

**B.Ed**  
**CURRICULUM AND SYLLABUS-2018**

**DEPARTMENT OF B.ED, SPECIAL EDUCATION**  
**(Hearing Impairment)**



**CHOICE BASED CREDIT SYSTEMS**

**KALASALINGAM UNIVERSITY**

(Kalasalingam Academy of Research and Education)

Under sec.3 of UGC Ac, 1956. Anand Nagar, Krishnankoil-626126,

Srivilliputtur (via), Virudhunagar (Dt), Tamilnadu, India.

[www.kalasalingam.ac.in](http://www.kalasalingam.ac.in).

<b>UNIVERSITY</b>	
<b>VISION</b>	<b>MISSION</b>
To be a Center of Excellence of International Reputation in Education and Research.	To produce socially committed technocrats to meet the industrial challenges or an administrator in the field of Information Technology with adequate technical knowledge and skills through quality education and research
<b>DEPARTMENT</b>	
<b>VISION</b>	<b>MISSION</b>
To become a centre of excellence in teaching, training and research for the differently-abled students	To empower students with hearing impairment through technical education and develop human resources to take care of the needs of these special individuals

<b><u>Program Educational Objectives Components (PEOs):</u></b>	
<b>PEO – 1</b>	Acquire knowledge & skills about human development, contemporary Indian education, and pedagogy of various school subjects and assessment for learning.
<b>PEO – 2</b>	Acquire knowledge & skills about nature and educational needs of children with disabilities as well as of few select specific disabilities.
<b>PEO – 3</b>	Develop conceptual understanding of education provisions and skills for working with children with various disabilities in Special and inclusive settings.
<b>PEO – 4</b>	To identify the special needs of children and develop confidence in them to realize their potentials and abilities to meet the national development with self-respect, dignity and freedom.
<b>PEO - 5</b>	Enhance knowledge and skills for professional development.

**PROGRAM OUTCOMES (PO's):**

Candidates will be able to:

<b>PO – 1</b>	Understand how learners grow and develop across cognitive, linguistic, social, emotional, and physical domain and accordingly shall able to design and implement development appropriately and create learning experiences for students with hearing impairment.
<b>PO – 2</b>	Acquire importance of services for individuals with disabilities.
<b>PO – 3</b>	Use assistive technology to enhance learning.
<b>PO – 4</b>	Use a variety of techniques to assess and monitor language development.
<b>PO - 5</b>	Organize a learning environment and manage a classroom to support academic and social/emotional growth, with equal opportunity of learning diverse students.
<b>PO – 6</b>	Analyze, compare, and contrast significant theories, practices, and programs for the development of literacy skills.
<b>PO – 7</b>	Design and manage classrooms to support linguistic and cultural diversity
<b>PO - 8</b>	Foster respectful and beneficial relationships between family and professionals.

**B.Ed. SPECIAL EDUCATION (H.I)**

**CURRICULUM STRUCTURE**

<b>S.NO</b>	<b>AREA NAME</b>	<b>COURSES</b>	<b>CREDITS</b>
1	CORE COURSES	5	20
2	CROSS DISABILITY & INCLUSIVE EDUCATION COURSES (INCLUDING OPTIONAL COURSES)	6	12
3	DISABILITY SPECIALIZATION COURSES	5	18
4	ENHANCING PROFESSIONAL CAPACITIES (EPC) / PROFESSIONAL DEVELOPMENT COURSES	3	6
5	PRACTICAL RELATED TO DISABILITY	6	12
6	FIELD ENGAGEMENT /SCHOOL INTERNSHIP	5	9
<b>Total</b>		<b>30</b>	<b>77</b>

## **B.Ed. SPECIAL EDUCATION (H.I)**

### **SCHEME OF INSTRUCTION**

<b>S. No</b>	<b>Course</b>	<b>Course title</b>	<b>Credits</b>
1	SED18R101	Human Growth & Development	4
2	SED18R102	Contemporary India and Education	4
3	SED18R103	Introduction to Sensory Disabilities (VI, HI, Deaf-blind)	2
4	SED18R104	Introduction to Neuro Developmental Disabilities (LD, ID/ MR, ASD)	2
5	SED18R105	Introduction to Loco motor & Multiple Disabilities (Deaf- Blind, CP, MD)	2
6	SED18R106	Assessment and Identification of Needs	4
<b>Theory Total</b>			<b>18</b>
7.	SED18R181	Cross Disability and Inclusion - I	2
8.	SED18R182	Foundation in ISL - I	2
<b>Practical Total</b>			<b>4</b>

# **HUMAN GROWTH & DEVELOPMENT**

**Course Code: SED18R101**

**Credit: 04**

**Contact Hours: 60**

**Marks: 100**

## **Introduction:**

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

## **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.*
- *Explain the process of development in theoretical approaches*
- *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**

**12 Hrs**

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

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

**12 Hrs**

- 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)**

**12 Hrs**

- 3.1 Prenatal development: Conception, stages and influences on prenatal development
- 3.2. Birth and Neonatal development: Screening the newborn – APGAR score, Reflexes and

- Responses, Neuro-perceptual development
- 3.3. Milestones and variations in Development
  - 3.4 Environmental factors influencing early childhood development
  - 3.5 Role of play in enhancing development

**Unit 4: Early Adolescence (From nine years to eighteen years) 12 Hrs**

- 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 12 Hrs**

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

**Engagement with the field as part of course as indicated below: (Hands on Experience)**

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

**Suggested Readings**

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

# **CONTEMPORARY INDIA AND EDUCATION**

**Course Code: SED18R102**

**Credit: 04**

**Contact Hours: 60**

**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*
- *Analyze 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*
- *Understanding the Education Commissions and Policy of School Education*

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

**12 Hrs**

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

## **Unit 2: Understanding Diversity**

**12 Hrs**

- 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**

**12 Hrs**

- 3.1 Universalization of School Education, Right to Education and Universal Access
- 3.2 Issues of a) Universal enrolment b) Universal retention c) Universal learning
- 3.3 Issues of quality and equity: Physical, economic, social, cultural and linguistic, Particularly w.r.t girl child, weaker sections and disabled
- 3.4 Equal Educational Opportunity: (i) Meaning of equality and constitutional provisions (ii) Prevailing nature and forms of inequality, including dominant and minority groups

and related issues

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

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

**12 Hrs**

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**

**12 Hrs**

5.1 Challenges of education from preschool to senior secondary

5.2 Inclusive education as a rights based model

5.3 Complementarity of inclusive and special schools

5.4 Language issues in education

5.5 Community participation and community based education

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

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

#### **Essential Readings**

- Guha, R. (2007). India after Gandhi: The History of the World's Largest Democracy. Macmillan: Delhi
- National Education Commission. (1964-66). Ministry of Education, Government of



India, New Delhi

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

### **Suggested Readings**

- Aggarwal. J. C. (1992). Development and Planning of Modern Education: New Delhi Vikas Publishing House Pvt. Ltd.
- Ain, L. C. (2010). Civil Disobedience, Book Review Literary Trust: New Delhi. Select chapters.
- Anand, S. P. (1993). The Teacher & Education in Emerging Indian Society, New Delhi: NCERT.
- Bhat. B. D. (1996). Educational Documents in India, New Delhi: Arya Book Depot.
- Bhatia, K. & Bhatia, B. (1997). The Philosophical and Sociological Foundations, New Delhi Doaba House.
- Biswas. A. (1992). Education in India, Arya Book Depot. New Delhi
- Biswas. A., & Aggarwal, J.C. (1992). Education in India, Arya Book Depot New Delhi.
- Chakravarty, S. (1987). Development Planning: The Indian Experience, Oxford University press: New Delhi.
- Chandra, B. (1997). Nationalism and Colonialism, Orient Longman: Hyderabad.
- Choudhary. K.C., & Sachdeva, L. (1995). Total literacy by 2000: New Delhi: IAE Association.
- Deaton A., & Dreze, J. (2008-2009). Poverty and Inequality in India in Raj Kapila and Uma Kapila (Ed.) in Indian Economy since Independence. Oxford University Press: New Delhi.
- Deshpande, S. (2004). Contemporary India: A Sociological View. Penguin: New Delhi.
- Dubey, S. C (2001). Indian Society, National Book Trust: New Delhi.
- Famous Speeches of Gandhi ji: Speech on the Eve of The Last Fast, January 12, 1948.
- <http://unesdoc.unesco.org/images/0023/002322/232205e.pdf>
- <http://www.gandhi-manibhavan.org/gandhicomelive/speech8.htm>
- <http://www.mkgandhi.org/speeches/speechMain.htm>
- Jain, L.C. (2010). Civil Disobedience, Book Review Literary Trust, New Delhi.
- Jagannath. M. (1993). Indian Education in the Emerging Society, New Delhi Sterling publishers Pvt. Ltd
- Jangira, N.K. (2012). NCERT Mmother of Inclusive Education Address on Golden Jubilee of NCERT at RIE, Ajmer on 01 Sept. 2012.
- Kashyap, S. C. (2009). The Constitution of India, National Book Trust: New Delhi.

- Sapra. C. L., & Aggarwal, A. (1987): Education in India some critical Issues. New Delhi: National Book Organisation.
- Saraswathi, T. S. (1999). Culture, Socialization and Human Development, New Delhi: Sage Publications.
- Sen, A., & Dreze, J. (1997). India: Economic Development and Social Opportunity, Oxford India: Delhi.
- Speeches of Gandhi ji: Speech on the Eve of The Last Fast, January 12, 1948. Government of India.
- Steven, B. (1998). School and Society, New Delhi: Sage Publications.
- Suresh, D. (1998). Curriculum and Child Development, Agra: Bhargava.
- Taneja. V.R. (1998). Educational Thoughts and Practice, Delhi University Publications.
- Vaidyanathan, A. (1995). The Indian Economy: Crisis, Response and Prospects. Tracts of the Times. Orient Longman Publications: New Delhi.
- Weber. O.C. (1990). Basic Philosophies of Education, New York Holt, Rinehart and Winston.

## **INTRODUCTION TO SENSORY DISABILITIES**

**Course Code: SED18R103**

**Credits: 02**

**Contact Hours: 30**

**Marks: 50**

### **Introduction**

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

### **Objectives**

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

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

### **Unit 1: Hearing Impairment: Nature & Classification**

**6 Hrs**

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

### **Unit 2: Impact of Hearing Loss**

**6 Hrs**

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

### **Unit 3: Visual Impairment-- Nature and Assessment**

**6 Hrs**

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

- 3.2. Blindness and Low Vision--Definition and Classification
- 3.2. Demographic Information--NSSO and Census 2011
- 3.4. Importance of Early Identification and Intervention
- 3.5. Functional Assessment Procedures

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

**6 Hrs**

- 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**

**6 Hrs**

- 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

**Course Work/ Practical/ Field Engagement**

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

**Transactions**

Visits, Observations, Videos and Interactions with Students with Disabilities

**Essential Readings**

- Bradford, L. J. & Hardy, W.G. (1979). Hearing and Hearing Impairment. New York: Grune and Stratton.
- Davis, H. & Silverman, S. R. (1970). Hearing and Deafness - Part I. Holt, London: Rinehart & Winston.
- Holbrook, C.M., & Koenig, A. J. (Eds.) (2000). Foundations of Education, Vol I: History and Theory of Teaching Children and Youths with Visual Impairments. (2<sup>nd</sup> ed): New York: AFB Press.
- Handbook on Deafblindness (2005). Sense International India. Retrieved online on 24/4/2015 from [http://www.google.co.in/url?sa=t&rct=j&q=&esrc=s&source=web&cd=3&ved=0CDEQFjAC&url=http%3A%2F%2Fssa.nic.in%2Finclusive-education%2Ftraining-module-for-resource-teachers-for-disable-children%2FModule%25202%2520Deafblindness.pdf%2Fdownload%2Ffile&ei=LkY6VdGLOIKymAW604CgDg&usq=AFQjCNHxJc9OazSI\\_f](http://www.google.co.in/url?sa=t&rct=j&q=&esrc=s&source=web&cd=3&ved=0CDEQFjAC&url=http%3A%2F%2Fssa.nic.in%2Finclusive-education%2Ftraining-module-for-resource-teachers-for-disable-children%2FModule%25202%2520Deafblindness.pdf%2Fdownload%2Ffile&ei=LkY6VdGLOIKymAW604CgDg&usq=AFQjCNHxJc9OazSI_f)

TSI\_HgQqJKxWjs\_A&sig2=LIBWuGnYE0OLPtpK5FCHEg&bvm=bv.91427555,d.dGY

- Kelley, P., & Gale, G. (1998). *Towards Excellence: Effective education for students with vision impairments*. Sydney: North Rocks Press.
- Lowenfeld, B. (1973). *Visually Handicapped Child in School and Society*; American Foundation for the Blind; New York.
- Lynas, W. (2000). *Communication options*. In J. Stokes (Ed), *Hearing Impaired Infants – Support in the first eighteen months*. London: Whurr Publishers Ltd.
- Martin, F. N., & Clark, J.G. (2009). *Introduction to Audiology*. 10th ed. Boston: Pearson Education.
- Martin, F.N., & Clark, J.G. (2012). *Introduction to Audiology*. 11th ed. Boston: Pearson Education.
- National Institute for the Visually Handicapped (2015). *Information Booklet on Visual Impairment in India*, Dehradun: Government of India.
- Nerbonne, M. A., & Schow, R.L. (2002). *Introduction to Audiologic Rehabilitation*. Boston: Allyn and Bacon.
- Nerbonne, M. A., & Schow, R.L. (2013). *Introduction to Audiologic Rehabilitation*. 6th ed. Boston: Pearson Education.
- Northern, J. L., & Downs, M. P. (2002). *Hearing in Children (5th Ed.)*. Philadelphia: Williams & Wilkins
- Prescod, S. V. (1978). *Audiology Handbook of Hearing Disorders*. New York: Van Nostrand Reinhold Company.
- Sataloff, R. T., & Sataloff, J. (2005). *Hearing Loss. (4th Ed.)* London: Taylor & Francis.
- Sims, L.G., Walter, G.G., & Whitehead, R.L. (1981). *Deafness and Communication: Assessment and Training*. Baltimore: Williams and Wilkins.
- Warren, D.H. (1994). *Blindness and Children: An Individual Differences Approach*. New York: Cambridge University Press.

### **Suggested Readings:**

- Auditory-Verbal International (1991). Auditory-verbal position statement. *Auricle* 4:11-12.
- Harp, B. (2006). *The handbook of literacy assessment and evaluation*, (3rd Eds). Norwood, M.A.: Christopher-Gordon Publishers, Inc
- Katz, J. (1985). *Handbook of Clinical Audiology*. (4th Ed.) Baltimore: Williams and Wilkins.
- Loreman, T., Deppeler, J., & Harvey, D. (2005). *Inclusive education - A practical guide to supporting diversity in the classroom*. (2nd Eds.). U.K. Routledge.
- Norris, G. H., & Romer, L.T. (1995). *Welcoming Students who are deafblind to typical classrooms*. U.S: Paul H. Brookes.
- Pandey, R. S., & Advani, L. (1995). *Perspectives in Disability and Rehabilitation*. New Delhi: Vikas Publishing House Pvt. Ltd.
- *Proceedings from National Conference on Centenary for Work for the Blind in India* (1987). All India Confederation of the Blind and Christoffel Blinden Mission; Delhi: R.K.Printers.
- Scholl, G.T. (1986). *Foundations of Education for Blind and Visually Handicapped Children and Youth*. New York: American Foundation for the BLind.
- Tucker, I., & Nolan, M. (1984). *Educational Audiology*. London: Croom Helm.
- Tye-Murray, N. (1998). Intervention Plans for Children. In Tye-Murray N. (Eds) *Foundations of Aural Rehabilitation*. San Diego: Singular. p.381–413.

# **INTRODUCTION TO NEURO DEVELOPMENTAL DISABILITIES**

**Course Code: SED18R104Credits: 02**

**Contact Hours: 30Marks: 50**

## **Introduction**

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

## **Objectives**

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

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

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

**6 Hrs**

- 1.1 Definition and Types
- 1.2 Symptoms
- 1.3 Characteristics
- 1.4 Tools of Learning Disability
- 1.5 Areas of Assessment Learning Disability

## **Unit 2: Learning Disability: Intervention**

**6 Hrs**

- 2.1 Strategies for teaching reading, Writing and Mathematics
- 2.2 Curricular Adaptation
- 2.3 IEP and Further Education
- 2.4 Transition Education
- 2.5 Life Long Education

## **Unit 3: Intellectual Disability: Nature, Needs and Intervention**

**6 Hrs**

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

**Unit 4: Autism Spectrum Disorder: Nature and Needs****6 Hrs**

- 4.1 Definition, Types and Characteristics
- 4.2 Tools and Areas of Assessment
- 4.2 Diagnostic criteria
- 4.4 Instructional Approaches
- 4.5 Teaching Methods

**Unit 5: Autism Spectrum Disorder: Intervention****6 Hrs**

- 5.1. Need for Sensitivity Awareness
- 5.2. Team Based Approach
- 5.3. Therapeutic intervention
- 5.4. Educational intervention
- 5.3. Vocational Training and Career Opportunities

**Transaction**

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

**Course Work/ Practical/ Field Engagement**

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

**Essential Readings**

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

**Suggested Readings**

- Higgins, J. (2003) Practical Ideas that Really Work for Students with Dyslexia and Other Reading Disorders, PRO-ED, Austin.
- Moyes, R.A. (2010). Building Sensory Friendly Classrooms to Support Children with Challenging Behaviors: Implementing Data Driven Strategies, Sensory World, Texas.

- Pierangelo, R., & Giuliani G.A. (2003). Transition services in Special Education, Allyn & Bacon.
- Reddy G.L., & Rama, R. (2000). Education of Children with Special Needs, New Delhi - Discovery Pub.
- Simpson, R. L., & Myles, B. S. (2008). Educating Children and Youth with Autism: Strategies for Effective Practice. (2<sup>nd</sup> edition) Pro Ed. Texas.
- Smith, D.D. (2003). Introduction to Special Education Teaching in an Age of opportunity, Allyn & Bacon.
- Strichart, S. S. (1993). Teaching Study Strategies to Students with Learning Disabilities, Allyn & Bacon, Boston.
- Swady, E.R. (1989). Diagnosis & Correction of Reading, Difficulties, Allyn & Bacon, Boston.
- Taylor, B. (1988). Reading Difficulties: Instruction and Assessment, Random House, New York.
- Wong, B. Y. L. (1996) .The ABCs of learning disabilities (1<sup>st</sup> ed.) Academic Press, San Diego, CA



# **INTRODUCTION TO LOCOMOTOR AND MULTIPLE DISABILITIES**

**Course Code: SED18R105**

**Credits: 02**

**Contact Hours: 30**

**Marks: 50**

## **Introduction**

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

## **Objectives**

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

- *Identify the persons with locomotor disabilities such as Cerebral Palsy, Amputees, Polio and multiple disabilities.*
- *Identify the persons with locomotors disabilities such as 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)**

**6 Hrs**

- 1.1. CP: Nature and needs and 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**

**6 Hrs**

- 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: Spina-bifida and Muscular Dystrophy**

- 3.1 Definition, Meaning and Classification **6 Hrs**
- 3.2 Assessment of Functional Difficulties
- 3.3 Provision of Therapeutic Intervention and Referral
- 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

**Unit 4: Multiple Disabilities and Other Disabling Conditions** **6 Hrs**

- 4.1 Multiple Disabilities: Meaning and definition
- 4.2 Characteristics and classification.
- 4.3 Various Combinations of Multiple Disabilities
- 4.4 Associated Conditions Such as Epilepsy, Motor and Sensory Conditions
- 4.5 Other Disabling Conditions such as Leprosy Cured Students, Tuberculous Sclerosis and Multiple Sclerosis

**Unit 5: educational intervention of Multiple Disabilities** **6 Hrs**

- 5.1 Implications of Functional Limitations for Education and Creating Prosthetic Environment in School and Home: Seating Arrangements, Positioning and Handling Techniques at Home and School
- 5.2 Facilitating Teaching-Learning:
- 5.3 IEP
- 5.4 Developing TLM
- 5.5 Assistive technology

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

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

**Essential Readings**

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

## ASSESSMENT AND IDENTIFICATION OF NEEDS

**Course Code: SED18R106**

**Credits: 04**

**Contact Hours: 60**

**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 assessments to be undertaken for identifying needs in order to plan the intervention program.

### **Objective:**

After completing the course student-teachers will be able to

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

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

**12 Hrs**

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

### **Unit 2: Audiological Assessment**

**12 Hrs**

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

**Unit 3: Assessment of Language & Communication****12 Hrs**

- 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 Hrs**

- 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 Supra segmental 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 Hrs**

- 5.1 Educational assessment: Concept and Scope
- 5.2 Factors affecting educational performance: individual, family and environment
- 5.3 Types of Assessment: Norm referenced and Criterion Referenced test, Comprehensive and Continuous assessment, Summative and Formative, Formal and Informal, Conventional & alternate, Performance based and Curriculum based
- 5.4 Tools and techniques of Educational Assessment: Observations, Interviews, Developmental scales, Standardized and Criterion based tests, Teacher Made Tests at different levels and classroom assessment techniques (Conventional and Modern)
- 5.5 Current trends and challenges in assessment: Independent, dual purpose and constructivist perspective and adaptations

**Course work/ Practical/ Field Engagement**

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

## **Transaction and Evaluation**

Lecture cum Demonstration, Tutorials, Assignments, Tests

### **Essential Readings**

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

### **Suggested Readings**

- Boyle, J. and Fisher, S. (2007) educational testing (A competence based approach), BPS Blackwell publication, Singapore
- Evens, P. and Varma. V (1990). Special Education Past, Present and Future, The Falmer Pres

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

## Semester –I

**SED18R181 - Practical Cross Disability and inclusion**

**Hours: 60**

**Credits: 02**

**Marks: 100**

S. No	Tasks for the Student teachers	Disability Focus	Education Setting	Hrs	Marks	Description
1.	Classroom observation	Major Disability	Special school	25	40	Minimum 30 school Periods
		Other than Major disability	Minimum 3 Special schools for other disabilities	25	40	Minimum 30 school Periods
		Any Disability	Inclusive Schools	10	20	Minimum 10 school Periods
Total				60	100	

**SED18R182 - Foundation in Indian Sign language (ISL) - I**

**Credits: 02**

**Hours: 60**

**Marks: 100**

S. No	Tasks for the Student-teachers	Disability Focus	Edu. Setting	Specific Activities	Hrs	Marks	
1.	Foundation in Indian Sign language (ISL) Learning and practical ISL – 1	Major Disability	Institute	Special statements	1.Greetings 2.Describing people & objects(Adjectival predicates) 3.Pronouns	20	40
				Simple with question words	1.Family and relations 2. Common objects (Clothing, Households etc.) 3.Plants	20	40
				Question with Question Words	1.Interrogatives 2.Places 3. People and professions 4.Actions	20	20
<b>Total</b>					<b>60</b>	<b>100</b>	

S. No	Course	Course title	Credits
1.	SED18R 107	Learning, Teaching and Assessment	4
2.	SED18R xxx	Pedagogy of School Subjects Paper - I	4
3.	SED18R xxx	Pedagogy of School Subjects Paper - II	4
4.	SED18R 110	Inclusive Education	2
5.	SED18R 111	Curriculum Designing, Adaptation and Evaluation	4
<b>Theory Total</b>			<b>18</b>
6.	SED18R183	Disability specialization - I	2
7.	SED18R184	Foundation in ISL - II	2
<b>Practical Total</b>			<b>4</b>
<b>Total ( Theory + Practical )</b>			<b>22</b>

## LEARNING, TEACHING AND ASSESSMENT

**Course Code: SED18R 107**

**Credits: 04**

**Contact Hours: 60Marks: 100**

### **Introduction**

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

### **Objectives**

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

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



**Unit 1: Human Learning and Intelligence** **12 Hrs**

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

**Unit 2: Learning Process and Motivation** **12 Hrs**

- 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** **12 Hrs**

- 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** **12 Hrs**

- 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** **12 Hrs**

- 5.1 Strategies: (Oral, written, portfolio, observation, project, presentation, group discussion, open book test, surprise test, untimed test, team test, records of learning landmark, cloze set/open set and other innovative measures) Meaning and procedure
- 5.2 Typology and levels of assessment items: Multiple choice, open ended and close ended; direct, indirect, inferential level
- 5.3 Analysis, reporting, interpretation, documentation, feedback and pedagogic decisions

- 5.4 Assessment of diverse learners: Exemptions, concessions, adaptations and accommodations;
- 5.5 School examinations: Critical review of current examination practices and their assumptions about learning and development; Efforts for exam reforms: Comprehensive and Continuous Evaluation (CCE), NCF (2005) and RTE (2009)

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

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

**Transaction and Evaluation**

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

**Essential Readings**

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

### **Suggested Readings**

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

## PEDAGOGY OF SCHOOL SUBJECTS TAMIL PAPER – I

Course Code: SED18R108

Credits: 04

Contact Hours: 60

Marks: 100

mwpKfg;ggFjp:

,g;ghlg;gFjpiaf; fw;Fk; khzth;fspd; mwpthw;wiy ed;F tYg;gLj;Jk; tifapy;> nkhopahrphpah;fspd; thapyhf jkpopd; nghJik mwpthw;wiy khzth;fspd; tho;tpay; kw;Wk; jq;fspd; gpw;fhy elj;ij epfo;Tfspy; gpujpygf;Fk;; nghUL;L nray;Kiwahf;fg;gl;Ls;sJ. ,Jkl;Lky;yhJ> jkpopy; ,lk;ngWk; ,yf;fpa> ,yf;fz tsq;fis ngw;Wk;> nkhopg;ghlk; vd;w mbg;gilapd; fPo; fw;f kw;Wk; gpwh;f;F fw;gpf;Fk; nghUL;Lk; ghlg;gapw;rp Kiwfs; cUthf;fg;gl;Ls;sJ. NkYk; ,itr;rh;e;j gpwjpwd;fis tsg;gLj;Jk; tifapYk; ,j;jkpo; ghlg;gFjpahdJ tbtikf;fg;gl;Ls;sJ.

Fwpf;Nfhs;fs;:

ghlg;gFjpapd; KOtjw;f;Fhpa Mrphpa – khzth;fspd; fw;wypd; Fwpf;Nfhs;fs;:

- jha; nkhopapd; ,d;wpahikiaAk; fw;;wypd; Nehf;fq;fisAk; mwpjy;.
- jha; nkhopad; gy;NtW gzfisAk;> Nehf;fq;fisAk; mwpjy;
- nra;As;> ciueil ghlq;fis gapw;WKiw kw;Wk; ,yf;fzk; fw;hpj;jypy; cs;s tpjpKiwfis mwpjy;.
- Nfl;ly;> NgRjy;> vOJjy;> gbj;jy; Nghd;w mbg;giljpwd;fs; kw;Wk; tha;nkhopg;gapw;rpfis mwpjy;.
- ghlf;Fwpg;G> ghlj;jpl;lf;Nfhl;ghL kw;Wk; etPdAyf ghlj;jpl;l Kiwfs; Fwpj;J mwpjy;.

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1.1 jha;nkhopf;fw;gpj;jypd; Nehf;fq;fs;> gad;fs;.

1.2 jha;nkhopapd; gz;Gfs;> Njhw;wk;> tsh;r;rp kw;Wk; jdpj;jd;ikfs;.

1.3 jha;nkhopf;fw;gpj;jypd; gapw;W Kiwfs;;.

1.4 nra;As;> ciueil gapw;W Kiwfs;

1.5 nra;As; eyk; ghuhl;b RitAzh;thw;wiy tsh;j;jy;.

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2.1 ghlj;jpl;lk; jahhpj;jypd; ,d;wpahikfs;> kw;Wk; GSkpd; fw;gpj;jy; Nfhl;ghLfs;.

2.2 Ez;zpiyf;fw;gpj;jypy; cs;s jpwd;gapw;rpfs; kw;Wk; ,izg;Gg;gapw;rpfs;

2.3 ,yf;fzk; fw;gpj;jypd; ,d;wpaikahik kw;Wk; Kiwfs; Fwpj;J mwpjy;

2.4 fl;Liug;ghlj;jpd; Nehf;fk>; Kiwfs; kw;Wk; tiffs; Fwpj;J mwpjy;.

2.5 fw;gpj;jypy; cs;s Jizf;fUtpfs;> tiuNaLfs; Fwpj;J mwpjy;.  
myF: 3jha;nkhopapd; mbg;gilj;jpwd;fs; kw;Wk; tha;nkhopg;gapw;rp 12  
kzpNeuk;

- 3.1. Nfl;lypd; mbg;gilj;jpwd;fs;
- 3.2. NgRjypd; mbg;gilj;jpwd;fs;
- 3.3. vOjypd; mbg;gilj;jpwd;fs;
- 3.4. gbj;jypd; mbg;gilj;jpwd;fs;
- 3.5. tha;nkhopg;gapw;rp Fwpj;j mwpjy;.

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- 4.1 fy;tp Vw;ghL Fwpj;j mwpjy;
- 4.2. rpwe;j ghLEhy;fis jahhpg;gjpy; cs;s topKiwfs;
- 4.3. nkhopahrphapd; fy;tpj;jFjpf;
- 4.4. nkhopahrphapd; gz;Geyd;fSld; \$ba nkhopg;gw;W
- 4.5. khzf;fhpd; jpwd; tsh;gapw;rpfs; Fwpj;J mwpjy;.

myF: 5nkhopf;fw;gpj;jypd; El;gf;\$Wfs; kw;Wk; kjpg;gply; 12 kzpNeuk;

- 5.1. nkhopf;fw;gpj;jypd; El;gf;\$Wfs; gw;wp mwpjy;
- 5.2. nkhopg;gapw;wha;Tf;\$lk; gw;wp mwpe;J nfhs;sy;.
- 5.3. jkpo;f;fw;gpj;jypd; tpisTfs; gw;wp mwpe;J nfhs;sy;
- 5.4. ey;y kjpg;gPl;Lf;fUtpapd; gz;G eyd;fs; gw;wp njhpe;Jnfhs;Sjy;.
- 5.5. ikaNghf;F msitfs; Fwpj;J mwpjy;

nray;Kiw Ntiyfs;:

1. fUj;juq;fk; elj;Jjy;
2. Kd;dwp;gpy;yh nrhw;nghopTfs;
3. jpwdha;Tf;fl;Liufs; jahhpj;jy;
4. nrhw;Nghh; gl;bkd;wk;
5. fw;gpj;jy; nghUs; njhlh;ghd Jizf;fUtpfs; jahhpj;jy;
6. tpdhtq;fp jahhpj;jy;
7. kyh; jahhpj;jy;
8. ehlfq;fs; vOJjy; kw;Wk; ebj;jy;
9. fl;Liuapd; tiffs; kw;Wk; jiyg;Gfs; njhlh;ghd nra;jpfisj; jpul;Ljy;

10. ifnaOj;J ,jo; jahhpj;jy;.

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1. tp[anyl;Rkp gjpg;gfk;. (2008). fw;gpj;jypy; cs;s rpf;fy;fs; - jPh;Tfs;. nrd;id: rhe;jh gjpg;gfk;
2. ,uj;jpdrhghgjp> gp. (2008) fy;tpapy; Njh;T. nrd;id: rhe;jh gjpg;gfk;
3. fzgjp> tp. ,uj;jpdrhghhjp. gp (2008) Ez;;zpiyf;fw;gpj;jy;. nrd;id rhe;jh gjpg;gfk;
4. ,uj;jpdrhghhjp. gp> ,uhZgj;Nkhfd; (2008) tpdhff;fspy; tphpry;fs; nrd;id rhe;jh gjpg;gfk;.
5. fiyr;nry;tp> nt (2008) fy;tpapy; rpwg;Gj;jkpo;><NuhL – rQ;rPt; ntspapL
6. gh];fud;> g.> gj;kgphpah (2007) fiyj;jpl;l tsh;r;rp> nrd;id: rhujh gjpg;gfk;
7. tp[anyl;Rkp.t (2005) ew;wkpo; fw;gpf;Fk; Kiwfs; gFjp> nrd;id rhe;jh gg;spNf\ d;];
8. ,uj;jpd rghgjp> gp> (2005) nrk;nkhopf;fy;tp>nrd;id rhe;jh gg;spNf\ d;]; Qhd%h;j;jp.jh.V (2002) ,yf;fpa jpwdha;tpy;> aho; ntspaPL
9. fNzrd;.jp (1981) Foe;ij ,yf;fpaj;jpy; ts;spag;gh xU topfhl;b: nrd;id thdjp gjpg;gfk;
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gg;spNf\d;];  
22. fzgjp.tp. (1977) ltifg;ghlq;fSk; fw;gpj;jYk;. nrd;id rhe;jh gg;spNf\d;];.

## **PEDAGOGY OF SCHOOL SUBJECTS MATHEMATICS – PAPER 1**

**Course Code: SED18R112**

**Credits: 04**

**Contact Hours: 60**

**Marks: 100**

### **Objectives**

*After learning this paper the teacher trainee will be able to*

- *Understand and appreciate the history of mathematics and its value in day to day applications.*
- *Acquire knowledge about aims and objectives and also develop the skill of writing objectives.*
- *Develop the skill of planning activities for effective teaching and learning of mathematics.*
- *Understand and apply the different methods and techniques to teach mathematics effectively.*
- *Understand the influence of various psychological factors and individual differences in learning mathematics and to plan activities according to the needs of the students.*
- *To understand and organize learning resources and apply them appropriately in everyday teaching.*

### **Unit 1-Introduction to Teaching Mathematics**

**(12 Hrs)**

- 1.1 Concept, meaning and definition of mathematics
- 1.2 Historical background of development of mathematics
- 1.3 Nature, importance and values of teaching mathematics
- 1.4 Contributions of mathematicians
- 1.5 Mathematics and its relationship with other subjects

### **Unit 2-Objectives and Planning for Teaching(12 Hrs)**

- 2.1 Aims and objectives of teaching mathematics - Meaning, definition and differences between aims and objectives
- 2.2 Instructional objectives- general and specific instructional objectives related to cognitive, affective and psychomotor domains
- 2.3 Year plan - Concept, purpose and advantages of year plan
- 2.4 Unit plan - Concept, definition, characteristics, steps and advantages of unit plan
- 2.5 Lesson plan - Concept, definition, functions, important features and various approaches to lesson planning

**Unit 3-Methods and Techniques of Teaching Mathematics (12 Hrs)**

- 3.1 Micro teaching - Definition, characteristics and skills of micro teaching
- 3.2 Macro teaching - Meaning, nature and importance of macro teaching
- 3.3 Methods of teaching - Inductive, deductive, analytical, synthetic, laboratory, lecture, Demonstration, heuristic, project and problem solving method
- 3.4 Individualized instruction - Meaning and characteristics of individualized instruction; Programmed instruction and computer assisted instruction
- 3.5 Instructional approaches – Cooperative learning, exposition, guided discovery, Seminar, Assignment, group discussion, supervised study

**Unit 4-Psychological Factors and Individual Differences (12 Hrs)**

- 4.1 Influence of various psychological factors in learning mathematics - Interest, attitude, Aptitude and memory
- 4.2 Individual differences - Concept and meaning; catering to individual differences
- 4.3 Slow learners and gifted - Concept, meaning and their characteristics
- 4.4 Remedial measures for the educational management of slow learners
- 4.5 Enrichment programmes for the gifted

**Unit 5-Learning Resources and Equipment's (12 Hrs)**

- 5.1-Mathematics laboratory and library
- 5.2-Organization of mathematics club, expo, field trips and field work
- 5.3-Importance of recreational mathematics - Riddles, quizzes, puzzles, paradoxes and Magic sequences
- 5.4-Mathematics textbook and workbook - Important features and its uses
- 5.5-Various equipment's and audio visual aids in teaching mathematics

**Practicum**

- Record on Year Plan, Unit Plan and Lesson Plan
- Record on Reading and Reflecting on School Textbooks
- Record on Educational Technology.
- Prepare an album about mathematicians and their contributions to Mathematics.
- Project.

**References:**

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6. Deepak Dayal, (2007), Modern Methods of Teaching Mathematics, APH Publishing Corporation
7. Jackson Audrey & et. al., (1994), Mathematics in Action, Mc.Millan & Mc. Grawhill School Publication Company.
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23. Suneetha, E. and Sambasiva Rao, R. Methods of Teaching Mathematics, Discovery Publishing House.
24. Suraj Goyal (2007), Teaching of Mathematics, Rajat Publications.
25. Swarupa Rani, (2007), Teaching of Mathematics; Modern Methods, APH Publishing Corporation.
26. Swaruparani, (2010), Teaching of Mathematics, APH Publishing Corporation.
27. Vijayakumar, S.J. and Bhaskara Rao, D. (2006), Techniques of Teaching Mathematics, Sonali Publications.
28. Vinayak Malhotra, (2006), Methods of Teaching Mathematics, Crescent Publishing

## **INCLUSIVE EDUCATION**

**Course Code: SED18R110**

**Credits: 02**

**Contact Hours: 30 Hrs**

**Marks: 50**

### **Introduction**

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

### **Objectives:**

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

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

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

**6 Hrs**

- 1.1 Marginalization 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: Policies & Frameworks Facilitating Inclusive Education**

**6 Hrs**

- 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 6 Hrs**

- 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 6 Hrs**

- 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**

**6 Hrs**

- 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 Mobilization for Inclusive Education

### **Practical & Field Engagement**

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

### **Transactions**

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

## Suggested Readings

- Bartlett, L. D., & Weisentein, G. R. (2003). *Successful Inclusion for Educational Leaders*. New Jersey: Prentice Hall.
- Chaote, J. S. (1991). *Successful Mainstreaming*. Allyn and Bacon.
- Choate, J. S. (1997). *Successful Inclusive Teaching*. Allyn and Bacon.
- Daniels, H. (1999). *Inclusive Education*. London: Kogan.
- Deiner, P. L. (1993). *Resource for Teaching Children with Diverse Abilities*, Florida: Harcourt Brace and Company.
- Dessent, T. (1987). *Making Ordinary School Special*. Jessica Kingsley Pub.
- Gargiulo, R.M. *Special Education in Contemporary Society: An Introduction to Exceptionality*. Belmont: Wadsworth.
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- Giuliani, G.A. & Pierangelo, R. (2007). *Understanding, Developing and Writing IEPs*. Corwin press: Sage Publishers.
- Gore, M.C. (2004). *Successful Inclusion Strategies for Secondary and Middle School Teachers*, Crowin Press, Sage Publications.
- Hegarthy, S. & Alur, M. (2002). *Education of Children with Special Needs: from Segregation to Inclusion*, Corwin Press, Sage Publishers.
- Karant, P., & Rozario, J. ((2003). *Learning Disabilities in India*. Sage Publications.
- Karten, T. J. (2007). *More Inclusion Strategies that Work*. Corwin Press, Sage Publications.
- King-Sears, M. (1994). *Curriculum-Based Assessment in Special Education*. California: Singular Publications.
- Lewis, R. B., & Doorlag, D. (1995). *Teaching Special Students in the Mainstream*. 4th Ed. New Jersey: Pearson.
- McCormick, S. (1999). *Instructing Students who Have Literacy Problems*. 3rd Ed. New Jersey, Pearson.
- Rayner, S. (2007). *Managing Special and Inclusive Education*, Sage Publications.
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- Sedlak, R. A., & Schloss, P. C. (1986). *Instructional Methods for Students with Learning and Behaviour Problems*. Allyn and Bacon.
- Stow L. & Selfe, L. (1989). *Understanding Children with Special Needs*. London: Unwin Hyman.
- Turnbull, A., Turnbull, R., Turnbull, M., & Shank, D.L. (1995). *Exceptional Lives*:
- Vlachou D. A. (1997). *Struggles for Inclusive Education: An Ethnographic Study*. Philadelphia: Open University Press.

- Westwood, P. (2006). *Commonsense Methods for Children with Special Educational Needs - Strategies for the Regular Classroom*. 4th Edition, London Routledge Falmer: Taylor & Francis Group.

## **CURRICULUM DESIGNING, ADAPTATION AND EVALUATION**

**Course code: SED18R111**

**Credits: 04**

**Contact Hours: 60**

**Marks: 100**

### **Introduction**

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

### **Objectives**

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

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

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

**12 Hrs**

- 1.1. Curriculum-Concept, Types and Models
- 1.2. Approaches and Steps for Curriculum designing
- 1.3. Curricular needs of children with hearing impairment in scholastic areas
- 1.4. Curricular needs of children with hearing impairment in non-scholastic areas
- 1.5. Curricular framework for 21st Century.

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

**12 Hrs**

- 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**

**12 Hrs**

- 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**

**12 Hrs**

- 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**

**12 Hrs**

- 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**

- E1. Bunch, G.O. (1987). The Curriculum and the Hearing Impaired student: Theoretical and practical considerations. Boston, MA: College-Hills Press.
- E2. Fontas, I. (2001). Guiding reader and Writers (Grades 3-6): Teaching comprehension, Genre and Context Literacy. Portsmouth, NH: Heinemann.
- E3. Gathoo, V. (2006). Curricular Strategies and Adaptations for children with Hearing Impairment New Delhi: Kanishka Publishers
- E4. Marsh, C.J. (2004). Key concepts for understanding curriculum. Routledge Falmer.
- E5. Moores, D.F., Martin, D.S. (2006). Deaf Learner: developments in curriculum and Instruction. Gallaudet University Press

#### **Suggested Readings**

- S1. Bialostok, S. (1992). Raising Readers: Helping your child to literacy. Winnipeg, MB: Peguis Publishers.
- S2. Culliman, B.E. (2000). Read to Me: Raising Kids Who Love to Read. New York:

Scholastic.

S3. Posner, G.J., & Rudnitsky, A.N. (2005). Course Design: A Guide to curriculum Development for Teachers. Pearson.

**Disability Specialization - I**

**Course Code: SED18R183**

**Credits: 02**

**Hours: 60**

**Marks: 100**

*Note: Schedule for practical for E-I shall be included in the time table (minimum ten working days may be allocated). Skill for Micro teaching shall be selected with reference to Major Disability*

S.No	Tasks for the Student-teachers	Disability Focus	Education Setting	Hrs	Marks	Description
1.1	a. Lesson planning for subjects selected	Major Disability	For Special school & Inclusive Set up	10	10	10 lessons
	b. Lesson planning focusing on adaptation, evaluation	Major Disability	For Special school & Inclusive Set up	10	10	10 lessons
1.2	a. Micro teaching & simulated teaching on selected skills	General	Institute	10	10	10 lessons
	b. Micro teaching & simulated teaching on 5 each from lessons planned in 1.2	Major Disability	Institute	10	10	10 lessons

S. No.	Tasks	Educational settings	Specific activities	Hrs	Marks	Submissions
1	Assessment of hearing	Institute / Clinic	*Observation of: BOA, conditioned Pure tone Audiometry, VRA , Speech Audiometry , Hearing aid trial & hearing aid testing *Studying 10 Audiograms and noting the diagnosis and recommendations *Practicing Ling's 6 sound test	5	15	Journal with reflections
2	Assessment of speech	Institute / Clinic	*Listening to speech of children with and without hearing loss and identifying parameters (Non segmental, segmental & supra segmental) 3 children each *Observing speech assessment (screening) – 2 children *Carrying out speech assessment	5	15	Journal with reflections

			( screening) -2 children *Observing speech assessment using standardized tool –2 children			
3	Assessment of language	Institute / Clinic	*Studying & describing standardized language tests – 1 number *Observations of any one test administration – 1 child *Administering any 1 test in a group *Observation of developmental scale-3 children * Observing a reading comprehension test- 1 group of students of primary level	5	15	Journal with reflections
4	Assessment in developmental psychology	Institute / Clinic	*Studying & describing DST, GDS, CPM , SFB ,VSMS *Observing assessment of children using any two of the above *Studying 10 assessment reports and noting the diagnosis and recommendations	5	15	
<b>TOTAL</b>				60	100	

### **Foundation in Indian Sign language (ISL) - II**

**Course code: SED18R184**

**Credits: 02**

**Hours: 60**

**Marks: 100**

S.No	Tasks for the Student-teachers	Disability Focus	Education Setting	Specific Activities		Hrs	Marks
1.	Foundation in Indian Sign language (ISL)  Learning and practical ISL - 2	Major Disability	Institute	1.Communicative expressions	1.Talking about the time	20	40
				1.Negative sentences 2.Finger spelling (alphabet)	1.Food (vegetables, 2. Fruits, beverages, Etc.) 3.Opposites	20	40
				1.Negative commands 2.Negative responses to offers/ suggestions 3. Finger spelling (use)	1.Calendar (week/ month/ year) 2. Colours 3. Place names	20	20



Total	60	100
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S. No	Course	Course title	Credits
1.	SED18R201	Educational Intervention and Teaching Strategies	4
2.	SED18R202	Technology and Disability	4
3.	SED18R203	Psycho Social and Family Issues	2
4.	SED18R204	Reading and Reflecting on Texts (EPC)	2
5.	SED18R205	Drama and Art in Education (EPC)	2
<b>Theory Total</b>			<b>14</b>
6.	SED18R281	Main disability special school	2
7.	SED18R282	Disability Specialization - II	1
8.	SED18R283	Foundation in ISL - III	2
<b>Practical Total</b>			<b>5</b>

## **EDUCATIONAL INTERVENTION AND TEACHING STRATEGIES**

**Course code: SED18R201**

**Credits: 04**

**Contact Hours: 60**

**Marks: 100**

**Introduction:**

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

**Objectives:**

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

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

*intervention.*

**Unit 1: Need & Strategies for Early Intervention of Hearing Loss** **12 Hrs**

- 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 Hrs**

- 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 Hrs**

- 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: Modeling & Shaping through Auditory, Visual, Tactile modalities
- 3.5 Individual and Group speech teaching: Strengths and challenges

**Unit 4: Communication and Language Teaching Strategies** **12 Hrs**

- 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 Hrs**

- 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, contextualized (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**

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

- Ling, D. (2002). *Speech hearing-impaired child: Theory and practice*. 2<sup>nd</sup> Ed. Deaf and hard of hearing.
- Livingston, Sue (1997). *Rethinking the Education Deaf Students: Theory and Practice from a Teachers Perspective*. London: Heinemann.
- Lynas, Wendy (1994). *Communication Options in the Education of Deaf Children*. London: Whurr Publishers Ltd
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- Mahshie S. N.(1995) *educating deaf children bilingually*, Gallaudet University, Washington
- Maluccio, Canali & Vecchiato (2002).*Assessing Outcomes in Child and Family Services: Comparative Design and Policy Issues*. Amazon
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- Moores, Donald, F (1997), *Educating the deaf*, Houghton Nifflin Company.
- Nerbonne, M. A. & Schow, R.L. (2002). *Introduction to Audiologic Rehabilitation*. Boston: Allyn and Bacon.
- Nerbonne, M. A. & Schow, R.L. (2013). *Introduction to Audiologic Rehabilitation*. 6th ed. Boston: Pearson Education.
- Owens, R.E. (2012). *Language development: An introduction (8th ed.)* Boston: Pearson
- Paul, Peter V. Whitelaw, Gail M. (2011). *Hearing and Deafness: An Introduction for Health and Education Professionals*. Boston: Jones and Bartlett Learning.
- Powell, F., Finitzo-Hieber, T., Friel-Patti, S., & Henderson, D. (1985). (Ed.) *Education of the Hearing Impaired Child*. London: Taylor and Francis Ltd. / San Diego: College-Hill Press.
- Rhoades, E., & Duncan, J. (2010). *Auditory-verbal practice: Toward a family centered approach*. Springfield: Illinois: Charles C. Thomas
- Schirmer, Barbara R (2001). *Psychological, Social and Educational Dimensions of Deafness*. Boston: Allyn and Bacon

### **Suggested Readings**

- Jeffers, J., & Barley, M. (1975). *Speech reading (Lip reading)*. Spring field, IL: Charles C. Thomas.
- Paul, P.V. Whitelaw, G.M. (2011). *Hearing and Deafness: An Introduction for Health and Education Professionals*. Boston: Jones and Bartlett Learning.

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

## TECHNOLOGY AND DISABILITY

**Course code: SED18R202**

**Credits: 04**

**Contact Hours: 60**

**Marks: 100**

### **Introduction**

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

### **Objectives**

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

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

### **Unit 1: Listening Devices and Classroom Acoustics**

**12 Hrs**

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

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

**12 Hrs**

- 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 supra-segmental 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 Hrs**

- 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 Hrs**

- 4.1 Technology and its impact on education: Changing Trends in teaching & learning
- 4.2 Technology products for educational purposes: Listening (Induction loop/FM/IR), Visual (Speech to text/text to speech) Audio-Visual (computer based learning & self-learning packages, Multimedia)
- 4.3 Technology Based Educational Services: Online learning, Web based learning, Computer assisted Learning, Video remote interpreting, C-Print technology, Open, Close and Real time Captioning
- 4.4 ICT and education of children with Hearing Impairment: Planning, Implementation & Evaluation of teaching-learning
- 4.5 Future technologies: Universal Design: Meaning & Scope

**Unit 5: Resource Mobilization for Technology** **12 Hrs**

- 5.1 Agencies for Aids & Appliances: Government and non-government
- 5.2 Eligibility criteria for availing funding under Government schemes
- 5.3 Procedure for availing funding from different agents
- 5.4 Challenges encountered with cost involved in maintenance of devices after availing funding and ways to overcome
- 5.5 Agencies/Strategies to locate required human resources for various services and referrals

**Course work/ Practical/ / Field Engagement:**

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

## **Transaction & Evaluation**

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

### **Essential Readings**

- Allum, D.J. (Ed). (1996). Cochlear Implant Rehabilitation in Children and Adults. England, London; Whurr Publishers.
- Andersson, C. (2014). Assistive Technology for the Hearing-impaired, Deaf and Deafblind. Amazon Pub.
- Berg, F. (2008). Speech Development Guide for Children With Hearing Loss. San Diego: Plural Publishing.
- Bess, F.H., & Humes, L.E. (1990). *Audiology: The fundamentals*. London: Williams & Wilkins.
- Finitzo-Hieber, T. (1981). Classroom Acoustics. In R. J. Roeser & M. P. Downs (Eds.) *Auditory disorders in school children*. New York: Thieme-Stratton.
- Katz, J. (1978, 1985, 1994). *Handbook of Clinical Audiology*. (2<sup>nd</sup>, 3<sup>rd</sup> & 4<sup>th</sup> eds.). Baltimore: Williams and Wilkins.
- Kumar, K. L. (2009). Educational Technology: A Practical Textbook for Students, Teachers, Professionals and Trainers. Amazon Pub.
- Lynas, Wendy (1994). Communication Options in the Education of Deaf Children. London: Whurr Publishers Ltd.
- Maltby, M.T. (1994). Principles of Hearing Aid Audiology. London: Whurr Publishers.
- Mathew, S.M. (2012). Technology for persons with hearing impairment. Status of Disability in India-2012. New Delhi: RCI
- Moores, Donald, F (1997). Educating the deaf, Houghton Nifflin Company
- Rapp, W.H. (YNK). Universal design for learning in action. Baltimore MD: Brooks
- Riekehof, Lottie L. (1978), The joy of learning signs, Gospel publishing House, Missouri
- Schirmer, Barbara R (2001). Psychological, Social and Educational Dimensions of Deafness. Boston: Allyn and Bacon
- Stewart, D.A. & Kluwin, T.N. (2001). Teaching Deaf & Hard of Hearing Students : Content , Strategies & Curriculum. London : Allyn & Bacon
- Taylor, Brian M., H. Gustav (2011). Fitting and Dispensing Hearing Aids. San Diego: Plural Publishing.

### **Suggested Readings**

- 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* (3<sup>rd</sup> ed.).

## **PSYCHOSOCIAL AND FAMILY ISSUES**

**Course code: SED18R203**

**Credits: 02**

**Contact Hours: 30**

**Marks: 50**

### **Introduction**

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

### **Objectives:**

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

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

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

**6 Hrs**

- 1.1 Overview of psychosocial development and 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 H.I
- 1.5 Challenges and issues in psychosocial development of children with hearing impairment

### **Unit 2: Family Environment**

**6 Hrs**

- 2.1 Identifying Family Needs
- 2.2 Role of family in decision making
- 2.3 Role of family in skill transfer and referral
- 2.4 Encouraging families acceptance of child's impairment
- 2.5 Creating passive environment in the family

### **Unit 3: Family Needs**

**6 Hrs**

- 3.1 Building parents confidence for making informed choices (communication options, option for listening devices, school placement).
- 3.2 Advocacy

- 3.3 Supporting family in raising children with hearing impairment
- 3.4 Facilitating availing of concessions, facilities and scholarship & other benefits
- 3.5 Encouraging family participation in self-help groups and family support networking

**Unit 4: Family Empowerment**

**6 Hrs**

- 4.1 Encouraging family centered practices
- 4.2 Parent self-efficacy belief
- 4.3 Family involvement in child's learning and parenting
- 4.4 Encouraging family acceptance of listening devices and ensuring its
- 4.5 Supporting family in fostering and developing communication and language

**Unit 5: Role of family in education and recreational activities**

**6 Hrs**

- 5.1 Involving family in fostering and developing play, recreation and values
- 5.2 Encouraging family involvement in educational programme
- 5.3 Family participation in community based rehabilitation programme
- 5.4 Supportive activities by the parents
- 5.5 Attitudinal changes among the family

**Engagement/ Practical's**

- 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
- Scheetz, N.A.(2000). *Orientation to Deafness*. Boston, MA: Allyn and Bacon.
- Spencer Patricia, Erting Carol, J.marMarschark, Mane, (2000), The deaf child in the family and school, laurance Erlbaum

**Suggested Reading:**

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

## READING AND REFLECTING ON TEXTS

**Course code: SED18R204**

**Credits: 02**

**Contact Hours: 30**

**Marks: 50**

### **Introduction**

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

### **Objectives:**

After completing the course student-teachers will be able to

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

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

**6 Hrs**

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

### **Unit 2: Reflections on Reading Comprehension**

**6 Hrs**

- 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 Disabilities

### **Unit 3: Skill Development in Responding to Text**

**6 Hrs**

- 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 Product** **6 Hrs**

- 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** **6 Hrs**

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

**Course Work/ Practical/ Field Engagement**

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

**Essential Readings**

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

- May, F. B. (2001). *Unravelling the seven myths of reading*. Allyn and Bacon: Boston
- McGregor, T. (2007). *Comprehension Connections: Bridges to Strategic Reading*. Heinemann Educational Books.
- Tovani, C., & Keene, E. O. (2000). *I Read It, but I Don't Get It: Comprehension Strategies for Adolescent Readers*. Stenhouse Publishers
- Soundarapandian, M. (2000). *Literacy campaign in India*. Discovery Publishing House: New Delhi.

### **Suggested Readings**

- Aulls, M. W. (1982). *Developing readers in today's elementary school*. Allyn and Bacon: Boston
- Baniel, A. (2012). *Kids beyond limits*. Perigee Trade: New York
- McCormick, S. (1999). *Instructing students who have literacy problems*. (3<sup>rd</sup>) Merrill: New Jersey
- Ezell, H., & Justice, L. (2005). Programmatic Research on Early Literacy: Several Key Findings. *IES 3rd Annual Research Conference: American Speech Language & Hearing Association (ASHA)*.
- Frank, S. (1985). *Reading without Nonsense*. Teachers College Press, New York.
- Gallagher, K. (2004). *Deeper Reading: Comprehending Challenging Texts*. Stenhouse Publishers
- Heller, R. (1998). *Communicate clearly*. DK Publishing: New York.
- Luetke-Stahlman, B., & Nielsen, D. (2003). *Early Literacy of Kindergartners with Hearing Impairment*. *High Beam*
- May, F. B. (1998). *Reading as communication*. Merrill: New Jersey
- Miller, D. (2002). *Reading With Meaning: Teaching Comprehension in the Primary Grades*. Stenhouse Publishers, New York.
- Pandit, B., Suryawanshi, D. K., & Prakash, M. (2007). *Communicative language teaching in English*. Nityanutan Prakashan, Pune.
- Paul, P. V. (2009). *Language and Deafness*. Jones and Bartlett: Boston

## **DRAMA AND ART IN EDUCATION**

**Course code: SED18R205**

**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 what role it plays in school education. More than anything, art education is also expected to enhance learning. And do teachers know how to go about it to achieve it? Here is an opportunity to facilitate the art within you which in turn will reflect art in within students.

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

### **Objectives**

After completing the course student-teachers will be able to

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

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

**6 Hrs**

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

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

**6 Hrs**

- 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 implementing activities

2.5 Enhancing learning through dance and music for children with and without special needs: Strategies and Adaptations

**Unit 3: Performing Arts: Drama**

**6 Hrs**

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 without special needs: strategies and adaptations

**Unit 4: Visual Arts**

**6 Hrs**

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**

**6 Hrs**

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:**

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

- Observe an art period in a special school and briefly write your reflections on it

### Essential Readings

- Finlay, Victoria. The brilliant History of Color in Art. Getty Publications, China.
- Shirley, Greenway. (2000). Art, an A to Z guide. Franklin Watts: USA
- Vaze, Pundalik. (1999). How to Draw and Paint Nature. Jyosna Prakashan: Mumbai
- Ward, Alan. (1993) Sound and Music. Franklin Watts: New York.
- Baniel, Anat. (2012). Kids beyond limits. Perigee Trade: New York.

### Suggested Readings

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

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## MAIN DISABILITY SPECIAL SCHOOL

**Course code: SED18R281**

**Credits: 02**

**Contact Hours: 60**

**Marks: 100**

Sl. No.	Tasks	Educational settings	Specific activities	Hrs.	Marks	Submissions
1	Teacher assistant	Special school for children with Hearing Impairment	Working as teacher assistant for prayers / assembly, checking hearing device, attendance, home work/class work, writing diaries, preparing TLM, teaching practice sessions recapitulation, and break times,	05	15	Journal of daily reflections and learning



2	Practicing functioning as a teacher		Undertaking continuous whole day teaching using daily diary system For planning and recording.	05	20	Daily diary
3	Understanding school examination		Assisting in exam related planning, setting question papers, assessing, entering outcome in records, writing progress reports, feedback to students and parents, drawing Pedagogic decisions.	10	10	Portfolio of assessment activities
4	Understanding beyond classrooms		Participating in School committees meetings, Sports, Picnics, trips, visits, Parent Teacher Association (PTA) meeting, competitions, Celebrations, annual gatherings, medical checkups – any 3	10	10	*
5	Development of (TLM), Worksheet		Developing 3 Teaching Learning Material (TLM) and 10 worksheet for the assigned class	10	10	TLM
6	Document study		Reading and reporting on academic calendars, time table, diaries, work books, progress reports, case files, parent meeting reports, certificates, forms to avail exemptions and concessions, assessment formats for pre-school	05	10	*
7	Use of internet and modern technology for improving the class processes	Special school for children with Hearing Impairment	Using technology for classroom teaching, art education, record keeping, communication, downloading power points, AVs for concept development involving students	05	10	*
8	Compilations of language teaching material news, conversation, stories and unseen pictures		Compiling language material news, conversations, stories and unseen pictures, Directed activities	05	5	Journal of compilation
9	Program end presentation		Power point presentation on consolidations, reflections and take away points from field engagement to be able to become a teacher	05	10	

<b>TOTAL</b>	<b>60</b>	<b>100</b>
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### **Disability Specialization -II**

**Course code: SED18R282**

**Credits: 01**

**Hours: 30**

**Marks: 50**

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

			<b>Primary</b> - Observing and reporting classroom teaching for various subjects as per the time table of the school- Minimum 18 school periods - Language - School subjects - Co-curricular	10	30	
5	Lesson planning	Institute	Supervised activity by college faculty with specific feedback			
6	Delivering Lessons	Special school	20 lessons (Science/Maths-5, Social Science- 5, Language – 8, Art – 2)			
7	Individualised lessons (Part- I)		5 lessons on 1 student			
8	Delivering lessons	Inclusive school	4 lessons of school periods indicating appropriate curricular adaptations	2	2	
9	Visit to other than practice teaching school	Special school	Observing infrastructure and curricular transaction	3	3	
<b>TOTAL</b>				<b>30</b>	<b>50</b>	

**SED18R283 - Foundation in Indian Sign language (ISL) - III**  
**Hours: 60**

**Credits: 02**  
**Marks: 100**

S. No	Tasks for the Student-teachers	Disability Focus	Edu. Setting	Specific Activities	Hrs	Marks	
1.	Foundation in Indian Sign language (ISL) Learning and practical ISL – 3	Major Disability	Institute	Numbers	1. Measures 2. Talking about Money 3. Animals	20	40
				Use of space, perspective, and role-play	1. Body & Health 2. Deafness and Disability 3. Abstract concepts	20	40
				Relations inactions	1. Verbs 2. Expressing movement 3. Talking about language	20	20
<b>Total</b>					<b>60</b>	<b>100</b>	

S. No	Course	Course title	Credits
1	SED18R206	Basic Research & Basic Statistic (EPC)	2
2	SED18RXXX	Skill based Optional Course -I (Cross disability and inclusion)	2
3	SED18RXXX	Skill based Optional Course -II (specialization disability)	2
<b>Theory Total</b>			<b>6</b>
4	SED18R284	Cross Disability and Inclusion - II	2
5	SED18R285	Other disability special school	2
6	SED18R286	Inclusive school	2
7.	SED18R287	Foundation in ISL - IV	2
<b>Practical Total</b>			<b>8</b>

## **BASIC RESEARCH AND STATISTICS**

**Course code: SED18R206**

**Credits: 02**

**Contact Hours: 30**

**Marks: 50**

### **Objectives**

After completing the course student-teachers will be able to

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

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

**6 Hrs**

- 1.1 Scientific Method
- 1.2 Research: Concept and aims
- 1.3 Research: Definition & characteristics
- 1.4 Purpose of Research
- 1.5 Steps of research

### **Unit 2: Educational Research**

**6 Hrs**

- 2.1 Educational Research- concepts
- 2.2 Application of Scientific Method in Research
- 2.3 Areas of educational research
- 2.4 Research in Education and Special Education
- 2.5 Ethics of research.

### **Unit 3: Types of research & Process of Research**

**6 Hrs**

- 3.1 Basic/Fundamental
- 3.1 Applied
- 3.2 Action
- 4 3.4 Action Research in Teaching Learning Environment
- 3.5 Professional Competencies for Research

**Unit 4: Tools, procedure and methods**

**6 Hrs**

- 4.1 Tools of Research: Tests, Questionnaire, Checklist and Rating Scale
- 4.2 Selection of Problem
- 4.3 Formulation of Hypothesis
- 4.4 Collection of Data
- 4.5 Analysis of Data & Conclusion

**Unit 5: Measurement and Analysis of Data**

**6 Hrs**

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

**Practicum/ Field Engagement**

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

**Essential Readings**

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

**Suggested Readings**

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

## **GUIDANCE & COUNSELLING**

**Course Code: SED18R207**

**Credits: 02**

**Contact Hours: 30**

**Marks: 50**

### **Objectives**

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

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

### **Unit 1: Introduction to Guidance and Counseling** **6 Hrs**

- 1.1 Guidance and Counseling: Definition
- 1.2 Aims of Guidance and Counselling
- 1.3 Purpose of Guidance and counseling
- 1.4 Scope of Guidance and counseling
- 1.5 Areas of Guidance and Counselling

### **Unit 2: role of Guidance and Counseling in education.** **6 Hrs**

- 2.1 Skills and Competencies of a Counsellor
- 2.2 Role of Teacher in Guiding for Students with Special Needs
- 2.3 Role of Teacher in Counseling for Students with Special Needs
- 2.3 Need of counseling for CWSN
- 2.4 Core Conditions in Counselling

### **Unit 3: Enhancing Self Image and Self Esteem** **6 Hrs**

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

### **Unit 4: Guidance and Counseling in Inclusive Education** **6 Hrs**

- 4.1 Current Status with reference to Indian School
- 4.2 Types of Counselling: Child-Centred, Supportive, Family
- 4.3 Guidance in Formal and Informal Situations: Within and Outside Classroom,
- 4.4 Vocational Guidance
- 4.5 Skills of vocational counsellor.

### **Unit 5: group guidance** **6 Hrs**

- 5.1 Group Guidance: importance.

- 5.2 Principles of group guidance.
- 5.3 Group Leadership Styles and Group Processes
- 5.4 Challenges in Group Guidance
- 5.5 Procedure in Group counseling.

### **Practicum/ Field engagement**

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

### **Transaction**

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

### **Essential Readings**

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

### **Suggested Readings**

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

## **GENDER AND DISABILITY**

**Course Code: SED18R210**

**Credits: 02**

**Contact Hours: 30**

**Marks: 50**

### **Objectives:**

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

- *Develop an understanding of human rights based approach in context of disability.*
- *Explain the impact of gender on disability.*
- *Describe the personal and demographic perspectives of gender and disability.*
- *Analyze the issues related to disabled women.*
- *Analyze the issues related to girl children.*

### **Unit 1: Human Right-based Approach and Disability**

**10 Hours**

1.1 Human Rights-Based Approach: Concept and History

1.2 Principles of Human Rights-Based Approach

- Equality and Non-Discrimination
- Universality & Inalienability
- Participation and Inclusion
- Accountability and Rule of Law

1.3 Elements of Human Rights System

- Legal Framework
- Institutions
- Development Policies & Programs
- Public Awareness
- Civil Society

1.4 Advantage of Human Rights-Based Approach

1.5 Implications for Disability

- Empowerment
- Enforceability
- Indivisibility
- Participation



**Unit 2: Gender and Disability****10 Hours**

2.1 Sex &amp; Gender: Concept &amp; Difference

2.2 Impairment &amp; Disability: Concept &amp; Difference

2.3 Gendered Experience of Disability

- Public Domain: School and Outside School
- Private and Familial Domain
- Normalization and Social Role Valorisation

2.4 Gender and Disability Analysis: Techniques and Strategies

2.5 Psyche and Gender: Implications for Teaching

**Unit 3: Women and Girl Child with Disability****10 Hours**

3.1 Inclusive Equality

- Access to Family Life
- Access to Education, Vocational Training and Employment
- Access to Political Participation

3.2 Factors Contributing to Disability

- Gender-Based Violence in School and Within Family
- Traditional Practices

3.3 Sexual and Reproductive Health

3.4 Teacher's Role in Promoting Gender Equality

3.5 Gender Critique of Legislation, Government Policy and Schemes

**Practicum/Field Engagement:**

- I. Study the case of a woman with disability and submit a report
- II. Review selected paper/s authored by women with disability
- III. Conduct a gender analysis of a selected disability Act/Policy

**Transaction:**

This course has been designed to provide the student teachers a socio-cultural perspective to disability. It aims to promote awareness about the space for disability equity and rehabilitation within the human rights system. As such the transaction of the course topics should be done through focus group discussions, and issue-based classroom interactions in addition to lectures and seminars.

### **Essential Readings:**

- Habib, L. A. (1997). *Gender and Disability: Women's Experiences in the Middle East*. Oxfam, UK.
- Hans, A. (2015). *Disability, Gender and the Trajectories of Power*. Sage Publications Pvt. Ltd.
- Meekosha, H. (2004). *Gender and Disability*. Sage Encyclopaedia of Disability.
- O'Brien, J., & Forde, C. (2008). *Tackling Gender Inequality, Raising Pupil Achievement*, Dunedin Academic.
- Ridgeway, C. L. (2011). *Framed by Gender: How Gender Inequality Persists in the Modern World*. Oxford University Press.
- Samuels, E. (2014). *Fantasies of Identification: Disability, Gender, Race*. NYU Press, USA.
- Smith, B. G., & Hutchison, B. (2013). *Gendering Disability*. Rutgers University Press, New Jersey.

### **Desirable Readings:**

- Beeghly, L. (1999). *Angles of Vision: How to Understand Social Problems*, West View Press.
- Purkayastha, D. (2010). *Economic Growth, Intra-Household Resource Allocation and Gender Inequality*, Atlantic Economic Journal, Vol. 38, No. 4.
- Treas, J., & Drobnic, S. (2010). *Dividing the Domestic: Men, Women, and Household Work in Cross-National Perspective*, Stanford University Press.

## **ORIENTATION AND MOBILITY**

**Course Code: SED18R211**

**Credits: 02**

**Conduct Hours: 30 hrs**

**Marks: 50**

### **Introductions:**

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

**Objectives:** (After completing the course the student-teachers will be able to):

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

### **Unit 1: Introduction to Orientation**

**(6 Hrs)**

1.1 Orientation - Definition, Meaning and Importance

1.2 Ways and Means of Orientation training

1.3 Basic Terminologies associated with Orientation

1.4 Roles of other Senses in Orientation training

1.5 Special Responsibilities of Special Teacher/Educator with reference to Orientation training

### **Unit: 2 Introduction to Mobility**

**(6 Hrs)**

2.1 Mobility - Definition, Meaning and Importance

2.2 Ways and Means of mobility training and Part of the Team members

2.3 Basic Terminologies associated with Mobility: Trailing, Landmarks, Clues, Shoreline, Squaring off, Clockwise Direction, Sound Masking, and Sound Shadow

2.4 Roles of other Senses in Mobility training

2.5 Special Responsibilities of Special Teacher/Educator with reference to Mobility training

**Unit 3: Sighted Guide****(6 Hrs)**

- 3.1 Basic technique (grip, hand position, speed control)
- 3.2 Walking in a narrow space, sitting in chair
- 3.3 Passing through doorways, Staircases, Curb and roads.
- 3.4 Making conduct, Reversing Directions or Transferring Sides & simple help's
- 3.5 Search patterns, General Modifications and common errors-corrections

**Unit 4: Orientation & Mobility Communication Skills & Protective Technique (6 Hrs)**

- 4.1 O & M of Communication & Every day Protective Technique
- 4.2 O & M of teaching navigation skills
- 4.3 Guide Dog mobility training & Access rights
- 4.4 O & M of Managing Essential skills
- 4.5 O & M of vision Rehabilitation Services.

**Unit 5: Cane Technique****(6 Hrs)**

- 5.1 Cane – Types and basic technique (grip, hand position, wrist movement, arc, instep, rhythm and room familiarization)
- 5.2 Cane Travel Techniques: Touch and Drag, Diagonal Cane, Trailing, Shore Lining, SquaringOff Technique, and Common Terminology.
- 5.3 Using Oral Description for Teaching Orientation
- 5.4 Tactile and Auditory Maps - Description and Uses
- 5.5 Electronic Devices & Assistive technologies

**Course Work/Practical/ Field Engagement:**

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

**Essential Readings:**

- Blasch, B. B., Weiner, W. R., & Welsh, R. L. (1997). Foundations of Orientation and Mobility (2nd ed.). New York: AFB Press.
- Cutter, Joseph (2006). Independent Movement and Travel in Blind Children. IAP, North Carolina
- Fazzi, D.L. & Petersmeyer, B.A. (2001). Imagining the Possibilities: Creative Approaches to Orientation and Mobility Instruction for Persons who are Visually Impaired. AFB Press, New York.
- Jaekle, Robert C. (1993). Mobility Skills for Blind People: A Guide for Use in Rural Areas. Christoffel Blinden Mission.
- Knott, N.I. (2002). Teaching Orientation and Mobility in the Schools: An Instructor's Companion. AFB Press, New York.
- Smith, A.J. & Geruschat, D. R. (1996). Orientation and Mobility for Children and Adults With Low Vision. In A. L. Corn & A. J. Koenig (Eds.), Foundations of Low Vision: Clinical and Functional Perspectives. AFB Press, New York.

**Suggested Readings:**

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

## COMMUNICATION OPTIONS: ORALISM

**Course Code: SED18R212**

**Credits: 02**

**Contact Hours: 30**

**Marks: 50**

### **Introduction**

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

### **Objectives**

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

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

### **Unit 1: Understanding Hearing Loss in Real Life Context**

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

## **Unit 2: Advance Understanding of Oral Options**

- 2.1 Difference between Uni Sensory and Multi-Sensory Approach in Oralism
- 2.2 Oral to Literacy: Why and How
- 2.3 Speech Reading: Need, Role and Strategies in All Communication Options
- 2.4 Training and Guidance on Aural Oral Practices for Families and Tuning Home Environment: Current Scenario, Importance and Strategies
- 2.5 Tuning Mainstream Schools/Classrooms for Aural Oral Communication: Do's&Don'ts

## **Unit 3: Skill Development Required for Oralism**

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

## **Unit 4: Skill Development Auditory Verbal (AV) Approach**

- 4.1 AV Approach: Meaning, Misconnects and Justification
- 4.2 Stages of Auditory Hierarchy
- 4.3 Understanding Listening Strategies, Techniques of AV Approach and Their Relation To Listening Environment
- 4.4 Reading Model Plans and Observing a Few Weekly Individual Sessions
- 4.5 Developing Instructional Material for AVT Sessions Linking Listening, Language And Cognition

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

- 5.1 Use of Oralism and AV Approach in Indian Special Schools: Current Scenario
- 5.2 Oralism / AV Approach: Prerequisites for Special Schools
- 5.3 Strategies of Implementation Oral Communication Policy and Fulfilling Prerequisites

5.4 Resource Mobilization for Listening Devices: (ADIP, Organized Charity, CSR, Fund Raising Events, Web Based Fund Raising)

5.5 Reflections on the Course: From Theory to Practice to Initiating Change

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

I. Watching Videos of Individual Sessions and Classroom Teaching

II. Role Play and Dramatization

III. Developing Learning Material for Facilitating Connectivity among Listening, Language and Cognition

IV. Recording Self Narrated Stories / Poems and Writing Reflections Upon it

V. Interacting with Non-Disabled Children for Practicing Expansion of Ideas

### **Essential Readings**

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

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• *Dhvani* (English). Balvidyalaya Publication: Chennai.

• Estabrooks, W. (2006). *Auditory-Verbal Therapy And Practice* , Ag Bell

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

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

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

• *Communication Options And Students With Deafness*. (2010). Rehabilitation Council of India , New Delhi.

### **Suggested Readings**

• Chaney, A. L., & Burk, T. L. (1998). *Teaching Oral Communication In Grades K – 8*. Allyn And Bacon. Boston

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

• *Dhvani* (Marathi). Balvidyalaya – Cym Publication

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



- Estabrooks, W., & Marlowe J, (2000). The Baby is Listening, A. G. Bell Association, Washington D.C.
- Estabrooks , W. (2001). 50 Frequently Asked Questions (Faqs) About Auditory-Verbal Therapy. Learning to Listen Foundation.
- Heller, R. (1999). Effective Leadership. Dk Publishing: New York.
- Heller, R. (1999). Managing Change. Dk Publishing: New York.
- Ling, D. (1989). Foundations of Spoken Language for Hearing Impaired Children. A.G.Bell. Washington D.C.
- Ling, D., & Ling, A.H. (1985). Aural Habilitation: The Foundations of Verbal Learning in Hearing Impaired Children. A.G. Bell Association, Washington D.C.
- Edgar, L. L., & Marguerite, S. (1963). Play it by ear! : auditory training games, John Tracy Clinic Publication, Los Angeles.
- Resource Book on Hearing Impairment. AYJNIHH Publication.
- Unpublished Dissertations and Thesis on Profiling Communication Options in Special Schools in India.

## **COMMUNICATION OPTIONS: MANUAL** **(INDIAN SIGN LANGUAGE)**

**Course Code: SED18R213**

**Credits: 02**

**Contact Hours: 30**

**Marks: 50**

### **Introduction:**

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

### **Objectives:**

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

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

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

**6 Hrs**

- 1.1 Basic Awareness of Paradigms of D/Deafness (Medical and Social)
- 1.2 Basic Awareness of Deafness and Communicative Challenges / Concerns
- 1.3 Basic Awareness on Deafness with Reference to Culture, Language, Identity, Minority Status, Deaf Gain, Literacy and Inclusion
- 1.4 Basic Awareness of Difference between ISL and ISS; Myths and Facts
- 1.5 Importance of Neural Plasticity and Early Language Opportunities

### **Unit 2: Advance Understanding of Manual Options and Indian Scenario**

**6 Hrs**

- 2.1 Use of Simcom and Educational Bilingualism in Indian Schools: Current Scenario
- 2.2 Challenges, Prerequisites and Fulfilling Prerequisites
- 2.3 Monitoring and Measuring Development of ISL/ISS in Students: Receptive and Expressive Mode
- 2.4 Training and Guidance for Families and Tuning Home Environment: Current Scenario and Strategies
- 2.5 Tuning Mainstream Schools/Classrooms for Students Using Manual Communication: Do's and Don'ts

### **Unit 3: ISL Skill Development: Middle Order Receptive and Expressive Skills 6 Hrs**

- 3.1 Practicing ‘Motherese’ (Tuning Language to Suit Young Children) and Age Appropriate Discourse with Children with Appropriate Language, Turn Taking and Eye Contact
- 3.2 Practicing Natural Signing in Short Common Conversations
- 3.3 Practicing Natural Signing in Stories/Poems/Narrations/Jokes
- 3.4 Practicing Natural Signing in Discussing Emotions, Expansion of Ideas and Current Affairs
- 3.5 Practicing Group Dynamics

### **Unit 4: ISL Skill Development: Towards Higher Order Receptive and Expressive Skills**

- 4.1 Learning to Express Gender, Number, Person, Tense, Aspect
- 4.2 Practicing Sentence Types: Affirmative, Interjections, Imperative and Interrogative and Negativization
- 4.3 Practicing Sentence Types: Simple, Complex, Compound
- 4.4 Observing Using ISL in Classrooms – Social Science
- 4.5 Observing Using ISL in Classrooms – Science / Mathematics

### **Unit 5: ISS/ ISL Skill Development and Course Conclusions 6 Hrs**

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

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

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

### **Essential Readings**

- *Communication Options and Students with Deafness*. (2010). Rehabilitation Council of India, New Delhi.
- Heller, R. (1999). *Managing Change*. DK Publishing: New York.
- ISS Learning Material and Dictionaries
- Paul, P. V. (2009). *Language and Deafness*. Jones And Bartlett: Boston.
- *Teaching Learning ISL Material Developed at AYJNIHH, Mumbai, SRKV, Coimbatore and NISH, Trivandrum*
- Zeshan, U. (2000). *Sign Language in Indo-Pakistan*. John Benjamins Pub. Co, Philadelphia.

## Suggested Readings

- Akamatsu, C. T., & Armour, V. A. (1987). Developing written literacy in deaf children through analyzing sign language, *American Annals of the Deaf*, 132(1), 46-51.
- Andrews, J.F., Winograd, P., & DeVille, G. (1994). Deaf children reading fables: Using ASL summaries to improve reading comprehension. *American Annals of the Deaf*, 139(3), 378-386.
- Devych, G. N., Bhattacharya, T., Grover, N., & Randhawa, S.P.K. (2014). *Indian Sign Language(S)*. Orient BlackSwan, Hyderabad.
- *Directory of Rehabilitation Resources for Persons with Hearing Impairment in India*.(2000), AYJNIHH Publication.
- Education. Gallaudet Research Institute, Working Paper 89-3, Gallaudet University, Washington, D.C.
- Evans, L. (1982). *Total Communication, Structure and Strategy*. Washington D.C.: Gallaudet College Press.
- Ezell, H.K., & Justice, L.M.(2005). Programmatic Research On Early Literacy: Several Key Findings. *IES 3rd Annual Research Conference: American SpeechLanguage & Hearing Association (ASHA)*.
- Frank, S. (1985). *Reading Without Nonsense.*: Teachers College Press, New York.
- Ghate, P. (1996). *Indian Sign System*. AYJNIHH In-House Publication: Mumbai.
- Ghate, R.A. (2009). *Survey of Teachers' Opinion on Status of Education of the Deaf*. Unpublished Report of RCI, New Delhi.
- Heller, Robert (1999). *Effective Leadership*. Dk Publishing: New York.
- Huddar, A. (2008). *Language and Communication*. DSE Manuals. Rehabilitation Council of India, New Delhi.
- Improve Reading Comprehension. *American Annals of the Deaf*, 139, 378-386.
- *Indian Sign Language Dictionary* .(2001). Sri Ramakrishna Mission Vidyalaya, Coimbatore.
- Johnson, R., Liddell, S., & Erting, C. (1989). Unlocking the Curriculum: Principles for Achieving Access in Deaf Language. *American Annals of the Deaf*, 132, 46-51.
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## CROSS DISABILITY AND INCLUSION – II

**Course code: SED18R284**

**Credits: 02**

**Hours: 60 Hrs**

**Marks: 100**

S.No	Tasks	Educational settings	Specific activities	Hrs.	Marks	Submission
1.	Infrastructure of an Inclusive school	Inclusive school	Studying the extent of barrier free environment ( Infrastructure including Assistive devices, Human resource & Inclusive teaching practices) available in an Inclusive school	15	30	Report with reflect-ions
2.	Classroom teaching observations		Observing 10 lessons (5 language + 5 subjects) and writing report	15	30	
3.	Assisting Teacher		Working as teacher assistant for Prayers/ Assembly, Checking hearing device, Attendance, Home work/Class work, Writing diaries, Preparing TLM, Teaching practice sessions recapitulation, and Break times	10	20	
4.	IEP Part -II			20	20	
<b>TOTAL</b>				<b>60</b>	<b>100</b>	

**Note:** *Practical timing shall be included in time table (minimum of four week)*

*Observations as mentioned are essential. However, if schools for other disability are not available in the nearby area, the same may be interpreted as observation at Inclusive school/ education/services being provided in the resource room/ home based education or vice versa with other disability*

## Other Disability Special School

(Any Special school)

Course code: SED18R285

Credits: 02

Hours: 60 Hrs

Marks: 100

Sl. No.	Tasks	Educational settings	Specific activities	Hrs	Marks	Submissions
1	Teacher assistant	Special school of other disability	Studying the background of the children in the allotted class & working as teacher assistant for Prayers/assembly, Attendance, Home work/class work, Writing diaries & Assisting in school celebrations	20	40	Journal of daily reflections and learning
2	Document study		Reading and reporting on Academic calendars, Time table, Diaries, Work books, Progress reports, Case files, 3 Parent meeting reports, Certificates, Forms to avail exemptions and concessions, Assessment formats for pre-school	20	30	Journal
3	Use of internet and modern technology for improving the class processes		Using technology for classroom teaching, Art education, Record keeping, Communication, Downloading power points, AVs for concept development involving students	20	30	Journal
<b>TOTAL</b>				60	100	

**It may be noted:**

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

## Inclusive School

Course code: SED18R286

Credits: 02

Hours: 60 Hrs

Marks: 100

Sl. No.	Tasks	Educational settings	Specific activities	Hrs	Marks	Submissions
1	Understanding the children in the classroom	Inclusive School	Studying the background of children in the allotted class	10	5	Report with reflections
2	Understanding the plans		Studying the half yearly, Monthly & Unit plans and Calendar of activities and Progress report	10	5	
3	Teaching support		Assisting the teachers in Adaptation of content, Lesson planning, Scheduling, Resource mobilization, Preparing TLM & Planning celebrations	20	50	
4	Remedial support		Teaching special children for specialised support for achieving the content mastery - 2 students	10	30	
5	Student evaluation		Assist the teachers in developing Teacher made tests, Marking scheme, Scoring key, Exam supervision, Evaluation of answer scripts & Reporting	10	10	
<b>TOTAL</b>				<b>60</b>	<b>100</b>	

## Foundation in Indian Sign language (ISL) - IV

Course code: SED18R287

Credits: 02

Hours: 60

Marks: 100

S. No	Tasks for the Student-teachers	Disability Focus	Education Setting	Specific Activities		Hrs	Marks
1.	Foundation in Indian Sign language (ISL) Learning and practical ISL - 4	Major Disability	Institute	1. Possession	1. Geometrical Shapes 2. Talking about The workplace 3. Environment (earth and sky)	30	50
				1. Interpreting - Category	1. One-on-one Interpreting. 2. Consecutive Interpreting 3. Informal Settings	30	50
Total						60	100

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