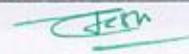


## B.Ed.Spl.Ed.(ID) semester-III

B10	Skill Based Optional Course (Cross Disability and Inclusion) Any one
a.	Guidance and Counseling
b.	Early Childhood Care & Education
c.	Applied Behavioral Analysis
d.	Community Based Rehabilitation
e.	Application of ICT in Classroom
f.	Gender and Disability
g.	Braille and Assistive Devices
C13	Curriculum Designing, Adaptation and Evaluation
C14	Intervention and Teaching Strategies
C15	Technology and Disability

  
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# GUIDANCE & COUNSELLING

Course Code: B 10(A)

Contact Hours: 30

Marks: 50

## Objectives

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

*Apply the skills of guidance and counselling in classroom situations.*

*Describe the process of development of self-image and self-esteem.*

*Appreciate the types and issues of counselling and guidance in inclusive settings.*

## Unit 1: Introduction to Guidance and Counselling

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

## Unit 2: Enhancing Self Image and Self Esteem

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

## Unit 3: Guidance and Counselling in Inclusive Education

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

## Practicum/ Field engagement

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

III. Report of critical observation of a given counselling session

## Transaction

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

teachers the ability to become a —People-helperl. They should be able to appreciate the role of a guide and counsellor in the school setting.

  
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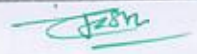
### Essential Readings

- Naik, P.S. (2013). *Counselling Skills for Educationists*. Soujanya Books, New Delhi.
- Nayak, A.K. (1997). *Guidance and Counselling*. APH Publishing, Delhi.
- Rao, V. K., & Reddy, R.S. (2003). *Academic Environment: Advice, Counsel and Activities*. Soujanya Books, New Delhi.
- Shah, A. (2008). *Basics in Guidance and Counselling*. Global Vision Publishing House.
- Sharma, V.K. (2005). *Education and Training of Educational and Vocational Guidance*. Soujanya Books, New Delhi.

### Suggested Readings

- Kapunan, R.R. (2004). *Fundamentals of Guidance and Counselling*. Rex Printing Company, Phillipines.
- Pal, O.B. (2011). *Educational and Vocational Guidance and Counselling*. Soujanya Books, New Delhi.

  
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# EARLY CHILDHOOD CARE AND EDUCATION

Course Code: B 10(B)

Contact Hours: 30

Marks: 50

## Introduction

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

## Objectives

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

*Explain the biological & sociological foundations of early childhood education.*

*Describe the developmental systems approach and role responsibilities of interdisciplinary teams for early education of children with disabilities.*

*Enumerate the inclusive early education pedagogical practices.*

## Unit 1: The Early Years: An Overview

- 1.1 Facts about Early Childhood Learning & Development
- 1.2 Neural Plasticity
- 1.3 Critical Periods of Development of Motor, Auditory, Visual, Linguistic & Cognitive Skills
- 1.4 Sensitive Periods of Learning: Maria Montessori's Framework & Windows of Opportunity & Learning Timelines of Development in Young Children
- 1.5 Integrating Theories of Development & Learning for Early Childhood 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)

  
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- 3.2 Practices for Inclusive ECE Programs: Adaptations of Physical Environment & Equipments, Visual Support Materials, Parent Partnerships, Friendships & Engagements with Typical Children
- 3.3 Principles of Inclusive ECE Practices: Full Participation, Open Ended Activities, Collaborative Planning
- 3.4 Collaborating with Parents, Family Education & Developing Individualised Family Service Plan (IFSP)
- 3.5 School Readiness and Transitions

### **Practical/ Field Engagements**

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

### **Transactions**

Visits, Observations & Workshops.

### **Essential Readings**

- Costello, P.M. (2000). *Thinking Skills & Early Childhood Education*. London: David Fulton Publishers.
- Dunn, S.G., & Dunn, K. (1992). *Teaching Elementary students through their individual learning styles: Practical approaches for grades 3-6*. Massachusetts: Allyn & Bacon.
- Guralnick, M.J. (2005). *The Developmental Systems Approach to Early Intervention*: Brookes Publication.
- Klausmeir, H.J., & Sipple, T.S. (1980). *Learning & Teaching Concepts. A strategy for testing applications of theory*. New York: Academic Press.
- Mohanty, J., & Mohanty, B. (1999). *Early Childhood Care and Education*. Delhi: Offset Printers.

### **Suggested Readings**

- Barbour, N., & Seefeldt, C. (1998). *Early Childhood Education. An Introduction* (4<sup>th</sup> Eds). U.K: Prentice Hall.
- Broman, B. C. (1978). *The Early Years in Childhood Education*. Chicago: RandMcNally College Publishing Company.
- Catron, C.E., & Allen, J. (1993). *Early Childhood Curriculum*. New York: MacMillan Publishing Company.
- Dahlberg, G., Moss, P. & Pence, A. (2007). *Beyond Quality in Early Childhood Care and Education*. (2<sup>nd</sup> Ed.). New York: Routledge Publication.

- Dopyera, M.L., & Dopyera, J. (1977). *Becoming a Teacher of Young Children*. New York: Random House Publications.
- Gordon, I.J. (1972). *Early Childhood Education*. Chicago: Chicago University Press.
- Hamilton, D.S. & Flemming, (1990). *Resources for Creative Teaching in Early Childhood Education* (2nd Edition). Tokyo: Harcourt Brace Jovanich.
- Hilderbrand, V. (1991). *Introduction to Early Childhood Education*. New York: MacMillan Publishing.
- Krogh, S.L., & Slentz, K. (2001). *Early Childhood Education, Yesterday, Today & Tomorrow*. London: Lawrence Erlbaum Associates Publishers.
- Range, D.G., Layton, J.R. & Roubinek, D.C. (1980). *Aspects of Early Childhood Education. Theory to Reserch to Practice*. New York: Academic Press.
- Spodek, B., Saracho, O.N., & Davis, M.D. (1987). *Foundations of Early Childhood Education*. Englewood Cliffs, New Jersey: Prentice Hall,
- Wortham, S.C. (NK). *Measurement & Evaluation in Early Childhood Education* (2nd Eds.), Ohio: Merrill Prentice Hall.

  
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# APPLIED BEHAVIOUR ANALYSIS

Course Code: B 10(C)

Contact Hours: 30

Marks: 50

## Objectives

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

*Develop an understanding of the underlying principles and assumptions of Applied Behavioural Analysis (ABA).*

*Use various measures of behavioural assessment.*

*Apply methods of ABA in teaching and learning environments.*

*Integrate techniques of ABA in teaching programs.*

*Select suitable strategies for managing challenging behaviours.*

## Unit 1: Introduction to Applied Behaviour Analysis (ABA)

1.1 Principles of Behavioural Approach

1.2 ABA - Concept and Definition

1.3 Assumptions of ABA – Classical and Operant Conditioning

1.4 Behaviour- Definition and Feature

1.5 Assessment of Behaviour – Functional Analysis of Behaviour, Behaviour Recording Systems

## Unit 2: Strategies for Positive Behaviour Support

2.1 Selection of Behavioural Goals

2.2 Reinforcement

Types: Positive and Negative, Primary and Secondary

Schedules: Continuous, Fixed Ratio, Fixed Interval, Variable Ratio, Variable Interval

2.3 Discrete Trial Teaching

Discriminative Stimulus - Characteristics

Response

Prompts: Physical, Gestural, Pointing, Visual, Positional, Verbal

Consequence - Characteristics

Inter-Trial Interval

2.4 Application of ABA in Group Setting

Negotiation and contract

Token economy

Response cost

Pairing and fading

2.5 Leadership role of teacher in promoting positive behaviour

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### 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
- 3.5 Generalization and Fading

#### Practicum

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

#### Transaction

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

#### Essential Readings

Bailey, J., & Burch, M. (2011). *Ethics for Behaviour Analysts*. Routledge, New York.  
Cooper, J.O., Timothy, E.H., & Heward, W.L. (2007). *Applied Behaviour Analysis*.

Pearson Publications.

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

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

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

#### Suggested Readings

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

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

  
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# COMMUNITY BASED REHABILITATION

Course Code: B 10(D)

Contact Hours: 30

Marks: 50

## Objectives

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

*Explain the concept, principles and scope of community based rehabilitation.*

*Learn the strategies for promoting public participation in CBR.*

*Apply suitable methods for preparing persons with disability for rehabilitation within the community.*

*Provide need-based training to persons with disabilities.*

*Develop an understanding of the role of government and global agencies in CBR.*

## Unit 1: Introduction to Community Based Rehabilitation (CBR)

- 1.1 Concept and Definition of CBR
- 1.2 Principles of CBR
- 1.3 Difference between CBR and Institutional Living
- 1.4 Socio-cultural and Economic Contexts of CBR
- 1.5 Scope and Inclusion of CBR in Government Policies and Programs

## Unit 2: Preparing Community for CBR

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

## Unit 3: Preparing Persons with Disability for CBR

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

## Practicum/ Field Engagement

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

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### Transaction

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

### Essential Readings

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

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

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

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

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

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

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

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

  
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## APPLICATION OF ICT IN CLASSROOM

Course Code: B 10(E)

Contact Hours: 30

Marks: 50

### Course Description

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

### Objectives

After completing the course the student teacher will be able to

*Gauge the varying dimensions in respect of ICT and Applications in Special Education.  
Delineate the special roles of ICT Applications.*

*Acquire Familiarity with Different Modes of Computer-Based Learning.*

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

- 1.1 Meaning and Scope of ICT and Its Role in 'Construction of Knowledge'
- 1.2 Possible Uses of Audio-Visual Media and Computers (Radio, Television, Computers)
- 1.3 Integrating ICT in Special Education With Reference To Articles 4 and 9 of UNCRPD and Goal 3 of Incheon Strategy
- 1.4 Three as of ICT Application—Access, Availability, Affordability
- 1.5 Overview of WCAG (Web Content Access Guidelines)

### Unit 2: Using Media and Computers

- 2.1 Media: Radio and Audio Media- Script Writing, Storytelling, Songs, etc., Television and Video in Education, Importance of Newspaper in Education
- 2.2 Computers: Functional Knowledge of Operating Computers—On/Off, Word Processing, Use Of Power Point, Excel, ICT Applications for Access to Print
- 2.3 Computer as a Learning Tool: Effective Browsing Of The Internet for Discerning and Selecting Relevant Information, Survey of Educational Sites and Downloading Relevant Material; Cross Collating Knowledge from Varied Sources
- 2.4 Computer-Aided Learning: Application of Multimedia in Teaching and Learning, Programmed Instruction; Computer-Assisted Instruction; Interactive Learning
- 2.5 E-Classroom: Concept, Organizing E-Classroom and Required Adaptations for Students with Disabilities

### **Unit 3: Visualising Technology-Supported Learning Situations**

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

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

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

#### **Essential Readings**

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

#### **Suggested Readings**

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

  
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# GENDER AND DISABILITY

Course Code: B 10(F)

Contact Hours: 30

Marks: 50

## Objectives

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

*Develop an understanding of human rights based approach in context of disability. Explain the impact of gender on disability.*

*Describe the personal and demographic perspectives of gender and disability.*

*Analyse the issues related to disabled women and girl children.*

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

6 Hours

1.1 Human Rights-Based Approach: Concept and History

1.2 Principles of Human Rights-Based Approach

Equality and Non-Discrimination

Universality & Inalienability

Participation and Inclusion

Accountability and Rule of Law

1.3 Elements of Human Rights System

Legal Framework

Institutions

Development Policies & Programs

Public Awareness

Civil Society

1.4 Advantage of Human Rights-Based Approach

1.5 Implications for Disability

Empowerment

Enforceability

Indivisibility

Participation

## Unit 2: Gender and Disability

10 Hours

2.1 Sex & Gender: Concept & Difference

2.2 Impairment & Disability: Concept & Difference

2.3 Gendered Experience of Disability

Public Domain: School and Outside School

Private and Familial Domain

Normalization and Social Role Valorisation

2.4 Gender and Disability Analysis: Techniques and Strategies

2.5 Psyche and Gender: Implications for Teaching

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### Unit 3: Women and Girl Child with Disability

10 Hours

#### 3.1 Inclusive Equality

Access to Family Life

Access to Education, Vocational Training and Employment

Access to Political Participation

#### 3.2 Factors Contributing to Disability

Gender-Based Violence in School and Within Family

Traditional Practices

#### 3.3 Sexual and Reproductive Health

#### 3.4 Teacher's Role in Promoting Gender Equality

#### 3.5 Gender Critique of Legislation, Government Policy and Schemes

#### Practicum/Field Engagement

I. Study the case of a woman with disability and submit a report

II. Review selected paper/s authored by women with disability

III. Conduct a gender analysis of a selected disability Act/Policy

#### Transaction

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

#### Essential Readings

Habib, L. A. (1997). *Gender and Disability: Women's Experiences in the Middle East*. Oxfam, UK.

Hans, A. (2015). *Disability, Gender and the Trajectories of Power*. Sage Publications Pvt. Ltd.

Meekosha, H. (2004). *Gender and Disability*. Sage Encyclopaedia of Disability.

O'Brien, J., & Forde, C. (2008). *Tackling Gender Inequality, Raising Pupil Achievement*, Dunedin Academic.

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

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

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

### Desirable Readings

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

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

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

  
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# BRAILLE AND ASSISTIVE DEVICES

Course Code: B 10(G)

Credit: 02

Contact Hours: 30

Marks: 50

## Introduction

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

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

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

## Objectives

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

*Acquire basic information about Braille, its relevance and some important functional aspects.*

*Get basic information on types and significance of different Braille devices.*

*Get acquainted with the types and significance of basic devices relating to Mathematics, Science, Geography and Low Vision as also on sources of their availability.*

## Unit 1: Braille

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

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

- 2.1 Slate and Stylus
- 2.2 Braille Writer
- 2.3 Electronic Devices— Note takers and Refreshable Braille Displays
- 2.4 Braille Embossers
- 2.5 Braille Translation Software

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### 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.

### Essential Readings

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

### Suggested Readings

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

  
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# CURRICULUM DESIGNING, ADAPTATION & EVALUATION

Course code: C 13

Contact Hours: 60

Marks: 100

## Objectives

After completing the course student-teachers will be able to

*Understand nature of curriculum, principles and steps of curriculum designing, domains and curriculum evaluation.*

*Develop insight into importance of early childhood special education, its domains and school readiness programme and their implications.*

*Acquire knowledge about curriculum domains at secondary, prevocational and vocational level and understand its implications.*

*Understand different strategies for curriculum adaptation, accommodation, modification and their significance.*

*Evaluation and make effective use of different techniques.*

## 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,

  
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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

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

To prepare need based curriculum for training in

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

#### **Essential Readings**

- Baine, D. (1988) Handicapped Children in Developing Countries, Assessment, Curriculum and Instruction. University of Alberta, Alberta,
- Bos, C.S. & Vaughn, S. (1994) Strategies for teaching students with learning and behaviour problems. Boston: Allyn and Bacon.
- Jeyachandaran, P., & Vimala, V. (2000). Madras Developmental Programming System.
- Luftig, R.L. (1949). Teaching the Mentally Retarded Student: Curriculum, Methods and Strategies. Library of Congress Cataloging-in-publications data.
- Myreddi, V., & Narayan, J. (1998). Functional Academics for students with mild mental retardation, NIMH, Secunderabad.
- Myreddi, V. & Narayan, J. (2005) FACP – PMR, NIMH, Secunderabad.
- Narayan, J. (1990). Towards independence series 1 to 9. NIMH, Secunderabad.

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

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

Overton, T. (1992). Assessment in Special Education an Applied Approach. New York McMillan.

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

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

### **Suggested Readings**

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

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

Peshwaria, R. and Venkatesan. (1992) Behavioural retarded children A manual for teachers. NIMH, Secunderabad.

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

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

Subba Rao, T.A. (1992). Manual on Developing Communication Skills in Mentally Retarded Persons, NIMH, Secunderabad.

Taylor, R.L. (1993). Assessment of Exceptional Students Educational and Psychological Procedures. Boston: Allyn & Bacon.

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

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

  
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# INTERVENTION AND TEACHING STRATEGIES

Course code: C 14

Contact Hours: 60

Marks: 100

## Objectives

After completing the course student-teachers will be able to

*Appreciate and orient oneself in understanding, planning and using intervention appropriately and demonstrate it.*

*Realize the importance of developing IEP, acquire the required competencies for its development, implementation and evaluation.*

*Understand basic of learning and teaching and acquire competency to select and demonstrate appropriate teaching strategies for teaching in different curriculum areas.*

*Understand nature and identification maladaptive behaviour and develop insight into various modes of its management.*

*Develop understanding of various therapeutics interventions, their objectives, scope, modalities, and require intervention.*

## 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,

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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.)

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

Special/ Inclusive Schools/ Institute

To deliver Modular/ Thematic lecture on relevant topic

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

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

## Essential Readings

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

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

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

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

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

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

- Jayachandra, P. (2001) Teaching yogasanas for persons with mental retardation, Chennai: Vijay Human Services.
- Jeyachandaran, P. Vimala, V. (2000). Madras Developmental Programming System
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- Myreddi V. & Narayan J. (1998). Functional Academics for students with mild mental retardation, NIMH, Secunderabad.
- Narayan J. (1990). Towards independence series 1 to 9. NIMH, Secunderabad.
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- Panda, K.C. (1997). Education of Exceptional Children. New Delhi Vikas
- Pandit, A & Grover U (2001), Self Instructional Modules on occupational therapy/physiotherapy, BED (MR) SPE, Bhoj University, Bhopal.
- Peshawaria, R & Venkatesan, S. (1992). Behaviour approach in teaching mentally
- Repp A.C. (1983) Teaching the Mentally Retarded, New Jersey, Prentice Hall King-
- Sears, H.E. (1994) Curriculum Based Assessment in Special Education. SanDiego Singular Publishing Group.
- Shesborne, V. (1990). Developmental movement for children, Cambridge: Cambridge University Press.
- Subba Rao, T.A. (1992), Manual on Developing Communication Skills in mentally retarded persons, NIMH, Secunderabad.
- Swaminathan, M. (1990) Play activity for young children. India: UNICEF.
- Thomson, A., Skinner, A. & Piercy, J. (1991). Tidy's physiotherapy (Twelfth edition). Oxford: Butterworth – Heinmann Ltd.
- Van Riper, C.A. and Emerick L (1990) Speech Correction – An introduction to Speech Pathology & Audiology, Eighth Edition, Prentice Hall

#### **Suggested Readings**

- A.C.Ornstein (1990). Strategies for Effective Teaching. Harper and Row, Publishers, Inc.
- David W. (1998). Teaching and Learning in the Early Years. London and New York: Routledge.

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

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# TECHNOLOGY AND DISABILITY

Course code: C 15

Contact Hours: 60

Marks: 100

## Objectives

After completing the course student-teachers will be able to

*Comprehend role of technology in educating children with ID and acquire knowledge about its various approaches and modes.*

*Understand nature of ICT, its basis, development and use.*

*Use computer programme and software for the benefit of children with ID.*

*Develop skills and competencies in use of Punarjani and C-DAC and integrate technology for instructions and inclusion.*

*Apply technology for developing lesson plan and adapted assistive devices.*

## 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

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- 3.4 Recent Trends in Multimedia
- 3.5 Implication of Multimedia in teaching learning.

- 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

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

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

#### **Essential Readings**

- Kulkarni, S.S. (1986). Introduction to Education Technology, New Delhi: Oxford & IBH Publishing Co.
- Kumar, K.L. (1996). Educational Technology and Communication Media, Cuttack: Nalanda.
- McMillan, J.H. & Schumacher, S. (1989). Research in Education: A Conceptual Introduction, New York: Harper & Collins.
- Mehra, Vandana (2004) Educational Technology, New Delhi : S S Publishers.
- Mohanty, J. (1992). Educational Technology, New Delhi: Deep and Deep Publication.
- Mukhopadhyaya, M. (ed.) (2005). Education Technology Knowledge Assessment, New Delhi: Shipra Publications.
- R., Robertson, S. and Peter John. (2009). Improving Classroom Learning with ICT, New York: Routledge.
- Takewale, R. G. (1995). Technologies for Educational Network, Presidential address in the seminar on Technologies for Educational Networking, New Delhi: IGNOU.

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

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

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

### **Suggested Readings**

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

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


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

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

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

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

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

  
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