

Chaudhary Ranbir Singh University, Jind
Bachelor of Education in Special Education {Learning Disability}
B.Ed.Spl.Ed. (LD)
Semester wise Course Structure and Scheme of Examination
Effective from Academic Session 2016-17
Two Years Duration
(04 Semesters)
Semester-I

Course Code	Course title	Internal Assessment	External Examination	Total Marks	Duration of Exam.	Passing Marks (Internal + External)
A1	Human Growth & Development	20	80	100	3 hours	50
A2	Contemporary India and Education	20	80	100	3 hours	50
B7	Introduction to sensory disabilities	10	40	50	1:30 hours	25
B8	Introduction to neuro developmental disabilities	10	40	50	1:30 hours	25
B9	Introduction to locomotor and multiple disabilities	10	40	50	1:30 hours	25
C12	Assessment and identification of needs	20	80	100	3 hours	50
E1	Practical : Cross disability and Inclusion	10	40	50	-	25
	Total			500		

Note:

1. The course contents of A1, A2, B7, B8 and B9 are common for all B.Ed. Spl.Ed. Programmes i.e B.Ed. Spl. Ed. (V.I)/ B.Ed. Spl. Ed. (M.R)/ B.Ed. Spl. Ed. (L.D)/ B.Ed. Spl. Ed. (H.I).
2. The course contents of C12 and E1 are according to disability specific specialisations. It is different for B.Ed. Spl. Ed. (V.I)/ B.Ed. Spl. Ed. (M.R)/ B.Ed. Spl. Ed. (L.D)/ B.Ed. Spl. Ed. (H.I).
3. The examination shall comprise written papers, practical, field engagements etc. The relative weightage of internal assessment and semester – end external examination of each course shall be 20 percent and 80 percent respectively.

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Department of Education
Chaudhary Ranbir Singh University, Jind
B.Ed. Spl. Ed. (L.D)
Semester-I
HUMAN GROWTH & DEVELOPMENT

Course Code: A1

Max. Mark: 100

(External: 80, Internal: 20)

Note: Paper setter will set 10 questions in all i.e. two from each unit. The students will be required to attempt five questions, selecting one from each unit. All questions will carry equal marks.

Introduction

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

Objectives

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

1. Explain the process of development with special focus on infancy, childhood and adolescence.
2. Critically analyze developmental variations among children.
3. Comprehend adolescence as a period of transition and threshold of adulthood.
4. 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)

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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 (Bronfrenbrenner)

2.5 Holistic Theory of Development (Steiner)

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

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

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

3.3 Milestones and variations in Development

3.4 Environmental factors influencing early childhood development

3.5 Role of play in enhancing development

Unit 4: 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

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5.5 Career Choices

Engagement with the field as part of course as indicated below

Hands on Experience

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

Suggested Readings

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

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Semester-I

CONTEMPORARY INDIA AND EDUCATION

Course Code: A2

Max. Marks: 100

(External: 80, Internal: 20)

Note: Paper setter will set 10 questions in all i.e. two from each unit. The students will be required to attempt five questions, selecting one from each unit. All questions will carry equal marks.

Introduction

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

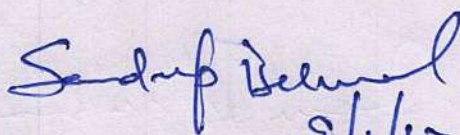
Objectives

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

1. Explain the history, nature and process and Philosophy of education.
2. Analyse the role of educational system in the context of Modern Ethos.
3. Understand the concept of diversity.
4. 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 (Budhism, Jainism, Vedanta Darshan, Sankya Darshan)
- 1.5 Indian Philosophers (Aurobindo, Gandhi, Tagore, Krishna Murthy)


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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

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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 Complementarities of inclusive and special schools
- 5.4 Language issues in education
- 5.5 Community participation and community based education

Some Suggested Activities on contemporary issues

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

Essential Readings

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

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Suggested Readings

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

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- Mahendru, M., & Roy, S. (2011). A Handbook on Disability Rehabilitation & Special Education. Educare Publications, New Delhi.
- Sapra, C. L., & Aggarwal, A. (1987). Education in India some critical Issues. National Book Organisation, New Delhi.
- Saraswathi, T. S. (1999). Culture, Socialization and Human Development. Sage Publications, New Delhi.
- Sen, A., & Dreze, J. (1997). India: Economic Development and Social Opportunity, Oxford India, Delhi.
- Speeches of Gandhi ji: Speech on the Eve of The Last Fast, January 12, 1948. Government of India, New Delhi.
- Steven, B. (1998). School and Society. Sage Publications, New Delhi.
- Suresh, D. (1998). Curriculum and Child Development. Bhargav, Agra.
- Taneja, V.R. (1998). Educational Thoughts and Practice, Delhi University Publications.
- Vaidyanathan, A. (1995). The Indian Economy: Crisis, Response and Prospects. Tracts of the Times. Orient Longman Publications, New Delhi.
- Weber, O.C. (1990). Basic Philosophies of Education. Rinehart and Winston, New York Holt.

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Semester-I

INTRODUCTION TO SENSORY DISABILITIES

Course Code: B7

Max. Marks: 50

(External: 40, Internal: 10)

Note: Paper setter will set 5 questions in all i.e. two from each unit. The students will be required to attempt five questions, selecting one from each unit. All questions will carry equal marks.

Introduction

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

Objectives

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

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

Unit 1: Hearing Impairment: Nature & Classification

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

1.2 Importance of hearing

1.3 Process of hearing & its impediment leading to different types of hearing loss

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

1.5 Challenges arising due to congenital and acquired hearing loss

Unit 2: Impact of Hearing Loss ~~1 Hour~~

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

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

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

2.4 Issues & measures in literacy development and scholastic achievement of students with hearing loss

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

Unit 3: Visual Impairment- Nature and Assessment ~~3 Hours~~

3.1. Process of Seeing and Common Eye Disorders in India

3.2. Blindness and Low Vision--Definition and Classification

3.2. Demographic Information--NSSO and Census 2011

3.4. Importance of Early Identification and Intervention

3.5. Functional Assessment Procedures

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

4.1. Effects of Blindness- Primary and Secondary

4.2. Selective Educational Placement

4.3. Teaching Principles

4.4. Expanded Core Curriculum- Concept and Areas

4.5. Commonly Used Low Cost and Advanced Assistive Devices

Unit 5: Deaf-blindness ~~1 Hour~~

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

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

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5.3 Screening, assessment, identification & interventional strategies of deaf-blindness

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

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

Course Work/ Practical/ Field Engagement

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

Transactions

Visits, Observations, Videos and Interactions with Students with Disabilities

Essential Readings

- Bradford, L. J. & Hardy, W.G. (1979). Hearing and Hearing Impairment. New York: Grune and Stratton.
- Davis, H. & Silverman, S. R. (1970). Hearing and Deafness - Part I. Holt, London: Rinehart & Winston.
- Holbrook, C.M., & Koenig, A. J. (Eds.) (2000). Foundations of Education, Vol I: History and Theory of Teaching Children and Youths with Visual Impairments. (2nd ed): New York: AFB Press.
- Handbook on Deafblindness (2005). Sense International India. Retrieved online on 24/4/2015 from http://www.google.co.in/url?sa=t&rct=j&q=&esrc=s&source=web&cd=3&ved=0CD EQFjAC&url=http%3A%2F%2Fssa.nic.in%2Finclusive-education%2Ftrainingmodule-for resource-teachers-for-disablechildren%2FModule%25202%2520Deafblindness.pdf%2Fat_download%2Ffile&ei=LkY6VdGIOIKymAW604CgDg&usg=AFQjCNHxJc9OazS1fTSI_HgQqJKxWjs_A&sig2=LIBWuGnYE0OLPtK5FCHEg&bvm=bv.91427555,d.dGY
- Kelley, P., & Gale, G. (1998). Towards Excellence: Effective education for students with vision impairments. Sydney: North Rocks Press.

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

Suggested Readings

- Auditory-Verbal International (1991). Auditory-Verbal Position Statement. Auricle 4, 11-12.
- Harp, B. (2006). The handbook of literacy assessment and evaluation, (3rd Eds). Norwood. Christopher-Gordon Publishers, Inc., Norwood, M.A.
- Katz, J. (1985). Handbook of Clinical Audiology (4th Ed.). Williams and Wilkins, Baltimore.
- Loreman, T., Deppeler, J., & Harvey, D. (2005). Inclusive education - A practical guide to supporting diversity in the classroom. (2nd Eds.). Routledge, London.

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- Norris, G. H., & Romer, L.T. (1995). Welcoming Students who are deafblind to typical classrooms. Paul H. Brookes, New Jersey.
- Pandey, R. S., & Advani, L. (1995). Perspectives in Disability and Rehabilitation. Vikas Publishing House Pvt. Ltd. New Delhi.
- Proceedings from National Conference on Centenary for Work for the Blind in India (1987). All India Confederation of the Blind and Christoffel Blinden Mission. R.K.Printers, New Delhi.
- Scholl, G.T. (1986). Foundations of Education for Blind and Visually Handicapped Children and Youth. American Foundation for the BLind, New York.
- Tucker, I., & Nolan, M. (1984). Educational Audiology. Croom Helm, London.
- Tye-Murray, N. (1998). Intervention Plans for Children. In Tye-Murray N. (Eds) Foundations of Aural Rehabilitation. Singular, San Diego.

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B.Ed. Spl. Ed. (L.D)

Semester-I

INTRODUCTION TO NEURO DEVELOPMENTAL DISABILITIES

Course Code: B8

Max. Marks: 50
(External: 40, Internal: 10)

Note: Paper setter will set 10 questions in all i.e. two from each unit. The students will be required to attempt five questions, selecting one from each unit. All questions will carry equal marks.

Introduction

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

Objectives

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

1. Discuss the characteristics and types of learning disability.
2. Describe the tools, areas of assessment and apply intervention strategies to enhance learning.
3. Explain the characteristics and types of Intellectual disability.
4. Describe the tools, areas of assessment and prepare and apply intervention strategies for independent living.
5. Explain the characteristics and types of Autism Spectrum Disorder.
6. Describe the tools, areas of assessment and apply intervention strategies.

Unit 1: Learning Disability: Nature, Needs and Status

- 1.1 Definition, Types and Characteristics
- 1.2 Tools and Areas of Assessment

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- 1.3 Status of Learning Disabilities in India
- 1.4 Current Trends on Education of Learning Disabled

Unit 2: Learning Disability: Intervention Strategies

- 2.1 Strategies for reading, Writing and Maths
- 2.2 Curricular Adaptation, IEP, Further Education
- 2.3 Transition Education, Life Long Education

Unit 3: Intellectual Disability: Nature, Needs and Intervention

- 3.1 Definition, Types and Characteristics
- 3.2 Tools and Areas of Assessment
- 3.3 Strategies for Functional Academics and Social Skills

Unit 4: Intellectual Disability: Interventions

- 4.1 Assistive Devices,
- 4.2 Adaptations
- 4.3 Individualized Education Plan
- 4.4 Person Centered Plan
- 4.5 Life Skill Education
- 4.6 Vocational Training and Independent Living

Unit 5: Autism Spectrum Disorder: Nature, Needs and Intervention

- 5.1 Definition, Types and Characteristics
- 5.2 Tools and Areas of Assessment
- 5.3 Instructional Approaches
- 5.4 Teaching Methods
- 5.5 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

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Course Work/ Practical/ Field Engagement

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

Essential Readings

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

Suggested Readings

- Higgins, J. (2003) Practical Ideas that Really Work for Students with Dyslexia and Other Reading Disorders. PRO-ED, Austin.
- Moyes, R.A. (2010). Building Sensory Friendly Classrooms to Support Children with Challenging Behaviors: Implementing Data Driven Strategies. Sensory World, Texas.
- Pierangelo, R., & Giuliani G.A. (2003). Transition services in Special Education, Allyn & Bacon, London.
- Reddy G.L., & Rama, R. (2000). Education of Children with Special Needs. Discovery Pub, New Delhi.
- Simpson, R. L., & Myles, B. S. (2008). Educating Children and Youth with Autism: Strategies for Effective Practice. Pro Ed. Texas.

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- Strichart, S. S. (1993). Teaching Study Strategies to Students with Learning Disabilities. Allyn & Bacon, Boston.
- Swady, E.R. (1989). Diagnosis & Correction of Reading, Difficulties. Allyn & Bacon, Boston.
- Taylor, B. (1988). Reading Difficulties: Instruction and Assessment. Random House, New York.
- Wong, B. Y. L. (1996) .The ABCs of learning disabilities (1st ed.) Academic Press, San Diego, CA.

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Semester-I

INTRODUCTION TO LOCOMOTOR AND MULTIPLE DISABILITIES

Course Code: B9

Max. Marks: 50

(External: 40, Internal: 10)

Note: Paper setter will set 10 questions in all i.e. two from each unit. The students will be required to attempt five questions, selecting one from each unit. All questions will carry equal marks.

Introduction

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

Objectives

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

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

Unit 1: Cerebral Palsy (CP)-An Introduction

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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

Unit 2: Cerebral Palsy (CP)- School Interventions

2.1. 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

2.2. Facilitating Teaching-Learning of Children with CP in School,

2.3 IEP for CP, Developing TLM; Assistive Technology to Facilitate Learning and Functional Activities

Unit 3: Amputees, Polio, Spinal Cord Injuries Spina-bifida and Muscular Dystrophy

3.1. Definition, Meaning and Classification

3.2. Assessment of Functional Difficulties

3.3. Provision of Therapeutic Intervention and Referral

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

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

Unit 4: Multiple Disabilities and Other Disabling Conditions: An Introduction

4.1 Multiple Disabilities: Concept, Meaning and Classifications

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

4.3 Understanding multiple disabilities in Indian context

Unit 5: Multiple Disabilities and Other Disabling Conditions: Implications for school

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

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

5.3 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/inclusiveeducation/training-module-for-resource-teachers-for-disablechildren/Module%205%20Cerebral%20Palsy.pdf/at_download/file
- Sarva Siksha Abhiyan . Module on Multiple Disabilities. http://ssa.nic.in/inclusiveeducation/training-module-for-resource-teachers-for-disablechildren/Module%203%20Multiple%20Disability.pdf/at_download/file

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Department of Education
Chaudhary Ranbir Singh University, Jind
B.Ed. Spl. Ed. (L.D)
Semester-I

ASSESSMENT AND IDENTIFICATION OF NEEDS

Course Code: C12

Max. Marks: 100

(External: 80, Internal: 20)

Note: Paper setter will set 5 questions in all i.e. two from each unit. The students will be required to attempt five questions, selecting one from each unit. All questions will carry equal marks.

Introduction

This course is planned to orient and educate the student-teachers on understanding the condition of Learning Disability (LD), the various types of LD and acquiring the skills of assessment in different domains and curricular areas, and diagnosing the condition. Along with the exposure to the standardized tools of assessment, the informal assessment tools are introduced. The skills in development and use of these tools will help them in conducting comprehensive assessment for programme planning.

Objectives

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

1. Comprehend the concept, the history, causes and manifestations of Learning Disability.
2. Describe and differentiate among different types of Learning Disability.
3. Understand the assessment and the assessment procedures for Learning Disability diagnosis.
4. Explain the domains and tools for assessment.

Unit 1: Introduction to Learning Disability (LD)

- 1.1 LD: Definition and concept
- 1.2 History of LD
- 1.3 Etiology of LD- medical and social
- 1.4 Co-morbidity with LD – ADHD

Sandeep Bernal
9/1/17

1.5 LD across the life span

Unit 2: Types of LD

- 2.1 Specific LD in Reading
- 2.2 Specific LD in Writing
- 2.3 Specific LD in Mathematics
- 2.4 Dyspraxia
- 2.5 Non-verbal LD

Unit 3: Assessment of LD

- 3.1 Concept of screening and identification
- 3.2 Identification criteria – DSM 5
- 3.3 Differential diagnosis
- 3.4 Assessment tools – standardized (WISC, SPM, CPM, DTLD, DTRD, BCSLD, GLAD, Aston Index), CRTs and NRTs, TMTs
- 3.5 Portfolios, checklists, rating scales, anecdotal records, Observation schedules

Unit 4: Domains of Assessment

- 4.1 Motor
- 4.2 Perceptual
- 4.3 Cognitive
- 4.4 Social-Emotional
- 4.5 Language

Unit 5: Assessment of Curricular Areas

- 5.1 Readiness skills
- 5.2 Reading
- 5.3 Spelling
- 5.4 Writing
- 5.5 Mathematics

Transaction

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This course creates a foundation for understanding and assessing for Learning Disability. While teaching this course, a lot of emphasis has to be placed on presenting case studies to comprehend the manifestations of Learning Disabilities. Through discussions, demonstrate the process of arriving at differential diagnosis. The teacher trainees have to acquire the skill of developing Teacher Made Tests for assessment. Keeping this in mind, the transaction of Unit 4 and 5 has to be through hands on training in development of TMTs. Evaluating the TMTs developed by peers will also be a valuable learning experience.

Course Work/ Practical/ Field Engagement:

- Movie review to understand the condition of LD
- Diagnosing the case based on case profiles
- Development of TMTs to assess various domains and curricular areas

Essential Readings

- Bender, W. N. (1995). Identification and Teaching Strategies Learning Disabilities, characteristics, identification and coaching categories. Allyn Bacon, New York.
- Lerner, J. W. (2000). Learning Disabilities: Houghton Mifflin

Suggested Readings

- Jena, S.P.K. (2013). Specific Learning Disabilities: Theory to Practice. Sage Publications, New Delhi.
- Kapur, M., John, A., Rozario, J., & Oommen, A. (2002). NIMHANS Index of Specific Learning Disabilities, NIMHANS, Bangalore.
- Karanth, P., & Rozario, J. (2003). Learning disabilities in India willing the mind to learn. Sage, New Delhi.
- Lee, S H., Harris Karen R., & Graham, S. (2003). Handbook of Learning Disabilities. The Guilford Press, New York.
- Raj, F. (2010). Breaking Through – A hand book for parents and teachers of children with specific learning disabilities. Vifa Pub, Secunderabad.
- Reddy L. G., Ramaa, R., & Kusuma, A. (2000). Learning Disabilities: a practical Guide to Practitioners. Discovery Publishers, New Delhi.

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- Venkateshwarlu, D. (2005). Diagnosis and remediation of mathematical difficulties. Neel Kamal publications, New Delhi.

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Semester-I

E 1: Cross disability & inclusion

Marks: 50

(External: 40, Internal: 10)

Tasks for the Student-teachers	Disability Focus	Education Setting	Description	Hours	Marks
Classroom Observation	Major Disability	Special school/inclusive school with learning disability	Minimum 30 school Periods	25	16 (4)
	Other than Major disability (V.I, H.I, M.R)	Minimum 3 Special schools for other disabilities	Minimum 30 school Periods	25	16 (4)
	Any Disability	Inclusive Schools	Minimum 12 school Periods	10	8 (2)
Total				60	40 (10)

Schedule for practical for E-1 shall be included in the time table (ten working days may be allocated). Observations as mentioned are essential. However, if schools for other disability are not available in the nearby area, the same may be interpreted as observation at Inclusive school/ education/services being provided in the resource room/ home based education or vice versa with other disability.

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Chaudhary Ranbir Singh University, Jind
Bachelor of Education in Special Education {Learning Disability}
B.Ed.Spl.Ed. (L.D.)
Semester wise Course Structure and Scheme of Examination
Effective from Academic Session 2016-17
Two Years Duration
(04 Semesters)
Semester-II

Course Code	Course title			Internal Assessment	External Assessment	Total Marks	Duration of Exam.	Passing Marks (Internal + External)
A3	Learning, Teaching and Assessment			20	80	100	3 hours	50
A4 and A5	Pedagogy of Teaching (Any two Course from any two groups selecting one from one group)	Part-A	I. Pedagogy of Teaching Science	20	80	100	3 hours	50
		Part-B	I. Pedagogy of Teaching Mathematics II. Pedagogy of Teaching Social Science	20	80	100	3 hours	50
		Part-C	I. Pedagogy of Teaching Hindi II. Pedagogy of Teaching English	20	80	100	3 hours	50
B6	Inclusive Education			10	40	50	1.30 hours	25
C13	Curriculum Designing, Adaptation and Evaluation for Students with Learning Disability			20	80	100	3 hours	50
E2	Practical: Disability Specialization			10	40	50		25
	Total					500		

- Note:** 1. The examination shall comprise written papers, practical, field engagements etc. The relative weightage of internal assessment and semester-end external examination of each course shall be 20 percent and 80 percent respectively.
2. A candidate has to appear for internal assessment during the concerned semester only; a candidate who fails or did not appear in the internal assessment shall not be evaluated again after semester-end examination of the concerned semester. A candidate will have to secure minimum 50 percent marks as an aggregate of external and internal assessment in each course to pass the programme.

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Semester-II

LEARNING, TEACHING AND ASSESSMENT

Course Code: A3

Marks: 100
(Internal: 20, External: 80)

Note: Paper setter will set 10 questions in all i.e. two from each unit. The students will be required to attempt five questions, selecting one from each unit. All questions will carry equal marks.

Introduction

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

Objectives

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

1. Comprehend the theories of learning and intelligence and their applications for teaching children
2. Analyse the learning process, nature and theory of motivation
3. Describe the stages of teaching and learning and the role of teacher
4. Situate self in the teaching learning process
5. 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; Learning theories--- Behaviourism: Pavlov, Thorndike, Skinner; Cognitivism: Piaget, Bruner; Social Constructivism: Vygotsky, Bandura
- 1.2 Intelligence: Concept and definition; Theories: Two-factor, Multifactor, Triarchic Theory (Robert Steinberg)
- 1.3 Creativity: Concept, Definition and Characteristics
- 1.4 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 the field as part of course as indicated below:

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

Transaction and Evaluation

This concepts and theoretical precepts included in this course should be explained with reference to children with and without disabilities. The effort of transaction should be to

enhance the understanding of how learning occurs and what are the suitable means of its assessment. Evaluation may be done by asking student-teachers to children with and without disabilities and present a report of the same.

Essential Readings

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

Suggested Readings

- Geisinger, K.F. (2013). APA Handbook of Testing and Assessment in Psychology. 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.

Department of Education
Chaudhary Ranbir Singh University, Jind
B.Ed. Spl. Ed. (L.D.)
Semester-II

PEDAGOGY OF TEACHING SCIENCE

Course Code: A4 & A5, Part A-I

Marks: 100

(Internal: 20, External: 80)

Note: Paper setter will set 10 questions in all i.e. two from each unit. The students will be required to attempt five questions, selecting one from each unit. All questions will carry equal marks.

Introduction

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

Objectives

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

1. Explain the role of science in day to day life and its relevance to modern society.
2. Describe the aims and objectives of teaching science at school level.
3. Demonstrate and apply skills to select and use different methods of teaching the content of sciences.
4. Demonstrate competencies of planning for teaching sciences, organizing laboratory facilities and equipment designing pupil centered teaching learning experiences.
5. 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

Practical/ Field Engagement/Project Work

Any one of the following

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

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Chaudhary Ranbir Singh University, Jind
B.Ed. Spl. Ed. (L.D.)
Semester-II
PEDAGOGY OF TEACHING MATHEMATICS

Course Code: A4 & A5, Part B-I

Marks: 100

(Internal: 20, External: 80)

Note: Paper setter will set 10 questions in all i.e. two from each unit. The students will be required to attempt five questions, selecting one from each unit. All questions will carry equal marks.

Introduction

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

Objectives

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

1. Explain the nature of Mathematics and its historical development with contribution of Mathematicians.
2. Describe the aims and objectives of teaching Mathematics at school level.
3. Demonstrate and apply skills to select and use different methods of teaching Mathematics.
4. Demonstrate competencies of planning for teaching Mathematics, organizing laboratory facilities and equipment designing pupil centered teaching learning experiences.
5. 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, Aryabhatta, Bhaskaracharya, Euclid, Pythagoras)
- 1.5 Perspectives on Psychology of Teaching and Learning of Mathematics- Constructivism, 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

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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, Cussionaire Rods, Fractional Discs, Napier Strips
- 4.5 Calculators, Computers, Smart Boards, Multimedia Presentations, and Special Aids and Appliances For Children With Disabilities

Unit 5: Assessment and Evaluation for Mathematics Learning

- 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

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

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

Department of Education
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B.Ed. Spl. Ed. (L.D.)

Semester-II

PEDAGOGY OF TEACHING SOCIAL SCIENCE

Course Code: A4 & A5, Part B-II

Marks: 100

(Internal: 20, External: 80)

Note: Paper setter will set 10 questions in all i.e. two from each unit. The students will be required to attempt five questions, selecting one from each unit. All questions will carry equal marks.

Introduction

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

Objectives

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

1. Explain the concept, nature and scope of social science.
2. Develop competencies for designing unit and lesson plans, as well as tools of evaluation for social science teaching.
3. Develop skills in preparation and use of support materials for effective social science teaching.
4. 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

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- 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, storytelling, 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.
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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*.
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- 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.

Department of Education
Chaudhary Ranbir Singh University, Jind
B.Ed. Spl. Ed. (L.D.)
Semester-II
PEDAGOGY OF TEACHING HINDI

(हिन्दी शिक्षण)

Course Code: A4 & A5, Part C-I

Marks: 100

(Internal: 20, External: 80)

Note: Paper setter will set 10 questions in all i.e. two from each unit. The students will be required to attempt five questions, selecting one from each unit. All questions will carry equal marks.

पाठ्यक्रम के उद्देश्य: प्रस्तुत पाठ्यक्रम द्वारा विद्यार्थियों इस योग्य होंगे कि-

1. व्यक्ति तथा समाज के जीवन और विकास में भाषा के योगदान से परिचित होंगे।
2. मूलभूत भाषा कौशलों और भाषा अधिगम में उनकी भूमिका का अनुभव करेंगे।
3. इकाई नियोजन और पाठयोजना की प्रक्रिया में कुशल होंगे।
4. हिन्दी शिक्षण के विशिष्ट व्यावहारिक उद्देश्यों के निर्धारण और लेखन में सक्षम होंगे।
5. हिन्दी शिक्षण के अधिगम लक्ष्यों की प्राप्ति के लिए प्रयोज्य शिक्षण विधियों का प्रयोग करेंगे।
6. हिन्दी शिक्षण के उद्देश्यों की सहज प्राप्ति के लिए सहायक उपकरणों के निर्माण और उपयोग में दक्ष होंगे।
7. भाषा अधिगम में सतत एवं व्यापक मूल्यांकन प्रविधि के उपयोग कुशलतापूर्वक करेंगे।
8. भाषा अधिगम में विद्यार्थियों की कठिनाइयों के निराकरण के लिए क्रियात्मक अनुसन्धान का प्रयोग करेंगे।
9. चिन्तन दैनन्दिनी और पोर्टफोलियो निर्माण की प्रविधि का उपयोग करेंगे।

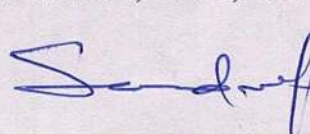
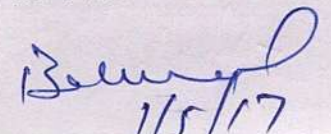
पाठ्यवस्तु

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

- 1.1 भाषा का प्रत्यय और उपयोगिता।
- 1.2 बोली, विभाषा और मानक भाषा का प्रत्यय।
- 1.3 शिक्षा, समाज, व्यापार, राजनीति, शोध एवं विकास में भाषा का योगदान।
- 1.4 हिन्दी भाषा का नामकरण, संस्कृत से हिन्दी के उद्भव की प्रक्रिया।
- 1.5 विश्व भाषा और भविष्य भाषा के रूप में हिन्दी के विकास का आकलन।
- 1.6 मूल-भूत भाषा कौशलों - श्रवण, वाचन, पठन और लेखन का परिचय।

इकाई 2 - पाठ्यवस्तु संवर्धन, भाषा अधिगम की प्रकृति और पाठनियोजन

- 2.1 हिन्दी साहित्य का सामान्य परिचय।
- 2.2 हिन्दी गद्य साहित्य की परम्परागत विधाएँ - कहानी, नाटक और महाकाव्य।
- 2.3 हिन्दी गद्य साहित्य की आधुनिक विधाएँ - उपन्यास, यात्राविवरण, जीवनी, आत्मकथा और संस्मरण।

 
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- 2.4 हिन्दीव्याकरणमें उर्दू, अंग्रेज़ी और संस्कृत से समाविष्ट प्रत्यय।
- 2.5 माध्यमिक स्तर पर हिन्दी पाठ्यक्रम में हुए परिवर्तनों का आकलन।
- 2.6 माध्यमिक स्तर पर हिन्दी शिक्षण के लक्ष्य और उद्देश्य।
- 2.7 इकाई नियोजन का प्रत्यय, इसका महत्व और निर्माण विधि।
- 2.8 पाठ योजना का परिचय, उपयोग और महत्व।
- 2.9 पाठ योजना के चरण और उनका क्रियान्वयन।
- 2.10 हिन्दी शिक्षण के ज्ञानात्मक, बोधात्मक, कौशलात्मक और रूचिगत उद्देश्यों का निर्धारण।
- 2.11 विशिष्ट उद्देश्यों का व्यावहारिक शब्दावली में लेखन।

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

- 3.1 माध्यमिक कक्षाओं में गद्य शिक्षण की उपयोगिता।
- 3.2 गद्य शिक्षण की अर्थबोध, व्याख्या, विश्लेषण और संयुक्त विधिका परिचय और इनकी समीक्षा।
- 3.3 माध्यमिक कक्षाओं के पाठ्यक्रम में पद्य के समावेश की उपयोगिता।
- 3.4 पद्य शिक्षण की शब्दार्थ कथन,
व्यास और समीक्षा विधिका परिचय और इनकी उपयुक्तता का आकलन।
- 3.5 माध्यमिक स्तर पर व्याकरण शिक्षण की आवश्यकता और उपयोगिता।
- 3.6 व्याकरण शिक्षण की निगमन, आगमन, भाषासंसर्ग और पाठ्य-पुस्तक विधियों का मूल्यांकन।

खण्डान्वय,

इकाई 4 - भाषा अधिगम-शिक्षण में सहायक सामग्रियों का प्रयोग

- 4.1 शिक्षण उपकरणों का सन्दर्भ, महत्व और लाभ।
- 4.2 अधिगम-शिक्षण के दृश्य उपकरणों के प्रकार।
- 4.3 दृश्य उपकरणों - श्यामपट्ट, चार्ट, नक्सा, मानचित्र, प्रतिरूप,
कार्यशील प्रतिरूप और फ्लैश कार्ड की प्रयोग विधि।
- 4.4 श्रव्य उपकरणों - काम्पैक्ट डिस्क व कैसेट्स के प्रयोग की विधि और अभ्यास।
- 4.5 मुद्रित श्रव्य उपकरणों- अखबार, पत्रिकाओं और पुस्तकों का सहायक उपकरणों के रूप में प्रयोग।
- 4.6 वैद्युदृष्ट उपकरणों -
कम्प्यूटर और विश्वजाल के सहायक उपकरणों के रूप में प्रयोग की विधि और उपयोगिता।
- 4.7 भाषा अधिगम में भाषा प्रयोगशाला के प्रयोग की विधि और समीक्षा।

टेलीविजन,

इकाई 5- भाषा अधिगम के मूल्यांकन की प्रविधि और चिन्तनशील साधक के रूप में शिक्षक

- 5.1 मूल्यांकन की संकल्पना, उद्देश्य और महत्व। सतत एवं व्यापक मूल्यांकन का सन्दर्भ।
- 5.2 लेखन, पठन, श्रुतलेख, सुलेख, तीव्रलेखन, त्रुटिमुक्तलेखन,
आशुभाषण और काव्यपाठ का सतत एवं व्यापक मूल्यांकन प्रविधि द्वारा मूल्यांकन।
- 5.3 कक्षागत पाठ्यसहगामी गतिविधियों - गीत, अभिनय, संवाद,
क्रियाकलाप और नेतृत्व के गुणों का सतत एवं व्यापक मूल्यांकन प्रविधि द्वारा मूल्यांकन।
- 5.4 विद्यार्थियों के भाषा अधिगम का संचयी वृत्त बनाना। अनुवर्ती चिन्तन की आवश्यकता और महत्व।
- 5.5 चिन्तन दैनन्दिनी और पोर्टफोलियो बनाना।
- 5.6 विद्यार्थियों की अधिगम समस्याओं के निदान और समाधान के लिए क्रियात्मक अनुसन्धान का प्रयोग।

5.7 पाठ्यक्रम, सहायकसामग्री और पाठ्यविधियों का आलोचनात्मक विवेचन।;

पाठ्यक्रम,

सहायकसामग्री और पाठ्यविधियों पर विद्यार्थियों और अभिभावकों की प्रतिक्रियाओं का संग्रह।

प्रायोगिक कार्य-

- आधुनिक भाषा के रूप में हिन्दी के गुणों और स्थितिका अनुसन्धान विवरण।
- हिन्दी शिक्षण की किन्ही दो अधनुतन विधियों का परिचय एवं इनके उपयोग की तुलनात्मक समीक्षा।
- हिन्दी शिक्षण के श्रवण, वाचन और लेखन अधिगम के सटीक मूल्यांकन में सतत एवं व्यापक मूल्यांकन की प्रविधि के उपयोग का विवरण।
- चिन्तन दैनन्दिनी, पोर्टफोलियो और आलोचनात्मक विवरणों के उपयोग की समीक्षा और इनकी प्रतिकृतिका प्रस्तुतिकरण।

सन्दर्भ पुस्तकें-

हिन्दी शिक्षण : अभिनव आयाम, डा .श्रुतिकान्त पाण्डेय, एक्सिस पब्लिकेशंस, दरियागंज, नई दिल्ली, 2010.

हिन्दी शिक्षण, उमामंगल, आर्य बुक डिपो करोलबाग, नई दिल्ली, 2005.

हिन्दी शिक्षण, डा .रामशकल पाण्डेय, विनोद पुस्तक मन्दिर, आगरा, 2005.

हिन्दी साहित्य का इतिहास, आचार्य रामचन्द्र शुक्ल, राजकमल प्रकाशन, नई दिल्ली, 2006

हिन्दी शिक्षण, रमन बिहारी लाल, रस्तोगी प्रकाशन, मेरठ, 2002.

हिन्दी शिक्षण, सावित्री सिंह, इन्टरनेशनल पब्लिशिंग हाउस, मेरठ, 2004.

हिन्दी शिक्षण, डा .कर्ण सिंह, गोविन्द प्रकाशन, लखीमपुर खीरी .2012 ,

माध्यमिक विद्यालयों में हिन्दी शिक्षण ,निरजन कुमार सिंह ,राजस्थान हिंदी आकादमी ,जयपुर.2010 ,

Department of Education
Chaudhary Ranbir Singh University, Jind
B.Ed. Spl. Ed. (L.D.)
Semester-II

PEDAGOGY OF TEACHING ENGLISH

Course Code: A4 & A5, Part C-II

Marks: 100

(Internal: 20, External: 80)

Note: Paper setter will set 10 questions in all i.e. two from each unit. The students will be required to attempt five questions, selecting one from each unit. All questions will carry equal marks.

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.

Objectives

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

1. Explain the principles of language teaching, and evolution and trends in English literature.
2. Prepare an instructional plan in English.
3. Adapt various approaches and methods to teach English language.

Sandip Behur
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4. 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

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

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.
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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.

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15/1/17

Department of Education
Chaudhary Ranbir Singh University, Jind
B.Ed. Spl. Ed. (L.D.)
Semester-II

INCLUSIVE EDUCATION

Course Code: B6

Marks: 50

(Internal: 10, External: 40)

Note: Paper setter will set 10 questions in all i.e. two from each unit. The students will be required to attempt five questions, selecting one from each unit. All questions will carry equal marks.

Introduction

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

Objectives

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

1. Explain the construct of inclusive education & the progression from segregation towards valuing & appreciating diversity in inclusive education.
2. Explicate the national & key international policies & frameworks facilitating inclusive education.
3. Enumerate the skills in adapting instructional strategies for teaching in mainstream classrooms.
4. Describe the inclusive pedagogical practices & its relation to good teaching.
5. 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: Learning Styles, Linguistic & Socio-Cultural Multiplicity
- 1.4 Principles of Inclusive Education: Access, Equity, Relevance, Participation & Empowerment
- 1.5 Barriers to Inclusive Education: Attitudinal, Physical & Instructional

Unit 2: Policies & Frameworks Facilitating Inclusive Education

- 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

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

Unit 4: Inclusive Academic Instructions

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

Unit 5: Supports and Collaborations for Inclusive Education

- 5.1 Stakeholders of Inclusive Education & Their Responsibilities
- 5.2 Advocacy & Leadership for Inclusion in Education
- 5.3 Family Support & Involvement for Inclusion
- 5.4 Community Involvement for Inclusion
- 5.5 Resource Mobilisation for Inclusive Education

Practical & Field Engagement

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

Transactions

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

Suggested Readings

- Bartlett, L. D., & Weisentein, G. R. (2003). *Successful Inclusion for Educational Leaders*. New Jersey: Prentice Hall.
- Chaote, J. S. (1991). *Successful Mainstreaming*. Allyn and Bacon.
- Choate, J. S. (1997). *Successful Inclusive Teaching*. Allyn and Bacon.
- Daniels, H. (1999). *Inclusive Education*. London: Kogan.
- Deiner, P. L. (1993). *Resource for Teaching Children with Diverse Abilities*, Florida: Harcourt Brace and Company.
- Dessent, T. (1987). *Making Ordinary School Special*. Jessica Kingsley Pub.
- Gargiulo, R.M. *Special Education in Contemporary Society: An Introduction to Exceptionality*. Belmont: Wadsworth.
- Gartner, A., & Lipsky, D.D. (1997). *Inclusion and School Reform Transferring America's Classrooms*, Baltimore: P. H. Brookes Publishers.
- Giuliani, G.A. & Pierangelo, R. (2007). *Understanding, Developing and Writing IEPs*. Corwin press: Sage Publishers.
- Gore, M.C. (2004). *Successful Inclusion Strategies for Secondary and Middle School Teachers*, Crowin Press, Sage Publications.
- Hegarty, 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.
- 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.
- 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 Study*. Philadelphia: Open University Press.
- Westwood, P. (2006). *Commonsense Methods for Children with Special Educational Needs - Strategies for the Regular Classroom*. 4th Edition, London RoutledgeFalmer: Taylor & Francis Group.

B.Ed. Spl. Ed. (L.D.)
Semester-II
CURRICULUM DESIGNING, ADAPTATION & EVALUATION FOR STUDENTS
WITH LEARNING DISABILITY

Course Code: C13

Marks: 100
(Internal: 20, External: 80)

Note: Paper setter will set 10 questions in all i.e. two from each unit. The students will be required to attempt five questions, selecting one from each unit. All questions will carry equal marks.

Introduction

This course covers all about curriculum. The first unit is about different designs of curriculum wherein the UDL needs to be looked at from the inclusive education perspective. The second unit needs to be studied as the emphasis is on inclusion, hence curriculum hierarchies are essential to be understood. Unit three and four are about instructional planning and adaptations that will benefit students with learning disability. Unit five is on evaluation where different kinds of evaluation have to be studied, so as, to be able to choose the appropriate tool for evaluation.

Objectives

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

1. Describe the principles, types, and areas of curriculum.
2. Acquire knowledge about learning hierarchies to help planning.
3. Discuss the different instructional planning and its use.
4. Demonstrate skills in applying different adaptations for inclusive education.
5. Make effective use of different forms of evaluation.

Unit 1: Curriculum Design

- 1.1 Curriculum design– Concept, Definition and Principles
- 1.2 Principles of Inclusive Curriculum
- 1.3 Types of curriculum– Core, Collateral, Support, Hidden
- 1.4 Universal design of learning for curriculum development
- 1.5 N.C.F
- 1.6 Curriculum Design and Development: Subject centred, learner centred (CWLD), Learning centred

Unit 2: Curriculum Hierarchies

- 2.1 Reading (English and any Regional language)
- 2.2 Writing

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- 2.3 Mathematics
- 2.4 Science
- 2.5 Social studies

Unit 3: Instructional Planning

- 3.1 Models of instructional planning – ADDIE
- 3.2 Taxonomies of learning – Cognitive (Bloom's and Anderson), Psychomotor & Affective
- 3.3 Elements of lesson plan - 5 E plan
- 3.4 Models of teaching - CAM,
- 3.5 Pyramid plan

Unit 4: Adaptation, Modification, Accommodation

- 4.1 Definition and concept of adaptation, modification, accommodation
- 4.2 Principles and steps of adaptation
- 4.3 Differentiated instruction
- 4.4 IEP
- 4.5 Classroom management – cooperative, collaborative, arrangement

Unit 5: Assessment & Evaluation

- 5.1 Assessment & Evaluation- Concept, definition, scope
- 5.2 Types of Assessment- Alternative, Authentic, Performance based, Subject based portfolio
- 5.3 Evaluation – Formative, Summative, CCE
- 5.4 Development of question paper (table of specifications)
- 5.5 Tools of evaluation- Rubrics grading, marking schemes

Transaction

This paper deals with one of the core areas of being a teacher that is planning curriculum. The planning is done keeping in mind the adaptations to suit the needs of a LD student. Hence direct instruction alone will not help. Experiential method, task analysis, discussion, role play, reader's theatre, debates; teach reteach cycles are a must. Collaborations with general education teacher for unit two will be helpful to understand it in relation to the unit three and four.

CourseWork/ Practical/ Field Engagement

- Adapt a lesson according to the needs of the identified student/class
- Plan a differentiated lesson for a given class
- Evaluate a textbook to develop a rubric as an evaluation tool
- Prepare a blueprint
- Prepare a portfolio

Essential Readings

Cook, R. E., Tessier, A., & Armbruster, V. B. (1987). Adapting early childhood curricula for children with special needs. (2nd ed.). Merrill Publisher, Columbus.

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- 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 – PMR, NIMH, Secunderabad.
- Narayan, J. (1990). Towards independence series 1 to 9. NIMH, Secunderabad.
- Narayan, J. (2003) .Educating children with learning problems in regular schools NIMH, Secunderabad.
- Narayan, 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 J. & 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.
- SubbaRao, 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
- Video Films. (2002). Help them learn make it easy, NIMH, Secunderabad.

- Glazzard, P. (1982). Learning activities and teaching ideas for the special child in the regular classroom. Prentice-Hall, New Jersey.
- Joyce, S. C. (2003). Successful Inclusive Teaching: Proven Ways to Detect and Correct Special Needs. Pearson, London.
- Joyce, S. C. et al., (1987). Assessing and programming basic curriculum skills. Allyn & Bacon, Boston.
- Margo, A. M., & Thomas E. S. (2009). The Inclusive Classroom: Strategies for Effective Differentiated Instruction. Pearson, London.
- Mcintyre, T. (1989). A resource book for remediating common behavior and learning problems. Allyn and Bacon, Boston.
- Stephen, S. S., & Charles, T. M. (2001). Teaching Learning Strategies and Study Skills to Students with Learning Disabilities, Attention Deficit Disorders, or Special Needs, 3rd Edition. Allyn and Bacon, Boston.
- Steve, G., & Karen, H. (2005). Writing Better: Effective Strategies for Teaching Students with Learning Difficulties. Brookes Publishing Company, Baltimore.
- Virginia, W. B., & Beverly, J. W. (2009). Teaching Students with Dyslexia and Dysgraphia: Lessons from Teaching and Science. Brookes Publishing Company, Baltimore.

Suggested Readings

- Angela, L., & Angela, S. (2011). Alternative Approaches to Assessing Young Children, Second Edition. Brookes Publishing Company, Baltimore.
- Cohen, S. B., & Plaskon, S. P. (1980). Language arts. Charles E Merrill, Columbus.
- Davis, W. E. (1986). The Special Educator: strategies for succeeding in today's schools. Pro Ed, London.
- Hodkinson, A., & Vickerman, P. (2009). Key issues in special educational needs and inclusion. SAGE, Los Angeles.
- Karten, T. J. (2010). Inclusion strategies that work! Research-Based Methods for the classroom. Corwin, California.
- Lewis, R. B., & Doorlag, D. H. (1999). Teaching special students in general education classrooms. Prentice Hall, New Jersey.
- Nancy, L.E., & Pamela, H.E. (1994). Teach and reach: students with attention deficit disorders: the educator's handbook and resource guide. Multi Growth Resources, Texas.
- Reid, D. K., & Wayne, P. H. (1981). A Cognitive approach to learning disabilities. McGraw-Hill, Auckland.
- Schulz, J. B., & Carpenter, C. D. (1994). Mainstreaming exceptional students A Guide for Classroom Teachers. Allyn and Bacon, Boston.
- Westwood, P. (1987). Commonsense methods for children with special needs Strategies for the regular classroom. Croom Helm, London.
- William, N. B. (2007). Differentiating Instruction for Students With Learning Disabilities: Best Teaching Practices for General and Special Educators. Corwin, California

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Suggested Reading

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

Bialostok, S. (1992). Raising Readers: Helping your child to literacy. Winnipeg, MB: Peguis Publishers

Culliman, B.E. (2000). Read to Me: Raising Kids Who Love to Read. New York: Scholastic.

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Department of Education
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B.Ed. Spl. Ed. (L.D.)

Semester-II
PRACTICUM

Practical : Disability Specialisation (Learning Disability)

Course Code: E2

Marks: 50
(Internal: 10, External: 40)

Sr. No.	Tasks for the Teacher Trainees	Disability Focus	Education Setting	Number of Lessons
1.1	a. Case Study Observation	Major Disability	Special School	30
	b. Visit to Other Special School			
1.2	a. Micro teaching & simulated teaching on selected skills	General	Institute	5 (planning hours)
	b. Micro teaching & simulated lesson\	Major Disability	Institute	5 (planning hours)
1.3	a. Lesson planning and subjects selected	Major Disability	For Special School/Inclusive Set up	10
	b. Lesson planning and focussing on adaptation, evaluation	Major Disability	Inclusive Set up	10

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16/11/17

Chaudhary Ranbir Singh University, Jind
Bachelor of Education in Special Education (Learning Disability)
B.Ed.Sp.Ed. (L.D)
Two Years Duration
Effective from Academic Session 2016-17

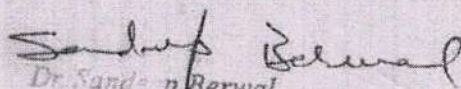
Semester wise Course Structure and Scheme of Examination

Semester-III

Course Code	Course Title	Internal assessment	External assessment	Total Marks	Duration of Exam.	Passing Marks (Internal + External)
C 14	Intervention and Teaching Strategies	20	80	100	3 hours	50
C 15	Technology and Disability	20	80	100	3 hours	50
C 16	Psycho Social and Family Issues	10	40	50	1.30 hours	25
D17	Reading and Reflecting on Text	10	40	50	1.30 hours	25
D18	Performing and Visual Art	10	40	50	1.30 hours	25
E2	Practical: Disability Specialization (L.D)	20	80	100	3 hours	50
F1	Main disability special school (L.D/Inclusive school)	20	80	100	3 hours	50
Grand Total		110	440	550		

Note: 1 The examination shall comprise written papers, practical, field engagements etc. The relative weightage of internal assessment and semester-end external examination of each course shall be 20 percent and 80 percent respectively.

2. A candidate has to appear for internal assessment during the concerned semester only; a candidate who fails or did not appear in the internal assessment shall not be evaluated again after semester-end examination of the concerned semester. A candidate will have to secure minimum 50 percent marks as an aggregate of external and internal assessment in each course to pass the programme.


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Department of Education
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Semester-III

INTERVENTION AND TEACHING STRATEGIES

Course Code: C14

Marks: 100
(Internal: 20, External: 80)

Note: Paper setter will set 10 questions in all i.e. two from each unit. The students will be required to attempt five questions, selecting one from each unit. All questions will carry equal marks.

Introduction

This course will provide insight into the conceptual framework of the area of interventions and strategies. It will familiarize the student-teachers with the approaches and tools of assessment and seeks to develop an understanding of how interventions in the areas affected can be instrumental in enhancing performance. The course will prepare the student-teachers in helping children with learning disabilities by developing appropriate strategies and intervention plans for them. This will prepare them to work with students in clinical as well as classroom set-ups and arm them with programmes for assessment, goal setting, reviewing and reporting the success of the intervention targets.

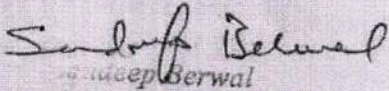
Objectives

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

1. Explain the purpose and define the principles of educational intervention.
2. Discuss the various Teaching Strategies across the curricular hierarchies.
3. Link the teaching Strategies to the curricular areas.
4. Provide specific strategies for core and collateral curriculum.
5. Plan Programme for skill, process and curricular deficits.

Unit 1: Conceptual Framework of Educational Interventions

- 1.1 Definition, purpose, scope and principles of educational intervention
- 1.2 Curriculum intervention: gap analysis and linkages with demands of school curriculum
(Diagnostic Prescriptive Teaching)
- 1.3 Steps of intervention
- 1.4 Cascade of services and Response to Intervention


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1.5 Issues and ethics in educational intervention

Unit 2: Educational Interventions for Processing Deficit

2.1 Attention

2.2 Perception

2.3 Memory

2.4 Thinking

2.5 Meta-cognition

Unit 3: Reading and Writing Interventions

3.1 Principles of intervention in reading and writing

3.2 Strategies for developing word recognition skills, fluency and comprehension

3.3 Strategies for developing handwriting, spelling and written expression

3.4 Strategies for Reading and writing across the curriculum

3.5 Strategies for differentiation and inclusion in the classroom

Unit 4: Interventions for Mathematics

4.1 Principles for interventions in mathematics

4.2 Strategies for developing mathematical concepts

4.3 Strategies for developing computation, automaticity [timed tasks] and application

4.4 Strategies for problem solving

4.5 Accommodations [Calculators, Computers] in the mainstream classroom

Unit 5: Intervention in Life Skills

5.1 Strategies for developing of Social skills

5.2 Strategies for developing Study skills

5.3 Strategies for self-assessment and advocacy

5.4 Strategies for soft skills [presenting self, time management, decision making]

5.5 Preparation for Independent Living; Career Planning, leisure and recreation

Transactions

This course will be dealt with using lectures followed by projects in specific processing deficits and specific curricular deficits. Assignments in order to align the strategies of intervention to the curriculum across grades can be taken up. Presentations based on

educational intervention for a specific child can be examined. Discussion on issues in intervention and goal setting for educational intervention can be organized. The use and success of specific strategies and teaching technique can be observed using field work. Actual demonstration of the technique can be provided to ensure hands on experience.

Course Work/ Practical/ Field Engagement

- Prepare an educational intervention plan/tool for a given process
- Prepare an educational intervention plan/tool for a given skill
- Plan a parental meet to discuss the intervention goal.
- Collaborate with a specific subject teacher to set an intervention goal
- Conduct a workshop for mainstream teachers on educational interventions/classroom Strategies

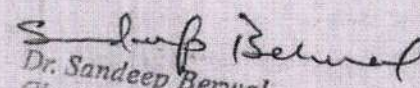
Essential Readings

- Karten, T. J. (2007). More Inclusion Strategies that work- aligning student strength with standards. Corwin Press, CA.
- Lerner, J. W. (2011). Learning Disabilities. Houghton Mifflin Brookes, Boston.

Suggested Readings

- Bird, R. (2013). The Dyscalculia Toolkit: Supporting Learning Difficulties in Maths. Sage, Los Angeles.
- Cummings, C. (2000). Winning Strategies for Classroom Management Teaching. Book News, Inc., Portland.
- Das, J. P. (2009). Reading difficulties and dyslexia: An interpretation for teachers. Sage Publications, New Delhi.
- Forster, C., Grant, J., Hollas, B., Pittet, J., Shaffer, J., & O'Donnell, M.A.R. (2002). Differentiated Instruction: Different Strategies for Different Learners, 1st edition. Staff Development for Educators, Div highlights for Children
- Geoff, H. (2007). Dyspraxia. (2nd ed). Continuum International publishing Group, Baltimore.
- Harwell, J. M., & Jackson, R. W. (2008). The Complete Learning Disabilities Handbook: Ready-to-Use Strategies and Activities for Teaching Students with Learning Disabilities. Jossey Bass Inc, San Francisco.

- Lee, S. H., Harris K. R., & Graham, S. (2003). Handbook of Learning Disabilities. The Guilford Press, New York.
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- Mather, N., & Goldstein, S. (2001). Learning Disabilities and Challenging Behaviors: A Guide to Intervention and Classroom Management, Brookes Publishing Company, Baltimore.
- Narayan, J. (2002). Educating children with learning problems in the primary school. NIMH, Secunderabad.
- Pandey J., & Thapa K. (2008). Perspectives on learning disabilities in India: Current practices and prospects. Sage Publications, New Delhi.
- Raj, F (2010) Breaking Through – A hand book for parents and teachers of children with specific learning disabilities, Vifa Publication, Secunderabad.
- Reddy G.L., & Rama R. (2000). Education of children with special needs. Discovery Publication, New Delhi.
- Reddy L. G., Ramaa R., & Kusuma, A. (2000) Learning Disabilities: a practical Guide to Practitioners. Discovery Publishers, New Delhi.
- Tomlinson, C. A. (1999). The Differentiated Classroom: Responding to the Needs of All Learners. ASCD. Alexandria.
- Venkateswanshu, D. (2005). Diagnosis and remediation of mathematical difficulties. Neel Kamal publications, New Delhi.


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Department of Education
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B.Ed. Spl. Ed. (L.D.)
Semester-III

TECHNOLOGY AND DISABILITY

Course code: C15

Marks: 100

(Internal: 20, External: 80)

Note: Paper setter will set 10 questions in all i.e. two from each unit. The students will be required to attempt five questions, selecting one from each unit. All questions will carry equal marks.

Introduction

This course covers the integration of technology in the teaching learning process of the students with learning disability. It's important to remember that the assistive technology is to support or reduce the barrier to learning. The focus must be on what the device or software does for the individual/student not on the device itself. The units progress from understanding the meaning scope, to the use of technology for teaching and learning and ends with the issues that one faces while dealing with technology.

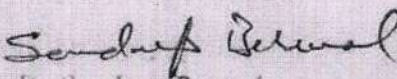
Objectives

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

- Explain the meaning, scope and use of Technology.
- Analyse the learning needs in relation to Technology.
- Understand and use the various types of technology for presenting, engaging and evaluating.
- Discuss the trends and issues related to the use of technology.

Unit 1: Concept of Technology

- 1.1 Meaning, Nature, Scope and Significance of Technology
- 1.2 Types /tools of technology – Projector, Smart board, Software and ipad, ipod, Tablets, Mobiles
- 1.3 Technology integration vs technology use in the curriculum
- 1.4 Assistive technology: Meaning and scope
- 1.5 Role & Use of AT for children with LD


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Unit 2: Learning Needs of CWLD

- 2.1 Communication
- 2.2 Reading
- 2.3 Writing
- 2.4 Mathematics
- 2.5 Self management

Unit 3: Technology for Presentation & Expression (Input and Output)

- 3.1 Classroom Presentation & Expression: Concept & scope
- 3.2 Visual presentation - Large print displays, alternative colours to the screen, colour coding, smart boards, Multimedia Presentations, screen magnifiers
- 3.3 Auditory - text to voice, screen readers, FM Listening Systems, podcast
- 3.4 Cognitive -- graphic organisers
- 3.5 Consideration for selection of tools -- no tech, low tech, high tech, low cost, high cost

Unit 4: Technology for Classroom Engagement

- 4.1 Classroom engagement -- Meaning and components
- 4.2 Reading, Writing & Mathematics - Talking books, recorder, Optical character recognition, Speech recognition systems, Alternative writing surfaces, pencil grips, podcast, Proof reading software, Talking calculators, Electronic math worksheets, fluidity software
- 4.3 Organising--sticky notes, highlighter pens, or highlighter tape, graphic organisers, digital organisers
- 4.4 Types programme- drill & practice, Simulations, Games, Tutorial
- 4.5 Consideration for selection of programmes and tools in an inclusive class

Unit 5: Trends & Issues in Using Technology

- 5.1 Digital natives & Immigrants
- 5.2 From isolation to inclusion
- 5.3 Parent/family involvement
- 5.4 Cyber Safety

Lever-Duffy, J., & McDonald, J. (2010). Teaching and Learning with Technology. Pearson, London.

Nelson, L.L., & Posey, A. (2013). Design and Deliver: Planning and Teaching Using Universal Design for Learning

Newby, T.J. (2010). Educational Technology for Teaching and Learning (4th Edition). Pearson, London.

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B.Ed. Spl. Ed. (L.D.)
Semester-III**

PSYCHO-SOCIAL AND FAMILY ISSUES

Course code: C16

Marks: 50

(Internal: 10, External: 40)

Note: Paper setter will set 10 questions in all i.e. two from each unit. The students will be required to attempt five questions, selecting one from each unit. All questions will carry equal marks.

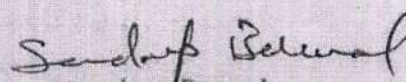
Introduction

This course gives an overview of psychosocial domains, stages, characteristics and manifestations of psychosocial behaviours at home and in community settings. It also deals with family dynamics and parenting styles and parent empowerment. It also lays stress on the importance of stress management, family counselling and social and emotional wellbeing.

Objectives

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

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


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Unit 1: Overview of Psycho-social Domains

- 1.1 Psychosocial domains- Meaning and components- Cognitive, Affective, Social
- 1.2 Stages of Psychosocial development
- 1.3 Psycho-social characteristics of children with LD
- 1.4 Manifestations of psychosocial behaviour at home, school and society
- 1.5 Causative factors – self and others

Unit 2: Family Dynamics

- 2.1 Family structure and its functioning
- 2.2 Home environment and children with learning disability
- 2.3 Needs and concerns of family
- 2.4 Needs and concerns of child with LD
- 2.5 Empowering Parents- Resource management, legal provisions

Unit-3: Family of a Child with Learning Disability

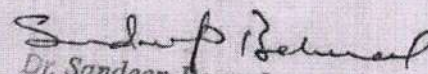
- 3.1 Birth of a child with learning disability and its effect on parents and family dynamics
- 3.2 Parenting styles: Overprotective, Authoritative, Authoritarian and Neglecting
- 3.3 Stereotypic attitudes related to learning disability and attitude modification
- 3.4 Role of family in Early stimulation, Concept development and Early intervention

Unit 4: Nurturing Social Emotional Wellbeing

- 3.1 Strategies for developing positive self-concept
- 3.2 Social skill training
- 3.3 Stress management
- 3.4 Family counseling

Unit-5: Family participation in education planning

- 5.1 Networking and liaisoning with students, parents, community and NGO's
- 5.2 Peer group and educational planning
- 5.3 Convergence of govt. schemes in educational planning


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Transaction

This paper should be taught through review of research papers, seminars, discussions, debates, presentations, field trips, u-tubes and movies to understanding of the issues at hand.

Course Work/ Practical/ Field Engagement

Observe and identify psycho-social problems of any LD student of the class during school internship programme. Give detailed description along with intervention performed.

- Design a Scrapebook on news related to psycho-social and adult issues among CWLD. Analyse them and present a report with detailed write-up.
- Collect and compile articles from various sources and present in class for critical analysis and understanding.

Essential Readings

Hurlock, E. B. (2002). Developmental Psychology, Tata McGraw –Hill, New Delhi.

Suggested Readings

Goldstein, S., Naglieri, J. A., & DeVries, M. (2011). Learning and Attention Disorders in Adolescence and Adulthood: Assessment and Treatment. Wiley, New Jersey.

Gunton, S. (2007). Learning Disabilities (Social Issues Firsthand). Greenhaven Press, San Diego.

Hales G. (2003). Beyond Disability towards an Enabling society. Sage Publication, London.

Kelly, K. (2006). You Mean I'm Not Lazy, Stupid or Crazy?!: The Classic Self-Help Book for Adults with Attention Deficit Disorder

Paley, S. (2012). Promoting positive behaviour when supporting people with a learning disability and people with autism. Sage Publication. Los Angeles.

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Semester-III

READING AND REFLECTING ON TEXT

Course code: D17

Marks: 50

(Internal: 10, External: 40)

Note: Paper setter will set 10 questions in all i.e. two from each unit. The students will be required to attempt five questions, selecting one from each unit. All questions will carry equal marks

Introduction

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

Objectives

After completing the course the learners will be able to:

1. Reflect upon current level of literacy skills of the self
2. Show interest and begin working upon basic skills required to be active readers in control of own comprehension.
3. Show interest and begin working upon basic skills required to be independent writers understanding adequate intent, audience and organization of the content.
4. Prepare self to facilitate good reading writing in students across the ages.
5. 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

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1.5 Basic Braille Literacy

Unit 2: Reflections on Reading Comprehension

- 2.1 Practicing Responses to Text: Personal, Creative and Critical
- 2.2 Meta Cognitive Awareness of Reading Processes and Strategies Applied for Meaning Making
- 2.3 Developing Good Reading Skills and Habits in Primary Level Students: Activities And Strategies
- 2.4 Basic Understanding Of Reading Comprehension Of Children With Hearing Impairment And Learning Disability

Unit 3: Skill Development in Responding To Text

- 3.1 Indicators of Text Comprehension: Retelling, Summarizing, Answering, Predicting, Commenting and Discussing
- 3.2 Practicing Responding To Text (Using The Indicators) For Recreational Reading Material (Narrations) And School Textbooks (Description)
- 3.3 Practicing Responding To Text (Using The Indicators) For Reports, Policy Documents And News (Expositions) And Editorial, Academic Articles, Advertisement Copy, Resume (Argumentation)
- 3.4 Practicing Web Search, Rapid Reading And Comprehensive Reading

Unit 4: Reflecting Upon Writing as a Process and Product

- 4.1 Understanding Writing As A Process: Content (Intent, Audience And Organization)
- 4.2 Understanding Writing As A Process: Language (Grammar, Vocabulary, Spelling)
- 4.3 Understanding Writing As A Process: Surface Mechanics (Handwriting, Neatness, Alignment And Spacing)
- 4.4 Practicing Self Editing And Peer Editing Of Sample Texts
- 4.5 Practicing Evaluating Students Writing Using Parameters: Productivity, Correctness, Complexity, Text Organization And Literary Richness

Unit 5: Practicing Independent Writing

- 5.1 practicing Writing: Picture Description/ Expansion Of Ideas / Essays / Stories
- 5.2 Practicing Daily Leaving Writing: Applications / Agenda - Minutes/ Note Taking
- 5.3 Practicing Converting Written Information Into Graphical Representation

- 5.4 Practicing Filling Up Surveys, Forms, Feedback Responses, Checklists
- 5.5 Reflections On The Course: From Theory To Practice To Initiating Process To Improve Self

Course Work / Practical / Field Engagement

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

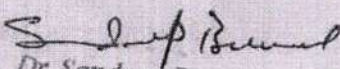
Essential Reading

- Soundarapandian, M. (2000). Literacy campaign in India. Discovery Publishing House: New Delhi.
- May, Frank B. (2001). Unravelling the seven myths of reading. Allyn and Bacon: Boston
- Tovani, C. & Keene, E. O. (2000). *I Read It, but I Don't Get It: Comprehension Strategies for Adolescent Readers*. Stenhouse Publishers
- McGregor, T. (2007). *Comprehension Connections: Bridges to Strategic Reading*. Heinemann Educational Books
- Anderson, R., Hiebert, E., Scott, J., & Wilkinson, I. (1985). *Becoming a Nation of Readers: The report of the commission on reading*. Washington, DC: National Institute of Education and the Center for the Study of Reading.
- ASER report of 2015: Pratham Publication


Suggested Readings:

- McCormick, Sandra. (1999). *Instructing students who have literacy problems*. (3rd) Merrill: New Jersey
- Aulls, Mark W. (1982). *Developing readers in today's elementary school*. Allyn and Bacon: Boston

Heller, Robert. (1998). *Communicate clearly*. DK Publishing: New York


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- May, Frank B. (1998). *Reading as communication*. Merrill: New Jersey
- Gallagher, K. (2004). *Deeper Reading: Comprehending Challenging Texts*. Stenhouse Publishers
- Miller, D. (2002). *Reading With Meaning: Teaching Comprehension in the Primary Grades*. New York: Stenhouse Publishers
- Baniel, Anat. (2012). *Kids beyond limits*. Perigee Trade: New York
- Pandit, Bansibhari, Suryawanshi, Dhyane Kute & Meena Prakash. (2007) *Communicative language teaching in English*: Nityanutan Prakashan: Pune
- Raul, Peter V. (2009). *Language and Deafness*. Jones and Bartlett: Boston
- Ezell and Justice (2005). *Programmatic Research on Early Literacy: Several Key Findings. IES 3rd Annual Research Conference: American Speech Language & Hearing Association (ASHA)*.
- Frank, Smith (1985). *Reading without Nonsense*. New York: Teachers College Press, 10027.
- Luetke-Stahlman and Nielsen (2003). *Early Literacy of Kindergartners with Hearing Impairment*. High Beam Research The Gale Group, Inc. & GRIN Publishing Munich Germany


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B.Ed. Spl. Ed. (L.D.)
Semester-III

PERFORMING AND VISUAL ARTS

Course code: D18

Marks: 50

(Internal: 10, External: 40)

Note: Paper setter will set 10 questions in all i.e. two from each unit. The students will be required to attempt five questions, selecting one from each unit. All questions will carry equal marks

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.

Important Note: For a student teacher with disability appropriate learning alternatives are to be given by the college.

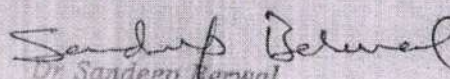
Objectives

After completing the course the learners will be able to:

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

Unit 1: Introduction to and 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


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- 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 and music
- 2.2 Experiencing, responding and appreciating dance and music
- 2.3 Exposure to selective basic skills required for dance and music
- 2.4 Dance and Music: Facilitating interest among students: planning and implementing activities
- 2.5 Enhancing learning through dance and music for children with and without special needs: strategies and adaptations

Unit 3: Performing Arts: Drama

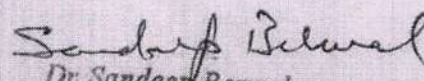
- 3.1 Range of art activities in drama
- 3.2 Experiencing, responding and appreciating drama
- 3.3 Exposure to selective basic skills required for drama
- 3.4 Drama: Facilitating interest among students: planning and implementing activities
- 3.5 Enhancing learning through drama for children with and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

Unit 4: Visual Arts

- 4.1 Range of art activities in visual arts
- 4.2 Experiencing, responding and appreciating visual art
- 4.3 Exposure to selective basic skills in visual art
- 4.4 Art education: Facilitating interest among students: planning and implementing activities
- 4.5 Enhancing learning through visual art for children with and without special needs: strategies and adaptations

Unit 5: Media and Electronic Arts

- 5.1 Range of art activities in media and electronic art forms
- 5.2 Experiencing, responding and appreciating media and electronic arts
- 5.3 Exposure to selective basic skills in media and electronic arts


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- 5.4 Media and electronic arts: Facilitating interest among students: planning and implementing activities
- 5.5 Enhancing learning through media and electronic art for children with and without special needs: strategies and adaptations

Course Work / Practical / Field Engagement

1. 'hot seating' activity for historical/contemporary personalities wherein students play the role of that personality to advocate his/her opinions/decisions/thought processes (for example, Akbar, Hitler, Galileo, Bhagat Singh etc).
2. Portfolio submission of the basic skills exposed in any one of the art forms of choice.
3. Write a self-reflective essay on how this course on art will make you a better teacher.
4. Learn and briefly explain how music notations are made.
5. Submit a brief report OR learn and explain the concept of composition in visual art.
6. 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.
7. Observe an art period in a special school and briefly write your reflections on it.

Essential Reading

Finlay, Victoria. The brilliant History of Color in Art. Getty Publications. China

Shirley, Greenway. (2000). Art, an A to Z guide. Franklin Watts: USA

Vaze, Pundalik. (1999). How to Draw and Paint Nature. JyosnaPrakashan: Mumbai

Ward, Alan. (1993) Sound and Music. Franklin Watts: New York

Suggested Readings

Beyer, E. London. (2000). The arts, popular culture and social change

Heller, Robert. (1999). Effective Leadership. DK Publishing: New York.

Greene, Sheila & Hogan, Diane. (2005). Researching children's experience. Sage Publication: London

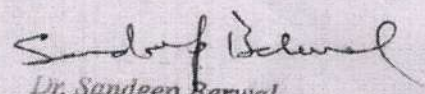
Baniel, Anat. (2012). Kids beyond limits. Perigee Trade: New York

Elland, A. D. (1990). *A history of Art Education: Intellectual and social currents in teaching the visual arts*. New York, NY: Teachers College Press

C. Lewiecki-Wilson & B. J. Brueggemann (Eds.), *Disability and the teaching of writing: A critical sourcebook*. Boston, MA: Bedford/St. Martin's.

L. Nyman & A. M. Jenkins (Eds.), *Issues and approaches to art for students with special needs* (pp. 142-154). Reston, VA: National Art Education Association.

Gair, S. B. (1980). Writing the arts into individualized educational programs. *Art Education*, 33(8), 8-11


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SEMESTER-III

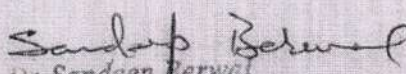
**Practical
Disability Specialization (L.D)**

Corse Code: E 2

Marks: 100

(Internal: 20, External: 80)

Sr. No.	Tasks for the Teacher Trainees	Disability Focus	Education Setting	Number of Lessons
1.1	a. Case Study Observation	Major Disability (L.D)	Special School/Inclusive school	Minimum 30 School Periods
	b. Visit to Other Special School	Major Disability (L.D)	Special School	Minimum 2 schools
1.2	a. Lesson Planning and Execution on different levels for all subjects	Major Disability (L.D)	Special School/Resource Room/Inclusive school	
	b. Lesson Planning and Execution on different levels for selected subjects	Major Disability (L.D)	Special School/Resource Room/Inclusive school	
1.3	Case Study	Major Disability (L.D)	Special School/Resource Room/Inclusive school	
1.4	Observation of support services	Major Disability (L.D)	Institute/Clinic/Inclusive school	Depending on Specialization


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SEMESTER-III

COURSE-17: MAIN DISABILITY SPECIAL SCHOOL/INCLUSIVE SCHOOL

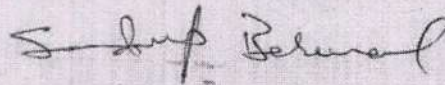
Corse Code: F1

Marks: 100

(Internal: 20, External: 80)

Note: The evaluation will be done jointly by the two examiners (one internal and one external).

Sr.No.	Tasks for the Student teachers	Disability Focus	Educational Set Up	No. of Lessons
1	Classroom Teaching	LD	Special schools /Inclusive school	Minimum 90 school periods



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Master copy L.D 4th sem

Chaudhary Ranbir Singh University, Jind
Bachelor of Education in Special Education {Learning Disability}
B.Ed.SpLEd. (L.D)
Two Years Duration
Effective from Academic Session 2016-17

Semester wise Course Structure and Scheme of Examination
Semester-IV

Course code	Title	Internal assessment	External assessment	Total Marks	Duration of Exam.	Passing Marks (Internal + External)
B 10	Skill Based Optional Course (Cross disability and inclusion): Any One	10	40	50	1.30 hours	25
	(i) Guidance & Counselling					
	(ii) Early Childhood Care and Education					
	(iii) Applied Behaviour Analysis					
	(iv) Community Based Rehabilitation					
	(v) Applications of ICT in Classroom					
	(vi) Gender and Disability					
B 11	Skill Based Optional Course (Specialization Disability): Any One	10	40	50	1.30 hours	25
	(i) Orientation and Mobility					
	(ii) Communication Options: Oralism					
	(iii) Communication Options: Manual (Indian sign language)					
	(iv) Augmentative and Alternative Communication					
	(v) Management of Learning Disability					
	(vi) Vocational Training, Transition & Job Placement					
D19	Basic Research and Statistics	10	40	50	1.30 hour	25
E1	Practical: Cross Disability and Inclusion (Area B)	20	80	100	3 hours	50
F2	Other Disability Special School (Area B) - Attachment/Internship	20	80	100	3 hours	50
F3	Inclusive School (Area B & C) - Attachment/Internship	20	80	100	3 hours	50
Grand Total		90	360	450		

- e: 1. The examination shall comprise written papers, practical, field engagements etc. The relative weightage of internal assessment and semester-end external examination of each course shall be 20 percent and 80 percent respectively.
2. A candidate has to appear for internal assessment during the concerned semester only; a candidate who fails or did not appear in the internal assessment shall not be evaluated again after semester-end examination of the concerned semester. A candidate will have to secure minimum 50 percent marks as an aggregate of external and internal assessment in each course to pass the programme.

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Semester-IV

GUIDANCE & COUNSELLING

Course Code: B10 Opt. i

Marks: 50
(Internal: 10, External: 40)

Note: Paper setter will set 10 questions in all i.e. two from each unit. The students will be required to attempt five questions, selecting one from each unit. All questions will carry equal marks.

Objectives

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

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

Unit 1 Introduction to Guidance

- 1.1 Guidance: Definition and Aims
- 1.2 Need and Importance of Guidance
- 1.3 Areas of Guidance
- 1.4 Role of Teacher in Guiding Students with Special Needs

Unit 2: Introduction to Counselling

- 2.1 Counselling: Definition and Aims
- 2.2 Areas of Guidance and Counselling
- 2.3 Core Conditions in Counselling
- 2.4 Skills and Competencies of a Counsellor
- 2.5 Role of Teacher in Counselling Students with Special Needs

Unit 3: Enhancing Self Image and Self Esteem

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

Sudip Kumar

Unit 4: Guidance in Inclusive Education

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

4.2 Group Guidance: Group Leadership Styles and Group Processes

4.3 Challenges in Group Guidance

Unit 5: Counselling in Inclusive Education

5.1 Current Status of counselling with reference to Indian School

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

Practicum/ Field engagement

- Counselling and report writing on a selected case
- Simulation of a parent counselling session
- 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.

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Semester-IV

EARLY CHILDHOOD CARE AND EDUCATION

Course Code: B10 Opt. ii

Marks: 50

(Internal: 10, External: 40)

Note: Paper setter will set 10 questions in all i.e. two from each unit. The students will be required to attempt five questions, selecting one from each unit. All questions will carry equal marks.

Objectives

After undertaking the course the students will be able to:

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

Unit 1: The Early Years: An Overview

- 1.1 Facts about Early Childhood Learning & Development
- 1.2 Neural Plasticity
- 1.3 Piaget and early childhood development

Unit 2: Learning and Development in Early Years

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

Unit 3: Early Education of Children with Disabilities

- 3.1 Young Children at Risk & Child Tracking
- 3.2 Interdisciplinary Assessments & Intervention Plans

- 3.3 Developmental Systems Model for Early Intervention (Ofguralnick, 2001)
- 3.4 Curricular Activities for Development of Skills of: Imagination, Joy, Creativity, Symbolic Play, Linguistic, Emergent Literacy, Musical, Aesthetic, Scientific & Cultural Skills
- 3.5 Evidenced Based Practices for Early Intervention

Unit 4: Inclusive Early Childhood Educational (ECE) Practices--I

- 4.1 Natural Environments, Service Delivery Models & Importance of Universal Designs of Learning (UDL).
- 4.2 Practices for Inclusive ECE Programs: Adaptations of Physical Environment & Equipments, Visual Support Materials, Parent Partnerships, Friendships & Engagements with Typical Children

Unit 5: Inclusive Early Childhood Educational (ECE) Practices--II

- 5.1 Principles of Inclusive ECE Practices: Full Participation, Open Ended Activities, Collaborative Planning,
- 5.2 Collaborating with Parents, Family Education & Developing Individualised Family Service Plan (IFSP)
- 5.3 School Readiness & Transitions

Practical/Field Engagements

- I. Developing a journal on developmental milestones & learning timelines of children from 0 to 8 years
- II. Participation in workshop & develop 5 creative teaching learning materials for children in inclusive early childhood education programs

Essential Readings

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

Suggested Readings

- Barbour.N&Seefeldt.C.(1998).*Early Childhood Education.An Introduction* (4thEds). U.K: Prentice Hall.
- Broman.B.C (1978).*The Early Years in Childhood Education*. Chicago: RandMcNally College Publishing Company.
- Catron.C.E. &Allen.J (1993).*Early Childhood Curriculum*.New York: MacMillan Publishing Company.
- Dahlberg.G , Moss.P & Pence.A (2007).*Beyond Quality in Early Childhood Care and Education*.(2nd Ed.). New York: Routledge Publication.
- Dopyera.M.L&Dopyera. J (1977).*Becoming a Teacher of Young Children*. New York:Random House Publications.
- Gordon.I.J. (1972).*Early Childhood Education*. Chicago: Chicago University Press.
- Hamilton.D.S&Flemming (1990).*Resources for Creative Teaching in Early Childhood Education* (2nd Edition). Tokyo: Harcourt Brace Jovanvich.
- Hilderbrand.V (1991).*Introduction to Earcly Childhood Education*. New York: MacMillan Publishing
- Krogh.S.L&Slentz.K (2001).*Early Childhood Education, Yesterday, Today & Tomorrow*.London: Lawrence Erlbaum Associates Publishers
- Range.D.G, Layton.J.R.&Roubinek.D.C.(1980). *Aspects of Early Childhood Education.Theory to Research to Practice*. New York: Academic Press.
- Spodek.B, Saracho.O.N & Davis.M.D (1987).*Foundations of Early Childhood Education*. Englewood Cliffs, New Jersey: Prentice Hall,
- Wortham.S.C (NK).*Measurement & Evaluation in early childhood education* (2nd Eds.).Ohio: Merrill Prentice Hall.

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B.Ed. Spl. Ed. (L.D.)
Semester-IV
APPLIED BEHAVIOUR ANALYSIS

Course Code: B10 Opt. iii

Marks: 50

(Internal: 10, External: 40)

Note: Paper setter will set 10 questions in all i.e. two from each unit. The students will be required to attempt five questions, selecting one from each unit. All questions will carry equal marks.

Objectives

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

1. Develop an understanding of the underlying principles and assumptions of Applied Behavioural Analysis (ABA).
2. Use various measures of behavioural assessment.
3. Apply methods of ABA in teaching and learning environments.
4. Integrate techniques of ABA in teaching programs.
5. Select suitable strategies for managing challenging behaviours.

Unit 1: Introduction to Applied Behaviour Analysis (ABA)--I

- 1.1 Principles of Behavioural Approach
- 1.2 ABA - Concept and Definition
- 1.3 Assumptions of ABA – Classical and Operant Conditioning

Unit 2: Introduction to Applied Behaviour Analysis (ABA)--II

- 2.1 Behaviour- Definition and Feature
- 2.2 Assessment of Behaviour – Functional Analysis of Behaviour, Behaviour Recording Systems

Unit 3: Strategies for Positive Behaviour Support--I

- 3.1 Selection of Behavioural Goals
- 3.2 Reinforcement
 - 3.2.1 Types: Positive and Negative, Primary and Secondary
 - 3.2.2 Schedules: Continuous, Fixed Ratio, Fixed Interval, Variable Ratio, Variable Interval

Unit 4: Strategies for Positive Behaviour Support--II

4.1 Discrete Trial Teaching

- 4.1.1 Discriminative Stimulus - Characteristics
- 4.1.2 Response
- 4.1.3 Prompts: Physical, Gestural, Pointing, Visual, Positional, Verbal
- 4.1.4 Consequence - Characteristics
- 4.1.5 Inter-Trial Interval

4.2 Application of ABA in Group Setting

- 4.2.1 Negotiation and contract
- 4.2.2 Token economy
- 4.2.3 Response cost
- 4.2.4 Pairing and fading

4.3 Leadership role of teacher in promoting positive behaviour

Unit 5: Management of Challenging Behaviour

- 5.1 Differential Reinforcements of Behaviour
- 5.2 Extinction and Time Out
- 5.3 Response Cost and Overcorrection
- 5.4 Maintenance
- 5.5 Generalization and Fading

Practicum

- Observation and functional analysis of behaviour of a given case.
- Development of ABA program for management of a challenging behaviour.

Transaction

The course consists of several concepts from behavioural theories. The concepts should be explained through real life examples and selected case studies. Students should be encouraged to conduct systematic observations of behaviour and suggest suitable plan of action for dealing with behavioural deficits in children.

Essential Readings

Bailey, J., & Burch, M. (2011). *Ethics for Behaviour Analysts*. Routledge, New York.

Cooper, J.O., Timothy, E.H., & Heward, W.L. (2007). *Applied Behaviour Analysis*. Pearson

Publications.

Fisher, W.W., Piazza, C.C., & Roane, H.S. (2013). *Handbook of Applied Behaviour Analysis*. Guilford Press, New York.

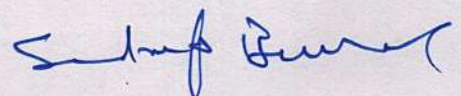
Kearney, A. J. (2007). *Understanding Applied Behaviour Analysis: An Introduction to ABA for Parents, Teachers and Other Professionals*. Jessica Kingsley, Philadelphia.

Lewis, P. (2006). *Achieving Best Behaviour for Children with Developmental Disabilities*. Jessica Kingsley Publishers London.

Suggested Readings

Aune, B., Burt, B., & Gennaro, P. (2013). *Behaviour Solutions for the Inclusive Classroom*. Future Horizons Inc, Texas.

Moyes, R.A. (2002). *Addressing the Challenging Behaviour of Children with HFA/AS in the Classroom*. Jessica Kingsley Publishers London.



Department of Education
Chaudhary Ranbir Singh University, Jind
B.Ed. Spl. Ed. (L.D.)
Semester-IV
COMMUNITY BASED REHABILITATION

Course Code: B10 Opt. iv

Marks: 50

(Internal: 10, External: 40)

Note: Paper setter will set 10 questions in all i.e. two from each unit. The students will be required to attempt five questions, selecting one from each unit. All questions will carry equal marks.

Objectives

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

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

Unit 1: Introduction to Community Based Rehabilitation (CBR)

- 1.1 Concept and Definition of CBR
- 1.2 Principles of CBR
- 1.3 Difference between CBR and Institutional Living

Unit 2: Socio-cultural and Economic Contexts of CBR

- 2.1 Socio-cultural and Economic Contexts of CBR
- 2.2 Scope and Inclusion of CBR in Government Policies and Programs

Unit 3: Preparing Community for CBR

- 3.1 Awareness Program-Types and Methods
- 3.2 Advocacy - Citizen and Self
- 3.3 Focus Group Discussion

Unit 4: Family and corporate group in CBR

- 4.1 Meaning and definition of family
- 4.2 Family Counselling and Family Support Groups

S. Singh Bawa

4.3 CBR and Corporate Social Responsibility

Unit 5: Preparing Persons with Disability for CBR

5.1 School Education: Person Centred Planning, and Peer Group Support

5.2 Transition: Individual Transition Plan, Development of Self Determination and Self Management Skills

5.3 Community Related Vocational Training

5.4 Skill Training for Living within Community

5.5 Community Based Employment and Higher Education

Practicum/ Field Engagement

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

Transaction

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

Essential Readings

Loveday, M. (2006). *The HELP Guide for Community Based Rehabilitation Workers: A Training Manual*. Global-HELP Publications, California.

McConkey, R. and O'Tool, B (Eds). *Innovations in Developing Countries for People with Disabilities*, P.H. Brookes, Baltimore.

Neufelt, A. and Albright, A (1998). *Disability and Self-Directed Employment: Business Development Model*. Campus Press Inc. York University.

Peat, M. (1997). *Community Based Rehabilitation*, W.B. Saunders Company.

Scheme of Assistance to Disabled for Purposes of Fitting of Aids/Appliances, —Ministry of Social Welfare, Govt. of India, New Delhi.

Scheme of Assistance to Organizations for Disabled Persons, Ministry of Social Welfare, Govt. of India, New Delhi.

WHO.(1982). *Community Based Rehabilitation — Report of a WHO International Consultation*, Colombo, Sri Lanka, 28 June- 3 July. WHO (RHB/IR/82.1)

WHO.(1984). "Rehabilitation For All" in World Health Magazine, WHO, Geneva.

Department of Education
Chaudhary Ranbir Singh University, Jind
B.Ed. Spl. Ed. (L.D.)
Semester-IV

APPLICATION OF ICT IN CLASSROOM

Course Code: B10 Opt. v

Marks: 50

(Internal: 10, External: 40)

Note: Paper setter will set 10 questions in all i.e. two from each unit. The students will be required to attempt five questions, selecting one from each unit. All questions will carry equal marks.

Introduction

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

Objectives

After completing the course the student teacher will be able to

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

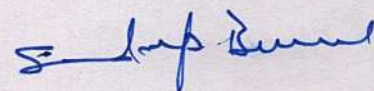
Unit 1: Information Communication Technology (ICT) and Special Education--I

- 1.1 Meaning and Scope of ICT and Its Role in 'Construction of Knowledge'
- 1.2 Possible Uses of Audio-Visual Media and Computers (Radio, Television, Computers)
- 1.3 Integrating ICT in Special Education With Reference To Articles 4 and 9 of UNCRPD and Goal 3 of Incheon Strategy

Unit 2: Information Communication Technology (ICT) and Special Education--II

- 2.1 Three A's of ICT Application—Access, Availability, Affordability
- 2.2 Overview of WCAG (Web Content Access Guidelines)

Unit 3: Using Media and Computers--I



- 3.1 Meaning and concept of Media
- 3.2 Media: Radio and Audio Media- Script Writing, Storytelling, Songs, etc., Television and Video in Education, Importance of Newspaper in Education
- 3.3 Computers: Functional Knowledge of Operating Computers–On/Off, Word Processing, Use Of Power Point, Excel, ICT Applications for Access to Print

Unit 4: Using Media and Computers—II

- 4.1 Computer as a Learning Tool: Effective Browsing Of The Internet for Discerning and Selecting Relevant Information, Survey of Educational Sites and Downloading Relevant Material; Cross Collating Knowledge from Varied Sources
- 4.2 Computer-Aided Learning: Application of Multimedia in Teaching and Learning, Programmed Instruction; Computer-Assisted Instruction; Interactive Learning
- 4.3 E-Classroom: Concept, Organizing E-Classroom and Required Adaptations for Students with Disabilities

Unit 5: Visualising Technology-Supported Learning Situations

- 5.1 Preparation of Learning Schemes and Planning Interactive Use of Audio-Visual Programme
- 5.2 Developing PPT Slide Show for Classroom Use and Using of Available Software or CDs with LCD Projection for Subject Learning Interactions
- 5.3 Generating Subject-Related Demonstrations Using Computer Software and Enabling Students to Plan and Execute Projects
- 5.4 Interactive Use of ICT: Participation in Social Groups on Internet, Creation of 'Blogs', Organizing Teleconferencing and Video-Conferencing
- 5.5 Identifying and Applying Software for Managing Disability Specific Problems

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

- Develop a script on any topic of your choice. Conduct an interview with an expert on the selected topic to prepare an audio or video program of 15 minutes duration
- Prepare a PPT by inserting photos and videos on a topic of your choice
- Create your email account as well as design a blog

Essential Readings

Abbot, C. (2001). *ICT: Changing Education*. RoutledgeFalmer.

Sudip Bimal

Florian, L., & Hegarty J. (2004). *ICT and Special Educational Needs: A Tool for Inclusion*.
Open University Press.

Suggested Readings

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

Department of Education
Chaudhary Ranbir Singh University, Jind
B.Ed. Spl. Ed. (L.D.)
Semester-IV
GENDER AND DISABILITY

Course Code: B10 Opt. vi

Marks: 50
(Internal: 10, External: 40)

Note: Paper setter will set 10 questions in all i.e. two from each unit. The students will be required to attempt five questions, selecting one from each unit. All questions will carry equal marks.

Objectives

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

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

Unit 1: Human Right-based Approach and Disability--I

1.1 Human Rights-Based Approach: Concept and History

1.2 Principles of Human Rights-Based Approach

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

Unit 2: Human Right-based Approach and Disability--II

2.1 Elements of Human Rights System

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

2.2 Advantage of Human Rights-Based Approach

Sandeep Baniwal

2.3 Implications for Disability: Empowerment , Enforceability , Indivisibility, Participation

Unit 3: Gender and Disability

3.1 Sex & Gender: Concept & Difference

3.2 Impairment & Disability: Concept & Difference

3.3 Gendered Experience of Disability

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

3.4 Gender and Disability Analysis: Techniques and Strategies

3.5 Psyche and Gender: Implications for Teaching

Unit 4: Women and Girl Child with Disability--I

4.1 Inclusive Equality

4.2 Access to Family Life

4.2.1 Access to Education, Vocational Training and Employment

4.2.1 Access to Political Participation

4.3 Factors Contributing to Disability

4.4 Gender-Based Violence in School and Within Family

4.5 Traditional Practices

Unit 5: Women and Girl Child with Disability--II

5.1 Sexual and Reproductive Health of Women and Girl Child with Disability

5.2 Teacher's Role in Promoting Gender Equality

5.3 Gender Critique of Legislation, Government Policy and Schemes

Practicum/Field Engagement

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

Transaction

This course has been designed to provide the student teachers a socio-cultural perspective to

disability. It aims to promote awareness about the space for disability equity and rehabilitation within the human rights system. As such the transaction of the course topics should be done through focus group discussions, and issue-based classroom interactions in addition to lectures and seminars.

Essential Readings

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

Desirable Readings

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

Department of Education
Chaudhary Ranbir Singh University, Jind
B.Ed. Spl. Ed. (L.D.)
Semester-IV

ORIENTATION AND MOBILITY

Course Code: B11 Opt. i

Marks: 50
(Internal: 10, External: 40)

Note: Paper setter will set 10 questions in all i.e. two from each unit. The students will be required to attempt five questions, selecting one from each unit. All questions will carry equal marks.

Introduction

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

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

Objectives

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

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

Unit 1: Introduction to Orientation and Mobility

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

Unit 2: Human/ Sighted Guide Technique

- 2.1 Grip
- 2.2 Stance
- 2.3 Hand Position
- 2.4 Speed Control
- 2.5 Negotiating: Narrow Spaces, Seating Arrangements, Staircases, Muddy paths

Unit 3: Pre-Cane Skills

- 3.1 Upper and Lower Body protection
- 3.2 Room Familiarization
- 3.3 Using Oral Description for Orientation
- 3.4 Search Patterns
- 3.5 Building Map Reading Skills

Unit 4: Cane Travel Techniques and Devices

- 4.1 Canes -- Types, Parts, Six Considerations
- 4.2 Cane Travel Techniques: Touch Technique, Touch and Drag Technique, Diagonal Cane Technique
- 4.3 Use of Public Transport
- 4.4 Asking for Help: When and How
- 4.5 Electronic Devices, Tactile and Auditory Maps -- Description and Uses

Unit 5: Training In Independent Living Skills

- 5.1 Self Care, Gait and Posture
- 5.2 Personal Grooming
- 5.3 Eating Skills and Etiquette
- 5.4 Identification of Coins and Currency Notes



5.5 Basics of Signature Writing

Course Work/Practical/ Field Engagement

Undertake any two of the following

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

Essential Readings

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

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

Fazzi, D.L. & Petersmeyer, B.A. (2001). Imagining the Possibilities: Creative Approaches to Orientation and Mobility Instruction for Persons who are Visually Impaired.: AFB Press, New York.

Jaekle, Robert C. (1993). Mobility Skills for Blind People: A Guide for Use in Rural Areas. ChristoffelBlinden Mission.

Knott, N.I. (2002). Teaching Orientation and Mobility in the Schools: An Instructor's Companion. AFB Press, New York.

Smith, A.J. & Geruschat, D. R. (1996). Orientation and Mobility for Children and Adults with Low Vision. In A. L. Corn & A. J. Koenig (Eds.), Foundations of Low Vision: Clinical and Functional Perspectives .: AFB Press, New York.

Suggested Readings

Dodds, Allan (1986). Mobility Training for Visually Handicapped People. London: Croom Helm.



Hill, Everett and Ponder, Purvis (1976). Orientation and Mobility Techniques. AFB, New York.

Jacobson, W.H. (1993). The Art and Science of Teaching Orientation and Mobility to Persons with Visual Impairments. AFB Press, New York.

Singh, J.P. (2003). Technology for the Blind. Kanishka Publication. New Delhi

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Department of Education
Chaudhary Ranbir Singh University, Jind
B.Ed. Spl. Ed. (L.D.)
Semester-IV
COMMUNICATION OPTIONS: ORALISM

Course Code: B11 Opt. ii

Marks: 50

(Internal: 10, External: 40)

Introduction

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

Note: Paper setter will set 10 questions in all i.e. two from each unit. The students will be required to attempt five questions, selecting one from each unit. All questions will carry equal marks.

Objectives

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

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

Unit 1: Understanding Hearing Loss in Real Life Context

- 1.1 Basic Awareness on Paradigms of D/Deafness (Medical and Social)
- 1.2 Basic Awareness on Deafness and Communicative Access: Challenges and Concerns

- 1.3 Basic Awareness on Autonomy, Inclusion and Identity with reference to Oral Options
- 1.4 Oral/ Aural Verbal Options and Realistic Expectations of Family and Teachers
- 1.5 Importance of Neural Plasticity and Early Listening Opportunities

Unit 2: Advance Understanding of Oral Options

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

Unit 3: Skill Development Required for Oralism

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

Unit 4: Skill Development Auditory Verbal (AV) Approach

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

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



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

Course Work/ Practical/ Field Engagement

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

Essential Readings

- Borden, Gloria J., Harris, Katherine S. & Raphael, Lawrence J. (2005). *SpeechScience Primer* (4th) Lippincott Williams and Wilkins: Philadelphia.
- Dhvani*(English). Balvidyalaya Publication: Chennai.
- Estabrooks, W. (2006). *Auditory-Verbal Therapy And Practice* , Ag Bell
- Heller, R. (1999). *Managing Change*. Dk Publishing: New York.
- Ling, D. (1990). *Acoustics, Audition And Speech Reception*. (Cd) Alexandria, Auditory Verbal International.
- Paul, P. V. (2009). *Language and Deafness*. Jones And Bartlett: Boston.
- Communication Options And Students With Deafness*. (2010). Rehabilitation Council of India, New Delhi.

Suggested Readings

- Chaney, A. L., & Burk, T. L. (1998). *Teaching Oral Communication In Grades K – 8*. Allyn And Bacon. Boston
- Cole, E., & Flexer, C. (2010). *Children with Hearing Loss: Developing Listening and Talking, Birth to Six*. (2nd Ed.). Plural Publishing Inc, San Diego, CA.
- Dhvani* (Marathi). Balvidyalaya – Cym Publication



Directory of Rehabilitation Resources for Persons with Hearing Impairment in India.(2000).

AYJNIHH Publication, Mumbai.

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

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

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

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

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

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

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

Resource Book on Hearing Impairment.AYJNIHH Publication.

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

Department of Education
Chaudhary Ranbir Singh University, Jind
B.Ed. Spl. Ed. (L.D.)

Semester-IV
COMMUNICATION OPTIONS: MANUAL (INDIAN SIGNLANGUAGE)

Course Code: B11 Opt. iii

Marks: 50

(Internal: 10, External: 40)

Note: Paper setter will set 10 questions in all i.e. two from each unit. The students will be required to attempt five questions, selecting one from each unit. All questions will carry equal marks.

Introduction

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

Objectives

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

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

Unit 1: Understanding Deafness in Real Life Context

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

Unit 2: Advance Understanding of Manual Options and Indian Scenario

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

Unit 3: ISL Skill Development: Middle Order Receptive and Expressive Skills

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

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

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



4.5 Observing Using ISL in Classrooms – Science / Mathematics

Unit 5: ISS/ ISL Skill Development and Course Conclusions

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

Course Work/ Practical/ Field Engagement

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

Essential Readings

Communication Options and Students with Deafness.(2010). Rehabilitation Council of India, New Delhi.

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

ISS Learning Material and Dictionaries

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

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Zeshan, U. (2000). *Sign Language in Indo-Pakistan*. John Benjamins Pub. Co, Philadelphia.

Suggested Readings

Akamatsu, C. T., & Armour, V. A. (1987). Developing written literacy in deaf children through analyzing sign language, *American Annals of the Deaf*, 132(1), 46-51.

Andrews, J.F., Winograd, P., & DeVille, G. (1994). Deaf children reading fables: Using ASL summaries to improve reading comprehension. *American Annals of the Deaf*, 139(3),

378-386.

Devych, G. N., Bhattacharya, T., Grover, N., & Randhawa, S.P.K. (2014). *Indian Sign Language(S)*. Orient BlackSwan, Hyderabad.

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

Education. Gallaudet Research Institute, Working Paper 89-3, Gallaudet University,
Washington, D.C.

Evans, L. (1982). *Total Communication, Structure and Strategy*. Washington D.C.: Gallaudet
College Press.

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

Frank, S. (1985). *Reading Without Nonsense.*: Teachers College Press, New York.

Ghate, P. (1996). *Indian Sign System*. AYJNIHH In-House Publication: Mumbai.

Ghate, R.A. (2009). *Survey of Teachers' Opinion on Status of Education of the
Deaf*. Unpublished Report of RCI, New Delhi.

Heller, Robert (1999). *Effective Leadership*. Dk Publishing: New York.

Huddar, A. (2008). *Language and Communication*. DSE Manuals. Rehabilitation Council of
India, New Delhi.

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Indian Sign Language Dictionary. (2001). Sri Ramakrishna Mission Vidyalaya, Coimbatore.

Johnson, R., Liddell, S., & Erting, C. (1989). *Unlocking the Curriculum: Principles for
Achieving Access in Deaf Language*. *American Annals of the Deaf*, 132, 46-51.

Lewis, Rena B. & Doorlag, Donald H. (1999). (5th Ed) *Teaching Students with Special Needs
in General Education Classrooms*. Prentice Hall Inc. New Jersey.

Woodward, J., Vasishta, M., & de Santis, S. (1985). *An introduction to the Bangalore variety
of Indian Sign Language*. Gallaudet Research Institute Monograph No. 4, Gallaudet
Research Institute. Washington, D.C

Vasishta, M.M., Woodward, J., & De Santis, S. (1981). *An Introduction to Indian Sign
Language: Focus on Delhi*. All India Federation of the Deaf, New Delhi.

Websites for Signed Dictionaries.

Woodward, J. (1993). "The Relationship of Sign Language Varieties in India, Pakistan and
Nepal". *Sign Language Studies* (78), 15-22.



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Semester-IV

AUGMENTATIVE AND ALTERNATIVE COMMUNICATION

Course Code: B11 Opt. iv

Marks: 50

(Internal: 10, External: 40)

Note: Paper setter will set 10 questions in all i.e. two from each unit. The students will be required to attempt five questions, selecting one from each unit. All questions will carry equal marks.

Objectives

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

Unit 1: Organizational frame work for Communication:

- 1.1 Normal development of speech, language and communication
- 1.2 Factors that influence communication, speech and language in relation to each other
- 1.3 Levels of communication in children
 - 1.3.1 Functional (Emergent)
 - 1.3.2 Situational (Context Dependent)
 - 1.3.3 Independent (Creative)

Unit 2: Basic principles of AAC interventions:

- 2.1 Child - Child capacity
- 2.2 Child capacity and context
- 2.3 Working towards symbolic expression
- 2.4 Communication skills and
- 2.5 Functions

Unit 3: Areas of AAC Assessment:

- 3.1 Sensory areas



- 3.2 Cognition , communication and language
- 3.3 Posture and positioning. Motor planning and control
- 3.4 Scanning
- 3.5 Environment, Interaction & Symbols

Unit 4: Context of Communication:

- 4.1 Partner /skills , user skills and environment
- 4.2 Competency development - types of competencies and its development
 - 4.2.1 Linguistic competence
 - 4.2.2 Operational Competence
 - 4.2.3 Social competence
 - 4.2.4 Strategic competence

Unit 5: Introduction to communication tools and Access Mode:

- 5.1 Types of AAC devices and systems
 - 5.1.1 No Technology
 - 5.1.2 Low Technology
 - 5.1.3 High Technology
- 5.2 Access to communication charts - hand, finger, eye point
- 5.3 Access to devices:
 - 5.3.1 Switches - hand switch , blow switch, infrared devices etc
 - 5.3.2 Software -scan mode combined with a switch
- 5.4 Selection of AAC
 - 5.4.1 Child competency and environment
 - 5.4.2 Design, Access, Motor, Devices
- 5.5 Challenges in the development of AAC and Literacy
 - 5.5.1 Grammar ; spelling
 - 5.5.2 Building Vocabulary: and richness of language
 - 5.5.3 Motor expression

Suggested Reading:

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

David R. Beukelman,D.R., &Mirenda,P (2013). *Augmentative and AlternativeCommunication Supporting Children and Adults with Complex*

Communication Needs

(4thEdn.)Brookes Publishing Co. Baltimore.

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

Warrick, A., &Kaul,S.(1997).*Their manner of speaking : augmentativecommunication for children and young adults with severe speech disorders*, IndianInstitute of Cerebral Palsy, Kolkata

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

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

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



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Semester-IV

MANAGEMENT OF LEARNING DISABILITY

Course Code: B11 Opt. v

Marks: 50

(Internal: 10, External: 40)

Note: Paper setter will set 10 questions in all i.e. two from each unit. The students will be required to attempt five questions, selecting one from each unit. All questions will carry equal marks.

Introduction

This course will provide an understanding of the types and characteristics of Children with Learning Disabilities and their associated condition. The course will include assessment of basic curricular skills, standardized tests and interpretation of test report. This course, grounded in research based interventions, is designed to assess all who work with students in special and regular education in developing skills to teach and support acceptable behavior that is demonstrated in home, school and community settings.

Objectives

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

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

Unit 1: Learning Disabilities: Types

- 1.1 Verbal learning disabilities: Dyslexia, Dysgraphia, Dyscalculia.
- 1.2 Non-verbal learning disabilities
- 1.3 Language Disorders
- 1.4 Associated Conditions: ADHD & ADD
- 1.5 Emotional & Behavioral problems.

Unit 2: Assessment of Basic Curricular Skills--I

- 2.1 Assessment of Readiness Skills
- 2.2 Assessment of Reading, Writing and Math skills
- 2.3 Teacher made test

Unit 3: Assessment of Basic Curricular Skills--II

- 3.1 Standardized Tests: Need, Types & Purpose
- 3.2 Interpretation of Test report
- 3.3 Standardized tests for assessing curricular skills: an overview

Unit 4: Intervention Strategies in Basic Skills of Learning--I

- 4.1 Meaning of Intervention strategies
- 4.2 Essentials of intervention strategies
- 4.3 Language skills
- 4.4 Reading skills

Unit 5: Intervention Strategies in Basic Skills of Learning--II

- 5.1 Writing
- 5.2 Maths skills
- 5.3 Study skills

Transaction

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

Course Work/ Practical/ Field Engagement

- Prepare of checklist for screening LD
- Develop teacher made assessment test in any one curricular area for a given child
- Plan appropriate teaching strategies as per the specific needs of a given child with learning disability

Essential Readings

- Bauer, A. M., & Shea, T. M. (2003). Parents and schools: creating a successful partnership for students with special needs. Merrill Prentice Hall, New Jersey
- Myklebust, H. (1983). Progress in Learning Disabilities, Guene and Stratton – New York.
- Reid, K. (1988). Teaching the Learning Disabled, Allyn and Bacon, Boston.

Suggested Readings

- Baca, L. M., & Cervantes, H.T. (2004). The Bilingual special education interface. (4th ed) . Pearson. New Jersey
- Browder, D. M. (2001). Curriculum and assessment for students with moderate and severe disabilities. . The Guilford Press. New York
- Brunswick, N. (2012). Supporting dyslexic adults in higher education and the workplace. Wiley-Blackwell. Malden.
- Fitzgibbon, G., & O'Connor, B. (2002). Adult Dyslexia: a guide for the workplace. John Wiley & Sons, Ltd. London.
- Gribben, M. (2012). The study skills toolkit for students with dyslexia. Sage Pub. London
- Karanth, P., & Rozario, J. (2003). Learning disabilities in India : willing the mind to learn. Sage Publication, New Delhi
- Martin, L. C. (2009). Strategies for teaching students with learning disabilities. . Corwin Press, California
- McCardle, P., Miller, B., Lee, J. R., & Tzeng, O. J. L. (2011). Dyslexia across languages. (orthography and the brain-gene-behavior link) Baltimore. Paul H. Brookes.
- Shula, C. (2000). Understanding children with language problems. Cambridge, New York.
- Prakash, P. (2008). Education of exceptional children: challenges and strategies. . Kanishka publishers, New Delhi.
- Reddy, G. L., & Ramar, R. (2000). Education of children with special needs, New Delhi – Discovery Pub.
- Thapa, K. (2008). Perspectives on learning disabilities in India. (current practices and prospects). Sage Publication, Los Angeles.
- Trusdell M. L., & Horowitz, I. W. (2002). Understanding learning disabilities : a parent guide and workbook : for parents, teachers, professionals, advocates and others who work with, or come in contact with, individuals with learning disabilities. (3rd rev ed) Maryland. York Press.

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Semester-IV

VOCATIONAL TRAINING, TRANSITION & JOB PLACEMENT

Course Code: B11 Opt. vi

Marks: 50

(Internal: 10, External: 40)

Note: Paper setter will set 10 questions in all i.e. two from each unit. The students will be required to attempt five questions, selecting one from each unit. All questions will carry equal marks.

Objectives

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

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

Unit 1: Fundamentals & Assessment of Vocational Rehabilitation--I

- 1.1. Definition, meaning and scope of Vocational Education
- 1.2. Legislations, policies, agencies, schemes, concessions & benefits for PWDs with respect to employment

Unit 2: Fundamentals & Assessment of Vocational Rehabilitation-II

- 2.1 Approaches and models of Vocational training
- 2.2 Assessment, Evaluation of Generic skills & Specific job skills using various tools
- 2.3 Approaches & Principles of vocational assessment

Unit 3: Vocational Transition & Curriculum Planning

- 3.1 Concept, meaning, importance of transition
- 3.2 Vocational transition models
- 3.3 Transitional Planning at pre-vocational & post-vocational level

3.4 Development of Individualized Vocational Transitional Plan

3.5 Development of Vocational Curriculum

Unit 4: Process of Vocational Rehabilitation & Placement--I

4.1 Meaning and concept of Vocational Rehabilitation

4.2 Types of Employment Settings

4.3 Process of Job Placement & Creation of Need-based Employment Settings

Unit 5: Process of Vocational Rehabilitation & Placement-II

5.1 Adaptations, Accommodation, Safety Skills and First Aid

5.2 Self Advocacy & Self Determination Skill Training

5.3 Equal opportunities and attitudes towards persons with disabilities

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 Mental Retardation from School to Work. Series -2, NIMH Publications, Secunderabad.

Kutty, A.T., & Rao, L.G, (2001). Transition of Persons with Mental Retardation from School to Work – A Guide, NIMH Publications, Secunderabad.

Mukhobadhyay, M., &Kutty A.T. (2006).Principles of Vocational Training, Part-II, DVTE (MR) 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

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Semester-IV

BASIC RESEARCH AND STATISTICS

Course Code: D19

Marks: 50

(Internal: 10, External: 40)

Note: Paper setter will set 10 questions in all i.e. two from each unit. The students will be required to attempt five questions, selecting one from each unit. All questions will carry equal marks.

Objectives

After completing the course student-teachers will be able to

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

Unit 1: Introduction to Research--I

- 1.1 Research: Concept and Definition
- 1.2 Types of Research: Basic, Applied and Action Research
- 1.3 Qualitative and quantitative research
- 1.4 Characteristics of good research

Unit 2: Introduction to Research--II

- 2.1 Scientific Method
- 2.2 Application of Scientific Method In Research
- 2.3 Purpose of Research
- 2.4 Research in Education and Special Education

Unit 3: Process of Research

- 3.1 Process of Research
 - Selection of Problem

- Formulation of Hypothesis
- Collection of Data
- Analysis of Data & Conclusion

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

3.3 Action Research in Teaching Learning Environment

3.4 Professional Competencies for Research

Unit 4: Measurement and Analysis of Data--I

4.1 Meaning and Definition of Measurement

4.2 Scale for measurement: Nominal, Ordinal, Interval and Ratio

4.3 Organization of data: Array, Grouped distribution

4.4 Graphic representation of data

Unit 5: Measurement and Analysis of Data--II

5.1 Measures of central tendency and Dispersion: Mean, Median and Mode, Standard deviation and Quartile deviation : Meaning and computation

5.2 Correlation: Product Moment and Rank Order Correlation : Meaning and computation

Practicum/ Field Engagement

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

Essential Readings

Best, J. W., & Kahn, J. V. (1996). *Research in Education* Prentice-Hall of India New Delhi.

Dooley, D. (1997). *Social Research Methods*. Prentice-Hall of India, New Delhi.

Grewal, P.S. (1990). *Methods of Statistical Analysis*. Sterling Publishers, New Delhi.

Guptha, S. (2003). *Research Methodology and Statistical Techniques*. Deep & Deep Publishing, New Delhi.

Koul, L. (1996). *Methodology of Educational Research*. Vikas Publishing House, New Delhi.

Potti, L.R. (2004). *Research Methodology*. Yamuna Publications, Thiruvananthapuram.

Suggested Readings

Cohen, J. (1988). *Statistical Power Analysis for the Behavioral Sciences*. Academic Press,

New York.

Greene, S., & Hogan, D. (2005). Researching children's experience. Sage Publication:
London.

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Semester-IV
PRACTICAL

Practical: Cross Disability and Inclusion (Area B)

Course Code: E1

Marks: 100

(Internal: 20, External: 80)

Sr. No.	Tasks for the Teacher Trainees	Disability Focus	Education Setting	Number of Lessons
1.1	Community Work/Tour	Community perspective (anganwadi, gram panchayat)	Rural/Semi-urban	Visit Report
1.2	Collaborative Teaching	Any Disability	Resource Room/ Home based / Inclusive Schools	10 lessons
1.3	Case Study 2 (individualized)	Major Disability	Special schools for other disabilities/ Resource Room/ Inclusive schools/ Home based	10 lessons
1.4	Group Teaching Lessons	Major Disability	Inclusive Schools	20 lessons

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Semester-IV
Other Disability Special School (Area B) - Attachment/Internship

Course Code: F2

Marks: 100

(Internal: 20, External: 80)

Sl. No.	Task for the Student-teachers	Disability Focus	Set up	No. of Lessons
1.	Classroom Teaching	Other than major disability	Special schools for other disability	Minimum 180 school periods

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Semester-IV
Inclusive School (Area B & C) - Attachment/Internship

Course Code: F3

Marks: 100
(Internal: 20, External: 80)

Sl. No.	Task for the Student-teachers	Disability Focus	Set up	No. of Lessons
1.	Classroom Teaching	Any disability	Inclusive School	Minimum 180 school periods