

**Applicable only for B.Ed. Special Education
(Theory& Practical) Examination June- 2021
2nd Semester June-2021
4th Semester June-2021**

2ND SEMESTER

	Course Code	Title	Internal Assessment	Term End	Pass Marks	Full Marks	Credits
AREA-A (Core Course)	A3	Learning, Teaching and Assessment	20	80	50	100	4
	A4	Pedagogy of Teaching (Special Reference to Disability)	20	80	50	100	4
	Any One	PART-I :Science (Special reference to Disability) PART-II : Mathematics (Special Reference to Disability) PART-III : Social Science (Special Reference to Disability)					
AREA-B (Cross Disability And Inclusion)	B6	Inclusive Education	10	40	25	50	2
AREA-C (Disability Specialisation Courses)	C12	Assessment and Identification of Needs (H.I.)	20	80	50	100	4
		Assessment and Identification of Needs (I.D.)					
		Identification of Children with Visual Impairment and Assessment of Needs (V.I.)					
AREA-E (Practical Related to Disability)	E2	Disability Specialization	20	30	25	50	2
Total Marks and Credits of 2 nd Term End Examination			90	310	200	400	16

LEARNING, TEACHING AND ASSESSMENT

Course Code: A3

Marks:100

Unit 1: Human Learning and Intelligence

- 1.1 Human learning: Meaning, definition and concept formation
- 1.2 Learning theories:
 - Behaviourism: Thorndike, Skinner
 - Cognitivism: Piaget, Kohlberg
 - Social Constructivism: 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

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

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: open ended and cloze 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.

PEDAGOGY OF TEACHING SCIENCE

Course Code: A 4(Part I)

Marks:100

Unit 1: Nature and Significance of Science

10Hours

- 1.1 Science as an Integrated Area of Study.
- 1.2 Role of Science for Sustainable Development

Unit 2: Planning for Instruction

12Hours

- 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

14Hours

- 3.1 Process approach, Direct Experience Approach, Inductive-Deductive Approach,
- 3.2 Creating Different Situations of Learning Engagement: Group Learning, Individual Learning, Small Group, Cooperative (Peer-Tutoring, Jigsaw Etc.), and Situated/Contextual Learning with reference to Children with Disabilities.
- 3.3 Constructivist Approach and its Use in Teaching Science

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

12.Hours

- 4.1 Teaching Learning Aids - Need, Importance, Selection, Use and Classification of Aids Based on Type of Experience, Audio Visual Aids, Multimedia, Charts, and Models (Tactile and Visual)
- 4.2 Importance of Co-Curricular Activities-Science Club, Science Exhibition, Science Text Books-Characteristics and Significance with Reference To Children With Disabilities
- 4.3 The Science Laboratory-Planning Organization of Lab, Storage, Record Keeping' And Safety of Scientific Equipment's With Reference To Children With Disabilities

Unit 5: Evaluation

12Hours

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

PEDAGOGY OF TEACHING MATHEMATICS

Course Code: A 4(Part-II)

Marks :100

Unit 1: Nature of Mathematics

8Hours

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

Unit 2 : Objectives and Instruction Planning in Mathematics

13Hours

- 2.1 Aims and Objectives of Teaching Mathematics in Elementary and Secondary Schools
- 2.2 Bloom'sTaxonomyofEducationalObjectivesandWritingObjectivesinBehaviouralTerms
- 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

13Hours

- 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 14 Hours

- 4.1 Mathematics Laboratory Concept, Need, And Equipment for Setting Up A Mathematics Laboratory

- 4.2 Utilization of Learning Resources in Mathematics: Charts and Pictures, Weighing and Measuring Instruments, Drawing Instruments, Models, Concrete Materials, Surveying Instruments with Reference to Children with Disabilities
- 4.3 Bulletin Boards and Mathematics Club
- 4.4 Abacus, Cussionaire Rods, Fractional Discs, Napier Strips
- 4.5 Calculators, Computers, Smart Boards, Multimedia Presentations, and Special Aids and Appliances for Children with Disabilities

PEDAGOGY OF TEACHING SOCIALSCIENCE

Course Code: A 4(Part-III)

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 2A
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) Contentric d) Spiral e) Integrated Regressive
- 3.2 Methods of teaching social science: Lecture, discussion, socialized recitation, source. And project method.
- 3.2.1. Devices and techniques of teaching social studies - Narration, description, illustration, questioning, assignment, field trip, storytelling, Role play, Group and self-study, programmed learning, inductive thinking," Concept mapping, expository teaching and problem-solving .
- 3.3 Accommodations required in approaches for teaching children with disabilities
- 3.4 Instructional material for teaching of social science: Time-lines & Genealogical charts, Maps & Globes, u se 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

INCLUSIVE EDUCATION

Course Code: B-6

Marks :50

Unit 1: Introduction to Inclusive Education

5Hours

- 1.1 Marginalization 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

5hours

- 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 Commission s & 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

7Hours

- 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

8Hours

- 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

Disability Specialization

HEARING IMPAIRMENT

ASSESSMENT AND IDENTIFICATION OF NEEDS

Course Code:C-12

Marks :100

Unit 1: Early Identification of hearing loss: Need & strategies

12hours

- 1.1 Need for early identification of hearing loss
- 1.2 Overview to behavioural and objective techniques in screening for hearing loss
- 1.4 Use of checklists and behavioural observation in early identification of hearing loss by school teachers (congenital & acquired)

Unit 2: Audiological Assessment

12hours

- 2.1 Orientation: Sound, physical and psychological parameters/attributes, concept of dB HL vs dB SPL, auditory milestones in typical children (0-2years)
- 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.

Unit 3: Assessment of Language & communication

12hours

- 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)

Unit 4: Assessment to Speech

12hours

- 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

Unit 5: Educational assessment and identification of needs**12hours**

- 5.1 Educational assessment: Concept and scope
- 5.2 Factors affecting educational performance: individual, family & environment
- 5.3 Types of Assessment: Norm referenced & Criterion Referenced test, Comprehensive & Continuous assessment. Summative & Formative, Formal & Informal, conventional & alternate, Performance based & curriculum based
- 5.4 Tools & techniques of Educational Assessment: Observations, Interviews, Developmental scales, Standardized & Criterion based tests, Teacher Made Tests at different levels and classroom assessment techniques (Conventional & Modern).

Disability

Specialization

**Mental
Retardation / Intellectual
Disability**

ASSESSMENT AND IDENTIFICATION OF NEEDS

Course Code: C-12

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 PWD

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 and 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 and 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 and Report Writing-Implications of Assessment, Outcomes for Community Living.

Disability

Specialization

VISUAL

IMPAIRMENT

IDENTIFICATION OF CHILDREN WITH VISUAL IMPAIRMENT AND ASSESSMENT OF NEEDS

Course Code:C-12

Marks :100

Unit 1: Anatomy and Physiology of Human Eye

10Hours

- 1.1 Structure and function of human eye
- 1.2 Principles of refraction and refractive errors
- 1.3 Concept and definitions of blindness and low vision
- 1.4 Concept of visual acuity, visual field, depth perception and contrast sensitivity.

Unit2: Types of Visual Impairment and Common Eye Disorders 12Hours

- 2.1 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
- 2.2 Educational implications of different eye disorders

Unit 3: Implications of Visual Impairment and Needs of Visually Impaired 10 Hours

- 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

14Hours

- 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, Leatests, 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

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

PRACTICUM :2nd Semester
(ID/HI/VI)

PRACTICUM: ID
Semester - 11

E 2 (A): Disability Specialization Marks: 50

I. No.	Tasks for the Student-	Disability Focus	Educational Setting	Marks	Description	Revised
1.1	IEP	ID	Special Schools for ID	20	Develop IEP for 1 Student with ID at Primary level.	Develop IEP for 1 Student with ID at Primary level <i>up to management</i>
1.2	Lesson Planning and Teaching	ID	Special Schools for ID	20	10 lessons	5 Lesson
1.3	Micro teaching & simulated teaching on selected skills	General	Institute	10	10 lessons (7+3) (Demonstration of Micro teaching Skills-7, Integrated Lessons- 3)	8 Lesson (7+1)-8

PRACTICUM-V.I.
Semester – II

E 2 (A): Disability Specialization Marks: 50

SL No.	Tasks for the Student-teachers	Educational Settings	Disability Focus	Specific Activities	Marks	Revised
1	Learning of Braille	Institute	VI	Bharati Regional Braille	20	Bharati Regional Braille

2				(Braille Mathematical sign for: Numeric indicator, basic operations, simple fraction and bracket. Braille Mathematics Code Radicals, fraction (Mixed, complex and hyper complex), sign and symbols of comparison, Shape signs, Greek letters, indices set symbols	20	Braille Mathematical sign for: Numeric indicator, basic operations, simple fraction and bracket
3	Micro Teaching	Institute	VI	10 Lesson Plan	10	Microteaching-7+1=8 Skills
Total					50	

PRACTICUM: HI
Semester - 11

E2 (A): Disability Specialization Marks: 50

S I N	Tasks	Educational Setting	Specific activities	Mark	Submission	Proposed/ Revised
1	Assessment of hearing	Institute / Clinic	<i>Observation of</i> <ul style="list-style-type: none"> BOA and VRA Conditioned Pure Tone Audiometry Speech Audiometry Hearing aid trial & hearing aid testing 	15	Journal with reflections	Audio- Only for Journal
C-1	Assessment of speech and language	Institute / Clinic	<ul style="list-style-type: none"> Listening to speech of children with and without hearing loss and identifying parameters (Non segmental, segmental & supra segmental) Observing speech assessment (screening) Carrying out speech assessment (screening) Observing speech assessment using standardized tool Studying & describing standardized 	15	Journal with reflections	Speech- Only for Journal

Cri	Assessment In development al psychology	Institut e/ Clinic	<ul style="list-style-type: none">• Studying & describing DST, GDS, CPM, SFB, VSMS.• Observing assessment of children using any two of the above	10	Journal with reflections	Psychology- Only for Journal
4	Micro Teaching and Simulated Teaching on class	Institute	10 Lessons (7+3) <ul style="list-style-type: none">• <i>Demonstration of M.T. Skills- 7</i>• <i>Demonstration of Integrated-3</i>	10	Practical Workbook	Microteaching - 7+1=8 Skills
TOTAL				50		

4TH SEMESTER

	Course Code	Title	Internal Assessment	Term End	Pass Marks	Full Marks	Credits
AREA-B Cross Disability And Inclusion	B10 A	Skill based Optional Course (Cross Disability And Inclusion) Guidance and Counselling	10	40	25	50	2
AREA-C (Disability)	C15	Technology and Disability (H.I.)	20	80	50	100	4
		Technology and Disability (LD.)					
		Technology and Education of Visually Impaired (V.I.)					
Specialisation Courses)	C16	Psycho Social and Family Issues (H.I.)	10	40	25	50	2
		Psycho Social and Family Issues (I.D.)					
		Psycho Social and Family Issues (V.I.)					
AREA-D (Enhancement of Professional Capacities (EPC)	D17	Reading and Reflecting on Texts	10	40	25	50	2
	D18	Drama and Art in Education	10	40	25	50	2
AREA-F Field Engagement/ School Attachment/ Internship	FI	Main Disability Special School (Related to Area-C)	40	60	50	100	4
Total Marks and Credits of 4th Term End Examination			100	300	200	400	16

GUIDANCE AND COUNSELLING

Course Code:B-10(A)

Marks :50

Unit 1: Introduction to Guidance and Counseling

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

Unit 2 : Enhancing Self Image and Self Esteem

- 2.1 Concept of Self as Human
- 2.4 Personality Development
- 2.5 Role of Teacher in Developing Self-Esteem in Children

Unit 3 : Guidance and Counseling 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

Disability

Specialization

HEARING

IMPAIRMENT

TECHNOLOGY AND DISABILITY

Course Code:C-15

Marks:100

Unit 1: Listening devices and classroom acoustics

12hours

1. L. 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 measure
- 1.2. Classroom amplification devices: Individual, Speech Trainer & group, Hard wire, loop induction, infra-red & FM systems, their importance in educational management
- 1.3. Cochlear Implant, middle ear implant, BAHA & Auditory Brainstem implant: Candidacy, components, functioning & importance with special reference to ADIP 2014 scheme

Unit 2 : Technology for management for speech

12hours

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

Unit 3 : Technology facilitating language & communication

12hours

- 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 Sign to text and text to sign technology
- 3.4 Augmentative and Alternative communication for children with hearing impairment with additional/associating concerns

Unit 4: Technology facilitating Education

12hours

- 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 ICT and education of children with hearing impairment: Planning, implementation & evaluation of teaching-learning

Unit 5 : Resource Mobilization for technology**12hours**

- 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 Agencies/Strategies to locate required human resources for various services and referrals

Disability

Specialization

**Mental
Retardation / Intellectual
Disability**

TECHNOLOGY AND DISABILITY

Course Code:C-15

Marks :100

Unit 1 : Technology in Education and Instruction.

- 1.1 Educational and Instructional Technology - Meaning, Nature, Scope, Definition, Objectives and Significance
- 1.2 Approaches of Educational Technology - Hardware, Software, system approach, individual mass media approach.
- 1.3 Differential Instruction, Universal Design of learning and Individualized Instruction.
- 1.4 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 learner's
- 2.3 Use of ICT in developing collaborative networks for sharing and learning such as Internet -Email, Tele-teaching, Tele-conference
- 2.4 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 Approaches.
- 3.2 Types of Instructional Aids: Projected and Non -Projected Aids, Projectors, Radio, Tape Recorder, Television, Films, Computers, whiteboard, Smartboard, e- Flash Cards, Educational Toys
- 3.3 Implication of Multimedia in teaching learning.

Unit 4: Technology Based Instruction

- 4.1 Computer-Assisted &Computer Managed Instructions, Cybernetics, E- learning, Use of Net search and Websites
- 4.2 Disability Friendly Technology - Punarjani, and e-learning Framework developed by C-DAC
- 4.3 Developing Technology Integrated Lessons-Individual and Group
- 4.4 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 eg: JAWS, Smart phones, Screen Readers
- 5.3 Application of Technology in Instruction-Individual, small group and large group.
- 5.4 Advantages, merits and demerits.

**Disability
Specialization**

VISUAL

IMPAIRMENT

TECHNOLOGY AND EDUCATION OF THE VISUALLY IMPAIRED

Course Code: C-15

Marks:100

Unit 1: Introducing Educational and Information Communication Technology 12 Hours

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

Unit 2: Adaptive Technologies

12Hour

- 2.1. Roles of IT's and the Scientific Community;

Unit 3: Access to Print for the Visually Impaired

12Hours

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

Unit 4: Assistive Technologies- for the visually- Impaired with reference- to - School- subjects and Low-Vision

12Hours

- 4.1. Mathematics: Taylor Frame, Abacus, Geo Board, Algebra and Math's Types, Measuring Tapes, Scales, and Soft-wares for teaching Math's.
- 4.2. Science: Thermometers, Color Probes, Scientific and Math stalking Calculators, Light Probes, and Weighing scales and Soft-wares for teaching Science.
- 4.3. Social Science: Tactile/Embossed Maps, Charts, "Diagrams, Model 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 Software's for developing tactile 'diagrams

Unit 5: Computer-Aided Learning

12Hours

- 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

Disability Specialization

HEARING IMPAIRMENT

PSYCHOSOCIAL AND FAMILY ISSUES

Course Code: C16

Marks: 50

Unit 1: Psychosocial Aspects and Disability

10Hours

- 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;
- 1.5. Challenges and issues in psychosocial development of children with hearing impairment.

Unit 2: Family Needs

10Hours

- 2.1. Identifying Family Needs for information, decision making, skill transfer and referral;
- 2.2. Postering 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;

Unit 3: Family Empowerment

10Hours

- 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. Involving family in fostering and developing play, recreation and values;
- 3.4. Encouraging family involvement in educational programme and participation in community-based rehabilitation programme

Disability

Specialization

**Mental
Retardation / Intellectual
Disability**

PSYCHO-SOCIAL AND FAMILY ISSUES

Course Code:C-16

Marks :50

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 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,Alternativeoptions,pre-maritalcounselling
- 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

**Disability
Specialization**

VISUAL

IMPAIRMENT

PSYCHO SOCIAL AND FAMILY ISSUES

Course Code :C16

Marks:50

Unit 1: Family of a Child with Visual impairment

10Hours

- 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

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

Unit3: Rehabilitation of Children with Visual impairment

5Hours

- 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

Unit 4: Meeting the challenges of children with Visual Impairment 5 Hours

- 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 TEXT

Course Code:D-17

Marks :50

Unit 1 : Reflections on Literacy

- 1.1 Literacy and Current University Graduates: Status and Concerns
- 1.2 Role of Literacy in Education, Career and Social Life
- 1.3 Literacy, Thinking and Self-esteem
- 1.4 Literacy of Second Language/ English: Need and Strategies
- 1.5 Basic Braille Literacy

Unit 2: Reflections on Reading Comprehension

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

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, and Complexity. Text Organization and Literary Richness

PERFORMING AND VISUAL ARTS

Course code: D 18

Credits:02

Contact Hours:30

Marks:50

Unit 1 : Introduction to and art Education

- 1.1 Art and art education: Meaning, scope and difference
- 1.2 Artistic expression: Meaning and strategies to facilitate
- 1.3 Art therapy: concept and application to students with and without disabilities:.
- 1.4 Linking Art education with multiple intelligences
- 1.5 understanding emerging expression of art by students

Unit 2 : Perforating 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 implehenting, activities
- 2.5 Enhancing learning through dance and music for children with and without special needs: strategies and adaptations

Unit 3: Performing Arts: Drama

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

Unit 4: Visual Arts

- 4.1 Range of art activities in visual art
- 4.2 Art education: Facilitating interest among students: planning and implementing activities
- 4.3 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 Media and electronic arts: Facilitating interest among students: planning and implementing activities

PRACTICUM: 4thSemester
(ID/HI/VI)

PRACTICUM ID

Semester - IV

Fl: Main Disability Special School

Marks: 100

SI. No.	Tasks for the Student- teachers	Disability Focus	Set up	No. of Lessons	Marks	Revised
1	Classroom Teaching Across all class levels and Curricular Domains <i>Class Levels</i> <i>a. ELSE,</i>	ID	Special schools for ID	Minimum 30 lessons <ul style="list-style-type: none">• Personal/ Social-10• Functional Academics- 10• Occupational-5• Recreational-5	60	Only for 5 activity Only for 15 Lesson
2	Teacher Assistant		Special schools for ID	Working as teacher assistant for prayers / assembly, checking hearing device, attendance, home work/class work, writing diaries, preparing TLM, teaching practice sessions recapitulation, and break times, Undertaking continuous whole day teaching using	30	
3	Teacher Assistant: Understanding beyond classrooms		Special schools for ID	Participating in School committee's meetings,Sports, Picnics, trips, visits, Parent Teacher Association (PTA) meeting, competitions, Celebrations, annual gatherings, medical checkups — any 1 using ppt. if possible.	10	

PRACTICUM- V.I.
Semester IV

		FI:	Disability	Specialization	Marks: 100		
Si	Tasks	Educational	Specific activities	Marks	Submissions	Revised	
1.	Teacher assistant **	Special school for children with V.I.	Working as teacher assistant for prayers / assembly, checking hearing device, attendance, home work/class work, writing diaries, preparing TLM, teaching practice	40	Journal of daily reflections and learning	Only for 5 activity Only for 15 Lesson	
	Practicing functioning as a teacher		Undertaking continuous whole day teaching using daily diary		Daily diary		
	Understanding school examination **		Assisting in exam related planning, setting question papers, assessing, entering outcome in records writing		Portfolio of assessment		
	Document study		Reading and reporting on academic calendars, time table, diaries, work books, progress reports, case files, parent				
	Use of internet and modern technology for improving the class		Using technology for classroom teaching, art education, record keeping, communication, downloading power points, AVs				
	Compilation of language Teaching		Compiling language material news, conversations, stories and unseen pictures, Directed activities		Journal of compilations		
	Understanding beyond classrooms		Participating in school committees meetings, Sports, Picnics, Trips, Visits, Parents Teacher Association(PTA)meeting				
	Classroom		Minimum 30 Lessons(Across all levels and curricular Domains) and	60			
Total				100			

PRACTICUM- H.I.
Semester IV

Fl:

Disability

Specialization

Marks: 100

SI	Tasks	Educational settings	Specific activities	Marks	Submission s	Revised
i.	<div> <div> <i>Teacher assistant</i> <ul style="list-style-type: none"> Practicing Itionctioning as a teacher Understanding school examination Document study Use of internet and modern technology for <ul style="list-style-type: none"> improving theclass processes Compilati ons of language Teaching </div> </div>	Special School. for children with Hearing Impairment	<div>Working as teacher assistant for pray ers / assembly, checking</div> <div>Undertaking continuous whole day</div> <div>Assisting in exam related planning. setting</div> <div>Reading and reporting on academic calendars, time table, diaries, work books, progress reports,</div> <div>Using technology for classroom teaching. art education, record</div> <div>Compiling language material</div> <div>Participating in school committee meetings. Sports, Picnics, Trips, Visits. Parents Teacher Association (PTA)</div>	40	Journal of daily reelecti ons and learning	<div>Only for 5 activity</div> <div>Only for 15 Lesson</div>

	Classroom Teaching		Minimum 30 Lessons (Across all levels and curricular Domains)	60	
Total				100	