**Chaudhary Ranbir Singh University, Jind**
**Bachelor of Education in Special Education**
**B.Ed.Spl.Ed. (MR)**
**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:**

4. 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).

5. 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).

6. 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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4. A candidate has to appear for internal assessment during the concerned semester only.

5. A candidate will have to secure minimum 50% marks as an aggregate of external and internal examination in each course to pass the programme (Grace Marks as per University norms). A candidate will have to score minimum 40% marks in external examination of each course to pass the programme.

Sandeep Berwal

9/1/17

-2-

**Course Code: A 1**                                    **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)

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

Sandeep Behera
9/1/17

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.

Sandeep Berwal
9/1/17

# Department of Education
## Chaudhary Ranbir Singh University, Jind
### B.Ed. Spl. Ed. (M.R)
### Semester-I
### CONTEMPORARY INDIA AND EDUCATION

**Course Code: A2**

**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)

-6-

Sandeep Beniwal

9/1/17

## Unit 2: Understanding Diversity

2.1 Concept of Diversity

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

2.3 Diversity in learning and play

2.4 Addressing diverse learning needs

2.5 Diversity: Global Perspective

## Unit 3: Contemporary Issues and Concerns

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

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

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

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

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

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

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

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

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

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

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

## Unit 5: Issues and Trends in Education

5.1 Challenges of education from preschool to senior secondary

-7-

Sandeep Behnyl
9/1/17

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.

## Suggested Readings

- 8 -

Sandeep Belwal
9/1/17

- Aggarwal, J. C. (1992). Development and Planning of Modern Education. Vikas Publishing House Pvt. Ltd., New Delhi.
- Ain, L. C. (2010). Civil Disobedience, Book Review Literary Trust: New Delhi. Select chapters.
- Anand, S. P. (1993). The Teacher & Education in Emerging Indian Society. NCERT, New Delhi.
- Bhat, B. D. (1996). Educational Documents in India. Arya Book Depot, New Delhi.
- Bhatia, K., & Bhatia, B. (1997). The Philosophical and Sociological Foundations. Doaba House, New Delhi.
- Biswas. A. (1992). Education in India. Arya Book Depot, New Delhi.
- Biswas. A., & Aggarwal, J.C. (1992). Education in India, Arya Book Depot, New Delhi.
- Chakravarty, S. (1987). Development Planning: The Indian Experience. Oxford University press, New Delhi.
- Chandra, B. (1997). Nationalism and Colonialism, Orient Longman, Hyderabad.
- Choudhary. K.C., & Sachdeva, L. (1995). Total literacy by 2000, IAE Association, New Delhi.
- Deaton A., & Dreze, J. (2008-2009). Poverty and Inequality in India in Raj Kapila and Uma Kapila (Ed.) in Indian Economy since Independence. Oxford University Press, New Delhi.
- Deshpande, S. (2004). Contemporary India: A Sociological View. Penguin, New Delhi.
- Dubey, S. C. (2001). Indian Society, National Book Trust, New Delhi.
- Famous Speeches of Gandhi ji: Speech on the Eve of The Last Fast, January 12, 1948.
- http://unesdoc.unesco.org/images/0023/002322/232205e.pdf
- http://www.gandhi-manibhavan.org/gandhicomesalive/speech8.htm
- http://www.mkgandhi.org/speeches/speechMain.htm
- Jain, L.C. (2010). Civil Disobedience. Book Review Literary Trust, New Delhi.
- Jagannath. M. (1993). Indian Education in the Emerging Society. Sterling publishers Pvt. Ltd., New Delhi.
- Jangira, N.K. (2012). NCERT Mother of Inclusive Education Address on Golden Jubilee of NCERT at RIE, Ajmer on 01 Sept. 2012.
- Kashyap, S. C. (2009). The Constitution of India. National Book Trust, New Delhi.
- Mahendru, M., & Roy, S. (2011). A Handbook on Disability Rehabilitation & Special Education. Educare Publications, New Delhi.

Sandeep Beniwal
9/1/17

Sunday Belimer
5/11/17

- 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.

## Department of Education
## Chaudhary Ranbir Singh University, Jind
### B.Ed. Spl. Ed. (M.R)
### Semester-I
## INTRODUCTION TO SENSORY DISABILITIES

**Course Code: B 7**

**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

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

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

3.1. 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

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

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

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

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

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

-12-

Sandeep Belwal
5/1/17

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=LkY6VdGlOIKymAW604CgDg&usg=AFQjCNHxJc9OazS1fTSI_HgQq JKxWjs_A&sig2=LIBWuGnYE0OLPtpK5FCHEg&bvm=bv.91427555,d. dGY

- Kelley, P., & Gale, G. (1998). Towards Excellence: Effective education for students with vision impairments. Sydney: North Rocks Press.

- Lowenfeld, B. (1973). Visually Handicapped Child in School and Society; American Foundation for the Blind; NewYork.

Sandeep Bernal
9/1/17

• Lynas, W. (2000). Communication options. In J. Stokes (Ed), Hearing Impaired Infants – Support in the first eighteen months. London: Whurr Publishers Ltd.

• Martin, F. N., & Clark, J.G. (2009). Introduction to Audiology. 10th ed. Boston: Pearson Education.

• Martin, F.N., & Clark, J.G. (2012). Introduction to Audiology. 11th ed. Boston: Pearson Education.

• National Institute for the Visually Handicapped (2015). Information Booklet on Visual Impairment in India, Dehradun: Government of India.

• Nerbonne, M. A., & Schow, R.L. (2002). Introduction to Audiologic Rehabilitation. Boston: Allyn and Bacon.

• Nerbonne, M. A., & Schow, R.L. (2013). Introduction to Audiologic Rehabilitation. 6th ed. Boston: Pearson Education.

• Northern, J. L., & Downs, M. P. (2002). Hearing in Children (5th Ed.). Philadelphia: Williams & Wilkins

• Prescod, S. V. (1978). Audiology Handbook of Hearing Disorders. New York: Van Nostrand Reinhold Company.

• Sataloff, R. T., & Sataloff, J. (2005). Hearing Loss. (4th Ed.) London: Taylor & Francis.

• Sims, L.G., Walter, G.G., & Whitehead, R.L. (1981). Deafness and Communication: Assessment and Training. Baltimore: Williams and Wilkins.

• Warren, D.H. (1994). Blindness and Children: An Individual Differences Approach. New York: Cambridge University Press.

**Suggested Readings**

• Auditory-Verbal International (1991). Auditory-Verbal Position Statement. Auricle 4, 11-12.

• Harp, B. (2006). The handbook of literacy assessment and evaluation, (3rd Eds). Norwood. Christopher-Gordon Publishers, Inc., Norwood,M.A.

• Katz, J. (1985). Handbook of Clinical Audiology(4th Ed.).Williams and Wilkins, Baltimore.

• Loreman, T., Deppeler, J., & Harvey, D. (2005). Inclusive education - A practical guide to supporting diversity in the classroom. (2nd Eds.). Routledge, London.

• Norris, G. H., & Romer, L.T. (1995). Welcoming Students who are deafblind to typical classrooms. Paul H. Brookes, New Jersey.

Sandeep Belwal
9/1/17

• 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.

-15-

9/1/1?

# Department of Education
## Chaudhary Ranbir Singh University, Jind
### B.Ed. Spl. Ed. (M.R)
Semester-I
## INTRODUCTION TO NEURO DEVELOPMENTAL DISABILITIES

Course Code: B 8

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

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

**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

-17-

- 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.

- 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.

Sandip Bemwal
9/1/17

## INTRODUCTION TO LOCOMOTOR AND MULTIPLE DISABILITIES

**Course Code: B 9**

**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

1.1. CP: Nature, Types and Its Associated Conditions

-19-

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

Sandup Belwal
9/1/17

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%20 Disability.pdf/at_download/file

Sandeep Behera
9/1/17

## ASSESSMENT AND IDENTIFICATION OF NEEDS

**Course code: C 12**                                                    **Marks: 100**

**Objectives**                              *(External: 80, internal: 20)*

After completing the course student-teachers will be able to

1. Comprehend historical perspective, nature and needs and characteristics of persons with Intellectual Disability.

2. Understand various procedures, areas and approaches of assessment and their relevance.

3. Gain insight into importance of assessment at Pre School and school level and become familiar with development and adaptive behavioural assessment and assessment tools at pre school level.

4. Get familiarized assessment tools for independent living, provisions and schemes for vocational skills development and implication of assessment.

5. Develop understanding about significance of different types of family needs their assessment and implications for extending support to their families, demonstration.

## Unit 1: Intellectual Disability - Nature and Needs

1.1 Historical Perspective of Intellectual Disability (ID)

1.2 Definitions of Intellectual Disability – ICD-10, AAIDD, WHO, PwD Act 1995

1.3 Etiology Causes and Prevention

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

1.5 Screening, Identification, Characteristics and Needs of Persons with Intellectual Disability.

## Unit 2: Assessment

2.1 Concept, Meaning, Definition and purpose of Educational assessment

2.2 Methods of Assessment - Observation, Interview and Rating Scale

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

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

- 22 -

2.5 Documentation of assessment, Result interpretation & Report writing– Implication of all the above for Inclusion

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

3.1 Importance of Assessment at Pre- School and School level

3.2 Developmental and Adaptive Behaviour Assessment

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

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

3.5 Documentation of assessment, Result interpretation & Report writing– Implication of class level assessment & its relation to Inclusion with resource support

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

4.1 Significance of Assessment for Independent living of Persons with Intellectual Disabilities

4.2 Assessment for Transition from School to Work

4.3 Assessment Tools for Independent Living –BASAL-MR, VAPS

4.4 Provisions & Schemes of MoSJE for Vocational Skill Development

4.5 Documentation of assessment, Result interpretation & Report writing–Implications of assessment, Outcomes for Community living

### Unit 5: Assessment of Family Needs

5.1 Significance of psychosocial needs and its assessment in family

5.2 Assessment of parental needs and its implication in planning IFSP

5.3 Assessment of siblings and its implication in planning IFSP

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

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

### Course Work/ Practical/ Field Engagement (Any one)
### Camp/ Community Mode

• To conduct awareness programs on MR/ID in urban/ rural areas

-23-

- To organize awareness rally involving stakeholder like Parents, Families, Teachers & Employers
- To conduct advocacy program for Persons with Intellectual Disability.

**School Mode**

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

**Clinical Mode**

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

**Essential Readings**

- Baine, D. (1988). Handicapped Children in Developing Countries, Assessment, Curriculum and Instruction. University of Alberta, Alberta,
- Evans, P .& Verma, V. (Eds.) (1990) .Special Education. Past Present and Future. Improving instruction. Allyn & Bacon, Boston.
- Longone, (1990). Teaching Retarded learners Curriculum and Methods for Mental Retardation, NIMH, Secunderabad.
- Myreddi, V., & Narayan, J. (1998). Functional Academics for students with Mild Mental Retardation, NIMH, Secunderabad.
- Myreddi, V., & Narayan, J. (2004). FACP – PMR, NIMH, Secunderabad.
- Narayan, J. (1990). Towards independence series 1 to 9. NIMH, Secunderabad
- Narayan, J. (2003) Educating children with learning problems in regular schools

-24-

Sandip Behera
9/1/17

• Narayan, J. (2003) Grade Level Assessment Device for Children with Learning Problems in Regular Schools, NIMH, Secunderabad

• Narayan, J., Myreddi, V. Rao, S. (2002). Functional Assessment Checklist for NIMH, Secunderabad.

• Overton, T. (1992). Assessment in Special Education: An Applied Approach. New Jersy

• Panda, K.C. (1997). Education of Exceptional Children. Vikas, New Delhi.

• Repp, A.C. (1983). Teaching the Mentally Retarded. Prentice Hall, New Jersey.

**Suggested Readings**

• Myreddi, V., & Narayan, J. (1998). Functional Academics for students with mental retardation - A guide for teachers. Secunderabad: NIMH.

• Narayan, & Kutty, A.T.T. (1989) .Handbook for Trainers of the Mentally Retarded persons Pre-primary level. NIMH, Secunderabad.

• Narayan, J. (1999). School readiness for children with special needs. NIMH, Secunderabad.

• Peshwaria, R., &Venkatesan. (1992) .Behavioural approach for teaching mentally retarded children : A manual for teachers, NIMH, Secunderabad

• Polloway, E.A., & Patton, J.R. (1993). Strategies for teaching learners with special needs. New York: Macmillan Publishing Company.

• Pun, M. & Sen A.K. (1989) Mentally Retarded Children in India.

• Romila, S. (1997) .School Readiness programme. New Delhi: NCERT

• Sharma, P. (1995). Basics on Development and Growth of a child, New Delhi

• Subba Rao, T.A. (1992). Manual on Developing Communication Skills in Mentally Retarded Children

• Taylor, R.L. (1993). Assessment of Exceptional Students Educational and

• Van Riper, C.A. and Emerick. L. (1990). Speech Correction-An introduction to speech

• Video Films. (2002). Help them learn make it easy, NIMH, Secunderabad.

Sandeep Beniwal
9/1/17

-25-

**Course: E 1**                                                      **Marks: 50**

[External: 40, Internal: 10]

| Disability Focus | Educational Setting | Tasks for the Student teachers | Description | Marks |
|---|---|---|---|---|
| ID | Special school of PwID | Classroom Observation, Assessment and IEP a. ECSE, b. Pre-Primary c. Primary d. Secondary e. Prevocational | Minimum 10 school Periods Develop IEP for 1 student with ID at ECSE and Pre-Primary level. | 16(4) |
| HI, VI, LV CP, ASD or Multiple Disabilities | Minimum 3 Special schools for HI, VI, LV CP, Autism or Multiple Disabilities | Classroom Observation and Report | Minimum 30 school Periods 10 school Periods in each Special school | 16 (4) |
| Any Disability | Inclusive School available in the neighbourhood | Classroom Observation and Report | Minimum 10 school Periods | 8 (2) |

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.

Sandeep Berwal
9/1/17

# Chaudhary Ranbir Singh University, Jind
## Bachelor of Education in Special Education {Mental Retardation}
## B.Ed.Spl.Ed. (M.R)
### 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 children with M.R | | | 20 | 80 | 100 | 3 hours | 50 |
| E2 | Practical: Disability Specialization (M.R) | | | 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.

1

## Department of Education
## Chaudhary Ranbir Singh University, Jind
### B.Ed. Spl. Ed. (M.R.)
### 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

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: Multiole 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

3

*Sandip Belwal*
1/5/17

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

## Essential Readings

Amin, N. (2002). Assessment of Cognitive Development of Elementary School Children.A Psychometric Approach, Jain Book Agency, New Delhi.

Chauhan, S.S. (2013). Advanced Educational Psychology.Jain Book Agency, Delhi.

King-Sears, E. M. (1994). Curriculum Based Assessment in Special Education. Singular Publishing Group, San Diego, CA.

Panch, R. (2013). Educational Psychology: Teaching and Learning Perspective, McGraw Hill Education (India) Private Limited, New Delhi.

Paul, P. (2009). Language and Deafness.Singular publication.

Salvia, John, Ysseldyke, James, E.And Bolt, Sara.(2007). Assessment in Special and Inclusive Education. Houghton Mifflin Company, Boston.

Whitcomb, S., & Merrell, K.W. (2012).Behavioral, Social, and Emotional Assessment of Children and Adolescents, Routledge, New York.

Woolfolk, A., Misra, G., &Jha, A.K.(2012). Fundamentals of Educational Psychology, 11[th]edn, Pearson Publication, New Delhi.

## Suggested Readings

Geisinger, K.F. (2013). APA Handbook of Testing and Assessment in Psychology.Available at American Psychological Association, USA.

Guskey, T. R., & Bailey.J (2000). Grading and Reporting. Thousnad Oaks, CA: Corwin King.

Howell, K. W., &Nolet, V. (2000). Curriculum-Based Evaluation: Teaching and decision making.Scarborough, Ontario, Canada, Wadsworth.

McMillan, J. H. (2001). Classroom Assessment: Principles and Practice for Effective Instruction. Allyn and Bacon, London.

Nevo, D. (1995). School based Evaluation. Pergamon Publishing, Kidlington, Oxford.

Salvia, J., &Ysseldyke. J.E.(1998). Assessment. (7th ed) Houghton Mifflin, Boston.

# Department of Education
## Chaudhary Ranbir Singh University, Jind
### B.Ed. Spl. Ed. (M.R.)
### 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

5

## 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. NewDelhi: Sage Publications.

Bybee, R. (2010b). The teaching of science: 21st-century perspectives. Arlington, VA: NSTA Press,USA.

Fensham, P.J. (1994). The content of Science: A constructive Approach to its Teaching and Learning.Washington, D.C: The Falmer Press.

Gupta, V. K. (1995). Teaching and Learning of Science and Technology. New Delhi: VikasPublishing 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: DhanpatRai& 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 Corpn. New Delhi.

# 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

8

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

2.4 Unit Planning – Format of A Unit Plan

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

## Unit 3: Strategies for Learning and Teaching Mathematics

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

3.2 Learning By Exposition: Advanced Organizer Model

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

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

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

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

4.1 Mathematics Laboratory- Concept, Need, and Equipment for Setting Up a Mathematics Laboratory

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

4.3 Bulletin Boards and Mathematics Club

4.4 Abacus, 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
- 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: Pregamon Press.
David, A.H., Maggie, M.K., &Louann, H.L. (2007).*Teaching MathematicsMeaningfully: 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.
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*Teaching of Mathematics (ES-342), Blocks 1-4.* (2000). IGNOU, New Delhi.
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## Department of Education
## Chaudhary Ranbir Singh University, Jind
### B.Ed. Spl. Ed. (M.R.)
### 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

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

12

- Organize activities like quiz, mock-parliament, field trips, exhibitions and any other co-curricular activities in schools

**Essential Readings**

Aggarwal, J. C. (2008). Principles, methods & techniques of teaching. UP: Vikas Publishing House Pvt Ltd.

Batra, P. (2010). Social Science Learning in Schools Perspective and Challenges, Sage Publications Pvt. Ltd; Pap/Com edition.

Chauhan, S. S. (2008). Innovations in teaching learning process. UP: Vikas Publishing House Pvt Ltd.

Dhand, H. (2009). Techniques of Teaching. New Delhi: APH Publishing Corporation.

Duplass, J. A. (2009). Teaching elementary social studies. New Delhi: Atlantic Publishers.

Mangal, U. (2005).SamajikShikshan, Arya Book Depot, New Delhi.

**Suggested Readings**

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Rai, B.C. (1999). Methods of Teaching Economics, Prakashan Kendra, Lucknow.

Sharma, R.A. (2008). Technological foundation of education. Meerut: R.Lall Books Depot.

Sharma, R.N. (2008). Principles and techniques of education. Delhi: Surjeet Publications.

Singh, Y.K. (2009). Teaching of history: Modern methods. New Delhi: APH Publishing Corporation.

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

# Department of Education
## Chaudhary Ranbir Singh University, Jind
### B.Ed. Spl. Ed. (M.R.)
### 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. मूलभत 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 उद्देष्यों 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 उद्देष्यों 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।

### पाठ्य वस्तु

### 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 उद्धव 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।

2.4 हिन्दी व्याकरण में 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 इकाईनियोजनकाप्रत्यय, इसकामहत्त्वऔरनिर्माणविधि।

2.8 पाठयोजना का परिचय, उपयोग और महत्त्व।

2.9 पाठयोजना के चरण और उनका क्रियान्वयन।

2.10 हिन्दी शिक्षण के ज्ञानात्मक, बोधात्मक, कौशलात्मक और रूचिगत उद्देष्यों का निर्धारण।

2.11 विशिष्ट उद्देष्यों का व्यावहारिक शब्दावली में लेखन।

## इकाई 3 – हिन्दी की विविध विधाओं के शिक्षण की विधियों का परिचय औरउपयोग

3.1 माध्यमिक कक्षाओं में गद्यशिक्षण की उपयोगिता।

3.2 गद्यशिक्षण की अर्थबोध, व्याख्या, विश्लेषण और संयुक्त विधि का परिचय और इनकी समीक्षा।

3.3 माध्यमिक कक्षाओं के पाठ्यक्रम में पद्य के समावेश की उपयोगिता।

3.4 पद्यशिक्षण की शब्दार्थ कथन, खण्डान्वय, व्यास और समीक्षा विधि का परिचय और इन की उपयुक्तता का आकलन।

3.5 माध्यमिक स्तर पर व्याकरण शिक्षण की आवष्यकता और उपयोगिता।

3.6 व्याकरण शिक्षण की निगमन, आगमन, भाशा संसर्ग और पाठ्य-पुस्तक विधियों का मूल्यांकन।

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

4.1 शिक्षण उपकरणों का सन्दर्भ, महत्त्व और लाभ।

4.2 अधिगम-शिक्षण के दृष्य उपकरणों के प्रकार।

4.3 दृष्यउपकरणों – श्यामपट्ट, चार्ट, नक्सा, मानचित्र, प्रतिरूप, कार्यशील प्रतिरूप और फ्लैशकार्ड की प्रयोग विधि।

4.4 श्रव्यउपकरणों – काम्पैक्ट डिस्क व कैसेट्स्के प्रयोग की विधि और अभ्यास।

4.5 मुद्रितश्रव्य उपकरणों- अखबार, पत्रिकाओं और पुस्तकों का सहायक उपकरणों के रूप में प्रयोग।

4.6 वैद्युदण्विक उपकरणों - टेलीविजऩ, कम्प्यूटर और विश्व जाल के सहायक उपकरणों के रूप में प्रयोग की विधि और उपयोगिता।

4.7 भाषा अधिगम में भाषा प्रयोगशाला के प्रयोग की विधि और समीक्षा।

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

5.1 मूल्यांकन की संकल्पना, उद्देष्य और महत्त्व। सतत एवं व्यापक मूल्यांकन का सन्दर्भ।

5.2 लेखन, पठन, श्रुतलेख, सुलेख, तीव्रलेखन, त्रुटिमुक्तलेखन, आशुभाषण और काव्य पाठ का सतत एवं व्यापक मूल्यांकन प्रविधि द्वारा मूल्यांकन।

Sandap Belwal
1/5/17

5.3 कक्षा गत पाठ्य सहगामी गतिविधियों - गीत, अभिनय, संवाद, क्रियाकलाप और नेतृत्व के गुणों का सतत एवं व्यापक मूल्यांकन प्रविधि द्वारा मूल्यांकन।

5.4 विद्यार्थियोंकेभाशाअधिगमकासंचयीवृत्तबनाना। अनुवर्तीचिन्तनकीआवष्यकताऔरमहत्त्व।

5.5 चिन्तनदैनन्दिनीऔरपोर्टफोलियोबनाना।

5.6विद्यार्थियोंकीअधिगमसमस्याओंकेनिदानऔरसमाधानकेलिएक्रियात्मकअनुसन्धानकाप्रयोग।

5.7 पाठ्यक्रम,सहायक सामग्री और पाठ्यविधियों का आलोचनात्मक विवेचन।; पाठ्यक्रम, सहायक सामग्री और पाठ्यविधियों पर विद्यार्थियों और अभिभावकों की प्रतिक्रियाओं का संग्रह।

## प्रायोगिककार्य-

- आधुनिकभाषाकेरूपमेंहिन्दीकेगुणोंऔरस्थितिकाअनुसन्धानविवरण।
- हिन्दीशिक्षणकीकिन्हीदोअधनुतनविधियोंकापरिचयएवंइनकेउपयोगकीतुलनात्मकसमीक्षा।
- हिन्दीशिक्षणकेश्रवण, वाचनऔरलेखनअधिगमकेसटीकमूल्यांकनमेंसततएवंव्यापकमूल्यांकनकीप्रविधिकेउपयोगकाविवरण।
- चिन्तनदैनन्दिनी,पोर्टफोलियोऔरआलोचनात्मकविवरणीकेउपयोगकीसमीक्षाऔरइनकीप्रतिकृतिकाप्रस्तुतिकरण।

## सन्दर्भपुस्तकें-

हिन्दीशिक्षण :अभिनवआयाम, डा .श्रुतिकान्तपाण्डेय, एक्सिसपब्लिकेषंस, दरियागंज, नईदिल्ली, 2010.

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हिन्दीशिक्षण, डा .रामशकलपाण्डेय, विनोदपुस्तकमन्दिर, आगरा, 2005.

हिन्दीसाहित्यकाइतिहास, आचार्यरामचन्द्रषुक्ल, राजकमलप्रकाशन, नईदिल्ली, 2006

हिन्दीशिक्षण, रमनबिहारीलाल, रस्तोगीप्रकाशन, मेरठ, 2002.

हिन्दीशिक्षण, सावित्रीसिंह, इन्टरनेशनलपब्लिषिंगहाउस, मेरठ, 2004.

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माध्यमिकविद्यालयोंमेंहिन्दीशिक्षण ,निरजंनकुमारसिंह ,राजस्थानहिंदीआकादमी ,जयपुर.2010 ,

# Department of Education
## Chaudhary Ranbir Singh University, Jind
## B.Ed. Spl. Ed. (M.R.)
## 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.
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

18

- 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: RadhaKrishanAnand and Co.

Brumfit, C.J., & Johnson (Ed.) (1979). The communicative Approach to Language Teaching, Oxford University Press, Oxford.

Bryne, D. (1988). Teaching Writing Skills, Longman, England.

Krashen, D. (1992). Principles and Practice in Second Language Acquisition, Pergamum Press Oxford.

Krishna Swamy (2003).Teaching English: Approaches, Methods and Techniques, Macmillan Publication, New Delhi.

Sachdeva, M. S. (2007). Teaching of English. Patiala: Twenty First Century Publications.

Sahu, B. K. (2004). Teaching of English. Ludhiana: Kalyani Publishers.

Shaik, M. & Gosh, R.N. (2005).Techniques of Teaching English, Neelkamal Publications, Hyderabad.

Sharma, P. (2011). Teaching of English: Skill and Methods. Delhi: Shipra Publication.

## Department of Education
## Chaudhary Ranbir Singh University, Jind
## B.Ed. Spl. Ed. (M.R.)
## 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: Polices & 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

20

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 EducationalLeaders*. 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 TransferringAmerica's Classrooms,*Baltimore: P. H. Brookes Publishers.

Giuliani, G.A. &Pierangelo, R. (2007). *Understanding, Developing and WritingIEPs.*Corwin press:Sage Publishers.

Gore, M.C. (2004) .*Successful Inclusion Strategies for Secondary and Middle SchoolTeachers*, Crowin Press, Sage Publications.

Hegarthy, S. & Alur, M. (2002).*Education of Children with Special Needs: fromSegregation 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 Moderateand Severe Disabilities in Inclusive Setting.*Boston, Allyn and Bacon.

Sedlak, R. A., &Schloss, P. C. (1986).*Instructional Methods for Students withLearning 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-HallInc.

Vlachou D. A. (1997). Struggles for Inclusive Education: An Ethnographic Study. Philadelphia: Open University Press.

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

## Department of Education
## Chaudhary Ranbir Singh University, Jind
### B.Ed. Spl. Ed. (M.R.)
### Semester-II
## CURRICULUM DESIGNING, ADAPTATION & EVALUATION FOR CHILDREN WITH MENATL RETARDATION

**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.

## Objectives

After completing the course, student trainees will be able to:
1.  Understand nature of curriculum, principles and steps of curriculum designing, domains and curriculum evaluation.
2.  Develop insight into importance of early childhood special education, its domains and school readiness programme and their implications.
3.  Acquire knowledge about curriculum domains at secondary, prevocational and vocational level and understand its implications.
4.  Understand different strategies for curriculum adaptation, accommodation, modification and their significance.
5.  Evaluation and make effective use of different techniques.

## Unit 1: Curriculum Designing

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

## Unit 2: Curriculum at Pre-School and Primary School level
2.1   Significance of Early Childhood Education and School Readiness.
2.2   Early Childhood Education Curricular domains –Enhancement of domain in Motor, Personal, Cognitive and Communication areas
2.3   Curriculum Domains for Early Childhood Education and Sensory Mechanism.
2.4   Sensitization of family, involvement in pre - school and primary level.
2.5   Implication of pre- school and primary levels for Intervention, documentation, record maintenance and report writing.

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

23

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

## Unit 4: Curriculum Adaptations
4.1 Need for Curricular Adaptation, Accommodation and Modification
4.2 Adaptation, Accommodation and Modification for Pre –academic Curriculum.
4.3 Adaptation, Accommodation and Modification for Academics Curriculum.
4.4 Adaptation, Accommodation and Modification for Co-Curriculum.
4.5 Adaptation, Accommodation and Modification for School Subjects

## Unit 5: Curriculum Evaluation
5.1 Concept, Meaning, Definition of Curriculum Evaluation.
5.2 Types and Approaches of evaluation
5.3 Emerging trends in evaluation –CCE, Teacher Made Tests, Grading System
5.4 Differential evaluation of PwID in inclusive setup.
5.5 Implications of evaluation for inclusion

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

**Special / Inclusive Schools –**

To prepare need based curriculum for training in:

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

## Essential Readings

Baine, D. (1988) Handicapped Children in Developing Countries, Assessment, Curriculum and Instruction. University of Alberta, Alberta,

Bos, C.S. &Vaughu, S. (1994) Strategies for teaching students with learning and behaivour problems. Boston: Allyn and Bacon.

Jeyachandaran, P.,&Vimala, V. (2000). Madras Developmental Programming System.

Luftig, R.L. (1949).Teaching the Mentally Retarded Student: Curriculam, Methods and Strategies.Library of Congress Cataloging-in-publications data.

Myreddi, V., & Narayan, J. (1998).Functional Academics for students with mild 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.

## Department of Education
## Chaudhary Ranbir Singh University, Jind
## B.Ed. Spl. Ed. (M.R.)
## Semester-II

### PRACTICUM

### Practical Disability Specialization (M.R)
### Classroom Teaching and IEP Practical Disability

**Course Code: E2**

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

| Sr. No. | Tasks for the Teacher Trainees | Disability Focus | Education Setting | Hrs (60) | Description |
|---|---|---|---|---|---|
| 1.1 | IEP | ID | Special School | 20 | Develop IEP for 1 student with ID at Primary level. |
| 1.2 | Lesson Planning and Teaching | ID | Special School | 15 | 15 lessons |
| 1.3 | Micro teaching & simulated teaching on selected skills | General | Institute | 05 | 5 lessons(Demonstration of Micro teaching Skills |
| 1.4 | **Macro Teaching** Lesson planning and Teaching for subjects selected from Part-A, B and C of course A4 and A5 | General | General | 10 | 10 lessons (5 in each Subject) |
| 1.5 | Lesson planning and Teaching focussing on adaptation, evaluation for subjects selected from Part-A, B and C of course A4 and A5 | General | General | 10 | 10 lessons (5 in each Subject) |

# ChaudharyRanbir Singh University, Jind
## Bachelor of Education in Special Education (MR)
## B.Ed.Spl.Ed. (MR), Scheme of Examination
## Effective from Academic Session 2016-17
## Semester-III

| Course Code | Course Title | Internal Assessment | External Examination | 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 |
| D 17 | Reading and Reflecting on Text | 10 | 40 | 50 | 1:30 hours | 25 |
| D 18 | Performing and Visual Art | 10 | 40 | 50 | 1:30 hours | 25 |
| E 2 | Resource Room/Inclusive Teaching and IEP Practical Disability Specialization (Area ) | 20 | 80 | 100 | - | 50 |
| F 1 | Practicum Attachment/Internship | 20 | 80 | 100 | - | 50 |

## 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.

Chairperson,
Department of Education,
C.R.S.U., JIND (Haryana)

# Department of Education
## Chaudhary Ranbir Singh University, Jind
## B.Ed.Spl.Ed. (MR)
## Semester-III

### THEORY
### 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.

## Objectives
After completing the course, student trainees will be able to:

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

## Unit 1: Intervention
1.1 Concept, Significance, Rationale, Scope, Advantages of Early Intervention
1.2 Types of Early Intervention.
1.3 Intervention Techniques
1.4 Record Maintenance and Documentation
1.5 Implication of Early Intervention for pre-school Inclusion.

## Unit 2: Individualised Education Programme
2.1 Need, Importance and Historical Perspective of IEP
2.2 Steps and Components of IEP
2.3 Developing, Implementation and Evaluation of IEP for PwID and its associated conditions
2.4 IFSP – Planning and writing
2.5 Application of IEP for Inclusion

## Unit 3: Teaching Strategies and TLM
3.1 Stages of Learning
3.2 Principles of Teaching
3.3 Multi-Sensory Approaches: Montessori Methods, VAKT Method, Orton-Gillingham Method, Augmentative and Alternative communication and CAI

Dr. Sandeep Berwal
Chairperson,
Department of Education,
C R S U, IIND (Haryana)

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

3.5 Development and Use of TLM for ID

## Unit 4: Intervention for Mal-adaptive Behaviour

4.1 Definition and types of Mal-adaptive behaviour

4.2 Identification of mal-adaptive behaviour

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

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

4.5 Ethical Issues in behaviour management and implications for Inclusion

## Unit 5: Therapeutic Intervention

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

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

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

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

5.5 Therapeutic intervention: Visual and Performing Arts (eg: music, drama, dance movement, sports etc.)
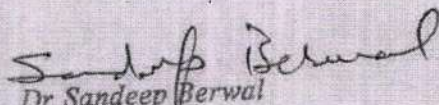
## Course Work/Practical / Field Engagement (Any One)

Special / Inclusive Schools / Institute -

a. To deliver Modular / Thematic lecture on relevant topic

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

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

## Essential Reading
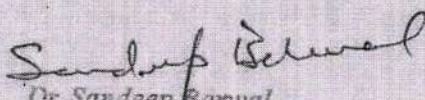
Alberto, P.A. & Trontman, A:C. (1995). Applied Behaviour Analysis for Teachers (4th edition). London: Merrill Publishing Company.

Baine, D. (1988). Handicapped Children in Developing Countries, Assessment, Curriculum and Instruction. University of Alberta, Alberta.

Berkell, D.E.I. & Brown, J.M. (1989). Occupational Transaction from school to work for persons with disabilities, London: Longman.

Evans, P and Verma, V. (Eds.) (1990) Special Education.Past Present and Future.

Gardiner, M.D. (1985). The principles of exercise therapy. Delhi: CBS Publishers & Distributors.

Jacobs, K (1990). Occupational therapy: Work related programmes and assessment, Boston: Little Brown.

Jayachandra, P. (2001). Teaching yogasanas for persons with mental retardation, Chennai: Vijay Human Services.

Jeyachandaran, P. Vimala, V. (2000). Madras Developmental Programming System

Longone, 3.(1990). Teaching Retarded learners Curriculum and Methods for Mentally Handicapped.

*Dr. Sandeep Berwal*
*Chairperson,*
*Department of Education,*
*C.R.S.U., JIND (Haryana)*

Myreddi V. & Narayan J. (1998).Functional Academics for students with mild mental retardation, NIMH, Secunderabad.

Narayan J. (1990). Towards independence series 1 to 9. NIMH, Secunderabad.

Narayan J. (2003) Educating children with learning problems in regular schools NIMH, Secunderabad.

Narayan, J. (1998). Grade Level Assessment Device for Children with Learning Problems in Regular Schools, NIMH, Secunderabad.

Narayan, J. Myreddi, V. Rao, S. (2002). Functional Assessment Checklist for programming

Panda, K.C. (1997).Education of Exceptional Children. New Delhi Vikas

Pandit, A .& Grover U (2001), Self Instructional Modules on occupational therapy/physiotherapy, BED (MR) SPE, Bhoj University, Bhopal.

Sears, H.E. (1994) Curriculum Based Assessment in Special Education. San Diego Singular Publishing Group.

Shesrborne, V. (1990). Developmental movement for children, Cambridge: Cambridge University Press.

SubbaRao, T.A. (1992). Manual on Developing Communication Skills in mentally retarded persons, NIMH, Secunderabad.

Swaminathan, M. (1990). Play activity for young children. India: UNICEF.

Thomson, A., Skinner, A. & Piercy, J. (1991). Tidy's physiotherapy (Twelfth edition). Oxford: Butterworth – Heinmann Ltd.

Van Riper, C.A. and Emerick L (1990) Speech Correction – An introduction to Speech Pathology & Audiology, Eighth Edition, Prentice Hall

**Suggested Readings**

A.C.Ornstein (1990).Strategies for Effective Teaching.Harper and Row, Publishers, Inc.

David W. (1998). Teaching and Learning in the Early Years. London and New York: Routledge.

Jackman H.L. (1999). Sing Me a Story: Tell Me a Song. Calfornia: Crown Press, Inc.

Mastropieri S. (1987). Effective Instruction for Special Education, Little, Brown and Company, Inc.

Narayan, &Kutty, A,T.T. (1989) Handbook for Trainers of the Mentally Retarded persons. Pre-primary level. NIMH, Secunderabad.

Peshwaria, R. and Venkatesan. 5. (1992) Behavioural retarded children A manual for Publication.

Pun, M. &Sen A.K. (1989) Mentally Retarded Children in India. New Delhi Mittal Retarded Persons, NIMH, Secunderabad.

Robert A. Gable and Steven F.W. (1993). Strategies for Teaching Students with Mild to Severe Mental Retardation, London and Philodelphia: Jessica Kingsley Publisers.

SubbaRao, T.A. (1992). Manual on Developing Communication Skills in Mentally Teachers. NIMH, Secunderabad.

Van Riper, C.A. and Emerick.L. (1990), Speech Correction-An introduction to speech pathology and Audiology. Eighth Edition, Prentice Hall.

*Dr. Sandeep Berwal*
*Chairperson,*
*Department of Education,*
*C.R.S.U., JIND (Haryana)*

# Department of Education
## Chaudhary Ranbir Singh University, Jind
### B.Ed. Spl. Ed. (MR)

## 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.

### Objectives
After completing the course, student trainees will be able to:

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

### Unit 1: Technology in Education and Instruction
1.1 Educational and Instructional Technology – Meaning, Nature, Scope, Definition, Objectives and Significance
1.2 Educational Technology and Instructional Technology – Role and Recent Trends.
1.3 Approaches of Educational Technology - Hardware, Software, system approach, individual mass media approach
1.4 Differential Instruction, Universal Design of learning and Individualised Instruction.
1.5 Implication of the above for inclusion.
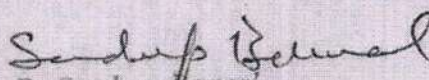
### Unit 2: ICT
2.1 ICT – Meaning, Definition, Scope and Significance
2.2 Psychological bases for ICT among teachers and learners
2.3 Development of ICT – Stages, Requirement and Process
2.4 Use of ICT in developing collaborative networks for sharing and learning such as Internet –E-mail, Tele-teaching, Tele-conference
2.5 Use of ICT to simplify record keeping, information management in education administration in special and inclusive settings

### Unit 3: Use of Multimedia in Education
3.1 Multi Media - Meaning, Nature, Scope, Definition and Approches
3.2 Types of Instructional Aids: Projected and Non –Projected Aids, Projectors, Radio, Tape Recorder, Television, Films, Computers, whiteboard, Smartboard, e- Flash Cards, Educational Toys
3.3 Advantages, Limitations and Challenges of Using Multi-media in Education
3.4 Recent Trends in Multimedia.

Dr. Sandeep Berwal
Chairperson,
Department of Education,

3.5 Implication of Multimedia in teaching learning.

## Unit 4: Technology Based Instructions
4.1 Enhancing Technology friendly practices among Teachers.
4.2 Computer-Assisted & Computer Managed Instructions, Cybernetics, E- learning, Use of Net search and Websites
4.3 Disability Friendly Technology - Punarjani, and e-learning Framework developed by C-DAC
4.4 Developing Technology Integrated Lessons – Individual and Group
4.5 Implications of Technology based instruction in Inclusion

## Unit 5: Application of Technology
5.1 Application of Technology in Lesson Planning, Worksheet Preparation, report writing and Evaluation.
5.2 Application of Technology in Assistive Devices – For example: JAWS, Smart phones, Screen Readers
5.3 Application of Technology in Instruction – Individual, small group and large group.
5.4 Advantages, merits and demerits.
5.5 Implications for inclusion.

## Course Work/ Practical/ Field Engagement (Any One)
**Special/Inclusive School/ Institute:**
a. To organize workshops for use ICT for disability friendly activities
b. To develop technology supported lesson plans for PwID.
c. To use mass media/multi-media for creating awareness on disability in rural areas

## Essential Readings

Kulkarni, S.S. (1986). Introduction to Education Technology, New Delhi: Oxford & IBH Publishing Co.

Kumar, K.L. (1996). Educational Technology and Communication Media, Cuttack: Nalanda.

McMillan, J.H. & Schumarcher, S. (1989). Research in Education: A Conceptual Introduction, New York: Harper & Collins.

Mehra, Vandana (2004) Educational Technology. New Delhi: S S Publishers.

Mohanty, J. (1992). Educational Technology, New Delhi: Deep and Deep Publication.

Mukhopadhaya, M. (ed.) (2005). Education Technology Knowledge Assessment, New Delhi: Shipra Publications.

R., Robertson, S. and Peter John. (2009). Improving Classroom Learning with ICT, New York: Routledge. Takewale, R. G. (1995). Technologies for Educational Network, Presidential address in the seminar on Technologies for Educational Networking, New Delhi: IGNOU.

Richmond, W. R. (ed.) (1900). The Concept of Education Technology: A Dialogue with Yourself, London: Weidenfield and Nicolson.

Sampath, K., Pannirselvam, A. &Santhanam, S. (1990). Introduction to Educational Technology, New Delhi: Sterling Publishers Private Limited.

Sharma, HemantLata and Sharma, Savita (2010). Learning to Learn with Love: Theory and Practice of Co-operative Learning, New Delhi: Gagandeep Publications Sutherland,

Dr. Sandeep Berwal
Chairperson,
Department of Education,
C.D.S.U. IIND (Haryana)

**Suggested Readings**

Cima M Yeole. (1991). Educational Technology.CimaMyeole.

D.ES, (1982).Handicapped Pupil and Special schools, Regulations.London HMSO.

DipikaBhadresh Shah, (1991). Educational Technology for developing teaching competency GavendraPrakashan

JaganathMohanty.(1998). Studies in Educational Broadcasting.San subscription agency.

Mangal K. (1990).Fundamentals of Educational technology.Prakash Brothers

RuhelaSatyapal. (1991). Educational Technology, A systematic Text Book Associated Publishers

Tara Chand. (1992). Educational Technology. Anmol Publication

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# Department of Education
## Chaudhary Ranbir Singh University, Jind
## B.Ed. Spl. Ed. (MR)
## 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.

## Objectives

After completing the course, teacher trainees will be able to:

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

## Unit 1: Family

1.1 Family - Concept, Definition and Characteristics
1.2 Types of family
1.3 Reaction and Impact of disability on family
1.4 Needs of family and counseling
1.5 Role of family in rehabilitation of PWID.

## Unit 2: Psycho-Social Issues

2.1 Attitude of family, Community, Peer Group, Teachers, Co-workers
2.2 Myths, misconception and social practices
2.3 Difference between Intellectual Disability and Mental Illness.
2.4 Psycho- Social Issues - Exploitation, Delinquency, child labour and child Abuse
2.5 Rights and Advocacy

## Unit 3: Involving Families

3.1 Training and involving families in the rehabilitation process
3.2 Parent professional relationship
3.3 Formation of parent Self-Help Group
3.4 Parent Associations
3.5 Empowering families

## Unit 4: Adolescent Issues

4.1 Physiological Changes; Implication in emotional and social development

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

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

4.4 Ethical Issues

4.5 Challenges and Implications

## Unit 5: CBR and CPP (Community People Participation)

5.1 Concept, Definition and Scope of CBR

5.2 Models of CBR – Advantages and Disadvantages

5.3 Types of Community Resources and their mobilization

5.4 Organizing services for PwID in the community

5.5 Role of Special Educator, Family, community and PwID in CBR

## Course Work/ Practical/ Field Engagement (Any One)
### Special/Inclusive School/Institute:

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

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

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

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

## Essential Readings

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

Blacher, J. (Ed.) (1984) Severely Handicapped Young Children and Other Families: Research in Review Ovlandio: Academic Press Inc.

Cramer, H., Carlin, J. (2008). Family Based Short Breaks (Respite) for Disabled Children: Results from the Fourth National Survey, British Journal of Social Work, Vol. 38 (6), Sept. 2008, pp 1060 - 1075

Dale, N. (2000). Working with families of Children with Special Needs: Partnership and Practice, East Sussex: Brunner- Routledge.

Fewell, R. and Vadasy, P. (Eds.) (1986). Families of Handicapped Children: Needs and Supports across the Life-span. Texas: Ro-ed Inc.

Findler, S. (2000).The Role of Grandparents in the Social Support System of Mothers of Children with a Physical Disability, Families in Society, Vol. 81 (4), July – Aug. 2000, pp 70 - 381

Garginolo, R.M. (1985). Working with Parents of Exceptional Children: A Guide for Professionals, Boston: Houghton-Miffin.

Kashyap, L. (1996). Measurement Issues in Family Centered Social Work, in Bharat, S. (Ed.) Family Measurement in India, New Delhi: Sage Publications.

Peshawaria, R Menon, DK Ganguly R. Roy, S. Pillay R.P.R.S. & Gupta A (1995). Understanding Indian families having persons with Mental Retardation, Secunderabad NIMH

Taylor, R.L. (1993). Assessment of Exceptional Students Educational and psychological procedures

## Suggested Readings

Bennett, T. Lingerfelt, V & Nelson, D.E. (1990). Developing Individual and Family Support Plans – A Training Manual, Cambridge M.A. Brooklint Books.

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Desai, AN (1990). Helping the Handicapped: Problems & prospects, New Delhi, Ashish Publishing House.

Dunst, C., Trivette~ C. & Deal, A. (1988). 'Enabling and empowering families. Cambridge, MA: Brookline Books.

Dyson (1987). Mental Handicap: Dilemmas of Parent-Professional Relations, London, Croon Helm.

Glendinning, C. (1986). A Single Door: Social Work with the Families of Disabled Children, London: Allen and Unwin Ltd

Mann, P.H. Suiter P.A. &McLaughhin R.M. (1992). A Guide for educating mainstreamed students, Boston: Allya& Bacon

Waugh, A. (1976). Working with parents and community. New Delhi: NCERT.

Webster, E. J. Vikas Publishing House (1993). Working with parents of young children with disabilities, California. Singular Publishing Group.

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# Department of Education
## Chaudhary Ranbir Singh University, Jind
### B.Ed. Spl. Ed. (MR)

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
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

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## 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

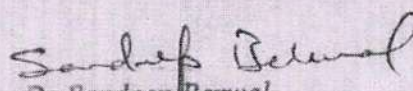McGregor.T(2007). *Comprehension Connections: Bridges to Strategic Reading*. Heinemann Educational Books

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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.(3$^{rd}$) Merrill: New Jersy

Aulls, Mark W. (1982). Developing readers in today's elementary school.Allyn and Bacon: Boston

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

May, Frank B. (1998).Reading as communication. Merrill: New Jersy

Gallangher.K (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, Bansibihari, Suryawanshi, DhyaneKute&MeenaPrakash. (2007) Communicative language teaching in English: NityanutanPrakashan: Pune

Paul, Peter V. (2009). Language and Deafness. Jones and Bartlett: Boston

Ezell and Justice (2005). Programmatic Research on Early Literacy: Several Key Findings. *IES 3rd Annual Research Conference: American Speech Language & Hearing Association (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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# Department of Education
## ChaudharyRanbir Singh University, Jind
### B.Ed. Spl. Ed. (MR)
## 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
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

-14-

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

## Course Work / Practical / Field Engagement

'hot seating' activity for historical/contemporary personalities wherein students play the role of that personality to advocate his/her opinions/decisions/thought processes (for example, Akbar, Hitler, Galileo, Bhagat Singh etc).

Portfolio submission of the basic skills exposed in any one of the art forms of choice.

Write a self-reflective essay on how this course on art will make you a better teacher.

Learn and briefly explain how music notations are made. Submit a brief report OR learn and explain the concept of composition in visual art. Submit a brief report. OR make and submit a sample advertisement for a product OR Learn Mudras of a classical dance forms and hold a session for the students on that. Submit photo report of the same OR Carry out web search on Indian sculpture and submit a brief compilation.

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

### Essential 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

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## 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

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

C. Lewiecki-Wilson & B. J. Brueggemann (Eds.), Disability and the teaching of writing: A critical sourcebook. Boston, 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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# Department of Education
## Chaudhary Ranbir Singh University, Jind
### B.Ed. Spl. Ed. (M.R.)
### Semester-III
### Practical
### Resource Room/ Inclusive Teaching and IEP Practical Disability Specialization
### (Area C)

**Corse Code:E2**

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

| Sr. No. | Tasks for the Teacher Trainees | Disability Focus | Education Setting | No. of Hrs | Description |
|---|---|---|---|---|---|
| 1.1 | IEP | ID | Special School | 30 hrs | Develop IEP for 1 student with ID at Secondary/Pre Vocational Level |
| 1.2 | a. Lesson planning and execution on different levels for all subjects | ID | Resource Room/Inclusive school | 40 hrs | 20 lessons |
| | b. Lesson planning and execution on different levels for selected subjects a. Languages b. Non Languages | ID | Resource Room/Inclusive school | 30 hrs | 20 lessons |
| 1.3 | School Sensitisation on Disabilities for regular staff, Peer group and Parents | ID | Regular School | 10 Hrs | -------- |
| 1.4 | Observation of support services | Major Disability | Institute/ Clinic | 10 hrs | Depending on the specialization |

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# Department of Education
## Chaudhary Ranbir Singh University, Jind
### B.Ed. Spl. Ed. (M.R.)
### Semester-III

## PRACTICUM
## Attachment/ Internship

**Course Code: F1**

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

| Sr. No. | Tasks for the Teacher Trainees | Disability Focus | Set up | No. of Lessons |
|---|---|---|---|---|
| 1. | Classroom Teaching Across all class levels and Curricular Domains) *Class Levels* *a. ECSE,* *b. Pre-Primary* *c. Primary* *d. Secondary* *e. Prevocational* | ID | Special schools for ID | Minimum 60 lessons. (15 Personal/Social, 25 – Functional Academics, 10-Occupational 10- Recreational) |

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## ChaudharyRanbir Singh University, Jind
### Bachelor of Education in Special Education (MR)
### B.Ed.Spl.Ed. (MR), Scheme of Examination
### Effective from Academic Session 2016-17
### Semester-IV

| Course Code | Course Title | | Internal Assessment | External Examination | Total Marks | Duration of Exam. | Passing Marks (Internal + External |
|---|---|---|---|---|---|---|---|
| B10 | 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 Behaviors Analysis | | | | | |
| | (iv) | Community Based Rehabilitation | | | | | |
| | (v) | Application of ICT in Classroom | | | | | |
| | (vi) | Gender and Disability | | | | | |
| B11 | Skill Based Optional Course (Specialization Disability): Any One | | 10 | 40 | 50 | 1:30 hours | 25 |
| | (i) | Orientation and Mobility | | | | | |
| | (ii) | Communication Option: 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 hours | 25 |
| E1 | Practical: Cross Disability and Inclusion (Area B) | | 20 | 80 | 100 | 3 hours | 50 |
| F 2 | Other Disability Special School (Area B) – Attachment /Internship | | 20 | 80 | 100 | 3 hours | 50 |
| F 3 | Inclusive School (Area B & C)- Attachment/Internship | | 20 | 80 | 100 | 3 hours | 50 |
| Grand Total | | | 90 | 360 | 450 | | |

**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.

-1-

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# Department of Education
## ChaudharyRanbir Singh University, Jind
### B.Ed. Spl. Ed. (M.R.)
### Semester-IV
### THEORY

## GUIDANCE & COUNSELLING

**Course Code: B1C   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 Councelling
    2.1 Counselling: Definition and Aims
    2.2 Need and importance of 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
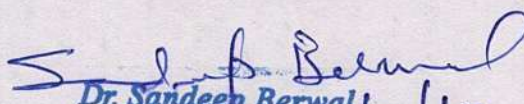
### Unit 4: Guidance in Inclusive Education
    4.1 Guidance in Formal and Informal Situations: Within and Outside Classroom, Vocational Guidance
    4.2 Group Guidance: Group Leadership Styles and Group Processes
    4.3 Challenges in Group Guidance

### Unit 5: Counselling in Inclusive Education
    5.1 Current Status with reference to Indian School
    5.2 Types of Counselling: Child-Centred, Supportive, Family

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**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 gGuidance 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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# 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    Evidence Based Practices for Early Intervention
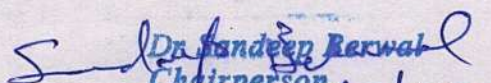
## Unit 4: Inclusive Early Childhood Educational (ECE) Practices
4.1    Natural Environments, Service Delivery Models& Importance of Universal Designs of Learning (UDL).
4.2    Practices for Inclusive ECE Programs: Adaptations of Physical Environment &Equipments, Visual Support Materials, Parent Partnerships, Friendships & Engagements with Typical Children

## Unit 5: Inclusive Early Childhood Educational(ECE) Practices
5.1 Principles of Inclusive ECE Practices: Full Participation, Open Ended Activities, Collaborative Planning,

3

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

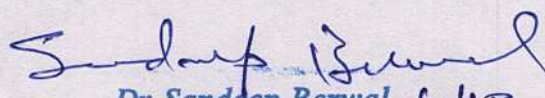5.3   School Readiness & Transitions

## Practical/Field Engagements

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

II.  Participation in workshop & develop 5creative 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* (4th Eds). U.K: Prentice Hall.

Broman.B.C (1978).*The Early Years in Childhood Education*. Chicago: RandMcNally College Publishing Company.

Catron.C.E. &Allen.J (1993).*Early Childhood Curriculum.*New York: MacMillan Publishing Company.

Dahlberg.G , Moss.P & Pence.A (2007).*Beyond Quality in Early Childhood Care and Education.(2nd Ed.)*. New York: Routledge Publication.

Dopyera.M.L&Dopyera. J (1977).*Becoming a Teacher of Young Children*. New York:Random House Publications.

Gordon.I.J. (1972).*Early Childhood Education*. Chicago: Chicago University Press.

Hamilton.D.S&Flemming (1990).*Resources for Creative Teaching in Early Childhood Education* (2nd Edition). 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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## Department of Education
## Chaudhary Ranbir Singh University, Jind
### B.Ed. Spl. Ed. (M.R.)
### 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)- 1
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-1
   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

5

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## 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 BehaviourAnalysis*. Guilford Press, New York.

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

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

### Suggested Readings
Aune, B., Burt, B., &Gennaro, P. (2013).*Behaviour Solutions for the InclusiveClassroom*. Future Horizons Inc, Texas.

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

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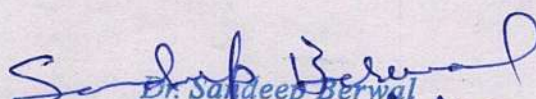
**Practicum/ Field Engagement**
- Visit an ongoing CBR program and write a report on its efficacy
- Organize a community awareness program
- Conduct a focus group discussion on a selected disability issue with school/college

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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 Peoplewith 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 SocialWelfare, Govt. of India, New Delhi.

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

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

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# APPLICATION OF ICT IN CLASSROOM

**Course Code: B10     Opt. v**                              **Marks: 50**
                                                  **(Internal: 10, External: 40)**

## Course Description

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

**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 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
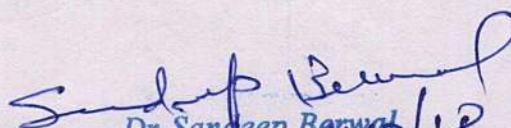
## Unit 4 : Using Media and Computers-II
4.1  Computer as a Learning Tool: Effective Browsing Of The Internet for Discerning and Selecting Relevant Information, Survey of Educational Sites and Downloading Relevant Material; Cross Collating Knowledge from Varied Sources
4.2 Computer-Aided Learning: Application 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

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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.

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

## Suggested Readings

Kozma, R.B. (2003). *Technology, Innovation, and Educational Change: A GlobalPerspective: 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. (M.R.)
### 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 Rights -based Approach and Disability-II
2.1 Elements of Human Rights System
- Legal Framework
- Institutions
- Development Policies & Programs
- Public Awareness
- Civil Society
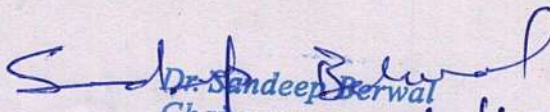
2.2 Advantage of Human Rights-Based Approach

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

4.4 Gender and Disability Analysis: Techniques and Strategies
4.5 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

11

Dr. Sandeep Berwal
Chairperson,    4|7|18
Department of Education,
C.R.S.U., JIND (Harvana)

4.2.1 Access to Education, Vocational Training and Employment
    4.2.2   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
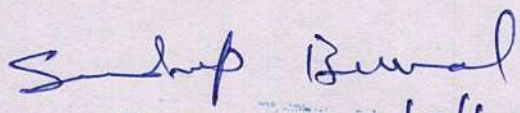
## Transaction
This course has been designed to provide the student teachers a socio-cultural perspective to disability. It aims to promote awareness about the space for disability equity and rehabilitation within the human rights system. As such the transaction of the course topics should be done through 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 PupilAchievement* , Dunedin Academic.

Ridgeway, C. L. (2011). *Framed by Gender: How Gender Inequality Persists in theModern World.*Oxford University Press.

Samuels, E. (2014). *Fantasies of Identification: Disability, Gender, R*ace. NYU Press, USA.

Smith, B. G., & Hutchison, B. (2013).*Gendering Disability.*Rutger University Press, New Jersey.

## Desirable Readings
Beeghley, L. (1999). *Angles of Vision: How to Understand Social Problems,* West View Press.

Purkayastha, D. (2010). *Economic Growth, Intra-Household Resource Allocation andGender Inequality,* Atlantic Economic Journal, Vol. 38, No. 4.

Treas, J., &Drobnic, S. (2010). *Dividing the Domestic: Men, Women, and HouseholdWork in Cross-National Perspective,* Stanford University Press.

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## Department of Education
## Chaudhary Ranbir Singh University, Jind
### B.Ed. Spl. Ed. (M.R.)
### Semester-IV
### ORIENTATION AND MOBILITY

**Course Code: B11    Opt. i**

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

### 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.

**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.
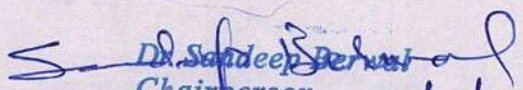
### Objectives
1. After completing the course the student-teachers will be able to
2. *Describe the nature and scope of O&M as also the O&M related responsibilities of the special teacher.*
3. *Acquire basic knowledge of human guide techniques.*
4. *Describe pre-cane and cane travel skills and devices.*
5. *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

13

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Chairperson,
Department of Education, 4/7/18
C.R.S.U., JIND (Haryana)

## 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*
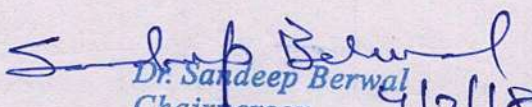
- Act as a sighted guide in different situations/settings.
- Prepare a list of canes and other devices available with various sources along with prices.
- Undergo an experience of moving under a blindfold for a few minutes and describe it (about 200 words).
- Make a short PowerPoint/ oral presentation 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

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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

15

Dr. Sandeep Berwal 4|7|18
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## Department of Education
## Chaudhary Ranbir Singh University, Jind
### B.Ed. Spl. Ed. (M.R.)
### 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.*
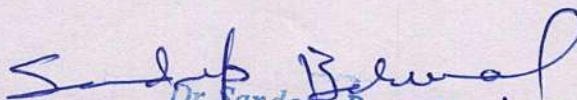
### Unit 1: Understanding Hearing Loss in Real Life Context
1.1 Basic Awareness on Paradigms of D/Deafness (Medical and Social)
1.2 Basic Awareness on Deafness and Communicative Access: Challenges and Concerns
1.3 Basic Awareness on Autonomy, Inclusion and Identity with reference to Oral Options
1.4 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

16

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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

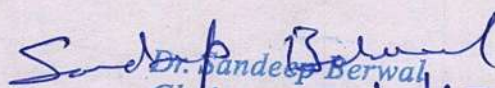## Course Work/ Practical/ Field Engagement
- Watching Video's of Individual Sessions and Classroom Teaching
- Role Play and Dramatization
- Developing Learning Material for Facilitating Connectivity Among Listening, Language and Cognition
- Recording Self Narrated Stories / Poems and Writing Reflections Upon it
- Interacting with Non Disabled Children for Practicing Expansion of Ideas
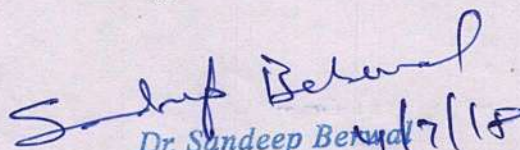
## Essential Readings
Borden, Gloria J., Harris, Katherine S. & Raphael, Lawrence J. (2005).*SpeechScience Primer (4th)* Lippincott Williams aAnd Wilkins: Philadelphia.
*Dhvani*(English). Balvidyalaya Publication: Chennai.
Estabrooks, W. (2006).*Auditory-Verbal Therapy And Practice* , Ag Bell
Heller, R. (1999).*Managing Change.*Dk Publishing: New York.
Ling, D. (1990). *Acoustics, Audition Aand Speech Reception. (Cd)*Alexandria, Auditory Verbal International.
Paul, P. V. (2009). *Language and Deafness*. Jones And Bartlett: Boston.
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Chaney, A. L., & Burk, T. L. (1998). Teaching Oral Communication In Grades K – 8. AllynAnd 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.
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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.

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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.

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## 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
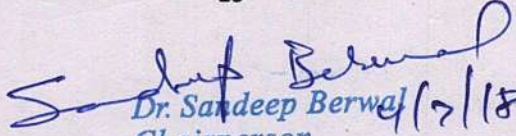
- *Discuss the two manual options with reference to Indian special schools.*
- *Discuss the relevant issues like literacy, inclusion and training with reference to manual options.*
- *Describe manual options in the light of issues like language, culture and identify.*
- *Exhibit beginner level hands 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 Mode
2.4 Training and Guidance for Families and Tuning Home Environment: Current Scenario and Strategies

19

Dr. Sandeep Berwal 4/7/18
Chairperson,
Department of Education,
C.R.S.U., JIND (Haryana)

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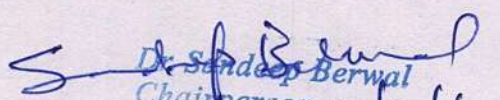Zeshan, U. (2000). *Sign Language in Indo-Pakistan.*John Benjamins Pub. Co, Philadelphia.

**Suggested Readings**

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

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Andrews, J.F., Winograd, P., &DeVille, G. (1994). Deaf children reading fables: Using ASL summaries to improve reading comprehension. *American Annals of theDeaf, 139*(3), 378-386.

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

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

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

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

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

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

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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 withSpecial Needs in General Education Classrooms*.Prentice Hall Inc.New Jersy.

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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# Department of Education
## Chaudhary Ranbir Singh University, Jind
### B.Ed. Spl. Ed. (M.R.)
### 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

22

Dr. Sandeep Berwal 4/7/18
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C.R.S.U., JIND (Haryana)

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 (3$^{rd}$Edn.)*. Allyn& Bacon, Boston.

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

(4$^{th}$Edn.)Brookes Publishing Co. Baltimore.

Lynch, C., & Cooper, J.(1991).*Early Communication Skills: Practical Activities forTeachers 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

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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.

23

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# Department of Education
## Chaudhary Ranbir Singh University, Jind
### B.Ed. Spl. Ed. (M.R.)
### Semester-IV
## MANAGEMENT OF LEARNING DISABILITY

**Course Code: B11     Opt. v**

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

### 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.

**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. *Explain the concept, causes and characteristics of learning disabilities.*
2. *Discus 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 Standardization 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

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Department of Education,
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4.3Language skills

4.1 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 centresetc, 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 successfu 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, Baston.

## 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.

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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.

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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.

Wong, B., & Butler, D. L. (2012).Learning about learning disabilities. (4th ed.) Amsterdam. Elsevier Academic Press.

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# Department of Education
## Chaudhary Ranbir Singh University, Jind
### B.Ed. Spl. Ed. (M.R.)
### 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

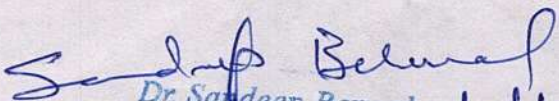Dr. Sandeep Berwal
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## Hands on Experience
- Developing curriculum on any vocational skill
- Administering any vocational assessment tool
- Visit to any vocation Institution

## 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.

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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.

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# Department of Education
## ChaudharyRanbir Singh University, Jind
## B.Ed. Spl. Ed. (M.R.)

### 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 Tool 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 Scales 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, Thiruvananathapuram.

## 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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# Department of Education
## ChaudharyRanbir Singh University, Jind
### B.Ed. Spl. Ed. (M.R.)

### 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 | No of Hrs | No. of Lessons |
|---|---|---|---|---|---|
| 1.1 | Classroom observation | Other than ID | Special schools for other disabilities | 05 | Observation of all subjects at different level, minimum 10 school Periods |
| | | Any Disability | Inclusive Schools | 05 | Observation of all subject at different level, minimum 10 school Periods |
| 1.2 | a. Lesson planning and execution on different levels for selected subjects a. Languages b. Non Languages | Any Disability | Special schools for other disabilities/ Resource Room | 30 | 20 lessons (10 Language & 10 Non Language) |
| | | Other than ID | Inclusive Schools | 30 | 20 lessons (10 Language & 10 Non Language) |
| 1.3 | a. Individualised Teaching lessons on different levels for selected subjects a. Languages b. Non Languages | Any Disability Other than ID | Special schools for other disabilities | 25 | 20 lessons (10 Language & 10 Non Language) |
| | b. Individualised Teaching lessons a. Languages b. Non Languages | Any Disability Other than ID | Resource Room /Inclusive Schools | 25 | 20 lessons (10 Language & 10 Non Language) |

Chairperson,
Department of Education,
C.R.S.U., JIND (Haryana)

# Department of Education
## ChaudharyRanbir Singh University, Jind
### B.Ed. Spl. Ed. (M.R.)

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

**Course Code: F2**

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

| Sr. No. | Tasks for the Teacher Trainees | Disability Focus | Set up | No. of Lessons |
|---------|-------------------------------|------------------|--------|----------------|
| 1. | Classroom Teaching | Any Disability Other than ID | Special schools for other disabilities | Minimum 30 Lessons |

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C.R.S.U., JIND (Haryana)

# Department of Education
## ChaudharyRanbir Singh University, Jind
## B.Ed. Spl. Ed. (M.R.)

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

Course Code: F3

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

| Sr. No. | Tasks for the Teacher Trainees | Disability Focus | Set up | No. of Lessons |
|---------|-------------------------------|------------------|--------|----------------|
| 1. | Classroom Teaching | Any Disability Other than ID | Inclusive School | Minimum 30 Lessons |

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-33-