenkins (Eds.), *Issues and approaches to art for students with special needs* (pp. 142-154). Reston, VA: National Art Education Association.
- Gair, S. B. (1980). Writing the arts into individualized educational programs. *Art Education, 33(8*\ 8-11

BASIC RESEARCH AND STATISTICS

Course code : D19 **Marks : 50**

Objectives:

After completion of this course the "student will be able to

- *Describe the concept and relevance of research in education and special education*
- *Develop cm under standing of'the research process and acquire competencies for conducting a research*
- *Apply suitable measures for data organization and analvsis*

Unit 1: Introduction *to Research* **10 Hours**

1.1 Scientific Method

l .2 Research: Concept and Definition

1.3 Application of Scientific Method In Research

1.4 Purpose of Research

1.5 Research in Education and Special Education

Unit 2: *Types and Process of Research* **10 Hours**

2.1 Types of Research

- Basic/Fundamental
- Applied
- Action

2.2 Process of Research

- Selection of Problem
- Formulation of Hypothesis . - Collection of Data
- Analysis of Data & Conclusion

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

2.4 Action Research in Teaching Learning Environment

2.5 Professional Competencies for Research

Unit 3: *Measurement and Analysis of Data* **10 Hours**

3.1 Scale for measurement: "Nominal Ordinal. Interval and Ratio

3.2 Organization of data: Arranging Group Distribution

3.3 Measures of central tendency and Dispersion: Mean, Median and Mode. Standard deviation and Quartile deviation

3.4 Correlation: Product Moment *r* and Rank Order Correlation

3.5 Graphic representation of data

Practicum/Field Engagement

I. Develop a teacher made test for a given subject matter

II. Develop a questionnaire/checklist

III. Develop an outline for conducting action research

Essential reading

- Best, J.W. and Kahn, J.V (1996) *Research in Educatibn* Prentice-Hall of India New Delhi
- Dooley, D. (1997) *Social Research Methods.* New Delhi: Prentice-Hall of India.
- Grewal. P.S, (1990) *Methods ofStatisticalAnalysis.* New Delhi: Sterling Publishers
- Guptha, S, (2003) *Research Methodology and Statistical Techniques.* New Delhi: Deep & Deep Publishing.
- KouL Lokesh. *(l996}Methodology of Educational Research.* New Delhi: Vikas Publishing House
- Potti, L.R. (2004) *Research Methodology.* Thiruvananathapurara : Yanauna Publications

Desired Reading

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

Practicum

IDD / HI / VI

PRACTICUM

SPECILIZATION : IDD

SEMESTER- I

Total Marks- 50 **Total Credits- 2**

Area E1 (A) : Practical- Cross Disability and Inclusion

Tasks for the Student-teacher	Disability Focus/ Target Group	Educational Setting	Description
Visit to Special School Classroom Observation	Major Disability	Special School for major disability	Visit Report & Classroom observation of **two classes**
	Other than Major Disability	Special School for other disability	Visit Report & Classroom observation of **two classes**
Visit to Inclusive School Classroom Observation	Diverse Learners	Inclusive School	Visit Report & Classroom observation of **two classes**
IEP	**ID/IDD**	**Special School for major disability**	**Develop IEP on ONE student with ID/ IDD at ECSE/ Pre-Primary level**

SEMESTER- II

Total Marks- 150 **Total Credits- 6**

E 1(B): Cross Disability & Inclusion	**Marks-100**
E 2 (A): Disability Specialization	**Marks-50**

E 1(B) : Cross Disability & Inclusion **Marks-100**

Tasks for the Student-teachers	Disability Focus/ Target Group	Educational Setting	Marks	No. of Lessons
Classroom Observation	Any Disability other than I.D.	Special schools for other disabilities	20	Observation of all subjects at different level **10 school Periods**
	Diverse Learners	Inclusive Schools	20	Observation of all subjects at different level **10 school Periods**
Lesson planning and execution on different levels for selected subjects	Any Disability Other than I.D.	Special schools for other disabilities/ Resource Room	30	• 05 Language & • 05 Non-language
Classroom Teaching	Diverse Learners	Inclusive Schools	30	**10 UDL- Based lessons** • 05 Language & • 05 Non-language

E 2 (A) : Disability Specialization **Marks-50**

Tasks for the Student-teacher	Disability Focus/ Target Group	Educational Setting	Marks	Description
IEP	ID/ IDD	Special Schools for ID	20	Develop IEP on ONE student with ID/ IDD at Primary level
Lesson Planning and Teaching	ID/ IDD	Special Schools for ID	20	10 lessons
Micro teaching & simulated teaching on selected skills	General	Institute	10	10 lessons (7+3) "Demonstration of Micro teaching Skills-7 "Demonstration of Integrated Lessons- 3

SEMESTER- III

Total Marks- 200 **Total Credits- 8**

E 2 (B): Disability Specialization	Marks: 100
F 1 : Main disability Special School (10 days Internship)	Marks: 100

- **Minimum of 10 days** should be allocated for School attachment/ Internship and reflected in the time table and should cover tasks specified under F2 with sufficient time for teaching to acquire competence to deal with students with HI across different severity/ class levels and Curricular domains for whole class.
- Certificate from School Head/In charge regarding the performance of the student trainee placed should be submitted in the format given by the study centre.

E 2 (B) : Disability Specialization Marks: 100

Tasks for the Student-teachers	Disability Focus/ Target Group	Educational Setting	Description	Marks
IEP	ID/ IDD	Special Schools for ID	Develop IEP for One student with ID/IDD at Secondary/Pre-Vocational Level	40
Lesson planning and execution at different levels	ID/ IDD	Special Schools for ID	10 lessons	20
UDL- Based Lesson planning and execution ● Languages **(Bengali/ English)** ● **Non- Language (Science/ Social Sciences/ Mathematics)**	Diverse Learners	Resource Room/ Inclusive school	20 lessons	40

F1: Main Disability Special School / INTERNSHIP (10 days Internship) Marks: 100

Tasks for the Student-teachers	Disability Focus/ Target Group	Set up	No. of Lessons	Marks
Classroom Teaching across all class levels & Curricular Domains Class Levels a. ECSE, b. Pre-Primary c. Primary d. Secondary e. Pre-vocational	ID	Special schools for ID	**Minimum 30 lessons** ● Personal/ Social-10 ● Functional Academics- 10 ● Occupational-5 ● Recreational-5	60
Assisting School Activities	ID	Special schools for ID	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, Undertaking continuous whole day teaching using daily diary system for planning and recording. Reading and reporting on academic calendars, time table, diaries, work books, progress reports, case files, and parent meeting reports, certificates, and forms to avail exemptions and concessions, assessment formats for pre-school. **(6 Activities × 5 Marks = 30)**	30
Assisting School Activities: Understanding beyond classrooms	ID	Special schools for ID	Participating in School committee's meetings, Sports, Picnics, trips, visits, Parent Teacher Association (PTA) meeting, competitions, Celebrations, annual gatherings, medical checkups - any 1 using ppt. if possible. **(2 Activities × 5 Marks = 10)**	10

SEMESTER - IV

Marks : 200 **Credit : 8**

F 2	:	Other Disability Special School **(10 days Internship)**	Marks-100
F 3	:	Inclusive School **(10 days Internship)**	Marks-100

- Minimum of 20 days should be allocated for School attachment/ Internship and reflected in the time table and should cover tasks specified under F-1 and F-3 with sufficient time for teaching to acquire Pedagogical competence to deal with school subjects chosen and related activities for whole class as well as children with disabilities in different education settings.
- **Certificate from School** Head/In charge regarding the performance of the student trainee placed should be submitted in the format given by the study centre.

F 2: Other Disability Special School (10 days Internship) **Marks-100**

Tasks for the Student-teachers	Disability Focus/ Target Group	Educational Setting	Marks	No. of Lessons
Classroom Teaching	Any Disability other than **ID**	Special schools for other disabilities	60	Minimum **30 Lessons**
Assisting School Activities			40	Same as F1

F 3 : Inclusive School (10 days Internship) **Marks-100**

Tasks for the Student-teachers	Disability Focus/ Target Group	Educational Setting	Marks	No. of Lessons
Classroom Teaching	Device Learners	Inclusive School	60	Minimum **30 UDL-Based Lessons**
Assisting School Activities			40	Same as Semester- III

Mode of Final Practical Examinations for B. Ed. Spl. Ed.- ODL (ID-IDD/HI/VI)

Semesters	Mode of Final Practical Examinations	Number Days(max.)	Paper Code	Title of The Paper	Marks Distrubution	Full Marks
I	Viva and Record Checking	1	**E1 (A)**	Practical- Cross Disability and Inclusion	50	50
II	Viva and Record Checking	2	**E2 (A)**	Disability Specialization	50	150
			E1 (B)	Cross Disability & Inclusion	100	
III	Final Group Teaching at Special School for Major Disability Specialization (ID/ IDD/HI/VI) Demonstration/ Simulated Teaching, Viva and Record Checking	2	**E2 (B)**	Disability Specialization	100	200
			F1	Disability Specialization **(10 days Internship)**	100	
IV	Final Group Teaching at Inclusive School, Demonstration/ Simulated Teaching, Viva and Record Checking-	2	**F2**	Other Disability Special School (10 days Internship)	100	200
			F3	Inclusive School (10 days Internship)	100	

PRACTICUM

SPECILIZATION : HI

SEMESTER- I

Total Marks - 50 **Total Credits - 2**

Area E1 (A): Practical- Cross Disability and Inclusion

Tasks for the Student-teacher	Disability Focus/ Target Group	Educational Setting	Description
Visit to Special School Classroom Observation	Major Disability	Special School for major disability	Visit Report & Classroom observation of **two classes**
	Other than Major Disability	Special School for other disability	Visit Report & Classroom observation of **two classes**
Visit to Inclusive School Classroom Observation	Diverse Learners	Inclusive School	Visit Report & Classroom observation of **two classes**
Case Study	**H. I.**	**Special School for Major disability**	**Case Study on any TWO Children with HI**

SEMESTER- II

Total Marks- 150 **Total Credits- 6**

E 1(B): Cross Disability & Inclusion	**Marks-100**
E 2 (A): Disability Specialization	**Marks-50**

E 1(B) : Cross Disability & Inclusion **100 Marks**

Tasks for the Student-teachers	Disability Focus/ Target Group	Educational Setting	Marks	No. of Lessons
Classroom Observation	Any Disability other than H.I.	Special schools for other disabilities	20	Observation of all subjects at different level **10 school Periods**
	Diverse Learners	Inclusive Schools	20	Observation of all subjects at different level **10 school Periods**
Lesson planning and execution on different levels for selected subjects	Any Disability Other than H.I.	Special schools for other disabilities/ Resource Room	30	**10 lessons** • 05 Language & • 05 Non-language
Classroom Teaching	Diverse Learners	Inclusive Schools	30	**10 UDL- Based lessons** • 05 Language & • 05 Non-language

E 2 (A): Disability Specialization

Tasks for the Student-teacher Target Group	Disability Focus/	Educational Setting	Description	Marks	Submission
Assessment of hearing	HI	Institute / Clinic	**Observation of :** • BOA and VRA • Conditioned Pure Tone Audiometry • Speech Audiometry • Hearing aid trial & hearing aid testing • Practicing Ling's 6 sound **Studying 10 Audiograms and noting the diagnosis an]mmendations**	**15**	**Journal** with **reflections**
Assessment of speech and language	HI	Institute / Clinic	• Listening to speech of children with and without hearing loss and identifying parameters (Non segmental, segmental & supra segmental) • Observing speech assessment (screening) • Carrying out speech assessment (screening) • Observing speech assessment using standardized tool • Studying & describing standardized language tests • Observations of any one test administration • Administering any 1 test in a group • Observation of developmental scale. **Minimum 2 children each**	**15**	**Journal with reflections**
Assessment In developmental psychology	HI	Institute / Clinic	• Studying & describing DST, GDS, CPM, SFB and VSMS. • Observing assessment of children using any two of the above • Studying 10 assessment reports diagnosis and recommendations	**10**	**Journal with reflections**
Micro Teaching and Simulated Teaching on Skills	General	Institute	10 lessons (7+3) Demonstration of Micro teaching Skills- 7 Demonstration of Integrated Lessons- 3	**10**	**Practical with Workbook**

SEMESTER- III

Total Marks- 200 **Total Credits- 8**

E2 (B) : Disability Specialization	Marks: 100
F1 : Main Disability Special School (10 days Internship)	Marks: 100

- **Minimum of 10 days** should be allocated for School attachment/ Internship and reflected in the time table and should cover tasks specified under F2(B) & F-2 with sufficient time for teaching to acquire competence to deal with students with HI across different severity/ class levels and Curricular domains for whole class.
- Certificate from School Head/In charge regarding the performance of the student trainee placed should be submitted in the format given by the study centre.

E 2 (B): Disability Specialization ***Marks: 100***

Tasks for the Studen teacher	Disability Focus/ Target Group	Educational Setting	Description	Marks	Submission
Aural Intervention	HI	Institute / Clinic	• **Carrying out daily listening checks on children with hearing impairment (5 children)** • **Use Aided Audiogram for (2 children each)** 1. *Linking Ling's 6 Sound test* 2. *Selecting modality of training (Auditory, Speech reading, combination)* 3. *Selecting method of Communication (Oral vs.Manual)*	10	Report with Reflection
Speech Intervention	HI	Clinic	• *Observing individual speech teaching sessions* • *Observing group teaching sessions* • *Planning and executing lesson plan for ' teaching non-segmental, Segmental and Supra segmental aspects of speech* ***Minimum 2 children each***	10	Report with Reflection
Learning & Practicing ISL	HI	Institute / School / ISL center	***To learn and practice of*** • *Basic vocabulary* • *Common phrases* • *Conversations* • *Sample subject Texts* • *Stories in signs.(**Preferably involving a Deaf individual and taught by certified signer)***	20	Report with Reflection
Classroom observation of Teaching	HI	Special school for children with Hearing Impairment	**Preschool and Primary -** Observing and reporting classroom teaching for various subjects as per the time table of the school- Minimum 5 school periods on • Language • School subjects • Co-curricular	10	Report with Reflection
Delivering Lessons	HI		10 lessons (Science/ Mathematics/ Social Science- 4, Language – 4, Art – 2)	20	Report with Reflection
Individualized Lesson Plan	HI		5 lessons on 1 student Min. 5 Hrs	10	Report with Reflection
UDL-Based Group Teaching	Diverse Learners	Inclusive school	5 UDL-based lessons of school periods indicating appropriate curricular adaptations	15	Report with Reflection
TLM	HI		Concept of TLM with example	5	Report with Reflection

F1: Main Disability Special School/ INTERNSHIP (10 days Internship) Marks: 100

Tasks for the Studen teacher	Disability Focus/ Target Group	Educational Setting	Description	Marks	Submission
Assisting School Activities	HI	Special school for children with HI	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.	40 (8 Activi-ties x 5 Marks)	Journal of daily reflections and learning.
			Undertaking continuous whole day teaching using daily diary system for planning and recording.		Daily diary
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		Portfolio of assessment activities
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		
Use of internet and modern technology for improving the class processes			Using technology for classroom teaching, art education, record keeping, communication, downloading power points, AVs for concept development involving students.		Journal of compilations
Compilations of language Teaching material.			Compiling language material news, conversations, stories and unseen pictures, Directed activities.		
UInderstanding beyond classrooms			Participating in school committees meetings, Sports, Picnics, Trips, Visits, Parents Teacher Association(PTA)meeting, competitions, Celebrations, annual gatherings, medical check-ups-anyone with PPT **(if possible).**		
Classroom Teaching			**Minimum 30 Lessons (Across all levels and curricular Domains)**	60	

SEMESTER - IV

Marks: 200 **Credit: 8**

F 2: Other Disability Special School (10 days Internship)	Marks-100
F 3: Inclusive School (10 days Internship)	Marks-100

- Minimum of 20 days should be allocated for School attachment/ Internship and reflected in the time table and should cover tasks specified under F-1 and F-3 with sufficient time for teaching to acquire Pedagogical competence to deal with school subjects chosen and related activities for whole class as well as children with disabilities in different education settings.
- Certificate from School Head/In charge regarding the performance of the student trainee placed should be submitted in the format given by the study centre.

F 2: Other Disability Special School (10 days Internship) 100 Marks

Tasks for the Student-teachers	Disability Focus/ Target Group	Educational Setting	Marks	No. of Lessons
Classroom Teaching	**Any Disability other than H.I.**	Special schools for other disabilities	60	**Minimum 30 Lessons**
Assisting School Activities			40	Same as F-1

F 3: Inclusive School (10 days Internship) 100 Marks

Tasks for the Student-teachers	Disability Focus/ Target Group	Educational Setting	Marks	No. of Lessons
Classroom Teaching	**Diverse Learners**	Inclusive School	60	**Minimum 30 UDL-Based Lessons**
Assisting School Activities			40	Same as F-1

Mode of Final Practical Examinations for
B. Ed. Spl. Ed. - ODL (ID-IDD/HI/VI)

Semesters	Mode of Final Practical Examinations	Number Days(max.)	Paper Code	Title of The Paper	Marks Distrubution	Full Marks
I	Viva and Record Checking	1	**E1 (A)**	Practical- Cross Disability and Inclusion	50	50
II	Viva and Record Checking	2	**E2 (A)**	Disability Specialization	50	150
			E1 (B)	Cross Disability & Inclusion	100	
III	Final Group Teaching at Special School for Major Disability Specialization (ID/ IDD/HI/VI) Demonstration/ Simulated Teaching, Viva and Record Checking	2	**E2 (B)**	Disability Specialization	100	200
			F1	Disability Specialization **(10 days Internship)**	100	
IV	Final Group Teaching at Inclusive School, Demonstration/ Simulated Teaching, Viva and Record Checking-	2	**F2**	Other Disability Special School **(10 days Internship)**	100	200
			F3	Inclusive School **(10 days Internship)**	100	

PRACTICUM

SPECILIZATION: VI

SEMESTER- I

Total Marks- 50 **Total Credits- 2**

E 1(B): Cross Disability & Inclusion	**Marks-100**
E 2 (A): Disability Specialization	**Marks-50**

Area E1 (A): Practical- *Cross Disability and Inclusion*

Tasks for the Student-teacher	Disability Focus/ Target Group	Educational Setting	Description
Visit to Special School Classroom Observation	Major Disability	Special School for major disability	Visit Report & Classroom observation of two classes
	Other than Major Disability	Special School for other disability	Visit Report & Classroom observation of two classes
Visit to Inclusive School Classroom Observation	Diverse Learners	Inclusive School	Visit Report & Classroom observation of two classes
Case Observation on any ONE child with Visual Impairment (V.I)	**V.I.**	**Special School for major disability**	**Case Observation Report**
• *Orientation about Braille system &Braille History.* • *Orientation about standard seven lines Braille chart* • *Reading Readiness activities for learning Braille* • *Writing Readiness activities for learning Braille*			**Submission of Report with Braille Reading-Writing Readiness materials**

SEMESTER- II

Total Marks- 150 **Total Credits- 6**

E 1(B): Cross Disability & Inclusion	**Marks-100**
E 2 (A): Disability Specialization	**Marks-50**

E 1(B) : Cross Disability & Inclusion Marks-100

Tasks for the Student-teachers	Disability Focus/ Target Group	Educational Setting	Marks	No. of Lessons
Classroom Observation	Any Disability other than VI	Special schools for other disabilities	20	Observation of all subjects at different level.
	Diverse Learners	Inclusive Schools	20	**Minimum 10 school Periods**
Orientation and Mobility Training	VI & MDVI	Institute and outside campus	20	Journal of daily reflections and learning
Teaching lessons on Orientation &Mobility and ADL	VI & MDVI	Special schools for other disabilities/ Resource Room	20	**10 lessons**
Classroom Teaching	Diverse Learners	Inclusive Schools	20	**10 lessons** • **05 Language &** • **05 Non-language**

E 2 (A): Disability Specialization Marks-50

Tasks for the Student-teacher	Disability Focus/ Target Group	Educa-tional Setting	Description	Marks	Submission
Learning of Braille	VI	Institute	Bharati Regional Braille	30	Practical workbook containing 6 pages of writing
Braille Mathemati-cal sign			**Braille Mathematical sign for:** Numeric indicator, basic operations, simple fraction and brackets	10	Practical Workbook containing 6 pages of writing
Micro Teaching and Simulated Teaching on Skills	General	Institute	10 lessons (7+3) Demonstration of Micro teaching Skills-7 Demonstration of Integrated Lessons - 3	10	Practical Workbook

SEMESTER- III

Total Marks- 200 **Total Credits- 8**

E2 (B): Disability Specialization	Marks: 100
F1: Main Disability Special School (10 days Internship)	Marks: 100

- **Minimum of 10 days** should be allocated for School attachment/ Internship and reflected in the time table and should cover tasks specified under E-2 (B) & F-2 with sufficient time for teaching to acquire competence to deal with students with HI across different severity/ class levels and Curricular domains for whole class.
- Certificate from School Head/In charge regarding the performance of the student trainee placed should be submitted in the format given by the study centre.

E 2 (B): Disability Specialization ***Marks : 100***

Tasks for the Student teacher Target Group	**Disability Focus/**	**Educational Setting** Institute	**Description**	**Marks**	**Submission**
Reading and writing of standard English Braille	VI	Inclusive School	Reading and writing English Braille text. Transcription from print to Braille andvice versa **(Grade-I and II)**	40	Submission of 12 pages writing from Braille to Print and vice versa with proper documents : **Grade I** ; 6 pages (3 pages from Print to Braille and 3 pages from Braille to Print. Grade II 6 pages (3 pages from Print to Braille and 3 pages from Braille to Print) ssss.: Report with Reflection
Learning the use of Assistive Devices			Taylor Frame: Basic Operation using arithmetic and algebraic types Abacus and Geometric kit	30	Submission of 5 practice pages
Braille Mathematics Code			**Braille Mathematics Code:** Radicals,fraction (Mixed, complex and hyper complex), sign and symbols ofcomparison, Shape signs, Greek letters, indices, set, symbols, trigonometric functions	10	
UDL- Based Lesson Plan	Diverse Learners		**20 lesson** • Languages-10 • Non-languages-10	20	Report with Reflection

F1 : Main Disability Special School/ INTERNSHIP (10 days Internship) Marks : 100

Tasks for the Student-teacher	Disability Focus/ Target Group	Educational Setting	Description	Marks	Submission
Assisting School Activities	V.I.	Special school for children with V.I.	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,	40	Journal of daily reflections and learning
			Undertaking continuous whole day teaching using daily diary system for planning and recording.	**(8 Activities x 5 Marks)**	Daily diary
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		Portfolio of assessment activities
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		Journal of compilations
Use of internet and modern technology for improving the class processes			Using technology for classroom teaching, art education, record keeping, communication, downloading power points, AVs for concept development involving students		
Compilations of language Teaching material, news, conversa-tion, stories and Unseen pictures. Understanding beyond classrooms			Compiling language material news, conversations, stories and unseen pictures, Directed activities		
			Participating in school committees meetings, Sports, Picnics, Trips, Visits, Parents Teacher Association (PTA)meeting, competitions, Celebrations, annual gatherings, medical check-ups-anyone with PPT (if possible)		
Classroom Teaching			**Minimum 30 Lessons** (Across all levels and curricular Domains)	**60**	

SEMESTER - IV

Marks: 200 **Credit: 8**

F 2 : Other Disability Special School **(10 days Internship)**	Marks-100
F 3 : Inclusive School **(10 days Internship)**	Marks-100

- **Minimum of 20 days should be allocated for School attachment/ Internship** and reflected in the time table and should cover Tasks specified under F-1 and F-3 with sufficient time for teaching to acquire Pedagogical competence to deal with school subjects chosen and related activities for whole class as well as children with disabilities in different education settings.
- **Certificate from School Head/**In charge regarding the performance of the student trainee placed should be submitted in the format given by the study centre.

F 2: Other Disability Special School (10 days Internship) Marks-100

Tasks for the Student-teachers	Disability Focus/ Target Group	Educational Setting	Marks	No. of Lessons
Classroom Teaching	Any Disability other than VI	Special schools for other disabilities	60	Minimum 30 Lessons
Assisting School Activities			40	Same as F-1

F 3: Inclusive School (10 days Internship) 100 Marks

Tasks for the Student-teachers	Disability Focus/ Target Group	Educational Setting	Marks	No. of Lessons
Classroom Teaching	**Diverse Learners**	Inclusive School	60	**Minimum 30 UDL-Based Lessons**
Assisting School Activities			40	Same as F-1

Mode of Final Practical Examinations for
B. Ed. Spl. Ed. - ODL (ID-IDD/HI/VI)

Semesters	Mode of Final Practical Examinations	Number Days(max.)	Paper Code	Title of The Paper	Marks Distrubution	Full Marks
I	Viva and Record Checking	1	**E1 (A)**	Practical- Cross Disability and Inclusion	50	50
II	Viva and Record Checking	2	**E2 (A)**	Disability Specialization	50	150
			E1 (B)	Cross Disability & Inclusion	100	
III	Final Group Teaching at Special School for Major Disability Specialization (ID/ IDD/HI/VI) Demonstration/ Simulated Teaching, Viva and Record Checking	2	**E2 (B)**	Disability Specialization	100	200
			F1	Disability Specialization **(10 days Internship)**	100	
IV	Final Group Teaching at Inclusive School, Demonstration/ Simulated Teaching, Viva and Record Checking-	2	**F2**	Other Disability Special School **(10 days Internship)**	100	200
			F3	Inclusive School **(10 days Internship)**	100	

Semester V

School Placement/ Internship

Duration: 6 Months

(Practical Session 600 Hrs)

Sl. No.	Specialization	Components/ Tasks for the Student-teacher	Days/ Hours (Minimum)	Mode of Engagement	Description
1	Intellectual & Developmental Disabilities Hearing Impairment Visual Impairment	• Preparation for Teaching Practices including School period observation for selection of skills/topics • Lesson Plan Preparation • TLM preparation with low cost /no cost materials	30 days / 180hrs.	Blended	• Major(Specific) disability- 20 periods • Other than Major disability-20 Periods • Inclusive (UDLbased Lesson Plan): 20 Periods
2	Intellectual & Developmental Disabilities Hearing Impairment Visual Impairment	Group teaching in Actual Classroom Situation in the school(s)	30 days / 180hrs.	Face to Face	• Major(Specific) disability- 20 periods • Other than Major(Specific) disability (min. 2 disability areas to be covered)-20 periods • Inclusive (UDL based Lesson Plan): 20 periods
3	Intellectual & Developmental Disabilities Hearing Impairment Visual Impairment	Assisting School Activities			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, Undertaking continuous whole day teaching using daily diary system for planning and recording. Reading and reporting on academic calendars, time table, diaries, work books, progress reports, case files, and parent meeting reports, certificates, and forms to avail exemptions and concessions, assessment formats for pre-school.

Sl. No.	Specialization	Components/ Tasks for the Student-teacher	Days/ Hours (Minimum)	Mode of Engagement	Description
4	Intellectual & Developmental Disabilities	Case Study on any **ONE** child with ID/ IDD	30 days / 180hrs.	Blended	• Screening, Identification & Management of persons with Learning difficulties • Behaviour Modification
	Visual Impairment	• Expanded Core Curriculum training/ practice • Behaviour Modification (B.M.)			• Braille (Reading & Writing), O&M Training, ADL Training, Sensory Training • Modification of Mannerism & Verbalism
	Hearing Impairment	• IEP • Auditory and Speech Teaching • Indian Sign Language Training			• IEP- in major disability (minimum one child) • Auditory and Speech Teaching- (minimum two children) • Indian Sign Language Training
5	Intellectual & Developmental Disabilities	Engagement in sensitization programme/School and Community outreach programme *a) Regular teaching &non-teaching staff including the hostel staff* *b) Peer group. c) Parents.* *d) Community members.* *e) Volunteers etc.*	10 days / 60hrs.	Face to Face	Minimum two sensitization programmes to be conducted on the following topics: • Accessibility • Acts related to disabilities • Schemes of Govt. of India and respective state government • Concession and facilities • Prevention of disability • Universal Design of Learning (UDL) • Inclusive Education • Policies related to disabilities • Assistive technologies
	Visual Impairment				
	Hearing Impairment				

Comprehensive Report

Completion of School Placement/ Internship and Sensitization programmes certificates are to be obtained from the respective Head of the institutions. These certificates are to be submitted to the respective LSCs. The final completion certificate will be issued based on these certificatesonly after verification jointly by the Coordinator of the respective LSC and the University authority.

INTERNSHIP (IDD/HI/VI)4
SEMESTER III
(10 DAYS)

Paper Code : F2 **Full Marks : 100**

OBJECTIVES

- To help student teachers discover and develop open-mindedness, the attitude of a self-motivated learner, having self-knowledge and self-restraint.
- To help student teachers develop the capacity for sensitivity, sound communication skills and ways to establish peace and harmony.
- To develop the capacity to facilitate personalgrowth and social skillsin their own students.

ORGANISATION OF THE INTERNSHIP

It has three parts -

- Pre- Internship activities;
- Activities during Internship;
- Post- Internship activities;

Functions of Pre-Internship activities

- Reading of the concerned study materials;
- Use of reference books, articles etc. as required by you;
- Keep your presentations, reports, note books, lesson plans etc. for the use in the Internship activities;
- Consider materials for the preparation of teaching aids;
- Try to develop quality teaching aids with the help of thepeers;
- Prepare yourself for the activities during the Internship

Activities during Internship

1. During Internship there will be -

i) Group sessions
ii) Feedback sessions
iii) Presentation of lessons in real situations

2. Direct contact with the teachers, the peer groups and your students

Post-Internship Activities

This is the third and the final part of the Internship session. Here the student-teacher will recapitulate the Internship activities and practice them at their home for future activities. This will help them in their professional work to improve quality of teaching learning activities.

All the activities are compulsory during the Internship session. But Report of any 8 of the 15 Activities are to be submitted in writing to the respective study centres for evaluation.

Across all levels and curricular Domains 30 lesson Plans are to be submitted (30×2=60 Marks)

ASSESSMENT (40 Marks)

Assessment of eight activities 8×5 - 40

Tools of Assessment / Evaluation will be supplied

List of Activities during Internship (SEM - III)

1. Organisation of school prayers
2. Organising and addressing the School Assembly
3. Keeping Attendance Registrar
4. Writing Daily Diaries
5. Preparing TLM (Common)
6. Preparing Teaching aids (general)
7. Planning Leisure Time activities
8. Examination related planning
9. Setting a question paper in any subject according to objectives
10. Writing Progress Report
11. Feedback to students regarding Exam Results
12. Feedback to Parents regarding Exam Results
13. Reading and reporting of Academic Calendar
14. Preparing Time Table
15. Arranging Parent-Teacher meeting

SEM-IV

ASSESSMENT (80 Marks)

Assessment of sixteen activities 16×5 =80

Paper Code : F1 + F3 **Marks : 100+100**

16 out of 25 Activities are to be submitted in writing to the respective study centres for evaluation. Internship 10+10 = 20 days and 60 lessons are to be submitted to the respective study centers.

List of Internship Activities **60 × 2=120**

1. Preparation of School Time Table
2. Maintenance of Registers and Records
3. Construction of Achievement test on any subject of Elementary Level
4. Development of a Cumulative Record Card
5. Discuss on the Preparation of Continuous and Comprehensive Assessment Table
6. Write on the Organising a Teachers' Council meeting
7. Construct a Blue Print on any Unit on any subject of the curriculum-
   I. Objective type questions
   II. Short answer type questions
   III. Long answer type questions
8. Importance of School Budgeting process
9. Prepare and implement a remedial programme (according to the specialization)
10. Organisation of Parent Teacher Association Meeting (PTA)
11. The process of Construction an Achievement test on any subject of your choice from the Curriculum
12. Organisation of Annual Prize-giving ceremony
13. Development of TLM (General)
14. Maintenance of School Record
15. Preparation of TLM to facilitate Inclusion
16. Awareness development about the needs of recreational Activities of different types of Special Children
17. Classroom Observation in an Inclusive school
18. Observation and reporting of a cross disabled student
19. Observation and reporting of one type of disability according to your specialization
20. Planning and Arranging Field Trips
21. AVs for concept development involving students
22. Organising Celebrations in schools
23. Organising school sports
24. Preparing Teaching aids (for your special area)
25. Preparation of Parent meeting report

Format for Preparing Comprehensive Report of the Activities

Each report is to be written separately and then is to be combined in a Book form.

Front Page:

- Name of the Subject:
- Name of the student:
- Enrolment Number
- Name of the institution

Format for the activities

1. Name of the Activity
2. Class
3. Disability area (if any)
4. Objectives
5. What did you do to organise it
6. Contribution-
   i. you
   ii. Your head teacher
   iii. Teachers of the school
5. Output of the Activity
6. Your personal-
   i. Observations
   ii. Experiences
   iii. Difficulties faced (if any)
   iv. Your future plan
7. Feedback from-
   i. Students
   ii. Peers
   iii. Teachers

Participants are directed not to submit same topic for Internship of Sem. - III or Sem - IV

EVALUATION SHEET

MAITENANCE OF REGISTERS AND RECORDS

The councilor is to rate the student teacher on the basis of activities and presented report of the student-teacher. The following proforma may be used:

Name of the student-teacher:

Name of the school:

Tick mark the records referred to in the Report:

Attendance Register

i. Marks Register

ii. Laboratory stock book

iii. Admission Register

Rating is to be done according to the following criteria:

	Components	**Rating**				
1.	Knowledge of basic principles of maintenance of records	1	2	3	4	5
2.	Readiness to keep records updated	1	2	3	4	5
3.	Differentiation between various types of records	1	2	3	4	5
4.	Suggested solutions to problems	1	2	3	4	5
5.	Comprehensiveness of the report	1	2	3	4	5
6.	Clarity of the report	1	2	3	4	5

Overal Grades/Marks Signature of the evaluator

Procedure -

Suppose a student obtained the following ratings:

1.	**2**	**Total Marks: 2+4+3+3+2+4= 18**
2.	**4**	**Average - 18×5/30= 3**
3.	**3**	**The student obtained 3 out of 5**
4.	**3**	
5.	**2**	
6.	**4**	

NETAJI SUBHAS OPEN UNIVERSITY

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DD-26, SECTOR-I, SALT LAKE CITY, KOLKATA-700064
E-mail : nsou@wongou.ac.in; Pin : (033) 4066-3220

APPLICATION FOR CORRECTION IN ENROLLMENT CERTIFICATE-CUM-IDENTITY CARD

To
The Registrar
Netaji Subhas Open University
DD – 26, Sector – I, Salt Lake City, Kolkata – 700 064

Through :
The Co-ordinator

.....

Sub. :- Application for Correction of .....

Sir,

I, Shri / Smt. ..... have been admitted at NSOU .....Learner Support Centre ( ) I am submitting the form for correction of my Enrollment Certificate-cum-Identity Card as per details given below:

SI. No.	Enrollment No.	Correction for	Existing	Corrected	Subjected Code

Yours faithfully,

. . . . . .
Signature of the Learner

Enclosed :

1) Original Enrollment Certificate-cum-Identity Card.
2) Photocopy of Marksheet of Class 10 & (10 + 2) Examinations (one copy each).
3) Photocopy of Admit Card of Class 10 Examination (one copy).
4) A DD of Rs. 200/- (two hundred only) bearing No.....Dated.....

Forwarded,

Co-ordinator (With Seal)

N.B. : A fee of Rs. 200/- should be remitted by way of a Demand Draft drawn in favour of Netaji Subhas Open University and payable at Kolkata (one photocopy of Demand Draft should be attached herewith).

"Children must be taught how to think, not what to think."

–*Margaret Mead*

"I am not a teacher, but an awakener."

–*Robert Frost*

"Spoon feeding in the long run teaches us nothing but the shape of the spoon."

–*E. M. Forster*

"The mind is not a vessel to be filled, but a fire to be kindled."

–*Plutarch*

"Education is the movement from darkness to light."

–*Allan Bloom*

"Education is the best friend. An educated person is respected everywhere. Education beats the beauty and the youth."

–*Chanakya*

"The whole purpose of education is to turn mirrors into windows."

–*Sydney J. Harris*

"There are two educations. One should teach us how to make a living and the others how to live."

–*John Adams*

"Inclusive, good-quality education is a foundation for dynamic and equitable societies."

–*Desmond Tutu*

"The best and most beautiful things in the world cannot be seen or even touched–they must be felt with the heart."

–*Helen Keller*

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