



**ARUNACHAL
UNIVERSITY**
OF STUDIES

State Education & Skill Self-Sponsored University

**CENTRE FOR DISTANCE &
ONLINE EDUCATION**

PROGRAMME PROJECT REPORT

**BACHELOR OF EDUCATION - SPECIAL
EDUCATION (HEARING IMPAIRMENT)**

**CENTRE FOR DISTANCE & ONLINE
EDUCATION {CDOE}**



Programme Name	:-	Bachelor of Education – Special Education (Hearing Impairment)
Eligibility	:-	Graduate or equivalent
Minimum Duration	:-	2 Years (4 Semesters)
Maximum Duration	:-	4 Years

Programme’s Mission and Objective:

The degree of Bachelor of Education - Special Education (Hearing Impairment) is the degree in which we provide the knowledge to our students to help hearing-impaired children acquire the skill to use language to communicate their needs, wants, thoughts and ideas through the use of sign and/or oral language. Further, our purpose as well as to expand the development and use of language among our target group and others. AUS has formulated the course programme to equip every student with thorough knowledge to deal with hearing-impaired children effectively. The course is purposeful and so are the learning techniques. The pedagogy is aligned with National Education Policy, considering the much-needed education towards the disabled children for which we first need to generate special education teachers.

Relevance of the Programme with HEI Mission and Goals:

The University is located in the remote location of Arunachal Pradesh where we can spread the knowledge and provide help to people. This programme has been designed to provide a better future for many. It is a unique course run in the North East States and the opportunity has been in itself been a privilege. The course involves teaching strategies that can help one meet up with the needs and demands of all those differently abled children who trust them for their growth.

Nature of Prospective Target Group of Learners:

The program culminates in a student a teaching experience in two different settings keeping social context in mind. First, the programme is designed with all needed adaptive technology that additionally also let students gain an understanding of the psychology of deafness by providing learners with content knowledge and pedagogical skills. Second, the pedagogy lets the students become inclusive teachers while performing their duties. The curriculum of the programme is designed after understanding the diverse needs of the students of the state in the field of hearing & deafness. This programme will enable the students to develop their knowledge to make themselves to help the society and persons who need the help.

Appropriateness of the Programme:

The appropriateness of the programme conducted in Open and Distance Learning mode is that the student can gain the knowledge. Our purpose is to thoroughly expand the development and use of sign language among the people of the state of Arunachal Pradesh for an inclusive society.

Expected Outcome: The Bachelor of Special Education - Hearing Impairment enables the following outcome in the graduates To build knowledge, develop skills and bring about desirable change in the student trainees so as to equip her/him to become an efficient classroom teacher who can function in any kind of integrated and segregated set up having students with hearing impairment.

1) To prepare the student teacher to teach from pre-primary to secondary level, the areas of expertise includes.....

i) Language and subject teaching to the children with hearing impairment.

ii) Ensuing parent professional partnership.

iii) Legal, Social and Professional issues involved with hearing impairment.

2) To develop skills and competencies to cater to the needs of children in general and children with hearing impairment needs in particular in cognitive, affective and skill domains in various settings.

3) To acquire knowledge about change in the prevailing and emerging Indian Society in view of recent trends in education and national development.

4) To perceive the special needs of children and develop confidence in them to realize their potentials and abilities to meet the national development with self respect, dignity and freedom.

Instructional Design:

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| 1. Title of the Programme | : B.Ed. Spl. Ed.(Hearing Impairment) |
| 2. Minimum Duration of the Programme | : 2 Years {4 Semester} |
| 3. Maximum Duration of the Programme | : 4 Years |
| 4. Weather Listed in Section (22) of UGC Act | : Yes |
| 5. Level of the Programme | : UG-IV to UG-V |
| 6. Eligibility | : 10+2+3 or eq. |
| 7. Optional Early Exit Certification | : Not Applicable |
| 8. Credit Transfer | : Applicable |

8.1 To the Second Year of Programme: - For the Candidates who has successfully completed First Year of Programme from a recognized University/ Institution or any other Institution recognized by the Arunachal University of Studies. A student admitted under this system requires submitting fees for Second Year of the Programme along with Credit Transfer fees as prescribed by the University from time to time.

8.2 The cases where exact title of Programme is different from the aforementioned Programme Title and more than 75% credits earned in previous qualification matches with the Programme Credits then such Credit Transfers are permitted by the Arunachal University of Studies as per 8.1 and 8.2.

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| 9. Skill Based Credit Transfer | : Applicable |
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9.1 A Candidate who has successfully completed minimum two years of work experience in relevant field or have completed minimum of two-year professional certification from an institution after prescribed qualification for the admission into programme are eligible for Skill Based Credit Transfer. The Skill Based Credit Transfer candidates have to appear in all theory examinations in order to earn minimum Two Years credits of the Programme.

9.2 To the Second Year of Programme: - Such Candidates are required to earn mismatched theory, practical and industrial credits of First Year along with Second Year Examinations. A student admitted under this system requires submitting fees for First and Second Year of the Programme along with Skill Based Credit Transfer fees as prescribed by the Arunachal University of Studies from time to time.

10. Lateral Entry : Not Applicable

11. Division:

The University will award the Divisions to successful candidates in accordance with Section 22 of Rules and Regulations made under the Arunachal University of Studies Act (No. 9 of 2012).

12. Grading Scale:

The Grading Scale of the University will be in accordance with Section 23 of Rules and Regulations made under the Arunachal University of Studies Act (No. 9 of 2012).

13. Programme Credit Distribution:

The Credit System and Programme Credit Distribution of the University will be in accordance with Section 45 and Section 46 of the First Statutes made under the Arunachal University of Studies Act (No. 9 of 2012).

14. Abbreviations and Formulae for Performance Acknowledgement:

Abbreviations and Formulae for Performance Acknowledgement of the University will be in accordance with Section 25 of the Rules and Regulations made under the Arunachal University of Studies Act (No. 9 of 2012).

15. Admission Procedure:

15.1 Admission in Bachelor of Education - Special Education (Hearing Impairment) Annual/ Semester programme of study shall be made on Merit.

15.2 Admission cannot, however, be claimed by any candidate as a matter of right. The admission or re-admission of a candidate shall be entirely at the discretion of the University which may refuse to admit any student without assigning any reason there for.

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- 15.3 On selection for admission to the programme, the candidate shall, within the time fixed by the Dean/ Director deposit the fees prescribed for the programme. If the candidate fails to deposit fees within the stipulated time, the selection shall automatically stand cancelled. Such a candidate shall not be admitted to the concerned programme unless a fresh order of selection and extension of date for payment of fees is issued.
- 15.4 The candidates other than the domicile of Arunachal Pradesh are required to fulfill the entry criteria as prescribed by the Government of Arunachal Pradesh time to time.
- 15.5 The Foreign Nationals are eligible for the Programme. Applications of foreign nationals nominated by the Government of India under scholarship schemes and self-financing Foreign Nationals shall be entertained for the aforesaid programme. The Foreign Nationals are required to obtain Restricted Permit from the Government of Arunachal Pradesh in addition to other papers required by Govt. of India before coming to Arunachal Pradesh.
16. Attendance:
- 16.1 Attendance of a newly admitted candidate shall be counted from the date of his/her admission, or date of beginning of classes whichever is later, while in the case of promoted candidates, attendance shall be counted from the date on which respective class begins. However, in case of promotion after declaration of results of supplementary examination (if any), the attendance will be counted from the date of admission in the respective case.
- 16.2 There shall be an Attendance Monitoring Committee in the Faculty under the Chairmanship of the Dean/ Director.
- 16.3 The Condonation upto 25% can be considered for the following specific cogent reasons:
- Participation in NCC/NSC/NSS Camps duly supported by certificate.
 - Participation in University or College Team Games or Interstate or Inter-University tournaments, duly supported by certificate.
 - Participation in Educational Excursions, which form a part of teaching in any subject conducted on working days duly certified by the Dean/ Director.
 - University Deputation for Youth Festival duly certified by the Dean/ Director.
 - Prolonged illness duly certified by the Medical Officer or any other Registered Medical Practitioner, provided such certificate is submitted to the Dean/ Director.
- 16.4 Minimum attendance criteria will be decided by Dean/ Director of Concerned Faculty from time to time.
- 16.5 There shall be no attendance criteria for External Candidates.
17. Programme Fee:

Programme Fee will be displayed on official website of the University from time to time.

18. Examination and Result:

18.1 The Distribution of Continuous Internal Assessment and Term End Examination of the programme will be in accordance with Section 24 of the Rules and Regulations made under the Arunachal University of Studies Act (No. 9 of 2012).

18.2 Result will be displayed on the official website of the University. The Statement of Grades will be issued by the Controller of Examination.

18.3 Students can apply for Re-Totaling/ Re-Evaluation on demand as per the procedure in practice from time to time.

18.4 Students designated in Grade F or the students desirous of improving their grades can apply for the same through Backlog/ Improvement examination as per the procedure in practice from time to time.

19. Programme Contents: -

The Total Marks includes Continuous Internal Assessment and End Term Examination. The bifurcation of Continuous Internal Assessment and End Term Examination marks will be in accordance with Section 24 of the Rules and Regulations made under the Arunachal University of Studies Act, 2012 (9 of 2012).

First Semester			
S. No.	Name of Subject	Credits	Total Marks
1	Human Growth and Development	5	100
2	Contemporary India and Education	5	100
3	Introduction to Sensory Disability	2	100
4	Introduction to Neuro Developmental Disabilities	2	100
5	Cross Disability & Inclusion (Hearing Impairment)	2	100
6	Assessment and Identification of Needs	5	100
7	Introduction to Locomotor and Multiple Disabilities	2	100
Total		23	

Second Semester			
S. No.	Name of Subject	Credits	Total Marks
1	Inclusive Education	4	100
2	Learning, Teaching and Assessment	3	100
3	Pedagogy of School Subject 1. Science 2. Mathematics 3. Social Science	4	100

4	Peadagogy of School Subject 1. Hindi 2. English	4	100
5	Curriculum Designing, Adaptation and Evaluation	4	100
6	Practical : Disability Specialization	3	100
Total		22	

Third Semester			
S. No.	Name of Subject	Credits	Total Marks
1	Educational Intervention and Teaching Strategies	4	100
2	Reading and Reflecting on Texts	3	100
3	Psychosocial and Family Issues	3	100
4	Technology and Disability	4	100
5	Drama & Art in Education	3	100
6	Practical : Disability Specialization	3	100
7	Main Disability Special School	2	100
Total		22	

Fourth Semester			
S. No.	Name of Subject	Credits	Total Marks
1	Skill based Optional Course (Cross disability and inclusion) ANY ONE 1. Guidance and Counselling 2. Early Childhood Care & Education 3. Applied Behavioural Analysis 4. Community Based Rehabilitation 5. Application of ICT in Classroom 6. Gender and Disability 7. Braille and Assistive Devices	4	100
2	Skill based Optional Course (specialization disability) ANY ONE 1. Orientation & Mobility 2. Communication Options: Oralism 3. Communication Options: Manual (Indian Sign Language) 4. Augmentative and Alternative Communication 5. Management of Learning Disability 6. Vocational Rehabilitation & Transition to Job Placement	4	100
3	Basic Research & Basic Statistic	4	100
4	Practical: Cross Disability and Inclusion	4	100
5	Other disability special school	4	100

6	Inclusive school	2	100
Total		22	

20. Detailed syllabus: -

First Semester			
S. No.	Name of Subject	Credits	Total Marks
1	Human Growth and Development	5	100
2	Contemporary India and Education	5	100
3	Introduction to Sensory Disability	2	100
4	Introduction to Neuro Developmental Disabilities	2	100
5	Cross Disability & Inclusion (Hearing Impairment)	2	100
6	Assessment and Identification of Needs	5	100
7	Introduction to Locomotor and Multiple Disabilities	2	100
Total		23	

Subject Name: HUMAN GROWTH AND DEVELOPMENT

Unit 1: Approaches to Human Development

- a. Human development as a discipline from infancy to adulthood
- b. Concepts and Principles of development
- c. Developing Human- Stages (Prenatal development, Infancy, Childhood, Adolescence, Adulthood)
- d. Nature vs Nurture
- e. Domains (Physical, Sensory- perceptual, Cognitive, Socio-emotional, Language & communication, Social relationship)

Unit 2: Theoretical Approaches to Development

- a. Cognitive & Social- cognitive theories (Piaget, Vygotsky, Bruner, Bandura)
- b. Psychosocial Theory (Erikson)
- c. Psychoanalytic Theory (Freud)
- d. Ecological Theory (Bronfrenbrenner)
- e. Holistic Theory of Development (Steiner)

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

- a. Prenatal development: Conception, stages and influences on prenatal development
- b. Birth and Neonatal development: Screening the newborn - APGAR Score, Reflexes and responses, neuro-perceptual development
- c. Milestones and variations in Development
- d. Environmental factors influencing early childhood development



- e. Role of play in enhancing development

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

- a. Emerging capabilities across domains of physical and social emotional
- b. Emerging capabilities across domains related to cognition - metacognition, creativity, ethics
- c. Issues related to puberty
- d. Gender and development
- e. Influence of the environment (social, cultural, political) on the growing child

Unit 5: Transitions into Adulthood

- a. Psychological well-being
- b. Formation of identity and self-concept
- c. Emerging roles and responsibilities
- d. Life Skills and independent living
- e. Career Choices

Suggested Readings:

- Berk, L. E. (2000). Human Development. Tata Mc.Graw Hill Company, New York.
- Brisbane, E. H. (2004). The developing child. Mc.Graw Hill, USA.
- Cobb, N. J. (2001). The child infants, children and adolescents. Mayfield Publishing Company, California.
- Hurlocl, E. B. (2005). Child growth and development. Tata Mc.Graw Hill Publishing Company, New York.
- Hurlocl, E. B. (2006). Developmental Psychology- A life span approach. Tata Mc.Graw Hill Publishing Company, New Delhi.
- Meece, J. S., & Eccles J. L (Eds) (2010). Handbook of Research on Schools, Schooling and Human Development. New York: Routledge.
- Mittal, S. (2006). Child development- Experimental Psychology. Isha Books, Delhi.
- Nisha, M. (2006). Introduction to child development, Isha Books, Delhi.
- Papalia, D. E., & Olds, S. W. (2005). Human development. Tata Mc.Graw Hill Publishing Company, New York.
- Santrock, J. W. (2006). Child Development., Tata Mc.Graw Hill Publishing Company, New York.
- Santrock, J. W. (2007). Adolescence. Tata Mc.Graw Hill Publishing Company, New Delhi.



Subject Name: CONTEMPORARY INDIA AND EDUCATION

Unit 1: Philosophical Foundations of Education

- a. Education: Concept, definition and scope
- b. Agencies of Education: School, family, community and media
- c. Philosophies of Education: idealism, naturalism, pragmatism, existentialism, humanism, constructivism and connectionism
- d. Classical Indian Perspective (Budhism, Jainism, Vedanta Darshan, Sankya Darshan)
- e. Indian Philosophers (Aurobindo, Gandhi, Tagore, Krishna Murthy)

Unit 2: Understanding Diversity

- a. Concept of Diversity
- b. Types of Diversity: Gender, linguistic, cultural, socio-economic and disability
- c. Diversity in learning and play
- d. Addressing diverse learning needs
- e. Diversity: Global Perspective

Unit 3: Contemporary Issues and Concerns

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

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

Unit 5: Issues and Trends in Education

- a. Challenges of education from preschool to senior secondary
- b. Inclusive education as a rights based model



- c. Complementarity of inclusive and special schools
- d. Language issues in education
- e. Community participation and community based education

Suggested Readings:

- Guha, R. (2007). *India after Gandhi: The History of the World's Largest Democracy*. Macmillan, Delhi.
- National Education Commission. (1964-66). Ministry of Education, Government of India, New Delhi.
- National Policy on Education. (1986 & 92). Ministry of Human Resource Development Government of India, New Delhi.
- Right to Education Act (2009). Ministry of Human Resource Development, Government of India, New Delhi.
- Aggarwal, J. C. (1992). *Development and Planning of Modern Education*. Vikas Publishing House Pvt. Ltd., New Delhi.
- Ain, L. C. (2010). *Civil Disobedience*, Book Review Literary Trust: New Delhi. Select chapters.
- Anand, S. P. (1993). *The Teacher & Education in Emerging Indian Society*. NCERT, New Delhi.
- Bhat, B. D. (1996). *Educational Documents in India*. Arya Book Depot, New Delhi.
- Bhatia, K., & Bhatia, B. (1997). *The Philosophical and Sociological Foundations*. Doaba House, New Delhi.
- Biswas. A. (1992). *Education in India*. Arya Book Depot, New Delhi.
- Biswas. A., & Aggarwal, J.C. (1992). *Education in India*, Arya Book Depot, New Delhi.
- Chakravarty, S. (1987). *Development Planning: The Indian Experience*. Oxford University press, New Delhi.
- Chandra, B. (1997). *Nationalism and Colonialism*, Orient Longman, Hyderabad.
- Choudhary. K.C., & Sachdeva, L. (1995). *Total literacy by 2000*, IAE Association, New Delhi.
- Deaton A., & Dreze, J. (2008-2009). *Poverty and Inequality in India* in Raj Kapila and Uma Kapila (Ed.) in *Indian Economy since Independence*. Oxford University Press, New Delhi.
- Deshpande, S. (2004). *Contemporary India: A Sociological View*. Penguin, New Delhi.
- Dubey, S. C. (2001). *Indian Society*, National Book Trust, New Delhi.
- Famous Speeches of Gandhi ji: Speech on the Eve of The Last Fast, January 12, 1948.
- <http://unesdoc.unesco.org/images/0023/002322/232205e.pdf>
- <http://www.gandhi-manibhavan.org/gandhicomelive/speech8.htm>



- <http://www.mkgandhi.org/speeches/speechMain.htm>
- Jain, L.C. (2010). Civil Disobedience. Book Review Literary Trust, New Delhi.
- Jagannath. M. (1993). Indian Education in the Emerging Society. Sterling publishers Pvt. Ltd., New Delhi.
- Jangira, N.K. (2012). NCERT Mother of Inclusive Education Address on Golden Jubilee of NCERT at RIE, Ajmer on 01 Sept. 2012.
- Kashyap, S. C. (2009). The Constitution of India. National Book Trust, New Delhi.
- Mahendru, M., & Roy, S. (2011). A Handbook on Disability Rehabilitation & Special Education. Educare Publications, New Delhi.
- Sapra, C. L., & Aggarwal, A. (1987). Education in India some critical Issues. National Book Organisation, New Delhi.
- Saraswathi, T. S. (1999). Culture, Socialization and Human Development. Sage Publications, New Delhi.
- Sen, A., & Dreze, J. (1997). India: Economic Development and Social Opportunity, Oxford India, Delhi.
- Speeches of Gandhi ji: Speech on the Eve of The Last Fast, January 12, 1948. Government of India, New Delhi.
- Steven, B. (1998). School and Society. Sage Publications, New Delhi.
- Suresh, D. (1998). Curriculum and Child Development. Bhargav, Agra.
- Taneja, V.R. (1998). Educational Thoughts and Practice, Delhi University Publications.
- Vaidyanathan, A. (1995). The Indian Economy: Crisis, Response and Prospects. Tracts of the Times. Orient Longman Publications, New Delhi.
- Weber, O.C. (1990). Basic Philosophies of Education. Rinehart and Winston, New York Holt.

Subject Name: INTRODUCTION TO SENSORY DISABILITY

Unit 1: Hearing Impairment: Nature & Classification 5 Hours

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



Unit 2: Impact of Hearing Loss 5 Hours

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

Unit 3: Visual Impairment- Nature and Assessment 5 Hours

- a. Process of Seeing and Common Eye Disorders in India
- b. Blindness and Low Vision--Definition and Classification
- c. Demographic Information--NSSO and Census 2011
- d. Importance of Early Identification and Intervention
- e. Functional Assessment Procedures

Unit 4: Educational Implications of Visual Impairment 5 Hours

- a. Effects of Blindness- Primary and Secondary
- b. Selective Educational Placement
- c. Teaching Principles
- d. Expanded Core Curriculum- Concept and Areas
- e. Commonly Used Low Cost and Advanced Assistive Devices

Unit 5: Deaf-blindness 10 Hours

- a. Definition, causes, classification, prevalence and characteristics of deaf-blindness
- b. Effects and implications of deaf-blindness on activities of daily living & education
- c. Screening, assessment, identification & interventional strategies of deaf-blindness
- d. Fostering early communication development: Methods, assistive devices and practices including AAC
- e. Addressing orientation, mobility & educational needs of students with deaf-blindness

Suggested Readings:

- Bradford, L. J. & Hardy, W.G. (1979). Hearing and Hearing Impairment. New York: Grune and Stratton.
- Davis, H. & Silverman, S. R. (1970). Hearing and Deafness - Part I. Holt, London: Rinehart & Winston.
- Holbrook, C.M., & Koenig, A. J. (Eds.) (2000). Foundations of Education, Vol I: History and Theory of Teaching Children and Youths with Visual Impairments. (2nd ed): New York: AFB Press.



- Kelley, P., & Gale, G. (1998). *Towards Excellence: Effective education for students with vision impairments*. Sydney: North Rocks Press.
- Lowenfeld, B. (1973). *Visually Handicapped Child in School and Society*; American Foundation for the Blind; New York.
- Lynas, W. (2000). *Communication options*. In J. Stokes (Ed), *Hearing Impaired Infants – Support in the first eighteen months*. London: Whurr Publishers Ltd.
- Martin, F. N., & Clark, J.G. (2009). *Introduction to Audiology*. 10th ed. Boston: Pearson Education.
- Martin, F.N., & Clark, J.G. (2012). *Introduction to Audiology*. 11th ed. Boston: Pearson Education.
- National Institute for the Visually Handicapped (2015). *Information Booklet on Visual Impairment in India*, Dehradun: Government of India.
- Nerbonne, M. A., & Schow, R.L. (2002). *Introduction to Audiologic Rehabilitation*. Boston: Allyn and Bacon.
- Nerbonne, M. A., & Schow, R.L. (2013). *Introduction to Audiologic Rehabilitation*. 6th ed. Boston: Pearson Education.
- Northern, J. L., & Downs, M. P. (2002). *Hearing in Children (5th Ed.)*. Philadelphia: Williams & Wilkins
- Prescod, S. V. (1978). *Audiology Handbook of Hearing Disorders*. New York: Van Nostrand Reinhold Company.
- Sataloff, R. T., & Sataloff, J. (2005). *Hearing Loss. (4th Ed.)* London: Taylor & Francis.
- Sims, L.G., Walter, G.G., & Whitehead, R.L. (1981). *Deafness and Communication: Assessment and Training*. Baltimore: Williams and Wilkins.
- Warren, D.H. (1994). *Blindness and Children: An Individual Differences Approach*. New York: Cambridge University Press.
- Auditory-Verbal International (1991). *Auditory-Verbal Position Statement*. *Auricle* 4, 11-12.
- Harp, B. (2006). *The handbook of literacy assessment and evaluation, (3rd Eds)*. Norwood. Christopher-Gordon Publishers, Inc., Norwood, M.A.
- Katz, J. (1985). *Handbook of Clinical Audiology (4th Ed.)*. Williams and Wilkins, Baltimore.
- Loreman, T., Deppeler, J., & Harvey, D. (2005). *Inclusive education - A practical guide to supporting diversity in the classroom. (2nd Eds.)*. Routledge, London.
- Norris, G. H., & Romer, L.T. (1995). *Welcoming Students who are deafblind to typical classrooms*. Paul H. Brookes, New Jersey.



- Pandey, R. S., & Advani, L. (1995). Perspectives in Disability and Rehabilitation. Vikas Publishing House Pvt. Ltd. New Delhi.
- Proceedings from National Conference on Centenary for Work for the Blind in India (1987). All India Confederation of the Blind and Christoffel Blinden Mission. R.K.Printers, New Delhi.
- Scholl, G.T. (1986). Foundations of Education for Blind and Visually Handicapped Children and Youth. American Foundation for the BLind, New York.
- Tucker, I., & Nolan, M. (1984). Educational Audiology. Croom Helm, London.
- Tye-Murray, N. (1998). Intervention Plans for Children. In Tye-Murray N. (Eds) Foundations of Aural Rehabilitation. Singular, San Diego.

Subject Name: INTRODUCTION TO NEURO DEVELOPMENTAL DISABILITIES

Unit 1: Learning Disability: Nature, Needs and Intervention

- a. Definition, Types and Characteristics
- b. Tools and Areas of Assessment
- c. Strategies for reading, Writing and Maths
- d. Curricular Adaptation, IEP, Further Education,
- e. Transition Education, Life Long Education

Unit 2: Intellectual Disability: Nature, Needs and Intervention

- a. Definition, Types and Characteristics
- b. Tools and Areas of Assessment
- c. Strategies for Functional Academics and Social Skills
- d. Assistive Devices, Adaptations, Individualized Education Plan, Person Centered Plan, Life Skill Education
- e. Vocational Training and Independent Living

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

- a. Definition, Types and Characteristics
- b. Tools and Areas of Assessment
- c. Instructional Approaches
- d. Teaching Methods
- e. Vocational Training and Career Opportunities

Unit4: Overview of Neuro-developmental disabilities

- a. Neuro-developmental disabilities: concept
- b. Types and characteristics
- c. Prevalence and incidence



- d. Educational implications: Needs
- e. Educational implications: Classroom Strategies

Unit5: Attention Deficit Hyperactivity Disorder: Nature, needs and intervention

- a. Definition, types and characteristics
- b. Areas of assessment
- c. Environmental adaptations
- d. Instructional methods
- e. Behaviour management methods

Suggested Readings:

- Accardo, P.J., Magnusen, C., & Capute, A.J. (2000). Autism: Clinical and Research Issues. York Press, Baltimore.
- American Psychiatric Association. (2000). Diagnostic and Statistical Manual of Mental Disorders (4th ed. TR). Washington DC.
- Bala, M.J. (2004). Methods of Teaching Exceptional Children. Discovery, New Delhi.
- Browning, R. E. (2004). Teaching Students with Behaviour and Severe Emotional Problems. <http://www.k12.wa.us/specialed/families/pubdocs/bestpractices.pdf>
- Higgins, J. (2003) Practical Ideas that Really Work for Students with Dyslexia and Other Reading Disorders. PRO-ED, Austin.
- Moyes, R.A. (2010). Building Sensory Friendly Classrooms to Support Children with Challenging Behaviors: Implementing Data Driven Strategies. Sensory World, Texas.
- Pierangelo, R., & Giuliani G.A. (2003). Transition services in Special Education, Allyn & Bacon, London.
- Reddy G.L., & Rama, R. (2000). Education of Children with Special Needs. Discovery Pub, New Delhi.
- Simpson, R. L., & Myles, B, S. (2008). Educating Children and Youth with Autism: Strategies for Effective Practice. Pro Ed. Texas.
- Smith, D.D. (2003). Introduction to Special Education Teaching in an Age of opportunity. Allyn & Bacon, Boston.
- Strichart, S. S. (1993). Teaching Study Strategies to Students with Learning Disabilities. Allyn & Bacon, Boston.
- Swady, E.R. (1989). Diagnosis & Correction of Reading, Difficulties. Allyn & Bacon, Boston.
- Taylor, B. (1988). Reading Difficulties: Instruction and Assessment. Random House, New York.
- Wong, B. Y. L. (1996) .The ABCs of learning disabilities (1st ed.) Academic Press, San Diego, CA.



Subject Name: CROSS DISABILITY & INCLUSION (HEARING IMPAIRMENT)

(Practical)

Subject Name: ASSESSMENT AND IDENTIFICATION OF NEEDS

Subject Name: INTRODUCTION TO LOCOMOTOR AND MULTIPLE DISABILITIES

Unit 1: Cerebral Palsy (CP)

- a. CP: Nature, Types and Its Associated Conditions
- b. Assessment of Functional Difficulties of CP including Abnormalities of Joints and Movements (Gaits)
- c. Provision of Therapeutic Intervention and Referral of Children with CP
- d. 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
- e. 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

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

Unit 3: Multiple Disabilities and Other Disabling Conditions

- a. Multiple Disabilities: Meaning and Classifications
- b. Various Combinations of Multiple Disabilities and Associated Conditions Such as Epilepsy, Motor and Sensory Conditions
- c. Other Disabling Conditions such as Leprosy Cured Students, Tuberos Sclerosis and Multiple Sclerosis
- d. Implications of Functional Limitations for Education and Creating Prosthetic Environment in School and Home: Seating Arrangements, Positioning and Handling Techniques at Home and School
- e. Facilitating Teaching-Learning: IEP, Developing TLM; Assistive technology

Unit 4: Facilitating Teaching-Learning in school

- a. Introduction to early intervention and multidisciplinary team
- b. Introduction to functional and vocational education
- c. Government Concessions, schemes and facilities- educational, aids and appliances, transport
- d. Introduction to IEP and TLM for children with CP, Amputees, Polio, Spinal Cord Injuries, Spina-bifida and Muscular Dystrophy and Multiple Disabilities and Other Disabling Conditions
- e. Facilitating social and peer group relationships

Unit 5: Introduction to Therapeutic Intervention

- a. Problems & Management of hand function
- b. Assistive Technology to Facilitate Learning and Functional Activities for CP, Amputees, Polio, Spinal Cord Injuries, Spina-bifida and Muscular Dystrophy, Multiple Disabilities and Other Disabling Conditions
- c. Universal Design for accessibility
- d. Partnership with individuals and families
- e. Alternative and Augmentative Communication in classroom

Suggested Readings:

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

Second Semester

Second Semester			
S. No.	Name of Subject	Credits	Total Marks
1	Inclusive Education	4	100
2	Learning, Teaching and Assessment	3	100
3	Pedagogy of School Subject	4	100
	4. Science		
	5. Mathematics 6. Social Science		
4	Peadagogy of School Subject	4	100
	1. Hindi 2. English		
5	Curriculum Designing, Adaptation and Evaluation	4	100

6	Practical : Disability Specialization	3	100
Total		22	

Subject Name: INCLUSIVE EDUCATION

Unit 1: Introduction to Inclusive Education 5 Hours

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

Unit 2: Policies & Frameworks Facilitating Inclusive Education 5 Hours

- International Declarations: Universal Declaration of Human Rights (1948), World Declaration for Education for All (1990)
- International Conventions: Convention against Discrimination (1960), Convention on Rights of a Child (1989), United Nations Convention of Rights of Persons with Disabilities (UNCRPD) (2006)
- International Frameworks: Salamanca Framework (1994), Biwako Millennium Framework of Action (2002)
- 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)
- National Acts & Programs: IEDC (1974), RCI Act (1992), PWD Act (1995), National Trust Act (1999), SSA (2000), RTE (2006), RMSA (2009), IEDSS (2013)

Unit 3: Adaptations Accommodations and Modifications 7 Hours

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

Unit 4: Inclusive Academic Instructions 8 Hours

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



- e. ICT for Instructions

Unit 5: Supports and Collaborations for Inclusive Education 5 Hours

- a. Stakeholders of Inclusive Education & Their Responsibilities
- b. Advocacy & Leadership for Inclusion in Education
- c. Family Support & Involvement for Inclusion
- d. Community Involvement for Inclusion
- e. Resource Mobilisation for Inclusive Education

Suggested Readings:

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



- McCormick, S. (1999). *Instructing Students who Have Literacy Problems*. 3rd Ed. New Jersey, Pearson.
- Rayner, S. (2007). *Managing Special and Inclusive Education*, Sage Publications.
- Ryandak, D. L. & Alper, S. (1996). *Curriculum Content for Students with Moderate and Severe Disabilities in Inclusive Setting*. Boston, Allyn and Bacon.
- Sedlak, R. A., & Schloss, P. C. (1986). *Instructional Methods for Students with Learning and Behaviour Problems*. Allyn and Bacon.
- Stow L. & Selfe, L. (1989). *Understanding Children with Special Needs*. London: Unwin Hyman.
- Turnbull, A., Turnbull, R., Turnbull, M., & Shank, D.L. (1995). *Exceptional Lives: Special Education in Today's Schools*. 2nd Ed. New Jersey: Prentice-Hall.Inc.
- Vlachou D. A. (1997). *Struggles for Inclusive Education: An Ethnographic Sstudy*. Philadelphia: Open University Press.
- Westwood, P. (2006). *Commonsense Methods for Children with Special Educational Needs - Strategies for the Regular Classroom*. 4th Edition, London Routledge Falmer: Taylor & Francis Group.

Subject Name: LEARNING, TEACHING AND ASSESSMENT

Unit 1: Human Learning and Intelligence

- a. Human learning: Meaning, definition and concept formation
- b. Learning theories:
 - Behaviourism: Pavlov, Thorndike, Skinner
 - Cognitivism: Piaget, Bruner
 - Social Constructism: Vygotsky, Bandura
- c. Intelligence:
 - Concept and definition
 - Theories: Two-factor, Multifactor, Triarchic Theory (Robert Steinberg)
- d. Creativity: Concept, Definition and Characteristics
- e. Implications for Classroom Teaching and Learning

Unit 2: Learning Process and Motivation

- a. Sensation: Definition and Sensory Process



- b. Attention: Definition and Affecting Factors
- c. Perception: Definition and Types
- d. Memory, Thinking, and Problem Solving
- e. Motivation: Nature, Definition and Maslow's Theory

Unit 3: Teaching Learning Process

- a. Maxims of Teaching
- b. Stages of Teaching: Plan, Implement, Evaluate, Reflect
- c. Stages of Learning: Acquisition, Maintenance, Generalization
- d. Learning Environment: Psychological and Physical
- e. Leadership Role of Teacher in Classroom, School and Community

Unit 4: Overview of Assessment and School System

- a. Assessment: Conventional meaning and constructivist perspective
- b. 'Assessment of Learning' and 'Assessment for Learning': Meaning and difference
- c. Comparing and contrasting assessment, evaluation, measurement, test and examination
- d. Formative and summative evaluation, Curriculum Based Measurement
- e. 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

- a. 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
- b. Typology and levels of assessment items: Multiple choice, open ended and close ended; direct, indirect, inferential level
- c. Analysis, reporting, interpretation, documentation, feedback and pedagogic decisions
- d. Assessment of diverse learners: Exemptions, concessions, adaptations and accommodations;
- e. 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)

Suggested Readings:

- Amin, N. (2002). Assessment of Cognitive Development of Elementary School Children: A Psychometric Approach. Jain Book Agency, New Delhi.
- Chauhan, S.S. (2013). Advanced Educational Psychology. Jain Book Agency, Delhi.
- King-Sears, E.M. (1994). Curriculum Based Assessment in Special Education. Singular Publishing Group, San Diego, CA.
- Panch, R. (2013). Educational Psychology: Teaching and Learning Perspective. McGraw Hill Education (India) Private Limited, New Delhi.



- Paul, P. (2009). Language and Deafness. Singular publication.
- Salvia, John, Ysseldyke, James, E. And Bolt, Sara. (2007). Assessment in Special and Inclusive Education. Houghton Mifflin Company, Boston.
- Whitcomb, S., & Merrell, K.W. (2012). Behavioral, Social, and Emotional Assessment of Children and Adolescents, Routledge, New York.
- Woolfolk, A., Misra, G., & Jha, A.K. (2012). Fundamentals of Educational Psychology, (11th edn). Pearson Publication, New Delhi.
- Geisinger, K.F. (2013). APA Handbook of Testing and Assessment in Psychology. American Psychological Association, USA.
- Guskey, T. R., & Bailey. J (2000). Grading and Reporting. Thousand Oaks. Corwin King, CA.
- Howell, K. W., & Nolet, V. (2000). Curriculum-Based Evaluation: Teaching and decision making. Wadsworth, Ontario.
- McMillan, J. H. (2001). Classroom Assessment: Principles and Practice for Effective Instruction. Allyn and Bacon, London.
- Nevo, D. (1995). School based Evaluation. Pergamon Publishing, Oxford.
- Salvia, J., & Ysseldyke. J.E. (1998). Assessment. (7th ed) Houghton Mifflin, Boston.

Subject Name: PEDAGOGY OF SCHOOL SUBJECT

1. SCIENCE

Unit 1: Nature and Significance of Science

- a. Nature, Scope, Importance and Value of Science
- b. Science As An Integrated Area of Study
- c. Science and Modern Indian Society: Relationship of Science and Society
- d. Impact of Science with Special Reference to Issues related with Environment, Industrialization and Disarmament
- e. Role of Science for Sustainable Development

Unit 2: Planning for Instruction

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

Unit 3: Approaches and Methods of Teaching Sciences

- a. Process Approach, Direct Experience Approach, Inductive-Deductive Approach
- b. Lecture, Demonstration, Discussion, Problem-solving, Concept-mapping, Programmed Instruction, Team Teaching, Seminar, Computer Assisted Learning (CAL)
- c. Project Method and Heuristic Method
- d. 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
- e. Constructivist Approach and its Use in Teaching Science

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

- a. 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)
- b. Importance of Co-Curricular Activities-Science Club, Science Exhibition, Science Text Books- Characteristics and Significance with reference to Children with Disabilities
- c. The Science Laboratory-Planning Organization of Lab, Storage, Record Keeping and Safety of Scientific Equipments with reference to Children with Disabilities
- d. Aquarium, Vivarium – Role in Teaching with Setting & Maintaining
- e. Museum, Botanical And Zoological Garden: Role In Teaching

Unit 5: Evaluation

- a. Evaluation- Concept, Nature and Need
- b. Norm Referenced & Criterion Referenced Evaluation, Comprehensive and Continuous Evaluation: Concept and Significance, Scholastic and Co-Scholastic Assessment
- c. Tools and Techniques for Formative and Summative Assessments
- d. Preparation of Diagnostic Test and Achievement Test
- e. Adaptations of Evaluation Procedure With Reference To Children With Disabilities

Suggested Readings:

- Brown, R. (1978). Science instruction of visually Impaired Youth. New York: AFB.
- Buxton, A. C. (2010). Teaching Science in Elementary and Middle School. NewDelhi: Sage Publications.
- Bybee, R. (2010b). The teaching of science: 21st-century perspectives. Arlington, VA: NSTA Press, USA.
- Fensham, P.J. (1994). The content of Science: A constructive Approach to its Teaching and Learning. Washington, D.C: The Falmer Press.
- Gupta, V. K. (1995). Teaching and Learning of Science and Technology. New Delhi: Vikas Publishing House Pvt. Ltd.



- Henninen, K. A. (1975). Teaching of Visually Handicapped, Ohio: Charles E. Merrill Publishing Company.
- Joshi, S. R. (2005). Teaching of Science. New Delhi: A.P.H Publishing Corporation.
- Kelley, P., & Gale, G. (1998). Towards Excellence: Effective education for students with vision impairments, Sydney: North Rocks Press.
- Lawson, E. A. (2010). Teaching Inquiry Science in Middle School, New Delhi: Sage Publications.
- Layton, D. (1989). Innovations in Science and Technology Education, New Delhi: Sterling Publishers.
- Mani, M. N. G. (1992). Techniques of teaching blind children, New Delhi: Sterling Publishers.
- Mukhopadhyay, S., Jangira, N. K., Mani, M.N.G., & Raychowdhary, N. (1987). Sourcebook for training teachers of visually impaired, New Delhi: NCERT.
- Murray, L. J. (1988). Basic Skills – Science, Boston: John Murrey.
- NCERT (1982). Teaching Science in secondary schools, New Delhi: NCERT.
- NIVH (1992). Handbook for the teachers for the visually handicapped, Dehradun
- Scholl, G.T. (1986). Foundations of education for blind and visually handicapped children and youth, New York: American Foundation for the blind.
- Sharma, R.C. (2005). Modern Science teaching, Delhi: Dhanpat Rai & Sons.
- Siddiqui, H. M. (2007). Teaching science, New Delhi: Balaji offset.
- Siddiqui, N.N., & Siddiqui, M.N. (1994). Teaching of science today & tomorrow, Delhi: Doaba House.
- Starin, A., & Sund, B. (1983). Teaching science through discovery. Ohio: Charles E. Merrill Publishing Company.
- Tripathi, S. (2004). Teaching of Physical Science, Delhi: Dominant Publications.
- UNESCO (1966). Source Book for Science Teaching, Paris: UNESCO.
- Vaidya, N. (2003). Science Teaching in Schools, New Delhi: Deep & Deep Publishers.
- Vanaja, M. (2006). Teaching of Physical Science, Hyderabad: Neelkamal Publications.
- Gupta, S.K. (1983). Technology of Science Education. Vikas Publishing House Pvt. Ltd., Delhi.
- Gupta, V. K. (1995). Readings in Science and Mathematics Education. The Associated Press, Ambala.
- Mangal, S.K., & Mangal, S. (2005). Teaching of Biological Sciences. International Publishing House, Meerut.
- Rao, V.K. (2004). Science Education. APH Publishing Corp., New Delhi.

2. MATHEMATICS

Unit 1: Nature of Mathematics

- a. Meaning, Nature, Importance and Value of Mathematics
- b. Axioms, Postulates, Assumptions and Hypothesis in Mathematics
- c. Historical Development of Notations and Number Systems
- d. Contribution of Mathematicians (Ramanujam, Aryabhatta, Bhaskaracharya, Euclid, Pythagoras)
- e. 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

- a. Aims and Objectives of Teaching Mathematics in Elementary and Secondary Schools
- b. Bloom's Taxonomy of Educational Objectives and Writing Objectives in Behavioural Terms
- c. Lesson Planning– Importance and Basic Steps. Planning Lesson of Arithmetic, Algebra and Geometry
- d. Unit Planning – Format of A Unit Plan
- e. 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

- a. Concept Formation and Concept Attainment: Concept Attainment Model for Learning and Teaching of Concepts
- b. Learning By Exposition: Advanced Organizer Model
- c. Methods of Teaching- Lecture, Discussion, Demonstration, Inductive-Deductive, Analytic-Synthetic, Problem-Solving, And Project
- d. Techniques of Teaching Mathematics: Oral Work, Written Work, Drill-Work, Brain-Storming and Computer Assisted Instruction (CAI)
- e. 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

- a. Mathematics Laboratory- Concept, Need, and Equipment for Setting Up a Mathematics Laboratory
- b. 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
- c. Bulletin Boards and Mathematics Club
- d. Abacus, Cussionaire Rods, Fractional Discs, Napier Strips



- e. Calculators, Computers, Smart Boards, Multimedia Presentations, and Special Aids and Appliances For Children With Disabilities

Unit 5: Assessment and Evaluation for Mathematics Learning

- a. Assessment and Evaluation- Concept, Importance and Purpose
- b. Error Analysis, Diagnostic Tests, Identification of Hard Spots and Remedial Measures
- c. Tools and Techniques for Formative and Summative Assessments of Learner Achievement in Mathematics, Comprehensive and Continuous Evaluation in Mathematics
- d. Preparation of Diagnostic and Achievement Test
- e. Adaptations in Evaluation Procedure for Students With Disabilities

Suggested Readings:

- Carey, L.M. (1988). *Measuring and Evaluating School Learning*. Allyn and Bacon, Boston.
- Chambers, P. (2010). *Teaching Mathematics*. Sage Publication, New Delhi.
- Chapman, L.R. (1970). *The Process of Learning Mathematics*. Pergamon Press, New York.
- David, A.H., Maggie, M.K., & Louann, H.L. (2007). *Teaching Mathematics Meaningfully: Solutions for Reaching Struggling Learners*, Canada: Amazon Books.
- David, W. (1988). *How Children Think and Learn*. Blackwell Publishers Ltd., New York.
- Gupta, H. N., & Shankaran, V. (1984). *Content-Cum-Methodology of Teaching Mathematics*. NCERT, New Delhi.
- James, A. (2005). *Teaching of Mathematics*. Neelkamal Publication, New Delhi.
- Kumar, S. (2009). *Teaching of Mathematics*. Anmol Publications, New Delhi.
- Mangal, S.K. (1993). *Teaching of Mathematics*. Arya Book Depot, New Delhi.
- Mani, M. N. G. (1992). *Techniques of Teaching Blind Children*. Sterling Publishers, New Delhi.
- Mukhopadhyaya, S., Jangira, N. K., Mani, M.N. G., & Raychaudhary, N. (1988). *Sourcebook for Training Teachers of Visually Handicapped*. NCERT, New Delhi.
- Nemeth, A. (1973). *Nemeth Code for Mathematics and Scientific Notation*. American Printing House, Loviseville.
- Siddhu, K.S. (1990). *Teaching of Mathematics*. Sterling Publishers, New Delhi.
- Keeley, P. K., & Cheryl, T. R. (2011). *Mathematics Formative Assessment*. Sage Publications. London.
- National Curriculum Framework. (2005). NCERT, New Delhi.
- National Curriculum Framework for Teacher Education. (2009). NCTE, New Delhi.
- *Teaching of Mathematics (ES-342), Blocks 1-4*. (2000). IGNOU, New Delhi.

- Text Books of Mathematics for Class-VI to X. (2006). NCERT, New Delhi.

3. SOCIAL SCIENCE

Unit I: Nature of Social Sciences

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

Unit II: Curriculum and Instructional Planning

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

Unit III: Approaches to teaching of Social Science

- Curricular approaches: a) Coordination, b) Correlational, c) Concentric, d) Spiral, e) Integrated, f) Regressive
- Methods of teaching social science: Lecture, discussion, socialized recitation, source and project method, 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
- Accommodations required in approaches for teaching children with disabilities
- 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
- Adaptations of material for teaching children with disabilities

Unit IV: Evaluation of Learning in Social Science

- Purpose of evaluation in social science
- Techniques of evaluating learner achievement in social Science: Written and Oral tests, Observation Tools, Work Samples, Portfolio
- Assessment: tools and techniques of Continuous and Comprehensive Evaluation (CCE) for curricular and co-curricular subjects
- Construction of teacher made test



- e. Diagnostic testing and enrichment techniques for children with disabilities

Unit V: Social Science Teacher as a Reflective Practitioner

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

Suggested Readings:

- Aggarwal, J. C. (2008). Principles, methods & techniques of teaching. Vikas Publishing House Pvt Ltd., Meerut.
- Batra, P. (2010). Social Science Learning in Schools Perspective and Challenges. Sage Publications Pvt. Ltd., New Delhi.
- Chauhan, S. S. (2008). Innovations in teaching learning process. Vikas Publishing House Pvt Ltd., New Delhi.
- Dhand, H. (2009). Techniques of Teaching. APH Publishing Corporation, New Delhi.
- Duplass, J. A. (2009). Teaching elementary social studies. Atlantic Publishers, New Delhi.
- Mangal, U. (2005). Samajik Shikshan, Arya Book Depot, New Delhi.
- Aggarwal, J.C. (2008). Teaching of social studies: A practical approach. Vikas Publishing House Pvt Ltd., Meerut.
- George, A. M., & Madam, A. (2009). Teaching Social Science in Schools, NCERT, New Delhi.
- Mangal, S.K. (2004). Teaching of Social Science, Arya Book Depot, Delhi.
- Rai, B.C. (1999). Methods of Teaching Economics. Prakashan Kendra, Lucknow. • Sharma, R.A. (2008). Technological foundation of education. R.Lall Books Depot., Meerut.
- Sharma, R.N. (2008). Principles and techniques of education. Surjeet Publications, Delhi.
- Singh, Y.K. (2009). Teaching of history: Modern methods. APH Publishing Corporation, New Delhi.
- Stone, R. (2008). Best Practices for Teaching Social Studies: What Award-Winning Classroom Teachers Do. Corwin, CA.

Subject Name: PEADAGOGY OF SCHOOL SUBJECT

1. HINDI



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 रुचिगत उद्देश्यों का निर्धारण।
- ३.६ विशिष्ट उद्देश्यों का व्यावहारिक शब्दावली में लेखन।
- ३.७ पाठ योजना के संरचनात्मक उपागम का परिचय और अभ्यास।



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

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

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

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

इकाई ६ – भाषा अधिगम के मूल्यांकन की प्रविधि

- ६.१ मूल्यांकन की संकल्पना, उद्देश्य और महत्त्व।
- ६.२ सतत एवं व्यापक मूल्यांकन का सन्दर्भ।
- ६.३ लेखन, पठन, श्रुतलेख, सुलेख, तीव्रलेखन, त्रुटिमुक्त लेखन, आशुभा ण 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।



सन्दर्भ पुस्तकें –

हिन्दी शिक्षण : अभिनव आयाम, डॉ. श्रुतिकान्त पाण्डेय, एक्सिस पब्लिकेशंस, दरियागंज, नई दिल्ली, २०१०.

हिन्दी शिक्षण, उमा मंगल, आर्य बुक डिपो करोल बाग, नई दिल्ली, २००५.

हिन्दी शिक्षण, डॉ. रामशकल पाण्डेय, विनोद पुस्तक मन्दिर, आगरा, २००५.

हिन्दी साहित्य का इतिहास, आचार्य रामचन्द्र शुक्ल, राजकमल प्रकाशन, नई दिल्ली, २००६

हिन्दी शिक्षण, रमन बिहारी लाल, रस्तोगी प्रकाशन, मेरठ, २००२.

हिन्दी शिक्षण, सावित्री सिंह, इन्टरनेशनल पब्लिशिंग हाउस, मेरठ, २००४

2. ENGLISH

Unit I: Nature of English Language & Literature

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

Unit II: Instructional Planning

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

Unit III: Approaches and Methods of Teaching English

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

Unit IV: Instructional Materials

- Importance of instructional material and their effective use
- 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

- c. Construction of a teacher made test for English proficiency
- d. Teaching portfolio
- e. Adaptations of teaching material for children with disabilities

Unit V: Evaluation

- a. Evaluation - Concept and Need
- b. Testing Language skills and Language elements (Vocabulary, Grammar and Phonology)
- c. Adaptation of Evaluation Tools for Children with Disabilities
- d. Individualized assessment for Children with Disabilities
- e. Error analysis, Diagnostic tests and Enrichment measures

Suggested Readings:

- Allen, H., & Cambell, R. (1972). Teaching English as second Language, McGraw Hill, New York.
- Bharthi, T., & Hariprasad, M. (2004). Communicative English, Neelkamal Publications, Hyderabad.
- Bhatia, K.K. (2006). Teaching and Learning English as a Foreign Language. Kalyani Publishers, New Delhi.
- Grellet, F.(1980). Developing Reading Skills, Cambridge University Press, New York.
- IGNOU CTE – 02 Certificate in Teaching of English (1989). The Structure of English, IGNOU, New Delhi.
- IGNOU EEG – 02 Elective Course in English (1989). The Structure of Modern English Blocks (1 to 7). IGNOU, New Delhi.
- Agnihotri, R.K., & Khanna, A.L.(1996). English Grammar in context. Ratnasagar, Delhi.
- Bhatia, K.K., & Kaur, N. (2011). Teaching and Learning English as a Foreign Language. Kalyani Publishers, Ludhiana.
- Bindra, R. (2005). Teaching of English. Radha Krishan Anand and Co., Jammu.
- Brumfit, C.J., & Johnson (Ed.) (1979). The communicative Approach to Language Teaching, Oxford University Press, Oxford.
- Bryne, D. (1988). Teaching Writing Skills. Longman, London.
- Krashen, D. (1992). Principles and Practice in Second Language Acquisition. Pergamum Press Oxford.
- Krishna Swamy (2003). Teaching English: Approaches, Methods and Techniques. Macmillan Publication, New Delhi.
- Sachdeva, M. S. (2007). Teaching of English. Patiala: Twenty First Century Publications.



- Sahu, B. K. (2004). Teaching of English. Kalyani Publishers, Ludhiana.
- Shaik, M. & Gosh, R.N. (2005). Techniques of Teaching English. Neelkamal Publications, Hyderabad.
- Sharma, P. (2011). Teaching of English: Skill and Methods. Shipra Publication, Delhi.

Subject Name: CURRICULUM DESIGNING, ADAPTATION AND EVALUATION

Unit 1: Development of Curriculum

- Curriculum: concept, aims and principles
- Orientations to Curriculum Development
 - Child centred
 - Society-centred
 - Knowledge-centred
 - Eclectic
- Approaches: child-centred, activity-centred, Ecological approach
- Types of curriculum: core, support, collateral , hidden and co-curriculum
- Person Centred Program and Individualized Educational Program

Unit 2: Curriculum Development and Teaching

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

Unit 3: Curricular Focus for Children with ASD

- Language and social communication
- Self-care
- Social behaviour
- Academic skills
- Pre-vocational and leisure

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

- Adaptation of curriculum for children with ASD
- Types of adaptation needed for children with ASD
 - Content



- ii. Instructional
- iii. Ecological
- c. Stages of adaptation
 - i. General adaptation
 - ii. Specific adaptation
- d. Accommodation & modification
 - i. Perceptual style
 - ii. Cognitive style
 - iii. Social style
- e. Accommodation of co-curricular activities and learning material

Unit 5: Methods of Evaluating Children with ASD

- a. Evaluation: definition and purpose
- b. Observation
- c. Record Review
- d. Teacher made test tests
- e. Standardized rating scales

Suggested Readings:

- Hewitt, T.W. (2006). *Understanding and Shaping Curriculum, What We Teach and Why*. Sage Publications. London.
- Jacobs, H.H. (2010). *Curriculum 21: Essential Education for a Changing World*. ASCD, Alexandria.
- Marsh, C.J. (2004). *Key Concepts for Understanding Curriculum*. Roulledge Falmer.
- Myles, B.S., & Simpson, R.L. (2003). *Asperger's syndrome: A guide for educators and parents*. TX: Pro-Ed. Autin.
- Simpson, R. L., & Myles, B.S. (2008). *Educating Children and Youth with Autism: Strategies for effective practice*. Pro-Ed. Texas.
- Tyler, R. (2013). *Basic Principles of Curriculum and Instruction*. University of Press, Chicago.
- Wiles, J. (1998). *Curriculum Development-A Guide to Practice*. Merrill Prentice Hall. New Jersey.
- Woodward, J., & Larry, C. (2000). *Technology, Curriculum, and Professional Development: Adapting Schools to Meet the Needs of Students with Disabilities*. Corwin, Newbury Park.
- National Resource Council, (2002). *Educating Children with Autism*. National Academic Press, Washington.
- Print, M. (1993). *Curriculum Development and Design*. Allen and Unwin, London.

Subject Name: PRACTICAL: DISABILITY SPECIALIZATION

Third Semester			
S. No.	Name of Subject	Credits	Total Marks
1	Educational Intervention and Teaching Strategies	4	100
2	Reading and Reflecting on Texts	3	100
3	Psychosocial and Family Issues	3	100
4	Technology and Disability	4	100
5	Drama & Art in Education	3	100
6	Practical : Disability Specialization	3	100
7	Main Disability Special School	2	100
Total		22	

Subject Name: EDUCATIONAL INTERVENTION AND TEACHING STRATEGIES

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

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

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

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

Unit 3: Speech Intervention Strategies

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



Unit 4: Communication and Language Teaching Strategies

- a. Methods of teaching language: Natural, Structural and Combined
- b. Principles and Techniques of developing language
- c. Communication options: Compare and contrast
- d. Communication options: justification and challenges
- e. Tuning the environment (Home & School) for facilitating language & Communication

Unit 5: Educational Intervention Strategies

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

Suggested Readings:

- Aggarwal, J.C. (2010). Principles, Methods and Techniques of Teaching. Vikas Publishing House, New Delhi.
- Beattie, R. G. (2001). Ethics in Deaf Education: The First Six Years. Academic Press Inc., New York.
- Bess, F. H., & Humes, L. E. (1990). Audiology: The fundamentals. Williams & Wilkins, London.
- Calvert, D.R., & Silverman, S.R. (1983). Speech and Deafness: A Text for Learning and Teaching. Washington: Alexander Graham Bell Assn for Deaf.
- Easterbrooks, S. (2007). Helping Deaf and Hard of Hearing Students to Use Spoken Language: A Guide for Educators and Families. Corwin,
- English, K. M. (2002). Counseling Children with Hearing Impairment and Their Families. Allyn and Bacon, Boston.
- Estabrooks, W., (2006). Auditory-Verbal therapy and practice. Alexander Graham Bell Association for Deaf, Washington DC.
- Finitzo-Hieber, T. (1981). Classroom Acoustics. In R. J. Roeser & M. P. Downs (Eds.) Auditory disorders in school children. Theime-Stratton, New York.
- Guralnick, M, J, (2005). The Developmental Systems Approach to Early Intervention. PAULH Brooks, London.
- Katz, J. (1978, 1985, 1994). Handbook of Clinical Audiology. (2nd, 3rd & 4th eds.). Williams and Wilkins, Baltimore.



- Ling, D. (2000). Early Intervention for Hearing Impaired Children. Amazon
- Ling, D. (2002). Speech hearing-impaired child: Theory and practice. (2nd Ed). Alexander Graham Bell Association for the Deaf. Washington, DC.
- Livingston, S. (1997). Rethinking the Education Deaf Students: Theory and Practice from a Teachers Perspective. Heinemann, London.
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- Mahendru, M. (2005). Activity Book for Language Development in Children with Hearing Impairment. Educare Publication, New Delhi.
- Mahshie S. N. (1995). educating deaf children bilingually, Gallaudet University, Washington
- Maluccio, C., & Vecchiato, T. (2002). Assessing Outcomes in Child and Family Services: Comparative Design and Policy Issues. Columbia Press, New York.
- Marschark, M. S., & Patricia, E. (2003). Oxford Handbook of Deaf Studies Language and Education. Oxford University Press, London.
- Maxon, A., & Brackett, D. (1992). The Hearing Impaired Child: Infancy through High School Years. Andover Medical Publishers. Boston.
- Moores, D. F. (1997). Educating the deaf. Houghton Mifflin Company, Boston.
- Nerbonne, M. A., & Schow, R.L. (2002). Introduction to Audiologic Rehabilitation. Allyn and Bacon, Boston.
- Nerbonne, M. A., & Schow, R.L. (2013). Introduction to Audiologic Rehabilitation. 6th ed. Pearson Education, Boston.
- Owens, R.E. (2012). Language development: An introduction. Pearson Education, Boston.
- Paul, P. V., & Whitelaw, G.M. (2011). Hearing and Deafness: An Introduction for Health and Education Professionals. Jones and Bartlett Learning, Boston.
- Powell, F., Finitzo-Hieber, T., Friel-Patti, S., & Henderson, D. (1985). Education of the Hearing Impaired Child. Taylor and Francis Ltd., San Diego.
- Rhoades, E., & Duncan, J. (2010). Auditory-verbal practice: Toward a family centered approach. Charles C. Thomas, Springfield: Illinois.
- Schirmer, B. R. (2001). Psychological, Social and Educational Dimensions of Deafness. Allyn and Bacon, Boston.
- Jeffers, J., & Barley, M. (1975). Speech reading (Lip reading). Charles C. Thomas. Springfield, IL.
- Paul, P.V., & Whitelaw, G.M. (2011). Hearing and Deafness: An Introduction for Health and Education Professionals. Jones and Bartlett Learning, Boston.



- Rossetti, L. M., & Kile, J. E. (1997). Early intervention for special populations of infants and toddlers. Singular Publishing Group, Inc., San Diego.
- Sanders, D. A., & Derek, A. (1993). Management of hearing handicap: Infants to elderly (3rd edn). Englewood Cliffs, Prentice-Hall, New York.
- Yarrow, L.J., Rubenstein, J.L., & Pedersen, F.A. (1975). Infant and Environment: Early Cognitive and Motivational Development. John Wiley and Sons, New York.
- Nolan, M., & Tucker, I. (1984) Educational Audiology. Croom Helm, London.
- Plant, G.S., & Karl E., (1995). Profound Deafness and Speech Communication. Whurr Publishers Ltd, London.
- McCracken, W., & Laoide-Kemp (1997). Ed. Audiology in Education. Whurr Publishers Ltd., London.
- Richerg, C.M., & Smily, D.F. (2012). School-Based Audiology. Plural Publishing, San Diego.
- McAnally, P.I., Rose, S., & Quigley, S.P. (1987). Language Learning practices with Deaf Children. A College-Hill Publication, San Diego.
- Van Riper, C., & von Emerick, L. (1984). Speech correction – An introduction to speech pathology and audiology. 7th Ed. Englewood Cliffs Prentice Hall Inc. NJ.

Subject Name: READING AND REFLECTING ON TEXTS

Unit 1: Reflections on Literacy

- a. Literacy and Current University Graduates: Status and Concerns
- b. Role of Literacy in Education, Career and Social Life
- c. Literacy, Thinking and Self Esteem
- d. Literacy of Second Language/ English: Need and Strategies
- e. Basic Braille Literacy

Unit 2: Reflections on Reading Comprehension

- a. Practicing Responses to Text: Personal, Creative and Critical
- b. Meta Cognitive Awareness of Reading Processes and Strategies Applied for Meaning Making
- c. Developing Good Reading Skills and Habits in Primary Level Students: Activities and Strategies
- d. Basic Understanding of Reading Comprehension of Children with Disabilities

Unit 3: Skill Development in Responding to Text

- a. Indicators of Text Comprehension: Retelling, Summarizing, Answering, Predicting, Commenting and Discussing
- b. Practicing Responding to Text (Using The Indicators) for Recreational Reading Material (Narrations) and School Textbooks (Description)

- c. Practicing Responding to Text (Using The Indicators) for Reports, Policy Documents and News (Expositions) and Editorial, Academic Articles, Advertisement Copy, Resume (Argumentation)
- d. Practicing Web Search, Rapid Reading and Comprehensive Reading

Unit 4: Reflecting Upon Writing as a Process and Product

- a. Understanding writing as a Process: Content (Intent, Audience and Organization)
- b. Understanding writing as a Process: Language (Grammar, Vocabulary, Spelling)
- c. Understanding writing as a Process: Surface Mechanics (Handwriting, Neatness, Alignment and Spacing)
- d. Practicing Self Editing and Peer Editing of Sample Texts
- e. Practicing Evaluating Students Writing Using Parameters: Productivity, Correctness, Complexity, Text Organization and Literary Richness

Unit 5: Practicing Independent Writing

- a. Practicing Writing: Picture Description/ Expansion of Ideas/ Essays/ Stories
- b. Practicing Daily Leaving Writing: Applications/ Agenda - Minutes/ Note Taking
- c. Practicing Converting Written Information into Graphical Representation
- d. Practicing Filling up Surveys, Forms, Feedback Responses, Checklists
- e. Reflections on the Course: From Theory to Practice to Initiating Process to Improve Self

Suggested Readings:

- Anderson, R., Hiebert, E., Scott, J., & Wilkinson, I. (1985). *Becoming a Nation of Readers: The report of the commission on reading*. National Institute of Education and the Center for the Study of Reading, Washington, DC.
- Annual Status of Education Report. (2014). ASER Centre, New Delhi (<http://www.asercentre.org>).
- May, F. B. (2001). *Unravelling the seven myths of reading*. Allyn and Bacon, Boston.
- McGregor, T. (2007). *Comprehension Connections: Bridges to Strategic Reading*. Heinemann Educational Books.
- Tovani, C., & Keene, E.O. (2000). *I Read It, but I Don't Get It: Comprehension Strategies for Adolescent Readers*. Stenhouse Publishers.
- Soundarapandian, M. (2000). *Literacy campaign in India*. Discovery Publishing House, New Delhi.
- Aulls, M. W. (1982). *Developing readers in today's elementary school*. Allyn and Bacon, Boston.
- Baniel, A. (2012). *Kids beyond limits*. Perigee Trade, New York.
- McCormick, S. (1999). *Instructing students who have literacy problems*. Merrill, New Jersey.



- Ezell, H., & Justice, L. (2005). Programmatic Research on Early Literacy: Several Key Findings. IES 3rd Annual Research Conference: American Speech Language & Hearing Association.
- Frank, S. (1985). Reading without Nonsense. Teachers College Press, New York.
- Gallagher, K. (2004). Deeper Reading: Comprehending Challenging Texts. Stenhouse Publishers.
- Heller, R. (1998). Communicate clearly. DK Publishing, New York.
- Luetke-Stahlman, B., & Nielsen, D. (2003). Early Literacy of Kindergartners with Hearing Impairment. High Beam.
- May, F. B. (1998). Reading as communication. Merrill, New Jersey.
- Miller, D. (2002). Reading with Meaning: Teaching Comprehension in the Primary Grades. Stenhouse Publishers, New York.
- Pandit, B., Suryawanshi, D. K., & Prakash, M. (2007). Communicative language teaching in English. Nityanutan Prakashan, Pune.
- Paul, P. V. (2009). Language and Deafness. Jones and Bartlett, Boston.

Subject Name: PSYCHOSOCIAL AND FAMILY ISSUES

Unit 1: Psychosocial Aspects and Disability

- a. Overview of psychosocial development; wellbeing and quality of life
- b. Implications of hearing impairment on domains of psychosocial development
- c. Role of family in psychosocial development of children with hearing impairment
- d. Role of peers and community in psychosocial development of children with hearing impairment
- e. Challenges and issues in psychosocial development of children with hearing impairment

Unit 2: Family Needs

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

Unit 3: Family Empowerment

- a. Encouraging family centred practices, parent self-efficacy belief and family involvement in child's learning and parenting



- b. Encouraging family acceptance of listening devices and ensuring its regular use
- c. Supporting family in fostering and developing communication and language
- d. Involving family in fostering and developing play, recreation and values
- e. Encouraging family involvement in educational programme and participation in community based rehabilitation programme

Unit 4: Introduction to Psychosocial issues in early childhood

- a. Overview of psychosocial development
- b. Domains of Psychosocial development
- c. Challenges in psychosocial development of children with hearing impairment
- d. Ways to overcome challenges related to psychosocial development
- e. Ensuring school support in psychosocial development

Unit 2: Family and family interventions

- a. Introduction to family types and contexts of families in India
- b. Family's responses to hearing losses (Parents with and without hearing losses)
- c. Acceptance (adjustment and coping) of hearing disability
- d. Domains of family assessment: Rating forms, observations
- e. Skills and ethics of family intervention

Suggested Reading:

- Dunst, C., Trivette, C., & Deal, A. (1996). Enabling & empowering families. Principles & guidelines for practice. Brookline Books, Cambridge.
- Gregory, S., Bishop, J., & Sheldon, L. (1999). Psychological perspectives of deafness. Cambridge University Press, Cambridge.
- Scheetz, N.A. (2000). Orientation to Deafness. Allyn and Bacon, Boston.
- Spencer, P.E., Erting, C.J., & Marschark, M. (2000). The deaf child in the family and school, Lawrence Erlbaum, New York.
- Beazley, S., & Moore, M. (2005). Deaf children their families and professionals dismantling barriers. David Fultron Publishers, London.
- Brown, I., & Brown, R. (2000). Quality of Life and Disability. Jessica Kingsley Publishers, London.
- Caspe, M., Lopez, M. E., Chu, A., & Weiss, H. B. (2011). Teaching the teachers: Preparing educators to engage families for student achievement. Harvard Family Research Project, Cambridge.
- Corter, M. (1966). Deaf transactions: Deaf families, deaf communities and deaf identities. Jessica Kingsley publishers, London.



- Ila, P. (1996). Cultural and Language Diversity and the Deaf Experience. Cambridge University Press, Cambridge.
- Marscark, M., & Clark, M.D. (1998). Psychological Perspectives on Deafness Vol. I & II. Psychological Press, London.

Subject Name: TECHNOLOGY AND DISABILITY

Unit 1: Technology in Education and Instruction

- a. Educational and Instructional Technology – Meaning, Nature, Scope, Definition, Objectives and Significance
- b. Educational Technology and Instructional Technology – Role and Recent Trends.
- c. Approaches of Educational Technology – Hardware, Software, System approach, Individual & Mass media approach.
- d. Differential Instruction, Universal Design of learning and Individualised Instruction.
- e. Implication of the above for inclusion.

Unit 2: ICT

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

Unit 3: Use of Multimedia in Education

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

Unit 4: Technology Based Instructions

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



Unit 5: Application of Technology

- a. Application of Technology in Lesson Planning, Worksheet Preparation, Report writing and Evaluation
- b. Application of Technology in Assistive Devices – For example, JAWS, Smartphones, Screen Readers
- c. Application of Technology in Instruction – Individual, small group and large group
- d. Advantages, merits and demerits
- e. Implications for inclusion

Suggested Readings:

- Kulkarni, S.S. (1986). Introduction to Education Technology. Oxford & IBH Publishing Co., New Delhi.
- Kumar, K.L. (1996). Educational Technology. New Age Publication, New Delhi.
- McMillan, J.H. & Schumacher, S. (1989). Research in Education: A Conceptual Introduction. Harper & Collins, New York.
- Mehra, V. (2004). Educational Technology. S S Publishers, New Delhi.
- Mohanty, J. (1992). Educational Technology. Deep and Deep Publication. New Delhi.
- Mukhopadhyaya, M. (2005). Education Technology Knowledge Assessment. Shipra Publications, New Delhi.
- Sutherland, R., Robertson, S., & John, P. (2008). Improving Classroom Learning with ICT. Routledge, New York.
- Richmond, W. R. (1900). The Concept of Education Technology: A Dialogue with Yourself. Weidenfield and Nicolson, London.
- Sampath, K., Pannirselvam, A., & Santhanam, S. (1990). Introduction to Educational Technology. Sterling Publishers Private Limited, New Delhi.
- Sharma, H. L., & Sharma, S. (2010). Learning to Learn with Love: Theory and Practice of Co-operative Learning. Gagandeep Publications Sutherland, New Delhi.
- Takewale, R. G. (1995). Technologies for Educational Network, Presidential address in the seminar on Technologies for Educational Networking. IGNOU, New Delhi.
- Chand.T. (1992). Educational Technology. Anmol Publication, New Delhi.
- Cima, M. Y. (1991). Educational Technology. CimaMyeole.
- D.E.S. (1982). Handicapped Pupil and Special schools, Regulations. HMSO, London.
- Mangal, K. (1990). Fundamentals of Educational technology. Prakash Brothers, New Delhi.
- Mohanty, J. (1998). Studies in Educational Broadcasting. San subscription agency.

- Satyapal, R. (1991). Educational Technology, A systematic Text Book. Associated Publishers, New Delhi.
- Shah, D.B. (1991). Educational Technology for developing teaching competency. Gavendra Prakashan, Surat.

Subject Name: DRAMA & ART IN EDUCATION

Unit I: Visual Arts and Crafts

- Experimentation with different materials of Visual Art, such as pastel, poster, pen and ink, rangoli materials, clay, etc.
- Exploration and experimentation with different methods of Visual Arts like Painting, block printing, collage, clay modelling, paper cutting and folding, etc.
- Paper framing and display of Art works.

Unit II: Performing Arts: Dance, Music, Theatre and Puppetry

- Listening/viewing and exploring Regional Art forms of Music, Dance, Theatre and Puppetry.
- Viewing/listening to live and recorded performances of Classical and Regional Art forms
- Participation and performance in any one of the Regional Arts forms keeping in mind the integrated approach
- Planning a stage-setting for a performance/presentation by the student-teacher.

Unit III: Appreciation of Arts

- Meaning and concepts of Arts and Aesthetics and its significance at secondary level of School Education.
- Difference between Education in Arts and Arts in Education
- Identification of different performing Art forms and artists; Dance, Music and Musical Instruments, Theatre, Puppetry (based on a set of slides, videos, documentaries selected for the purpose)
- Knowledge of Indian Craft Traditions and its relevance in education (based on a set of slides, Videos Films, Documentaries selected for the purpose)
- Knowledge of Indian Contemporary Arts and Artists; Visual Arts based on the videos, Films and Documentaries selected for the purpose
- Indian festivals and its Artistic significance.

Unit IV Engagement in Analysis and Activities:

- Initiation into the craft of Drama and related activities for engagement in schools with learners
- Theme-based projects from any one of the curricular areas covering its social, economic, cultural and scientific aspects integrating various Arts and Craft forms.

Textbook analysis to find scope to integrate Art forms either in the text or activities or exercises; Documentation of the processes of any one Art or Craft form with the pedagogical basis such as weaving or printing of textiles, making of musical instruments, folk performances in the community, etc. How does the artist design their products, manage their resources, including raw materials, its marketing, problems they face, to make them aware of these aspects of historical, social, economic, scientific and environmental concerns?



**ARUNACHAL
UNIVERSITY**
OF STUDIES

**CENTRE FOR DISTANCE &
ONLINE EDUCATION**

State Education & Skill Self-Sponsored University

Subject Name: PRACTICAL : DISABILITY SPECIALIZATION



Fourth Semester

Fourth Semester			
S. No.	Name of Subject	Credits	Total Marks
1	Skill based Optional Course (Cross disability and inclusion) ANY ONE 1. Guidance and Counselling 2. Early Childhood Care & Education 3. Applied Behavioural Analysis 4. Community Based Rehabilitation 5. Application of ICT in Classroom 6. Gender and Disability 7. Braille and Assistive Devices	4	100
2	Skill based Optional Course (specialization disability) ANY ONE 1. Orientation & Mobility 2. Communication Options: Oralism 3. Communication Options: Manual (Indian Sign Language) 4. Augmentative and Alternative Communication 5. Management of Learning Disability 6. Vocational Rehabilitation & Transition to Job Placement	4	100
3	Basic Research & Basic Statistic	4	100
4	Practical: Cross Disability and Inclusion	4	100
5	Other disability special school	4	100
6	Inclusive school	2	100
Total		22	

Subject Name: SKILL BASED OPTIONAL COURSE (CROSS DISABILITY AND INCLUSION) ANY ONE

1. GUIDANCE AND COUNSELLING

Unit 1: Introduction to Guidance and Counselling

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

Unit 2: Enhancing Self Image and Self Esteem

- Concept of Self as Human
- Understanding of Feelings and Changes
- Growth to Autonomy
- Personality Development



- e. Role of Teacher in Developing Self-Esteem in Children

Unit 3: Guidance and Counselling in Inclusive Education

- a. Current Status with reference to Indian School
- b. Types of Counselling: Child-Centred, Supportive, Family
- c. Guidance in Formal and Informal Situations: Within and Outside Classroom, Vocational Guidance
- d. Group Guidance: Group Leadership Styles and Group Processes
- e. Challenges in Group Guidance

Suggested Readings:

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

2. EARLY CHILDHOOD CARE & EDUCATION

Unit 1: The Early Years: An Overview

- a. Facts about Early Childhood Learning & Development
- b. Neural Plasticity
- c. Critical Periods of Development of Motor, Auditory, Visual, Linguistic & Cognitive Skills
- d. Sensitive Periods of Learning: Maria Montessori's Framework & Windows of Opportunity & Learning Timelines of Development in Young Children
- e. Integrating Theories of Development & Learning for Early Childhood Education Curricula

Unit 2: Early Education of Children with Disabilities

- a. Young Children at Risk & Child Tracking
- b. Interdisciplinary Assessments & Intervention Plans
- c. Developmental Systems Model for Early Intervention (Ofguralnick, 2001)



- d. Curricular Activities for Development of Skills of: Imagination, Joy, Creativity, Symbolic Play, Linguistic, Emergent Literacy, Musical, Aesthetic, Scientific & Cultural Skills
- e. Evidenced Based Practices for Early Intervention

Unit 3: Inclusive Early Childhood Educational (ECE) Practices

- a. Natural Environments, Service Delivery Models & Importance of Universal Designs of Learning (UDL)
- b. Practices for Inclusive ECE Programs: Adaptations of Physical Environment & Equipments, Visual Support Materials, Parent Partnerships, Friendships & Engagements with Typical Children
- c. Principles of Inclusive ECE Practices: Full Participation, Open Ended Activities, Collaborative Planning
- d. Collaborating with Parents, Family Education & Developing Individualised Family Service Plan (IFSP)
- e. School Readiness and Transitions

Suggested 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.
- Barbour, N., & Seefeldt, C. (1998). Early Childhood Education. An Introduction (4th Eds). U.K: Prentice Hall.
- Broman, B. C. (1978). The Early Years in Childhood Education. Chicago: RandMcNally College Publishing Company.
- Catron, C.E., & Allen, J. (1993). Early Childhood Curriculum. New York: MacMillan Publishing Company.
- Dahlberg, G., Moss, P. & Pence, A. (2007). Beyond Quality in Early Childhood Care and Education. (2nd Ed.). New York: Routledge Publication.
- Dopyera, M.L., & Dopyera, J. (1977). Becoming a Teacher of Young Children. New York: Random House Publications.



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

3. APPLIED BEHAVIOURAL ANALYSIS

Unit 1: Introduction to Applied Behaviour Analysis (ABA)

- a. Principles of Behavioural Approach
- b. ABA - Concept and Definition
- c. Assumptions of ABA – Classical and Operant Conditioning
- d. Behaviour- Definition and Feature
- e. Assessment of Behaviour – Functional Analysis of Behaviour, Behaviour Recording Systems

Unit 2: Strategies for Positive Behaviour Support

- a. Selection of Behavioural Goals
- b. Reinforcement
 - i. Types: Positive and Negative, Primary and Secondary
 - ii. Schedules: Continuous, Fixed Ratio, Fixed Interval, Variable Ratio, Variable Interval
- c. Discrete Trial Teaching
 - i. Discriminative Stimulus - Characteristics
 - ii. Response
 - iii. Prompts: Physical, Gestural, Pointing, Visual, Positional, Verbal
 - iv. Consequence - Characteristics
 - v. Inter-Trial Interval
- d. Application of ABA in Group Setting
 - i. Negotiation and contract
 - ii. Token economy
 - iii. Response cost



- iv. Pairing and fading
- e. Leadership role of teacher in promoting positive behaviour

Unit 3: Management of Challenging Behaviour

- a. Differential Reinforcements of Behaviour
- b. Extinction and Time Out
- c. Response Cost and Overcorrection
- d. Maintenance
- e. Generalization and Fading

Suggested 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.
- 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.

4. COMMUNITY BASED REHABILITATION

Unit 1: Introduction to Community Based Rehabilitation (CBR)

- a. Concept and Definition of CBR
- b. Principles of CBR
- c. Difference between CBR and Institutional Living
- d. Socio-cultural and Economic Contexts of CBR
- e. Scope and Inclusion of CBR in Government Policies and Programs

Unit 2: Preparing Community for CBR

- a. Awareness Program-Types and Methods
- b. Advocacy - Citizen and Self
- c. Focus Group Discussion



- d. Family Counselling and Family Support Groups
- e. CBR and Corporate Social Responsibility

Unit 3: Preparing Persons with Disability for CBR

- a. School Education: Person Centred Planning, and Peer Group Support
- b. Transition: Individual Transition Plan, Development of Self Determination and Self Management Skills
- c. Community Related Vocational Training
- d. Skill Training for Living within Community
- e. Community Based Employment and Higher Education

Unit 4: CBR Strategies for Persons with Disabilities

- a. Visual impairment
 - Orientation and mobility training
 - Braille
- b. Hearing impairment
 - Training in sign language and system
- c. Physical impairment and Cerebral Palsy
 - Training in use of assistive devices
 - Training in use of augmentative and alternative communication systems
- d. Autism and intellectual disability
 - Training in functional and survival skills
- e. Access to school and higher education

Unit 5: Role of Government and International Agencies

- a. Poverty alleviation and development programs
- b. Disability related legislations & judicial activism
- c. Disability related policies and schemes
- d. United Nation's Conventions and Declarations

Suggested Readings:

- Loveday, M. (2006). The HELP Guide for Community Based Rehabilitation Workers: A Training Manual. Global-HELP Publications, California.
- McConkey, R. and O'Tool, B (Eds). Innovations in Developing Countries for People with Disabilities, P.H. Brookes, Baltimore.
- Neufelt, A. and Albright, A (1998). Disability and Self-Directed Employment: Business Development Model. Campus Press Inc. York University.
- Peat, M. (1997). Community Based Rehabilitation, W.B. Saunders Company.



- Scheme of Assistance to Disabled for Purposes of Fitting of Aids/Appliances(2014). Ministry of Social Welfare, Govt. of India, New Delhi.
- Scheme of Assistance to Organizations for Disabled Persons, Ministry of Social Welfare, Govt. of India, New Delhi.
- WHO .(1982). Community Based Rehabilitation — Report of a WHO International Consultation, Colombo, Sri Lanka, 28 June- 3 July. WHO (RHB/IR/82.1)
- WHO .(1984). "Rehabilitation For All" in World Health Magazine, WHO, Geneva.

5. APPLICATION OF ICT IN CLASSROOM

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

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

Unit 2: Using Media and Computers

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

Unit 3: Visualising Technology-Supported Learning Situations

- a. Preparation of Learning Schemes and Planning Interactive Use of Audio-Visual Programme
- b. Developing PPT Slide Show for Classroom Use and Using of Available Software or CDs with LCD Projection for Subject Learning Interactions
- c. Generating Subject-Related Demonstrations Using Computer Software and Enabling Students to Plan and Execute Projects
- d. Interactive Use of ICT: Participation in Social Groups on Internet, Creation of 'Blogs', Organizing Teleconferencing and Video-Conferencing



- e. Identifying and Applying Software for Managing Disability Specific Problems

Suggested Reading:

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

6. GENDER AND DISABILITY

Unit 1: Human Right-based Approach and Disability 6 Hours

- a. Human Rights-Based Approach: Concept and History
- b. Principles of Human Rights-Based Approach
 - Equality and Non-Discrimination
 - Universality & Inalienability
 - Participation and Inclusion
 - Accountability and Rule of Law
- c. Elements of Human Rights System
 - Legal Framework
 - Institutions
 - Development Policies & Programs
 - Public Awareness
 - Civil Society
- d. Advantage of Human Rights-Based Approach
- e. Implications for Disability
 - Empowerment
 - Enforceability
 - Indivisibility
 - Participation

Unit 2: Gender and Disability 10 Hours

- a. Sex & Gender: Concept & Difference
- b. Impairment & Disability: Concept & Difference
- c. Gendered Experience of Disability
 - i. Public Domain: School and Outside School
 - ii. Private and Familial Domain
 - iii. Normalization and Social Role Valorisation



- d. Gender and Disability Analysis: Techniques and Strategies
- e. Psyche and Gender: Implications for Teaching

Unit 3: Women and Girl Child with Disability

- a. Inclusive Equality
 - i. Access to Family Life
 - ii. Access to Education, Vocational Training and Employment
 - iii. Access to Political Participation
- b. Factors Contributing to Disability
 - i. Gender-Based Violence in School and Within Family
 - ii. Traditional Practices
- c. Sexual and Reproductive Health
- d. Teacher's Role in Promoting Gender Equality
- e. Gender Critique of Legislation, Government Policy and Schemes

Suggested Readings:

- Habib, L. A. (1997). *Gender and Disability: Women's Experiences in the Middle East*. Oxfam, UK.
- Hans, A. (2015). *Disability, Gender and the Trajectories of Power*. Sage Publications Pvt. Ltd. New Delhi.
- Meekosha, H. (2004). *Gender and Disability*. Sage Encyclopaedia of Disability.
- O'Brien, J., & Forde, C. (2008). *Tackling Gender Inequality, Raising Pupil Achievement*. Dunedin Academic Press, Edinburgh.
- Ridgeway, C. L. (2011). *Framed by Gender: How Gender Inequality Persists in the Modern World*. Oxford University Press, New York.
- Samuels, E. (2014). *Fantasies of Identification: Disability, Gender, Race*. NYU Press, New York.
- Smith, B. G., & Hutchison, B. (2013). *Gendering Disability*. Rutgers University Press, New Jersey.
- Beeghley, L. (1999). *Angles of Vision: How to Understand Social Problems*, Westview Press. Boulder.
- Purkayastha, D. (2010). Economic Growth, Intra-Household Resource Allocation and Gender Inequality. *Atlantic Economic Journal*, 38(4), 465-466.
- Treas, J., & Drobnic, S. (2010). *Dividing the Domestic: Men, Women, and Household Work in Cross-National Perspective*. Stanford University Press, Stanford.



7. BRAILLE AND ASSISTIVE DEVICES

Unit 1: Braille

- a. Louis Braille and the Evolution of Braille
- b. Continuing Relevance of Braille vis-a-vis Audio Material
- c. Braille Signs, Contractions and Abbreviations--English Braille
- d. Braille Signs and Symbols—Hindi/Regional Language
- e. Braille Reading and Writing Processes

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

- a. Slate and Stylus
- b. Braille Writer
- c. Electronic Devices— Note takers and Refreshable Braille Displays
- d. Braille Embossers
- e. Braille Translation Software

Unit 3: Other Devices – Types, Description, Relevance

- a. Mathematical Devices: Taylor Frame and Types, Abacus, Geometry Kit, Algebra Types
- b. Geography: Maps--Relief, Embossed, Models
- c. Science Material
- d. Low Vision Aids--Optical, Non-Optical, Vision Training Material
- e. Schemes and Sources of Availability

Suggested Readings:

- A Restatement of the Layout, Definitions and the Rules of the Standard English Braille System (1971). The Royal National Institute for the Blind, London.
- Ashcroft, S.C., & Henderson, F. (1963). Programmed Instruction in Braille. Stanwick House, Pittsburgh.
- Lowenfeld, B. (1969). Blind Children Learn to Read. Charles C. Thomas, Springfield.
- Mani, M.N.G. (1997). Amazing Abacus. SRVK Vidyalaya, Coimbatore.
- Manual on Bharti Braille (1980). NIVH, Dehradun.
- Olson, M. R. (1981). Guidelines and Games for Teaching Efficient Braille Reading. AFB, New York.
- Proceedings: National Conference on Past and Present Status of Braille in India(2001). All India Confederation of the Blind, New Delhi.
- Hampshire, B. (1981). Working with Braille - A Study of Braille as a Medium of Communication. UNESCO, Geneva.
- Kusanjima, T. (1974). Visual Reading and Braille Reading. AFB, New York.



- Mani, M.N.G. (1992). Techniques of Teaching Blind Children. Sterling Publishers, New Delhi.
- Mellor, M. C. (2006). Louis Braille A Touch of Genius. National Braille Press, Boston.

Subject Name: SKILL BASED OPTIONAL COURSE (SPECIALIZATION DISABILITY) ANY ONE

1. ORIENTATION & MOBILITY

Unit 1: Introduction to Orientation and Mobility

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

Unit 2: Human/ Sighted Guide Technique

- Grip
- Stance
- Hand Position
- Speed Control
- Negotiating: Narrow Spaces, Seating Arrangements, Staircases, Muddy paths

Unit 3: Pre-Cane Skills

- Upper and Lower Body protection
- Room Familiarization
- Using Oral Description for Orientation
- Search Patterns
- Building Map Reading Skills

Unit 4: Cane Travel Techniques and Devices

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

Unit 5: Training In Independent Living Skills

- Self Care, Gait and Posture
- Personal Grooming



- c. Eating Skills and Etiquette
- d. Identification of Coins and Currency Notes
- e. Basics of Signature Writing

Suggested Readings:

- Blasch, B. B., Weiner, W. R., & Welsh, R. L. (1997). Foundations of Orientation and Mobility (2nd ed.). AFB Press, New York.
- Cutter, Joseph (2006). Independent Movement and Travel in Blind Children. IAP, North Carolina.
- Fazzi, D.L. & Petersmeyer, B.A. (2001). Imagining the Possibilities: Creative Approaches to Orientation and Mobility Instruction for Persons who are Visually Impaired. AFB Press, New York.
- Jaekle, R. C. (1993). Mobility Skills for Blind People: A Guide for Use in Rural Areas. Christoffel Blinden Mission, West Sussex.
- Knott, N.I. (2002). Teaching Orientation and Mobility in the Schools: An Instructor's Companion. AFB Press, New York.
- Smith, A. J., & Gerschag, D. R. (1996). Orientation and Mobility for Children and Adults with Low Vision. In A. L. Corn & A. J. Koenig (Eds.), Foundations of Low Vision: Clinical and Functional Perspectives. AFB Press, New York.
- Dodds, A. (1986). Mobility Training for Visually Handicapped People. Croom Helm, London.
- Hill, E., & Ponder, P. (1976). Orientation and Mobility Techniques. AFB Press, New York.
- Jacobson, W.H. (1993). The Art and Science of Teaching Orientation and Mobility to Persons with Visual Impairments. AFB Press, New York.
- Singh, J.P. (2003). Technology for the Blind. Kanishka Publication. New Delhi

2. COMMUNICATION OPTIONS: ORALISM

Unit 1: Understanding Hearing Loss in Real Life Context

- a. Basic Awareness on Paradigms of D/Deafness (Medical and Social)
- b. Basic Awareness on Deafness and Communicative Access: Challenges and Concerns
- c. Basic Awareness on Autonomy, Inclusion and Identity with reference to Oral Options
- d. Oral/ Aural Verbal Options and Realistic Expectations of Family and Teachers
- e. Importance of Neural Plasticity and Early Listening Opportunities

Unit 2: Advance Understanding of Oral Options

- a. Difference Between Uni Sensory and Multi Sensory Approach in Oralism
- b. Oracy To Literacy: Why and How



- c. Speech Reading: Need, Role and Strategies in All Communication Options
- d. Training and Guidance on Aural Oral Practices for Families and Tuning Home Environment: Current Scenario, Importance And Strategies
- e. Tuning Mainstream Schools/Classrooms for Aural Oral Communication: Do's and Don'ts

Unit 3: Skill Development Required for Oralism

- a. Practicing Interpreting Audiograms and Exposure to Goal Setting in Listening Skills
- b. Practicing Motherese (Addressing/Talking to Young Children) and Age Appropriate Discourse with Children Using Appropriate Language, Turn Taking and Eye Contact
- c. Practicing Fluency Skills in Verbal Communication: Spontaneous Conversations, Narrations and Loud Reading
- d. Practicing Skills in Story Telling/ Narrations/ Jokes/ Poems/ Nursery Rhymes
- e. 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

- a. AV Approach: Meaning, Misconcepts and Justification
- b. Stages of Auditory Hierarchy
- c. Understanding Listening Strategies, Techniques of AV Approach and Their Relation to Listening Environment
- d. Reading Model Plans and Observing a Few Weekly Individual Sessions
- e. Developing Instructional Material for AVT Sessions Linking Listening, Language and Cognition

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

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

Suggested Readings:

- Borden, Gloria J.,; Harris, Katherine S. & Raphael, Lawrence J. (2005). Speech Science Primer (4th) Lippincott Williams and Wilkins: Philadelphia.
- Dhvani (English). Balvidyalaya Publication, Chennai.
- Estabrooks, W. (2006). Auditory-Verbal Therapy and Practice. AG Bell, Washington, DC.
- Heller, R. (1999). Managing Change. Dk Publishing, New York.
- Ling, D. (1990). Acoustics, Audition and Speech Reception. Auditory Verbal International, Alexandria.



- Paul, P. V. (2009). *Language and Deafness*. Jones and Bartlett, Boston.
- *Communication Options and Students with Deafness (2010)*. Rehabilitation Council of India, New Delhi.
- Chaney, A. L., & Burk, T. L. (1998). *Teaching Oral Communication in Grades K – 8*. Allyn and Bacon, Boston.
- Cole, E., & Flexer, C. (2010). *Children with Hearing Loss: Developing Listening and Talking, Birth to Six*. (2nd Ed.). Plural Publishing Inc, San Diego, CA.
- Dhvani (Marathi). Balvidyalaya. Cym Publication, Chennai.
- *Directory of Rehabilitation Resources for Persons with Hearing Impairment in India*. (2000). AYJNIHH Publication, Mumbai.
- Estabrooks, W., & Marlowe J, (2000). *The Baby is Listening*, A. G. Bell Association, Washington D.C.
- Estabrooks, W. (2001). *50 Frequently Asked Questions (Faqs) About Auditory- Verbal Therapy*. Learning to Listen Foundation. Washington, DC.
- Heller, R. (1999). *Effective Leadership*. Dk Publishing, New York.
- Heller, R. (1999). *Managing Change*. Dk Publishing, New York.
- Ling, D. (1989). *Foundations of Spoken Language for Hearing Impaired Children*. A.G.Bell. Washington D.C.
- Ling, D., & Ling, A.H. (1985). *Aural Habilitation: The Foundations of Verbal Learning in Hearing Impaired Children*. A.G. Bell Association, Washington D.C.
- Edgar, L. L., & Marguerite, S. (1963). *Play it by ear! : Auditory Training Games*. John Tracy Clinic Publication, Los Angeles.
- *Resource Book on Hearing Impairment*. AYJNIHH Publication, Mumbai.
- *Unpublished Dissertations and Thesis on Profiling Communication Options in Special Schools in India*.

3. COMMUNICATION OPTIONS: MANUAL (INDIAN SIGN LANGUAGE)

Unit 1: Understanding Deafness in Real Life Context

- a. Basic Awareness of Paradigms of D/Deafness (Medical and Social)
- b. Basic Awareness of Deafness and Communicative Challenges / Concerns
- c. Basic Awareness on Deafness with Reference to Culture, Language, Identity, Minority Status, Deaf Gain, Literacy and Inclusion
- d. Basic Awareness of Difference between ISL and ISS; Myths and Facts
- e. Importance of Neural Plasticity and Early Language Opportunities



Unit 2: Advance Understanding of Manual Options and Indian Scenario

- a. Use of Signcom and Educational Bilingualism in Indian Schools: Current Scenario
- b. Challenges, Prerequisites and Fulfilling Prerequisites
- c. Monitoring and Measuring Development of ISL/ISS in Students: Receptive and Expressive Mode
- d. Training and Guidance for Families and Tuning Home Environment: Current Scenario and Strategies
- e. 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

- a. Practicing 'Motherese' (Tuning Language to Suit Young Children) and Age Appropriate Discourse with Children with Appropriate Language, Turn Taking and Eye Contact
- b. Practicing Natural Signing in Short Common Conversations
- c. Practicing Natural Signing in Stories/Poems/Narrations/Jokes
- d. Practicing Natural Signing in Discussing Emotions, Expansion of Ideas and Current Affairs
- e. Practicing Group Dynamics

Unit 4: ISL Skill Development: Towards Higher Order Receptive and Expressive Skills

- a. Learning to Express Gender, Number, Person, Tense, Aspect
- b. Practicing Sentence Types: Affirmative, Interjections, Imperative and Interrogative and Negativization
- c. Practicing Sentence Types: Simple, Complex, Compound
- d. Observing Using ISL in Classrooms – Social Science
- e. Observing Using ISL in Classrooms – Science / Mathematics

Unit 5: ISS/ ISL Skill Development and Course Conclusions

- a. Practicing Markers (Local Language)
- b. Practicing Syntax in Conversations and Discussions
- c. Observing Using ISS/ISL in Classrooms for School Subjects
- d. Resource Mobilization for Skill Development Training (Organized Charity Sources, CSR, Fund Raising Events, Web Based Fund Raising)
- e. Reflections on the Course: From Theory to Practice to Initiating Change

Suggested Readings:

- Communication Options and Students with Deafness. (2010). Rehabilitation Council of India, New Delhi.
- Heller, R. (1999). Managing Change. DK Publishing, New York.
- ISS Learning Material and Dictionaries



- Paul, P. V. (2009). *Language and Deafness*. Jones and Bartlett, Boston.
- Teaching Learning ISL Material Developed at AYJNIHH, Mumbai, SRKV, Coimbatore and NISH, Trivandrum
- Zeshan, U. (2000). *Sign Language in Indo-Pakistan*. John Benjamins Pub. Co, Philadelphia.
- Akamatsu, C. T., & Armour, V. A. (1987). Developing written literacy in deaf children through analyzing sign language, *American Annals of the Deaf*, 132(1), 46- 51.
- Andrews, J.F., Winograd, P., & DeVille, G. (1994). Deaf children reading fables: Using ASL summaries to improve reading comprehension. *American Annals of the Deaf*, 139(3), 378-386.
- Devych, G. N., Bhattacharya, T., Grover, N., & Randhawa, S.P.K. (2014). *Indian Sign Language(S)*. Orient BlackSwan, Hyderabad.
- *Directory of Rehabilitation Resources for Persons with Hearing Impairment in India*. (2000). AYJNIHH Publication, Mumbai.
- *Education*. Gallaudet Research Institute, Working Paper 89-3, Gallaudet University, Washington, D.C.
- Evans, L. (1982). *Total Communication, Structure and Strategy*. Gallaudet College Press, Washington D.C.
- Ezell, H.K., & Justice, L.M. (2005). *Programmatic Research on Early Literacy: Several Key Findings*. IES 3rd Annual Research Conference: American Speech Language & Hearing Association.
- Frank, S. (1985). *Reading Without Nonsense*. Teachers College Press, New York.
- Ghate, P. (1996). *Indian Sign System*. AYJNIHH In-House Publication: Mumbai.
- Ghate, R.A. (2009). *Survey of Teachers' Opinion on Status of Education of the Deaf*. Unpublished Report of RCI, New Delhi.
- Heller, R. (1999). *Effective Leadership*. Dk Publishing, New York.
- Huddar, A. (2008). *Language and Communication*. DSE Manuals. Rehabilitation Council of India, New Delhi.
- *Improve Reading Comprehension*. *American Annals of the Deaf*, 139, 378-386.
- *Indian Sign Language Dictionary* .(2001). Sri Ramakrishna Mission Vidyalaya, Coimbatore.
- Johnson, R., Liddell, S., & Erting, C. (1989). *Unlocking the Curriculum: Principles for Achieving Access in Deaf Language*. *American Annals of the Deaf*, 132, 46-51.
- Lewis, Rena B. & Doorlag, Donald H. (1999). *Teaching Students with Special Needs in General Education Classrooms*. Prentice Hall Inc. New Jersey.



- Woodward, J., Vasishta, M., & de Santis, S. (1985). An introduction to the Bangalore variety of Indian Sign Language. Gallaudet Research Institute Monograph No. 4, Gallaudet Research Institute. Washington, D.C
- Vasishta, M.M., Woodward, J., & De Santis, S. (1981). An Introduction to Indian Sign Language: Focus on Delhi. All India Federation of the Deaf, New Delhi.
- Websites for Signed Dictionaries.
- Woodward, J. (1993). The Relationship of Sign Language Varieties in India, Pakistan and Nepal. Sign Language Studies, 78, 15-22.

4. AUGMENTATIVE AND ALTERNATIVE COMMUNICATION

Unit 1: Organizational frame work for Communication:

- a. Normal development of speech, language and communication
- b. Factors that influence communication, speech and language in relation to each other
- c. Levels of communication in children
 - i. Functional (Emergent)
 - ii. Situational (Context Dependent)
 - iii. Independent (Creative)

Unit 2: Basic principles of AAC interventions:

- a. Child - Child capacity
- b. Child capacity and context
- c. Working towards symbolic expression
- d. Communication skills and
- e. Functions

Unit 3: Areas of AAC Assessment:

- a. Sensory areas
- b. Cognition , communication and language
- c. Posture and positioning. Motor planning and control
- d. Scanning
- e. Environment, Interaction & Symbols

Unit 4: Context of Communication:

- a. Partner /skills , user skills and environment
- b. Competency development - types of competencies and its development
 - i. Linguistic competence
 - ii. Operational Competence
 - iii. Social competence



iv. Strategic competence

Unit 5: Introduction to communication tools and Access Mode:

- a. Types of AAC devices and systems
 - i. No Technology
 - ii. Low Technology
 - iii. High Technology
- b. Access to communication charts - hand, finger, eye point
- c. Access to devices:
 - i. Switches - hand switch , blow switch, infrared devices etc
 - ii. Software -scan mode combined with a switch
- d. Selection of AAC
 - i. Child competency and environment
 - ii. Design, Access, Motor, Devices
- e. Challenges in the development of AAC and Literacy
 - i. Grammar ; spelling
 - ii. Building Vocabulary: and richness of language
 - iii. Motor expression

Suggested Reading:

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



5. MANAGEMENT OF LEARNING DISABILITY

Unit 1: Learning Disabilities: Types

- a. Verbal learning disabilities: Dyslexia, Dysgraphia, Dyscalculia.
- b. Non-verbal learning disabilities
- c. Language Disorders
- d. Associated Conditions: ADHD & ADD
- e. Emotional & Behavioral problems.

Unit 2: Assessment of Basic Curricular Skills

- a. Assessment of Readiness Skills
- b. Assessment of Reading, Writing and Math skills
- c. Teacher made test
- d. Standardized Tests: Need, Types & Purpose
- e. Interpretation of Test report

Unit 3: Intervention Strategies in Basic Skills of Learning

- a. Language skills
- b. Reading
- c. Writing
- d. Maths skills
- e. Study skills

Suggested Readings:

- Bauer, A. M., & Shea, T. M. (2003). Parents and schools: creating a successful partnership for students with special needs. Merrill Prentice Hall, New Jersey.
- Myklebust, H.(1983). Progress in Learning Disabilities, Guene and Stratton, New York.
- Reid, K. (1988). Teaching the Learning Disabled, Allyn and Bacon, Boston. Suggested Readings
- Baca, L. M., & Cervantes, H.T. (2004).The Bilingual special education interface. Pearson. New Jersey
- Browder, D. M. (2001). Curriculum and assessment for students with moderate and severe disabilities. The Guilford Press, New York
- Brunswick, N. (2012). Supporting dyslexic adults in higher education and the workplace. Wiley-Blackwell, Malden.
- Fitzgibbon, G., & O'Connor, B. (2002). Adult Dyslexia: a guide for the workplace. John Wiley & Sons, Ltd., London.



- Gribben, M. (2012). The study skills toolkit for students with dyslexia. Sage Publication, London.
- Karanth, P., & Rozario, J. (2003). Learning disabilities in India: willing the mind to learn. Sage Publication, New Delhi.
- Martin, L, C.(2009). Strategies for teaching students with learning disabilities. Corwin Press, California.
- McCardle, P., Miller, B., Lee, J, R., & Tzeng, O, J.L. (2011). Dyslexia across languages. (orthography and the brain-gene-behavior link).Paul H. Brookes, Baltimore.
- Shula, C. (2000). Understanding children with language problems. Cambridge, New York.
- Prakash, P. (2008). Education of exceptional children: challenges and strategies. Kanishka publishers, New Delhi.
- Reddy, G. L., & Ramar, R. (2000). Education of children with special needs. Discovery Pub., New Delhi.
- Thapa, K. (2008). Perspectives on learning disabilities in India. (Current practices and prospects). Sage Publication, Los Angeles.
- Trusdell, M. L., & Horowitz, I. W. (2002). Understanding learning disabilities : a parent guide and workbook : for parents, teachers, professionals, advocates and others who work with, or come in contact with, individuals with learning disabilities. Maryland, York Press.
- Wong, B., & Butler, D. L. (2012). Learning about learning disabilities. Elsevier Academic Press, Amsterdam.

6. VOCATIONAL REHABILITATION & TRANSITION TO JOB PLACEMENT

Unit 1: Fundamentals & Assessment of Vocational Rehabilitation

- a. Definition, meaning and scope of Vocational Education
- b. Legislations, policies, agencies, schemes, concessions & benefits for PWDs with respect to employment
- c. Approaches and models of Vocational training
- d. Assessment, Evaluation of Generic skills & Specific job skills using various tools
- e. Approaches & Principles of vocational assessment

Unit 2: Vocational Transition & Curriculum Planning

- a. Concept, meaning, importance of transition
- b. Vocational transition models
- c. Transitional Planning at pre-vocational & post-vocational level
- d. Development of Individualized Vocational Transitional Plan
- e. Development of Vocational Curriculum



Unit 3: Process of Vocational Rehabilitation & Placement

- a. Types of Employment Settings
- b. Process of Job Placement & Creation of Need-based Employment Settings
- c. Adaptations, Accommodation, Safety Skills and First Aid
- d. Self Advocacy & Self Determination Skill Training
- e. Equal opportunities and attitudes towards persons with disabilities

Suggested Readings:

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

Subject Name: BASIC RESEARCH & BASIC STATISTIC

Unit 1: Introduction to Research

- a. Scientific Method
- b. Research: Concept and aims 1.3 Research: Definition & characteristics
- c. Purpose of Research
- d. Steps of research

Unit 2: Types and Process of Research

- a. Types of Research
 - i. Basic/Fundamental Research
 - ii. Applied Research
 - iii. Action Research
 - iv. Action Research in Teaching Learning Environment 3.5 Professional Competencies for Research



- b. Process of Research
 - i. Selection of Problem
 - ii. Formulation of Hypothesis
 - iii. Collection of Data
 - iv. Analysis of Data & Conclusion
- c. Tools of Research: Tests, Questionnaire, Checklist and Rating Scale
- d. Action Research in Teaching Learning Environment
- e. Professional Competencies for Research

Unit 3: Measurement and Analysis of Data

- a. Scale for measurement: Nominal, Ordinal, Interval and Ratio
- b. Organization of data: Array, Grouped distribution
- c. Measures of central tendency and Dispersion: Mean, Median and Mode, Standard deviation and Quartile deviation
- d. Correlation: Product Moment and Rank Order Correlation
- e. Graphic representation of data

Unit 2: Educational Research

- a. Educational Research- concepts
- b. Application of Scientific Method in Research
- c. Areas of educational research
- d. Research in Education and Special Education
- e. Ethics of research

Unit 4: Process of Research & tools, procedure and methods

- a. Selection of Problem
- b. Formulation of Hypothesis 4.3 Collection of Data
- c. Analysis of Data & Conclusion
- d. Tools of Research: Tests, Questionnaire, Checklist and Rating Scale

Suggested Readings:

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



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

Subject Name: PRACTICAL: CROSS DISABILITY AND INCLUSION

(Practical)

Subject Name: OTHER DISABILITY SPECIAL SCHOOL

(Practical)

Subject Name: INCLUSIVE SCHOOL

(Practical)

Procedure for Admission:

Student may collect the information regarding admission through University website or helpdesk number according to their convenience. Student can download the admission form from the University website and send directly through online or offline mode to the University. After scrutinizing the documents and clearance of fees the admission will be confirmed and Registration/ Enrolment number will be issued.

Fees Structure:

Sr.no	Particular	Fees
1	Course Fees	24,000/-
2	Credit Transfer/ Lateral Entry	NA
3	Continuation Fees	NA
4	Examination Fees	200/- (Per Paper)
5	Reappear/ Revaluation Fees	300/- (Per Paper)

In case of any scholarship applicable as per the UGC norms or any other statutory body, the admission committee will discuss the same and issue the appropriate decision accordingly.

The Examination will be conducted in Online/ Offline mode. The Evaluation will be done by the Internal Evaluators as well as External Evaluators.

The Result will be declared on the website of Centre for Distance & Online Education. After declaration of result student will be asked to submit re-evaluation form (if any) within 15 days of declaration of result.

Requirement of the Laboratory:

The University is going to use the ICT (Information Communication Technology) for conducting the programme. In case of any programme required practical to be conducted either the same will be performed by applying virtual reality methods or in offline mode at the University campus/ associated colleges. Also, the student will be provided a practical hand book for their help and better understanding.

Every Student would be provided SLM material in printed form. Also, the same will be available online on the University website.

Cost Estimate of the Programme:

The estimated cost would be Rs.4,00,000/- for programme development, delivery and maintenance.



**ARUNACHAL
UNIVERSITY**
OF STUDIES

**CENTRE FOR DISTANCE &
ONLINE EDUCATION**

State Education & Skill Self-Sponsored University

Quality Assurance:

Every year the curriculum of the course will be reviewed and forwarded to the Academic Council with suggestions. The Academic Council will discuss the suggestions and recommended to Board of Management for its approval. The changes in the course curriculum as per the needs and requirements from time to time. The University will help the passed-out students in their placement in different industries through their training and placement cell.