

CURRICULUM

General Framework of the Programme:

Following the RCI, NCTE and UGC guidelines, the programme is planned according to CBCS, one credit is equivalent to one hour of teaching(lecture/tutorial) or two hours of practical work/field work per week for 16 weeks of each semester. Practical work for each theory course, besides these contact hours including self study, assignments, report writing etc, involve the same number of hours as are the contact hours specified for each course.

2.1.1 Programme Structure:

The Course Structure

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

The Course Structure

Area A: Core Courses

RAB/PG/SEVI/1.A01	Human Growth & Development
RAB/PG/SEVI/1.A02	Contemporary India and Education
RAB/PG/SEVI/2.A03	Learning, Teaching and Assessment
RAB/PG/SEVI/2.A04	Pedagogy of Teaching (With special reference to disability) ANY ONE
RAB/PG/SEVI/2.A04.1	PART I: Science
RAB/PG/SEVI/2.A04.2	PART II: Social Science
RAB/PG/SEVI/2.A04.3	PART III: Mathematics
RAB/PG/SEVI/2.A05	Pedagogy of Teaching (With special reference to disability) ANY ONE
RAB/PG/SEVI/2.A05.1	PART IV: Bengali/Hindi
RAB/PG/SEVI/2.A05.2	PART V: English

Area B: Cross-Disability and Inclusion

RAB/PG/SEVI/2.B06	Inclusive Education
RAB/PG/SEVI/1.B07	Introduction to Sensory Disabilities (VI,HI,Deaf-Blind)
RAB/PG/SEVI/1.B08	Introduction to Neuro Developmental Disabilities (LD,MR(ID),ASD)
RAB/PG/SEVI/1.B09	Introduction to Locomotor & Multiple Disabilities (Deaf-Blind,CP,MD)
RAB/PG/SEVI/4.B10	Skill Based Optional Course (Cross Disability and Inclusion) ANY ONE
RAB/PG/SEVI/4.B10.1	Guidance & Counselling
RAB/PG/SEVI/4.B10.2	Early Childhood Care and Education
RAB/PG/SEVI/4.B10.3	Applied Behaviour Analysis
RAB/PG/SEVI/4.B10.4	Application of ICT in Classroom
RAB/PG/SEVI/4.B10.5	Community Based Rehabilitation
RAB/PG/SEVI/4.B10.6	Gender and Disability
RAB/PG/SEVI/4.B10.7	Braille and Assistive Devices
RAB/PG/SEVI/4.B11	Skill Based Optional Course (Disability Specialisation) ANY ONE
RAB/PG/SEVI/4.B11.1	Orientation and Mobility
RAB/PG/SEVI/4.B11.2	Communication Options: Oralism
RAB/PG/SEVI/4.B11.3	Communication Options: Manual (Indian Sign Language)
RAB/PG/SEVI/4.B11.4	Augmentative and Alternative Communication
RAB/PG/SEVI/4.B11.5	Management of Learning Disability
RAB/PG/SEVI/4.B11.6	Vocational Rehabilitation and Training to Job Placement

Note: In case of student-teacher with disability; the choice of two optional courses from B-10 or B-11 can be on case to case basis (e.g. Student-teacher with VI and HI may opt for courses that are appropriate for them across only from B10 & B11)

Area C: Disability Specialisation Courses

RAB/PG/SEVI/1.C12	Assessment and Identification of Needs
RAB/PG/SEVI/2.C13	Curriculum Designing, Adaptation and Evaluation
RAB/PG/SEVI/3.C14	Intervention and Teaching Strategies
RAB/PG/SEVI/3.C15	Technology and Disability
RAB/PG/SEVI/3.C16	Psycho-Social and Family Issues

Note: Choice of Specialisation with specific reference to Area C-(i) Visual Impairment (VI) * (ii) Hearing Impairment (HI); (iii) Learning Disabilities (LD); (iv) Autism Spectrum Disorders (ASD); (v) Mental Retardation Intellectual Disability(MR ID) ; (vi) Multiple Disabilities* Presently Available

Area D: Enhancement of Professional Capacities (EPC)

N RAB/PG/SEVI/3.D17	Reading and Reflecting on Texts
RAB/PG/SEVI/3.D18	Drama and Art in Education
RAB/PG/SEVI/4.D19	Basic Research and Statistics

Note: Where ever applicable specific reference to disability will be focused

Area E: Practical Related to Disability

RAB/PG/SEVI/1.E20	Cross-Disability & Inclusion (Part of Area-B)
RAB/PG/SEVI/2.E21.1	Disability Specialisation (Part of Area-C)
RAB/PG/SEVI/3.E21.2	Disability Specialisation (Part of Area-C)
RAB/PG/SEVI/4.E21.3	Disability Specialisation (Part of Area-C)

Area F: Field Engagement/School Attachment/Internship

RAB/PG/SEVI/3.F22	Main Disability Special School (Related to Area C)
RAB/PG/SEVI/4.F23	Other Disability Special School (Related to Area B)
RAB/PG/SEVI/4.F24	Inclusive School (Related to Area B & C)

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A. Theory : Core Courses

B. Theory: Cross Disability and Inclusive Education (Including Optional Courses)

C. Theory : Disability Specialisation Courses

D. Theory : Enhancing Professional Capacities (EPC)/ Professional Development Courses

E. Practical Related to Disability

F. Field Engagement / School Internship

Rabindra Bharati University
Department of Disability Studies
Programme : B.Ed.Special Education (V.I.)

General Framework of the Programme

Table 2 : The Course structure

Code	Area	Courses	Credits
A	Theory : Core Course	5	20
B	Theory : Cross Disability and Inclusive Education (including Optional) Courses	6	12
C	Theory : Disability Specialisation Courses	5	18
D	Theory : Enhancing Professional Capacities (EPC)/ Professional	3	06
E	Practical Related to Disability	2	12
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Total		24	80

Semester –Wise structure

First Semester

Course Code	Course Title	Credits	Weightage/Marks
RAB/PG/SEVI/1.A01	Human Growth & Development	4	100
RAB/PG/SEVI/1.A02	Contemporary India and Education	4	100
RAB/PG/SEVI/1. B07	Introduction to Sensory Disabilities (VI, HI, Deaf -blind)	2	50
RAB/PG/SEVI/1.B08	Introduction to Neuro Developmental Disabilities (LD,ID,MR,ASD)	2	50
RAB/PG/SEVI/1.B09	Introduction to Locomotor & Multiple Disabilities (Deaf -Blind,CP,MD)	2	50
RAB/PG/SEVI/1.C12	Identification of Children with Visual Impairment and Assessment of needs	4	100
RAB/PG/SEVI/1.E20	Practical: Cross disability & inclusion	2	50
Total		20	500

Engagement with field as part of courses indicated below:

Sl. No.	Task for the Student-Teachers	Course	Place
1.	Assignment/Project	A01	Institute
2.	Assignment/Project	A02	Institute
3.	Assessment & Identification of Needs	C12 (All disabilities)	Camp/Clinic/School etc for minimum of fifteen hours

Area1. E20: Practical-Cross Disability and Inclusion

Tasks for the student-teachers	Disability Focus	Educational Setting	Hrs (60)	Description
Classroom Observation	Major Disability	Special school	25	Minimum 30 school Periods
	Other than Major Disability	Minimum 3 Special Schools for other disabilities	25	Minimum 30 school Periods
	Any Disability	Inclusive Schools	10	Minimum 10 school Periods

HUMAN GROWTH & DEVELOPMENT

Course Code: RAB/PG/SEVI/1.A01

Credit: 04

Contact Hours: 60

Marks:100

Introduction

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

Objectives:

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

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

Unit 1: Approaches to Human Development

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

Unit 2: Theoretical approaches to development

- 2.1 Cognitive & Social- cognitive theories(Piaget, Vygotsky, Bruner, Bandura)
- 2.2 Psycho-social 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 new born -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, meta cognition, creativity, ethics
- 4.3 Issues related to puberty
- 4.4 Gender and development
- 4.5 Influence of the environment (social, cultural, political) on the growing child

Unit 5: Transitions into Adulthood

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

Engagement with the field as part of course as indicated below

Hands on Experience

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

Suggested References:

Berk, L. E. (2000). Human Development, Tata Mc.Graw Hill Company, New York

Brisbane, E. H. (2004). The developing child, Mc.Graw Hill, USA

Cobb, N. J. (2001). The child infants, children and adolescents, May field Publishing company, California

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

Mittal. S.(2006). Child development-Experimental Psychology, Isha books, Delhi

Nisha,M.(2006). Introduction to child development,Isha books,Delhi

Papalia,D.E.andOlds,S.W.(2005).Human development,Tata Mc.Graw Hill Publishing company, New York

Santrock.J.W.(2006).Child Development,Tata Mc.Graw Hill Publishing company,New York

Santrock.J. W. (2007).Adolescence,Tata Mc.Graw Hill Publishing company, New Delhi

Meece,J.S.&EcclesJ.L(Eds)(2010).*Hand book of Research on Schools,Schooling and Human Development*,Routledge

CONTEMPORARY INDIA AND EDUCATION

Course Code: RAB/PG/SEVI/1.A02

Credit: 04

Contact Hours: 60

Marks: 100

Introduction

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

Objectives

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

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

Unit 1: Philosophical Foundations of Education

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

Unit 2: Understanding Diversity

- 2.1 Concept of Diversity
- 2.2 Types of Diversity: Gender, linguistic, cultural, socio-economic and disability
- 2.3 Diversity in learning and play
- 2.4 Addressing diverse learning needs
- 2.5 Diversity: Global Perspective

Unit 3: Contemporary Issues and Concerns

- 3.1 Universalisation of School Education, Right to Education and Universal Access
- 3.2 Issues of a) Universal enrolment b) Universal retention c) Universal learning
- 3.3 Issues of quality and equity: Physical, economic, social, cultural and linguistic, particularly w.r.t girl child, weaker sections and disabled

- 3.4 Equal Educational Opportunity: (i) Meaning of equality and constitutional provisions
(ii) Prevailing nature and forms of inequality, including dominant and minority groups and related issues
- 3.5 Inequality in Schooling: Public-private schools, rural-urban schools, single teacher schools and other forms of inequalities such as regular and distance education system

Unit 4: Education Commissions and Policy (School Education)

- 4.1 Constitutional provisions on education that reflect National Ideals: Equality, liberty, secularism, and social justice
- 4.2 National Commissions and Policies: Education Commission (1964), NPE and POA (1986, 1992), National Policy for Persons with Disabilities (2006)
- 4.3 National Acts: RCI Act, 1992, PWD Act, 1995, NT Act, 1999, RTE Act (2009 & 2012).
- 4.4 Programmes and Schemes: IEDC (1974, 1983), SSA (2000, 2011), RMSA, 2009, IEDSS, 2009
- 4.5 International Conventions and Policies: Salamanca Declaration and Framework, 1994; UNCPRD, 2006; MDG, 2015; INCHEON strategies

Unit 5: Issues and Trends in Education

- 5.1 Challenges of education from preschool to senior secondary
- 5.2 Inclusive education as a rights based model
- 5.3 Complementarity of inclusive and special schools
- 5.4 Language issues in education
- 5.5 Community participation and community based education

Some Suggested Activities on contemporary issues

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

Essential Readings

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

Suggested Readings

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

- Jagannath. M. (1993). Indian Education in the Emerging Society. Sterling publishers Pvt. Ltd., New Delhi.
- Jangira, N.K. (2012). NCERT Mother of Inclusive Education Address on Golden Jubilee of NCERT at RIE, Ajmer on 01 Sept. 2012.
- Kashyap, S. C. (2009). The Constitution of India. National Book Trust, New Delhi.
- Mahendru, M., & Roy, S. (2011). A Handbook on Disability Rehabilitation & Special Education. Educare Publications, New Delhi.
- Sapra, C. L., & Aggarwal, A. (1987). Education in India some critical Issues. National Book Organisation, New Delhi.
- Saraswathi, T. S. (1999). Culture, Socialization and Human Development. Sage Publications, New Delhi.
- Sen, A., & Dreze, J. (1997). India: Economic Development and Social Opportunity, Oxford India, Delhi.
- Speeches of Gandhi ji: Speech on the Eve of The Last Fast, January 12, 1948. Government of India, New Delhi.
- Steven, B. (1998). School and Society. Sage Publications, New Delhi.
- Suresh, D. (1998). Curriculum and Child Development. Bhargav, Agra.
- Taneja, V.R. (1998). Educational Thoughts and Practice, Delhi University Publications.
- Vaidyanathan, A. (1995). The Indian Economy: Crisis, Response and Prospects. Tracts of the Times. Orient Longman Publications, New Delhi.
- Weber, O.C. (1990). Basic Philosophies of Education. Rinehart and Winston, New York Holt.

INTRODUCTION TO SENSORY DISABILITIES

Course Code: RAB/PG/SEVI/1.B07

Credits: 02

Contact Hours: 30

Marks: 50

Introduction

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

Objectives

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

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

Unit 1: Hearing Impairment: Nature & Classification

5 Hours

- 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

5 Hours

- 2.1 Characteristics of learners with hearing loss and impact of different degrees of hearing impairment on communication
- 2.2 Language & communication issues attributable to hearing loss 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**5 Hours**

- 3.1. Process of Seeing and Common Eye Disorders in India
- 3.2. Blindness and Low Vision--Definition and Classification
- 3.3. Demographic Information--NSSO and Census 2011
- 3.4. Importance of Early Identification and Intervention
- 3.5. Functional Assessment Procedures

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

- 4.1. Effects of Blindness- Primary and Secondary
- 4.2. Selective Educational Placement
- 4.3. Teaching Principles
- 4.4. Expanded Core Curriculum- Concept and Areas
- 4.5. Commonly Used Low Cost and Advanced Assistive Devices

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

- 5.1 Definition, causes, classification, prevalence and characteristics of deaf-blindness
- 5.2 Effects and implications of deaf-blindness on activities of daily living & education
- 5.3 Screening, assessment, identification & interventional strategies of deaf-blindness
- 5.4 Fostering early communication development: Methods, assistive devices and practices including AAC
- 5.5 Addressing orientation, mobility & educational needs of students with deaf-blindness

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%2Ftraining-module-for-resource-teachers-for-disable-children%2FModule%25202%2520Deafblindness.pdf%2Fat_download%2Ffile&ei=LkY6VdGLOIKymAW604CgDg&usg=AFQjCNHxJc9OazS1f-TSI_HgQqJKxWjs_A&sig2=LIBWuGnYE0OLPtK5FCHEg&bvm=bv.91427555,d.dGY
- Kelley, P., & Gale, G. (1998). *Towards Excellence: Effective education for students with vision impairments*. Sydney: North Rocks Press.
- Lowenfeld, B. (1973). *Visually Handicapped Child in School and Society*; American Foundation for the Blind; New York.
- Lynas, W. (2000). *Communication options*. In J. Stokes (Ed), *Hearing Impaired Infants – Support in the first eighteen months*. London: Whurr Publishers Ltd.
- Martin, F. N., & Clark, J.G. (2009). *Introduction to Audiology*. 10th ed. Boston: Pearson Education.
- Martin, F.N., & Clark, J.G. (2012). *Introduction to Audiology*. 11th ed. Boston: Pearson Education.
- National Institute for the Visually Handicapped (2015). *Information Booklet on Visual Impairment in India*, Dehradun: Government of India.
- Nerbonne, M. A., & Schow, R.L. (2002). *Introduction to Audiologic Rehabilitation*. Boston: Allyn and Bacon.
- Nerbonne, M. A., & Schow, R.L. (2013). *Introduction to Audiologic Rehabilitation*. 6th ed. Boston: Pearson Education.
- Northern, J. L., & Downs, M. P. (2002). *Hearing in Children* (5th Ed.). Philadelphia: Williams & Wilkins
- Prescod, S. V. (1978). *Audiology Handbook of Hearing Disorders*. New York: Van Nostrand Reinhold Company.
- Sataloff, R. T., & Sataloff, J. (2005). *Hearing Loss*. (4th Ed.) London: Taylor & Francis.
- Sims, L.G., Walter, G.G., & Whitehead, R.L. (1981). *Deafness and Communication: Assessment and Training*. Baltimore: Williams and Wilkins.
- Warren, D.H. (1994). *Blindness and Children: An Individual Differences Approach*. New York: Cambridge University Press.

Suggested Readings

- Auditory-Verbal International (1991). *Auditory-Verbal Position Statement*. Auricle 4, 11-12.
- Harp, B. (2006). *The handbook of literacy assessment and evaluation*, (3rd Eds). Norwood. Christopher-Gordon Publishers, Inc., Norwood, M.A.

- Katz, J. (1985). Handbook of Clinical Audiology(4th Ed.).Williams and Wilkins, Baltimore.
- Loreman, T., Deppeler, J., & Harvey, D. (2005). Inclusive education - A practical guide to supporting diversity in the classroom. (2nd Eds.). Routledge, London.
- Norris, G. H., & Romer, L.T. (1995). Welcoming Students who are deafblind to typical classrooms. Paul H. Brookes, New Jersey.
- Pandey, R. S., & Advani, L. (1995). Perspectives in Disability and Rehabilitation. Vikas Publishing House Pvt. Ltd. New Delhi.
- Proceedings from National Conference on Centenary for Work for the Blind in India (1987). All India Confederation of the Blind and Christoffel Blinden Mission. R.K.Printers, New Delhi.
- Scholl, G.T. (1986). Foundations of Education for Blind and Visually Handicapped Children and Youth. American Foundation for the BLind, New York.
- Tucker, I., & Nolan, M. (1984).Educational Audiology. Croom Helm, London.
- Tye-Murray, N. (1998). Intervention Plans for Children. In Tye-Murray N. (Eds) Foundations of Aural Rehabilitation. Singular, San Diego.

INTRODUCTION TO NEURO DEVELOPMENTAL DISABILITIES

Course Code: RAB/PG/SEVI/1.B08

Credits: 02

Contact Hours: 30

Marks: 50

Introduction

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

Objectives

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

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

Unit 1: Learning Disability: Nature, Needs and Intervention

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

Unit 2: Intellectual Disability: Nature, Needs and Intervention

- 2.1 Definition, Types and Characteristics
- 2.2 Tools and Areas of Assessment
- 2.3 Strategies for Functional Academics and Social Skills
- 2.4 Assistive Devices, Adaptations, Individualized Education Plan, Person Centered Plan, Life Skill Education
- 2.5 Vocational Training and Independent Living

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

- 3.1 Definition, Types and Characteristics
- 3.2 Tools and Areas of Assessment
- 3.3 Instructional Approaches
- 3.4 Teaching Methods
- 3.5 Vocational Training and Career Opportunities

Transaction

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

Course Work/ Practical/ Field Engagement

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

Essential Readings

- Accardo, P.J., Magnusen, C., & Capute, A.J. (2000). Autism: Clinical and Research Issues. York Press, Baltimore.
- American Psychiatric Association. (2000). Diagnostic and Statistical Manual of Mental Disorders (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.
- Smith, D.D. (2003). Introduction to Special Education Teaching in an Age of opportunity. Allyn & Bacon, Boston.
- 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.

INTRODUCTION TO LOCOMOTOR & MULTIPLE DISABILITIES

Course Code: RAB/PG/SEVI/1.B09

Credits: 02

Contact Hours: 30

Marks: 50

Introduction

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

Objectives

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

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

Unit 1: Cerebral Palsy (CP)

- 1.1. CP: Nature, Types and Its Associated Conditions
- 1.2. Assessment of Functional Difficulties of CP including Abnormalities of Joints and Movements (Gaits)
- 1.3. Provision of Therapeutic Intervention and Referral of Children with CP
- 1.4. Implications of Functional Limitations of Children with CP in Education and Creating Prosthetic Environment in School and Home: Seating Arrangements, Positioning and Handling Techniques at Home and School
- 1.5. Facilitating Teaching-Learning of Children with CP in School, IEP, Developing TLM; Assistive Technology to Facilitate Learning and Functional Activities

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

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

Unit 3: Multiple Disabilities and Other Disabling Conditions

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

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

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

Essential Readings

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

IDENTIFICATION OF CHILDREN WITH VISUAL IMPAIRMENT AND ASSESSMENT OF NEEDS

Course Code: RAB/PG/SEVI/1.C12

Credits: 04

Contact Hours: 60

Marks: 100

Introduction

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

Objectives

After completing the course student-teachers will be able to

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

Unit 1: Anatomy and Physiology of Human Eye

- 1.1 Structure and Function of human eye
- 1.2 Normal vision development and process of seeing
- 1.3 Principles of refraction and refractive errors
- 1.4 Concept and definitions of blindness and low vision
- 1.5 Concept of visual acuity, visual field, depth perception and contrast sensitivity

Unit 2: Types of Visual Impairment and Common Eye Disorders

- 2.1 Loss of Visual acuity
- 2.2 Loss of Visual field
- 2.3 Colour vision defect and loss of contrast sensitivity
- 2.4 Refractive errors, Vitamin-A deficiency, Cataract, Glaucoma, Corneal ulcer, trachoma, Albinism, Retinal detachment, Retinitis pigmentosa, Retinopathy of

prematurity, Cortical Visual Impairment, Optic Atrophy, Nystagmus, Amblyopia, and Macular degeneration

2.5 Educational implications of different Eye disorders

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

- 3.1 Psychosocial implications of visual impairment
- 3.2 Factors affecting implications of visual impairment: Age of onset, degree of vision, type of vision loss, prognosis, and socio economic status of the family
- 3.3 Effect of visual impairment on growth and development: Physical, Motor, Language, Socio-emotional, and Cognitive development
- 3.4 Educational needs of the visually impaired and need for expanded core curriculum
- 3.5 Implications of low vision and needs of children with low vision

Unit 4: Identification and Assessment of Visual Impairment

- 4.1 Interpretation of clinical assessment of vision
- 4.2 Functional assessment of vision: Concept, need and methods
- 4.3 Tools of functional assessment of vision and skills: Functional skills inventory for the blind (FSIB), Low Vision Assessment by Jill Keeffe, Lea tests, and Portfolio assessment
- 4.4 Tools for psychological assessment of the visually impaired: Vithoba Paknikar Performance Test, A short Scale IQ measure for the visually impaired based on WISC-R, Adapted EPQ, Adapted Blind Learning Aptitude Test, Concept development for blind children, Reading Preference Test, Cornell Medical Index for Visually Handicapped Children
- 4.5 Report writing

Unit 5: Assessment of Learning Needs of Children with VIMD

- 5.1 Concept and definition of VIMD
- 5.2 Etiology of VIMD
- 5.3 Impact of VIMD on learning and development
- 5.4 Screening, identification, and assessment of Visually Impaired children with associated disabilities
- 5.5 Multidisciplinary assessment of Visually Impaired children with Associated Disabilities

Course Work/ Practical/ Field Engagement

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

Essential Readings

- Barraga, N. C. (1980). Sequences of Visual Development. University of Texas,

Austin.

- Bhan, S., & Swarup, S. (2010). Functional Skills Inventory for the Blind. National Association for the Blind. Mumbai.
- Bhandari, R., & Narayan J. (2009). Creating learning opportunities: a step by step guide to teaching students with vision impairment and additional disabilities, including deafblindness. India: Voice and vision.
- Hyvarinen, L., & Jacob N. (2011). What and how does this child see: assessment of visual functioning for development and learning. Vistest Ltd., Finland.
- Mukhopadhyay, S., Mani, M.N.G., RoyChoudary, M., & Jangira, N.K. (1988). Source Book for Training Teachers of Visually Impaired. NCERT, New Delhi.
- Leat, S.J., Shute R.H., & Westall, C.A. (1999). Assessing children's vision: A handbook. Butterworth-Heinemann, Oxford.
- Mani, M.N.G. (2001). Reading Preference Test (REPT) for Children with Low Vision. Coimbatore: International Human Resource Development Centre for the Disabled.
- Mani, M.N.G. (1992). Concept development of blind children. SRK Vidyalaya, Coimbatore.
- Scholl, G. T. (1986). Foundations of the education for blind and visually handicapped children and youth: Theory and Practice. AFB Press, New York.
- Singh, T.B. (1986). A short Scale I.Q Measure for the Visually Handicapped. NIVH. Dehradun.
- Singh, T.B. (1986). Eyssenck Personality Questionnaire (EPQ) for the Visually Handicapped. NIVH. Dehradun.
- Singh, T.B. (1986). Standardisation of Cornell Medical Index on Visually Handicapped children. NIVH, Dehradun.
- Singh, T.B., & Sati, G. (1992). Use of Blind Learning Aptitude Test as a performance measure for the assessment of Visually Handicapped Children in India. NIVH, Dehradun.
- Warren, D.H. (1983). Blindness and Early Childhood Development. AFB Press. New York.

Suggested Readings

- Holbrook, M. C., & Koenig, A. J. (2000). Foundations of Education, Vol I: History and Theory of Teaching Children and Youths with Visual Impairments. AFB Press, New York.
- Kundu, C.L. (2000). Status of Disability in India. RCI, New Delhi.
- National Institute for the Visually Handicapped (1990). Handbook for Teachers of the Blind. NIVH, Dehradun.
- Punani, B., & Rawal, N. (1993). Handbook: Visual Impairment. Ashish Publishing House, New Delhi.
- Bright Hub Education. (2012). Identifying Students with Visual Impairment. Retrieved from <http://www.brighthubeducation.com/special-ed-visual-impairments/69240-early-signs-of-visual-impairment-in-a-child/>

PRACTICUM: VI

Semester- I

RAB/PG/SEVI/1.E20 Cross disability and inclusion

Credits: 02

Hours: 60

Marks: 50

Sl. No.	Tasks for the Student-teachers	Disability Focus	Educational Settings	Specific Activities	Hrs. (60)	Marks	Submissions
1	1.Classroom Observation	1.VI 2.Other than VI 3.Any disability	1.Special School 2.Minimum three special schools 3. Inclusive schools	1.Learners will observe students in different educational settings, curriculum transaction, classroom interaction in curricular and co-curricular areas and submit a report	10 10 10	25	
	2. Learning of Braille	VI and Deaf-blind	College	2.Introduction to Bharati/ Hindi or Regional Braille	30	25	

Rabindra Bharati University
Department of Disability Studies
Programme: B.Ed.Special Education (V.I.)

Second Semester

Course Structure

Course	Course title	Credit	Marks
RAB/PG/SEVI/2.A03	Learning, Teaching and Assessment	4	100
RAB/PG/SEVI/2.A04	Pedagogy of School Subjects (ANY ONE from parts I to part III)	4	100
RAB/PG/SEVI/2.A05	Pedagogy of School Subjects (ANY ONE from parts I & II)	4	100
RAB/PG/SEVI/2.B06	Inclusive Education	2	50
RAB/PG/SEVI/2.C13	Curriculum Designing, Adaptation and Evaluation	4	100
RAB/PG/SEVI/2.E21.1	Practical: Disability specialization	2	50
Total		20	500

Engagement with field as part of course

Sl.No.	Task for the Student-teachers	Course	Place of Engagement
1	Assignment/Project/Presentation	RAB/PG/SEVI/2.A03	Institute
2	Assignment/Project/Presentation	RAB/PG/SEVI/2.B06	Institute
3	Assignment/Project/Presentation	RAB/PG/SEVI/2.C13	Institute/Special/Inclusive School
4	Assignment/Project/Presentation	RAB/PG/SEVI/2.A04/ 2.A05	

Area 2.E21.1: Practical: Cross Disability and Inclusion

Sl.No.	Tasks for the Student-teachers	Disability Focus	Educational Setting	Hrs (60)	Description
1.1	Class room observation	Major Disability	Special School	30	Observation of all subjects at different level, minimum 50 School periods.
1.2	a. Lesson planning for subjects selected	Major Disability	For Special School & Inclusive Set up	10	10 lessons
	b. Lesson planning focussing on adaptation, evaluation	Major Disability	For Special school & Inclusive Setup	10	10 lessons
1.3	a. Micro teaching & simulated teaching on Selected skills	General	Institute	5	10 lessons
	b. Micro teaching & simulated teaching on 5 each from lessons Planned in 1.2	Major Disability	Institute	5	10 lessons

Note: Schedule for practical for Area 2.E21.1 shall be included in the time table (minimum ten working days may be allocated). Skill for Micro teaching shall be selected with reference to Major Disability

LEARNING, TEACHING AND ASSESSMENT

Course Code: RAB/PG/SEVI/2.A03

Credits: 04

Contact Hours: 60

Marks: 100

Introduction

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

Objectives

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

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

Unit 1: Human Learning and Intelligence

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

Unit 2: Learning Process and Motivation

- 2.1 Sensation: Definition and Sensory Process
- 2.2 Attention: Definition and Affecting Factors
- 2.3 Perception: Definition and Types
- 2.4 Memory, Thinking, and Problem Solving
- 2.5 Motivation: Nature, Definition and Maslow's Theory

Unit 3: Teaching Learning Process

- 3.1 Maxims of Teaching
- 3.2 Stages of Teaching: Plan, Implement, Evaluate, Reflect
- 3.3 Stages of Learning: Acquisition, Maintenance, Generalization
- 3.4 Learning Environment: Psychological and Physical
- 3.5 Leadership Role of Teacher in Classroom, School and Community

Unit 4: Overview of Assessment and School System

- 4.1 Assessment: Conventional meaning and constructivist perspective
- 4.2 'Assessment of Learning' and 'Assessment for Learning': Meaning and difference
- 4.3 Comparing and contrasting assessment, evaluation, measurement, test and examination
- 4.4 Formative and summative evaluation, Curriculum Based Measurement
- 4.5 Revisiting key concepts in school evaluation: filtering learners, marks, credit, grading, choice, alternate certifications, transparency, internal-external proportion, improvement option

Unit 5: Assessment: Strategies and Practices

- 5.1 Strategies: (Oral, written, portfolio, observation, project, presentation, group discussion, open book test, surprise test, untimed test, team test, records of learning landmark, close set/open set and other innovative measures) Meaning and procedure
- 5.2 Typology and levels of assessment items: Multiple choice, open ended and close ended; direct, indirect, inferential level
- 5.3 Analysis, reporting, interpretation, documentation, feedback and pedagogic decisions
- 5.4 Assessment of diverse learners: Exemptions, concessions, adaptations and accommodations;
- 5.5 School examinations: Critical review of current examination practices and their assumptions about learning and development; Efforts for exam reforms: Comprehensive and Continuous Evaluation (CCE), NCF (2005) and RTE (2009)

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

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

Transaction and Evaluation

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

Essential Readings

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

Suggested Readings

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

PEDAGOGY OF TEACHING SCIENCE

Course Code: RAB/PG/SEVI/2.A04.1

Credits: 04

Contact Hours: 60

Marks: 100

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

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

Unit 1: Nature and Significance of Science

- 1.1 Nature, Scope, Importance and Value of Science
- 1.2 Science As An Integrated Area of Study
- 1.3 Science and Modern Indian Society: Relationship of Science and Society
- 1.4 Impact of Science with Special Reference to Issues related with Environment, Industrialization and Disarmament
- 1.5 Role of Science for Sustainable Development

Unit 2: Planning for Instruction

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

Unit 3: Approaches and Methods of Teaching Sciences

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

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

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

Unit 5: Evaluation

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

Practical/ Field Engagement/Project Work

Any one of the following

- I. Pedagogical analysis of a unit from Science content.
- II. Preparation of a multimedia presentation on a topic from Science content keeping students with disabilities in view.
- III. Developing an Action Research Plan on a problem related to teaching and learning of Sciences to students with disabilities to students with disabilities.
- IV. Construction of a diagnostic test for unit along with a remedial plan.

- V. Comparative analysis of prescribed syllabus and textbooks of different Boards
Curricular innovations in respective subject areas
- VI. Curricular adaptations for teaching Sciences to students with disabilities.

Essential Readings

- Brown, R. (1978). Science instruction of visually Impaired Youth. New York: AFB.
- Buxton, A. C. (2010). Teaching Science in Elementary and Middle School. New Delhi: Sage Publications.
- Bybee, R. (2010b). The teaching of science: 21st-century perspectives. Arlington, VA: NSTA Press, USA.
- Fensham, P.J. (1994). The content of Science: A constructive Approach to its Teaching and Learning. Washington, D.C: The Falmer Press.
- Gupta, V. K. (1995). Teaching and Learning of Science and Technology. New Delhi: Vikas Publishing House Pvt. Ltd.
- Henninen, K. A. (1975). Teaching of Visually Handicapped, Ohio: Charles E. Merrill Publishing Company.
- Joshi, S. R. (2005). Teaching of Science. New Delhi: A.P.H Publishing Corporation.
- Kelley, P., & Gale, G. (1998). Towards Excellence: Effective education for students with vision impairments, Sydney: North Rocks Press.
- Lawson, E. A. (2010). Teaching Inquiry Science in Middle School, New Delhi: Sage Publications.
- Layton, D. (1989). Innovations in Science and Technology Education, New Delhi: Sterling Publishers.
- Mani, M. N. G. (1992). Techniques of teaching blind children, New Delhi: Sterling Publishers.
- Mukhopadhyay, S., Jangira, N. K., Mani, M.N.G., & Raychowdhary, N. (1987). Sourcebook for training teachers of visually impaired, New Delhi: NCERT.
- Murray, L. J. (1988). Basic Skills – Science, Boston: John Murrey.
- NCERT (1982). Teaching Science in secondary schools, New Delhi: NCERT.
- NIVH (1992). Handbook for the teachers for the visually handicapped, Dehradun
- Scholl, G.T. (1986). Foundations of education for blind and visually handicapped children and youth, New York: American Foundation for the blind.
- Sharma, R.C. (2005). Modern Science teaching, Delhi: Dhanpat Rai & Sons.
- Siddiqui, H. M. (2007). Teaching science, New Delhi: Balaji offset.
- Siddiqui, N.N., & Siddiqui, M.N. (1994). Teaching of science today & tomorrow, Delhi: Doaba House.
- Starin, A., & Sund, B. (1983). Teaching science through discovery. Ohio: Charles E. Merrill Publishing Company.

- Tripathi, S. (2004). Teaching of Physical Science, Delhi: Dominant Publications.
- UNESCO (1966). Source Book for Science Teaching, Paris: UNESCO.
- Vaidya, N. (2003). Science Teaching in Schools, New Delhi: Deep & Deep Publishers.
- Vanaja, M. (2006). Teaching of Physical Science, Hyderabad: Neelkamal Publications.

Suggested Readings

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

PEDAGOGY OF TEACHING MATHEMATICS

Course Code: RAB/PG/SEVI/2.A04.2

Credits: 04

Contact Hours: 60

Marks: 100

Introduction

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

Objectives

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

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

Unit 1: Nature of Mathematics

- 1.1 Meaning, Nature, Importance and Value of Mathematics
- 1.2 Axioms, Postulates, Assumptions and Hypothesis in Mathematics
- 1.3 Historical Development of Notations and Number Systems
- 1.4 Contribution of Mathematicians (Ramanujam, Aryabhatta, Bhaskaracharya, Euclid, Pythagoras)
- 1.5 Perspectives on Psychology of Teaching and Learning of Mathematics- Constructivism, Enactivism, Vygotskyian Perspectives, and Zone of Proximal Development

Unit 2: Objectives and Instructional Planning in Mathematics

- 2.1 Aims and Objectives of Teaching Mathematics in Elementary and Secondary Schools
- 2.2 Bloom's Taxonomy of Educational Objectives and Writing Objectives in Behavioural Terms
- 2.3 Lesson Planning– Importance and Basic Steps. Planning Lesson of Arithmetic, Algebra and Geometry
- 2.4 Unit Planning – Format of A Unit Plan

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

Unit 3: Strategies for Learning and Teaching Mathematics

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

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

- 4.1 Mathematics Laboratory- Concept, Need, and Equipment for Setting Up a Mathematics Laboratory
- 4.2 Utilization of Learning Resources in Mathematics: Charts and Pictures, Weighing and Measuring Instruments, Drawing Instruments, Models, Concrete Materials, Surveying Instruments With Reference To Children With Disabilities
- 4.3 Bulletin Boards and Mathematics Club
- 4.4 Abacus, 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

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

- IV. Analyzing errors committed by school children in Mathematics and preparing a remedial plan
- V. Developing an Action Research proposal for a problem related to teaching and learning of Mathematics with reference to students with disabilities

Transactions

Lecture cum demonstration, Workshops and Seminars

Essential Readings

- Carey, L.M. (1988). Measuring and Evaluating School Learning. Allyn and Bacon, Boston.
- Chambers, P. (2010). Teaching Mathematics. Sage Publication, New Delhi.
- Chapman, L.R. (1970). The Process of Learning Mathematics. Pregamon Press, New York.
- David, A.H., Maggie, M.K., & Louann, H.L. (2007). Teaching Mathematics Meaningfully: Solutions for Reaching Struggling Learners, Canada: Amazon Books.
- David, W. (1988). How Children Think and Learn. Blackwell Publishers Ltd., New York.
- Gupta, H. N., & Shankaran, V. (1984). Content-Cum-Methodology of Teaching Mathematics. NCERT, New Delhi.
- James, A. (2005). Teaching of Mathematics. Neelkamal Publication, New Delhi.
- Kumar, S. (2009). Teaching of Mathematics. Anmol Publications, New Delhi.
- Mangal, S.K. (1993). Teaching of Mathematics. Arya Book Depot, New Delhi.
- Mani, M. N. G. (1992). Techniques of Teaching Blind Children. Sterling Publishers, New Delhi.
- Mukhopadhyaya, S., Jangira, N. K., Mani, M.N. G., & Raychaudhary, N. (1988). Sourcebook for Training Teachers of Visually Handicapped. NCERT, New Delhi.
- Nemeth, A. (1973). Nemeth Code for Mathematics and Scientific Notation. American Printing House, Loviseville.
- Siddhu, K.S. (1990). Teaching of Mathematics. Sterling Publishers, New Delhi.

Suggested Readings

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

PEDAGOGY OF TEACHING SOCIAL SCIENCE

Course Code: RAB/PG/SEVI/2.A04.3

Credits: 04

Contact Hours: 60

Marks: 100

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

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

Unit 1: 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 2: 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 3: Approaches to teaching of Social Science

- 3.1 Curricular approaches: a) Coordination, b) Correlational, c) Concentric, d) Spiral, e) Integrated, f) Regressive
- 3.2 Methods of teaching social science: Lecture, discussion, socialized recitation, source

and project method

- 3.2.1. Devices and techniques of teaching social studies – Narration, description, illustration, questioning, assignment, field trip, story telling, Role play, Group and self study, programmed learning, inductive thinking, Concept mapping, expository teaching and problem solving
- 3.3 Accommodations required in approaches for teaching children with disabilities
- 3.4 Instructional material for teaching of social science: Time-lines & Genealogical charts, Maps & Globes, Use of different types of Boards(Smart boards, Chalk Board, Flannel Board), Tape-records, Radio, Television, Films & Filmstrips, Overhead Projector, Social science games and Power Point Presentation
- 3.5 Adaptations of material for teaching children with disabilities

Unit 4: 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 5: Social Science Teacher as a Reflective Practitioner

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

Transaction

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

Course Work/ Practical/ Field Engagement

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

Essential Readings

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

Suggested Readings

- Aggarwal, J.C. (2008). Teaching of social studies: A practical approach. Vikas Publishing House Pvt Ltd., Meerut.
- George, A. M., & Madam, A. (2009). Teaching Social Science in Schools, NCERT, New Delhi.
- Mangal, S.K. (2004). Teaching of Social Science, Arya Book Depot, Delhi.
- Rai, B.C. (1999). Methods of Teaching Economics. Prakashan Kendra, Lucknow.
- Sharma, R.A. (2008). Technological foundation of education. R.Lall Books Depot., Meerut.
- Sharma, R.N. (2008). Principles and techniques of education. Surjeet Publications, Delhi.
- Singh, Y.K. (2009). Teaching of history: Modern methods. APH Publishing Corporation, New Delhi.
- Stone, R. (2008). Best Practices for Teaching Social Studies: What Award-Winning Classroom Teachers Do. Corwin, CA.

PEDAGOGY OF TEACHING BENGALI

Course Code: RAB/PG/SEVI/2.A05.1/1

Credits: 04

Contact Hours: 60

Marks:100

বাংলা ভাষা ও সাহিত্য পাঠের শিক্ষাতত্ত্ব

পাঠ্যপর্যায় সংকত (Course code) : ২.৩

কৃতনিশ্চয় সূচক (Credits) : ০৪

-যোগা-যোগ ঘন্টা (Contact hours) : ৬৪

পূর্ণমান (Marks) : ১০০

পাঠ্যক্রমের উদ্দেশ্য :

পাঠ্যক্রম শেষ করে নীচের বিষয় গুলি সম্পর্কে শিক্ষার্থীরা নিজেদের যোগ্য করে তুলবে:

ব্যক্তি তথা সমাজ জীবন ও তার বিকাশ বাংলা ভাষার ভূমিকা সম্পর্ক পরিচিতি ।
বাংলা ভাষার কুশলতা ও তার দ্বারা প্রাপ্ত অভিজ্ঞতার ভূমিকা উপলব্ধি ।
বাংলা ভাষা প্রয়োগ ও পাঠ পরিকল্পন প্রক্রিয়া সম্পর্কে দক্ষতা বৃদ্ধি ।
বাংলা শিক্ষণের বিশেষ ব্যবহারিক উদ্দেশ্য সমূহ নির্ণয় করতে ও লিখতে সক্ষম হবে ।
বাংলা শিক্ষণের লক্ষ্য সমূহ পূরণের উদ্দেশ্যে শিক্ষণ পদ্ধতি প্রয়োগ করতে পারবে ।
বাংলা শিক্ষণের উদ্দেশ্য পূরণের জন্য সহজ শিক্ষা উপকরণ নির্মাণ ও প্রয়োগে দক্ষ হবে ।
বাংলা ভাষা শিক্ষার ধারাবাহিক এবং নিবিড় মূল্যায়নের নিয়ম-নীতি ও তার প্রয়োগ সম্পর্কে দক্ষতা বৃদ্ধি ।
শিশু-শিক্ষার্থীদের বাংলা ভাষা শিক্ষার কাঠিন্য নিরসনে কর্মভিত্তিক শিক্ষামূলক কার্যাবলী প্রয়োগ সক্ষম হবে ।
চিন্তন দৈনন্দিন ও শিখনকার্যের নিদর্শন (Portfolio) গঠনের নিয়ম-নীতি প্রয়োগ সক্ষম হবে ।

একক- ১ : ভাষা - বাংলা ভাষার প্রকৃতি ও ব্যবহার

- ১.১ বাংলা ভাষায় প্রত্যয় ব্যবহার ও তার উপ-যোগিতা ;
- ১.২ কথ্যভাষা, উপভাষা ও মান্য ভাষার প্রত্যয়সমূহ ;
- ১.৩ শিক্ষা, সমাজ, ব্যবসা, রাজনীতি, গ-বষণা এবং মানব বিকাশ ভাষার অবদান ;
- ১.৪ বাংলা ভাষার নামকরণ, সংস্কৃত থেকে বাংলা ভাষা উদ্ভবের প্রক্রিয়া ;
- ১.৫ বিশৃঙ্খল ও ভবিষ্যৎ ভাষার পরিপ্রেক্ষিতে বাংলা ভাষার বিকাশ সংক্রান্ত আলোচনা ;
- ১.৬ বাংলা ভাষা শিক্ষার মূল উপাদান - শ্রবণ, কথন, পঠন ও লিখন সংক্রান্ত পরিচিতি।

একক - ২ : বাংলা পাঠ্যবস্তু

- ২.১ বাংলা সাহিত্যের সংক্ষিপ্ত পরিচয়।
- ২.২ বাংলা গদ্য সাহিত্যের ঐতিহ্যগত ক্রমবিকাশের পর্যায় সমূহ - গল্প, নাটক, মহাকাব্য ;
- ২.৩ বাংলা গদ্য সাহিত্যের আধুনিক পর্যায় - উপন্যাস, ভ্রমকাহিনী, জীবনী, আত্মকথা এবং স্মরণ সাহিত্য।
- ২.৪ বাংলা ব্যাকরণ উদ্ভূত ইং-রজী ও সংস্কৃত ভাষা -থ-ক সমিষ্ট প্রত্যয় সমূহ ;
- ২.৫ মাধ্যমিক স্তরে বাংলা পাঠ্যক্রমের বিবর্তন সম্পর্কিত আলোচনা ;

একক - ৩ : ভাষা ব্যবহারের প্রকৃত ও পাঠ অন্তর্ভুক্তি

- ৩.১ মাধ্যমিক স্তরে বাংলা শিক্ষণের লক্ষ্য ও উদ্দেশ্য ।
- ৩.২ বাংলা ভাষার অন্তর্গত প্রত্যয়, এর উপ-যোগিতা প্রয়োগ ও নিয়ামাবলী ।
- ৩.৩ পাঠপরিকল্পনার পরিচয়, উপযোগিতা ও গুণাবলী ।
- ৩.৪ পাঠপরিকল্পনার ধাপসমূহ ও তার নির্দিষ্ট কার্যাবলী ।
- ৩.৫ বাংলা শিক্ষণের জ্ঞানমূলক, বোধমূলক, দক্ষতা মূলক ও সংস্কৃতিগত উদ্দেশ্য নির্ধারণ ।
- ৩.৬ বাংলা শিক্ষণের বিশিষ্ট উদ্দেশ্যসমূহ ব্যবহারিক শব্দাবলীতে লেখা ।
- ৩.৭ পাঠ পরিকল্পনা রচনার উপ-যোগিতা ও তার অনুশীলন ।

একক- ৪ : বাংলা ভাষার বিভিন্ন বিভাগের শিক্ষণ পদ্ধতির পরিচয় ও তার উপ-যোগিতা

- ৪.১ মাধ্যমিক স্তর গদ্য শিক্ষণের উপ-যোগিতা ।
- ৪.২ গদ্য শিক্ষণ অর্থ-বাধ, ব্যাখ্যা, বিশ্লেষণ এবং সন্ধির নিয়ামাবলীর পরিচয় এবং এ-দর সমীক্ষা ।
- ৪.৩ মাধ্যমিক স্তরের পাঠ্যক্রমে গদ্য সংকলন-র উপ-যোগিতা ।
- ৪.৪ গদ্য শিক্ষণের শব্দার্থ, পদ-র পরস্পর সম্বন্ধবিন্যাস, ব্যাখ্যা, সমীক্ষা বিধির পরিচয় ও এ-দর উপ-যোগিতা আ-লাচনা ;
- ৪.৫ মাধ্যমিক স্তর ব্যাকরণ শিক্ষণের আবশ্যকতা ও উপ-যোগিতা ।
- ৪.৬ ব্যাকরণ শিক্ষণ নিগমন, আগমন, ভাষাসংসর্গ এবং পাঠ্য পুস্তক সংকলন নীতির মূল্যায়ন ;

একক -৫ : বাংলা ভাষা শিক্ষায় সহায়ক উপকরণের প্র-য়াগ

- ৫.১ শিক্ষণ উপকরণের ধারণা, উপযোগিতা ও গুরুত্ব ।
- ৫.২ শিখন - শিক্ষণ-র দৃশ্য-উপকরণ-র প্রকার-ভদ।
- ৫.৩ দৃশ্য উপকরণ - ব্ল্যাকবোর্ড, চার্ট, নকশা, মানচিত্র, প্রতিরূপ, কার্যশীল প্রতিরূপ ও ফ্ল্যাশ কার্ডের প্রয়োগবিধি ।
- ৫.৪ শ্রাব্য উপকরণ - কমপ্যাক্ট ডিস্ক (CD) এবং ক্যা-স-টর প্র-য়াগবিধি ও অভ্যাস।
- ৫.৫ মুদ্রিত উপকরণ খবরের কাগজ, পত্রিকা ও পুস্তকের সহায়ক উপকরণ রূপে প্রয়োগ ।
- ৫.৬ বৈদ্যুতিক উপকরণ - টেলিভিশন (TV) কম্পিউটার ও বিশ্বজাল (internet) এর প্র-য়াগ ।
- ৫.৭ ভাষা শিখন ভাষা কর্মশালার প্র-য়াগবিধি ও ভাষা সমীক্ষা ।

একক - ৬ : ভাষা শিখন মূল্যায়ন পদ্ধতি

- ৬.১ মূল্যায়নের ধারণা , উদ্দেশ্য ও উপযোগিতা ।
- ৬.২ ধারাবাহিক ও নিবিড় মূল্যায়ন-র ধারণা ।
- ৬.৩ লিখন, পঠন, শ্রুতিলিখন, সুলিখন, দ্রুতলিখন, ড্রুটিমুক্ত লিখন ;কাব্যপাঠের ধারাবাহিক এবং নিবিড় পদ্ধতি দ্বারা মূল্যায়ন ;
- ৬.৪ শ্রেনীভিত্তিক সহপাঠ্যক্রমিক কার্যাবলী - গান, অভিনয়,সংবাদপাঠ,সাহিত্যমূলক ক্রিয়াকলাপ,ও নেতৃত্ব দানের গুণাবলীর ধারাবাহিক এবং নিবিড় পদ্ধতি অবলম্বনে মূল্যায়ন ;
- ৬.৫ শিক্ষার্থীদের ভাষা আয়ত্বীকরণে সঞ্চয়ীবৃত্ত গঠন।

একক-৭: চিন্তাশীল মানুষরূপ শিক্ষক :

- ৭.১ অনুবর্তী চিন্তনের প্রয়োজনীয়তা ও গুরুত্ব।
- ৭.২ চিন্তন দৈনন্দিনী ও শিখনকার্য নিদর্শন-র প্রতি-বদন তৈরী ।
- ৭.৩ শিক্ষার্থীদের ভাষা আয়ত্বীকরণের সংশ্লিষ্ট সমস্যাসমূহ এবং তা সমাধানের জন্য সক্রিয় অনুসন্ধানের প্রচেষ্টা ।
- ৭.৪ পাঠ্যক্রম, শিক্ষা -সহায়ক উপকরণ ও পাঠ্যবিধির আ-লাচনা ।
- ৭.৫ পাঠ্যক্রম, শিক্ষা - সহায়ক উপকরণ ও পাঠ্যবিধির উপর শিক্ষার্থী ও অভিভাবকদের প্রতিক্রিয়া সংগ্রহ ।

PEDAGOGY OF TEACHING HINDI

Course Code: RAB/PG/SEVI/2.A05.1/2

Credits: 04

Contact Hours: 60

Marks:100

PEDAGOGY OF TEACHING HINDI

Course Code: A 5 (Part IV)

Credits: 04

Contact Hours: 60 (६०घंटे)

Marks: 100

पाठ्यक्रम के उद्देश्य — प्रस्तुत पाठ्यक्रम द्वारा विद्यार्थियों इस योग्य होंगे कि —

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

पाठ्यवस्तु

इकाई १ — भाषा, हिन्दी भाषा की प्रकृति और प्रयोज्यता।

- १.१ भाषा का प्रत्यय और उपयोगिता।
- १.२ बोली, विभाषा और मानक भाषा का प्रत्यय।
- १.३ शिक्षा, समाज, व्यापार, राजनीति, शोध एवं विकास में भाषा का योगदान।
- १.४ हिन्दी भाषा का नामकरण, संस्कृत से हिन्दी के उद्भव की प्रक्रिया।
- १.५ विश्वभाषा और भविष्य भाषा के रूप में हिन्दी का विकास का आकलन।
- १.६ मूल-भूत भाषा कौशलों — श्रवण, वाचन, पठन और लेखन का परिचय।

इकाई २ — पाठ्यवस्तु संवर्धन

- २.१ हिन्दी साहित्य का सामान्य परिचय।
- २.२ हिन्दी गद्य साहित्य की परम्परागत विधाएँ — कहानी, नाटक और महाकाव्य।
- २.३ हिन्दी गद्य साहित्य की आधुनिक विधाएँ — उपन्यास, यात्रा विवरण, जीवनी, आत्मकथा और संस्मरण।
- २.४ हिन्दी व्याकरण में उर्दू, अंग्रेजी और संस्कृत से समाविष्ट प्रत्यय।
- २.५ माध्यमिक स्तर पर हिन्दी पाठ्यक्रम में हुए परिवर्तनों का आकलन।

इकाई ३ — भाषा अधिगम की प्रकृति और पाठ नियोजन

- ३.१ माध्यमिक स्तर पर हिन्दी शिक्षण के लक्ष्य और उद्देश्य।

- ३.२ इकाई नियोजन का प्रत्यय, इसका महत्त्व और निर्माणविधि।
- ३.३ पाठयोजना का परिचय, उपयोग और महत्त्व।
- ३.४ पाठयोजना के चरण और उनका क्रियान्वयन।
- ३.५ हिन्दी शिक्षण के ज्ञानात्मक, बोधात्मक, कौशलात्मक और रुचिगत उद्देश्यों का निर्धारण।
- ३.६ विशिष्ट उद्देश्यों का व्यावहारिक शब्दावली में लेखन।
- ३.७ पाठ योजना के संरचनात्मक उपागम का परिचय और अभ्यास।

इकाई ४ — हिन्दी की विविध विधाओं के शिक्षण की विधियों का परिचय और उपयोग

- ४.१ माध्यमिक कक्षाओं में गद्य शिक्षण की उपयोगिता।
- ४.२ गद्य शिक्षण की अर्थबोध, व्याख्या, विश्लेषण और संयुक्त विधि का परिचय और इनकी समीक्षा।
- ४.३ माध्यमिक कक्षाओं के पाठ्यक्रम में पद्य के समावेश की उपयोगिता।
- ४.४ पद्य शिक्षण की शब्दार्थ कथन, खण्डान्वय, व्यास और समीक्षा विधि का परिचय और इनकी उपयुक्तता का आकलन।
- ४.५ माध्यमिक स्तर पर व्याकरण शिक्षण की आवश्यकता और उपयोगिता।
- ४.६ व्याकरण शिक्षण की निगमन, आगमन, भाषासंसर्ग और पाठ्य-पुस्तक विधियों का मूल्यांकन।

इकाई ५ — भाषा अधिगम-शिक्षण में सहायक सामग्रियों का प्रयोग

- ५.१ शिक्षण उपकरणों का सन्दर्भ, महत्त्व और लाभ।
- ५.२ अधिगम-शिक्षण के दृश्य उपकरणों के प्रकार।
- ५.३ दृश्य उपकरणों — श्यामपट्ट, चार्ट, नक्शा, मानचित्र, प्रतिरूप, कार्यशील प्रतिरूप और फ्लैश कार्ड की प्रयोग विधि।
- ५.४ श्रव्य उपकरणों — कॉम्पैक्ट डिस्क व कैसेट्स के प्रयोग की विधि और अभ्यास।
- ५.५ मुद्रित श्रव्य उपकरणों — अखबार, पत्रिकाओं और पुस्तकों का सहायक उपकरणों के रूप में प्रयोग।
- ५.६ वैद्युदण्विक उपकरणों — टेलीविजन, कम्प्यूटर और विश्वजाल के सहायक उपकरणों के रूप में प्रयोग की विधि और उपयोगिता।
- ५.७ भाषा अधिगम में भाषा प्रयोगशाला के प्रयोग की विधि और समीक्षा।

इकाई ६ — भाषा अधिगम के मूल्यांकन की प्रविधि

- ६.१ मूल्यांकन की संकल्पना, उद्देश्य और महत्त्व।
- ६.२ सतत एवं व्यापक मूल्यांकन का सन्दर्भ।
- ६.३ लेखन, पठन, श्रुतलेख, सुलेख, तीव्रलेखन, त्रुटिमुक्त लेखन, आशुभाषण और काव्यपाठ का सतत एवं व्यापक मूल्यांकन प्रविधि द्वारा मूल्यांकन।
- ६.४ कक्षागत पाठ्यसहगामी गतिविधियों — गीत, अभिनय, संवाद, क्रियाकलाप और नेतृत्व के गुणों का सतत एवं व्यापक मूल्यांकन प्रविधि द्वारा मूल्यांकन।
- ६.५ विद्यार्थियों के भाषा अधिगम का संचयीवृत्त बनाना।

इकाई ७ — चिन्तनशील साधक के रूप में शिक्षक

- ७.१ अनुवर्ती चिन्तन की आवश्यकता और महत्त्व।
- ७.२ चिन्तन दैनन्दिनी और पोर्टफोलियो बनाना।

- ७.३ विद्यार्थियों की अधिगम समस्याओं के निदान और समाधान के लिए क्रियात्मक अनुसन्धान का प्रयोग।
- ७.४ पाठ्यक्रम, सहायक सामग्री और पाठ्यविधियों का आलोचनात्मक विवेचन।
- ७.५ पाठ्यक्रम, सहायक सामग्री और पाठ्यविधियों पर विद्यार्थियों और अभिभावकों की प्रतिक्रियाओं का संग्रह।

प्रायोगिक कार्य —

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

मूल्यांकन योजना —

मूल्यांकन बिन्दु	कक्षा परीक्षा	प्रायोगिक कार्य	पोर्टफोलियो	उपस्थिति	सत्रान्त परीक्षा
प्रदेय अंक	१०	१०	०५	०५	७०

सन्दर्भ पुस्तकें —

- हिन्दी शिक्षण : अभिनव आयाम, डॉ. श्रुतिकान्त पाण्डेय, एक्सिस पब्लिकेशंस, दरियागंज, नई दिल्ली, २०१०.
- हिन्दी शिक्षण, उमा मंगल, आर्य बुक डिपो करोल बाग, नई दिल्ली, २००५.
- हिन्दी शिक्षण, डॉ. रामशकल पाण्डेय, विनोद पुस्तक मन्दिर, आगरा, २००५.
- हिन्दी साहित्य का इतिहास, आचार्य रामचन्द्र शुक्ल, राजकमल प्रकाशन, नई दिल्ली, २००६.
- हिन्दी शिक्षण, रमन बिहारी लाल, रस्तोगी प्रकाशन, मेरठ, २००२.
- हिन्दी शिक्षण, सावित्री सिंह, इन्टरनेशनल पब्लिशिंग हाउस, मेरठ, २००४.

PEDAGOGY OF TEACHING ENGLISH

Course Code: RAB/PG/SEVI/2.A05.2

Credits: 04

Contact Hours: 60

Marks: 100

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

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

Unit 1: 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 2: 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 3: 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 4: 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 5: Evaluation

- 5.1 Evaluation - Concept and Need
- 5.2 Testing Language skills and Language elements (Vocabulary, Grammar and Phonology)
- 5.3 Adaptation of Evaluation Tools for Children with Disabilities
- 5.4 Individualized assessment for Children with Disabilities
- 5.5 Error analysis, Diagnostic tests and Enrichment measures

Transaction

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

Course Work/ Practical/ Field Engagement

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

Essential Readings

- Allen, H., & Cambell, R. (1972). Teaching English as second Language, McGraw Hill, New York.
- Bharti, 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.(1996). English Grammar in context. Ratnasagar, Delhi.
- Bhatia, K.K., & Kaur, N. (2011). Teaching and Learning English as a Foreign Language. Kalyani Publishers, Ludhiana.
- Bindra, R. (2005). Teaching of English. Radha Krishan Anand and Co., Jammu.
- Brumfit, C.J., & Johnson (Ed.) (1979). The communicative Approach to Language Teaching, Oxford University Press, Oxford.
- Bryne, D. (1988). Teaching Writing Skills. Longman, London.
- 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. Kalyani Publishers, Ludhiana.
- Shaik, M. & Gosh, R.N. (2005). Techniques of Teaching English. Neelkamal Publications, Hyderabad.
- Sharma, P. (2011). Teaching of English: Skill and Methods. Shipra Publication, Delhi.

INCLUSIVE EDUCATION

Course Code: RAB/PG/SEVI/2.B06

Credits: 02

Contact Hours: 30

Marks: 50

Introduction

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

Objectives

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

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

Unit 1: Introduction to Inclusive Education

5 Hours

- 1.1 Marginalisation vs. Inclusion: Meaning & Definitions
- 1.2 Changing Practices in Education of Children with Disabilities: Segregation, Integration & Inclusion
- 1.3 Diversity in Classrooms: Learning Styles, Linguistic & Socio-Cultural Multiplicity
- 1.4 Principles of Inclusive Education: Access, Equity, Relevance, Participation & Empowerment
- 1.5 Barriers to Inclusive Education: Attitudinal, Physical & Instructional

Unit 2: Policies & Frameworks Facilitating Inclusive Education

5 Hours

- 2.1 International Declarations: Universal Declaration of Human Rights (1948), World Declaration for Education for All (1990)
- 2.2 International Conventions: Convention against Discrimination (1960), Convention on Rights of a Child (1989), United Nations Convention of Rights of Persons with Disabilities (UNCRPD) (2006)
- 2.3 International Frameworks: Salamanca Framework (1994), Biwako Millennium Framework of Action (2002)
- 2.4 National Commissions & Policies: Kothari Commission (1964), National Education Policy (1968), National Policy on Education (1986), Revised National Policy of

Education (1992), National Curricular Framework (2005), National Policy For Persons With Disabilities (2006)

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

Unit 3: Adaptations Accommodations and Modifications

7 Hours

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

Unit 4: Inclusive Academic Instructions

8 Hours

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

Unit 5: Supports and Collaborations for Inclusive Education

5 Hours

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

Practical & Field Engagement

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

Transactions

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

Suggested Readings

- Bartlett, L. D., & Weisentein, G. R. (2003). Successful Inclusion for Educational Leaders. New Jersey: Prentice Hall.
- Chaote, J. S. (1991). Successful Mainstreaming. Allyn and Bacon.
- Choate, J. S. (1997). Successful Inclusive Teaching. Allyn and Bacon.
- Daniels, H. (1999) . Inclusive Education. London: Kogan.
- Deiner, P. L. (1993). Resource for Teaching Children with Diverse Abilities, Florida: Harcourt Brace and Company.
- Dessent, T. (1987). Making Ordinary School Special. Jessica Kingsley Pub.
- Gargiulo, R.M. Special Education in Contemporary Society: An Introduction to Exceptionality. Belmont: Wadsworth.
- Gartner, A., & Lipsky, D.D. (1997). Inclusion and School Reform Transferring America's Classrooms, Baltimore: P. H. Brookes Publishers.
- Giuliani, G.A. & Pierangelo, R. (2007). Understanding, Developing and Writing IEPs. Corwin press: Sage Publishers.
- Gore, M.C. (2004) . Successful Inclusion Strategies for Secondary and Middle School Teachers, Corwin Press, Sage Publications.
- Hegarthy, S. & Alur, M. (2002). Education of Children with Special Needs: from Segregation to Inclusion, Corwin Press, Sage Publishers.
- Karant, P., & Rozario, J. ((2003). Learning Disabilities in India. Sage Publications.
- Karten, T. J. (2007). More Inclusion Strategies that Work. Corwin Press, Sage Publications.
- King-Sears, M. (1994). Curriculum-Based Assessment in Special Education. California: Singular Publications.
- Lewis, R. B., & Doorlag, D. (1995). Teaching Special Students in the Mainstream. 4th Ed. New Jersey: Pearson.
- McCormick, S. (1999). Instructing Students who Have Literacy Problems. 3rd Ed. New Jersey, Pearson.
- Rayner, S. (2007). Managing Special and Inclusive Education, Sage Publications.
- Ryandak, D. L. & Alper, S. (1996). Curriculum Content for Students with Moderate and Severe Disabilities in Inclusive Setting. Boston, Allyn and Bacon.
- Sedlak, R. A., & Schloss, P. C. (1986). Instructional Methods for Students with Learning and Behaviour Problems. Allyn and Bacon.
- Stow L. & Selfe, L. (1989). Understanding Children with Special Needs. London: Unwin Hyman.

- Turnbull, A., Turnbull, R., Turnbull, M., & Shank, D.L. (1995). *Exceptional Lives: Special Education in Today's Schools*. 2nd Ed. New Jersey: Prentice-Hall, Inc.
- Vlachou D. A. (1997). *Struggles for Inclusive Education: An Ethnographic Study*. Philadelphia: Open University Press.
- Westwood, P. (2006). *Commonsense Methods for Children with Special Educational Needs - Strategies for the Regular Classroom*. 4th Edition, London Routledge Falmer: Taylor & Francis Group.

CURRICULUM, ADAPTATION AND STRATEGIES FOR TEACHING EXPANDED CURRICULUM

Course Code: RAB/PG/SEVI/2. C13

Credits: 04

Contact Hours: 60

Marks: 100

Introduction

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

Objectives

After completing the course student-teachers will be able to

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

Unit 1: Concept and Types of Curriculum

- 1.1 Concept, Meaning and Need for Curriculum
- 1.2 Curricular Approaches in Special Education – Developmental, Functional, Eclectic and Universal design for learning Approach
- 1.3 Types of Curriculum – need based, knowledge based, activity based, skill based and hidden curriculum
- 1.4 Curriculum Planning, Implementation and Evaluation; Role of Special teachers of the Visually Impaired
- 1.5 Core Curriculum and Expanded Core Curriculum- Meaning, Need and Components

Unit 2: Teaching Functional Academics Skills

- 2.1 Learning media assessment
- 2.2 Braille reading readiness
- 2.3 Techniques of teaching Braille
- 2.4 Techniques of Teaching print to children with low vision

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

Unit 3: Teaching of Independent Living Skills

- 3.1 Independent living skills – Meaning, Importance, Components
- 3.2 Orientation and Mobility – need and importance, techniques of teaching mobility, sighted guide and pre-cane, cane techniques and mobility aids
- 3.3 Daily living skills – assessment of needs and techniques of teaching age appropriate daily living skills
- 3.4 Sensory efficiency – importance and procedures for training auditory, tactile, olfactory, gustatory, kinaesthetic senses and residual vision
- 3.5 Techniques of teaching social interaction skills, leisure and recreation skills and self-determination

Unit 4: Curricular Adaptation

- 4.1 Curricular adaptation – Need, Importance and Process
- 4.2 Reasonable accommodation – Need and Planning
- 4.3 Planning of lessons for teaching Expanded Core Curriculum – Individualized Education Program writing
- 4.4 Pedagogical Strategic – Cooperative learning, Peer tutoring, reflective teaching, multisensory teaching
- 4.5 Preparation of Teaching Learning Material for ECC – Reading Readiness kit, Flash Cards, Sensory Kits, and Mobility Maps

Unit 5: Curricular Activities

- 5.1 Curricular activities – Meaning and Need for Adaptation.
- 5.2 Adaptation of Physical education activities and Yoga
- 5.3 Adaptation of Games and Sports – both Indoor and Outdoor
- 5.4 Creative Arts for the children with visual impairment
- 5.5 Agencies/Organisations promoting – Sports, Culture and Recreation activities for the Visually Impaired in India – Indian Blind Sports Association, Chess Federation of India, Paralympic Committee of India, Abilympics, World Blind Cricket

Course Work/ Practical/ Field Engagement

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

Essential Readings

- Lowenfeld, B. (1971). Our blind children: Growing and learning with them. Charles C. Thomas, Springfield.
- Aggarwal, J.C. (2005). Curriculum development. Shipra Publication, New Delhi.

- Arora, V. (2005). Yoga with visually challenged. Radhakrishna Publication, New Delhi.
- Baratt, S. H. (2008). The special education tool kit. Sage Publication, New Delhi.
- Chapman, E. K. (1978). Visually Handicapped Children and Young People. Routledge and Kegan Paul, London.
- Cutter, J. (2006). Independent Movement and travel in Blind Children. IAP, North Carolina.
- Dickman, I.R. (1985). Making life more liveable. AFB, New York.
- Dodds, A. (1988). Mobility training for visually handicapped people. Croom Helm. London.
- Jose, R. (1983). Understanding Low Vision. American Foundation for the Blind, New York.
- Kauffman, J.M., & Hallahan, D.P. (1981). Handbook of Special Education. Prentice Hall, New Delhi
- Kelly, A.V. (1997). The curriculum: theory and practice. Harper and Row, London.
- Lowenfeld, B. (1973). The Visually Handicapped Child in School. John Day Company, New York.
- Mangal, S. K. (2011) Educating Exceptional Children: An Introduction to Special Education. PHI Learning Pvt.Ltd., New Delhi.
- Mani, M. N. G. (1992). Techniques of teaching blind children. Sterling Publishers Pvt. Ltd., New Delhi.
- Mani, M. N. G. (1997). Amazing Abacus. S.R.K. Vidyalaya Colony, Coimbatore.
- Mason, H., & Stephen McCall, S. (2003). Visual Impairment – Access to Education for Children and Young people. David Fulton Publishers, London.
- Mukhopadhyay, S., Mani, M.N.G., RoyChoudary, M., & Jangira, N.K. (1988). Source Book for Training Teachers of Visually Impaired. NCERT, New Delhi.
- Punani, B., & Rawal, N. (2000). Handbook for Visually Impaired. Blind Peoples' Association, Ahmedabad.
- Scholl, G. T. (1986). Foundations of the education for blind and visually handicapped children and youth: Theory and Practice. AFB Press, New York.
- Sharma, R. A. (2011). Curriculum development and instruction. R. Lall Book Depot, Meerut.
- Vijayan, P., & Gnaumi, V. (2010). Education of children with low vision. Kanishka Publication, New Delhi.
- Welsh, R., & Blasch, B. (1980). Foundation Orientation & Mobility.AFB, New York.

Suggested Readings

- Ashcroft, S. C., & Henderson, F. (1963). Programmed Instruction in Braille. Stanwick House, Pittsburgh.
- Barraga, N. C. (1986). 'Sensory Perceptual Development'.in: G.T. Scholl (ed.) Foundations of the education for blind and visually handicapped children and youth: Theory and Practice. AFB Press, New York.
- National Curriculum Framework. (2005). Position paper National focus group in Education of Children with Special needs. NCERT, New Delhi.
- Status of Disability in India. (2012). Rehabilitation Council of India, New Delhi.
- Hodapp, R. M. (1998). Developmental and disabilities: Intellectual, sensory and motor impairment. Cambridge Uni. Press, New York.
- The expanded Core Curriculum. (2013). Retrieved from [http: // www.afb.org](http://www.afb.org)
- Wright, L. (2013). The Skills of Blindness: What should students know and when students know. Retrieved from [http:// www.lofob.org](http://www.lofob.org)

Semester - II
RAB/PG/SEVI/2.E21.1: Disability Specialisation

Credits: 02

Hours: 60

Marks: 50

Sl. No.	Tasks for The Student-teachers	Educational Settings	Disability Focus	Specific Activities	Hrs.	Marks	Submissions
1.1	Learning of Braille	College	VI	1. Bharati Hindi or Regional Braille 2. Braille Mathematical sign for: Numeric indicator, basic operations, simple fraction and brackets	30 Hours 15 Hours	25 25	
1.2	Learning the use of Assistive Devices	College	VI	Taylor Frame: Basic Operation using arithmetic and algebraic types	15 Hours		

Rabindra Bharati University
Department of Disability Studies
Programme: B.Ed.Special Education (V.I.)
Third Semester
Course Structure

Course	Course title	Credit	Marks
RAB/PG/SEVI/3.C14	Educational Intervention and Teaching Strategies	4	100
RAB/PG/SEVI/3.C15	Technology and Disability	4	100
RAB/PG/SEVI/3.C16	Psycho- Social and Family Issues	2	50
RAB/PG/SEVI/3.D17	Reading and Reflecting on Texts (EPC)	2	50
RAB/PG/SEVI/3.D18	Performing and Visual Arts (EPC)	2	50
RAB/PG/SEVI/3.E21.2	Practical: Disability Specialisation	4	100
RAB/PG/SEVI/3.F22	Main Disability Special School	4	100
Total		22	550

Engagement with field as part of course:

Sl.No.	Task for the Student-teachers	Course	Place
1	a. Assignment/Project/Presentation	RAB/PG/SEVI/3.C14	Institute
2	b. Assignment/Project/Presentation	RAB/PG/SEVI/3.C15	Institute
3	c. Assignment/Project/Presentation	RAB/PG/SEVI/3.C16	Institute
4	d. Assignment/Project/Presentation	RAB/PG/SEVI/3.D17	Institute/school
5	e. Assignment/Project/Presentation	RAB/PG/SEVI/3.D18	Institute/school

Area 3.E21.2 Practical: Disability Specialisation (Part C)

Sl.No.	Tasks for the Student-Teachers	Disability Focus	Educational Setting	No. of Lessons
1.1	a. Classroom observation	Major Disability	Special School	Minimum 30 School Periods
	b. Visit to other special schools	Major Disability	Special School	Minimum 2 schools
1.2	a. Lesson planning and Execution on different levels for all subjects	Major Disability	Special School/Resource Room	30 lessons

	b. Lesson planning and execution on different levels For selected subjects	Major Disability	Special School /Resource Room	20 lessons
1.3	Individualized Teaching lessons on selected subjects	Major Disability	Special School/Resource Room	10 IEPs
1.4	Observation of support services	Major Disability	Institute/Clinic	Depending on the specialization

Area 3.F22: Main Disability Special School

Sl.No.	Tasks for the Student-Teachers	Disability Focus	Set up	No .of Lessons
1	ClassroomTeaching	Major Disability	Special schools for Disability Specialisation	Minimum 90 School Periods

Note: Minimum of four weeks should be allocated for School attachment/Internship and reflected in the time table and should cover Tasks specified under Area 3.E21.2 and Area 3.F22 with sufficient time for teaching to acquire Pedagogical competence to deal with school subjects chosen and related activities for whole classes well as children with disabilities in different education settings.A suggestive framework is given below.

Area	Disability Specialization (3.E21.2 & 3.F22)
RAB/PG/SEVI/2.A04 Pedagogy Subject 1	3 Days (15 Hours)
RAB/PG/SEVI/2.A05 Pedagogy Subject 2	3 Days (15 Hours)
RAB/PG/SEVI/3.F22 School Attachment/ Internship	24 Days (120 Hours)

INTERVENTION AND TEACHING STRATEGIES

Course Code: RAB/PG/SEVI/3.C14

Credits: 04

Contact Hours: 60

Marks: 100

Introduction

This course builds on the pedagogy courses presented under A4 and A5 of the present B.Ed. curriculum. It prepares the student-teachers to transact lessons in various school-subjects for children with visual impairment. For this purpose, the required intervention and teaching techniques and skills are highlighted.

The student-teachers, it is hoped, will find the course highly stimulating, as it will enable them to help blind and low vision students to cope effectively with the challenges of curriculum transaction, at par with their sighted peers.

Objectives

After completing the course student-teachers will be able to

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

Unit 1: Theoretical Perspectives

- 1.1 Difference among Methods, Approaches and Strategies
- 1.2 Intervention – Concept, Scope and Importance
- 1.3 Intervention for lately blinded students – Role of Special teachers/educators
- 1.4 Mediated teaching-learning – Concept, Need and Procedure
- 1.5 Enriched teaching for Concept development: Converting visual concepts into accessible experiences

Unit 2: Mathematics

- 2.1 Coping with Mathematics phobias
- 2.2 Conceptualization of Mathematical ideas – Processes and Challenges for Children with Visual Impairment
- 2.3 Preparation and Use of tactile materials
- 2.4 Mental arithmetic abilities – Concept, Importance and Application
- 2.5 Evaluation procedures with special reference to the Needs of Children with Visual Impairment

Unit 3: Science

- 3.1 Providing first-hand experience in the class and the school environment
- 3.2 Inclusive/collaborative learning for laboratory work
- 3.3 Science Teaching Learning Materials and Equipment: i) Preparation and use of TLM, ii) Locating and procuring Science equipment
- 3.4 Problem solving and Learning by doing approach for Visually Impaired students
- 3.5 Evaluation procedure with particular reference to Practicals and Adaptations in Examination questions

Unit 4: Social Science

- 4.1 Techniques of preparation and presentation of adapted Tactile maps, Diagrams, and Globe
- 4.2 Procuring, adapting and use of different types of models
- 4.3 Organizing field trips
- 4.4 Teaching Skills: Dramatization, Narration, Explanation, Story-telling, and Role play
- 4.5 Evaluation of concepts and skills in social science with particular reference to Geography

Unit 5: Teaching of Children with Low Vision

- 5.1 Visual Stimulation: Concept and Procedure
- 5.2 Selection of an appropriate medium of reading and writing
- 5.3 Techniques and procedures for developing reading and writing skills
- 5.4 Orientation and Mobility for low vision children
- 5.5 Classroom management – Seating arrangement, adjustable furniture, illumination, non-reflecting surfaces and colour contrast

Course Work / Practical / Field Engagement

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

Essential readings

- Bourgeault, S. E. (1969). The Method of Teaching the Blind : The Language Arts. American Foundation for the Overseas Blind ,Kuala Lumpur.
- Chapman, E. K. (1978). Visually Handicapped Children and Young People. Routledge, London.
- Fernandez, G., Koenig. C., Mani. M.N.G., & Tensi. S. (1999). See with the Blind. Books for Change, Bangalore.
- Jackson, J. (2007). Low Vision Manual. Edingurgh: Butterworth Heinemann/ Elsevier, Edingurgh.

- Jose, R. (1983). *Understanding Low Vision*. American Foundation For The Blind. New York.
- Kauffman, J.M., & Hallahan, D.P. (1981). *Handbook of Special Education*. Prentice Hall, New Delhi.
- Lowenfeld, B. (1973). *The Visually Handicapped Child in School*. John Day Company, New York.
- Lydon, W. T., & McGraw, M. L. (1973). *Concept Development for Visually Handicapped Children*. AFB, New York.
- Mangal, S. K. (2007). *Educating exceptional children-an introduction to special education*. PHI learning Pvt. New Delhi.
- Mangal, S. K. (2011) *Educating Exceptional Children: An Introduction to Special Education*. PHI Learning Pvt. Ltd., New Delhi.
- Mani, M. N. G. (1997). *Amazing Abacus*. S.R.K. Vidyalaya Colony, Coimbatore.
- Mani, M. N. G. (1992). *Techniques of Teaching Blind Children*. Sterling Publishers Pvt. Ltd. New Delhi.
- Macnaughton, J. (2005). *Low Vision Assessment*. Butterworth Heinemann/ Elsevier, Edingurgh.
- Mason, H., & McCall, S. (2003). *Visual Impairment – Access to Education for Children and Young people*. London: David Fulton Publishers.
- Mukhopadhyay, S., Mani, M.N.G., Roy Choudary, M., & Jangira, N.K. (1988). *Source Book for Training Teachers of Visually Impaired*. New Delhi: NCERT.
- Macnaughton, J. (2005). *Low Vision Assessment*. Butterworth Heinemann /Elsevier, Edingurgh.
- Niemann, S., & Jacob, N. (2009). *Helping Children who are Blind*. The Hesperian Foundation, California.
- Punani, B., & Rawal, N.(2000). *Handbook for Visually Impaired*. Blind Peoples' Association, Ahmedabad.
- Scholl, G.T. (1986). *Foundations of the education for blind and visually handicapped children and youth: Theory and Practice*. AFB Press, New York.
- Vijayan, P., & Gnaumi, V. (2010). *Education of children with low vision*. Kanishka Publication, New Delhi.

Suggested Readings

- Agrawal, S. (2004). *Teaching Mathematics to Blind Students through Programmed Learning Strategies*. Abhijeet Publication, Delhi.
- Hodapp, R. M. (1998). *Developmental Disabilities: Intellectual, Sensory and Motor Impairment*. Cambridge University Press, New York.
- Kelley, P., & Gale, G. (1998). *Towards Excellence: Effective Education for Students with Vision Impairments*. North Rocks Press, Sydney.

- Mangold, S. S. (1981). A teachers' Guide to the Special Education needs of Blind and Visually handicapped Children. New York: AFB
- Pandey, V. P. (2004). Teaching of mathematics. Sumit Publication, New Delhi.
- Status of Disability in India. (2012). Rehabilitation Council of India, New Delhi.

TECHNOLOGY AND EDUCATION OF THE VISUALLY IMPAIRED

Course Code: RAB/PG/SEVI/3.C15

Credits: 04

Contact Hours: 60

Marks: 100

Introduction

Technology in the form of adaptive and assistive devices, plays a crucial role in the education of the visually impaired. This course brings into sharp focus the need and importance of such technologies both for the practicing teachers and the visually impaired learners. While highlighting the significance of addressing the users point of view/feedback and involving mainstream professionals in developing required technologies, the course also dwells upon on how best students with visual impairment get access to the printed text/material.

The course also acquaints the student-teachers with various devices for making the teaching- learning process for important school subjects meaningful, exciting and rewarding for all concerned. The educational needs of children with low vision and related technological perspectives are addressed, too, along with critical contributions of computer-aided learning and interventions.

In short, the course focuses on making transaction of curriculum for blind and low vision students, a really enjoyable and worthwhile experience. It needs to be studied in conjunction with course Code C14 of the curriculum.

Objectives

After completing the course student-teachers will be able to

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

Unit 1: Introducing Educational and Information Communication Technology

- 1.1 Educational Technology-Concept, Importance, and Scope
- 1.2 Difference between Educational Technology and Technology in Education
- 1.3 Special Significance and Goals of Technology for the Education of children with Visual Impairment
- 1.4 Information and Communication Technology (ICT) - Concept and Special Significance for teaching-learning of the visually impaired
- 1.5 ICT and the UN Convention on the Rights of Persons with Disabilities.

Unit 2: Adaptive Technologies

- 2.1 Concept and Purposes
- 2.2 Basic Considerations--Access, Affordability, and Availability
- 2.3 Addressing User's Perspectives in Developing Adaptive Technologies
- 2.4 Roles of IIT's and the Scientific Community;
- 2.5 Universal/Inclusive Design - Concept, Advantages, and Limitations.

Unit 3: Access to Print for the Visually Impaired

- 3.1 Screen Readers with Special Reference to Indian Languages; Magnifying Software, and Open Source Software.
- 3.2 Braille Note takers and Stand-alone Reading Machines
- 3.3 Braille Translation Software with Particular reference to Indian Languages and Braille Embossers
- 3.4 On-Line Libraries and Book share
- 3.5 Daisy Books, Recordings, and Smart Phones.

Unit 4: Assistive Technologies for the Visually Impaired with Reference to School Subjects and Low Vision

- 4.1 Mathematics: Taylor Frame, Abacus, Geo Board, Algebra and Maths Types, Measuring Tapes, Scales, and Soft-wares for teaching Maths.
- 4.2 Science: Thermometers, Colour Probes, Scientific and Maths Talking Calculators, Light Probes, and Weighing scales and Soft-wares for teaching Science.
- 4.3 Social Science: Tactile/Embossed Maps, Charts, Diagrams, Models of Different Types, Auditory Maps, Talking compass, and GPS
- 4.4 Low vision devices: Optical, Non-Optical and Projective
- 4.5 Thermoform and Swell Paper technology and Softwares for developing tactile diagrams

Unit 5: Computer-Aided Learning

- 5.1 Social Media
- 5.2 Creation of Blogs
- 5.3 Tele-Conferencing
- 5.4 Distance Learning and ICT
- 5.5 e-Classroom: Concept and Adaptations for Children with Visual Impairment

Course Work / Practical / Field Engagement

Any three of the following

- Prepare a list of devices for Mathematics and Science available for the visually impaired in one special school and one inclusive school
- Write a short list of hints and suggestions you will offer to the scientific community for motivating them to develop adaptive technologies for the visually impaired
- Make a short report (in about 500 words) on the advantages and limitations as well as sources of availability in respect of any print-access technology indicated in Unit

3 above.

- Make a case study of a student with low vision at the secondary stage, indicating clearly his educational needs and how you can address them
- Prepare a report on the possibilities and prospects available for the visually impaired students through the use of computers
- Prepare a short note (in about 400 words) on various aspects of a classroom and how it could be made accessible to the visually impaired

Essential Readings

- Biwas, P. C. (2004). Education of children with Visual Impairment: in inclusive education. Abhijeet Publication, New Delhi.
- Bourgeault, S. E. (1969). The Method of Teaching the Blind: The Language Arts. American Foundation for the Overseas Blind, Kuala Lumpur.
- Chaudhary, M. (2006). Low Vision Aids. Japee Brothers, New Delhi.
- Lowenfeld, B. (1973). The Visually Handicapped Child in School. John Day Company, New York.
- Mani. M.N.G. (1997). Amazing Abacus. S.R.K. Vidyalaya Colony, Coimbatore.
- Mukhopadhyay, S., Mani, M.N.G., Roy Choudary, M., & Jangira, N.K. (1988). Source Book for Training Teachers of Visually Impaired. NCERT, New Delhi.
- Proceedings: Asian Conference on Adaptive technologies for the Visually Impaired (2009). Asian Blind Union, New Delhi.
- Punani, B., & Rawal, N. (2000). Handbook for Visually Impaired. Blind Peoples' Association, Ahmedabad.
- Scheiman, M., Scheiman, M., & Whittaker, S. (2006). Low Vision Rehabilitation: a practical guide for occupational therapists. Thorefore Slack Incorp, New Jersey.
- Scholl, G. T. (1986). Foundations of the education for blind and visually handicapped children and youth: Theory and Practice. AFB Press, New York.
- Singh, J. P. (2003). Technology for the Blind: Concept and Context. Kanishka Publication, New Delhi.
- Vijayan, P., & Gnaumi, V. (2010). Education of Children with low Vision. Kanishka Publication, New Delhi.

Suggested Readings

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

PSYCHO - SOCIAL AND FAMILY ISSUES

Course Code: RAB/PG/SEVI/3.C16

Credits: 02

Contact Hours: 30

Marks: 50

Introduction

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

Objectives

After completing the course student-teachers will be able to

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

Unit 1: Family of a Child with Visual Impairment

- 1.1 Birth of a child with visual impairment and its effect on parents and family dynamics
- 1.2 Parenting styles: Overprotective, Authoritative, Authoritarian and Neglecting
- 1.3 Stereotypic attitudes related to visual impairment and attitude modification
- 1.4 Role of family in Early stimulation, Concept development and Early intervention
- 1.5 Role of siblings and extended family

Unit 2: Parental Issues and Concerns

- 2.1 Choosing an educational setting
- 2.2 Gender and disability
- 2.3 Transition to adulthood: sexuality, marriage, and employment
- 2.4 Parent support groups
- 2.5 Attitude of professionals in involving parents in IEP and IFSP

Unit 3: Rehabilitation of Children with Visual Impairment

- 3.1 Concept of habilitation and rehabilitation
- 3.2 Community Based Rehabilitation (CBR) and Community Participatory Rehabilitation (CPR)

- 3.3 Legal provisions, concessions and advocacy
- 3.4 Vocational rehabilitation: need and challenges
- 3.5 Issues and challenges in rural settings

Unit 4: Meeting the Challenges of Children with Visual Impairment

- 4.1 Enhancing prosocial behaviour
- 4.2 Stress and coping strategies
- 4.3 Recreation and leisure time management
- 4.4 Challenges of adventitious visual impairment
- 4.5 Soft skills and social skills training

Course Work/ Practical/ Field Engagement (Any Two)

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

Essential Readings

- Bhandari, R., & Narayan, J. (2009). Creating learning opportunities: a step by step guide to teaching students with vision impairment and additional disabilities, including deaf blindness. Voice and vision, India.
- Hansen, J. C., Rossberg, R.H., & Cramer, S.H. (1994). Counselling Theory and Process. Allyn and Bacon, Boston.
- Lowenfeld, B. (1969). Blind children learn to read. Springfield: Charles C. Thomas.
- Lowenfeld, B. (1973). Visually Handicapped Child in School. American Foundation for the Blind, New York.
- Lowenfeld, B. (1975). The Changing Status of the Blind from Separation to Integration. Charles C. Thomas, California.
- Mani, M. N. G. (1992). Techniques of Teaching Blind Children. Sterling publishers Pvt. Ltd., New Delhi.
- Narayan, J., & Riggio, M. (2005). Creating play environment for children. Hilton/ Perkins. Watertown.
- Shah, A. (2008). Basics in guidance and Counselling. Global Vision Publishing House, New Delhi.
- Smith, D. D., & Luckasson, R. (1995). Introduction to Special Education – Teaching in an age of Challenge. (2Ed). Allyn & Bacon. USA.

Suggested Readings

- Bhan, S. (2014). Understanding learners-A handbook for teachers. Prasad Psycho Corporation, New Delhi.
- Early Support for children, young people and families. (2012). Information about Visual Impairment, Retrieved from <http://www.ncb.org.uk/media/875236/earlysupportvisimppart1final.pdf>
- Kundu, C. L. (2000). Status of Disability in India. RCI, New Delhi.
- Lowenfeld, B. (1971). Psychological problems of children with impaired vision, Prentice-Hall, New Jersey.

READING AND REFLECTING ON TEXTS (EPC)

Course Code:RAB/PG/SEVI/3.D17

Credits: 02

Contact Hours: 30

Marks: 50

Introduction

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

Objectives

After completing the course student-teachers will be able to

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

Unit 1: Reflections on Literacy

- 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 Disabilities

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

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

Essential Readings

- Anderson, R., Hiebert, E., Scott, J., & Wilkinson, I. (1985). *Becoming a Nation of Readers: The report of the commission on reading*. National Institute of Education and the Center for the Study of Reading, Washington, DC.
- Annual Status of Education Report. (2014). ASER Centre, New Delhi (<http://www.asercentre.org>).
- May, F. B. (2001). *Unravelling the seven myths of reading*. Allyn and Bacon, Boston.

- McGregor, T. (2007). *Comprehension Connections: Bridges to Strategic Reading*. Heinemann Educational Books.
- Tovani, C., & Keene, E. O. (2000). *I Read It, but I Don't Get It: Comprehension Strategies for Adolescent Readers*. Stenhouse Publishers.
- Soundarapandian, M. (2000). *Literacy campaign in India*. Discovery Publishing House, New Delhi.

Suggested Readings

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

PERFORMING AND VISUAL ARTS (EPC)

Course code: RAB/PG/SEVI/3.D18

Credits: 02

Contact Hours: 30

Marks: 50

Introduction

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

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

Objectives

After completing the course student-teachers will be able to

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

Unit 1: Introduction to art Education

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

Unit 2: Performing Arts: Dance and Music

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

needs: Strategies and Adaptations

Unit 3: Performing Arts: Drama

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

Unit 4: Visual Arts

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

Unit 5: Media and Electronic Arts

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

Course Work/ Practical/ Field Engagement

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

Essential Readings

- Finlay, V. (2014). *The brilliant History of Color in Art*. Getty Publications, Finlay.
- Shirley, G. (2000). *Art, an A to Z guide*. Franklin Watts, New York.
- Vaze, P. (1999). *How to Draw and Paint Nature*. Jyosna Prakashan, Mumbai
- Ward, A. (1993). *Sound and Music*. Franklin Watts, New York.

Suggested Readings

- Baniel, A. (2012). *Kids beyond limits*. Perigee Trade, New York.
- Beyer, L.E. (2000). *The arts, popular culture and social change*. Falmer Press, London.
- Efland, A. D. (1990). *A history of Art Education: Intellectual and social currents in teaching the visual arts*. Teachers College Press, New York.
- Gair, S. B. (1980). Writing the arts into individualized educational programs. *Art Education*, 33(8), 8–11.
- Greene, S., & Hogan, D. (2005). *Researching children's experience*. Sage Publication: London.
- Heller, R. (1999). *Effective Leadership*. DK Publishing, New York.
- Lewiecki-Wilson C., & Brueggemann, B. J. (2008). *Disability and the teaching of writing: A critical sourcebook*. Bedford/St. Martin's, Boston, MA.
- Nyman, L., & Jenkins, A. M. (1999). Issues and approaches to art for students with special needs (pp. 142–154). *National Art Education Association*, Reston, VA.

RAB/PG/SEVI/3.E21.2: Disability Specialisation

Marks: 100

Sl. No.	Tasks for the Student-teachers	Educational Settings	Disability Focus	Specific Activities	Hrs.	Marks	Submissions
1.1	Reading And writing of standard English braille	College	VI	1. Reading and writing English Braille text. Transcription from print to Braille and vice versa(Grade II) 2. Braille Mathematics Code: Radicals, fraction (Mixed, complex and hyper complex), sign and symbols of comparison, Shape signs, Greek letters, indices, set, symbols, trigonometric functions 3. Abacus and Geometric kit	60 Hours 30 Hours 30 Hours	50 25 25	

Marks: 100

Sl. No.	Tasks for the Student-teachers	Disability Focus	Educational Set up	No. of Lessons
1	Classroom teaching	VI	Special Schools for VI	Min. 90 school periods

Rabindra Bharati University
Department of Disability Studies
Programme: B.Ed.Special Education (V.I.)
Fourth Semester

Course Structure

Course Code	Title	Credits	Marks
RAB/PG/SEVI/4.B10	Skill based Optional Course (Cross disability and inclusion) ANY ONE	2	50
RAB/PG/SEVI/4.B11	Skill based Optional Course (Specialization Disability) ANY ONE	2	50
RAB/PG/SEVI/4.D19	Basic Research and Statistics (EPC)	2	50
RAB/PG/SEVI/4.E21.3	Practical: Cross Disability and Inclusion	4	100
RAB/PG/SEVI/4. F23	Other disability Special School	4	100
RAB/PG/SEVI/4.F24	Inclusive school	4	100
Total		18	450

Engagement with field as part of course

Sl.No.	Task for the Student-teachers	Course	Place
1	Assignment/Project/Presentation	RAB/PG/SEVI/4.B10	Institute
2	Assignment/Project/Presentation	RAB/PG/SEVI/4.B11	Institute/school
3	Assignment/Project/Presentation	RAB/PG/SEVI/4.D19	Institute/school

Area 4.E21.3:Practical: Cross-Disability and Inclusion (Area B)

Sl.No.	Tasks for the Student-Teachers	Disability Focus	Educational Setting	No. of Lessons
1.1	Classroom observation	Other than Major Disability	Special schools for Other disabilities	Observation of all subjects at different level, minimum 15 school periods
		Any Disability	Inclusive Schools	Observation of all subjects at different level ,minimum15school periods

1.2	Lesson planning and execution on different levels for selected subjects	Any Disability	Special schools for other disabilities/ Resource Room	25 lessons
			Inclusive Schools	25 lessons
1.3	a. Individualised Teaching lessons on different levels for Selected subjects	Any Disability	Special schools for other disabilities/Resource Room	20 lessons
	b. Individualised Teaching lessons	Any Disability	Inclusive Schools	20 lessons

Note: Practical timing shall be included in timetable (minimum off our week) Observations as mentioned are essential. However, if schools for other disability are not available in the near by 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

Area 4. F23 Practical: Other Disability Special School (Area B)

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

Area 4. F 24: Inclusive School (Area B & C)

Sl.No.	Tasks for the Student-Teachers	Disability Focus	Set up	No. of Lessons
1	Classroom Teaching	Any Disability	Inclusive School	Minimum 180 School Periods

Minimum of four weeks should be allocated for School attachment/ Internship and reflected in the time table and should cover Tasks specified under Area 4.E21.3, Area 4.F.23 and Area 4.F.24 with sufficient time for teaching to acquire Pedagogical competence to deal with school subjects chosen and related activities for whole class's well as children with disabilities in different education settings A suggestive frame work is given below:

Area	Disability Specialization	Other disability	Inclusive Education
2.A04 Pedagogy Subject 1	Semester–III (3days-15Hrs)	Semester–IV (2days-12Hrs)	Semester–IV (2days-12Hrs)
2.A05 Pedagogy Subject 2	Semester-III (3days-15Hrs)	Semester-IV (2days-12Hrs)	Semester-IV (2days-12Hrs)
4.F23 & 4.F24 Internship	Semester-III (24days-120Hrs)	Semester-IV (24days-120Hrs)	Semester-IV (24days-120Hrs)

Notes:

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

GUIDANCE & COUNSELLING

Course Code: RAB/PG/SEVI/4.B10.1

Credits: 02

Contact Hours: 30

Marks: 50

Objectives

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

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

Unit 1: Introduction to Guidance and Counselling

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

Unit 2: Enhancing Self Image and Self Esteem

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

Unit 3: Guidance and Counselling in Inclusive Education

- 3.1 Current Status with reference to Indian School
- 3.2 Types of Counselling: Child-Centred, Supportive, Family
- 3.3 Guidance in Formal and Informal Situations: Within and Outside Classroom, Vocational Guidance
- 3.4 Group Guidance: Group Leadership Styles and Group Processes
- 3.5 Challenges in Group Guidance

Practicum/ Field engagement

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

Transaction

The transaction for this course should be done with a perspective to enhance in the

student- teachers the ability to become a “People-helper”. They should be able to appreciate the role of a guide and counsellor in the school setting.

Essential Readings

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

EARLY CHILDHOOD CARE AND EDUCATION

Course Code: RAB/PG/SEVI/4.B10.2

Credits: 02

Contact Hours: 30

Marks: 50

Introduction

The course is designed to provide the student-teachers with an insight into developmental milestones of typical children. This will enable the learners to understand deviations and strategies to address them in the critical phase of development. It will also help the learners understand the importance of transitions and its requirements.

Objectives

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

- *Explain the biological & sociological foundations of early childhood education.*
- *Describe the developmental systems approach and role responsibilities of interdisciplinary teams for early education of children with disabilities.*
- *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 Critical Periods of Development of Motor, Auditory, Visual, Linguistic & Cognitive Skills
- 1.4 Sensitive Periods of Learning: Maria Montessori's Framework & Windows of Opportunity & Learning Timelines of Development in Young Children
- 1.5 Integrating Theories of Development & Learning for Early Childhood EducationCurricula

Unit2: Early Education of Children with Disabilities

- 2.1 Young Children at Risk & Child Tracking
- 2.2 Interdisciplinary Assessments & Intervention Plans
- 2.3 Developmental Systems Model for Early Intervention (Ofguralnick, 2001)
- 2.4 Curricular Activities for Development of Skills of: Imagination, Joy, Creativity, Symbolic Play, Linguistic, Emergent Literacy, Musical, Aesthetic, Scientific & Cultural Skills
- 2.5 Evidenced Based Practices for Early Intervention

Unit 3: Inclusive Early Childhood Educational (ECE) Practices

- 3.1 Natural Environments, Service Delivery Models & Importance of Universal Designs of Learning (UDL)

- 3.2 Practices for Inclusive ECE Programs: Adaptations of Physical Environment & Equipments, Visual Support Materials, Parent Partnerships, Friendships & Engagements with Typical Children
- 3.3 Principles of Inclusive ECE Practices: Full Participation, Open Ended Activities, Collaborative Planning
- 3.4 Collaborating with Parents, Family Education & Developing Individualised Family Service Plan (IFSP)
- 3.5 School Readiness and 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 five creative teaching learning materials for children in inclusive early childhood education programs

Transactions

Visits, Observations & Workshops.

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.
- Guralnick, M.J. (2005). The Developmental Systems Approach to Early Intervention: Brookes Publication.
- 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)*. Harcourt Brace Jovanovich. Tokyo.
- Hilderbrand, V. (1991). *Introduction to Early Childhood Education*. MacMillan Publishing. New York.
- Krogh, S.L., & Slentz, K. (2001). *Early Childhood Education, Yesterday, Today & Tomorrow*. Lawrence Erlbaum Associates Publishers, London.
- Range, D.G., Layton, J.R., & Roubinek, D.C. (1980). *Aspects of Early Childhood Education. Theory to Research to Practice*. Academic Press. New York.
- Spodek, B., Saracho, O.N., & Davis, M.D. (1987). *Foundations of Early Childhood Education*. Prentice Hall, New Jersey.
- Wortham, S.C. (NK). *Measurement & Evaluation in Early Childhood Education (2nd Eds.)*, Merrill Prentice Hall, Ohio.

APPLIED BEHAVIOUR ANALYSIS

Course Code: RAB/PG/SEVI/4.B10.3

Credits: 02

Contact Hours: 30

Marks: 50

Objectives

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

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

Unit 1: Introduction to Applied Behaviour Analysis (ABA)

- 1.1 Principles of Behavioural Approach
- 1.2 ABA - Concept and Definition
- 1.3 Assumptions of ABA – Classical and Operant Conditioning
- 1.4 Behaviour- Definition and Feature
- 1.5 Assessment of Behaviour – Functional Analysis of Behaviour, Behaviour Recording Systems

Unit 2: Strategies for Positive Behaviour Support

- 2.1 Selection of Behavioural Goals
- 2.2 Reinforcement
 - Types: Positive and Negative, Primary and Secondary
 - Schedules: Continuous, Fixed Ratio, Fixed Interval, Variable Ratio, Variable Interval
- 2.3 Discrete Trial Teaching
 - Discriminative Stimulus - Characteristics
 - Response
 - Prompts: Physical, Gestural, Pointing, Visual, Positional, Verbal
 - Consequence - Characteristics
 - Inter-Trial Interval
- 2.4 Application of ABA in Group Setting
 - Negotiation and contract
 - Token economy
 - Response cost
 - Pairing and fading
- 2.5 Leadership role of teacher in promoting positive behaviour

Unit 3: Management of Challenging Behaviour

10 hours

- 3.1 Differential Reinforcements of Behaviour
- 3.2 Extinction and Time Out
- 3.3 Response Cost and Over correction
- 3.4 Maintenance
- 3.5 Generalization and Fading

Practicum

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

Transaction

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

Essential Readings

- Bailey, J., & Burch, M. (2011). Ethics for Behaviour Analysts. Routledge, New York.
- Cooper, J.O., Timothy, E.H., & Heward, W.L. (2007). Applied Behaviour Analysis. Pearson Publications.
- Fisher, W.W., Piazza, C.C., & Roane, H.S. (2013). Handbook of Applied Behaviour Analysis. Guilford Press, New York.
- Kearney, A. J. (2007). Understanding Applied Behaviour Analysis: An Introduction to ABA for Parents, Teachers and Other Professionals. Jessica Kingsley, Philadelphia.
- Lewis, P. (2006). Achieving Best Behaviour for Children with Developmental Disabilities. Jessica Kingsley Publishers London.

Suggested Readings

- Aune, B., Burt, B., & Gennaro, P. (2013). Behaviour Solutions for the Inclusive Classroom. Future Horizons Inc, Texas.
- Moyes, R.A. (2002). Addressing the Challenging Behaviour of Children with HFA/AS in the Classroom. Jessica Kingsley Publishers, London.

COMMUNITY BASED REHABILITATION

Course Code: RAB/PG/SEVI/4.B10.4

Credits: 02

Contact Hours: 30

Marks: 50

Objectives

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

- *Explain the concept, principles and scope of community based rehabilitation.*
- *Learn the strategies for promoting public participation in CBR.*
- *Apply suitable methods for preparing persons with disability for rehabilitation within the community.*
- *Provide need-based training to persons with disabilities.*
- *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
- 1.4 Socio-cultural and Economic Contexts of CBR
- 1.5 Scope and Inclusion of CBR in Government Policies and Programs

Unit 2: Preparing Community for CBR

- 2.1 Awareness Program-Types and Methods
- 2.2 Advocacy - Citizen and Self
- 2.3 Focus Group Discussion
- 2.4 Family Counselling and Family Support Groups
- 2.5 CBR and Corporate Social Responsibility

Unit 3: Preparing Persons with Disability for CBR

- 3.1 School Education: Person Centred Planning, and Peer Group Support
- 3.2 Transition: Individual Transition Plan, Development of Self Determination and Self Management Skills
- 3.3 Community Related Vocational Training
- 3.4 Skill Training for Living within Community
- 3.5 Community Based Employment and Higher Education

Practicum/ Field Engagement

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

Transaction

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

Essential Readings

- Loveday, M. (2006). The HELP Guide for Community Based Rehabilitation Workers: A Training Manual. Global-HELP Publications, California.
- McConkey, R. and O'Tool, B (Eds). Innovations in Developing Countries for People with Disabilities, P.H. Brookes, Baltimore.
- Neufelt, A. and Albright, A (1998). Disability and Self-Directed Employment: Business Development Model. Campus Press Inc. York University.
- Peat, M. (1997). Community Based Rehabilitation, W.B. Saunders Company.
- Scheme of Assistance to Disabled for Purposes of Fitting of Aids/Appliances(2014). Ministry of Social Welfare, Govt. of India, New Delhi.
- Scheme of Assistance to Organizations for Disabled Persons, Ministry of Social Welfare, Govt. of India, New Delhi.
- WHO .(1982). Community Based Rehabilitation — Report of a WHO International Consultation, Colombo, Sri Lanka, 28 June- 3 July. WHO (RHB/IR/82.1)
- WHO .(1984). "Rehabilitation For All" in World Health Magazine, WHO, Geneva.

APPLICATION OF ICT IN CLASSROOM

Course Code: RAB/PG/SEVI/4.B10.5

Credits: 02

Contact Hours: 30

Marks: 50

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.

Objectives

After completing the course the student teacher will be able to

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

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

- 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
- 1.4 Three as of ICT Application—Access, Availability, Affordability
- 1.5 Overview of WCAG (Web Content Access Guidelines)

Unit 2: Using Media and Computers

- 2.1 Media: Radio and Audio Media- Script Writing, Storytelling, Songs, etc., Television and Video in Education, Importance of Newspaper in Education
- 2.2 Computers: Functional Knowledge of Operating Computers—On/Off, Word Processing, Use Of Power Point, Excel, ICT Applications for Access to Print
- 2.3 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
- 2.4 Computer-Aided Learning: Application of Multimedia in Teaching and Learning, Programmed Instruction; Computer-Assisted Instruction; Interactive Learning
- 2.5 E-Classroom: Concept, Organizing E-Classroom and Required Adaptations for Students with Disabilities

Unit 3: Visualising Technology-Supported Learning Situations

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

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

- I. 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
- II. Prepare a PPT by inserting photos and videos on a topic of your choice
- III. Create your email account as well as design a blog

Essential Readings

- Abbot, C. (2001). ICT: Changing Education. Routledge Falmer.
- Florian, L., & Hegarty J. (2004). ICT and Special Educational Needs: A Tool for Inclusion. Open University Press, Maidenhead.

Suggested Reading

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

GENDER AND DISABILITY

Course Code: RAB/PG/SEVI/4.B10.6

Credits: 02

Contact Hours: 30

Marks: 50

Objectives

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

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

Unit 1: Human Right-based Approach and Disability

6 Hours

- 1.1 Human Rights-Based Approach: Concept and History
- 1.2 Principles of Human Rights-Based Approach
 - Equality and Non-Discrimination
 - Universality & Inalienability
 - Participation and Inclusion
 - Accountability and Rule of Law
- 1.3 Elements of Human Rights System
 - Legal Framework
 - Institutions
 - Development Policies & Programs
 - Public Awareness
 - Civil Society
- 1.4 Advantage of Human Rights-Based Approach
- 1.5 Implications for Disability
 - Empowerment
 - Enforceability
 - Indivisibility
 - Participation

Unit 2: Gender and Disability

10 Hours

- 2.1 Sex & Gender: Concept & Difference
- 2.2 Impairment & Disability: Concept & Difference
- 2.3 Gendered Experience of Disability
 - Public Domain: School and Outside School
 - Private and Familial Domain
 - Normalization and Social Role Valorisation
- 2.4 Gender and Disability Analysis: Techniques and Strategies
- 2.5 Psyche and Gender: Implications for Teaching

Unit 3: Women and Girl Child with Disability

10 Hours

- 3.1 Inclusive Equality
 - Access to Family Life
 - Access to Education, Vocational Training and Employment
 - Access to Political Participation
- 3.2 Factors Contributing to Disability
 - Gender-Based Violence in School and Within Family
 - Traditional Practices
- 3.3 Sexual and Reproductive Health
- 3.4 Teacher's Role in Promoting Gender Equality
- 3.5 Gender Critique of Legislation, Government Policy and Schemes

Practicum/Field Engagement

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

Transaction

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

Essential Readings

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

Suggested Readings

- Beeghley, L. (1999). *Angles of Vision: How to Understand Social Problems*, Westview Press. Boulder.
- Purkayastha, D. (2010). Economic Growth, Intra-Household Resource Allocation and Gender Inequality. *Atlantic Economic Journal*, 38(4), 465-466.
- Treas, J., & Drobic, S. (2010). *Dividing the Domestic: Men, Women, and Household Work in Cross-National Perspective*. Stanford University Press, Stanford.

BRAILLE AND ASSISTIVE DEVICES

Course Code: RAB/PG/SEVI/4.B10.7

Credit: 02

Contact Hours: 30

Marks: 50

Introduction

Braille, the embossed system of reading and writing for the blind along with its inventor, Louis Braille (1809-1852), has opened a wide range of avenues and opportunities for effective mainstreaming and empowerment for Persons with Visual Impairment. In addition, a plethora of devices are now available which help the visually impaired to access meaningful education in all school-subjects as also skills of independent living and economic activities.

This course familiarizes the student-teachers with the importance and operational aspects of Braille, which has stood the test of time and competition for the last about 185 years. It also introduces them to basic devices used for teaching blind and low vision children.

It is hoped that through the study of the course, the learners will be motivated to know more about these and various other devices and technologies and be in a position to help children with visual impairment/their parents to procure the needed devices with ease and speed.

Objectives

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

- *Acquire basic information about Braille, its relevance and some important functional aspects.*
- *Get basic information on types and significance of different Braille devices.*
- *Get acquainted with the types and significance of basic devices relating to Mathematics, Science, Geography and Low Vision as also on sources of their availability.*

Unit 1: Braille

- 1.1 Louis Braille and the Evolution of Braille
- 1.2 Continuing Relevance of Braille vis-a-vis Audio Material
- 1.3 Braille Signs, Contractions and Abbreviations--English Braille
- 1.4 Braille Signs and Symbols—Hindi/Regional Language
- 1.5 Braille Reading and Writing Processes

Unit 2: Braille Devices -- Types, Description, Relevance

- 2.1 Slate and Stylus
- 2.2 Braille Writer

- 2.3 Electronic Devices— Note takers and Refreshable Braille Displays
- 2.4 Braille Embossers
- 2.5 Braille Translation Software

Unit 3: Other Devices – Types, Description, Relevance

- 3.1 Mathematical Devices: Taylor Frame and Types, Abacus, Geometry Kit, Algebra Types
- 3.2 Geography: Maps--Relief, Embossed, Models
- 3.3 Science Material
- 3.4 Low Vision Aids--Optical, Non-Optical, Vision Training Material
- 3.5 Schemes and Sources of Availability

Course Work/ Practical/ Field Engagement (Any Two)

Each Student-Teacher will

- a. Observe at least five devices in use in at least five school periods.
- b. Draw up an item-wise price list of at least ten devices from different sources.
- c. Prepare a presentation – Oral/ Power point – on the relevance of Braille for children with visual impairment.
- d. Prepare a report on the availability and use of Mathematical devices (at least two) in one special school and on inclusive school.
- e. Make a report on the application of at least two non-optical devices for children with low vision.

Essential Readings

- A Restatement of the Layout, Definitions and the Rules of the Standard English Braille System (1971). The Royal National Institute for the Blind, London.
- Ashcroft, S.C., & Henderson, F. (1963). Programmed Instruction in Braille. Stanwick House, Pittsburgh.
- Lowenfeld, B. (1969). Blind Children Learn to Read. Charles C. Thomas, Springfield.
- Mani, M.N.G. (1997). Amazing Abacus. SRVK Vidyalaya, Coimbatore.
- Manual on Bharti Braille (1980). NIVH, Dehradun.
- Olson, M. R. (1981). Guidelines and Games for Teaching Efficient Braille Reading. AFB, New York.
- Proceedings: National Conference on Past and Present Status of Braille in India (2001). All India Confederation of the Blind, New Delhi.

Suggested Readings

- Hampshire, B. (1981). Working with Braille - A Study of Braille as a Medium of Communication. UNESCO, Geneva.
- Kusanjima, T. (1974). Visual Reading and Braille Reading. AFB, New York.
- Mani, M.N.G. (1992). Techniques of Teaching Blind Children. Sterling Publishers, New Delhi.
- Mellor, M. C. (2006). Louis Braille A Touch of Genius. National Braille Press,

ORIENTATION AND MOBILITY

Course Code: RAB/PG/SEVI/4.B11.1

Credit: 02

Contact Hours: 30

Marks: 50

Introduction

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

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

Objectives

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

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

Unit 1: Introduction to Orientation and Mobility

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

Unit 2: Human/ Sighted Guide Technique

- 2.1 Grip
- 2.2 Stance

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

Unit 3: Pre-Cane Skills

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

Unit 4: Cane Travel Techniques and Devices

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

Unit 5: Training In Independent Living Skills

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

Course Work/Practical/ Field Engagement

Undertake any two of the following

- a. Act as a sighted guide in different situations/settings.
- b. Prepare a list of canes and other devices available with various sources along with prices.
- c. Undergo an experience of moving under a blindfold for a few minutes and describe it (about 200 words).
- d. Make a short PowerPoint/ oral presentation for about 5 minutes on the importance of O&M for the visually impaired.
- e. 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.). AFB Press, New York.
- 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, R. C. (1993). *Mobility Skills for Blind People: A Guide for Use in Rural Areas*. Christoffel Blinden Mission, West Sussex.
- 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, A. (1986). *Mobility Training for Visually Handicapped People*. Croom Helm, London.
- Hill, E., & Ponder, P. (1976). *Orientation and Mobility Techniques*. AFB Press, New York.
- Jacobson, W.H. (1993). *The Art and Science of Teaching Orientation and Mobility to Persons with Visual Impairments*. AFB Press, New York.
- Singh, J.P. (2003). *Technology for the Blind*. Kanishka Publication. New Delhi

COMMUNICATION OPTIONS: ORALISM

Course Code: RAB/PG/SEVI/4.B11.2

Credits: 02

Contact Hours: 30

Marks: 50

Introduction

Communication, language and speech have always been at the centre stage when education of children with deafness is being discussed. Without going into much of 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 Aural Oral Options with reference to persons with hearing impairment in the context of India.*
- *Discuss the relevant issues like literacy, inclusion and training with reference to Oralism /Oral Rehabilitation.*
- *Exhibit beginner level hands on skills in using these options.*
- *Motivate self to learn and practice more skills leading to linguistic adequacy and fluency to be used while developing spoken language in children with hearing losses.*

Unit 1: Understanding Hearing Loss in Real Life Context

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

Unit 2: Advance Understanding of Oral Options

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

- 2.5 Tuning Mainstream Schools/Classrooms for Aural Oral Communication: Do's and Don'ts

Unit 3: Skill Development Required for Oralism

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

Unit 4: Skill Development Auditory Verbal (AV) Approach

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

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

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

Course Work/ Practical/ Field Engagement

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

Essential Readings

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

Suggested Readings

- Chaney, A. L., & Burk, T. L. (1998). Teaching Oral Communication in Grades K – 8. Allyn and Bacon, Boston.
- Cole, E., & Flexer, C. (2010). Children with Hearing Loss: Developing Listening and Talking, Birth to Six. (2nd Ed.). Plural Publishing Inc, San Diego, CA.
- Dhvani (Marathi). Balvidyalaya. Cym Publication, Chennai.
- Directory of Rehabilitation Resources for Persons with Hearing Impairment in India. (2000). AYJNIHH Publication, Mumbai.
- Estabrooks, W., & Marlowe J, (2000). The Baby is Listening, A. G. Bell Association, Washington D.C.
- Estabrooks, W. (2001). 50 Frequently Asked Questions (Faq's) About Auditory-Verbal Therapy. Learning to Listen Foundation. Washington, DC.
- Heller, R. (1999). Effective Leadership. Dk Publishing, New York.
- Heller, R. (1999). Managing Change. Dk Publishing, New York.
- Ling, D. (1989). Foundations of Spoken Language for Hearing Impaired Children. A.G.Bell. Washington D.C.
- Ling, D., & Ling, A.H. (1985). Aural Habilitation: The Foundations of Verbal Learning in Hearing Impaired Children. A.G. Bell Association, Washington D.C.
- Edgar, L. L., & Marguerite, S. (1963). Play it by ear! : Auditory Training Games. John Tracy Clinic Publication, Los Angeles.
- Resource Book on Hearing Impairment. AYJNIHH Publication, Mumbai.
- Unpublished Dissertations and Thesis on Profiling Communication Options in Special Schools in India.

COMMUNICATION OPTIONS: MANUAL (INDIAN SIGN LANGUAGE)

Course Code: RAB/PG/SEVI/4.B11.3

Credits: 02

Contact Hours: 30

Marks: 50

Introduction

Communication, language and speech have always been at the centre stage when education of children with deafness is being discussed. Without going into much of 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 identity.*
- *Exhibit beginner level hands on skills in using manual options.*
- *Motivate self to learn and practice more skills leading to linguistic adequacy and fluency.*

Unit 1: Understanding Deafness in Real Life Context

- 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

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

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

Essential Readings

- Communication Options and Students with Deafness. (2010). Rehabilitation Council of India, New Delhi.
- Heller, R. (1999). Managing Change. DK Publishing, New York.
- ISS Learning Material and Dictionaries
- Paul, P. V. (2009). Language and Deafness. Jones and Bartlett, Boston.
- Teaching Learning ISL Material Developed at AYJNIHH, Mumbai, SRKV, Coimbatore and NISH, Trivandrum

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

Suggested Readings

- Akamatsu, C. T., & Armour, V. A. (1987). Developing written literacy in deaf children through analyzing sign language, *American Annals of the Deaf*, 132(1), 46-51.
- Andrews, J.F., Winograd, P., & DeVille, G. (1994). Deaf children reading fables: Using ASL summaries to improve reading comprehension. *American Annals of the Deaf*, 139(3), 378-386.
- Devych, G. N., Bhattacharya, T., Grover, N., & Randhawa, S.P.K. (2014). *Indian Sign Language(S)*. Orient BlackSwan, Hyderabad.
- Directory of Rehabilitation Resources for Persons with Hearing Impairment in India. (2000). AYJNIHH Publication, Mumbai.
- Education. Gallaudet Research Institute, Working Paper 89-3, Gallaudet University, Washington, D.C.
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- Huddar, A. (2008). *Language and Communication*. DSE Manuals. Rehabilitation Council of India, New Delhi.
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- 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.

AUGMENTATIVE AND ALTERNATIVE COMMUNICATION

Course Code: RAB/PG/SEVI/4.B11.4

Credits: 02

Contact Hours: 30

Marks: 50

Objectives

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

Unit 1: Organizational frame work for Communication:

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

Unit 2: Basic principles of AAC interventions:

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

Unit 3: Areas of AAC Assessment:

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

Unit 4: Context of Communication:

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

Unit 5: Introduction to communication tools and Access Mode:

- 5.1 Types of AAC devices and systems

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

Suggested Reading:

- Silverman, F.H. (1994).Communication for the Speechless (3rd Edn.). Allyn & Bacon, Boston.
- David R. Beukelman, D. R., & Mirenda, P (2013). Augmentative and Alternative Communication Supporting Children and Adults with Complex Communication Needs (4th Edn.) Brookes Publishing Co. Baltimore.
- Lynch, C., & Cooper, J. (1991).Early Communication Skills: Practical Activities for Teachers and Therapists, Speechmark Publishing Ltd, Bicester, Oxon
- Warrick, A., & Kaul, S. (1997). Their manner of speaking: augmentative communication for children and young adults with severe speech disorders, Indian Institute of Cerebral Palsy, Kolkata
- Communication, compiler: T.N. Southgate. BA, Ormerod School, Oxford, Editor ,G.M. Cochrane MA, FRCP, Equipment for Disabled People , Mary Mariborough Lodge, Nuffield Orthopaedic Centre, Oxford OX3 7 LD
- Tina, D., & Mike, D. (1997).Literacy Through Symbols: Improving Access for Children and Adults, David Fulton Publishers, London.
- McCurtin, A., & Geraldine, M. (2000). The Manual of AAC Assessment. Speechmark Publishing Ltd., London.

MANAGEMENT OF LEARNING DISABILITY

Course Code: RAB/PG/SEVI/4.B11.5

Credits: 02

Contact Hours: 30

Marks: 50

Introduction

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

Objectives

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

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

Unit 1: Learning Disabilities: Types

- 1.1 Verbal learning disabilities: Dyslexia, Dysgraphia, Dyscalculia.
- 1.2 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

- 2.1 Assessment of Readiness Skills
- 2.2 Assessment of Reading, Writing and Math skills
- 2.3 Teacher made test
- 2.4 Standardized Tests: Need, Types & Purpose
- 2.5 Interpretation of Test report

Unit 3: Intervention Strategies in Basic Skills of Learning

- 3.1 Language skills
- 3.2 Reading
- 3.3 Writing
- 3.4 Maths skills

3.5. Study skills

Transaction

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

Course Work/ Practical/ Field Engagement

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

Essential Readings

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

Suggested Readings

- Baca, L. M., & Cervantes, H.T. (2004).The Bilingual special education interface. Pearson. New Jersey
- Browder, D. M. (2001). Curriculum and assessment for students with moderate and severe disabilities. The Guilford Press, New York
- Brunswick, N. (2012). Supporting dyslexic adults in higher education and the workplace. Wiley-Blackwell, Malden.
- Fitzgibbon, G., & O'Connor, B. (2002). Adult Dyslexia: a guide for the workplace. John Wiley & Sons, Ltd., London.
- Gribben, M. (2012). The study skills toolkit for students with dyslexia. Sage Publication, London.
- Karanth, P., & Rozario, J. (2003). Learning disabilities in India: willing the mind to learn. Sage Publication, New Delhi.
- Martin, L, C.(2009). Strategies for teaching students with learning disabilities. . Corwin Press, California.
- McCardle, P., Miller, B., Lee, J, R., & Tzeng, O, J.L. (2011). Dyslexia across languages. (orthography and the brain-gene-behavior link).Paul H. Brookes, Baltimore.
- Shula, C. (2000). Understanding children with language problems. Cambridge, New York.

- Prakash, P. (2008). Education of exceptional children: challenges and strategies. Kanishka publishers, New Delhi.
- Reddy, G. L., & Ramar, R. (2000). Education of children with special needs. Discovery Pub., New Delhi.
- 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. Maryland, York Press.
- Wong, B., & Butler, D. L. (2012). Learning about learning disabilities. Elsevier Academic Press, Amsterdam.

VOCATIONAL TRAINING, TRANSITION & JOB PLACEMENT

Course Code: RAB/PG/SEVI/4.B11.6

Credits: 02

Contact Hours: 30

Marks: 50

Objectives

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

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

Unit 1: Fundamentals & Assessment of Vocational Rehabilitation

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

Unit 2: Vocational Transition & Curriculum Planning

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

Unit 3: Process of Vocational Rehabilitation & Placement

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

Hands on Experience

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

Suggested Readings

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

BASIC RESEARCH AND STATISTICS (EPC)

Course Code: RAB/PG/SEVI/4.D19

Credits: 02

Contact Hours: 30

Marks: 50

Objectives

After completing the course student-teachers will be able to

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

Unit 1: Introduction to Research

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

Unit 2: Types and Process of Research

- 2.1 Types of Research
 - Basic/Fundamental
 - Applied
 - Action
- 2.2 Process of Research
 - Selection of Problem
 - Formulation of Hypothesis
 - Collection of Data
 - Analysis of Data & Conclusion
- 2.3 Tools of Research: Tests, Questionnaire, Checklist and Rating Scale
- 2.4 Action Research in Teaching Learning Environment
- 2.5 Professional Competencies for Research

Unit 3: Measurement and Analysis of Data

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

Practicum/ Field Engagement

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

Essential Readings

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

Suggested Readings

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

Semester- IV

RAB/PG/SEVI/4.E21.3: Cross disability & inclusion

Credits: 04

Hours:120

Marks: 100

Sl. No.	Tasks for the Student-teachers	Educational Settings	Disability Focus	Specific Activities	Hrs.	Marks	Submissions
1.1	Classroom Observation For school subjects at different levels	1. Special schools other than VI 2. Inclusive schools	1. Other than VI 2. Any Disability	Observation For school subjects at different levels Observation For school subjects at different levels	15 Hrs 15 Hrs	25	
1.2	Orientation and Mobility Training	College Campus and outside campus	VI	a) Sighted Guide Technique b) Pre Cane skills c) Cane technique d) Direction finding technique	60 Hrs	50	
1.3	Teaching lessons on O&M and ADL	Special and inclusive school	VI and VIMD	Individualized Teaching lessons on orientation and mobility and activities of daily living	30 Hrs	25	

Semester- IV**RAB/PG/SEVI/4.F23: Other Disability Special School****Credits: 04****Hours: 120****Marks: 100**

Sl. No.	Tasks for the Student-teachers	Disability Focus	Educational Setup	Hrs.	Marks
1	1. Classroom teaching, development of TLM, document study, maintenance of record	Other than Visual Impairment	Special Schools for other disabilities	60 Hrs	50
	2. Classroom teaching, development of TLM, document study, maintenance of record	VIMD	Special schools or programmes for Multiple disabilities	60 Hrs	50

RAB/PG/SEVI/4.F24: Inclusive School**Credits: 04****Hours: 120****Marks: 100**

Sl. No.	Tasks for the Student-teachers	Disability Focus	Educational Setup	Hrs.	Marks
1	Classroom teaching with special focus on functional academic skills e.g., Braille, special equipments, preparation of TLM to facilitate inclusion and creating awareness about the needs of children with disabilities	Visually Impaired, seeing children and teachers	Inclusive schools	120 Hrs	100

2.2 Detailed Curriculum

Same as Curriculum Framework Bachelor of Education-Special Education B.Ed.Spl.Ed. Norms Regulations & Course Content May 2015: Effective from Academic Session 2015-2016: Rehabilitation Council of India B-22, Qutab Institutional Area, New Delhi-110016, Email: retratesd@nde.vsnl.net rechcocouncil_delhi@bol.net.in www.rehabcouncil.nic.in : **PP 1-116.**

A-Theory : Core Courses

B. Theory : Cross Disability and Inclusive Education (Including Optional) Course

C. Theory : Disability Specialization Courses

D. Theory : Enhancing Professional Capacities (EPC) Professional Development Courses

E. Practical Related to Disability

F. Field Engagement/ School Internship

“Accepted by the BOS of the Department of Disability Studies” held on 17.07.2023

- | | |
|---------------------------|------------------------------|
| 1. Chairman of BoS. | 2. Mrs. Baby Dutta Chaudhuri |
| 2. Shri Biswajit Dhar | 4. Shri Biswajit Ghosh |
| 5. Dr. Sanjay Kumar Yadav | |

“ Approved by the E.C.” in its meeting held on

PRACTICUM: V.I.

Semester- I

RAB/PG/SEVI/1.E20 Cross disability and inclusion

Credits: 02

Hours: 60

Marks: 50

Sl. No.	Tasks for the Student-teachers	Disability Focus	Educational Settings	Specific Activities	Hrs. (60)	Marks	Submissions
1	1.Classroom Observation	1.VI 2.Other than VI 3.Any disability	1.Special School 2.Minimum three special schools 3. Inclusive schools	1.Learners will observe students in different educational settings, curriculum transaction, classroom interaction in curricular and co-curricular areas and submit a report	10 10 10	25	
	2. Learning of Braille	VI and Deaf-blind	College	2.Introduction to Bharati/ Hindi or Regional Braille	30	25	

Semester - II
RAB/PG/SEVI/2.E21.1: Disability Specialisation

Credits: 02

Hours: 60

Marks: 50

Sl. No.	Tasks for The Student-teachers	Educational Settings	Disability Focus	Specific Activities	Hrs.	Marks	Submissions
1.1	Learning of Braille	College	VI	1. Bharati Hindi or Regional Braille 2. Braille Mathematical sign for: Numeric indicator, basic operations, simple fraction and brackets	30 Hours 15 Hours	25	
1.2	Learning the use of Assistive Devices	College	VI	Taylor Frame: Basic Operation using arithmetic and algebraic types	15 Hours		

RAB/PG/SEVI/3.E21.2: Disability Specialisation

Marks: 100

Sl. No.	Tasks for the Student-teachers	Educational Settings	Disability Focus	Specific Activities	Hrs.	Marks	Submissions
1.1	Reading And writing of standard English braille	College	VI	1. Reading and writing English Braille text. Transcription from print to Braille and vice versa(Grade II) 2. Braille Mathematics Code: Radicals, fraction (Mixed, complex and hyper complex), sign and symbols of comparison, Shape signs, Greek letters, indices, set, symbols, trigonometric functions 3. Abacus and Geometric kit	60 Hours	50	
					30 Hours	25	
					30 Hours	25	

Marks: 100

Sl. No.	Tasks for the Student-teachers	Disability Focus	Educational Set up	No. of Lessons
1	Classroom teaching	VI	Special Schools for VI	Min. 90 school periods

Semester- IV

RAB/PG/SEVI/4.E21.3: Cross disability & inclusion

Credits: 04

Hours:120

Marks: 100

Sl. No.	Tasks for the Student-teachers	Educational Settings	Disability Focus	Specific Activities	Hrs.	Marks	Submissions
1.1	Classroom Observation For school subjects at different levels	1. Special schools other than VI 2. Inclusive schools	1. Other than VI 2. Any Disability	Observation For school subjects at different levels Observation For school subjects at different levels	15 Hrs 15 Hrs	25	
1.2	Orientation and Mobility Training	College Campus and outside campus	VI	e) Sighted Guide Technique f) Pre Cane skills g) Cane technique h) Direction finding technique	60 Hrs	50	
1.3	Teaching lessons on O&M and ADL	Special and inclusive school	VI and VIMD	Individualized Teaching lessons on orientation and mobility and activities of daily living	30 Hrs	25	

Semester- IV**RAB/PG/SEVI/4.F23: Other Disability Special School****Credits: 04****Hours: 120****Marks: 100**

Sl. No.	Tasks for the Student-teachers	Disability Focus	Educational Setup	Hrs.	Marks
1	3. Classroom teaching, development of TLM, document study, maintenance of record	Other than Visual Impairment	Special Schools for other disabilities	60 Hrs	50
	4. Classroom teaching, development of TLM, document study, maintenance of record	VIMD	Special schools or programmes for Multiple disabilities	60 Hrs	50

RAB/PG/SEVI/4.F24: Inclusive School**Credits: 04****Hours: 120****Marks: 100**

Sl. No.	Tasks for the Student-teachers	Disability Focus	Educational Setup	Hrs.	Marks
1	Classroom teaching with special focus on functional academic skills e.g., Braille, special equipments, preparation of TLM to facilitate inclusion and creating awareness about the needs of children with disabilities	Visually Impaired, seeing children and teachers	Inclusive schools	120 Hrs	100

Rabindra Bharati University
Department of Disability Studies
Classroom Observation Schedule

General Information

Date :

Time:

Name of the school :

Name of the teacher:

Subject:

Class:

Number of the students in the class:

Boys :

Girls:

A. Teaching- Learning Process:

- Teachers appearance : moderate/good/excellent
- Facial expression of the teacher : Serious/smiling.
- Cleanliness of the classroom : good/ not good/ moderate.
- Eye contact of the teacher: covering the class/ not Covering the class.
- Process of motivation : appropriate /not appropriate
- Process of exploration : appropriate /not appropriate
- Process of elaboration : appropriate /not appropriate

8. Process of elaboration : appropriate /not appropriate

9. process of evaluation : appropriate /not appropriate

10. Skills used:

a.

b.

c

11. Method (s) used :

- a.
- b.

B. Use of TLM

1. Appropriate : yes/no.
2. Appropriate in Size : yes/no
3. Used in appropriate time :yes/no

C. Quality of Education

1. Explain the step-wise processes of teaching Braille:
2. Explain the step-wise processes of teaching Abacus:
3. Explain the step-wise processes of teaching Tyler Frame :
4. Explain the step-wise processes of teaching Orientation and mobility:
5. Explain the step-wise processes of teaching Daily living skills.

D. Evaluation procedure

1. How many formative tests have been conducted in last one year ?
2. How many summative tests have been conducted in last one year?
3. Have you constructed Achievement test? Yes /no.
4. Have you followed the continuous and comprehensive assessment?

E. Additional Information/ Uniqueness of Classroom

Rabindra Bharati University
Department of Disability Studies
SCHOOL OBSERVATION SCHEDULE

Date :

Name of the School :

Address:

A. Aim and Objectives of the school.

1. State the aim of the school :
2. Find out short-term goal(s) of the school :
3. Enlist the objectives of the school :

B.School Observation

1. Whether the school is residential : yes/ no /mixed.
2. Total No .of the students : Boys (); Girls ().
3. Total number of staff in the school:
 - . Teaching:
 - . Non-teaching
 - . Normal
 - . Differently
4. Find out student –teacher ratio (:)

C . Infrastructural Facilities

1. Total area of the land.
2. Number of classroom:
3. Size of play ground : large/ medium/small/absent
4. Presence of library : yes/no
5. Number of books :
6. Presence of computer lab: yes/no
7. If yes, number of workable computer:
8. Enlist the assistive devices :

D. School Management.

1. Name of the head of the institute:
2. Enlist responsibilities of the head of the institute.
3. Enlist the student registers :
4. Who is responsible for curriculum development?
5. Who is responsible for Co-Curricular activities?
6. Who are responsible for plus curricular activities ?

E. Teachers

1. Total male teachers : () and female teachers : ()
2. Average working hours of a teacher :

3. If they get any opportunity in main stream school, how much of them will move?
4. Why they selected this profession :

F. Child Development

1. Strategies for physical development:
2. Strategies for mental development :
3. Strategies for emotional development:

G. Aspects of curriculum and curriculum transactions.

1. What are the subjects included in your school curriculum ?
2. Are they same as general education : yes /no/mostly/ rarely.
3. State the core curricular areas adapted in the school:
4. State the Co-curricular activities included in the school ;

Question Pattern for B.Ed. Special Education (V.I.)

Term and examination (TEE)

80 marks

The question paper of Term end examination will contained 80 marks. Total marks secured by the students = TEE mark + CIA mark.

1. Part A (Very short questions)

It will contains 10 questions, 2 questions from each unit,

Having 1 marks each.

10 Questions X 1 marks = 10 marks

Question No. 1 - 10.

2. Part B (Short questions)

It will contains 5 questions. 1 question from each units out which 4 questions will be attempted.

4 Questions X 5 marks = 20 marks

Question No. 11 - 15.

3. Part C (Long questions)

It will contains 5 questions, 1 question (both either and or” question) will come from each unit.

Having 10 marks each.

5 Questions X 10 marks = 50 marks

Question No. 16 - 20.

Question Pattern for B.Ed. Special Education (V.I.)

Term and examination (TEE)

40 marks

The question paper of Term end examination will contained 40 marks. Total marks secured by the students = TEE mark + CIA mark.

1. Part A (Very short questions)

It will contains 5 questions, at least 1 question from each unit and maximum 2 questions from each unit.

Having 1 marks each.

5 Questions X 1 marks = 5 marks

Question No. 1 - 5.

2. Part B (Short questions)

It will contains 5 questions, at least 1 question from each unit and maximum 2 questions from each unit. Out of which 3 questions will be attempted.

Having 1 marks each.

3 Questions X 5 marks = 15 marks

Question No. 6 - 10.

3. Part C (Long questions)

It will contains 3 questions, 1 question will from each unit. Out of which, 2 question will be attempted.

Having 10 marks each.

2 Questions X 10 marks = 20 marks

Question No. 11 - 13.

Note sheet

A draft of 'Norms, Regulations and Curriculum for Two-year B. Ed. Special Education in Visual Impairment and Inclusive Education (B. Ed. Spl. Ed. in V.I. & I.E.) Programme, 2015' has been prepared keeping consonance with RCI Regulation, 2015.

It may also be noted that the above mentioned regulation may be implemented for the students admitted in the academic session 2015 – 2016.

As the examination of 1st semester is scheduled to be held in near future necessary permission is solicited for implementing the regulations.


Deputy Registrar (Exam.)


24.5.16
Secretary, Faculty Councils (Acting)

~~Honble VC~~
Approved by
May be placed before
for ratification. 24/5/16.



RABINDRA BHARATI UNIVERSITY

**BACHELOR OF EDUCATION- SPECIAL
EDUCATION (VISUAL IMPAIRMENT)
B.Ed. Spl. Ed. (V.I.)**

**Norms, Regulation & Course Content
(Two Years Duration following NCTE and RCI
Regulation) Effective from Academic Session 2015-16**

**RABINDRA BHARATI UNIVERSITY
DEPARTMENT OF DISABILITY STUDIES
KOLKATA- 700050**



RABINDRA BHARATI UNIVERSITY

Kolkata 700050

Norms, Regulations and Curriculum for Two-year B.Ed. Special Education (Visual Impairment) (B.Ed. Spl. Ed. in V.I.) Programme, 2015

[With effect from the Academic Session 2015 -16]

In exercise of the powers conferred on it by section 50 of the Rabindra Bharati University Act, 1981, read with clause (f) of Section 49 thereof, the Executive Council makes the “B.Ed. Spl. Ed. Regulations, 2015”, relating to the provisions of Norms, Regulations and Course Content of the Rehabilitation Council of India for Award of the B.Ed. Spl. Ed. (V.I.) Degree. Chapter XII of the Rabindra Bharati Regulations (B.Ed. Spl. Ed.), 1996 with subsequent amendments from time to time, shall be substituted by the aforesaid “B.Ed. Spl. Ed. (V.I.) Regulations, 2015.”

1.1. Preamble

The constitution of India ensures equality, freedom , justice and dignity of all individuals and thus mandates an inclusive society for all including persons with disabilities. Indeed, now it is universally recognized that persons with disabilities or special needs or differently able constitute valuable human resources for the societies. Meaningful education alone can enable them to face the challenges of life effectively and to participate actively in community activities and thus they also become useful assets of the society.

In this backdrop, the Section 26 of our Persons with Disabilities Act (1995) enjoins upon all the appropriate Governments and the local authorities to “ Ensure that every child with a disability has access to free education in an appropriate environment till he attains the the age of eighteen years.”

The UN Convention on the Rights of Persons with Disabilities which the Go I has already ratified in October,2007 and recognizes that through Article 24 ,‘the right of persons with disabilities to education.’ For realizing this right, the Convention calls upon Member-States, interalia, to ensure that children with disabilities are not excluded from free and compulsory education, on the basis of disability and also to ensure that they receive ‘effective individualized support measures in environments that maximize academic and social development, consistent with the goal of full inclusion.’ In this context, ‘ The Right of Children to Free and Compulsory Education Act, 2009’

assumes special significance. It provides for quality educational opportunities to be made available to children with disabilities (special needs or differently abled) as well, along with necessary infrastructural facilities and support services including trained teachers.

The literacy rate among persons with disabilities is to be just about 49 percent and only about 9 percent of disabled youngsters manage to complete secondary education. Para 48 of the National Policy for persons with Disabilities seeks to ensure “that every child with disability has access to appropriate pre-school , primary and secondary level education by 2020.”

In order to work towards realizing this national goal, the University has taken the decision to develop a large cadre of appropriately and adequately trained teachers who will play a decisive role in bringing about a qualitative change in the lives of persons with disabilities. They will imbibe the desired positive attitudes towards disability. Viewing it as a social challenge to human ingenuity and resourcefulness and not a terrible affliction or obstruction. They will understand the real meaning of inclusion, a basic mindset, a philosophy of life and not just a matter of rhetoric or a cliché. Of course, they have to acquire all necessary knowledge, understanding and skills for successful and efficient discharge of their onerous responsibilities.

In these contexts, as per the UGC Notifications (2009 & 2014), the B.Ed. Special Education programme of the University has been designed to fulfil the significant goal of preparing competent, creative, committed and confident teachers and special educators to deal with the CWSN. In accordance with the RCI and UGC guidelines the curriculum follows the choice based credit system (CBCS) under the present Regulations of the University.

The Regulations of the University be called “B.Ed.Spl.Ed. (V.I.) Regulations, 2015”, which will be applicable for admission, enrolment, conduct, conferment of degree and RCI registration of the qualified candidates.

The programme is a professional course that prepares teachers for Upper Primary (classes VI-VIII), Secondary (classes IX-X) and Higher Secondary (classes XI-XII) levels. With the approval of the RCI, the statutory body under the Department of Persons with Disabilities, MSJ&E, GoI, and the Department of Disability Commission. Govt. of WB, the ‘Department of Disability Studies’ of the University shall conduct the two-year B.Ed. Spl. Ed. Programmes under the Choice based credit system (CBCS) consisting of four semesters having six months each.

1.2. Aims and Objectives of the Programme

1.2.1. The B.Ed. (Special Education) programme aims to develop teachers for teaching children with different disabilities (V.I., H.I., I.D. etc.) and their inclusions for various social settings. The

programme will prepare human resources to enable them to acquire knowledge and develop competencies and skills to impart education and training effectively to all children including children with special needs (differently abled).

1.2.2. The objectives of the B.Ed. Special Education programmes are :

- i. To acquire knowledge about change in the prevailing and emerging Indian society in view of recent trends in inclusive education and national development;
- ii. To identify the special needs of children and develop confidence in them to realize their potentials and abilities to meet the goal of national development for inclusive society with self-respect, dignity and freedom;
- iii. To develop skills and competencies of the teachers to cater to the needs of children with disabilities in general and special class settings in particular, in cognitive , affective and psycho-motor domains;
- iv. To equip in various techniques of teaching and evaluation in special and inclusive setup.

1.3. Eligibility Criteria and Procedure of Admission

1.3.1. For each academic session, the notification for admission to B.Ed.Spl.Ed. Programme will be made by the University authority, in consonance with the guidelines of the competent authorities announced time to time.

1.3.2. The candidates with at least fifty percent(50%) marks either in Bachelor's Degree and/or in the Master's Degree in Sciences/Social Sciences/Humanity. Bachelor's in Engineering or Technology with specialization in Science and Mathematics with 55% marks or any other qualification equivalent thereto of recognized duration as required by the concerned discipline or its equivalent as suggested by the concerned Equivalence Committee from any UGC recognized University/Institute in India or abroad, shall be eligible to apply for admission to the said academic programme.

1.3.3. The intake capacity shall be determined by the RCI approval and the decision of the University.

1.3.4. The reservation and relaxation policy shall be followed as per the rules of the State Govt.

1.3.5. The eligible candidates will be admitted strictly according to the merit list prepared by the University authority.

1.3.6. There shall be no scope of re-admission in the first semester of the programme.

1.4. Programme Implementation:

1.4.1. The Programme will be of two years with two semesters in each year. Each semester will be of 16-18 weeks in summer and 2 weeks in inter-semester break will also be utilized for covering the courses. In this way, the following operational weeks will be available for transacting the courses of the programme:

- 16-18 weeks for first /third semesters + two weeks break between each of the first-second and third-fourth inter-semester (summer) breaks;
- 16-18 weeks for second / fourth semesters + two weeks break between the second-third inter-semester (winter) break;

1.4.2. According to the UGC guideline, the academic programme follows the CBCS, where one credit is equivalent to one hour of teaching (lecture/tutorial) or two hours of practical work/ field engagement per week for 16-18 weeks in a semester.

1.4.3. Practical work for each of the theory courses, besides the above mentioned (4.2.) contact hours, additionally include self-study, assignments, presentations, report writing etc. May involve same number of contact hours as specified for each course (Framework of the Programme).

1.4.4. The faculty - student ratio of the programme might be 1:10, as per the RCI norms.

1.4.5. The norms of the Faculty, Infrastructural Facilities and Practicing schools prescribed by the RCI be followed.

1.4.6. Engagement with the Field and school Experience:

(i) The B.Ed. Spl. Ed. Curriculum shall provide for sustained interaction with the child, school and community in varied settings for establishing close connections between different curricular areas and making teacher-trainee understand her/his role and function.

(ii) In the first year (First two semesters), there shall be work on the field amounting to a minimum of four weeks, spread over several days throughout the semester / year. This will include minimum of one week of school engagement and three weeks of other practical work/engagements.

(iii) In the second year (Third and Fourth semesters), there shall be a minimum of 16 weeks of engagement with the field of which minimum of 15 weeks are for school internship and one week is for other field engagements. Thus a minimum of 20 weeks (4+16) shall be allocated over the two years for tasks, assignments as per the courses and school internship in the field, under the broad curricular areas of Practical related to Disability and Field Engagement.

(iv) The weightage of internal assessment for Engagement with the Field shall be decided by the

University.

(v) Tasks and Assignments that run through all the courses These tasks and projects would help in substantiating perspectives and theoretical frameworks studied in a teacher education classroom with field based experiences. The tasks and projects may include collaborative partnership with the schools for developing CCE practices, creative ways of tracking learners' progress, forums for professional development of in-service school teachers, dialogue with the School Management Committee, parents and the community.

(vi) The community based engagement may also be related to the pedagogical subjects and/or concerns and challenges arising out of special needs of children.b) School Internship/Attachment While First year prepares grounds for going to education settings and interacting and working with children including children with disabilities; the second year would offer intensive engagement with the school in the form of School Internship, student-teachers shall work as a regular teacher/special teacher/ special educator and participate in all the school activities, including planning, teaching and assessment, interacting with school teachers, parents, community members, other support personnel and children including children with special needs specific to the areas of specialization being offered by the student teacher. Before teaching in a classroom, the student teachers will observe the school and its classrooms for a week , to understand the school in totality, its philosophy and aims, organisation and management, the life of a teacher; need of the physical,mental,emotional development of children; aspects of curriculum and its transaction; quality, transaction, and assessment of teaching-learning.

(vii) Internship shall be designed to lead to the development of a broad repertoire of perspectives, professional capacities,teacher dispositions,sensibilities and skills. Student teachers shall be equipped to cater to diverse needs of learners in schools. Student-teachers are to be actively engaged in teaching at two levels,namely,upper primary and secondary. Internship in schools is to be done for a minimum duration of 15 weeks.This should include observing a regular classroom with a regular teacher and would also include peer observations. Teacher observations and observations of interns' lessons by faculty besides other settings. It is important that the student-teachers consolidate and reflect on their teaching experience during and after the school internship. Therefore , along with writing reflective journals during the internship programme, there shall be space for extended discussions and presentations on different aspects of the teaching experience after the internship. For each student-teacher, internship should be conducted preferably in one school for entire 15 weeks.

To understand the dynamics of teaching at elementary and secondary levels, this period can be divided into two blocks; this will also be impacted by the type of schools (Special and Inclusive) being available. Internship should not be reduced to the ‘delivery’ of a certain number of lesson plans but should aim for meaningful and holistic engagement with learners and the school. Internship will involve spending maximum time in school for practice teaching performing all tasks of a special teacher/ special educator and also being teacher for the school subjects opted as part of pedagogical courses; setting will be a mix of special school, inclusive school and resource and home-based teaching and support as may be required by the special needs of students.

1.4.7. Department may arrange visit to the local institution(s) as well as institution(s) of national repute outside the state in the related field within the span of 2 years of study. The detail of the financial requirement of the student will be decided by the University authority from time to time.

1.5. Examination:

1.5.1 Eligibility to Appear at the semester end Examination are – (a) minimum attendance of the student –teacher shall have to be 80% for all theoretical courses, 90% for all practical courses, and 100% for school internship and (b) each of the student- teachers shall have to complete the procedure of continuous internal assessment process.

1.5.2. Each candidate shall have to submit the duly filled in Examination form together with the prescribed examination fees before each of the semester end examination as per notification of the university authority.

1.5.3. Not eligible candidates’ other than in the first semester, should get re-admission as required in the second, third or fourth semester to fulfill the eligibility criterion to appear at the next semester –end examination as per rules of the University.

1.5.4. Minimum pass condition of the programme is to obtain Grade ‘B’ (50% marks) in each of the courses separately.

1.5.5. A failed candidate may appear at the supplementary examinations of a particular course or courses of a semester for maximum three consecutive chances within a period of three years from the date of admission to the programme. Generally, supplementary examinations are held with the same normal semester-end examination of the next academic session and the special semester examination for any course or courses of any semester is held immediately after the fourth semester-end result.

1.5.6. The result of the semester is to be published within one month from the date of completion of the semester-end examination and there shall be no review of answer scripts after the

publication of semester results.

1.5.7. Candidate failed in any course(s) of a semester may be allowed for the next semester subject to qualify the respective course(s) within the stipulated chances.

1.6. Chances to appear at the Examination:

1.6.1. A candidate may appear at a particular course or semester (as the case may be) for three consecutive chances including the original one.

1.6.2. A candidate will be eligible for Supplementary Semester Examination if he/she has already made him/herself eligible for appearance at that semester examination.

1.6.3. A candidate may or may not sit at the Supplementary Semester Examination but it will be counted as a chance.

1.6.4. The candidates passing in the Supplementary Examination at any stage will not be considered for any award or rank.

1.6.5. Example of calculation of chances to appear at the examination will be guided by the following principle as shown in the table:

Candidates admitted in the academic session 2015-2016				
*	Semester	1 st Chance	2 nd Chance	3 rd Chance
*	1 st	December, 2015	December, 2016	December, 2017
	2 nd	June, 2016	June, 2017	June, 2018
	3 rd	December, 2016	December, 2017	**August, 2018
*	4 th	June, 2017	June, 2018	**August, 2018

*Special supplementary Examination

1.7 Evaluation Norms:

1.7.1 Obtained Range of Percentage of Marks, Grade Point, SGPA/CGPA, Letter Grade and Quality Evaluation.

% score in 100 point scale	Grade Point	SGPA/CGPA Range	Letter Grade	Qualitative Evaluation
75.00- 100.00	10	9.001-10.000	A++	Outstanding
70.00- 74.99	9	8.001-9.000	A+	Excelent
65.00- 69.99	8	7.001-8.000	A	Very Good
60.00- 64.99	7	6.001-7.000	B++	Good
55.00- 59.99	6	5.501-6.000	B+	Fair
50.00- 54.99	5.5	5.001-5.500	B	Avearge
00.00- 49.99	0	N.A.	F	Fail
N.A.	0	N.A.	Ab	Absent

1.7.2 Computation of Credit Point, Semester Grade Point Average (SGPA), Cumulative Grade Point Average (CGPA) and Equivalent Percentage Formula (EPF):

- ❖ Credit Point = Grade Point X Credit
- ❖ $SGPA = \frac{\text{Sum of Credit Point of Course of a Semester}}{\text{Total Credit of that Semester}}$
- ❖ $CGPA = \frac{\text{Sum of Credit Point of four Semesters}}{\text{Sum of total Credits of four Semesters}}$

EPF Table:

Along with Grade and CGPA, equivalent percentage of the marks obtained is given on the Final Grade Card based on the formula given here under:

If CGPA/SGPA is in (5.5-6.00) then, Equivalent Percentage = $10 \times CGPA/SGPA$

If CGPA/SGPA is in (6.00-9.00) then, Equivalent Percentage = $(05 \times CGPA/SGPA) + 30$

If CGPA/SGPA is in (9.00-10.00) then, Equivalent Percentage = $(25 \times CGPA/SGPA) - 150$

1.8 Certificate and Regulation:

1.8.1 The University shall award the Degree in Bachelor of Education in Special Education (Area of Specialisation), spelling out clearly the area of specialisation and mentioning as a statement that the passed out candidate can teach in all setting and other (cross) disabilities.

1.8.2 Certification as a Registered Professional :

The Grade sheet result along with certificate of the academic programme be provided by the University to the qualifying candidate, It is mandatory for every student-teacher of the B.Ed. Special Education to obtain a “Registered Professional Certificate” from the Rehabilitation Council of India u/s, 19 of the Rehabilitation Council of India Act (1992), to work in the field of Special Education in India.

1.8.3 The objectives of the programme are to facilitate learners to:

- ❖ Acquire knowledge & skills about human development, contemporary Indian education, pedagogy of various school subjects and assessment for learning.

- ❖ Acquire knowledge & skills about nature and educational needs of children with disabilities with emphasis on children with hearing impairment.
- ❖ Develop conceptual understanding of education for working with children with and without disabilities in various settings.
- ❖ Enhance knowledge and skills related to professional competencies.
- ❖ Facilitate proactive and desirable attitudes towards education of children with special needs.

1.8.4 Overall Outcome of the Programme:

The B.Ed.Spl.Ed.(VI) programme aims to develop special education teachers/educators for children with disabilities and in particular to children with hearing impairment for various educational settings (Inclusive, Special, Open School , Home Based services etc.). The B.Ed. Spl. Ed.(VI) programme will prepare human resources to enable them to acquire knowledge and competencies to impart effective education to children with hearing impairment and other disabilities with adequate emphasis on education of ALL children. The program further aims to develop special teachers/educators who are able to deliver the best in all the roles like classroom teacher, resource teacher, itinerant teacher, cross disability teacher facilitator.

II. CURRICULUM

2.1 General Framework of the Programme:

Following the RCI, NCTE and UGC guidelines, the programme is planned according to CBCS, one credit is equivalent to one hour of teaching(lecture/tutorial) or two hours of practical work/field work per week for 16 weeks of each semester. Practical work for each theory course, besides these contact hours including self study, assignments, report writing etc, involve the same number of hours as are the contact hours specified for each course.

2.1.1 Programme Structure:

The Course Structure

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

The Course Structure

Area A: Core Courses

RAB/PG/SEVI/1.A01	Human Growth & Development
RAB/PG/SEVI/1.A02	Contemporary India and Education
RAB/PG/SEVI/2.A03	Learning,Teaching and Assessment
RAB/PG/SEVI/2.A04	Pedagogy of Teaching (With Special Reference to disability) ANY ONE
RAB/PG/SEVI/2.A04.1	PART I: Science
RAB/PG/SEVI/2.A04.2	PART II: Social Science
RAB/PG/SEVI/2.A04.3	PART III: Mathematics
RAB/PG/SEVI/2.A05	Pedagogy of Teaching (With Special Reference to disability)ANY ONE
RAB/PG/SEVI/2.A05.1	PART IV: Bengali/Hindi
RAB/PG/SEVI/2.A05.2	PART V: English

Area B: Cross-Disability and Inclusion

RAB/PG/SEVI/2.B06	Inclusive Education
RAB/PG/SEVI/1.B07	Introduction to Sensory Disabilities (VI,HI,Deaf-Blind)
RAB/PG/SEVI/1.B08	Introduction to Neuro Developmental Disabilities (LD,MR(ID),ASD)
RAB/PG/SEVI/1.B09	Introduction to Locomotor & Multiple Disabilities(Deaf-Blind, CP,MD)
RAB/PG/SEVI/4.B10	Skill Based Optional Course (Cross Disability and Inclusion) ANY ONE
RAB/PG/SEVI/4.B10.1	Guidance & Counselling
RAB/PG/SEVI/4.B10.2	Early Childhood Care and Education
RAB/PG/SEVI/4.B10.3	Applied Behaviour Analysis
RAB/PG/SEVI/4.B10.4	Community Based Rehabilitation
RAB/PG/SEVI/4.B10.5	Application of ICT in Classroom
RAB/PG/SEVI/4.B10.6	Gender and Disability
RAB/PG/SEVI/4.B10.7	Braille and Assistive Devices
RAB/PG/SEVI/4.B11	Skill Based Optional Course (Disability Specialisation) ANY ONE
RAB/PG/SEVI/4.B11.1	Orientation and Mobility
RAB/PG/SEVI/4.B11.2	Communication Options:Oralism
RAB/PG/SEVI/4.B11.3	Communication Options:Manual (Indian Sign Language)
RAB/PG/SEVI/4.B11.4	Augmentative and Alternative Communication
RAB/PG/SEVI/4.B11.5	Management of Learning Disability
RAB/PG/SEVI/4.B11.6	Vocational Rehabilitation and Training to Job Placement

Note: In case of student-teacher with disability; the choice of two optional courses from B-10 or B-11 can be on case to case basis (e.g. Student-teacher with VI and HI may opt for courses that are appropriate for them across/only from B10 & B11)

Area C: Disability Specialisation Courses

RAB/PG/SEVI/1.C12	Assessment and Identification of Needs
RAB/PG/SEVI/2.C13	Curriculum Designing, Adaptation and Evaluation
RAB/PG/SEVI/3.C14	Intervention and Teaching Strategies
RAB/PG/SEVI/3.C15	Technology and Disability
RAB/PG/SEVI/3.C16	Psycho-Social and Family Issues

Note: Choice of Specialisation with specific reference to Area C-(i) Visual Impairment (VI)
 * (ii) Hearing Impairment (HI); (iii) Learning Disabilities (LD); (iv) Autism Spectrum Disorders (ASD); (v) Mental Retardation Intellectual Disability(MR ID) ; (vi) Multiple Disabilities* Presently Available

Area D: Enhancement of Professional Capacities (EPC)

RAB/PG/SEVI/3.D17	Reading and Reflecting on Texts
RAB/PG/SEVI/3.D18	Drama and Art in Education
RAB/PG/SEVI/4.D19	Basic Research and Statistics

Note: Where ever applicable specific reference to disability will be focused

Area E: Practical Related to Disability

RAB/PG/SEVI/1.E20	Cross disability and inclusion (Part of Area B)
RAB/PG/SEVI/2.E21.1	Disability Specialisation (Part of Area C)
RAB/PG/SEVI/3.E21.2	Disability Specialisation (Part of Area C)
RAB/PG/SEVI/4.E21.3	Disability Specialisation (Part of Area C)

Area F: Field Engagement/School Attachment/Internship

RAB/PG/SEVI/3.F22	Main Disability Special School (Related to Area C)
RAB/PG/SEVI/4.F23	Other Disability Special School (Related to Area B)
RAB/PG/SEVI/4.F24	Inclusive school (Related to Area B & C)

2.1.2. Semester –Wise Course Structure

First Semester

E	Course	Course Title	Credits	Marks
	RAB/PG/SEVI/1.A01	Human Growth & Development	4	100
	RAB/PG/SEVI/1.A02	Contemporary India and Education	4	100
	RAB/PG/SEVI/1.B07	Introduction to Sensory Disabilities (VI, HI, Deaf -blind)	2	50
	RAB/PG/SEVI/1.B08	Introduction to Neuro Developmental Disabilities (LD,ID,MR,ASD)	2	50
	RAB/PG/SEVI/1.B09	Introduction to Locomotor & Multiple Disabilities (Deaf -Blind,CP,MD)	2	50
	RAB/PG/SEVI/1.C12	Identification of Children with Visual Impairment and Assessment of needs	4	100
	RAB/PG/SEVI/1.E20	Practical: Cross disability & inclusion	2	50
	Total		20	500

Engagement with field as part of course

Sl. No.	Task for the Student-Teachers	Course	Place
1	Assignment/Project	A01	Institute
2	Assignment/Project	A02	Institute
3	Assessment & Identification of Needs	C12 (All disabilities)	Camp/Clinic/School etc for minimum of fifteen hours

Area1.E20: Practical: Cross Disability and Inclusion

Tasks for the student-teachers	Disability Focus	Educational Setting	Hrs (60)	Description
Classroom Observation	Major Disability	Special school	25	Minimum 30 school Periods
	Other than Major Disability	Minimum 3 Special Schools for other disabilities	25	Minimum 30 school Periods
	Any Disability	Inclusive Schools	10	Minimum 10 school Periods

Note: 1. Schedule for practical for Area1.E-20 shall be included in the time table (ten working days may be allocated). 2. 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.

Second Semester

Course	Couse title	Credit	Marks
RAB/PG/SEVI/2.A03	Learning, Teaching and Assessment	4	100
RAB/PG/SEVI/2.A04	Pedagogy of School Subjects (ANY ONE from parts I to part III)	4	100
RAB/PG/SEVI/2.A05	Pedagogy of School Subjects (ANY ONE from parts I & II)	4	100
RAB/PG/SEVI/2.B06	Inclusive Education	2	50
RAB/PG/SEVI/2.C13	Curriculum Designing, Adaptation and Evaluation	4	100
RAB/PG/SEVI/2.E21	Practical: Disability Specialisation	2	50
Total		20	500

Engagement with the field as part of course

Sl.No.	Task for the Student-Teachers	Course	Place
1	Assignment/Project/Presentation	RAB/PG/SEVI/2.A03	Institute
2	Assignment/Project/Presentation	RAB/PG/SEVI/2.B06	Institute
3	Assignment/Project/Presentation	RAB/PG/SEVI/2.C13	Institute/Special/Inclusive School
4	Assignment/Project/Presentation	RAB/PG/SEVI/2.A04/ 2.A05	

Area 2.E.21.1: Practical: Cross Disability and Inclusion

Sl.No.	Tasks for the Student-Teachers	Disability Focus	Educational Setting	Hrs (60)	Description
1.1	Classroom Observation	Major Disability	Special School	30	Observation of all subjects at different level, minimum 50 School periods.
1.2	a. Lesson planning for subjects selected	Major Disability	For Special school & Inclusive Set up	10	10 lessons
	b. Lesson planning focusing on adaptation, evaluation	Major Disability	For Special school & Inclusive Setup	10	10 lessons
1.3	a. Micro teaching & simulated teaching on Selected skills	General	Institute	5	10 lessons
	b. Micro teaching & simulated teaching on 5 each from lessons Planned in 1.2	Major Disability	Institute	5	10 lessons

Note: Schedule for practical for Area 2.E21.1 shall be included in the timetable (minimum ten working days may be allocated). Skill for Micro teaching shall be selected with reference to Major Disability.

Third Semester

Course	Course title	Credit	Marks
RAB/PG/SEVI/3.C14	Educational Intervention and Teaching Strategies	4	100
RAB/PG/SEVI/3.C15	Technology and Disability	4	100
RAB/PG/SEVI/3.C16	Psycho- Social and Family Issues	2	50
RAB/PG/SEVI/3.D17	Reading and Reflecting on Texts (EPC)	2	50
RAB/PG/SEVI/3.D18	Performing and Visual Arts (EPC)	2	50
RAB/PG/SEVI/3.E21.2	Practical: Disability Specialisation	4	100
RAB/PG/SEVI/3.F22	Major Disability Special School	4	100
Total		22	550

Engagement with field as part of course

Sl.No.	Task for the Student-teachers	Course	Place
1	a. Assignment/Project/Presentation	RAB/PG/SEVI/3.C14	Institute
2	b. Assignment/Project/Presentation	RAB/PG/SEVI/3.C15	Institute
3	c. Assignment/Project/Presentation	RAB/PG/SEVI/3.C16	Institute
4	d. Assignment/Project/Presentation	RAB/PG/SEVI/3.D17	Institute/school
5	e. Assignment/Project/Presentation	RAB/PG/SEVI/3.D18	Institute/school

Area 3.E21.2: Practical: Disability Specialisation (Part C)

Sl.No.	Tasks for the Student-Teachers	Disability Focus	Educational Setting	No. of Lessons
1.1	a. Classroom observation	Major Disability	Special School	Minimum 30 School Periods
	b. Visit to other special schools	Major Disability	Special School	Minimum 2 schools
1.2	a. Lesson planning and Execution on different levels for all subjects	Major Disability	Special School/Resource Room	30 lessons
	b. Lesson planning and execution on different levels for selected subjects	Major Disability	Special School/Resource Room	20 lessons
1.3	Individualized Teaching lessons on selected subjects	Major Disability	Special School/Resource Room	10 IEPs
1.4	Observation of support services	Major Disability	Institute/Clinic	Depending on the specialization

Area 3.F22: Main Disability Special School

Sl.No.	Tasks for the Student-Teachers	Disability Focus	Set up	No. of Lessons
1	Classroom Teaching	Major Disability	Special schools for Disability Specialisation	Minimum 90 School Periods

***Note:** Minimum of four weeks should be allocated for School attachment/Internship and reflected in the time table and should cover Tasks specified under Area 3.E21.2 and Area 3.F22 with sufficient time for teaching to acquire Pedagogical competence to deal with school subjects chosen and related activities for whole classes well as children with disabilities in different education settings. A suggestive framework is given below.*

Areas	Disability Specialization(3.E.21&3.F.22)
RAB/PG/SEVI/2.A04 Pedagogy Subject 1	3 Days (15 Hours)
RAB/PG/SEVI/2.A05 Pedagogy Subject 2	3 Days (15 Hours)
RAB/PG/SEVI/3.F22 School Attachment/Internship	24 Days (120 Hours)

Fourth Semester

Course code	Title	Credits	Marks
RAB/PG/SEVI/4.B10	Skill based Optional Course (Cross disability and inclusion) ANY ONE	2	50
RAB/PG/SEVI/4.B11	Skill based Optional Course (Specialisation Disability) ANY ONE	2	50
RAB/PG/SEVI/4.D19	Basic Research and Statistics (EPC)	2	50
RAB/PG/SEVI/4.E21.3	Practical: Cross Disability and Inclusion	4	100
RAB/PG/SEVI/4. F23	Other Disability Special School	4	100
RAB/PG/SEVI/4.F24	Inclusive school	4	100
Total		18	450

Engagement with field as part of course

Sl.No.	Task for the Student-Teachers	Course	Place
1	Assignment/Project/Presentation	RAB/PG/SEVI/4.B10	Institute
2	Assignment/Project/Presentation	RAB/PG/SEVI/4.B11	Institute/school
3	Assignment/Project/Presentation	RAB/PG/SEVI/4.D19	Institute/school

Area 4.E21.3: Practical: Cross Disability and Inclusion (Area B)

Sl.No.	Tasks for the Student-Teachers	Disability Focus	Educational Setting	No. of Lessons
1.1	Classroom Observation	Other than Major Disability	Special schools for other disabilities	Observation of all subjects at different level, minimum 15 school periods
		Any Disability	Inclusive Schools	Observation of all subjects at different level , minimum 15 school periods
1.2	Lesson planning and execution on different levels for selected subjects	Any Disability	Special schools for other disabilities/ Resource Room	25 lessons
			Inclusive Schools	25 lessons
1.3	a. Individualised Teaching lessons on different levels for Selected subjects	Any Disability	Special schools for other disabilities/ Resource Room	20 lessons
	b. Individualised Teaching lessons	Any Disability	Inclusive Schools	20 lessons

Note: Practical timing shall be included in timetable(minimum off our week) Observations as mentioned are essential. However, if schools for other disability are not available in the near by 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

Area 4.F23: Practical: Other Disability Special School (Area B)

Sl. No.	Tasks for the Student- Teachers	Disability Focus	Set up	No. of Lessons
1	Classroom Teaching	Other than Major Disability	Special schools for other disabilities	Minimum180 school periods

Area 4.F24: Inclusive School (Area B & C)

Sl. No.	Tasks for the Student-Teachers	Disability Focus	Set up	No. of Lessons
1	Classroom Teaching	Any Disability	Inclusive School	Minimum 180 school Periods

Minimum of four weeks should be allocated for School attachment/ Internship and reflected in the time table and should cover Tasks specified under Area 4.E21.3, Area 4.F23 and Area 4.F24 with sufficient time for teaching to acquire Pedagogical competence to deal with school subjects chosen and related activities for whole class as well as children with disabilities in different education settings. A suggestive frame work is given below:

Area	Disability Specialisation	Other Disability	Inclusive Education
2.A04 Pedagogy Subject 1	Semester–III (3days-15Hrs)	Semester–IV (2days-12Hrs)	Semester–IV (2days-12Hrs)
2.A05 Pedagogy Subject 2	Semester-III (3days-15Hrs)	Semester-IV (2days-12Hrs)	Semester-IV (2days-12Hrs)
4.F23 & 4.F24 Internship	Semester-III (24days-120Hrs)	Semester-IV (24days-120Hrs)	Semester-IV (24days-120Hrs)

Notes:

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