

# SYLLABUS

B.Ed. Special Education (Intellectual Disability)

(Semester System)  
Examinations 2020 – 2021

Faculty of Education

Panjab University  
Chandigarh -160014

**PANJAB UNIVERSITY**

**Chandigarh**

**Bachelor of Education - Special Education (B.Ed. Spl. Edu. – Intellectual Disability)**

**I. PREAMBLE**

Both, Indian society and school system are full of strengths and challenges the essence of which is diversity. Coming together with diverse background is part of our growing up and functioning in the society as adults. But how are the classrooms which are known to be miniature societies and future societies handling this coming together currently? This is one of the key questions waiting to be addressed at macro as well as micro level today. As we take the credit (and pride) of managing some of the obviously visible diversities quite well, it is high time that we move on to dealing with lesser visible diversities in classrooms. Various subtle diversities are waiting to be identified by classroom teachers if not by theorists and experts – dealing with these will come only after acknowledging them systematically. Diversities related to learning styles, multiple intelligences, personality profiles or study habits are a few of the factors yet to take their due places in classroom activities. Similarly diversity of abilities and hence of the related educational needs, too are waiting to be addressed properly in Indian classrooms.

With this backdrop the current B. Ed. Special Education (ID) curriculum is revisited. After a lot of brainstorming this curriculum has been developed to empower the special teachers/educators to ensure education of students with disabilities in an inclusive, right based and barrier free environment. It is in tune with the reforms in Indian education and teacher education system in general with specific reference to NCTE Notification of December 2014. It intends to place teacher education preparation in special education in the rights- perspective of the larger picture. ***The prime intention is to develop a task force of the special teachers/educators who can deliver the best in all settings: inclusive, special, open or home based and in all the roles: classroom teacher, resource teacher, itinerant teacher or cross disability teacher facilitators.***

This document proposes the program structure for the duration of two years so that a wide range of knowledge and skills can be inculcated in trainee teachers during the program. Difference in philosophies and theories between special and general education need to be bridged and special educators and teachers trained to collaborate to meet diverse needs in the classroom. The program structure readies them for embarking on a fulfilling professional journey spurred by reflection and practices. Moving away from ‘show and tell’ to ‘learning by doing’, the course will be skill oriented, and offer various opportunities of interaction with self, students, schools and communities.

The curriculum attempts at striking balance between core knowledge (theory and pedagogy) and skills; cross disability knowledge as well as disability specific knowledge and skills. The role of special educators has changed dramatically, with a shift from direct provider of instruction to facilitator and consultant. A teacher would need the first set of skills to develop a basic understanding of curriculum transaction and content pedagogical knowledge as well as change

agent, collaboration, communication and time management skills. Provision of the second set would be required, since cross disability expertise is more relevant within the framework of inclusion; and a teacher would need the third set to specialise in one of the disabilities particularly for serving the needs of children with specific disability in inclusive as well as special setting.

Inclusion is at the educational centre stage today and hence the roles of special and general teachers need to be operationalized systematically. To give the program more pragmatic relevance, issues related to projected needs, employability, career and higher education options and entry level eligibility are given serious consideration so the opportunities for a special educator are at par with teachers in general education. It is expected that so far separated general and special education would initiate more bilateral collaborations with each other to fulfill the global objective of EDUCATION FOR ALL.

## **II. OBJECTIVES**

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

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

## **III. REGISTRATION AS PROFESSIONAL UNDER RCI Act**

It is mandatory for every pupil teacher of Special Education to obtain a “Registered Professional Certificate” from Rehabilitation Council of India, New Delhi to work in the field of Special Education in India. After completion of the course, the students need to register themselves with the Rehabilitation Council of India (RCI) to obtain registration number in order to work as authorized special educators.

## **IV. TEACHING PEDAGOGY**

- a) Classroom teaching will be facilitated and encouraged through:
  - Lecture method
  - Discussion method
  - Demonstration method
  - Multimedia
- b) Co-curricular activities like debates, quiz competition, poster making and collage making, will be organized during the course.

**V. General instruction for paper setters of theory papers (CORE PAPERS/DISABILITY SPECIALIZATION/CROSS DISABILITY AND INCLUSION-100 & 50 marks allowing 4 & 2 credits respectively shall be as follows:-**

i) General instructions for paper setters of all theory papers-(100 marks/4 credits):

- Theory paper shall be of 80 marks and shall comprise of eleven questions in all. The candidates shall be required to attempt six questions.
- Question No. 1 shall be compulsory, consisting of 10 short answer type questions, spread evenly over the whole syllabus, to be answered in 20 to 25 words and carrying 2 marks each. **(10x2=20 marks)**
- In addition to Question No. 1, candidates shall be required to attempt 5 long answer type questions, by selecting one from each of the five units. Each unit shall have two questions of 12 marks each. **(5x12=60 marks)**
- Duration of exam for paper covering 4 Credits (100 Marks) will be of 3 Hours.

ii) General instructions for paper setters of all theory papers-(50 marks/2 credits):

- Theory paper shall be of 40 marks and shall comprise of seven questions in all. The candidates shall be required to attempt four questions.
- Question No. 1 shall be compulsory, consisting of 10 short answer type questions, spread evenly over the whole syllabus, to be answered in 20 to 25 words and carrying 1 marks each. **(10x1=10 marks)**
- In addition to Question No. 1, candidates shall be required to attempt 3 long answer type questions of 10 Marks each, by selecting one from each of the three units.**(3x10=30 Marks )**
- Duration of exam for paper covering 2 Credits (50 Marks) will be of 2 Hours.

**IMPORTANT NOTE: ALL OTHER REGULATIONS WILL BE FOLLOWED AS PER PANJAB UNIVERSITY & RCI NORMS.**

## PROGRAMME STRUCTURE FOR 2 YEARS

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

Code	Area	Courses	Credits
A	THEORY: Core courses	5	20
B	THEORY: Cross Disability & Inclusive Education courses (including optional courses)	6	12
C	THEORY: Disability Specialization (ID) Courses	5	18
D	THEORY: Enhancing Professional Capacities (EPC) / Professional Development Courses	3	06
E	Practical related to disability	2	12
F	Field Engagement /School Internship	3	12
<b>Total</b>		<b>24</b>	<b>80</b>

### AREA A: CORE THEORY PAPAERS

A1	Human Growth & Development
A2	Contemporary India & education
A3	Learning Teaching and Assessment
A4	Pedagogy of Teaching (specific Reference to ID) any one
	PART I-Science (specific Reference to ID)
	PART II-Mathematics (specific Reference to ID)
	PART III- Social Science (specific Reference to ID)
A5	Pedagogy of Teaching (specific Reference to ID) any one
	PART IV-Hindi/Regional Language (specific Reference to ID)
	PART V- English (specific Reference to ID)

## AREA B: CROSS DISABILITY AND INCLUSION

**Note:**

1. All student-teachers will be learning about all disabilities (theory, practical as well as field engagement) and specialization in Intellectual disability *other than selected for Area C.*

B6	Inclusive Education
B7	Introduction to Sensory Disabilities (VI, HI, Deaf-Blind)
B8	Introduction to Neuro Developmental Disabilities (LD, ID, ASD)
B9	Introduction to Locomotor & Multiple Disabilities ( CP, MD)
B10	Guidance and counseling (Skill Based Optional paper- Cross Disability and Inclusion)
B11	Vocational Rehabilitation & Transition to Job Placement (Skill Based Optional Course -Disability Specialization)

## AREA C: DISABILITY SPECIALIZATION PAPERS

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

## AREA D: ENHANCEMENT OF PROFESSIONAL CAPACITIES (EPC)

(Wherever applicable specific reference to Intellectual Disability will be focused)

D17	Reading and Reflecting on Texts
D18	Drama and Art in Education
D 19	Basic Research & Basic Statistic

## AREA E: PRACTICAL RELATED TO DISABILITY

E1. Cross disability and inclusion (Part of Area B)

E2. Disability specialization-Intellectual Disability (Part of Area C)

**AREA F: FIELD ENGAGEMENT/ SCHOOL ATTACHMENT/ INTERNSHIP**

F1. Special school of Children with Intellectual disability (Related to Area C)

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

F3. Inclusive school (Related to Area B & C)

## SEMESTER-WISE STRUCTURE

### SEMESTER – I

<b>Theory Papers</b>			
Course	Course title	Credits	Weightage / Marks
A1	Human Growth & Development	4	100
A2	Contemporary India and Education	4	100
B7	Introduction to Sensory Disabilities (VI, HI, Deaf-blind)	2	50
B8	Introduction to Neuro Developmental Disabilities (LD, ID , ASD)	2	50
B9	Introduction to Locomotor & Multiple Disabilities (Deaf-Blind, CP, MD)	2	50
C12	Assessment and Identification of Needs	4	100
<b>Practical Papers</b>			
E1	Practical: Cross Disability and Inclusion	2	50
<b>TOTAL</b>		<b>20</b>	<b>500</b>

### SEMESTER – II

<b>Theory Papers</b>			
Course	Course title	Credits	Weightage / Marks
A3	Learning, Teaching and Assessment	4	100
A4	Pedagogy of School Subjects (ANY ONE from Part I to Part V)	4	100
A5	Pedagogy of School Subjects (ANY ONE from (Part I to Part V)	4	100
B6	Inclusive Education	2	50
C13	Curriculum Designing, Adaptation and Evaluation	4	100
<b>Practical Papers</b>			
E2	Practical: Disability specialization	2	50
<b>TOTAL</b>		<b>20</b>	<b>500</b>



**SEMESTER-III**

<b>Theory Papers</b>			
<b>Course</b>	<b>Course title</b>	<b>Credits</b>	<b>Weightage/Marks</b>
C14	Educational Intervention and Teaching Strategies	4	100
C15	Technology and Disability	4	100
C16	Psycho Social and Family Issues	2	50
D17	Reading and Reflecting on Texts (EPC)	2	50
D18	Drama and Art in Education (EPC)	2	50
<b>TOTAL</b>		<b>14</b>	<b>350</b>

**SEMESTER – IV**

<b>Theory Paper</b>			
<b>Course</b>	<b>Course title</b>	<b>Credits</b>	<b>Weightage/Marks</b>
B10	Guidance and Counseling	2	50
B11	Vocational Rehabilitation & Transition to Job Placement	2	50
D19	Basic Research & Basic Statistic (EPC)	2	50
<b>Practical Papers</b>			
E1	Practical: Cross Disability and Inclusion	4	100
F2	Other disability special school	4	100
F3	Inclusive school	4	100
E2	Practical-Disability Specialization	4	100
F1	Main disability special school (Related to Area C)	4	100
<b>Total</b>		<b>26</b>	<b>650</b>
<b>Grand Total</b>		<b>80</b>	<b>2000</b>

**It may be noted:**

- 1. Observations and Lessons should be based on Primary and Secondary level of classes in all three areas, i.e., Intellectual disability and 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.*
- 3. Practical in Other disability should be for other than intellectual disability.*
- 4. Practical in Inclusive settings should be preferably with various disabilities.*

**PRACTICUM****Semester – I****E 1: Cross disability & inclusion****Credits: 02****Marks: 50****Hours: 60**

<b>S.No</b>	<b>Disability Focus</b>	<b>Educational Setting</b>	<b>Hrs (60)</b>	<b>Tasks for the Student-Teachers</b>	<b>Description</b>
1.1	ID	Special school of PwID	40 hrs	Classroom observation, Assessment and IEP a. ECSE b. Pre-Primary c. Primary d. Secondary e. Pre-vocational	Minimum 10 school Periods Develop IEP for 1 student with ID at ECSE and Pre-Primary level.
1.2	HI, VI, LV, CP, ASD or Multiple Disabilities	Minimum 3 Special schools for HI, VI, LV CP, Autism or Multiple Disabilities	15 hrs 5 hours in each disability	Classroom Observation and Report	Minimum 30 school Periods 10 school Periods in each Special school
1.3	Any Disability	Inclusive School available in the neighborhood	5 hrs	Classroom Observation and Report	Minimum 10 school Periods

**Semester – II****E 2: Disability Specialization****Credits: 02****Marks: 50****Hours: 60**

<b>Sl. No.</b>	<b>Tasks for the Student-Teachers</b>	<b>Disability Focus</b>	<b>Educational Setting</b>	<b>Hrs (60)</b>	<b>Description</b>
1.1	IEP	ID	Special School	20	Develop IEP for 1 Student with ID at Primary level.
1.2	Lesson Planning and Teaching	ID	Special School	15	15 lessons
1.3	a. Micro teaching & simulated teaching on selected skills	General	Institute	05	5 lessons (Demonstration of Micro teaching Skills)

1.4	<b>Macro Teaching</b> <b>A.</b> Lesson planning and Teaching for subjects Selected <i>a.</i> Languages <i>b.</i> Non Languages	General	General	10	10 lessons (5 in each Subject)
	<b>B.</b> Lesson planning and Teaching focusing on adaptation, evaluation <i>a.</i> Languages <i>b.</i> Non Languages	General	General	10	10 lessons (5 in each Subject)

**SEMESTER – IV**

**E1- Cross disability & inclusion**

**Credits: 04**

**Marks: 100**

**Hours: 120**

S.No.	Task for the student Teacher	Disability Focus	Set Up	No. of Lessons
1.1.	Classroom Observation	Other than Major disability	Special Schools for other disabilities	Observation of all subjects at different levels, minimum 5 school periods
		Any Disability	Inclusive Schools	Observation of all subjects at different levels, minimum 5 school periods
1.2	Lesson Planning and execution on different levels for selected subjects	Any Disability	Special School for other disabilities/Resource Room	25 lessons
			Inclusive Schools	25 lessons
1.3	a. Individualized Teaching lessons on different levels for selected subjects	Any Disability	Special School for other disabilities/Resource Room	20 lessons
	b. Individualized Teaching lessons		Inclusive Schools	20 lessons

**F 2: Other Disability Special School****Credits: 04****Marks: 100****Hours: 18**

S. No.	Task of the student-teacher	Disability focus	Set up	No. of Lessons
1.	Classroom Teaching	Any Disability other than ID	Special schools for Other disability	Minimum 30 lessons

**F 3: Inclusive School****Credits: 04****Marks: 100****Hours: 120**

S. No.	Tasks for the Student-teachers	Disability Focus	Set up	No. of Lessons
1	Classroom Teaching	Any Disability Other than ID	Inclusive School	Minimum 30 Lessons

*Minimum of four weeks should be allocated for School attachment/ Internship and reflected in the time table and should cover Tasks specified under E-1, F-2 and F-3 with sufficient time for teaching to acquire Pedagogical competence to deal with school subjects chosen and related activities for whole class as well as children with disabilities in different education settings. A suggestive framework is given below:*

Areas	Disability Specialization-ID and No. of Days
Classroom Observation	Semester –IV (2 days- 10Hrs)
Pedagogy Subject 1&2	Semester-IV ( 60 Hrs spread across 12 days)
Individualized Teaching Lessons	Semester-IV ( 50 hrs spread across 10 days)
Observation of support services	Semester-IV ( 2days-10 Hrs)
F2- Attachment/Internship	Semester-IV (24 days)
F3- Attachment/Internship	Semester-IV (24 days)

**E 2: Disability Specialization****Credits: 04****Marks: 100****Hours: 120**

Sl. No.	Tasks for the Student-teachers	Disability Focus	Educational Setting	Hrs. (120)	Description
1.1	IEP	ID	Special School	30 hrs	Develop IEP for 1 student with ID at Secondary/Pre Vocational Level
1.2	a. Lesson planning and execution on different levels for all subjects	ID	Resource Room/ Inclusive school	40 hrs	20 lessons
	b. Lesson planning and execution on different levels for selected subjects a. Languages b. Non languages	ID	Resource Room/Inclusive School	30 hrs	20 lessons
1.3	School Sensitization on Disabilities for regular staff, Peer group and Parents	ID	Regular School	10 hrs	-----
1.4	Observation of support Services	Major Disability	Institute/ Clinic	10 hrs	Depending on the Specialization

**F1: Main Disability Special School****Credits: 04****Marks- 100****Hours- 120**

Task for the student-teacher	Disability focus	Set up	No of lessons
Classroom teaching Across all class levels and curricular domains.  <b>Class levels</b> ECSE, Pre-Primary, Primary, Secondary, Pre-vocational	ID	Special schools for ID	Minimum 60 lessons (15Personal/social, 25-Functional academics 10-Occupational 10- Recreational)

*A suggestive framework is given below:*

Micro Teaching	Semester- II (1 day- 5 Hrs)
Macro Teaching	Semester- II (20 hrs – Spread across 5 days)
Lesson Planning & Teaching in Special School	Semester- II (20 hrs – Spread across 5 days)
F-1 School Attachment/ Internship (Special School)	Semester- III (24 days-120 Hrs)

<b>Areas</b>	<b>Disability Specialization (E-2 )</b>
Pedagogy Subject 1	Semester –III (8 days- 40 Hrs)
Pedagogy Subject 2	Semester-III ( 30 Hrs spread across 5 days)
School Sensitization	Semester-III ( 2 days-10 Hrs)
Observation of Support Services	Semester-III ( 2 days-10 Hrs)

**SEMESTER-I**  
**HUMAN GROWTH & DEVELOPMENT**

**Course Code: A 1**

**Credit: 04**

**Contact Hours: 60**

**Marks: 100**

**Internal: 20 External: 80**

**Introduction**

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

**Evaluation Scheme**

**General instructions for paper setters of all theory papers-(100 marks/4 credits):**

- Theory paper shall be of 80 marks and shall comprise of eleven questions in all. The candidates shall be required to attempt six questions.
- Question No. 1 shall be compulsory, consisting of 10 short answer type questions, spread evenly over the whole syllabus, to be answered in 20 to 25 words and carrying 2 marks each. **(10x2=20 marks)**
- In addition to Question No. 1, candidates shall be required to attempt 5 long answer type questions, by selecting one from each of the five units. Each unit shall have two questions of 12 marks each. **(5x12=60 marks)**
- Duration of exam for paper covering 4 Credits (100 Marks) will be of 3 Hours.

**Objectives**

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

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

**Unit 1: Approaches to Human Development**

1.1 Human development as a discipline from infancy to adulthood

1.2 Concepts and Principles of development

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



1.4 Nature vs. Nurture

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

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

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

2.2 Psychosocial Theory (Erikson)

2.3 Psychoanalytic Theory (Freud)

2.4 Ecological Theory (Bronfen brenner)

2.5 Holistic Theory of Development (Steiner)

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

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

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

3.3. Milestones and variations in Development

3.4 Environmental factors influencing early childhood development

3.5 Role of play in enhancing development

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

4.1 Emerging capabilities across domains of physical and social emotional

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

4.3 Issues related to puberty

4.4 Gender and development

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

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

5.1 Psychological well-being

5.2 Formation of identity and self-concept

5.3 Emerging roles and responsibilities

5.4 Life Skills and independent living

5.5 Career Choices

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

Hands on Experience

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

<b>S.No.</b>	<b>Task for the Student-teachers</b>	<b>Course</b>	<b>Place</b>
1	Assignment / Project	A1	Institute

**Suggested Readings**

- Berk, L. E. (2000). *Human Development*. Tata Mc.Graw Hill Company, New York.
- Brisbane, E. H. (2004). *The developing child*. Mc.Graw Hill, USA.
- Cobb, N. J. (2001). *The child infants, children and adolescents*. Mayfield Publishing Company, California.
- Hurlocl, E. B. (2005). *Child growth and development*. Tata Mc.Graw Hill Publishing Company, New York
- Hurlocl, E. B. (2006). *Developmental Psychology- A life span approach*. Tata Mc.Graw Hill Publishing Company, New Delhi.
- Meece, J. S., & Eccles J. L (Eds) (2010). *Handbook of Research on Schools, Schooling and Human Development*. New York: Routledge.
- Mittal. S. (2006). *Child development- Experimental Psychology*. Isha Books, Delhi.
- Nisha, M. (2006). *Introduction to child development*, Isha Books, Delhi.
- Papalia, D. E., & Olds, S. W. (2005). *Human development*. Tata Mc.Graw Hill Publishing Company, New York.
- Santrock. J. W. (2006). *Child Development.*, Tata Mc.Graw Hill Publishing Company, New York.
- Santrock. J. W. (2007). *Adolescence.* ,Tata Mc.Graw Hill Publishing Company, New Delhi.

## CONTEMPORARY INDIA AND EDUCATION

**Course Code: A2**

**Credit: 04**

**Contact Hours: 60**

**Marks: 100**

**Internal: 20 External: 80**

### Introduction

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

### Evaluation Scheme

**General instructions for paper setters of all theory papers-(100 marks/4 credits):**

- Theory paper shall be of 80 marks and shall comprise of eleven questions in all. The candidates shall be required to attempt six questions.
- Question No. 1 shall be compulsory, consisting of 10 short answer type questions, spread evenly over the whole syllabus, to be answered in 20 to 25 words and carrying 2 marks each. **(10x2=20 marks)**
- In addition to Question No. 1, candidates shall be required to attempt 5 long answer type questions, by selecting one from each of the five units. Each unit shall have two questions of 12 marks each. **(5x12=60 marks)**
- Duration of exam for paper covering 4 Credits (100 Marks) will be of 3 Hours.

### Objectives

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

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

### Unit 1: Philosophical Foundations of Education

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

### Unit 2: Understanding Diversity

- 2.1 Concept of Diversity
- 2.2 Types of Diversity: Gender, linguistic, cultural, socio-economic and disability
- 2.3 Diversity in learning and play

2.4 Addressing diverse learning needs

2.5 Diversity: Global Perspective

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

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

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

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

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

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

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

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

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

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

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

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

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

5.1 Challenges of education from preschool to senior secondary

5.2 Inclusive education as a rights based model

5.3 Complementarity of inclusive and special schools

5.4 Language issues in education

5.5 Community participation and community based education

<b>S.No.</b>	<b>Task for the Student-teachers</b>	<b>Course</b>	<b>Place</b>
1	Assignment / Project	A2	Institute

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

- Comparative study of different settings
- Conflicts and social movements in India: Women, Dalit, Tribal and Disabled
- Educational debates and movements
- First generation learners

- Children with disabilities
- Inclusive education
- RTE act in the context of disadvantaged
- Linguistic and religious diversity
- Human rights, minority rights
- Educational status of various groups
- Special and inclusive schools
- Analysis of contemporary debates

### **Essential Readings**

- Guha, R. (2007). *India after Gandhi: The History of the World's Largest Democracy*. Macmillon: Delhi.
- National Education Commission. (1964-66). Ministry of Education, Government of India, New Delhi
- National Policy on Education. (1986 & 92). Ministry of Human Resource Development Government of India, New Delhi.
- Right to Education Act. (2009). Ministry of Human Resource Development, Government of India, New Delhi.

### **Suggested Readings**

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

- Deshpande, S. (2004). *Contemporary India: A Sociological View*. Penguin: New Delhi.
- Dubey, S. C (2001). *Indian Society*, National Book Trust: New Delhi.
- Famous Speeches of Gandhi ji: Speech on the Eve of The Last Fast, January 12, 1948.
- <http://unesdoc.unesco.org/images/0023/002322/232205e.pdf>
- <http://www.gandhi-manibhavan.org/gandhicomelive/speech8.htm>
- <http://www.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.
- 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: B 7**

**Credits: 02**

**Contact Hours: 30**

**Marks: 50**

**Internal: 10 External: 40**

### Introduction

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

### Evaluation Scheme

#### General instructions for paper setters of all theory papers-(50 marks/2 credits):

- Theory paper shall be of 40 marks and shall comprise of seven questions in all. The candidates shall be required to attempt four questions.
- Question No. 1 shall be compulsory, consisting of 10 short answer type questions, spread evenly over the whole syllabus, to be answered in 20 to 25 words and carrying 1 marks each. **(10x1=10 marks)**
- In addition to Question No. 1, candidates shall be required to attempt 3 long answer type questions of 10 Marks each, by selecting one from each of the three units.**(3x10=30 Marks )**
- Duration of exam for paper covering 2 Credits (50 Marks) will be of 2 Hours.

### Objectives

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

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

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

**5 Hours**

- 1.1 Types of sensory impairments: Single (Hearing Impairment & Visual Impairment) & Dual sensory impairment (Deaf-blindness) and importance of hearing
- 1.2 Definition of hearing loss, demographics & associated terminologies: deaf/ Deaf/ deafness/ hearing impaired/ disability/ handicapped
- 1.3 Process of hearing & its impediment leading to different types of hearing loss and challenges arising due to congenital and acquired hearing loss
- 1.4 Language and communication issues attributable to hearing loss and need for early intervention. Communication options, preferences & facilitators of individuals with

hearing loss

- 1.5 Issues & measures in literacy development and scholastic achievement of students with hearing loss, restoring techniques using human (interpreter) & technological support (hearing devices)

## **Unit 2: Visual Impairment: Nature and Classification**

**5 Hours**

- 2.1 Blindness and low vision –Definition , classification, process of seeing, common eye disorders and Prevalence (including NSSO and Census 2011)
- 2.2 Importance of early identification and intervention and functional assessment procedures
- 2.3 Effects of visual impairment at school level
- 2.4 Curriculum-concept and areas, teaching principles and selective educational placement options
- 2.5 Commonly used low cost and advanced assistive devices

## **Unit 3: Deaf-blindness**

**10 Hours**

- 3.1 Definition, causes, classification, prevalence and characteristics of deaf-blindness
- 3.2 Effects and implications of deaf-blindness on activities of daily living & education
- 3.3 Screening, assessment, identification & interventional strategies of deaf-blindness
- 3.4 Fostering early communication development: Methods, assistive devices and practices including AAC
- 3.5 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 Deaf blindness (2005). Sense International India. Retrieved online on 24/4/2015 from



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

### **Suggested Readings**

- Auditory-Verbal International (1991). Auditory-verbal position statement. *Auricle* 4:11-12.
- Harp, B. (2006). *The handbook of literacy assessment and evaluation*, (3rd Eds). Norwood, M.A.: Christopher-Gordon Publishers, Inc.
- Katz, J. (1985). *Handbook of Clinical Audiology*. (4th Ed.) Baltimore: Williams and Wilkins.
- Loreman, T., Deppeler, J., & Harvey, D. (2005). *Inclusive education - A practical guide to supporting diversity in the classroom*. (2nd Eds.). U.K. Routledge.
- Norris, G. H., & Romer, L.T. (1995). *Welcoming Students who are deafblind to typical classrooms*. U.S: Paul H. Brookes.
- Pandey, R. S., & Advani, L. (1995). *Perspectives in Disability and Rehabilitation*. New Delhi: Vikas Publishing House Pvt. Ltd.

- *Proceedings from National Conference on Centenary for Work for the Blind in India* (1987). All India Confederation of the Blind and Christoffel Blinden Mission; Delhi: R.K.Printers.
- Scholl, G.T. (1986). *Foundations of Education for Blind and Visually Handicapped Children and Youth*. New York: American Foundation for the BLind.
- Tucker, I., & Nolan, M. (1984). *Educational Audiology*. London: Croom Helm.
- Tye-Murray, N. (1998). Intervention Plans for Children. In Tye-Murray N. (Eds) *Foundations of Aural Rehabilitation*. San Diego: Singular. p.381–413.

## INTRODUCTION TO NEURO DEVELOPMENTAL DISABILITIES

**Course Code: B 8**

**Credits: 02**

**Contact Hours: 30**

**Marks: 50**

**Internal: 10 External: 40**

### **Introduction**

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

### **Evaluation Scheme**

#### **General instructions for paper setters of all theory papers-(50 marks/2 credits):**

- Theory paper shall be of 40 marks and shall comprise of seven questions in all. The candidates shall be required to attempt four questions.
- Question No. 1 shall be compulsory, consisting of 10 short answer type questions, spread evenly over the whole syllabus, to be answered in 20 to 25 words and carrying 1 marks each. **(10x1=10 marks)**
- In addition to Question No. 1, candidates shall be required to attempt 3 long answer type questions of 10 Marks each, by selecting one from each of the three units.**(3x10=30 Marks )**
- Duration of exam for paper covering 2 Credits (50 Marks) will be of 2 Hours.

### **Objectives**

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

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

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

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

1.5 Transition Education, Life Long Education

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

2.1 Definition, Types and Characteristics

2.2 Tools and Areas of Assessment

2.3 Strategies for Functional Academics and Social Skills

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

2.5 Vocational Training and Independent Living

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

3.1 Definition, Types and Characteristics

3.2 Tools and Areas of Assessment

3.3 Instructional Approaches

3.4 Teaching Methods

3.5 Vocational Training and Career Opportunities

### **Transaction**

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

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

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

### **Essential Readings**

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

### **Suggested Readings**

- Higgins, J. (2003) Practical Ideas that Really Work for Students with Dyslexia and

Other Reading Disorders, PRO-ED, Austin.

- Moyes, R.A. (2010). Building Sensory Friendly Classrooms to Support Children with Challenging Behaviors: Implementing Data Driven Strategies, Sensory World, Texas.
- Pierangelo, R., & Giuliani G.A. (2003). Transition services in Special Education, Allyn & Bacon.
- Reddy G.L., & Rama, R. (2000). Education of Children with Special Needs, New Delhi - Discovery Pub.
- Simpson, R. L., & Myles, B. S. (2008). Educating Children and Youth with Autism: Strategies for Effective Practice. (2<sup>nd</sup> edition) Pro Ed. Texas.
- Smith, D.D. (2003). Introduction to Special Education Teaching in an Age of opportunity, Allyn & Bacon.
- Strichart, S. S. (1993). Teaching Study Strategies to Students with Learning Disabilities, Allyn & Bacon, Boston.
- Swady, E.R. (1989). Diagnosis & Correction of Reading, Difficulties, Allyn & Bacon, Boston.
- Taylor, B. (1988). Reading Difficulties: Instruction and Assessment, Random House, New York.
- Wong, B. Y. L. (1996) .The ABCs of learning disabilities (1<sup>st</sup> ed.) Academic Press, San Diego, CA.

## INTRODUCTION TO LOCOMOTOR AND MULTIPLE DISABILITIES

**Course Code: B 9**

**Credits: 02**

**Contact Hours: 30**

**Marks: 50**

**Internal: 10 External: 40**

### Introduction

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

### Evaluation Scheme

#### General instructions for paper setters of all theory papers-(50 marks/2 credits):

- Theory paper shall be of 40 marks and shall comprise of seven questions in all. The candidates shall be required to attempt four questions.
- Question No. 1 shall be compulsory, consisting of 10 short answer type questions, spread evenly over the whole syllabus, to be answered in 20 to 25 words and carrying 1 marks each. **(10x1=10 marks)**
- In addition to Question No. 1, candidates shall be required to attempt 3 long answer type questions of 10 Marks each, by selecting one from each of the three units. **(3x10=30 Marks )**
- Duration of exam for paper covering 2 Credits (50 Marks) will be of 2 Hours.

### Objectives

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

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

### Unit 1: Cerebral Palsy (CP)

- 1.1. CP: Nature, Types and Its Associated Conditions
- 1.2. Assessment of Functional Difficulties of CP including Abnormalities of Joints and Movements (Gaits)
- 1.3. Provision of Therapeutic Intervention and Referral of Children with CP
- 1.4. Implications of Functional Limitations of Children with CP in Education and

Creating Prosthetic Environment in School and Home: Seating Arrangements, Positioning and Handling Techniques at Home and School

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

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

- 2.1. Definition, Meaning and Classification
- 2.2. Assessment of Functional Difficulties
- 2.3. Provision of Therapeutic Intervention and Referral
- 2.4. Implications of Functional Limitations for Education and Creating Prosthetic Environment in School and Home: Seating Arrangements, Positioning and Handling Techniques at Home and School
- 2.5. Facilitating Teaching-Learning: IEP, Developing TLM; Assistive technology

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

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

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

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

## **Essential Readings**

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

## ASSESSMENT AND IDENTIFICATION OF NEEDS

**Course Code-C 12**

**Credits-4**

**Contact Hours-60**

**Marks-100**

### Objectives

**Internal-20 External-80**

After completing the course student-teachers will be able to

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

### Evaluation Scheme

#### **General instructions for paper setters of all theory papers-(100 marks/4 credits):**

- Theory paper shall be of 80 marks and shall comprise of eleven questions in all. The candidates shall be required to attempt six questions.
- Question No. 1 shall be compulsory, consisting of 10 short answer type questions, spread evenly over the whole syllabus, to be answered in 20 to 25 words and carrying 2 marks each. **(10x2=20 marks)**
- In addition to Question No. 1, candidates shall be required to attempt 5 long answer type questions, by selecting one from each of the five units. Each unit shall have two questions of 12 marks each. **(5x12=60 marks)**
- Duration of exam for paper covering 4 Credits (100 Marks) will be of **3 Hours**.

### **Unit 1: Intellectual Disability - Nature and Needs**

- 1.1 Historical Perspective of Intellectual Disability (ID)
- 1.2 Definitions of Intellectual Disability – ICD-10, AAIDD, WHO, PwD Act 1995, RPD bill (Proposed), DSM (Latest)
- 1.3 Etiology Causes and Prevention
- 1.4 Classification – Medical, Psychological, Educational (Recent) and ICF
- 1.5 Screening, Identification, Characteristics and Needs of PwID

### **Unit 2: Assessment**

- 2.1 Concept, Meaning, Definition and purpose of Educational assessment



- 2.2 Methods of Assessment - Observation, Interview and Rating Scale
- 2.3 Types and Approaches - NRT, CRT, CBA & Teacher Made Tests
- 2.4 Areas of Assessment - Medical, Psychological, Educational, Behavioural & Ecological
- 2.5 Documentation of assessment, Result interpretation & Report writing– Implication of all the above for Inclusion

### **Unit 3: Assessment at Pre-School and School levels**

- 3.1 Importance of Assessment at Pre- School and School level
- 3.2 Developmental and Adaptive Behaviour Assessment
- 3.3 Assessment Tools at Pre-School level – Upanayan, Aarambh, Portage, MDPS, FACP
- 3.4 Assessment Tools at School Ages – MDPS, BASIC-ID, GLAD, Support Intensity Scale
- 3.5 Documentation of assessment, Result interpretation & Report writing– Implication of class level assessment & its relation to Inclusion with resource support

### **Unit 4: Assessment at Adult and Vocational levels**

- 4.1 Significance of Assessment for Independent living of PwIDs
- 4.2 Assessment for Transition from School to Work
- 4.3 Assessment Tools for Independent Living –BASAL-ID, VAPS
- 4.4 Provisions & Schemes of MoSJE for Vocational Skill Development
- 4.5 Documentation of assessment, Result interpretation & Report writing – Implications of assessment, Outcomes for Community living

### **Unit 5: Assessment of Family Needs**

- 5.1 Significance of psychosocial needs and its assessment in family
- 5.2 Assessment of parental needs and its implication in planning IFSP
- 5.3 Assessment of siblings and its implication in planning IFSP
- 5.4 Assessment of extended families needs and its implication in planning IFSP
- 5.5 Assessment of family and community resources for inclusion and strengthening of family, documentation, recording and reporting

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

<b>S.No.</b>	<b>Task for the Student-teachers</b>	<b>Course</b>	<b>Place</b>
1.	Assessment & Identification of Needs	C12 (All disabilities)	Camp / Clinic / School, etc. for minimum of fifteen hours

#### **Course Work/ Practical/ Field Engagement (Any one)**

#### **Camp/ Community Mode**

- To conduct awareness programs on ID in urban/ rural areas
- To organize awareness rally involving stakeholder like Parents, Families, Teachers & Employers
- To conduct advocacy program for PwIDs

### **School Mode**

- To organise workshops for Parents, Siblings, Peer Group.
- To conduct awareness program on Skill Development for PwID
- To organize skill development program for PwID in a project mode
- To organize events for co-curricular activities
- To organise exhibition on subject TLMs related to maths, language, science, etc.

### **Clinical Mode**

- Presentation of Case Study on Behaviour Modification
- To organize workshops for preparing Teacher Made Tests, Identification tools, TLM Kits, Report Writing, Schedules for parental and service user feedback.
- To present Clinical Observation, Anecdotal analysis & Book/ Journal Reviews related to disability.

### **Essential Readings**

- Baine, D. (1988). Handicapped Children in Developing Countries, Assessment, Curriculum and Instruction. University of Alberta, Alberta,
- Evans, P. & Verma, V. (Eds.) (1990) .Special Education. Past Present and Future.
- Improving instruction. Allyn & Bacon, Boston.
- Longone, (1990). Teaching Retarded learners Curriculum and Methods for
- Mental retardation, NIMH, Secunderabad.
- Myreddi, V., & Narayan, J. (1998). Functional Academics for students with Mild
- Myreddi, V., & Narayan, J. (2004). FACP – PID, NIMH, Secunderabad.
- Narayan, J. (1990). Towards independence series 1 to 9. NIMH, Secunderabad
- Narayan, J. (2003) Educating children with learning problems in regular schools
- Narayan, J. (2003) Grade Level Assessment Device for Children with Learning Problems in Regular Schools, NIMH, Secunderabad
- Narayan, J., Myreddi, V. Rao, S. (2002) Functional Assessment Checklist for NIMH, Secunderabad.
- Overton, T. (1992). Assessment in Special Education: An Applied Approach. New Jersey
- Panda, K.C. (1997). Education of Exceptional Children. New Delhi, Vikas
- Repp, A.C. (1983) Teaching the Mentally Retarded, New Jersey, Prentice Hall The

Fairer Press. York McMillan.

### **Suggested Readings**

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

## SEMESTER-II

### LEARNING, TEACHING AND ASSESSMENT

**Course Code: A 3**

**Credits: 04**

**Contact Hours: 60**

**Marks: 100**

**Internal: 20 External: 80**

#### **Introduction**

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

#### **Evaluation Scheme**

**General instructions for paper setters of all theory papers-(100 marks/4 credits):**

- Theory paper shall be of 80 marks and shall comprise of eleven questions in all. The candidates shall be required to attempt six questions.
- Question No. 1 shall be compulsory, consisting of 10 short answer type questions, spread evenly over the whole syllabus, to be answered in 20 to 25 words and carrying 2 marks each. **(10x2=20 marks)**
- In addition to Question No. 1, candidates shall be required to attempt 5 long answer type questions, by selecting one from each of the five units. Each unit shall have two questions of 12 marks each. **(5x12=60 marks)**
- Duration of exam for paper covering 4 Credits (100 Marks) will be of 3 Hours.

#### **Objectives**

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

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

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

1.1 Human learning: Meaning, definition and concept formation

1.2 Learning theories:

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

### 1.3 Intelligence:

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

### 1.4 Creativity: Concept, Definition and Characteristics

### 1.5 Implications for Classroom Teaching and Learning

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

### 2.1 Sensation: Definition and Sensory Process

### 2.2 Attention: Definition and Affecting Factors

### 2.3 Perception: Definition and Types

### 2.4 Memory, Thinking, and Problem Solving

### 2.5 Motivation: Nature, Definition and Maslow's Theory

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

### 3.1 Maxims of Teaching

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

### 3.3 Stages of Learning: Acquisition, Maintenance, Generalization

### 3.4 Learning Environment: Psychological and Physical

### 3.5 Leadership Role of Teacher in Classroom, School and Community

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

### 4.1 Assessment: Conventional meaning and constructivist perspective

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

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

### 4.4 Formative and summative evaluation, Curriculum Based Measurement

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

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

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

### 5.2 Typology and levels of assessment items: Multiple choice, open ended and close ended; direct, indirect, inferential level

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

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

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

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

S.No.	Task for the Student-teachers	Course	Place
1	Assignment / Project / Presentation	A3	Institute

**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 TEACHING SCIENCE

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

**Credits: 04**

**Contact Hours: 60**

**Marks: 100**

**Internal: 20 External: 80**

### Introduction

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

### Evaluation Scheme

**General instructions for paper setters of all theory papers-(100 marks/4 credits):**

- Theory paper shall be of 80 marks and shall comprise of eleven questions in all. The candidates shall be required to attempt six questions.
- Question No. 1 shall be compulsory, consisting of 10 short answer type questions, spread evenly over the whole syllabus, to be answered in 20 to 25 words and carrying 2 marks each. **(10x2=20 marks)**
- In addition to Question No. 1, candidates shall be required to attempt 5 long answer type questions, by selecting one from each of the five units. Each unit shall have two questions of 12 marks each. **(5x12=60 marks)**
- Duration of exam for paper covering 4 Credits (100 Marks) will be of 3 Hours.

### Objectives

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

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

### Unit 1: Nature and Significance of Science

1.1 Nature, Scope, Importance and Value of Science

1.2 Science As An Integrated Area of Study

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

1.4 Impact of Science with Special Reference to Issues related with Environment, Industrialization and Disarmament

1.5 Role of Science for Sustainable Development



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

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

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

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

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

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

## **Unit 5: Evaluation**

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

### 5.5 Adaptations of Evaluation Procedure with reference to Children with Disabilities

#### Engagement with field as part of as indicated below:

S.No.	Task for the Student-teachers	Course	Place
1	Assignment / Project / Presentation	A4	Institute/special/inclusive school

#### 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. Thousnad 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.

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

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

- I. Pedagogical analysis of a unit from Science content.
- II. Preparation of a multimedia presentation on a topic from Science content keeping students with disabilities in view.
- III. Developing an Action Research Plan on a problem related to teaching and learning of Sciences to students with disabilities to students with disabilities.
- IV. Construction of a diagnostic test for unit along with a remedial plan.
- V. Comparative analysis of prescribed syllabus and textbooks of different Boards Curricular innovations in respective subject areas
- VI. Curricular adaptations for teaching Sciences to students with disabilities.

### **Essential Readings**

- Brown, R. (1978). Science instruction of visually Impaired Youth. New York: AFB.
- Buxton, A. C. (2010). Teaching Science in Elementary and Middle School. NewDelhi: Sage Publications.
- Bybee, R. (2010b). The teaching of science: 21st-century perspectives. Arlington, VA: NSTA Press,USA.
- Fensham, P.J. (1994). The content of Science: A constructive Approach to its Teaching and Learning,Washington, D.C: The Falmer Press.
- Gupta, V. K. (1995). Teaching and Learning of Science and Technology. New Delhi: Vikas Publishing House Pvt. Ltd.
- Henninen, K. A. (1975). Teaching of Visually Handicapped, Ohio: Charles E. Merrill Publishing Company.
- Joshi, S. R. (2005). Teaching of Science.New Delhi: A.P.H Publishing Corporation.
- Kelley, P., & Gale, G. (1998). Towards Excellence: Effective education for students with vision impairments, Sydney: North Rocks Press.
- Lawson, E. A. (2010). Teaching Inquiry Science in Middle School, New Delhi: Sage Publications.
- Layton, D. (1989). Innovations in Science and Technology Education, New Delhi: Sterling Publishers.
- Mani, M. N. G. (1992). Techniques of teaching blind children, New Delhi: Sterling Publishers.

- Mukhopadhyay, S., Jangira, N. K., Mani, M.N. G., & Raychowdhary, N. (1987). Sourcebook for training teachers of visually impaired, New Delhi: NCERT.
- Murray, L. J. (1988). Basic Skills – Science, Boston: John Murrey.
- NCERT (1982). Teaching Science in secondary schools, New Delhi: NCERT.
- NIVH (1992). Handbook for the teachers for the visually handicapped, Dehradun
- Scholl, G.T. (1986). Foundations of education for blind and visually handicapped children and youth, New York: American Foundation for the blind.
- Sharma, R. C. (2005). Modern Science teaching, Delhi: Dhanpat Rai & Sons.
- Siddiqui, H. M. (2007). Teaching science, New Delhi: Balaji offset.
- Siddiqui, N.N., & Siddiqui, M. N. (1994). Teaching of science today & tomorrow, Delhi: Doaba House.
- Starin, A., & Sund, B. (1983). *Teaching science through discovery*. Ohio: Charles E. Merrill Publishing Company.
- Tripathi, S. (2004). Teaching of Physical Science, Delhi: Dominant Publications.
- UNESCO (1966). Source Book for Science Teaching, Paris: UNESCO.
- Vaidya, N. (2003). Science Teaching in Schools, New Delhi: Deep & Deep Publishers.
- Vanaja, M. (2006). Teaching of Physical Science, Hyderabad: Neelkamal Publications.

### **Suggested Readings**

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

## PEDAGOGY OF TEACHING MATHEMATICS

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

**Credits: 04**

**Contact Hours: 60**

**Marks: 100**

**Internal: 20 External: 80**

### Introduction

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

### Evaluation Scheme

**General instructions for paper setters of all theory papers-(100 marks/4 credits):**

- Theory paper shall be of 80 marks and shall comprise of eleven questions in all. The candidates shall be required to attempt six questions.
- Question No. 1 shall be compulsory, consisting of 10 short answer type questions, spread evenly over the whole syllabus, to be answered in 20 to 25 words and carrying 2 marks each. **(10x2=20 marks)**
- In addition to Question No. 1, candidates shall be required to attempt 5 long answer type questions, by selecting one from each of the five units. Each unit shall have two questions of 12 marks each. **(5x12=60 marks)**
- Duration of exam for paper covering 4 Credits (100 Marks) will be of 3 Hours.

### Objectives

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

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

### Unit 1: Nature of Mathematics

- 1.1 Meaning, Nature, Importance and Value of Mathematics
- 1.2 Axioms, Postulates, Assumptions and Hypothesis in Mathematics
- 1.3 Historical Development of Notations and Number Systems
- 1.4 Contribution of Mathematicians (Ramanujam, Aryabhata, Bhaskaracharya, Euclid, Pythagoras)

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

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

- 2.1 Aims and Objectives of Teaching Mathematics in Elementary and Secondary Schools  
 2.2 Bloom's Taxonomy of Educational Objectives and Writing Objectives in Behavioural Terms  
 2.3 Lesson Planning- Importance and Basic Steps. Planning Lesson of Arithmetic, Algebra and Geometry  
 2.4 Unit Planning – Format of A Unit Plan  
 2.5 Pedagogical Analysis: Meaning and Need and Procedure for Conducting Pedagogical Analysis. Classification of Content, Objective, Evaluation, etc

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

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

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

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

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

- 5.1 Assessment and Evaluation- Concept, Importance and Purpose  
 5.2 Error Analysis, Diagnostic Tests, Identification of Hard Spots and Remedial Measures  
 5.3 Tools and Techniques for Formative and Summative Assessments of Learner

Achievement in Mathematics, Comprehensive and Continuous Evaluation in Mathematics

5.4 Preparation of Diagnostic and Achievement Test

5.5 Adaptations in Evaluation Procedure for Students With Disabilities

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

**Any one of the following**

- I. Pedagogical analysis of a unit of content from secondary school Mathematics Syllabus
- II. Preparation of a multimedia presentation on a topic with special reference to students with disabilities
- III. Construction of a question paper based on current CBSE format/concerned State Board of education, preparing its Scoring key, and marking scheme
- IV. Analyzing errors committed by school children in Mathematics and preparing a remedial plan
- V. Developing an Action Research proposal for a problem related to teaching and learning of Mathematics with reference to students with disabilities

### **Transactions**

Lecture cum demonstration, Workshops and Seminars

### **Essential Readings**

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

*Sourcebook for Training Teachers of Visually Handicapped*, New Delhi: NCERT.

- Nemeth, A. (1973). *Nemeth Code for Mathematics and Scientific Notation*, Loviseville K: American Printing House.
- Siddhu, K.S. (1990). *Teaching of Mathematics*, New Delhi: Sterling Publishers.

### **Suggested Readings**

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



## PEDAGOGY OF TEACHING SOCIAL SCIENCE

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

**Credits: 04**

**Contact Hours: 60**

**Marks: 100**

**Internal: 20 External: 80**

### Introduction

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

### Evaluation Scheme

**General instructions for paper setters of all theory papers-(100 marks/4 credits):**

- Theory paper shall be of 80 marks and shall comprise of eleven questions in all. The candidates shall be required to attempt six questions.
- Question No. 1 shall be compulsory, consisting of 10 short answer type questions, spread evenly over the whole syllabus, to be answered in 20 to 25 words and carrying 2 marks each. **(10x2=20 marks)**
- In addition to Question No. 1, candidates shall be required to attempt 5 long answer type questions, by selecting one from each of the five units. Each unit shall have two questions of 12 marks each. **(5x12=60 marks)**
- Duration of exam for paper covering 4 Credits (100 Marks) will be of 3 Hours.

### Objectives

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

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

### Unit I: Nature of Social Sciences

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

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

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

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

- 3.1 Curricular approaches: a) Coordination, b) Correlational, c) Concentric, d) Spiral, e) Integrated, f) Regressive
- 3.2 Methods of teaching social science: Lecture, discussion, socialized recitation, source and project method
  - 3.2.1. Devices and techniques of teaching social studies – Narration, description, illustration, questioning, assignment, field trip, story telling, Role play, Group and self study, programmed learning, inductive thinking, Concept mapping, expository teaching and problem solving
- 3.3 Accommodations required in approaches for teaching children with disabilities
- 3.4 Instructional material for teaching of social science: Time-lines & Genealogical charts, Maps & Globes, Use of different types of Boards(Smart boards, Chalk Board, Flannel Board), Tape-records, Radio, Television, Films & Filmstrips, Overhead Projector, Social science games and Power Point Presentation
- 3.5 Adaptations of material for teaching children with disabilities

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

- 4.1 Purpose of evaluation in social science
- 4.2 Techniques of evaluating learner achievement in social Science: Written and Oral tests, Observation Tools, Work Samples, Portfolio
- 4.3 Assessment: tools and techniques of Continuous and Comprehensive Evaluation (CCE) for curricular and co-curricular subjects
- 4.4 Construction of teacher made test
- 4.5 Diagnostic testing and enrichment techniques for children with disabilities

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

- 5.1 Being a reflective practitioner- use of action research
- 5.2 Developing an Action Research Plan for solving a problem in teaching-learning of Social science
- 5.3 Case study- Need and Importance for a School Teacher
- 5.4 Development of a Professional Portfolio/ Teaching Journal
- 5.5 Competencies for teaching Social science to children with disabilities

## Transaction

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

## Course Work/ Practical/ Field Engagement

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

## Essential Readings

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

## Suggested Readings

- Aggarwal, J.C. (2008). Teaching of social studies: A practical approach. (4th ed). UP: Vikas Publishing House Pvt Ltd.
- George, A. M., & Madam, A. (2009). *Teaching Social Science in Schools: NCERT'S New Textbook Initiative*.
- Mangal, S.K. (2004). Teaching of Social Science, Arya Book Depot, Delhi.
- Rai, B.C. (1999). Methods of Teaching Economics, Prakashan Kendra, Lucknow.
- Sharma, R.A. (2008). Technological foundation of education. Meerut: R.Lall Books Depot.
- Sharma, R.N. (2008). Principles and techniques of education. Delhi: Surjeet Publications.
- Singh, Y.K. (2009). Teaching of history: Modern methods. New Delhi: APH Publishing Corporation.

- Stone, R. (2008). *Best Practices for Teaching Social Studies: What Award-Winning Classroom Teachers Do*, Corwin, CA.

## PEDAGOGY OF TEACHING HINDI

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

**Credits : 4**  
**Marks : 100**  
**Internal: 20, External : 80**

**पाठ्यक्रम के उद्देश्य-प्रस्तुत पाठ्यक्रम द्वारा विद्यार्थी इस योग्य होंगे कि-**

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

### मूल्यांकन योजना

**Paper Setter के लिए जनरल निर्देश (100 अंकों / 4 क्रेडिट)**

- थ्योरी पेपर 80 अंकों का होगा और इसमें सभी ग्यारह प्रश्न होंगे। उम्मीदवारों को छह प्रश्न का उत्तर देना की आवश्यकता होगी।
- प्रश्न संख्या 1 अनिवार्य होगा, जिसमें 10 लघु उत्तर प्रकार के प्रश्न होंगे, जो पूरे पाठ्यक्रम में समान रूप से फैले होंगे, जिनका उत्तर 20 से 25 शब्दों में दिया जाएगा और प्रत्येक में 2 अंक होंगे। (10x2 = 20 अंक)
- प्रश्न संख्या 1 के अलावा, उम्मीदवारों को प्रत्येक पांच इकाइयों में से एक का चयन करके, 5 प्रश्नों का उत्तर देना होगा। प्रत्येक इकाई में 12 अंकों के दो प्रश्न होंगे। (5x12 = 60 अंक)
- 4 क्रेडिट (100 मार्क्स) को कवर करने वाले पेपर के लिए परीक्षा की अवधि 3 घंटे की होगी।

### पाठ्यवस्तु

**इकाई 1-भाषा, हिन्दी भाषा की प्रकृति और प्रयोज्यता।**

- भाषा की परिभाषा, बोली, विभाषा और मानक भाषा के रूप में हिन्दी का महत्व और उपयोगिता।
- हिन्दी भाषा का नामकरण, संस्कृत से हिन्दी के उद्भव की प्रक्रिया।
- हिन्दी साहित्य का सामान्य परिचय।
- माध्यमिक स्तर पर हिन्दी पाठ्यक्रम में हुए परिवर्तनों का आंकलन।

### इकाई 2-भाषा अधिम की प्रकृति और पाठ नियोजन

- माध्यमिक स्तर पर हिन्दी शिक्षण के लक्ष्य और उद्देश्य।
- हिन्दी शिक्षक के ज्ञानात्मक, बोधत्मक, कौशलात्मक और रुचिगत उद्देश्यों का निर्धारण।
- विशिष्ट उद्देश्यों का व्यावहारिक शब्दावली में लेखन।
- पाठ योजन का परिचय, उपयोग, महत्व, पाठयोजना के चरण और उनका क्रियान्वयन।
- श्रवण, वाचन, पठन, लेखन कार्यों का परिचय

### इकाई 3-हिन्दी की विविध विधियों के शिक्षण की विधियों का परिचय और उपयोग

- माध्यमिक कक्षाओं में गद्य शिक्षण, उपयोगिता, विधियाँ-अर्थबोध, व्याख्या, विश्लेषण, संयुक्त विधि पर चर्चा।
- माध्यमिक कक्षाओं में पद्य शिक्षण की उपयोगिता, पद्य शिक्षण की विधियाँ-शब्दार्थ, खण्डावय, व्यास और समीक्षात्मक विधि का परिचय।
- व्याकरण शिक्षण की आवश्यकता, उपयोगिता, विधियाँ निगमन आगमन, भाषा संसर्ग विधि का परिचय।
- गद्य, पद्य व्याकरण की पाठयोजना के संरचनात्मक उपागम

### इकाई 4- भाषा अधिम- शिक्षण में सहायक सामग्रियों का प्रयोग

- शिक्षण अधिम उपकरणों का प्रकार दृश्य, श्रव्य, वैद्यदण्विक, उपकरण, प्रयोग और उपयोगिता।
- मुद्रित उपकरण- अखबार, पत्रिकाएँ, पुस्तकें आदि सहायक उपकरण के रूप में उपयोगिता।
- पाठ पुस्तक-गुण और महत्व
- पाठ्यक्रम, सहायक सामग्री और पाठ्यविधियों पर विद्यार्थियों और अभिभावकों की प्रतिक्रियाओं का संग्रह।

### इकाई 5-भाषा अधिम के मूल्यांकन की प्रतिधि- चिन्तनशील साधक के रूप में शिक्षक

- मूल्यांकन की संकल्पना, उद्देश्य और महत्व
- लेखन, पठन, श्रुतलेख, सुलेख, तीव्रलेखन, त्रुटिमुक्त लेखन, आशुभाषण और काव्यपाठ का सतत एवं व्यापक मूल्यांकन प्रविधि द्वारा मूल्यांकन।
- वाचन, वाचन सम्बन्धी त्रुटियाँ और निराकरण।
- सूक्ष्म पाठ योजना-व्याख्या कौशल, पुनर्बनल कौशल, प्रश्नात्मक कौशल और दृष्टांत कौशल।

### प्रायोगिक कार्य-

- आधुनिक भाषा के रूप में हिन्दी के गुणों और स्थिति का अनुसन्धन विवरण।
- हिन्दी शिक्षण की किन्ही दो अधुनतन विधियों का परिचय एवं इनके उपयोग की तुलनात्मक समीक्षा।
- हिन्दी शिक्षण के श्रवण, वाचन और लेखन अधिम के सटीक मूल्यांकन में सतत एवं व्यापक मूल्यांकन की प्रविधि के उपयोग का विवरण।
- प्रश्न पत्रा निर्माण।

### सन्दर्भ पुस्तकें-

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- हिन्दी शिक्षण, रमन बिहारी लाल, रस्तोगी प्रकाशन, मेरठ, 2002
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## PEDAGOGY OF TEACHING PUNJABI

ਪੰਜਾਬੀ ਭਾਸ਼ਾ ਦੀ ਸਿੱਖਿਆ ਵਿਧੀ

**Course Code : A 5.1 (Part IV)**  
**Contact Hours : 60**

**Credits : 4**  
**Marks : 100**  
**Internal: 20, External : 80**

- ਵਿਦਿਆਰਥੀ ਅਧਿਆਪਕਾਂ ਨੂੰ ਪੰਜਾਬੀ ਭਾਸ਼ਾ ਬਾਰੇ ਮੁੱਢਲਾ ਗਿਆਨ ਦੇਣਾ।
- ਸਕੂਲ ਪੱਧਰ ਤੇ ਮਾਤਭਾਸ਼ਾ ਪੰਜਾਬੀ ਪੜ੍ਹਾਉਣ ਸੰਬੰਧੀ ਪੇਸ਼ ਆਉਂਦੀਆਂ ਮੁਸ਼ਕਿਲਾਂ ਹੱਲ ਕਰਨ ਦੇ ਯੋਗ ਬਣਾਉਣਾ।
- ਵਿਦਿਆਰਥੀ ਅਧਿਆਪਕਾਂ ਵਿਚ ਸਿਰਜਣਾਤਮਿਕ, ਉਪਚਾਰਤਮਿਕ ਤੇ ਅਨੁਸਧਾਨਤਮਿਕ ਕੁਸ਼ਲਤਾਵਾਂ ਦਾ ਵਿਕਾਸ ਕਰਨਾ।
- ਭਾਸ਼ਾ ਹੁਨਰਾਂ ਅਤੇ ਕਿਰਿਆਵਾਂ ਦੀ ਸਮੁੱਚੀ ਵਰਤੋਂ ਅਤੇ ਅਭਿਆਸ ਕਰਨ ਵਿੱਚ ਸ਼ਹਾਈ ਹੋਣਾ।
- ਸਾਹਿਤ ਦੇ ਵਿਭਿੰਨ ਰੂਪਾਂ ਦੇ ਅਧਿਆਪਨ ਢੰਗਾਂ ਬਾਰੇ ਜਾਣਕਾਰੀ ਦੇਣਾ।
- ਵਿਦਿਆਰਥੀ ਅਧਿਆਪਕਾਂ ਨੂੰ ਮਾਤਭਾਸ਼ਾ ਦੇ ਸਿੱਖਿਆ ਦੇ ਉਦੇਸ਼ਾਂ ਅਤੇ ਸਿਧਾਤਾਂ ਦੀ ਸੋਝੀ ਕਰਾਉਣਾ।

### ਪਾਠ ਸਮੱਗਰੀ

#### ਸਕੀਮ ਦੇ ਮੁਲਾਂਕਣ ਸਕੀਮ

##### ਪੇਪਰ(100 ਅੰਕ / 4 ਕ੍ਰੈਡਿਟ)

- ਥਿ ਪੇਪਰੀ ਪੇਪਰ 80 ਅੰਕਾਂ ਦਾ ਹੋਵੇਗਾ ਅਤੇ ਸਾਰੇ ਗਿਆਰਾਂ ਪ੍ਰਸ਼ਨ ਹੋਣਗੇ। ਉਮੀਦਵਾਰਾਂ ਨੂੰ ਛੇ ਪ੍ਰਸ਼ਨਾਂ ਦੀ ਕੋਸ਼ਿਸ਼ ਕਰਨ ਦੀ ਜ਼ਰੂਰਤ ਹੋਵੇਗੀ।
- ਪ੍ਰਸ਼ਨ ਨੰਬਰ 1 ਲਾਜ਼ਮੀ ਹੋਵੇਗਾ, ਜਿਸ ਵਿੱਚ 10 ਛੋਟੇ ਜਵਾਬ ਕਿਸਮ ਦੇ ਪ੍ਰਸ਼ਨ ਹੋਣਗੇ, ਜੋ ਕਿ ਪੂਰੇ ਸਿਲੇਬਸ ਵਿੱਚ ਬਰਾਬਰ ਫੈਲਣਗੇ, ਜਿਸਦਾ ਉੱਤਰ 20 ਤੋਂ 25 ਸ਼ਬਦਾਂ ਵਿੱਚ ਦਿੱਤਾ ਜਾਵੇਗਾ ਅਤੇ ਹਰੇਕ ਵਿੱਚ 2 ਅੰਕ ਹੋਣਗੇ। (10x2 = 20 ਅੰਕ)
- ਪ੍ਰਸ਼ਨ ਨੰਬਰ 1 ਤੋਂ ਇਲਾਵਾ, ਉਮੀਦਵਾਰਾਂ ਨੂੰ 5 ਉੱਤਰ ਕਿਸਮ ਦੇ ਪ੍ਰਸ਼ਨ ਪੁੱਛਣੇ ਪੈਣਗੇ, ਹਰ ਪੰਜ ਇਕਾਈਆਂ ਵਿੱਚੋਂ ਇੱਕ ਦੀ ਚੋਣ ਕਰੇ। ਹਰ ਇਕਾਈ ਵਿੱਚ 12 ਅੰਕ ਦੇ ਦੋ ਸਵਾਲ ਹੋਣਗੇ। (5x12 = 60 ਅੰਕ)
- ਇੱਕ ਪੇਪਰ ਲਈ 4 ਕ੍ਰੈਡਿਟ (100 ਅੰਕ), ਪ੍ਰੀਖਿਆ ਦੀ ਮਿਆਦ 3 ਘੰਟਿਆਂ ਦੀ ਹੋਵੇਗੀ।

### ਇਕਾਈ - 1

- ਭਾਸ਼ਾ ਦੀ ਪ੍ਰਕਿਰਤੀ ਅਤੇ ਮਹੱਤਵ
- ਪੰਜਾਬੀ ਭਾਸ਼ਾ ਦਾ ਨਿਕਾਸ ਅਤੇ ਵਿਕਾਸ



- ਮਾਤ ਭਾਸ਼ਾ ਦੀ ਸਿੱਖਿਆ ਦੇ ਸਿਧਾਂਤ ਅਤੇ ਉਦੇਸ਼ (ਗਿਆਨਾਤਮਿਕ, ਭਾਵਨਾਤਮਿਕ ਅਤੇ ਕੁਸ਼ਲਾਤਮਿਕ)
- ਮਾਤ ਭਾਸ਼ਾ ਦੀ ਸਿੱਖਿਆ ਦੇ ਮੁੱਢਲੇ ਅਤੇ ਵਿਚਕਾਰਲੇ ਪੱਧਰ ਤੇ ਟੀਚੇ ਅਤੇ ਉਦੇਸ਼ (ਬਲੂਮ ਟੈਕਸੋਨੋਮੀ)

### ਇਕਾਈ - 2

- ਭਾਸ਼ਾ ਸਿੱਖਿਆ ਵਿਚ ਸੁਣਨ ਅਤੇ ਸਮਝਣ ਦਾ ਮਹੱਤਵ, ਸੁਣਨ ਸ਼ਕਤੀ ਦੇ ਵਿਕਾਸ ਲਈ ਲੋੜੀਂਦੇ ਅਭਿਆਸ।
- ਬੋਲਚਾਲ ਦੀ ਸਿੱਖਿਆ ਦਾ ਮਹੱਤਵ, ਅਸ਼ੁੱਧ ਉਚਾਰਨ ਦੇ ਕਾਰਨ ਤੇ ਸੁਧਾਰ।
- ਪੜ੍ਹਨਾ ਸਿਖਾਉਣ ਦੀਆਂ ਮੁੱਖ ਵਿਧੀਆਂ ਅਤੇ ਪੜ੍ਹਾਈ ਸਿੱਖਿਆ ਦੀਆਂ ਕਿਸਮਾਂ, ਸੂਖਮ ਪੜ੍ਹਾਈ ਅਤੇ ਸਥੂਲ ਪੜ੍ਹਾਈ।
- ਲਿਖਣਾ, ਸਿਖਾਉਣਾ : ਲਿਖਤ ਰਚਨਾ ਦਾ ਮਹੱਤਵ ਵਿਧੀਆਂ ਅਤੇ ਅਭਿਆਸ, ਲਿਖਤੀ ਕੰਮਾਂ ਦੀ ਸਧਾਈ ਅਤੇ ਸੁਲੇਖ ਦੀ ਸਿੱਖਿਆ।

### ਇਕਾਈ - 3

- ਕਵਿਤਾ ਅਤੇ ਵਾਰਤਕ ਦੀ ਸਿੱਖਿਆ, ਕਵਿਤਾ ਤੇ ਵਾਰਤਕ ਵਿਚ ਅੰਤਰ, ਪੜ੍ਹਾਉਣ ਦੇ ਉਦੇਸ਼ ਅਤੇ ਵਿਧੀਆਂ।
- ਵਿਆਕਰਣ ਦੀ ਸਿੱਖਿਆ, ਉਦੇਸ਼, ਕਿਸਮਾਂ ਅਤੇ ਮਹੱਤਤਾ।
- ਦ੍ਰਿਸ਼ਟੀਸ਼ਰੋਤ ਸਹਾਇਕ ਸਾਧਨਕਿਸਮਾਂ ਅਤੇ ਪ੍ਰਯੋਗੀ ਮਹੱਤਵ।
- ਭਾਸ਼ਾ ਸਿੱਖਿਆ ਦਾ ਅਧਿਆਪਕ

### ਇਕਾਈ - 4

- ਮਾਤ ਭਾਸ਼ਾ ਦਾ ਪਾਠਕ੍ਰਮ : ਅਰਥ ਮਹੱਤਵ ਅਤੇ ਨਿਰਮਾਣ ਦੇ ਸਿਧਾਂਤ
- ਮਾਤ ਭਾਸ਼ਾ ਦਾ ਪਾਠਪੁਸਤਕ ਮਹੱਤਵ, ਵਿਸ਼ੇਸ਼ਤਾਵਾਂ ਅਤੇ ਸਮੀਖਿਆ।
- ਭਾਸ਼ਾ ਪ੍ਰਸਤਕਾਲਾ ਮਹੱਤਵ, ਉਦੇਸ਼ ਲਾਭ ਅਤੇ ਵਰਤਮਾਨ ਸਥਿਤੀ।
- ਭਾਸ਼ਾ ਪ੍ਰਯੋਗਸ਼ਾਲਾ, ਅਰਥ, ਉਦੇਸ਼, ਮਹੱਤਤਾ ਅਤੇ ਵਰਤੋਂ ਦੇ ਢੰਗ।

### ਇਕਾਈ - 5

- ਮੁਲਅੰਕਣ : ਨਿਰੰਤਰ ਵਿਆਪਕ ਮੁਲਅੰਕਣ, ਅਰਥ ਵਿਧੀਆਂ ਅਤੇ ਅੰਕ ਵੰਡ (ੜ ਤੋਂ ਝ, ਧ ਤੋਂ ਧ)
- ਪਾਠ ਯੋਜਨਾ ਪਰਿਭਾਸ਼ਾ, ਉਦੇਸ਼, ਮਹੱਤਤਾ, ਵਿਸ਼ੇਸ਼ਤਾਵਾਂ ਅਤੇ ਕਿਸਮਾਂ ਵਾਰਸ਼ਿਕ, ਇਕਾਈ ਅਤੇ ਦੈਨਿਕ।
- ਸੂਖਮ ਪਾਠ ਯੋਜਨਾ ਅਤੇ ਅਧਿਆਪਨ ਕੌਸਲ : (ੳ) ਜਾਣ ਪਛਾਣ (ਅ) ਪ੍ਰਸ਼ਨ ਉਤਰ (ੲ) ਵਿਆਖਿਆ (ਸ) ਬਲੈਕ ਬੋਰਡ (ਹ) ਉਦੀਪਨ ਪਰਿਵਰਤਾ
- ਪਾਠ ਯੋਜਨਾ ਦੀ ਤਿਆਰੀ (ਕਵਿਤਾ, ਕਹਾਣੀ, ਨਿਬੰਧ, ਵਿਆਕਰਣ, ਵਾਰਤਕ)

## PEDAGOGY OF TEACHING ENGLISH

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

**Credits: 04**

**Contact Hours: 60**

**Marks: 100**

**Internal: 20 External: 80**

### Introduction

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

### Evaluation Scheme

#### General instructions for paper setters of all theory papers-(100 marks/4 credits):

- Theory paper shall be of 80 marks and shall comprise of eleven questions in all. The candidates shall be required to attempt six questions.
- Question No. 1 shall be compulsory, consisting of 10 short answer type questions, spread evenly over the whole syllabus, to be answered in 20 to 25 words and carrying 2 marks each. **(10x2=20 marks)**
- In addition to Question No. 1, candidates shall be required to attempt 5 long answer type questions, by selecting one from each of the five units. Each unit shall have two questions of 12 marks each. **(5x12=60 marks)**
- Duration of exam for paper covering 4 Credits (100 Marks) will be of 3 Hours.

### Objectives

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

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

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

1.1 Principles of Language Teaching

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

1.3 English Language in the school context: An Evolutionary Perspective

1.4 Current Trends in Modern English Literature in Indian context

1.5 Teaching as second language in Indian context.

### **Unit II: Instructional Planning**

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

2.2 Instructional Planning: Need and Importance

2.3 Unit and lesson plan: Need and Importance

2.4 Procedure of Unit and Lesson Planning

2.5 Planning and adapting units and lessons for children with disabilities

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

3.1 Difference between an approach and a method

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

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

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

3.5 Accommodation in approaches and techniques in teaching children with disabilities

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

4.1 Importance of instructional material and their effective use

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

4.3 Construction of a teacher made test for English proficiency

4.4 Teaching portfolio

4.5 Adaptations of teaching material for children with disabilities

### **Unit V: Evaluation**

5.1 Evaluation - Concept and Need

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

5.3 Adaptation of Evaluation Tools for Children with Disabilities

5.4 Individualized assessment for Children with Disabilities

5.5 Error analysis, Diagnostic tests and Enrichment measures

### **Transaction**

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

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

- Develop an Action Research Plan for measuring the effectiveness of a given teaching approach in English
- Prepare worksheets to enrich vocabulary among secondary students with disabilities
- Develop lesson plans for the teaching of prose and poetry
- Critically analyze any one poem or essay of a well known poet or writer

### **Essential Readings**

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

### **Suggested Readings**

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

## INCLUSIVE EDUCATION

**Course Code: B 6**

**Credits: 02**

**Contact Hours: 30**

**Marks: 50**

**Internal: 10 External: 40**

### Introduction

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

### Evaluation Scheme

#### General instructions for paper setters of all theory papers-(50 marks/2 credits):

- Theory paper shall be of 40 marks and shall comprise of seven questions in all. The candidates shall be required to attempt four questions.
- Question No. 1 shall be compulsory, consisting of 10 short answer type questions, spread evenly over the whole syllabus, to be answered in 20 to 25 words and carrying 1 marks each. **(10x1=10 marks)**
- In addition to Question No. 1, candidates shall be required to attempt 3 long answer type questions of 10 Marks each, by selecting one from each of the three units.**(3x10=30 Marks )**
- Duration of exam for paper covering 2 Credits (50 Marks) will be of 2 Hours.

### 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

1.1 Marginalisation vs. Inclusion: Meaning & Definitions

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

1.3 Diversity in Classrooms: Access, Equity, Relevance, participation, & empowerment Learning Styles, Linguistic & Socio-Cultural Multiplicity,

- 1.4 Universal Design for learning: Multiple Means of Access, Expression, Engagement & Assessment
- 1.5 Co-Teaching methods: one teach one assist, station teaching, parallel teaching, alternate teaching and team teaching

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

- 2.1 International Declarations: Universal Declaration of Human Rights (1948), World Declaration for Education for All (1990)
- 2.2 International Conventions: Convention against Discrimination (1960), Convention on Rights of a Child (1989), United Nations Convention of Rights of Persons with Disabilities (UNCRPD) (2006)
- 2.3 International Frameworks: Salamanca Framework (1994), Biwako Millennium Framework of Action (2002)
- 2.4 National Commissions & Policies: Kothari Commission (1964), National Education Policy (1968), National Policy on Education (1986), Revised National Policy of Education (1992), National Curricular Framework (2005), National Policy For Persons With Disabilities (2006)
- 2.5 National Acts & Programs: IEDC (1974), RCI Act (1992), PWD Act (1995), National Trust Act (1999), SSA (2000), RTE (2006), RMSA (2009), IEDSS (2013)

## **Unit 3: Adaptations Accommodations and Modifications, collaborations**

- 3.1 Meaning, Difference, Need & Steps
- 3.2 Specifics for Children with Sensory Disabilities Neuro-Developmental Disabilities, Loco Motor & Multiple Disabilities and gifted children
- 3.3 Stakeholders of Inclusive Education & their Responsibilities
- 3.4 Family support and community involvement for inclusion
- 3.5 Advocacy , Leadership & 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

- Deiner, P. L. (1993). *Resource for Teaching Children with Diverse Abilities*, Florida: Harcourt Brace and Company.
- Dessent, T. (1987). *Making Ordinary School Special*. Jessica Kingsley Pub.
- Gargiulo, R.M. *Special Education in Contemporary Society: An Introduction to Exceptionality*. Belmont: Wadsworth.
- Gartner, A., & Lipsky, D.D. (1997). *Inclusion and School Reform Transferring America's Classrooms*, Baltimore: P. H. Brookes Publishers.
- Giuliani, G.A. & Pierangelo, R. (2007). *Understanding, Developing and Writing IEPs*. Corwin press: Sage Publishers.
- Gore, M.C. (2004) . *Successful Inclusion Strategies for Secondary and Middle School Teachers*, Crowin Press, Sage Publications.
- Hegarthy, S. & Alur, M. (2002). *Education of Children with Special Needs: from Segregation to Inclusion*, Corwin Press, Sage Publishers.
- Karant, P., & Rozario, J. ((2003). *Learning Disabilities in India*. Sage Publications.
- Karten, T. J. (2007). *More Inclusion Strategies that Work*. Corwin Press, Sage Publications.
- King-Sears, M. (1994). *Curriculum-Based Assessment in Special Edcuation*. California: Singular Publications.
- Lewis, R. B., & Doorlag, D. (1995). *Teaching Special Students in the Mainstream*. 4th Ed. New Jersey: Pearson.
- McCormick, S. (1999). *Instructing Students who Have Literacy Problems*. 3rd Ed. New Jersey, Pearson.
- Rayner, S. (2007). *Managing Special and Inclusive Education*, Sage Publications.
- Ryandak, D. L. & Alper, S. (1996). *Curriculum Content for Students with Moderate and Severe Disabilities in Inclusive Setting*. Boston, Allyn and Bacon.
- Sedlak, R. A., & Schloss, P. C. (1986). *Instructional Methods for Students with Learning and Behaviour Problems*. Allyn and Bacon.
- Stow L. & Selfe, L. (1989). *Understanding Children with Special Needs*. London: Unwin Hyman.
- Turnbull, A., Turnbull, R., Turnbull, M., & Shank, D.L. (1995). *Exceptional Lives: Special Education in Today's Schools*. 2nd Ed. New Jersey: Prentice-Hall.Inc.
- Vlachou D. A. (1997). *Struggles for Inclusive Education: An Ethnographic Sstudy*. Philadelphia: Open University Press.
- Westwood, P. (2006). *Commonsense Methods for Children with Special Educational Needs - Strategies for the Regular Classroom*. 4th Edition, London Routledge Falmer: Taylor & Francis Group.

## CURRICULUM DESIGNING, ADAPTATION & EVALUATION

**Course Code- C13**

**Credits-4**

**Contact Hours-60**

**Marks-100**

**Internal-20 External-80**

### Objectives

After completing the course student-teachers will be able to

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

### Evaluation Scheme

**General instructions for paper setters of all theory papers-(100 marks/4 credits):**

- Theory paper shall be of 80 marks and shall comprise of eleven questions in all. The candidates shall be required to attempt six questions.
- Question No. 1 shall be compulsory, consisting of 10 short answer type questions, spread evenly over the whole syllabus, to be answered in 20 to 25 words and carrying 2 marks each. **(10x2=20 marks)**
- In addition to Question No. 1, candidates shall be required to attempt 5 long answer type questions, by selecting one from each of the five units. Each unit shall have two questions of 12 marks each. **(5x12=60 marks)**
- Duration of exam for paper covering 4 Credits (100 Marks) will be of 3 Hours.

### Unit 1: Curriculum Designing

- 1.1 Meaning, Definition, Concept and Principles of Curriculum
- 1.2 Types and Approaches of Curriculum Designing
- 1.3 Curriculum Domains - Personal, Social, Academics, Recreational and Community living
- 1.4. Steps in developing curriculum, challenges of developing curriculum for inclusion
- 1.5. Curriculum evaluation, Implementation in inclusion

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

- 2.1 Significance of Early Childhood Education and School Readiness
- 2.2 Early Childhood Education Curricular domains – Enhancement of domain in Motor, Personal, Cognitive and Communication areas



- 2.3 Curriculum Domains for Early Childhood Education and Sensory Mechanism
- 2.4 Sensitization of family, involvement in pre-school and primary level
- 2.5 Implication of pre- school and primary levels for Intervention, documentation, record maintenance and report writing

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

- 3.1 Curriculum domains at Secondary level
- 3.2 Curriculum domains at Pre- vocational level
- 3.3 Curriculum domains at Vocational level
- 3.4 Rehabilitation of PwIDs under National Skill development Scheme (NSDS by MSJ&E)
- 3.5 Implications of placement for inclusion in Community, Documentation, Record Maintenance and Reporting

### **Unit 4: Curriculum Adaptations**

- 4.1 Need for Curricular Adaptation, Accommodation and Modification
- 4.2 Adaptation, Accommodation and Modification for Pre –academic Curriculum
- 4.3 Adaptation, Accommodation and Modification for Academics Curriculum
- 4.4 Adaptation, Accommodation and Modification for Co-Curriculum
- 4.5 Adaptation, Accommodation and Modification for School Subjects

### **Unit 5: Curriculum Evaluation**

- 5.1 Concept, Meaning, Definition of Curriculum Evaluation
- 5.2 Types and Approaches of Evaluation
- 5.3 Emerging trends in evaluation –CCE, Teacher Made Tests, Grading System
- 5.4 Differential evaluation of PwID in inclusive setup
- 5.5 Implications of evaluation for inclusion

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

<b>Sl. No.</b>	<b>Task for the Student-teachers</b>	<b>Course</b>	<b>Place</b>
1	a. Assignment / Project / Presentation	C13	Institute/special/inclusive school

### **Course Work/ Practical/ Field Engagement (Any One)**

#### **Special/ Inclusive schools**

To prepare need based curriculum for training in

- ADL Skills
- School Readiness

- Transition from School to Work
- Movement/Dance/Yoga/Sports skills
- Computer usage
- House Keeping/ Laundry
- Gardening / Horticulture
- Creative / Performing Arts

### **Essential Readings**

- Baine, D. (1988) *Handicapped Children in Developing Countries, Assessment, Curriculum and Instruction*. University of Alberta, Alberta,
- Bos, C.S. & Vaughn, S. (1994) *Strategies for teaching students with learning and behaviour problems*. Boston: Allyn and Bacon.
- Jeyachandaran, P., & Vimala, V. (2000). *Madras Developmental Programming System*.
- Luftig, R.L. (1949). *Teaching the Mentally Retarded Student: Curriculum, Methods and Strategies*. Library of Congress Cataloging-in-publications data.
- Myreddi, V., & Narayan, J. (1998). *Functional Academics for students with mild mental retardation*, NIMH, Secunderabad.
- Myreddi, V. & Narayan, J. (2005) *FACP – PID*, NIMH, Secunderabad.
- Narayan, J. (1990). *Towards independence series 1 to 9*. NIMH, Secunderabad.
- Narayan, J. (2003) *Educating children with learning problems in regular schools* NIMH, Secunderabad.
- Narayan, J. (1998) *Grade Level Assessment Device for Children with Learning Problems in Regular Schools*, NIMH, Secunderabad.
- Narayan, J. Myreddi, V., & Rao, S. (2002). *Functional Assessment Checklist for Programming*, NIMH, Secunderabad.
- Overton, T. (1992). *Assessment in Special Education an Applied Approach*. New York McMillan.
- Panda, K.C. (1997). *Education of Exceptional Children*. New Delhi, Vikas Publications.
- Repp A.C. (1983) *Teaching the Mentally Retarded*, New Jersey, Prentice Hall

### **Suggested Readings**

- King-Sears, H.E. (1994) *Curriculum Based Assessment in Special Education*. San Diego Singular Publishing Group
- Narayan, & Kutty, A.T.T. (1989) *Handbook for Trainers of the Mentally Retarded persons Pre-primary level*. NIMH, Secunderabad.
- Peshwaria, R. and Venkatesan. (1992) *Behavioural retarded children A manual for*

teachers. NIMH, Secunderabad.

- Pun, M. & Sen A.K. (1989) Mentally Retarded Children in India. New Delhi Mittal Publication.
- Sharma, P. (1995). Basics on Development and Growth of a child, New Delhi Reliance.
- Subba Rao, T.A. (1992). Manual on Developing Communication Skills in Mentally Retarded Persons, NIMH, Secunderabad.
- Taylor, R.L. (1993). Assessment of Exceptional Students Educational and Psychological Procedures. Boston: Allyn & Bacon.
- Van Riper, C.A. and Emerick. L. (1990), Speech Correction-An introduction to speech pathology and Audiology. Eighth Edition, Prentice Hall

## SEMESTER-III

### EDUCATIONAL INTERVENTION AND TEACHING STRATEGIES

**Course code: C 14**

**Credits: 04**

**Contact Hours: 60**

**Marks: 100**

**Internal: 20 External: 80**

#### **Objectives-**

After completing the course student-teachers will be able to

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

#### **Evaluation Scheme**

##### **General instructions for paper setters of all theory papers-(100 marks/4 credits):**

- Theory paper shall be of 80 marks and shall comprise of eleven questions in all. The candidates shall be required to attempt six questions.
- Question No. 1 shall be compulsory, consisting of 10 short answer type questions, spread evenly over the whole syllabus, to be answered in 20 to 25 words and carrying 2 marks each. **(10x2=20 marks)**
- In addition to Question No. 1, candidates shall be required to attempt 5 long answer type questions, by selecting one from each of the five units. Each unit shall have two questions of 12 marks each. **(5x12=60 marks)**
- Duration of exam for paper covering 4 Credits (100 Marks) will be of 3 Hours.

#### **Unit 1: Intervention**

- 1.1 Concept, Significance, Rationale, Scope, Advantages of Early Intervention
- 1.2 Types of Early Intervention
- 1.3 Intervention Techniques
- 1.4 Record Maintenance and Documentation
- 1.5 Implication of Early Intervention for pre-school Inclusion

**Unit 2: Individualised Education Programme**

- 2.1 Need, Importance and Historical Perspective of IEP
- 2.2 Steps and Components of IEP
- 2.3 Developing, Implementation and Evaluation of IEP for PwID and its associated conditions
- 2.4 IFSP – Planning and writing
- 2.5 Application of IEP for Inclusion

**Unit 3: Teaching Strategies and TLM**

- 3.1 Stages of Learning
- 3.2 Principles of Teaching
- 3.3 Multi-sensory Approaches – Montessori Methods, VAKT Method, Orton - Gillingham Method, Augmentative and Alternative Communication
- 3.4 Teaching Strategies – Task Analysis, Chaining, Shaping, Modelling, Prompting, Fading and Reinforcement, Role Play, Play Way method
- 3.5 Development and Use of TLM for ID

**Unit 4: Intervention for Mal-adaptive Behaviour**

- 4.1 Definition and types of Mal-adaptive behaviour
- 4.2 Identification of Mal-adaptive behaviour
- 4.3 Functional Analysis and Behaviour Modification Techniques, Cognitive Behaviour Techniques (CBT)
- 4.4 Management of Mal-adaptive behaviour at Home and School, Parental Counselling - Individual, Group and Community
- 4.5 Ethical Issues in behaviour management and implications for Inclusion

**Unit 5: Therapeutic Intervention**

- 5.1 Occupational Therapy – Definition, Objective, Scope, Modalities and Intervention
- 5.2 Physiotherapy – Definition, Objective, Scope, Modalities and Intervention
- 5.3 Speech Therapy – Definition, Objective, Scope and Types of Speech, Language and Hearing Disorders and Intervention
- 5.4 Yoga and Play therapy – Definition, Objective, Scope and Intervention
- 5.5 Therapeutic intervention: Visual and Performing Arts (eg: Music, Drama, Dance movement, Sports, etc.)

Sl. No.	Task for the Student-teachers	Course	Place
1	a. Assignment / Project / Presentation	C14	Institute

**Course Work/ Practical/ Field Engagement (Any One)**

Special/ Inclusive Schools/ Institute

- To deliver Modular/ Thematic lecture on relevant topic
- To organise competitions for co-curricular activities at Local, District and State level
- To organize exhibition on products prepared by PwIDs and to raise funds through auction/sale for training livelihood and talent enhancement

### Essential Readings

- Alberto, P.A. & Trontman, A:C. (1995). Applied Behaviour Analysis for Teachers (4th edition). London: Merrill Publishing Company.
- Baine, D. (1988) Handicapped Children in Developing Countries, Assessment, Curriculum and Instruction. University of Alberta, Alberta,
- Berkell, D.E.I & Brown, J.M. (1989). Occupational Transaction from school to work for persons with disabilities, London: Longman.
- Evans, P and Verma, V. (Eds.) (1990) Special Education. Past Present and Future.
- Gardiner, M.D. (1985). The principles of exercise therapy. Delhi: CBS Publishers & Distributors.
- Jacobs, K (1990). Occupational therapy: Work related programmes and assessment, Boston: Little Brown.
- Jayachandra, P. (2001) Teaching yogasanas for persons with mental retardation, Chennai: Vijay Human Services.
- Jeyachandaran, P. Vimala, V. (2000). Madras Developmental Programming System
- Longone, 3. (1990). Teaching Retarded learners Curriculum and Methods for Mentally Handicapped.
- Myreddi V. & Narayan J. (1998). Functional Academics for students with mild mental retardation, NIMH, Secunderabad.
- Narayan J. (1990). Towards independence series 1 to 9. NIMH, Secunderabad.
- Narayan J. (2003) Educating children with learning problems in regular schools NIMH, Secunderabad.
- Narayan, J. (1998) Grade Level Assessment Device for Children with Learning Problems in Regular Schools, NIMH, Secunderabad.
- Narayan, J. Myreddi, V. Rao, S. (2002). Functional Assessment Checklist for programming
- Overton, T. (1992). Assessment in Special Education an Applied Approach. New
- Panda, K.C. (1997). Education of Exceptional Children. New Delhi Vikas
- Pandit, A & Grover U (2001), Self Instructional Modules on occupational therapy/physiotherapy, BED (ID) SPE, Bhoj University, Bhopal.
- Peshawaria, R & Venkatesan, S. (1992). Behaviour approach in teaching mentally

- Repp A.C. (1983) Teaching the Mentally Retarded, New Jersey, Prentice Hall King-
- Sears, H.E. (1994) Curriculum Based Assessment in Special Education. San Diego Singular Publishing Group.
- Shesborne, V. (1990). Developmental movement for children, Cambridge: Cambridge University Press.
- Subba Rao, T.A. (1992), Manual on Developing Communication Skills in mentally retarded persons, NIMH, Secunderabad.
- Swaminathan, M. (1990) Play activity for young children. India: UNICEF.
- Thomson, A., Skinner, A. & Piercy, J. (1991). Tidy's physiotherapy (Twelfth edition). Oxford: Butterworth – Heinmann Ltd.
- Van Riper, C.A. and Emerick L (1990) Speech Correction – An introduction to Speech Pathology & Audiology, Eighth Edition, Prentice Hall

### **Suggested Readings**

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

## TECHNOLOGY AND DISABILITY

**Course code: C 15**

**Credits: 04**

**Contact Hours: 60**

**Marks: 100**

**Internal: 20 External: 80**

### Objectives

After completing the course student-teachers will be able to

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

### Evaluation Scheme

**General instructions for paper setters of all theory papers-(100 marks/4 credits):**

- Theory paper shall be of 80 marks and shall comprise of eleven questions in all. The candidates shall be required to attempt six questions.
- Question No. 1 shall be compulsory, consisting of 10 short answer type questions, spread evenly over the whole syllabus, to be answered in 20 to 25 words and carrying 2 marks each. **(10x2=20 marks)**
- In addition to Question No. 1, candidates shall be required to attempt 5 long answer type questions, by selecting one from each of the five units. Each unit shall have two questions of 12 marks each. **(5x12=60 marks)**
- Duration of exam for paper covering 4 Credits (100 Marks) will be of 3 Hours.

### Unit 1: Technology in Education and Instruction

- 1.1 Educational and Instructional Technology – Meaning, Nature, Scope, Definition, Objectives and Significance
- 1.2 Educational Technology and Instructional Technology – Role and Recent Trends.
- 1.3 Approaches of Educational Technology – Hardware, Software, System approach, Individual & Mass media approach.
- 1.4 Differential Instruction, Universal Design of learning and Individualised Instruction.
- 1.5 Implication of the above for inclusion.

### Unit 2: ICT

- 2.1 ICT – Meaning, Definition, Scope and Significance
- 2.2 Psychological bases for ICT among teachers and learners
- 2.3 Development of ICT – Stages, Requirement and Process
- 2.4 Use of ICT in developing collaborative networks for sharing and learning such as



Internet – E-mail, Tele-teaching, Tele-conference

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

### **Unit 3: Use of Multimedia in Education**

- 3.1 Multi Media - Meaning, Nature, Scope, Definition and Approches.
- 3.2 Types of Instructional Aids: Projected & non–projected Aids, Projectors, Radio, Tape Recorder, Television, Films, Computers, whiteboard, Smartboard, e-Flash Cards, Educational Toys
- 3.3 Advantages, Limitations and Challenges of Using Multi media in Education
- 3.4 Recent Trends in Multimedia
- 3.5 Implication of Multimedia in teaching learning.

### **Unit 4: Technology Based Instructions**

- 4.1 Enhancing Technology Friendly Practices among Teachers.
- 4.2 Computer-Assisted & Computer Managed Instructions, Cybernetics, E- learning, Use of Net Search and Websites
- 4.3 Disability Friendly Technology – Punarjani, and e-learning Framework developed by C-DAC
- 4.4 Developing Technology Integrated Lessons – Individual and Group
- 4.5 Implications of Technology based instruction in Inclusion

### **Unit 5: Application of Technology**

- 5.1 Application of Technology in Lesson Planning, Worksheet Preparation, Report writing and Evaluation
- 5.2 Application of Technology in Assistive Devices – For example, JAWS, Smartphones, Screen Readers
- 5.3 Application of Technology in Instruction – Individual, small group and large group
- 5.4 Advantages, merits and demerits
- 5.5 Implications for inclusion

**Engagement with filed as a part of course as indicated below:**

<b>Sl. No.</b>	<b>Task for the Student-teachers</b>	<b>Course</b>	<b>Place</b>
1	a. Assignment / Project / Presentation	C15	Institute

### **Course Work/ Practical/ Field Engagement (Any One)**

#### **Special/ Inclusive School/ Institute**

- To organize workshops for use ICT for disability friendly activities
- To develop technology supported lesson plans for PwID
- To use mass media/multi media for creating awareness on disability in rural areas

### Essential Readings

- Kulkarni, S.S. (1986). Introduction to Education Technology, New Delhi: Oxford & IBH Publishing Co.
- Kumar, K.L. (1996). Educational Technology and Communication Media, Cuttack: Nalanda.
- McMillan, J.H. & Schumarcher, S. (1989). Research in Education: A Conceptual Introduction, New York: Harper & Collins.
- Mehra, Vandana (2004) Educational Technology, New Delhi : S S Publishers.
- Mohanty, J. (1992). Educational Technology, New Delhi: Deep and Deep Publication.
- Mukhopadhaya, M. (ed.) (2005). Education Technology Knowledge Assessment, New Delhi: Shipra Publications.
- R., Robertson, S. and Peter John. (2009). Improving Classroom Learning with ICT, New York: Routledge. Takewale, R. G. (1995). Technologies for Educational Network, Presidential address in the seminar on Technologies for Educational Networking, New Delhi: IGNOU.
- Richmond, W. R. (ed.) (1900). The Concept of Education Technology: A Dialogue with Yourself, London: Weidenfield and Nicolson.
- Sampath, K., Pannirselvam, A. & Santhanam, S. (1990). Introduction to Educational Technology, New Delhi: Sterling Publishers Private Limited.
- Sharma, Hemant Lata and Sharma, Savita (2010). Learning to Learn with Love: Theory and Practice of Co-operative Learning, New Delhi: Gagandeep Publications Sutherland,

### Suggested Readings

- Cima M Yeole. (1991). Educational Technology. CimaMyeole.
- D.ES, (1982). Handicapped Pupil and Special schools, Regulations. London HMSO.
- Dipika Bhadresh Shah, (1991). Educational Technology for developing teaching competency GavendraPrakashan
- JaganathMohanty. (1998). Studies in Educational Broadcasting. San subscription agency.
- Mangal K. (1990). Fundamentals of Educational technology. Prakash Brothers
- Ruhela Satyapal. (1991). Educational Technology, A systematic Text Book Associated Publishers
- Tara Chand. (1992). Educational Technology. Anmol Publication

## PSYCHO-SOCIAL AND FAMILY ISSUES

**Course code- C16**

**Credits-2**

**Contact Hours-30**

**Marks-50**

**Internal-10 External-40**

After completing the course student-teachers will be able to

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

### **Evaluation Scheme**

#### **General instructions for paper setters of all theory papers-(50 marks/2 credits):**

- Theory paper shall be of 40 marks and shall comprise of seven questions in all. The candidates shall be required to attempt four questions.
- Question No. 1 shall be compulsory, consisting of 10 short answer type questions, spread evenly over the whole syllabus, to be answered in 20 to 25 words and carrying 1 marks each. **(10x1=10 marks)**
- In addition to Question No. 1, candidates shall be required to attempt 3 long answer type questions of 10 Marks each, by selecting one from each of the three units. **(3x10=30 Marks )**
- Duration of exam for paper covering 2 Credits (50 Marks) will be of 2 Hours.

### **Unit 1: Understanding Family & Psycho social Issues**

- 1.1 Family – Concept, Definition types and Characteristics
- 1.2 Reaction, need and impact of disability on family
- 1.3 Role of family in rehabilitation of PWID and need of counseling
- 1.4 Misconceptions related to attitude of family, community, peer Group, teachers, co-workers
- 1.5 Psycho-social Issues –Exploitation, Delinquency, child labour and child abuse

### **Unit 2: Adolescent & Psycho-Social Issues**

- 2.1 Physiological Changes; Implication in Emotional and Social Development
- 2.2 Employment, sexuality, marriage, Pre-marital counseling
- 2.3 Rights and Advocacy for PWID
- 2.4 Attitude of community, co-worker, teacher and peer group and related Misconceptions,
- 2.5 Challenges and Implication

### Unit 3: Involving Families, CBR & CPP (community people participation)

- 3.1 Training and involving families in the rehabilitation process Parent professional relationship
- 3.2 Formation of Parent Self-Help Group and Parent Associations
- 3.3 Types of community resource and its mobilization
- 3.4 Concept, Definition, scope and models of CBR & CPP
- 3.5 Role of special Educator in Empowering Families

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

Sl. No.	Task for the Student-teachers	Course	Place
1	a. Assignment / Project / Presentation	C16	Institute

### Course Work/ Practical/ Field Engagement (Any One)

#### Special/ Inclusive School/ Institute

- To conduct workshops on formation of Parent Self Help Group, Sibling SHG
- To prepare and present a report on assessment of family needs
- To conduct survey on awareness of families about Govt. Schemes for PwID
- To study and submit a report on attitude of neighbours, teachers and non-teaching staff

#### Essential Readings

- Basu, S., Das, P., Chakravarty, I. (2007) Family Life of the Disabled Aged, Ageing and Society: Indian Journal of Gerontology, 17 (3 & 4), 75 – 81.
- Blacher, J. (Ed.) (1984) Severely Handicapped Young Children and Other Families: Research in Review Osvlandio: Academic Press Inc.
- Cramer, H., Carlin, J. (2008) Family Based Short Breaks (Respite) for Disabled Children: Results from the Fourth National Survey, British Journal of Social Work, Vol. 38 (6), Sept. 2008, pp 1060 - 1075
- Dale, N. (2000) Working with families of Children with Special Needs: Partnership and Practice, East Sussex: Brunner- Routledge.
- Fewell, R. and Vadasy, P. (Eds.) (1986) Families of Handicapped Children: Needs and Supports across the Life-span. Texas: Ro-ed Inc.
- Findler, S. (2000) The Role of Grandparents in the Social Support System of Mothers of Children with a Physical Disability, Families in Society, Vol. 81 (4), July – Aug. 2000, pp 70 - 381

- Garginolo, R.M. (1985) Working with Parents of Exceptional Children: A Guide for Professionals, Boston: Houghton-Mifflin.
- Kashyap, L. (1996) Measurement Issues in Family Centered Social Work, in Bharat, S. (Ed.) Family Measurement in India, New Delhi: Sage Publications.
- Peshawaria, R Menon, DK Ganguly R. Roy, S. Pillay R.P.R.S. & Gupta A (1995) Understanding Indian families having persons with Mental Retardation, Secunderabad NIMH
- Taylor, R.L. (1993). Assessment of Exceptional Students Educational and psychological procedures

### **Suggested Readings**

- Bennett, T. Lingerfelt, V & Nelson, D.E. (1990) Developing Individual and Family Support Plans – A Training Manual, Cambridge M.A. Brookline Books.
- Desai, AN (1990) Helping the Handicapped: Problems & prospects, New Delhi, Ashish Publishing House.
- Dunst, C., Trivette~ C. & Deal, A. (1988)' Enabling and empowering families. Cambridge, MA: Brookline Books.
- Dyson (1987) Mental Handicap: Dilemmas of Parent-Professional Relations, London, Croon Helm.
- Glendinning, C. (1986) A Single Door: Social Work with the Families of Disabled Children, London: Allen and Unwin Ltd
- Mann, P.H. Suiter P.A. & Mc Laughhin R.M. (1992) A Guide for educating mainstreamed students, Boston: Allyn & Bacon
- Waugh, A. (1976) Working with parents and community. New Delhi: NCERT.
- Webster, E. J. Vikas Publishing House (1993) Working with parents of young children with disabilities, California. Singular Publishing Group.

## READING AND REFLECTING ON TEXTS

**Course code: D 17**

**Credits: 02**

**Contact Hours: 30**

**Marks: 50**

**Internal: 10 External: 40**

### Introduction

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

### Evaluation Scheme

#### **General instructions for paper setters of all theory papers-(50 marks/2 credits):**

- Theory paper shall be of 40 marks and shall comprise of seven questions in all. The candidates shall be required to attempt four questions.
- Question No. 1 shall be compulsory, consisting of 10 short answer type questions, spread evenly over the whole syllabus, to be answered in 20 to 25 words and carrying 1 marks each. **(10x1=10 marks)**
- In addition to Question No. 1, candidates shall be required to attempt 3 long answer type questions of 10 Marks each, by selecting one from each of the three units.**(3x10=30 Marks )**
- Duration of exam for paper covering 2 Credits (50 Marks) will be of 2 Hours.

### 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

- 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**

- 2.1 Practicing Responses to Text: Personal, Creative and Critical and indicators of Text Comprehension: Retelling, Summarizing, Answering, Predicting, commenting and discussing
- 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
- 2.5 Practicing web search, rapid reading and comprehensive reading

## **Unit 3: Skill Development in Responding to Text and reflecting upon writing as a process and product**

- 3.1, Understanding writing as a Process: Content (Intent, Audience and Organization) and as Language (Grammar, Vocabulary, Spelling), Surface Mechanics (Handwriting, Neatness, Alignment and Spacing)
- 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, self editing and peer editing (sample text)
- 3.4 Practicing Daily Living Writing: Applications/ Agenda - Minutes/ Note Taking, filling feedback forms picture description expansion of ideas
- 3.5 Practicing Converting Written Information into Graphical Representation, practicing evaluation using Parameters as Productivity, Correctness, Complexity, Text Organization and Literary Richness

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

<b>Sl. No.</b>	<b>Task for the Student-teachers</b>	<b>Course</b>	<b>Place</b>
1	a. Assignment / Project / Presentation	C17	Institute

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

- Have a peer editing of independently written essays and discuss your reflections upon this experience
- Prepare a feedback form for parents and for teachers focussing on differences in the two forms due to different intent and audience
- 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: D 18**

**Credits: 02**

**Contact Hours: 30**

**Marks: 50**

**Internal: 10 External: 40**

### **Introduction**

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

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

### **Evaluation Scheme**

#### **General instructions for paper setters of all theory papers-(50 marks/2 credits):**

- Theory paper shall be of 40 marks and shall comprise of seven questions in all. The candidates shall be required to attempt four questions.
- Question No. 1 shall be compulsory, consisting of 10 short answer type questions, spread evenly over the whole syllabus, to be answered in 20 to 25 words and carrying 1 marks each. **(10x1=10 marks)**
- In addition to Question No. 1, candidates shall be required to attempt 3 long answer type questions of 10 Marks each, by selecting one from each of the three units. **(3x10=30 Marks )**
- Duration of exam for paper covering 2 Credits (50 Marks) will be of 2 Hours.

### **Objectives**

After completing the course student-teachers will be able to

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

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

1.1 Art and art education: Meaning, scope and difference

1.2 Artistic expression: Meaning and strategies to facilitate

1.3 Art therapy: Concept and application to students with and without disabilities

- 1.4 Linking Art Education with Multiple Intelligences
- 1.5 Understanding emerging expression of art by students

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

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

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

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

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

<b>Sl. No.</b>	<b>Task for the Student-teachers</b>	<b>Course</b>	<b>Place</b>
1	a. Assignment / Project / Presentation	D 18	Institute

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

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

compilation

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

### Essential Readings

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

### Suggested Readings

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

**SEMESTER-IV  
GUIDANCE AND COUNSELLING**

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

**Credits: 02**

**Contact Hours: 30**

**Marks: 50**

**Internal: 10 External: 40**

**Objectives**

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

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

**Evaluation Scheme**

**General instructions for paper setters of all theory papers-(50 marks/2 credits):**

- Theory paper shall be of 40 marks and shall comprise of seven questions in all. The candidates shall be required to attempt four questions.
- Question No. 1 shall be compulsory, consisting of 10 short answer type questions, spread evenly over the whole syllabus, to be answered in 20 to 25 words and carrying 1 marks each. **(10x1=10 marks)**
- In addition to Question No. 1, candidates shall be required to attempt 3 long answer type questions of 10 Marks each, by selecting one from each of the three units. **(3x10=30 Marks )**
- Duration of exam for paper covering 2 Credits (50 Marks) will be of 2 Hours.

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

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

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

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

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

- 3.1 Current Status with reference to Indian School
- 3.2 Types of Counselling: Child-Centred, Supportive, Family
- 3.3 Guidance in Formal and Informal Situations: Within and Outside Classroom,

- Vocational Guidance  
 3.4 Group Guidance: Group Leadership Styles and Group Processes  
 3.5 Challenges in Group Guidance

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

Sl.No.	Task for the Student-teachers	Course	Place
1	Assignment / Project / Presentation	B10 (A)	Institute

**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.

## VOCATIONAL TRAINING, TRANSITION & JOB PLACEMENT

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

**Credits: 02**

**Contact Hours: 30**

**Marks: 50**

### Objective

**Internal: 10 External: 40**

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

- *Develop an understanding of vocational education & its relevance for PWD's.*
- *Carry out vocational assessment and make vocational training plan.*
- *Plan for transition from School to job.*
- *Identify various avenues for job placement.*
- *Facilitate PWD's in making choice of vocational trades.*
- *Acquire the concept of independent living and empowerment.*

### Evaluation Scheme

#### **General instructions for paper setters of all theory papers-(50 marks/2 credits):**

- Theory paper shall be of 40 marks and shall comprise of seven questions in all. The candidates shall be required to attempt four questions.
- Question No. 1 shall be compulsory, consisting of 10 short answer type questions, spread evenly over the whole syllabus, to be answered in 20 to 25 words and carrying 1 marks each. **(10x1=10 marks)**
- In addition to Question No. 1, candidates shall be required to attempt 3 long answer type questions of 10 Marks each, by selecting one from each of the three units. **(3x10=30 Marks )**
- Duration of exam for paper covering 2 Credits (50 Marks) will be of 2 Hours.

### **Unit 1: Fundamentals & Assessment of Vocational Rehabilitation**

- 1.1. Definition, meaning and scope of Vocational Education
- 1.2. Legislations, policies, agencies, schemes, concessions & benefits for PWDs with respect to employment
- 1.3. Approaches and models of Vocational training
- 1.4. Assessment, Evaluation of Generic skills & Specific job skills using various tools
- 1.5. Approaches & Principles of vocational assessment

### **Unit 2: Vocational Transition & Curriculum Planning**

- 2.1. Concept, meaning, importance of transition
- 2.2. Vocational transition models
- 2.3. Transitional Planning at pre-vocational & post-vocational level
- 2.4. Development of Individualized Vocational Transitional Plan

## 2.5. Development of Vocational Curriculum

### Unit 3: Process of Vocational Rehabilitation & Placement

- 3.1. Types of Employment Settings
- 3.2. Process of Job Placement & Creation of Need-based Employment Settings
- 3.3. Adaptations, Accommodation, Safety Skills and First Aid
- 3.4. Self Advocacy & Self Determination Skill Training
- 3.5. Equal opportunities and attitudes towards persons with disabilities

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

Sl.No.	Task for the Student-teachers	Course	Place
1	Assignment / Project / Presentation	B11(F)	Institute

#### Hands on Experience

- Developing curriculum on any vocational skill
- Administering any vocational assessment tool
- Visit to any vocation Institution

#### Suggested Readings

- McDonnell, J., & Hardman, M.L.(2010). Successful Transition Programs Pathways for Students With Intellectual and Developmental Disabilities, Sage Publications, Los Angeles.
- Kutty, A.T., & Rao L.G, (2003).Curriculum for Vocational Education, Transition of Persons with Intellectual Disability from School to Work. Series -2, NIMH Publications, Secunderabad.
- Kutty, A.T., & Rao, L.G, (2001). Transition of Persons with Intellectual Disability from School to Work – A Guide, NIMH Publications, Secunderabad.
- Mukhobadhyay, M., & Kutty A.T. (2006). Principles of Vocational Training, Part-II, DVTE (ID) Manual, Rehabilitation Council of India, Kanishka Publisher, New Delhi.
- Rao, V.K. (2004), Vocational Education, A.P.H. Publishing Corporation, New Delhi.
- Wehmeyer, M. L. (2007). Promoting Self-Determination in Sstudents with Developmental Disabilities, Guilford Press, Washington.
- Whitehead, T. D., & Hughey, J. B. (2004). Exploring Self Advocacy From a Social Power Perspective, Nova Science Publishers, New York

## BASIC RESEARCH AND STATISTICS

**Course code: D 19**

**Credits: 02**

**Contact Hours: 30**

**Marks: 50**

**Internal: 10 External: 40**

### Objectives

After completing the course student-teachers will be able to

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

### Evaluation Scheme

#### General instructions for paper setters of all theory papers-(50 marks/2 credits):

- Theory paper shall be of 40 marks and shall comprise of seven questions in all. The candidates shall be required to attempt four questions.
- Question No. 1 shall be compulsory, consisting of 10 short answer type questions, spread evenly over the whole syllabus, to be answered in 20 to 25 words and carrying 1 marks each. **(10x1=10 marks)**
- In addition to Question No. 1, candidates shall be required to attempt 3 long answer type questions of 10 Marks each, by selecting one from each of the three units.**(3x10=30 Marks )**
- Duration of exam for paper covering 2 Credits (50 Marks) will be of 2 Hours.

### Unit 1: Introduction to Research

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

### Unit 2: Types and Process of Research

- 2.1 Types of Research
  - Basic/Fundamental
  - Applied
  - Action
- 2.2 Process of Research
  - Selection of Problem
  - Formulation of Hypothesis
  - Collection of Data



- Analysis of Data & Conclusion
- 2.3 Tools of Research: Tests, Questionnaire, Checklist and Rating Scale
- 2.4 Action Research in Teaching Learning Environment
- 2.5 Professional Competencies for Research

### Unit 3: Measurement and Analysis of Data

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

**Engagement with filed as a part of course as indicated below:**

Sl. No.	Task for the Student-teachers	Course	Place
1	a. Assignment / Project / Presentation	D 19	Institute

### 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.
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