

# **Curriculum Framework**

**Bachelor of Education - Special Education**

**B.Ed.Spl.Ed.**

**Effective from Academic Session 2015-16 onwards  
Two Years Duration**



# HUMAN GROWTH & DEVELOPMENT

**Course Code:BEDSE100101**  
**Contact Hours: 60**

**Credit: 04**  
**Marks: 100**

## **Unit 1: Approaches to Human Development**

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

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

- 2.1 Cognitive & Social- cognitive theories (Piaget, Vygotsky, Bruner, Bandura)
- 2.2 Psychosocial Theory (Erikson)
- 2.3 Psychoanalytic Theory (Freud)
- 2.4 Ecological Theory (Bronfrenbrenner)
- 2.5 Holistic Theory of Development (Steiner)

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

- 3.1 Prenatal development: Conception, stages and influences on prenatal development
- 3.2 Birth and Neonatal development: Screening the newborn - APGAR Score, Reflexes
- 3.3. Milestones and variations in Development
- 3.4 Environmental factors influencing early childhood development
- 3.5 Role of play in enhancing development

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

- 4.1 Emerging capabilities across domains of physical and social emotional
- 4.2 Emerging capabilities across domains related to cognition - metacognition, creativity, ethics
- 4.3 Issues related to puberty
- 4.4 Gender and development
- 4.5 Influence of the environment (social, cultural, political) on the growing child

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

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

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

Hands on Experience

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

**Course Code: BEDSE100103**

**Credit: 04**

**Contact Hours: 60**

**Marks: 100**

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

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

## **Unit 2: Understanding Diversity**

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

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

- 3.1 Universalisation of School Education, Right to Education and Universal Access
- 3.2 Issues of a) Universal enrolment b) Universal retention c) Universal learning
- 3.3 Issues of quality and equity: Physical, economic, social, cultural and linguistic, particularly w.r.t girl child, weaker sections and disabled
- 3.4 Equal Educational Opportunity: (i) Meaning of equality and constitutional provisions (ii) Prevailing nature and forms of inequality, including dominant and minority groups and related issues
- 3.5 Inequality in Schooling: Public-private schools, rural-urban schools, single teacher schools and other forms of inequalities such as regular and distance education system

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

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

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

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

Course Code: BEDSE100102

Contact Hours: 60

Credits: 04

Marks: 100

## Unit 1: Human Learning and Intelligence

1.1 Human learning: Meaning, definition and concept formation

1.2 Learning theories:

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

1.3 Intelligence:

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

1.4 Creativity: Concept, Definition and Characteristics

1.5 Implications for Classroom Teaching and Learning

## Unit 2: Learning Process and Motivation

2.1 Sensation: Definition and Sensory Process

2.2 Attention: Definition and Affecting Factors

2.3 Perception: Definition and Types

2.4 Memory, Thinking, and Problem Solving

2.5 Motivation: Nature, Definition and Maslow's Theory

## Unit 3: Teaching Learning Process

3.1 Maxims of Teaching

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

3.3 Stages of Learning: Acquisition, Maintenance, Generalization

3.4 Learning Environment: Psychological and Physical

3.5 Leadership Role of Teacher in Classroom, School and Community

## Unit 4: Overview of Assessment and School System

4.1 Assessment: Conventional meaning and constructivist perspective

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

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

4.4 Formative and summative evaluation, Curriculum Based Measurement

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

## Unit 5: Assessment: Strategies and Practices

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

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

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

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

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

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# PEDAGOGY OF TEACHING SCIENCE

**Course Code: BEDSE100106**

**Credits: 04**

**Contact Hours: 60**

**Marks: 100**

## **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
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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.
  - VII.
    - Merril 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.
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# PEDAGOGY OF TEACHING MATHEMATICS

**Course Code: BEDSE100104**

**Credits: 04**

**Contact Hours: 60**

**Marks: 100**

## **Unit 1: Nature of Mathematics**

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

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

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

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

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

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

- 4.1 Mathematics Laboratory- Concept, Need, and Equipment for Setting Up a Mathematics Laboratory
  - 4.2 Utilization of Learning Resources in Mathematics: Charts and Pictures, Weighing and Measuring Instruments, Drawing Instruments, Models, Concrete Materials, Surveying
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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
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# **PEDAGOGY OF TEACHING SOCIAL SCIENCE**

**Course Code: BEDSE100108**

**Contact Hours: 60**

**Credits: 04**

**Marks: 100**

## **Unit I: Nature of Social Sciences**

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

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

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

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

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

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

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

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

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

**Course Code: BEDSE100110**

**Contact Hours: 60**

**Credits: 04**

**Marks: 100**

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

- 1.1 Principles of Language Teaching
- 1.2 Language Proficiency: Basic Interpersonal Communication Skills (BICS) and Cognitive Academic Language Proficiency( CALP)
- 1.3 English Language in the school context: An Evolutionary Perspective
- 1.4 Current Trends in Modern English Literature in Indian context
- 1.5 Teaching as second language in Indian context.

## **Unit II: Instructional Planning**

- 2.1 Aims and objectives of Teaching English at different stages of schooling
- 2.2 Instructional Planning: Need and Importance
- 2.3 Unit and lesson plan: Need and Importance
- 2.4 Procedure of Unit and Lesson Planning
- 2.5 Planning and adapting units and lessons for children with disabilities

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

- 3.1 Difference between an approach and a method
- 3.2 Task based approach, co-operative learning, language across curriculum, communicative language teaching, Bilingual, Eclectic and Constructive approach
- 3.3 Method Teaching of Prose, Poetry, Drama, Grammar and Vocabulary- i) Translation method. ii) Structural – Situational method. iii) Direct method
- 3.4 Development of four basic language skills: Listening, Speaking, Reading, and Writing
- 3.5 Accommodation in approaches and techniques in teaching children with disabilities

## **Unit IV: Instructional Materials**

- 4.1 Importance of instructional material and their effective use
- 4.2 The use of the instructional aids for effective teaching of English: Smart boards, Chalk Board, Flannel Board, Pictures/ Picture-cut-outs, Charts, Tape-records, Radio, Television, Films & Filmstrips, Overhead Projector, Language Laboratory, Language games, reading cards, Worksheets, Handouts, and Power Point Presentation
- 4.3 Construction of a teacher made test for English proficiency
- 4.4 Teaching portfolio
- 4.5 Adaptations of teaching material for children with disabilities

## **Unit V: Evaluation**

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

Course Code: **BEDSE100112**

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 पॉटफोलियो 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, अंग्रेज़ी 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 रूचिगत 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 – टेलीविज़न, 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।

# INCLUSIVE EDUCATION

**Course Code: BEDSE100114**

**Contact Hours: 30**

**Credits: 02**

**Marks: 100**

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

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

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

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

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

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

## **Unit 4: Inclusive Academic Instructions**

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

## **Unit 5: Supports and Collaborations for Inclusive Education**

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

**Course Code: BEDSE100105**  
**Contact Hours: 30**

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

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

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

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

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

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

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

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

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

## **Unit 5: Deaf-blindness**

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

**Course Code: BEDSE100107**

**Credits: 02**

**Contact Hours: 30**

**Marks: 100**

## **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
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# **INTRODUCTION TO LOCOMOTOR AND MULTIPLE DISABILITIES**

**Course Code: BEDSE100109**

**Credits: 02**

**Contact Hours: 30**

**Marks: 100**

## **Unit 1: Cerebral Palsy (CP)**

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

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

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

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

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

**Course Code: BEDSE100202**

**Credits: 02**

**Contact Hours: 30**

**Marks: 100**

## **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
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# EARLY CHILDHOOD CARE AND EDUCATION

**Course Code: BEDSE100204**

**Credits: 02**

**Contact Hours: 30**

**Marks: 100**

## **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 Education Curricula

## **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
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# APPLIED BEHAVIOUR ANALYSIS

**Course Code: BEDSE100206**

**Credits: 02**

**Contact Hours: 30**

**Marks: 100**

## **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 Overcorrection
  - 3.4 Maintenance
  - 4.5 Generalization and Fading
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# COMMUNITY BASED REHABILITATION

**Course Code: BEDSE100208**

**Credits: 02**

**Contact Hours: 30**

**Marks: 100**

## **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
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## **APPLICATION OF ICT IN CLASSROOM**

**Course Code: BEDSE100210**

**Credits: 02**

**Contact Hours: 30**

**Marks: 100**

### **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
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# **GENDER AND DISABILITY**

**Course Code: BEDSE100212**

**Credits: 02**

**Contact Hours: 30**

**Marks: 100**

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

- 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**

- 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**

- 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
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# BRAILLE AND ASSISTIVE DEVICES

**Course Code: BEDSE100214**

**Credit: 02**

**Contact Hours: 30**

**Marks: 100**

## **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/ Powerpoint – 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.
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# ORIENTATION AND MOBILITY

**Course Code: BEDSE100216**

**Credit: 02**

**Contact Hours: 30**

**Marks: 100**

## **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
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## **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.
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## **COMMUNICATION OPTIONS: ORALISM**

**Course Code: BEDSE100218**  
**Contact Hours: 30**

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

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

**Course Code: BEDSE100220**  
**Contact Hours: 30**

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

## **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
- I. Interacting with Deaf for Practicing Expansion of Ideas
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# AUGMENTATIVE AND ALTERNATIVE COMMUNICATION

**Course Code: BEDSE100222**

**Contact Hours: 30**

**Credits: 02**

**Marks: 100**

## **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 iii. 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
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# MANAGEMENT OF LEARNING DISABILITY

**Course Code: BEDSE100224**

**Credits: 02**

**Contact Hours: 30**

**Marks: 100**

## **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
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# VOCATIONAL TRAINING, TRANSITION & JOB PLACEMENT

**Course Code: BEDSE100226**

**Credits: 02**

**Contact Hours: 30**

**Marks: 100**

## **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
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## **IDENTIFICATION AND ASSESSMENT OF NEEDS**

**Course Code:.....**

**Credits: 04**

**Contact Hours: 60**

**Marks: 100**

### **Unit 1: Introduction to Autism Spectrum Disorders (ASD)**

- 1.1 Concept and definition of Autism Spectrum Disorders
- 1.2 The ASD Triad
- 1.3 Historical perspective to ASD
- 1.4 Prevalence and incidence of ASD
- 1.5 Theoretical perspective: Empathising-Systemising Theory, Central Coherence Theory, Executive Dysfunction Theory

### **Unit 2: Types and Characteristics**

- 2.1 Autism
- 2.2 Asperger's Syndrome
- 2.3 Rett Syndrome
- 2.4 Childhood Disintegrative Disorders
- 2.5 Pervasive Developmental Disorders-not Otherwise Specified

### **Unit 3: Related Disorders**

- 3.1 Hyperlexia
- 3.2 Semantic pragmatic and sensory integration disorders
- 3.3 Non-Verbal Learning Disability
- 3.4 Prader Willis Syndrome
- 3.5 Fragile X Syndrome

### **Unit 4: Identification and Assessment**

- 4.1 Screening, diagnosis and assessment
  - Concept and definition
  - Tools: checklist, standardized test & criteria, observation
- 4.2 Screening Tools: CHAT; MCHAT; Infant-Toddler Checklist; QCHAT; Autism Spectrum Screening Questionnaire
- 4.3 Diagnostic Criteria and Tools: DSM-V; ICD-10; ADOS, ADI-R, CARS, GARS, ISAA
- 4.4 Areas of Assessment of
  - Psychological: WISC, Malins, Binet-Kamath
  - Developmental: Infant-Toddler Checklist, Child Developmental Screening
  - Educational: Psycho-Educational Profile; Adolescents and Adults Psycho Educational Profile, Curricular based assessment, FACP, EACCID
  - Functional: Functional Analysis
  - Behavioral: Vineland Social Maturity Scale, ABS, Assessment of Basic Language and Learning Skills (ABBLs), Behavior Problem Inventory, BASIC-MR, and BASAL-MR
- 4.5 Teacher competencies in assessment

### **Unit 5: ASD- Differential Assessment**

- 5.1 Need for differential assessment
  - 5.2 Assessment of Language and Communication
  - 5.3 Assessment of Perceptual motor skills
  - 5.4 Assessment of sensory processes
  - 5.5 Critical aspects of assessment: training and procedure
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# **CURRICULUM DESIGNING, ADAPTATION AND EVALUATION**

**Course Code:.....**

**Credits: 04**

**Contact Hours: 60**

**Marks: 100**

## **Unit 1: Development of Curriculum**

- 1.1 Curriculum: concept, aims and principles
- 1.2 Orientations to Curriculum Development
  - a. Child centred
  - b. Society-centred
  - c. Knowledge-centred
  - d. Eclectic
- 1.3 Approaches: child-centred, activity-centred, Ecological approach
- 1.4 Types of curriculum: core, support, collateral , hidden and co-curriculum 1.5  
Person Centred Program and Individualized Educational Program

## **Unit 2: Curriculum Development and Teaching**

- 2.1 Community and learner needs assessment
- 2.2 Aims, Goals and Objectives
- 2.3 Selection of teaching methods and material
  - Microteaching
  - Scaffolding
  - T-L aids
- 2.4 Implementation and recording
- 2.5 Evaluation

## **Unit 3: Curricular Focus for Children with ASD**

- 3.1 Language and social communication
- 3.2 Self-care
- 3.3 Social behaviour
- 3.4 Academic skills
- 3.5 Pre-vocational and leisure

## **Unit 4: Curricular Adaptation for Inclusive Education of Children with ASD**

- 4.1 Adaptation of curriculum for children with ASD 4.2  
Types of adaptation needed for children with ASD
  - a. Content
  - b. Instructional
  - c. Ecological
- 4.3 Stages of adaptation
  - a. General adaptation
  - b. Specific adaptation
- 4.4 Accommodation & modification
  - a. Perceptual style
  - b. Cognitive style
  - c. Social style
- 4.5 Accommodation of co-curricular activities and learning material

## **Unit 5: Methods of Evaluating Children with ASD**

- 5.1 Evaluation: definition and purpose
  - 5.2 Observation
  - 5.3 Record Review
  - 5.4 Teacher made test tests
  - 5.5 Standardized rating scales
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# TEACHING APPROACHES AND STRATEGIES

**Course Code:.....**

**Credits: 04**

**Contact Hours: 60**

**Marks: 100**

## **Unit 1: Developmental Approach**

- 1.1 Early intervention
- 1.2 Floor time
- 1.3 LEAP (Learning Experience Alternative Program)
- 1.4 Early Start Denver Model
- 1.5 JASPER (Joint Attention Symbolic Play Engagement Regulation)

## **Unit 2: Behavioural Approach**

- 2.1 Applied behavioural analysis
- 2.2 Discrete trial training
- 2.3 TEACCH
- 2.4 Analysis of Verbal Behaviour
- 2.5 Pivotal Response Training

## **Unit 3: Cognitive Approach**

- 3.1 Mind reading
- 3.2 Meta-cognitive strategies
- 3.3 Cognitive behaviour modification
- 3.4 Teaching of reading and writing
- 3.5 Teaching arithmetic and related areas (money and time)

## **Unit 4: Social Approach**

- 4.1 Social story
- 4.2 Comic strips
- 4.3 Peer-mediated programs
- 4.4 Sex education and Social behaviour
- 4.5 Self-regulation

## **Unit 5: Teaching Methods and Strategies**

- 5.1 Physical environment and classroom organization
  - 5.2 Task analysis & reinforcement
  - 5.3 Joint Action Routines
  - 5.4 Visual Strategies
  - 5.5 Visual Activity Schedules
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# ASSISTIVE INTERVENTION AND TECHNOLOGY

**Course Code: .....**  
**Contact Hours: 60**

**Credits: 04**  
**Marks: 100**

## **Unit 1: Etiological Aspects**

- 1.1 Genetic factors
- 1.2 Prenatal factors
- 1.3 Perinatal factors
- 1.4 Postnatal factors
- 1.5 Early Signs and Screening for ASD

## **Unit 2: Communication Aspects**

- 2.1 Language, Communication, Speech: concept and definition
- 2.2 Language
  - 2.2.1 Components: Semantics, Syntax, Pragmatics
  - 2.2.2 Disorders: Echolalia, Perseverance, Neologism
- 2.3 Communication: Process and Types
- 2.4 Speech Disorders: Articulation, Fluency and Voice Disorders
- 2.5 Interventions: AAC, PECS, Makaton, and Visual Strategies

## **Unit 3: Sensory Motor Aspects**

- 3.1 Sensory processes: underlying concepts
- 3.2 Sensory processes in ASD
- 3.3 Executive function deficits
- 3.4 Sensory integration therapy
- 3.5 Sensory integration: aids and devices

## **Unit 4: Assistive Technology (AT) and Assistive Devices (AD)**

- 4.1 AT and AD: Concept and definition
- 4.2 AD Categories: Low-Tech devices, Mid-Tech devices, High-Tech Devices
- 4.3 AT for communication: Dynavox, Avaz, Kathamala
- 4.4 AT for positive behaviour support and recreation: visual schedules, social stories; use of social media, electronic musical instruments
- 4.5 AT for academic learning: i-pad applications, computer assisted instructions

## **Unit 5: Need Assessment and Planning for Assistive Technology**

- 5.1 Assessment areas: Communication, Academic, Motor, Behaviour, Organization, Social Interactions, Transitions, Other concerns
  - 5.2 Assessment of environmental support: Visual clutter, Lighting, Computer Operating System, Staff placement, Other concerns
  - 5.3 Preparation for AT: Selection of devices, Training for device usage
  - 5.4 Selection of goals: Verbal communication, written communication, Academic participation, Social interaction, Transition
  - 5.5 Integration of AT and AD in teaching-learning environment
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# ADULTHOOD AND FAMILY ISSUES

**Course Code: .....**

**Credits: 02**

**Contact Hours: 30**

**Marks: 100**

## **Unit 1: Transition from adolescence to adulthood for a person with ASD**

- 1.1 Individual Transition Plan
- 1.2 Vocational training and higher education
- 1.3 Employment: Open, supported, sheltered
- 1.4 Mental health in transition
- 1.5 Self-disclosure and Advocacy

## **Unit 2: Preparedness for Adulthood**

- 2.1 Critical thinking and problem solving
- 2.2 Supported decision making
- 2.3 Housing and living arrangements
- 2.4 Sexuality and Marriage
- 2.5 Financial management and Guardianship

## **Unit 3: Needs and role of Family and Community**

- 3.1 Parents- needs and responsibilities
- 3.2 Siblings- challenges and expectations
- 3.3 Peers and Extended family- role and responsibilities
- 3.4 Guidance and Counselling
- 3.5 Community participation and rehabilitation

## **Practicum/ Field Engagement**

1. Develop an individual transition plan for a student with autism
  2. Develop a community based rehabilitation program for students with autism
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# ASSESSMENT AND IDENTIFICATION OF NEEDS

**Course Code: BEDSEHI122111**

**Credits: 04**

**Contact Hours: 60**

**Marks: 100**

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

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

## **Unit 2: Audiological Assessment**

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

## **Unit 3: Assessment of Language & Communication**

- 3.1 Communication: Concepts and types (Linguistic versus Non Linguistic)
- 3.2 Receptive and Expressive Language: Concept, Types (verbal and manual) and Structure
- 3.3 Developmental milestones in typically growing children; Impact of deafness on communication and language with reference to clinical (type, degree, onset) and environmental (parental participation, access to language early intervention services) factors
- 3.4 Assessing communication and language: Developmental checklists, Scales, Standardized tools and assessing language samples using parameters of measurement (productivity, complexity, correctness and communicativeness)
- 3.5 Identification of needs related to communication and language

## **Unit 4: Assessment of Speech**

- 4.2 Respiration and Phonation: Pre-requisites, process, types and need for assessment
- 4.2 Basics of Articulation and phonology (active and passive articulators; classification of vowels and consonants; assessment of articulation)

- 4.3 Suprasegmental aspects of speech and its assessment
- 4.4 Milestones of speech development in typically developing children
- 4.5 Speech Intelligibility: Concept, Factors & Assessment

**Unit 5: Educational Assessment and Identification of Needs**

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

# **CURRICULUM DESIGNING, ADAPTATION AND EVALUATION**

**Course code:BEDSEHI122116**

**Credits: 04**

**Contact Hours: 60**

**Marks: 100**

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

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

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

- 2.1. Pre-requisites for reading and emergent reading skills
- 2.2. Assessment of reading skills at different levels
- 2.3. Approaches and Strategies to develop reading skills and independent reading
- 2.4. Types and Models of developing reading skills
- 2.5. Challenges and Remedial strategies

## **Unit 3: Developing Literacy Skills: Writing**

- 3.1. Pre-requisites for writing and emergent writing skills
- 3.2. Assessment of written language at different levels
- 3.3. Components and types of writing
- 3.4. Steps and Strategies in Developing Writing
- 3.5. Challenges and Remedial Strategies

## **Unit 4: Curricular Adaptation**

- 4.1. Curricular Adaptation- Meaning and Principles
- 4.2. Need Assessment and decision making for Adaptation
- 4.3. Adapting Curriculum- Content, Teaching-learning Material, and Instruction
- 4.4. Types of Adaptation and Process
- 4.5. Adaptation and Accommodations in Student's Evaluation and Examinations

## **Unit 5: Curricular Evaluation**

- 5.1. Concept, Need for Curricular Evaluation
- 5.2. Factors associated with Curricular Evaluation (Learner, Content, Instructor and Resources)
- 5.3. Areas of Curricular Evaluation: Context, Input, Process and Product
- 5.4. Methods and Tools for Curricular Evaluation
- 5.5. Challenges in Curricular Evaluation

# INTERVENTION AND TEACHING STRATEGIES

**Course code: BEDSEHI122201**

**Contact Hours: 60**

**Credits: 04**

**Marks: 100**

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

- 1.1 Parent-infant programmes for children with HI: Overview, need, requirements and plan of action.
- 1.2 Pre-school training programmes: Overview, need, requirements and plan of action.
- 1.3 Individual Speech-Language Therapy Programmes: Overview, need, requirements and plan of action.
- 1.4 Impact of early intervention on school outcomes
- 1.5 Intervention of late identified children with hearing impairment: Challenges & Strategies

## **Unit 2: Auditory Learning (AVT & Auditory Training) & Speech Reading**

- 2.1 Concept of 'Auditory Listening': Unisensory & Multisensory approaches
- 2.2 Auditory training: Importance, types (Individual & Group) and Stages
- 2.3 Auditory Verbal Therapy: Principle, importance and role of teacher
- 2.4 Auditory Training and AVT: Pre-requisites, challenges, similarities & differences
- 2.5 Speech Reading: Concept, importance, Pre-requisites, challenges and Role of teacher

## **Unit 3: Speech Intervention Strategies**

- 3.1 Approaches to teaching speech: Auditory Global Approach; Multi-sensory Syllable unit approach; Ling's Approach
- 3.2 Formulation of Lesson plan: Long term goals; Short term goals; Activities for teaching correct production of various vowels and consonants
- 3.3 Orientation to acoustics of speech
- 3.4 Strategies for production of speech: Modelling & Shaping through Auditory, Visual, Tactile modalities
- 3.5 Individual and Group speech teaching: Strengths and challenges

## **Unit 4: Communication and Language Teaching Strategies**

- 4.1 Methods of teaching language: Natural, Structural and Combined
- 4.2 Principles and Techniques of developing language
- 4.3 Communication options: Compare and contrast
- 4.4 Communication options: justification and challenges
- 4.5 Tuning the environment (Home & School) for facilitating language & Communication

## **Unit 5: Educational Intervention Strategies**

- 5.1 Educational Intervention: Concept, Need & Areas (curricular & co curricular) & Types of educational intervention (group, individual, developmental, remedial)
- 5.2 Principles and practices in early educational intervention: Family centred, contextualised (natural & inclusive environment) & integrated (collaborative) support and services
- 5.3 Maxims, Methods of teaching & Lesson planning (group, individual, developmental, and remedial)
- 5.4 Partnership of various professionals & agencies in educational intervention
- 5.5 Child & Family Outcomes of Early Educational Intervention

# TECHNOLOGY AND DISABILITY

**Course code:BEDSEHI122203**

**Credits: 04**

**Contact Hours: 60**

**Marks: 100**

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

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

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

- 2.1 Computer based training aids/equipment for management of speech (Dr. Speech; Vaghmi; Speech viewer)
- 2.2 Use of computer based speech equipment for management of voice in children with hearing impairment
- 2.3 Use of computer based speech equipment for management of suprasegmental features of speech in children with hearing impairment
- 2.4 Basic infrastructure required for using computer based speech training aids/equipment
- 2.5 Tele Speech Therapy

## **Unit 3: Technology Facilitating Language & Communication**

- 3.1 Low cost technology and its application in development of teaching learning material
- 3.2 Electronic and web-based technology applications: TV, Digital recorders, Downloaded AV films, Search engines, Online learning material, Language apps
- 3.3 Web based technology for using and training of ISL
- 3.4 Sign to text and Text to sign technology
- 3.5 Augmentative and Alternative communication for children with Hearing Impairment with additional/associating concerns

## **Unit 4: Technology Facilitating Education**

- 4.1 Technology and its impact on education: Changing Trends in teaching & learning
- 4.2 Technology products for educational purposes: Listening (Induction loop/FM/IR), Visual (Speech to text/text to speech) Audio-Visual (computer based learning & self-learning packages, Multimedia)
- 4.3 Technology Based Educational Services: Online learning, Web based learning, Computer assisted Learning, Video remote interpreting, C-Print technology, Open, Close and Real time Captioning



- 4.4 ICT and education of children with Hearing Impairment: Planning, Implementation & Evaluation of teaching-learning
- 4.5 Future technologies: Universal Design: Meaning & Scope

**Unit 5: Resource Mobilisation for Technology**

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

# PSYCHOSOCIAL AND FAMILY ISSUES

**Course code:BEDSEHI122205**

**Credits: 02**

**Contact Hours: 30**

**Marks: 100**

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

- 1.1 Overview of psychosocial development; wellbeing and quality of life
- 1.2 Implications of hearing impairment on domains of psychosocial development
- 1.3 Role of family in psychosocial development of children with hearing impairment
- 1.4 Role of peers and community in psychosocial development of children with hearing impairment
- 1.5 Challenges and issues in psychosocial development of children with hearing impairment

## **Unit 2: Family Needs**

- 2.1 Identifying Family Needs for information, decision making, skill transfer and referral
- 2.2 Fostering family's acceptance of child's impairment and creating a positive environment
- 2.3 Building parents' confidence for making informed choices (communication options, options for listening devices, school placement) and Advocacy
- 2.4 Supporting family in raising children with hearing impairment: Facilitating availing of concessions, facilities and scholarship & other benefits
- 2.5 Encouraging family participation in self-help groups and family support networking

## **Unit 3: Family Empowerment**

- 3.1 Encouraging family centred practices, parent self-efficacy belief and family involvement in child's learning and parenting
- 3.2 Encouraging family acceptance of listening devices and ensuring its regular use
- 3.3 Supporting family in fostering and developing communication and language
- 3.4 Involving family in fostering and developing play, recreation and values
- 3.5 Encouraging family involvement in educational programme and participation in community based rehabilitation programme

# ASSESSMENT AND IDENTIFICATION OF NEEDS

**Course Code:BEDSELD123111**

**Credits:04**

**Contact Hours: 60**

**Marks: 100**

## **Unit 1: Introduction to Learning Disability (LD)**

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

## **Unit 2: Types of LD**

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

## **Unit 3: Assessment of LD**

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

## **Unit 4: Domains of Assessment**

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

## **Unit 5: Assessment of Curricular Areas**

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

# **CURRICULUM DESIGNING, ADAPTATION AND EVALUATION**

**Course Code:BEDSELD123116**

**Credit: 04**

**Contact Hours: 60**

**Marks: 100**

## **Unit 1: Curriculum Design**

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

## **Unit 2: Curriculum Hierarchies**

- 2.1 Reading (English and any Regional language)
- 2.2 Writing
- 2.3 Mathematics
- 2.4 Science
- 2.5 Social studies

## **Unit 3: Instructional Planning**

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

## **Unit 4: Adaptation, Modification, Accommodation**

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

## **Unit 5: Assessment & Evaluation**

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

# **INTERVENTION AND TEACHING STRATEGIES**

**Course Code:BEDSELD123201**

**Credit: 04**

**Contact Hours: 60**

**Marks: 100**

## **Unit 1: Conceptual Framework of Educational Interventions**

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

## **Unit 2: Educational Interventions for Processing Deficit**

- 2.1 Attention
- 2.2 Perception
- 2.3 Memory
- 2.4 Thinking
- 2.5 Meta-cognition

## **Unit 3: Reading and Writing Interventions**

- 3.1 Principles of intervention in reading and writing
- 3.2 Strategies for developing word recognition skills, fluency and comprehension
- 3.3 Strategies for developing handwriting, spelling and written expression
- 3.4 Strategies for Reading and writing across the curriculum
- 3.5 Strategies for differentiation and inclusion in the classroom

## **Unit 4: Interventions for Mathematics**

- 4.1 Principles for interventions in mathematics
- 4.2 Strategies for developing mathematical concepts
- 4.3 Strategies for developing computation, automaticity [timed tasks] and application
- 4.4 Strategies for problem solving
- 4.5 Accommodations [Calculators, Computers] in the mainstream classroom

## **Unit 5: Intervention in Life Skills**

- 5.1 Strategies for developing of Social skills
- 5.2 Strategies for developing Study skills
- 5.3 Strategies for self-assessment and advocacy
- 5.4 Strategies for soft skills [presenting self, time management, decision making]
- 5.5 Preparation for Independent Living; Career Planning, leisure and recreation

## **TECHNOLOGY & DISABILITY**

**Course Code:BEDSELD123203**  
**Contact Hours: 60**

**Credit: 04**  
**Marks: 100**

### **Unit 1: Concept of Technology**

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

### **Unit 2: Learning Needs of CWLD**

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

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

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

### **Unit 4: Technology for Classroom Engagement**

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

### **Unit 5: Trends & Issues in Using Technology**

- 5.1 Digital natives & Immigrants
- 5.2 From isolation to inclusion
- 5.3 Parent/family involvement
- 5.4 Cyber Safety
- 5.5 Evaluation of impact of technology– Social, ethical and human

# **PSYCHO-SOCIAL AND FAMILY ISSUES**

**Course Code:BEDSELD123205**

**Credits: 02**

**Contact Hours: 30**

**Marks: 100**

## **Unit 1: Overview of Psycho-social Domains**

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

## **Unit 2: Family Dynamics**

- 2.1 Family structure and its functioning
- 2.2 Parenting styles and home environment
- 2.3 Needs and concerns of family
- 2.4 Needs and concerns of child with LD
- 2.5 Empowering Parents- Resource management, legal provisions

## **Unit 3: Nurturing Social Emotional Wellbeing**

- 3.1 Strategies for developing positive self-concept
- 3.2 Social skill training
- 3.3 Stress management
- 3.4 Family counselling
- 3.5 Networking and liaisoning with students, parents, community and NGO's

# ASSESSMENT AND IDENTIFICATION OF NEEDS

**Course code:BEDSEMR121111**  
**Contact Hours: 60**

**Credits:04**  
**Marks: 100**

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

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

## **Unit 2: Assessment**

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

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

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

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

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

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

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



# **CURRICULUM DESIGNING, ADAPTATION & EVALUATION**

**Course code:BEDSEMR121116**

**Credits: 04**

**Contact Hours: 60**

**Marks: 100**

## **Unit 1: Curriculum Designing**

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

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

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

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

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

## **Unit 4: Curriculum Adaptations**

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

## **Unit5: Curriculum Evaluation**

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

# INTERVENTION AND TEACHING STRATEGIES

**Course code:BEDSEMR121201**  
**Contact Hours: 60**

**Credits:04**  
**Marks: 100**

## **Unit 1: Intervention**

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

## **Unit 2: Individualised Education Programme**

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

## **Unit 3: Teaching Strategies and TLM**

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

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

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

## **Unit 5: Therapeutic Intervention**

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

# TECHNOLOGY AND DISABILITY

**Course code:BEDSEMR121203**  
**Contact Hours: 60**

**Credits: 04**  
**Marks: 100**

## **Unit 1: Technology in Education and Instruction**

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

## **Unit 2: ICT**

- 2.1 ICT – Meaning, Definition, Scope and Significance
- 2.2 Psychological bases for ICT among teachers and learners
- 2.3 Development of ICT – Stages, Requirement and Process
- 2.4 Use of ICT in developing collaborative networks for sharing and learning such as Internet – E-mail, Tele-teaching, Tele-conference
- 2.5 Use of ICT to simplify record keeping, information management in education administration in special and inclusive settings

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

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

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

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

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

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

# PSYCHO-SOCIAL AND FAMILY ISSUES

**Course code:BEDSEMR121205**

**Credits: 02**

**Contact Hours: 30**

**Marks:100**

## **Unit 1: Family**

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

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

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

## **Unit 3: Involving Families**

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

## **Unit 4: Adolescent Issues**

- 4.1 Physiological Changes; Implication in Emotional and Social Development
- 4.2 Interpersonal relationship – Parents, Siblings, Extended family, Single child, Peer group
- 4.3 Employment, Sexuality, Marriage, Alternative options, Pre- marital counselling
- 4.4 Ethical Issues
- 4.5 Challenges and Implications

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

- 5.1 Concept, Definition and Scope of CBR
- 5.2 Models of CBR – Advantages and Disadvantages
- 5.3 Types of Community Resources and their mobilization
- 5.4 Organizing services for PwID in the community
- 5.5 Role of Special Educator, Family, Community and PwID in CBR

# ASSESSMENT AND IDENTIFICATION OF NEEDS OF PERSONS WITH MULTIPLE DISABILITIES

Course code: .....

Credits: 04

Contact Hours: 60

Marks: 100

## Unit 1: Introduction to Multiple Disabilities

- 1.1 Basic Anatomy- Skeletal, Muscular, Nervous System
- 1.2 Concept of Impairment, Disability and Handicap, ICF
- 1.3 Locomotor Impairment- Hansens' disease, arthritis, kyphosis, scoliosis and rickets
- 1.4 Neurological impairment- encephalitis, meningitis, head injury, Motor Neuron Disease, Mucopolysaccharidosis, Inborn Errors of Metabolism (IEM)
- 1.5 Deafblindness and additional conditions with special reference to syndromes like  
Congenital Rubella Syndrome, Usher Syndrome and CHARGE syndrome
- 1.5.1 Chromosomal abnormality

## Unit 2: Identification and Assessment of Persons with Multiple Disabilities

- 2.1. Introduction to Psychological, educational, behavioral and functional assessments
- 2.2. Functional assessment for programming and teaching. Norm Referenced Tests (NRT), Criterion Referenced Tests (CRT), Curriculum based assessment and Developmental Checklists for assessment and programming of children with Multiple Disabilities (Portage Guide, Upanayan, Carolina curriculum for special needs, Callier Azuza, MDPS, FACP, Basic MR, DST, VSMS, Bhatia, BKT, CPM, SFB)
- 2.3. Interpretation of assessment results with reference to school, home and community settings
- 2.4. Multi-disciplinary approach to assessment. Involvement of various disciplines nature of coordination of multi-disciplinary team referral agencies and linkages, networking for identification of Persons with Multiple disabilities
- 2.5. Role of multi-purpose rehabilitation workers, professionals and special educators in identification of persons with multiple disabilities

## Unit: 3: Physical and functional Assessment

- 3.1. Sensory assessment of vision, tactile, vestibular and techniques of sensory Stimulation & integration
- 3.2. Motor assessment of fine and gross motor skills. Physiotherapy, Occupational Therapy- their implication and adaptation for classroom management
- 3.3. Assessment of orientation and mobility skills, Positioning, Lifting, Carrying, Transfer of persons. Developmental Assessment- Gross, Motor and Functional Measurement Scale (GMFM)
- 3.4. Assessment and management of daily living skills in feeding, dressing & undressing, toileting, bathing & grooming and meal time activities
- 3.5. Role of ICT in assessment and use of Assistive devices in assessment

#### **Unit: 4: Developmental and Behavioural Aspects in Relation to Multiple Disabilities**

- 4.1. Developmental stages- Physical, social, cognitive, language and emotional
- 4.2. Developmental delays and their implications in the life cycle
- 4.3. Adaptive deficits- self-help areas, emotional, social, cognate and language areas
- 4.4. Maladaptive behaviours- functional analysis
- 4.5. Ethical issues in management strategies of maladaptive behaviour in-home and  
Classroom settings

#### **Unit 5: Hearing, Speech, Language and Communication Aspects.**

- 5.1 Speech, Language and Communication definition and assessment
- 5.2 Structure and functions of speech mechanism
- 5.3 Receptive and expressive language for persons with Multiple disabilities
- 5.4 Hearing and Speech disorders- Classroom management. Home training and role of  
Parents
- 5.4. An introduction to augmentative and alternate communication (Pragmatic /  
functional communication in classroom and home activities to enhance  
communicative skills of children with Multiple Disabilities)

# **CURRICULUM DESIGNING, ADAPTATION AND EVALUATION**

**Course code: .....**  
**Contact Hours: 60**

**Credits: 04**  
**Marks: 100**

## **Unit 1: Introduction to Curriculum Development**

- 1.1 Aims, concepts, principles of curriculum development with reference to persons with disabilities
- 1.2 Types and approaches of curriculum development
- 1.3 Specific approaches of curriculum development for persons with disabilities (Unit, Ecological and Social learning)
- 1.4 Individualized Educational Programme (IEP), Individualized Family Support Plan (IFSP), Individualized Transition Plan (ITP), Individualized vocational Education Plan (IVEP)
- 1.5 Lesson plan. Group teaching and Peer tutoring

## **Unit 2: Curriculum Development at Various Stages**

- 2.1 Curriculum content for Early intervention group and Pre-school level
- 2.2 Curriculum content for Primary level
- 2.3 Curriculum content for Secondary level
- 2.4 Curriculum content for Pre-vocational level
- 2.5 Curriculum content for Transition, Vocational skills and Life skills training

## **Unit 3: Curricular and Co-curricular Material Adaptation**

- 3.1 Curriculum content material adaptations for persons with severe and profound disability
- 3.2 Curriculum content and materials adaptations for sensory impaired
- 3.3 Curriculum content and materials adaptations for cerebral palsy and other locomotor disabilities
- 3.4 Curriculum content material adaptation for children with ASD
- 3.5 Curriculum content and material adaptation for children identified as developmentally delayed.

## **Unit 4: Classroom Management**

- 4.1 Drawing time table of daily plan, weekly plan, monthly plan quarterly half yearly and annual plan
- 4.2 Methods of teaching
- 4.3 Teaching strategies and techniques
- 4.4 Approaches of teaching (specific approaches of teaching children with ASD, CP& Multiple disabilities)
- 4.5 Class room arrangements with reference to barrier free and access
  - 4.5.1 Class room behaviour management

## **Unit 5: Evaluation**

- 5.1 Definition and purpose of evaluation
- 5.2 Types of evaluation (qualitative and quantitative evaluation, formative and summative evaluation)
- 5.3 Process of evaluation (content, method, material and the outcome)
- 5.4 Strategies for evaluating the children with multiple disabilities
- 5.5 Monitoring, preparing, and recording student's progress

# **INTERVENTION AND TEACHING STRATEGIES**

**Course code: .....**  
**Contact Hours: 60**

**Credits: 04**  
**Marks: 100**

## **Unit 1: Early Intervention**

- 1.1 Concepts, principles of early intervention and importance of brain plasticity
- 1.2 Teaching self help skills, feeding and oro-motor skills
- 1.3 Multimodal approaches to facilitate development of Language, communication and speech, Cognition, social emotional skills, learning to play.
- 1.4 Teaching Pre-requisite skills for reading, writing, arithmetics and other related skills.
- 1.5 Individualized Family Support Plan (IFSP), Individualized Family Support Plan (IFSP)

## **Unit 2: Therapeutic Intervention Strategies**

- 2.1 Behaviour modification
- 2.2 NDT, SIT, Hydrotherapy
- 2.3 AAC - Total Communication
- 2.4 Sports and Games (Special Olympics, paralympics& abhlympics)
- 2.5 Visual and Performance arts (dance, music, drama and yoga theatre art)

## **Unit 3: Teaching Methods, Techniques and Strategies**

- 3.1 Stages of learning: Acquisition, Maintenance, Fluency and Generalization
- 3.2 Principles of teaching: Concrete-abstract, Known to unknown, Simple to complex and Whole to part
- 3.3 Teaching Strategies, Task analysis, Prompting, Fading, Chaining, Shaping and Modelling
- 3.4 Teaching approaches: Multisensory, Montessori, Project method, Play-Way
- 3.5 Reinforcement: Types, Schedule and Principles, Differential Reinforcements Token Economy System

## **Unit 4: Universal Design in Learning**

- 4.1 PECS
- 4.2 Discrete Trail Training
- 4.3 Themes, Mind mapping, Calendar system, Probing Teaching Strategies and Techniques
- 4.4 TEACCH, VBA & AT
- 4.5 Floor time and Miller method.
- 4.5 Class room behaviour management

## **Unit 5: Teaching Methods, Approaches and Strategies for Sensory Impairment**

- 5.1 Hand under hand, Hand over hand
- 5.2 Teaching Sign Language
- 5.3 Teaching Braille
- 5.4 Teaching Computers
- 5.5 O&M



# TECHNOLOGY AND DISABILITIES

**Course code: .....**  
**Contact Hours: 60**

**Credits: 04**  
**Marks: 100**

## **Unit 1: Introduction to Assistive Technology (AT)**

- 1.1 Concept, Definition and the Importance of AT
- 1.2 History of Assistive Technology
- 1.3 Lifecycle approaches of using Assistive Technology
- 1.4 Levels of Assistive Technology and the difference between Assistive Technology and Adaptive Technology
- 1.5 Universal design for learning

## **Unit 2: Assistive Technology for Communication, Academic Learning and Assistive Living**

- 2.1 Problems exhibited by the students with disabilities in communication, learning and in independent living
- 2.2 Technology that supports language and communication
- 2.3 Technology tools that strengthens academic learning
- 2.4 Technology that supports assistive /independent living and livelihood skills
- 2.5 Technology that supports home management, Issues of procuring & using assistive technology in rural / urban settings

## **Unit 3: Assistive Technology to Support Universal Design for Learning (UDL)**

- 3.1 UDL: Concept, Meaning Definitions and Aim
- 3.2 UDL: principles
- 3.3 UDL: goals
- 3.4 UDL: applications in the class room
- 3.5 UDL: application on curriculum and material preparations

## **Unit 4: Assistive Technology to Enhance Social Skills, Orientation and Mobility**

- 4.1 Concept, Meaning and Definitions of Social Communication, Orientation and Mobility
- 4.2 Prerequisites, Importance, Functions, Types and/or Modes of Communications
- 4.3 Assistive Listening Devices, Assistive Mobility Devices
- 4.4 Technology in Sports, Dance, Drama and Music
- 4.5 AAC, O&M (maintenance of Listening aids, Visual aids, Mobility cane, use of Wheel chair, Motorized wheel chair, Crutches, Calipers, Artificial limbs, Tri-cycles, Cars and Other mobility equipments)

## **Unit 5: Access to Computer**

- 5.1 Orientation to Computers, parts of computers, Programmes in computer
- 5.2 Development and dissemination of Audio materials and resources
- 5.3 Application of computer in teaching (digital instructions, CAI)
- 5.3 Application of technology in the class room (smart board, Portable reading devices, Magnifiers, CCTV voice output devices)
- 5.4 Alternate input devices (Sensors, Joy sticks, Switches, Mouse, Key board, Head pointers, Touch screen, Eye gazer, Optical recognition software, Tactile diagrams, Digital Accessible Information Systems (DAISY))
- 5.5 Alternate out put options (Screen magnification, Screen reader, Refreshable Braille display, Braille embosser, Mobile screen reader tools)

# PSYCHOSOCIAL AND FAMILY ISSUES

**Course code: .....**

**Credits: 04**

**Contact Hours: 30**

**Marks: 100**

## **Unit 1: Attitudes and Stress**

- 1.1 Attitudes of self (PWD), family & Community
- 1.2 Attitude change and basic theories (cognitive dissonance theory)
- 1.3 Stress, definition & theories
- 1.4 Coping with stress - Psycho social methods
- 1.5 Assessment of emotional reactions (scale name)

## **Unit 2: Role of family**

- 2.1 Family definitions, types, dynamics
- 2.2 Roles and responsibilities, communication systems
- 2.3 Family empowerment strategies
- 2.4 Family pathology-disability
- 2.5 Family as support system

## **Unit 3: Working with Family having Children with Disability**

- 3.1 Disability -- Poverty & Poverty alleviation programme
- 3.2 Home-based training programme and Parent training programme
- 3.3 Local Level Committee/ Group Homes/ Respite Care
- 3.4 Parent guidance and counseling service
- 3.5 Parents association/ Support group- Objectives and Mission

## **Unit 4: Community Resource Mobilization**

- 4.1 Assessment of Community needs & CBR Matrix
- 4.2 Formation of DPO/ Leadership training, Self Help Group/ Political participation
- 4.3 Resource Mobilization-Family resource and community resource
- 4.4 Networking Multi sectorial linkage - National and International
- 4.5 CSR/ Public Private Partnership

## **Unit 5: Access**

- 5.1 Barrier free Environment & Universal design
- 5.2 Ergonomics -Work station, public places
- 5.3 Educational and architectural adaptation
- 5.4 Independent/ Assistive Living
- 5.5 Information and Communication - Website/ Open source

# **IDENTIFICATION OF CHILDREN WITH VISUAL IMPAIRMENT AND ASSESSMENT OF NEEDS**

**Course Code: .....**  
**Contact Hours: 60**

**Credits: 04**  
**Marks: 100**

## **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

# **CURRICULUM ADAPTATION AND STRATEGIES FOR TEACHING EXPANDED CURRICULUM**

**Course Code: .....**  
**Contact Hours: 60**

**Credits: 04**  
**Marks: 100**

## **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

# INTERVENTION AND TEACHING STRATEGIES

**Course Code.....**  
**Contact Hours: 60**

**Credits: 04**  
**Marks: 100**

## **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

# **TECHNOLOGY AND EDUCATION OF THE VISUALLY IMPAIRED**

**Course Code: .....**

**Credits: 04**

**Contact Hours: 60**

**Marks: 100**

## **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 Notetakers 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 Bookshare
- 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

## **PSYCHO SOCIAL AND FAMILY ISSUES**

**Course Code: .....**  
**Contact Hours: 30**

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

### **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

## **READING AND REFLECTING ON TEXTS**

**Course code: BEDSE100207**  
**Contact Hours: 30**

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

### **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**

- 2.6 Practicing Responses to Text: Personal, Creative and Critical
- 2.7 Meta Cognitive Awareness of Reading Processes and Strategies Applied for Meaning Making
- 2.8 Developing Good Reading Skills and Habits in Primary Level Students: Activities and Strategies
- 2.9 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**

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



# PERFORMING AND VISUAL ARTS

**Course code: BEDSE100209**  
**Contact Hours: 30**

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

## **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**

- 5.6 Range of art activities in visual arts
- 5.7 Experiencing, responding and appreciating visual art
- 5.8 Exposure to selective basic skills in visual art
- 5.9 Art education: Facilitating interest among students: planning and implementing activities
- 5.10 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

# **BASIC RESEARCH AND STATISTICS**

**Course code: BEDSE100228**  
**Contact Hours: 30**

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

## **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

**PROGRAMME STRUCTURE  
STRUCTURE FOR 2 YEARS**

<b>Code</b>	<b>Area</b>	<b>Courses</b>	<b>Credits</b>
A	THEORY: Core courses	5	20
B	THEORY: Cross Disability & Inclusive Education courses (including optional	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
<b>Total</b>		<b>24</b>	<b>80</b>

Each theory course (A, B, C, D) will have up to 5 units. Each practical course (E1 and E2) will have 4 units. Each field Engagement/internship (F1, F2 and F3) will have 2 units. All courses as specified in the structure include lecture, tutorials as contact hours besides assignment, field work including observation, seminar, workshop and practicum relating to the concerned course.

**WORKING DAYS & ATTENDANCE**

The programme will be conducted for **at least 200 working** days each year exclusive of the period of examination and admission. The institution shall work for a minimum of thirty six hours in a week (five or six days), during which physical presence in the institution of all the teachers and student-teachers is necessary to ensure their availability for advice, guidance, dialogue and consultation as and when needed.

The minimum attendance of Student-Teachers shall have to be 80% for all course work, 90% for all practicum, and 100% for school internship (5% attendance may be condoned by the head of institution on genuine grounds).

**ELIGIBILITY FOR ADMISSION**

B.A. / B.Sc. / B.Com. or an equivalent degree at graduate level depending on the requirements of being the school subject for pedagogical courses and for the particular course with minimum 50% in the qualifying degree examination.

The reservation and relaxation for SC/ST/OBC/PWD and other categories shall be as per rules of Central/State Govt., whichever is applicable.

**PROGRAMME PATTERN**

The programme has been developed on Semester basis with a total of 2600 marks in view of disability specific specialization.

**NOTE:** *The codes shall be given by the Examination Division later.*