Disability Specialization

VISUAL IMPAIRMENT

IDENTIFICATION OF CHILDREN WITH VISUAL IMPAIRMENT AND ASSESSMENT OF NEEDS

Course Code: C 12

Contact Hours: 60

Credits: 04

Marks: 100

Introduction

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

Objectives

After completing the course student-teachers will be able to

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

Unit 1: Anatomy and Physiology of Human Eye

1.1 Structure and Function of human eye

1.2 Normal vision development and process of seeing

1.3 Principles of refraction and refractive errors

1.4 Concept and definitions of blindness and low vision

1.5 Concept of visual acuity, visual field, depth perception and contrast sensitivity

Unit 2: Types of Visual Impairment and Common Eye Disorders

2.1 Loss of Visual acuity

2.2 Loss of Visual field

2.3 Colour vision defect and loss of contrast sensitivity

2.4 Refractive errors, Vitamin-A deficiency, Cataract, Glaucoma, Corneal ulcer, trachoma, Albinism, Retinal detachment, Retinitis pigmentosa, Retinopathy of prematurity, Cortical Visual Impairment, Optic Atrophy, Nystagmus, Amblyopia, and Macular degeneration

2.5 Educational implications of different Eye disorders

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

3.1 Psychosocial implications of visual impairment

3.2 Factors affecting implications of visual impairment: Age of onset, degree of vision, type of vision loss, prognosis, and socio economic status of the family

3.3 Effect of visual impairment on growth and development: Physical, Motor, Language, Socio-emotional, and Cognitive development

3.4 Educational needs of the visually impaired and need for expanded core curriculum

3.5 Implications of low vision and needs of children with low vision

Unit 4: Identification and Assessment of Visual Impairment

4.1 Interpretation of clinical assessment of vision

4.2 Functional assessment of vision: Concept, need and methods

4.3 Tools of functional assessment of vision and skills: Functional skills inventory for the blind (FSIB), Low Vision Assessment by Jill Keeffe, Lea tests, and Portfolio assessment

4.4 Tools for psychological assessment of the visually impaired: Vithoba Paknikar Performance Test, A short Scale IQ measure for the visually impaired based on WISC-R, Adapted EPQ, Adapted Blind Learning Aptitude Test, Concept development for blind children, Reading Preference Test, Cornell Medical Index for Visually Handicapped Children

4.5 Report writing

Unit 5: Assessment of Learning Needs of Children with VIMD

5.1 Concept and definition of VIMD

5.2 Etiology of VIMD

5.3 Impact of VIMD on learning and development

5.4 Screening, identification, and assessment of Visually Impaired children with associated disabilities

5.5 Multidisciplinary assessment of Visually Impaired children with Associated Disabilities

Course Work/ Practical/ Field Engagement

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

Essential Readings

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

- Bhan, S., & Swarup, S. (2010). Functional Skills Inventory for the Blind. National Association for the Blind. Mumbai.

- Bhandari, R., & Narayan J. (2009).Creating learning opportunities: a step by step guide to teaching students with vision impairment and additional disabilities, including deafblindness. India: Voice and vision.

- Hyvarinen, L., & Jacob N. (2011).What and how does this child see: assessment of visual functioning for development and learning. Vistest Ltd., Finland.

- Mukhopadhyay, S., Mani, M.N.G., RoyChoudary, M., & Jangira, N.K. (1988). Source Book for Training Teachers of Visually Impaired. NCERT, New Delhi.

- Leat, S.J., Shute R.H., & Westall, C.A. (1999). Assessing children's vision: A handbook. Butterworth-Heinemann, Oxford.

- Mani, M.N.G. (2001). Reading Preference Test (REPT) for Children with Low Vision. Coimbatore: International Human Resource Development Centre for the Disabled.

- Mani, M.N.G. (1992). Concept development of blind children. SRK Vidyalaya, Coimbatore.

- Scholl, G. T. (1986). Foundations of the education for blind and visually handicapped children and youth: Theory and Practice. AFB Press, New York.

- Singh, T.B. (1986). A short Scale I.Q Measure for the Visually Handicapped. NIVH. Dehradun.

- Singh, T.B. (1986). Eyssenck Personality Questionnaire (EPQ) for the Visually Handicapped. NIVH. Dehradun.

- Singh, T.B. (1986).Standardisation of Cornell Medical Index on Visually Handicapped children. NIVH, Dehradun.

- Singh, T.B., & Sati, G. (1992). Use of Blind Learning Aptitude Test as a performance measure for the assessment of Visually Handicapped Children in India. NIVH, Dehradun.

- Warren, D.H. (1983). Blindness and Early Childhood Development. AFB Press. New York.

Suggested Readings

- Holbrook, M. C., & Koenig, A. J. (2000). Foundations of Education, Vol I: History and Theory of Teaching Children and Youths with Visual Impairments. AFB Press, New York.

- Kundu, C.L. (2000). Status of Disability in India. RCI, New Delhi.

- National Institute for the Visually Handicapped (1990). Handbook for Teachers of the Blind. NIVH, Dehradun.

- Punani, B., & Rawal, N. (1993). Handbook: Visual Impairment. Ashish Publishing House, New Delhi.

- Bright Hub Education. (2012). Identifying Students with Visual Impairment. Retrieved from http://www.brighthubeducation.com/special-ed-visual-impairments/69240-early-signs-of-visual-impairment-in-a-child/

CURRICULUM, ADAPTATION AND STRATEGIES FOR TEACHING EXPANDED CURRICULUM

Course Code: C 13

Credits: 04

Contact Hours: 60

Marks: 100

Introduction

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

Objectives

After completing the course student-teachers will be able to

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

Unit 1: Concept and Types of Curriculum

1.1 Concept, Meaning and Need for Curriculum

1.2 Curricular Approaches in Special Education – Developmental, Functional, Eclectic and Universal design for learning Approach

1.3 Types of Curriculum – need based, knowledge based, activity based, skill based and hidden curriculum

1.4 Curriculum Planning, Implementation and Evaluation; Role of Special teachers of the Visually Impaired

1.5 Core Curriculum and Expanded Core Curriculum- Meaning, Need and Components

Unit 2: Teaching Functional Academics Skills

2.1 Learning media assessment

2.2 Braille reading readiness

2.3 Techniques of teaching Braille

2.4 Techniques of Teaching print to children with low vision

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

Unit 3: Teaching of Independent Living Skills

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

Unit 4: Curricular Adaptation

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

Unit 5: Curricular Activities

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

Course Work/ Practical/ Field Engagement

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

Essential Readings

- Lowenfeld, B. (1971). Our blind children: Growing and learning with them. Charles C. Thomas, Springfield.

- Aggarwal, J.C. (2005). Curriculum development.Shipra Publication,.New Delhi.

- Arora, V. (2005). Yoga with visually challenged. Radhakrishna Publication, New Delhi.

- Baratt, S. H. (2008). The special education tool kit. Sage Publication, New Delhi.

- Chapman, E. K. (1978). Visually Handicapped Children and Young People. Routledge and Kegan Paul, London.

- Cutter, J. (2006). Independent Movement and travel in Blind Children. IAP, North Carolina.

- Dickman, I.R. (1985). Making life more liveable. AFB, New York.

- Dodds, A. (1988). Mobolity training for visually handicapped people. Croom Helm. London.

- Jose, R. (1983). Understanding Low Vision. American Foundation for the Blind, New York.

- Kauffman, J.M., & Hallahan, D.P. (1981). Handbook of Special Education. Prentice Hall, New Delhi

- Kelly, A.V. (1997). The curriculum: theory and practice. Harper and Row, London.

- Lowenfeld, B. (1973). The Visually Handicapped Child in School. John Day Company, New York.

- Mangal, S. K. (2011) Educating Exceptional Children: An Introduction to Special Education. PHI Learning Pvt.Ltd., New Delhi.

- Mani, M. N. G. (1992). Techniques of teaching blind children. Sterling Publishers Pvt. Ltd., New Delhi.

- Mani, M. N. G. (1997). Amazing Abacus. S.R.K. Vidyalaya Colony, Coimbatore.

- Mason, H., & Stephen McCall, S. (2003). Visual Impairment – Access to Education for Children and Young people. David Fulton Publishers, London.

- Mukhopadhyay, S., Mani, M.N.G., RoyChoudary, M., & Jangira, N.K. (1988). Source Book for Training Teachers of Visually Impaired. NCERT, New Delhi.

- Punani, B., & Rawal, N. (2000). Handbook for Visually Impaired. Blind Peoples' Association, Ahmedabad.

- Scholl, G. T. (1986). Foundations of the education for blind and visually handicapped children and youth: Theory and Practice. AFB Press, New York.

- Sharma, R. A. (2011). Curriculum development and instruction. R. Lall Book Depot, Meerut.

- Vijayan, P., & Gnaumi, V. (2010). Education of children with low vision. Kanishka Publication, New Delhi.

- Welsh, R., & Blasch, B. (1980). Foundation Orientation & Mobility.AFB, New York.

Suggested Readings

- Ashcroft, S. C., & Henderson, F. (1963). Programmed Instruction in Braille. Stanwick House, Pittsburgh.

- Barraga, N. C. (1986). 'Sensory Perceptual Development'.in: G.T. Scholl (ed.) Foundations of the education for blind and visually handicapped children and youth: Theory and Practice. AFB Press, New York.

- National Curriculum Framework. (2005). Position paper National focus group in Education of Children with Special needs. NCERT, New Delhi.

- Status of Disability in India. (2012). Rehabilitation Council of India, New Delhi.

- Hodapp, R. M. (1998). Developmental and disabilities: Intellectual, sensory and motor impairment. Cambridge Uni. Press, New York.

- The expanded Core Curriculum. (2013). Retrieved from http: // www.afb.org

- Wright, L. (2013). The Skills of Blindness: What should students know and when students know. Retrieved from http:// www.lofob.org

INTERVENTION AND TEACHING STRATEGIES

Course Code: C 14   **Credits: 04**

Contact Hours: 60   **Marks: 100**

Introduction

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

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

Objectives

After completing the course student-teachers will be able to

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

Unit 1: Theoretical Perspectives

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

Unit 2: Mathematics

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

Unit 3: Science

3.1 Providing first-hand experience in the class and the school environment

3.2 Inclusive/collaborative learning for laboratory work

3.3 Science Teaching Learning Materials and Equipment: i) Preparation and use of TLM, ii) Locating and procuring Science equipment

3.4 Problem solving and Learning by doing approach for Visually Impaired students

3.5 Evaluation procedure with particular reference to Practicals and Adaptations in Examination questions

Unit 4: Social Science

4.1 Techniques of preparation and presentation of adapted Tactile maps, Diagrams, and Globe

4.2 Procuring, adapting and use of different types of models

4.3 Organizing field trips

4.4 Teaching Skills: Dramatization, Narration, Explanation, Story-telling, and Role play

4.5 Evaluation of concepts and skills in social science with particular reference to Geography

Unit 5: Teaching of Children with Low Vision

5.1 Visual Stimulation: Concept and Procedure

5.2 Selection of an appropriate medium of reading and writing

5.3 Techniques and procedures for developing reading and writing skills

5.4 Orientation and Mobility for low vision children

5.5 Classroom management – Seating arrangement, adjustable furniture, illumination, non-reflecting surfaces and colour contrast

Course Work / Practical / Field Engagement

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

Essential readings

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

- Jose, R. (1983). Understanding Low Vision. American Foundation For The Blind. New York.

- Kauffman, J.M., & Hallahan, D.P. (1981). Handbook of Special Education. Prentice Hall, New Delhi.

- Lowenfeld, B. (1973). The Visually Handicapped Child in School. John Day Company, New York.

- Lydon, W. T., & McGraw, M. L. (1973). Concept Development for Visually Handicapped Children. AFB, New York.

- Mangal. S. K. (2007). Educating exceptional children-an introduction to special education. PHI learning Pvt. New Delhi.

- Mangal, S. K. (2011) Educating Exceptional Children: An Introduction to Special Education. PHI Learning Pvt. Ltd., New Delhi.

- Mani. M. N. G. (1997). Amazing Abacus. S.R.K. Vidyalaya Colony, Coimbatore.

- Mani, M. N. G. (1992). Techniques of Teaching Blind Children. Sterling Publishers Pvt. Ltd. New Delhi.

- Macnaughton, J. (2005). Low Vision Assessment. Butterworth Heinemann/ Elsevier, Edingurgh.

- Mason, H., & McCall, S. (2003). Visual Impairment – Access to Education for Children and Young people. London: David Fulton Publishers.

- Mukhopadhyay, S., Mani, M.N.G., Roy Choudary, M., & Jangira, N.K. (1988). Source Book for Training Teachers of Visually Impaired. New Delhi: NCERT.

- Macnaughton, J. (2005). Low Vision Assessment. Butterworth Heinemann /Elsevier, Edingurgh.

- Niemann, S., & Jacob, N. (2009). Helping Children who are Blind. The Hesperian Foundation, California.

- Punani, B., & Rawal, N.(2000). Handbook for Visually Impaired. Blind Peoples' Association, Ahmedabad.

- Scholl, G.T. (1986). Foundations of the education for blind and visually handicapped children and youth: Theory and Practice. AFB Press, New York.

- Vijayan, P.., & Gnaumi, V. (2010). Education of children with low vision. Kanishka Publication, New Delhi.

Suggested Readings

- Agrawal, S. (2004). Teaching Mathematics to Blind Students through Programmed Learning Strategies. Abhijeet Publication, Delhi.

- Hodapp, R. M. (1998). Developmental Disabilities: Intellectual, Sensory and Motor Impairment. Cambridge University Press, New York.

- Kelley, P., & Gale, G. (1998). Towards Excellence: Effective Education for Students with Vision Impairments.North Rocks Press, Sydney.

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

TECHNOLOGY AND EDUCATION OF THE VISUALLY IMPAIRED

Course Code: C 15

Contact Hours: 60

Credits: 04

Marks: 100

Introduction

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

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

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

Objectives

After completing the course student-teachers will be able to

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

Unit 1: Introducing Educational and Information Communication Technology

1.1 Educational Technology-Concept, Importance, and Scope

1.2 Difference between Educational Technology and Technology in Education

1.3 Special Significance and Goals of Technology for the Education of children with Visual Impairment

1.4 Information and Communication Technology (ICT) - Concept and Special Significance for teaching-learning of the visually impaired

1.5 ICT and the UN Convention on the Rights of Persons with Disabilities.

Unit 2: Adaptive Technologies

2.1 Concept and Purposes

2.2 Basic Considerations--Access, Affordability, and Availability

2.3 Addressing User's Perspectives in Developing Adaptive Technologies

2.4 Roles of IIT's and the Scientific Community;

2.5 Universal/Inclusive Design - Concept, Advantages, and Limitations.

Unit 3: Access to Print for the Visually Impaired

3.1 Screen Readers with Special Reference to Indian Languages; Magnifying Software, and Open Source Software.

3.2 Braille Notetakers and Stand-alone Reading Machines

3.3 Braille Translation Software with Particular reference to Indian Languages and Braille Embossers

3.4 On-Line Libraries and Bookshare

3.5 Daisy Books, Recordings, and Smart Phones.

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

4.1 Mathematics: Taylor Frame, Abacus, Geo Board, Algebra and Maths Types, Measuring Tapes, Scales, and Soft-wares for teaching Maths.

4.2 Science: Thermometers, Colour Probes, Scientific and Maths Talking Calculators, Light Probes, and Weighing scales and Soft-wares for teaching Science.

4.3 Social Science: Tactile/Embossed Maps, Charts, Diagrams, Models of Different Types, Auditory Maps, Talking compass, and GPS

4.4 Low vision devices: Optical, Non-Optical and Projective

4.5 Thermoform and Swell Paper technology and Softwares for developing tactile diagrams

Unit 5: Computer-Aided Learning

5.1 Social Media

5.2 Creation of Blogs

5.3 Tele-Conferencing

5.4 Distance Learning and ICT

5.5 e-Classroom: Concept and Adaptations for Children with Visual Impairment

Course Work / Practical / Field Engagement

Any three of the following

- Prepare a list of devices for Mathematics and Science available for the visually impaired in one special school and one inclusive school

- Write a short list of hints and suggestions you will offer to the scientific community for motivating them to develop adaptive technologies for the visually impaired

- Make a short report (in about 500 words) on the advantages and limitations as well as sources of availability in respect of any print-access technology indicated in Unit

3 above.

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

Essential Readings

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

Suggested Readings

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

PSYCHO SOCIAL AND FAMILY ISSUES

Course Code: C 16

Contact Hours: 30

Credits: 02

Marks: 50

Introduction

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

Objectives

After completing the course student-teachers will be able to

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

Unit 1: Family of a Child with Visual Impairment

1.1 Birth of a child with visual impairment and its effect on parents and family dynamics

1.2 Parenting styles: Overprotective, Authoritative, Authoritarian and Neglecting

1.3 Stereotypic attitudes related to visual impairment and attitude modification

1.4 Role of family in Early stimulation, Concept development and Early intervention

1.5 Role of siblings and extended family

Unit 2: Parental Issues and Concerns

2.1 Choosing an educational setting

2.2 Gender and disability

2.3 Transition to adulthood: sexuality, marriage, and employment

2.4 Parent support groups

2.5 Attitude of professionals in involving parents in IEP and IFSP

Unit 3: Rehabilitation of Children with Visual Impairment

3.1 Concept of habilitation and rehabilitation

3.2 Community Based Rehabilitation (CBR) and Community Participatory Rehabilitation (CPR)

3.3 Legal provisions, concessions and advocacy

3.4 Vocational rehabilitation: need and challenges

3.5 Issues and challenges in rural settings

Unit 4: Meeting the Challenges of Children with Visual Impairment

4.1 Enhancing prosocial behaviour

4.2 Stress and coping strategies

4.3 Recreation and leisure time management

4.4 Challenges of adventitious visual impairment

4.5 Soft skills and social skills training

Course Work/ Practical/ Field Engagement (Any Two)

- Interview family members of three children with visual impairment (congenital/ adventitious and blind, low vision and VIMD) and analyze their reactions and attitude towards the child

- Prepare and present a list of activities how parents, siblings, and grandparents can be engaged with the child with visual impairment

- Prepare charts/ conduct street plays/ make oral presentations to remove myths related to visual impairment

- Visit schools for the visually impaired and make presentations before the parents on Government concessions and auxiliary services available

Essential Readings

- Bhandari, R., & Narayan, J. (2009).Creating learning opportunities: a step by step guide to teaching students with vision impairment and additional disabilities, including deafblindness. Voice and vision, India.

- Hansen, J. C., Rossberg, R.H., & Cramer, S.H. (1994). Counselling Theory and Process. Allyn and Bacon, Boston.

- Lowenfeld, B. (1969). Blind children learn to read. Springfield: Charles C. Thomas.

- Lowenfeld, B. (1973).Visually Handicapped Child in School. American Foundation for the Blind, New York.

- Lowenfeld, B. (1975). The Changing Status of the Blind from Separation to Integration. Charles C. Thomas, California.

- Mani, M. N. G. (1992). Techniques of Teaching Blind Children. Sterling publishers Pvt. Ltd., New Delhi.

- Narayan, J., & Riggio, M. (2005). Creating play environment for children. Hilton/ Perkins. Watertown.

- Shah, A. (2008). Basics in guidance and Counselling. Global Vision Publishing House, New Delhi.

- Smith, D. D., & Luckasson, R. (1995). Introduction to Special Education – Teaching in an age of Challenge. (2Ed). Allyn & Bacon. USA.

Suggested Readings

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

PRACTICUM : VI

Semester - I

E 1: Cross disability & inclusion   **Hours: 10**   **Credits: 02**

Marks: 50

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

E 2: Disability Specialisation

Semester - II

Hours: 60 **Credits: 02** **Marks: 50**

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

Semester - III

E 2: Disability Specialisation   Hours: 120   Credits: 04

<div align="right">Marks: 100</div>

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

F1: Main Disability Special School   Hours: 120   Credits: 04

<div align="right">Marks: 100</div>

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

E 1: Cross disability & inclusion

Hours: 20 **Credits: 04**

Marks: 10

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

F 2: Other Disability Special School

Hours: 18 **Credits: 04**

Marks: 100

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

F 3: Inclusive School   Hours: 120   Credits: 04

Marks: 100

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

Disability Specialization

MULTIPLE DISABILITIES

ASSESSMENT AND IDENTIFICATION OF NEEDS OF PERSONS WITH MULTIPLE DISABILITIES

Course code: C 12

Contact Hours: 60

Credits: 04

Marks: 100

Objectives

After completing the course student-teachers will be able to

- *Acquire basic knowledge in the area of Multiple Disabilities.*
- *Explain the identification and assessment procedures applied to Multiple Disabilities.*
- *Comprehend the physical and functional aspects of multiple disabilities.*
- *Comprehend the behavioral management of children with Multiple Disabilities.*
- *Understand the Hearing, Speech and Communication aspects of persons with Multiple Disabilities.*

Unit 1: Introduction to Multiple Disabilities

1.1 Basic Anatomy- Skeletal, Muscular, Nervous System

1.2 Concept of Impairment, Disability and Handicap, ICF

1.3 Locomotor Impairment- Hansens' disease, arthritis, kyphosis, scolosis and rickets

1.4 Neurological impairment- encephalitis, meningitis, head injury, Motor Neuron Disease, Mucopoly sacchridosis, Inborn Errors of Metabolism (IEM)

1.5 Deafbliness and additional conditions with special reference to syndromes like Congenital Rubella Syndrome, Usher Syndrome and CHARGE syndrome

1.5.1 Chromosomal abnormality

Unit 2: Identification and Assessment of Persons with Multiple Disabilities

2.1. Introduction to Psychological, educational, behavioral and functional assessments

2.2. Functional assessment for programming and teaching. Norm Referenced Tests (NRT), Criterion Referenced Tests (CRT), Curriculum based assessment and Developmental Checklists for assessment and programming of children with Mulitple Disabilities (Portage Guide, Upanayan, Carolina curriculum for special needs, Callier Azuza, MDPS, FACP, Basic MR, DST, VSMS, Bhatia, BKT, CPM, SFB)

2.3. Interpretation of assessment results with reference to school, home and community settings

2.4. Multi-disciplinary approach to assessment. Involvement of various disciplines nature of coordination of multi-disciplinary team referral agencies and linkages, networking for identification of Persons with Multiple disabilities

2.5. Role of multi-purpose rehabilitation workers, professionals and special educators in identification of persons with multiple disabilities

Unit: 3: Physical and functional Assessment

3.1. Sensory assessment of vision, tactile, vestibular and techniques of sensory Stimulation & integration

3.2. Motor assessment of fine and gross motor skills. Physiotherapy, Occupational Therapy- their implication and adaptation for classroom management

3.3. Assessment of orientation and mobility skills, Positioning, Lifting, Carrying, Transfer of persons. Developmental Assessment- Gross, Motor and Functional Measurement Scale (GMFM)

3.4. Assessment and management of daily living skills in feeding, dressing & undressing, toileting, bathing & grooming and meal time activities

3.5. Role of ICT in assessment and use of Assistive devices in assessment

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

4.1. Developmental stages- Physical, social, cognitive, language and emotional

4.2. Developmental delays and their implications in the life cycle

4.3. Adaptive deficits- self-help areas, emotional, social, cognate and language areas

4.4. Maladaptive behaviours- functional analysis

4.5. Ethical issues in management strategies of maladaptive behaviour in-home and Classroom settings

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

5.1 Speech, Language and Communication definition and assessment

5.2 Structure and functions of speech mechanism

5.3 Receptive and expressive language for persons with Multiple disabilities

5.4 Hearing and Speech disorders- Classroom management. Home training and role of Parents

5.4. An introduction to augmentative and alternate communication (Pragmatic / functional communication in classroom and home activities to enhance communicative skills of children with Multiple Disabilities)

Suggested Readings

- Aggarwal, K. (2002). Handbook for parents of children with Disabilities. Planning Commission. Govt. of India.

- Asmita.H. (2006).Language and Communication. Kanishka Publication, New Delhi.

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

- Bloom, B., Hastings, J., & Madaus, G.G.(1971). Handbook on Formative and Summative Evaluation of Student Learning. McGraw- Hill, New York.

- Carol, S.L. (2002). Early Childhood Assessment. Wiley, New York.

- Evans, P., & Verma, V. (1990). Special Education. Past Present and Future. The Faimer Press.

- ICD – 10- World Health Organization. (2015). World Heald Organizaton, Geneva.
- Karthik. M. (2011). Introduction to Occupational therapy and occupational therapy marketing
- King-Scars, H.E. (1994). Curriculum Based Assessment in Special Education. Singular Publishing Group, San Diego.
- Levitt, S. (2004). Treatment of Cerebral Palsy and Motor Delay, blackwell
- Longone, (1990). Teaching Retarded learners Curriculum and Methods for improving instruction. Allyn and Bacon, Boston.
- Michel. H. (2003). Comprehensive Handbook of Psychological Assessment, Volume 3, Behavioural Assessment. Wiley, Singapore.
- Miller, M. (2007). Physical Therapy of Cerebral Palsy. Springer, New York.
- Narayan, J., & Myreddi, V., & Rao, S. (2002). Functional Assessment Checklist for Programming. NIMH, Secunderabad.
- Overton, T. (1992). Assessment in Special Education- An Applied Approach. McMillan International Edition.New York.
- Panda, K.C. (1997) Education of Exceptional Children. Vikas Publications. New Delhi
- Porter, S., (2013). Tidy's Physiotherapy. Elsevier, Edinburgh.
- Sadhana. R. (2006). Fundamentals of Speech & Speech teaching. Kanishka Publication, New Delhi.
- Sharma, P. (1995). Basics on Development and Growth of a Child. Reliance Publishers, New Delhi.
- Subba Rao, T.A. (1992). Manual on Developing Communication Skills in Mentally Retarded Persons. NIMH, Secunderabad.
- Taylor, R.L. (1993). Assessment of Exceptional students Educational and Psychological Procedures. Allyn & Baccon, Boston.
- The Diagnostic and Statistical Manual of Mental Disorderrs- IV-TR. (2000). American Psychiatric Association, Arlington.
- Text book of Medicare DAVIDSON
- UPANAYAN, National Institute of Mentally Handicapped, Secunderabad.
- Van Riper, C.A., & Emerick. L. (1990). Speech Correction- An Introduction to Speech Pathology and Audiology (8th Edn.). Prentice Hall, New York.
- Wough, A., & Grant, A. (2006). Anatomy and Physiology in health and Illness. Elsevier, Edinburgh.
- http://www.senseintindia.org

CURRICULUM DESIGNING, ADAPTATION AND EVALUATION

Course code: C 13

Contact Hours: 60

Credits: 04

Marks: 100

Objectives

After completing the course student-teachers will be able to

- Understand the aims, principles, types and approaches of curriculum development.
- Develop IEP and group teaching.
- Demonstrate skills in curricular and co-curricular content across the ages.
- Develop curricular adaptation and material adaption with reference to the individual needs.
- Apply the alternate methods of evaluation of learning among the children with multiple disabilities.

Unit 1: Introduction to Curriculum Development

1.1 Aims, concepts, principles of curriculum development with reference to persons with disabilities

1.2 Types and approaches of curriculum development

1.3 Specific approaches of curriculum development for persons with disabilities (Unit, Ecological and Social learning)

1.4 Individualized Educational Programme (IEP), Individualized Family Support Plan (IFSP), Individualized Transition Plan (ITP), Individualized vocational Education Plan (IVEP)

1.5 Lesson plan. Group teaching and Peer tutoring

Unit 2: Curriculum Development at Various Stages

2.1 Curriculum content for Early intervention group and Pre-school level

2.2 Curriculum content for Primary level

2.3 Curriculum content for Secondary level

2.4 Curriculum content for Pre-vocational level

2.5 Curriculum content for Transition, Vocational skills and Life skills training

Unit 3: Curricular and Co-curricular Material Adaptation

3.1 Curriculum content material adaptations for persons with severe and profound disability

3.2 Curriculum content and materials adaptations for sensory impaired

3.3 Curriculum content and materials adaptations for cerebral palsy and other locomotor disabilities

3.4 Curriculum content material adaptation for children with ASD

3.5 Curriculum content and material adaptation for children identified as developmentally delayed.

Unit 4: Classroom Management

4.1 Drawing time table of daily plan, weekly plan, monthly plan quarterly half yearly and annual plan

4.2 Methods of teaching

4.3 Teaching strategies and techniques

4.4 Approaches of teaching (specific approaches of teaching children with ASD, CP& Multiple disabilities)

4.5 Class room arrangements with reference to barrier free and access

4.5.1 Class room behaviour management

Unit 5: Evaluation

5.1 Definition and purpose of evaluation

5.2 Types of evaluation (qualitative and quantitative evaluation, formative and summative evaluation)

5.3 Process of evaluation (content, method, material and the outcome)

5.4 Strategies for evaluating the children with multiple disabilities

5.5 Monitoring, preparing, and recording student's progress

Course work/ Practical/ Field engagement

- To assess and develop IEP for children with multiple disabilities using appropriate checklist 3 clients with different combinations
- To develop 20 lesson plan (15 curricular and 05 co-curricular) and practice at special school established for Multiple disabilities
- To develop appropriate TLM with relate to the content chosen for teaching through IEP and Group teaching
- To practice and implement the plus curricular and or extended curricular materials

Essential Readings

- Singh, A. (2006).Class Room Management: A reflective perspective. Memorial University of Newfoundland, Newfoundland.
- Hogg. J. (1994). Making leisure provision for people with profound learning and multiple disabilities. Lahpman, California.
- Baine, D. (1988) Handicapped Children in Developing Countries, Assessment, Curriculum and Instruction. University of Alberta, Alberta.
- Cark, G.M., & Kostoe, O.P. (1995) Career development and transition education for adolescents with disabilities (2nd edition). Allyn & Bacon, Boston.
- Carr, J., & Collin, S. (1992). Working towards independence – A practical guide to teaching people with learning disabilities. Jessica Kingsley. London.
- Eaves, R.C., & Mc Laughin, P.J. (1993). Recent advances in special education and rehabilitation. Andover Medical Publishers. Boston.

- Jeyachandaran, P., & Vimala, V. (2000). Madras Developmental Programming System.
- King-Sears, H.E. (1994). Curriculum Based Assessment in Special Education. Singular Publishing Group, San Diego.
- Hass, G. (1991). Curriculum Planning. A New approach. Allyn Bacon. Boston
- Longhorn, F. (1988) A sensory curriculum for very special people. A practical approach to curriculum planning. Souvenir Press (Educational and Academic) Ltd.
- Longone, J. (1990). Teaching Retarded learners Curriculum and Methods for improving instruction. Allyn & Bacon, Boston.
- Mann, P.H., Suiter, P.A. & Mc Clung, R.M. (1992). A guide for educating mainstreamed students. Allyn & Bacon, Boston.
- Myreddi, V., & Narayan, J. (2000). Functional Academics for Students with Mental Retardation, NIMH, Secunderabad.
- Myreddi, V., & Narayan J. (1998). Functional Academics for students with mild mental retardation, NIMH, Secunderabad.
- Michales, C.A. (1994). Transition strategies for persons with learning disabilities. Singular Pub. Group, California.
- Repp. A.C. (1983) Teaching the Mentally Retarded. Prentice Hall, New Jersey.
- Venkataiah, N. (2008). Curriculum innovations for 2000A.D. APH Publishing Corporation, New Delhi.
- Narayan, J. (1999). Skill Training Series 1-9. NIMH, Secunderabad.
- Narayan, J. (2003). Educating children with learning problems in regular schools. NIMH, Secunderabad.
- Narayan, J., & Kutty, A, T., (1989) Handbook for Trainers of the Mentally Retarded persons. Pre-primary level. NIMH, Secunderabad.
- Overton, T. (1992). Assessment in Special Education; An Applied Approach. McMillan, New York.
- Panda, K.C. (1997). Education of Exceptional Children. Vikas Publications, New Delhi.
- Payne, ID.A. (1973). Curriculum Evaluation: Commentaries on Purpose Process and Product, D.C. Health, Boston.
- Shell, M. E. (1993). Instruction of students with severe disabilities. Maxwell Macmillan, Toronto.

Suggested Readings

- Alberty, B., Harold, A., & Elsie. J. (1962). Reorganizing the High School Curriculum. Light and Life Publishers, Minneapolis.
- Evans, P., & Verma, V. (1990). Special Education. Past Present and Future. The Faimer Press, London.

- Farmer, R. (1994). Changing services for people with learning disabilities. California Singular Pub. Group Allied, Hyderabad.

- Hoover, J.J. (1995). Teaching students with learning problems to use study skills A teachers guide. PRO-ED, Austin, TX.

- Hulme, C. (1992). Working memory and severe learning difficulties. Hove, Lawrence. Erlbawn.

- Lokananda, R. G. (2000). Learning disabilities: A practical guide to Practitioners. Discovery Pub House, New Delh.

- Meenakshisundaram, A. (2007). Curriculum: Development, Transaction, Management. Kavyamala Publishers, Dindigul.

- Mrunalini, T. (2012). Curriculum Development: perspectives, principals and issues, Dorling Kindersley (India) Pvt. Ltd., New Delhi.

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

- Schaffarzek, J., & Harupson, D.H. (1975). Strategies for curriculum development. Berkeley: McCutchar

- Smith, C.R. (1994). Learning Disabilities: The interaction of learner task & setting (3rd edition). Allyn & Bacon, Boston.

- Taba, H. (1962). Curriculum development: Theory and practice. Harcourt, New York.

- Taylor, P.H., & Richards, C.M. (1979).An introduction to curriculum studies. Humanities Press, New York.

- Tanner, D., & Tanner, L. (1980). Curriculum Development: Theory into Practice. University of Chicago Press, Chicago.

- Tyler, R.W. (1969). Basic principles of curriculum and instruction. University of Press, Chicago.

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

INTERVENTION AND TEACHING STRATEGIES

Credits: 04

Course code: C 14

Marks: 100

Contact Hours: 60

Objectives

After completing the course student-teachers will be able to

- *Understand the principles and apply early intervention strategies.*
- *Understand the principles and apply therapeutic methods.*
- *Describe appropriate teaching methods, techniques and strategies for persons with multiple disabilities.*
- *Understand Universal Design of Learning and specific strategies used for sensory impairment.*
- *Demonstration of teaching strategies.*

Unit 1: Early Intervention

1.1 Concepts, principles of early intervention and importance of brain plasticity

1.2 Teaching self help skills, feeding and oro-motor skills

1.3 Multimodal approaches to facilitate development of Language, communication and speech, Cognition, social emotional skills, learning to play.

1.4 Teaching Pre-requisite skills for reading, writing, arithmatics and other related skills.

1.5 Individualized Family Support Plan (IFSP), Individualized Family Support Plan (IFSP)

Unit 2: Therapeutic Intervention Strategies

2.1 Behaviour modification

2.2 NDT, SIT, Hydrotherapy

2.3 AAC - Total Communication

2.4 Sports and Games (Special Olympics, paralympics& abhylimpics)

2.5 Visual and Performance arts (dance, music, drama and yoga theatre art)

Unit 3: Teaching Methods, Techniques and Strategies

3.1 Stages of learning: Acquisition, Maintenance, Fluency and Generalization

3.2 Principles of teaching: Concrete-abstract, Known to unknown, Simple to complex and Whole to part

3.3 Teaching Strategies, Task analysis, Prompting, Fading, Chaining, Shaping and Modelling

3.4 Teaching approaches: Multisensory, Montessori, Project method, Play-Way

3.5 Reinforcement: Types, Schedule and Principles, Differential Reinforcements Token Economy System

Unit 4: Universal Design in Learning

4.1 PECS

4.2 Discrete Trail Training

4.3 Themes, Mind mapping, Calendar system, Probing Teaching Strategies and Techniques

4.4 TEACCH, VBA & AT

4.5 Floor time and Miller method.

4.5 Class room behaviour management

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

5.1 Hand under hand, Hand over hand

5.2 Teaching Sign Language

5.3 Teaching Braille

5.4 Teaching Computers

5.5 O&M

Course work/ Practical/ Field engagement

- To assess and develop IEP for children with multiple disabilities using appropriate checklist 3 clients with different combinations
- To develop 20 lesson plan (15 curricular and 05 co-curricular) and practice at special school established for Multiple disabilities
- To develop appropriate TLM with relate to the content chosen for teaching through IEP and Group teaching
- To practice and implement the plus curricular and or extended curricular materials

Essential Readings

- Hogg. J. (1994). Making leisure provision for people with profound learning and multiple disabilities. Lahpman, California.
- Narayan, J., Myreddi, V., & Rao, S. (2002). Functional Assessment Checklist for Programming, NIMH, Secunderabad.
- Narayan, J. (1997). Grade Level Assessment Device for Children with Learning Problems in Regular Schools, NIMH, Secunderabd.
- Overton .T.(1992).Assessment in Special Education -An applied approach. Mc Millan, New York.
- Poornima. J. (2006).Curriculum and Teaching. Kanishka Publisher, New Delhi.
- Singh, A. (2006).Class Room Management: A reflective perspective. Memorial University of Newfoundland, Newfoundland.

Suggested Readings

- Anuradha. B. (2006). Fundamentals of Hearing, Hearing Impairment & Audiolgical manual. Kanishka Publication, New Delhi.
- Hegarty, S., & Alur, M. (2002). Education and Children with special needs: From Segregation to Inclusion. Sate, New Delhi.
- Karthik, M. (2011). Introduction to Occupational therapy and occupational therapy marketing. Jaypee Brothers Medical Pub (P) Ltd., New Delhi.
- Kutty, T. (2001). Vocational Assessment Checklist programme, NIMH, Secunderabd.
- Levitt, S. (2004). Treatment of Cerebral Palsy and Motor Delay, Blackwell, Oxford.
- Miller, F. (2007). Physical therapy of Cerebral Palsy, Spinger, New York.
- Wehman P., Ranzanglia, A., & Bates, P. (1985). Functional Living Kkills for Moderately and Severely Handicapped Individuals. PRO-ED, Austin.

TECHNOLOGY AND DISABILITIES

Course code: C 15

Contact Hours: 60

Credits: 04

Marks: 100

Objectives

After completing the course student-teachers will be able to

- *Explain the concept of Assistive technology.*
- *State the use of technology for persons with disabilities on communication and learning.*
- *Explain the principles and goals of Universal Design for Learning.*
- *Demonstrate the assistive technology required for social skills, livelihood skills and assistive /independent living.*
- *Demonstrate teaching skills through use of appropriate technology/ computers.*

Unit 1: Introduction to Assistive Technology (AT)

1.1 Concept, Definition and the Importance of AT

1.2 History of Assistive Technology

1.3 Lifecycle approaches of using Assistive Technology

1.4 Levels of Assistive Technology and the difference between Assistive Technology and Adaptive Technology

1.5 Universal design for learning

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

2.1 Problems exhibited by the students with disabilities in communication, learning and in independent living

2.2 Technology that supports language and communication

2.3 Technology tools that strengthens academic learning

2.4 Technology that supports assistive /independent living and livelihood skills

2.5 Technology that supports home management, Issues of procuring & using assistive technology in rural / urban settings

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

3.1 UDL: Concept, Meaning Definitions and Aim

3.2 UDL: principles

3.3 UDL: goals

3.4 UDL: applications in the class room

3.5 UDL: application on curriculum and material preparations

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

4.1 Concept, Meaning and Definitions of Social Communication, Orientation and Mobility

4.2 Prerequisites, Importance, Functions, Types and/or Modes of Communications

4.3 Assistive Listening Devices, Assistive Mobility Devises

4.4 Technology in Sports, Dance, Drama and Music

4.5 AAC, O&M (maintenance of Listening aids, Visual aids, Mobility cane, use of Wheel chair, Motorized wheel chair, Crutches, Calipers, Artificial limbs, Tri-cycles, Cars and Other mobility equipments)

Unit 5: Access to Computer

5.1 Orientation to Computers, parts of computers, Programmes in computer

5.2 Development and dissemination of Audio materials and resources

5.3 Application of computer in teaching (digital instructions, CAI)

5.3 Application of technology in the class room (smart board, Portable reading devices, Magnifiers, CCTV voice output devices)

5.4 Alternate input devises (Sensors, Joy sticks, Switches, Mouse, Key board, Head pointers, Touch screen, Eye gazer, Optical recognition software, Tactile diagrams, Digital Accessible Information Systems (DAISY)

5.5 Alternate out put options (Screen magnification, Screen reader, Refreshable Braille display, Braille embosser, Mobile screen reader tools)

Course work/ Practical/ Field engagement:

- To develop an appropriate assistive devices and teach the clients assigned for IEP
- To develop computer programme with suitable input and output mechanism which suits for the IEP client
- To develop AAC and teach the client assigned for IEP

Essential Readings

- Angelo. J. (1997). Assistive Technology for Rehabilitation Therapist. Buffalo, New York.

- Cook, M.A., & Hussey. M.S. (1995). Assistive Technology Principles and Practice. Mosby Inc.

- Das, R. C. (1992). Educational Technology: A Basic Text New. Sterling, New Delhi.
- Dececco, J.P. (1964). Educational Technology. HRW, New York.
- Fisk .J.R. (2008). AAOS Atlas of Orthoses and Assistive Devices. Elsevier Inc.
- Jonge. D., Scherer. M. J., & Rodger.S. (2007). Assistive technology in the Work Place. Elsevier.Inc.

- Juice, B., & Weil, M., (2003). Models of Teaching, 5th Ed. Prentice Hall India Pvt. Ltd, New Delhi.

- Sampath, K., Panneer, A. S., & Santhanam, S. (1984). Introduction to Educational Technology. Sterling Publishers Pvt. Ltd., New Delhi.

Suggested Readings

- Aggarwal, J.C. (2006). Essentials of educational technology: Teaching and learning, Vikas Publishing House Pvt Ltd, New Delhi.
- Rao, U. (2001). Educational technology. Himalaya Publishing House, Bombay.
- Sharma, R.A. (1983). Technology of Teaching. International, Meerut.
- Thomas, W.K. (1999). Assistive Technology Essential Human Factors. Allyn & Baccon, Boston.

PSYCHOSOCIAL AND FAMILY ISSUES

Course code: C 16

Contact Hours: 30

Credits: 02

Marks: 50

Objectives

After completing the course student-teachers will be able to

- *Understand the concept of attitude, stress and the coping strategies of PWD and their families.*
- *Comprehend the role of family.*
- *Explore the various support systems to implement family empowerment programme*
- *Acquire knowledge on community resources.*
- *Acquire knowledge on accessibility.*

Unit 1: Attitudes and Stress

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

Unit 2: Role of family

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

Unit 3: Working with Family having Children with Disability

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

Unit 4: Community Resource Mobilization

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

Unit 5: Access

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

Suggested Readings

- Baine, D. (1988). Handicapped Children in Developing Countries: Assessment Curriculum and instruction. University of Alberta printing services.
- Balram, S. (2003). Universal Design: A new Paradigm. National Consultation on Biwako Millennium Framework for Action Towards an Inclusive barrier free and Rights based society for Persons with Disabilities in Asia and the Pacific.
- Baroff, G.S. (1986). Mental Retardation: nature, causes and management. Hemisphere Publishing Corporation. Washington.
- Bharava, M. (2004). Exceptional Children. H.P. Bhargava Book House, Agra.
- Browder, M.D. (2000). Assessment of Individual with Severe Handicap. Panl H. Brookes Publishing Co. Baltimore
- Corker, M., & French, S. (1999). Disability Discourse. Open University press, Buckingham.
- Dever, R.B. (1988). Community Living Skills: A taxonomy. In Begab, M.J.(Eb). AAMR Monographs. American Association on Mental Retardation, Washington DC.
- Helander, E., Mendis P., Nelson G., & Goerdt, A. (1989). Training in the community for people with Disability, WHO, Geneva.
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15 May 2015

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PRACTICUM: MD

SEMESTER – I

Minimum ten days observation in Inclusive school. Necessary records of observations and related activities to be completed.

SEMESTER – II

Minimum ten days observation in Special School and readiness for preparing IEP and lesson plans.

Micro teaching, simulated teaching and lesson plan preparation, etc., to be done at the institution/organization/university.

SEMESTER – III

Minimum forty working days of teaching practice in Inclusive School. Data need to be collected for preparing necessary records like tests and measurement, case study, project report, etc., as per the course requirement.

SEMESTER – IV

Minimum sixty working days in Special school and completing all the necessary practical activities as per the course requirement.

Group A: Teaching/ Programme Planning Competence in Special School Setting

1. Individual Educational Assessment and programme Planning (IEP) for at least 4 Children with Multiple Disabilities. Preferably each child of a different age/ severity level.

2. a) 30 observations in Special School in different classes / inclusive set up.

   b) Classroom teaching of children with Multiple Disabilities at various levels from Pre-primary, Primary, Secondary, Prevocational levels. 30 lessons should be taught including 12 curricular and 8 co-curricular lessons, using suitable methods and materials.

3. Organization of Resource Room and Teaching of children with learning problems in regular schools. A minimum of 45 lessons (15 Math's, 15 English, and 15 Tamil) must be taught, following educational assessment and suitable programming – Methods and Materials.

Group B: Co-curricular and Other Activities

1. Skill training in Multiple Disabilities and additional disability areas such as Autism, Cerebral Palsy, Deaf-blindness and Sensory Impairments.

2. Preparation of Instruction/ Learning materials.

3. Practical training in co-curricular activities (Participatory Learning) Yoga, Visual Arts or performing Arts (Music, Dance, Drama), Sports and Games, Art and Craft recreation and Leisure activities.

Group C: Teaching Competence and Practice Teaching in Regular School Setting

1. Observation and teaching in regular school setting related to school subject-oriented Methodology courses.

a) Macro Teaching (20 lessons) in each optional under the Guidance and Supervision of Student-teachers and Teacher Educators.

b) Micro Teaching (5 skills) and Macro Teaching observation (5 Peer Group teaching) in each Optional under the Guidance and Supervision of Teacher Educator.

Group D: Practical Records and Other Materials

1. Preparation and use of Instructional / learning Materials for each Optional.

2. Test and Measure Records – One for each Optional.

3. Psychology Practical Record (any Five Practical out of 14 listed).

4. Case Study Record (Case Study of the Practice Teaching School).

5. Camp Activity and Community Service Record (A Five day camp shall be organized).

Psychology Practical (Any Five out of the following)

1. Intelligence
2. Learning
3. Transfer of Training
4. Aptitude
5. Adjustment
6. Concept Formation
7. Level of Aspiration
8. Interest
9. Personality Types
10. Attention
11. Perception
12. Motor Skills
13. Creativity
14. Achievement Motivation

Disability Specialization

Deaf-Blindness

ASSESSMENT AND IDENTIFICATION OF NEEDS OF PERSONS DEAFBLINDNESS

Course code: C 12

Credits: 04

Contact Hours: 60

Marks: 100

Objectives:

On completion of this paper the trainee shall:

1. Demonstrate understanding of observation techniques and consideration, various types of assessment, and factors responsible for behaviours.
2. Develop an understanding of the development of communication in a normal and Deafblind individual as well as its impact
3. Be able to conduct an assessment of communication for a Deafblind child and will be able to develop a communication plan for the child
4. Have information about the different modes of communication (Linguistic, non-linguistic, using technology) and be able to apply them with Deafblind
5. Understanding of functional assessment of communication
6. Knowledge of techniques of assessment and principles of intervention

Unit -1: Assessment Approaches

1.1 Introduction to Assessment, Concept and definition - Approaches to assessment

1.2 Purpose of Assessment - Limitation of Assessment - Various tool for assessment

1.3 Different forms of assessment- norm reference tests and criterion reference test and informal measures

1.4 Observational, ecological, behavioural, Clinical, functional and vocational assessment

1.5 Interview strategies for parents and significant others.

1.6 Assessment of child's likes and dislikes, strengths and challenges, what works and what does not work.

1.7 Strategies to be considered before assessment, during assessment after assessment (e.g., positioning, materials, environment, persons).

1.8 Challenges in assessment of children with deafblind and children with vision impairment with additional disabilities.

1.9 Observation of child interaction with different people.

1.10 Van Dijk and Robbie Blaha approaches for children with deafblindness.

1.11 Methods and techniques of observation and recording (e.g., video, notes).

1.12 Identifying and assessing delayed development
- o Ecological assessments
- o Callier Azuza scale for assessment
- o Oregon Project Inventory
- o INSITE Model

1.13 Normal developmental assessment (e.g., Upanayan, Portage Guide, BASIC MR)

1.14 Assessing needs across different areas – Personal, Motor, Social, Communication, Sensory, O and M, Academics.

Practicum

1. Conduct assessment of two children with deafblindness of different ages. Write and present assessment report of these children.
2. Develop a profile and develop an IEP for one child.
3. Develop low cost assessment kit to be used in homes, schools and community.
4. Do an observational assessment of two children's likes, dislikes, strengths, challenges and what works and what does not work.
5. Make recommendations
6. Use the Nelson and Van Dijk's protocol on assessment on two children.

Unit – 2: Functional Vision Assessment

2.1 Vision Screening – Need – Purpose – Methodology – Risk factor
2.2 Observation and appearance of eyes – Observations of visual behaviours and reading & Writing behaviour– History from parents and family members.
2.3 Losses of vision – Visual Acuity – Visual Field – Contrast Sensitivity – Oculomotor movements – Visual processing.
2.4 Various visual functions – Reflexive behaviour- Awareness of light – Visual Focus – Visual Fixation – Visual Tracking – Visual Scanning – Shift of Gaze – Visual Discrimination – Object Recognition – Visual Closure – Visual Memory & Imagery – Figure/Ground Perception – Eye hand coordination, Visual response continuum
2.5 Vision testing – Clinical and Functional
2.6 Preparations before assessment – Review of medical and other records – Environmental considerations – Developmental stage and milestones.
2.7 Factors considered during functional assessment/Philosophy of assessment – Rapport - Involvement of parents – Time consideration – Team work – Child's need and level – Qualitative and quantitative visual skill development.
2.8 Training of deafblind child before vision testing – accommodating
2.9 Assessing environment related to visual functioning
2.10 Steps in functional vision assessment (FVA).
2.11 Material and aids for conducting assessment

Practicum
1. Conduct functional vision assessment for 2 children with deafblindness of different ages, characteristics and level. Write and present assessment report of these children.
2. Prepare vision profile for at least two children based on observation and assessment findings. Give details like cause of VI, result of last ophthalmologic assessment, prescribed aids, effect of visual condition on the child, inference from FVA, effect on visual skills and effect of environment on visual functions, recommendations.
3. Assess current environment of these children and its impact on visual skills;

suggest modifications in position, materials and illumination and other factors in environment.

Unit – 3: Functional Hearing Assessment

3.1 Hearing Screening – Need – Purpose – Methodology – Risk factors
3.2 Observation and appearance of ears – Observations of auditory behaviours – History taking from parents and family members.
3.3 Losses of Hearing – Categories and types.
   Various auditory functions – Reflexive behaviour- Awareness of Sound – localisation of sound – auditory Discrimination (Gross & Fine)– Identification through sound – Auditory Closure – Auditory Perception – Auditory response continuum.
3.4 Hearing testing – Clinical and Functional
3.5 Preparations before assessment – Review of medical and other records – Environmental considerations – Developmental stage and milestones.
   Factors considered during functional assessment/Philosophy of assessment – Rapport - Involvement of parents – Time consideration – Team work – Child's need and level – Qualitative and quantitative auditory and speech skill development.
   Routine based functional assessment – Auditory responses – General Guidelines – Behavioural State and Temperament – Behaviour Descriptions (Breathing patterns, startle, muscle tone, eyes, activity, motor response, vocalization or Quieting, Search/Localisation, Smiling/laughing/frowning/crying, Habituation, Anticipation, or latency of response).
   Training of deafblind child before hearing testing – accommodating Assessing environment related to hearing functioning
   Steps in functional hearing assessment (FHA).
3.10 Material and aids for conducting assessment

Practicum

1. Conduct functional hearing assessment for 2 children with deafblindness of different ages, characteristics and level. Write and present assessment report of these children.
2. Prepare auditory profile for at least two children based on observation and assessment findings. Give details like cause of HI, result of last audiological assessment, prescribed hearing aids, effect of hearing impairment on the child, inference from FHA, Effect of environment, noise and reverberation on use of hearing, Recommendations.
3. Assess current environment of these children and its impact on hearing; suggest modifications in these factors in environment.
4. Read an eye and ear report and interpret it in simple terms to parents

Unit – 4: Motor Assessment
Placing communication devices so they are accessible in

different environments. Motor Development (e.g., head to foot, centre to periphery)

Normal postural control mechanism and movement control mechanism
- Tone
- Reflexes
- Types of gait
- Balance

Reactions
Abnormal
Motor
development

Causes of abnormal motor development (e.g., cerebral palsy, polio, accidents, infections, syndromes).

Types of muscle tone
- Hypertonic
- Hypotonic
- Fluctuating tone
- Reflexes
- Types of Cerebral Palsy

Current approaches for treatment of neuro-developmental disorders Basic principles of Neuro Developmental Therapy/Bobath Hydrotherapy

4.11 Basic strategies for positioning

4.12 Basic strategies for handling the child and its importance
- Lifting
- Carrying
- Transferring

4.13 Functional Assessment Guidelines

4.14 Assessing Priorities

4.15 Goal setting in a class room

4.16 Identifying compensated patterns and applying various reasons behind neurodevelopment approaches.

4.17 Importance of integrating normal movements in functional activities

4.18 Handling /Helping the children in different environments

4.18 Making the child safe and comfortable to encourage communication and learning

4.19 Massage techniques

4.20 Sitting, standing, walking

4.21 Importance of changing the child's position

4.22 Use of equipments to support posture and movement (e.g., chair, wheelchair, walker, standing frames).

4.23 Basic Exercises depending on needs that can be incorporated in homes/classroom for different motor disabilities.

4.24 Simple Do's and Don'ts

4.25 Using indigenous materials for appropriate positioning (e.g., pillows, blanket, bolsters, hammocks)

Practicum

1. Suggest handling, positioning, and postural corrections for a deafblind child.
2. Suggest environmental and equipment support for a given child.
3. Suggest appropriate position for the child to access communication devices.

Unit – 5: Communication Assessment
Child guided strategies for assessment

5.1 Why do we assess communication
   o Selection of communication modes,
   o Factors that lead to change of communication modes,
   o Use of different approaches
   o Using the assessment results to develop communication goals and objectives
   o Making communication profiles and personal/communication passports.

5.2 Assessment of receptive and expressive communication, modes child uses and modes child understands.

5.3 Assess child's topics of interest

5.4 Assessment of communication skills – Methods of communication used – Functions of communication and Environment of communication.

5.5 Modes child uses to gain attention.

5.6 Expression of feelings – How the child expresses feelings?

5.7 Assessment of levels of communication (Pre symbolic to symbolic)

5.8 Child's use of body language, facial expressions and vocalisations to communicate.

5.9 Child's use of natural gestures (e.g., pulling and tugging behaviour, directing person's hand to desired objects, pointing towards object and people).

5.10 Child's preferred communication partners

5.11 Childs receptive and expressive vocabulary.

5.12 Grammatical structures in language – Use of word or combination of words for communication.

5.13 Assessing activities for opportunities for communication (e.g., motivating, opportunities for initiation, turn taking).

Practicum

1. Conduct communication assessment for one deafblind child in different settings (e.g., home, school, community).
2. Write and present assessment report of the child with recommendations.
3. Prepare communication profile for one child based on assessment findings. Recommend intervention approaches for the child.
4. Assess current educational activities for at least three children in terms of opportunities for communication. Recommend modification for these activities to increase opportunities for communication.

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16. Early Focus. by Rona Pogrund and Diane Fazi. Published in 1992 by the American Foundation for the Blind, New York.

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18. Hand in Hand, Essentials of Communication, Orientation, and Mobility forYour Students Who are Deaf-Blind. By Kathleen Mary Heubner, Jeanne Glidden Prickett, Therese Rafalowski Welch and Elga Joffee. Published in 1995 by AFB Press, New York.

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21. Klein, M. Diane, Deborah Chen, and Michelle Haney. Promoting learning through active interaction: a guide to early communication with young children who have multiple disabilities. (Book and Video Baltimore: Paul Brookes, 2000.

22. Making the Most of Early Communication. By Deborah Chen. Published in 1995 by the California State University at Northridge, Northridge, California. 34-minute VHS tape.

23. Stremel, K., & Wilson, R. (1988) providing services for learners with severe handicaps: Module for developing communication. Hattiesburg: The University of Southern Mississippi.

CURRICULUM DESIGNING, ADAPTATION AND EVALUATION

Course code: C 13

Contact Hours: 60

Credits: 04

Marks: 100

Objectives

After completing the course student-teachers will be able to

- *Understand the aims, principles, types and approaches of curriculum development.*
- *Develop IEP and group teaching.*
- *Demonstrate skills in curricular and co-curricular content across the ages.*
- *Develop curricular adaptation and material adaption with reference to the individual needs.*
- *Apply the alternate methods of evaluation of learning among the children with deafblindness.*

Unit 1: Introduction to Curriculum Development

1.1 Aims, concepts, principles of curriculum development with reference to persons with disabilities

1.2 Types and approaches of curriculum development

1.3 Specific approaches of curriculum development for persons with disabilities (Unit, Ecological and Social learning)

1.4 Individualized Educational Programme (IEP), Individualized Family Support Plan (IFSP), Individualized Transition Plan (ITP), Individualized vocational Education Plan (IVEP)

1.5 Lesson plan. Group teaching and Peer tutoring

Unit 2: Curriculum Development at Various Stages

2.1 Curriculum content for Early intervention group and Pre-school level

2.2 Curriculum content for Primary level

2.3 Curriculum content for Secondary level

2.4 Curriculum content for Pre-vocational level

2.5 Curriculum content for Transition, Vocational skills and Life skills training

Unit 3: Curricular and Co-curricular Material Adaptation

3.1 Curriculum content material adaptations for persons with severe and profound disability

3.2 Curriculum content and materials adaptations for sensory impaired

3.3 Curriculum content and materials adaptations for cerebral palsy and other locomotor disabilities

3.4 Curriculum content material adaptation for children with deafblindness

3.5 Curriculum content and material adaptation for children identified as developmentally delayed.

Unit 4: Classroom Management

4.1 Drawing time table of daily plan, weekly plan, monthly plan quarterly half yearly and annual plan

4.2 Methods of teaching

4.3 Teaching strategies and techniques

4.4 Approaches of teaching (specific approaches of teaching children with deafblindness

4.5 Class room arrangements with reference to barrier free and access

4.5.1 Class room behaviour management

Unit 5: Evaluation

5.1 Definition and purpose of evaluation

5.2 Types of evaluation (qualitative and quantitative evaluation, formative and summative evaluation)

5.3 Process of evaluation (content, method, material and the outcome)

5.4 Strategies for evaluating the children with multiple disabilities

5.5 Monitoring, preparing, and recording student's progress

Course work/ Practical/ Field engagement

- To assess and develop IEP for children with multiple disabilities using appropriate checklist 3 clients with different combinations
- To develop 20 lesson plan (15 curricular and 05 co-curricular) and practice at special school established for Multiple disabilities
- To develop appropriate TLM with relate to the content chosen for teaching through IEP and Group teaching
- To practice and implement the plus curricular and or extended curricular materials

Essential Readings

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- Hogg. J. (1994). Making leisure provision for people with profound learning and multiple disabilities. Lahpman, California.
- Baine, D. (1988) Handicapped Children in Developing Countries, Assessment, Curriculum and Instruction. University of Alberta, Alberta.
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- Myreddi, V., & Narayan, J. (2000). Functional Academics for Students with Mental Retardation, NIMH, Secunderabad.
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- Venkataiah, N. (2008). Curriculum innovations for 2000A.D. APH Publishing Corporation, New Delhi.
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- Payne, ID.A. (1973). Curriculum Evaluation: Commentaries on Purpose Process and Product, D.C. Health, Boston.
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- Evans, P., & Verma, V. (1990). Special Education. Past Present and Future. The Faimer Press, London.

- Farmer, R. (1994). Changing services for people with learning disabilities. California Singular Pub. Group Allied, Hyderabad.
- Hoover, J.J. (1995). Teaching students with learning problems to use study skills – A teachers guide. PRO-ED, Austin, TX.
- Hulme, C. (1992). Working memory and severe learning difficulties. Hove, Lawrence. Erlbawn.
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INTERVENTION AND TEACHING STRATEGIES

Objectives:

On completion of this paper the trainee shall:

1. Develop an understanding of the concept of an Individualised educational programme and skills required to develop an IEP
2. Develop an understanding of a wide range of teaching strategies to work with children with deafblindness in different settings.
3. Develop an understanding of basic curriculum and adaptations and instructional strategies required to teach children who are deafblind.
4. Demonstrate understanding of learning process, motivation, emotional development
5. Understanding about the techniques for orientation and mobility for deafblind

Unit – 1: Developing Early Communication

1.1 Normal development of communication – Birth to 1 year
1.2 Deafblindness and its implications on communication.
1.3 Definition of communication, levels of communication from pre symbolic to symbolic.
1.4 Communication: receptive and expressive, modes (How), reasons (Why), and context (when and where) and content (What).
1.5 Elements of a good conversation
1.6 Having conversations without words
1.7 Role of hands in developing trust with communication partners.
1.8 Use of hand under hand versus hand over hand.
1.9 Introduction to communication and influence of deafblindness on communication
1.10 What does communication mean to a deafblind child?
1.11 How to respond to a deafblind child's communication.
1.12 Communication development in a congenitally Deafblind child and adventitiously Deafblind individual
1.13 Modelling higher level of communication and developing anticipation with touch and object cues by using the learner's modes
1.14 Importance of relationship, conversations and using conventional approaches
1.15 Environment and experiences
1.16 Communication and language development – 1 to 5 years
   o Components and functions of language
   o Language anomalies in children

1.17 Guiding principles for interactions with children with deafblindness which would include
- o   Interactions with Children with deafblindness turn taking, etc.
- o   How to make interactions successful,
- o   Rules for interactions with children with deafblindness, taking turns.
- o   Using objects naturally throughout the day.

1.17 Importance of routines

1.18 Types of Calendars and schedule systems – Anticipation, Daily, Weekly, Monthly, Yearly

1.18 Encouraging literacy

Unit – 2: Communication Processes

2.1 Communication and language development – 1 to 5 years
- o   Components and functions of language.
- o   Language anomalies in children
- o   Guiding principles for interactions with children with deafblindness which would include
- o   Interactions with Children with deafblindness turn taking, etc.
- o   How to make interactions successful,
- o   Rules for interactions with children with deafblindness, taking turns.
- o   Using objects naturally throughout the day.

2.2 Importance of routines

2.3 Types of Calendars and schedule systems – Anticipation, Daily, Weekly, Monthly, Yearly

2.4 Encouraging literacy through:
- Early reading for children (e.g., calendars, meanings of objects)
- Exposure to print and/or Braille for children
- Exposure, perception, understanding and expression
- Different approaches for teaching reading (e.g., whole language, phonetics)
- Need for experiential learning as a basis for reading (e.g., making shopping lists, stories about their families)
- Creating diaries to encourage reading and support for the child's memory

Unit – 3: Sign Language

Introduction to Sign Language and nature of Sign Language
- o   Introducing Sign Language to Deafblind and modifications to person specifics
- o   Different methods of Sign Language such as Visual Frame Signing, Tactile Sign Language, etc.

3.2 Overview of manual systems
- o   Effective communication with people with deafblindness: Becoming a good signer
- o   Manual communication systems (Pidgin sign, Signed English/Hindi, ISL, ASL).
- o   Various methods of manual alphabets.

3.3 Basic concept of interpreting
- o   Characteristics of good interpreters.
- o   Categories/techniques of interpreting
- o   Professional attitudes and ethics
- o   Particulars of sigh language interpreting

o   Issues of communication access and accessibility

Unit – 4: Augmentative and Alternative Communication

Introduction to Augmentative and Alternative Communication (AAC)
Difference between aided communication (a device) and unaided communication (body).
No technology, low technology and high technology, choosing the right devices and making changes on ongoing basis.
Designing low technology communication devices (e.g., communication boards, communication cards, objects, pictures).
Organising vocabulary (people, verbs, things, feelings, places, time).
Overview of high technology.

Unit – 5: Braille & Orientation and Mobility

5.1 Introduction to Braille
5.2 Pre-Braille Skills
5.3 Teaching of Braille
5.4 Use of assistive devices
- o   Taylor's Frame and Abacus
- o   Braille Writing Devices
- o   Geometry Devices
- o   Low cost/No cost teaching - learning materials and tactile maps and diagrams and three dimensional models
5.5 Learning media assessment

5.6 Introduction to O&M
- Concept development and O&M for deafblind (e.g., body awareness, awareness of other persons, directions, spaces)
- Importance of all areas in O&M (e.g., motor, cognitive, communication, social, senses)
- Conditions impacting orientation and mobility (e.g., Cerebral Palsy, health problems, mental retardation).

- Orientation and Mobility for Infants and young children
- Sighted guide skills
- Pre-cane skills
- Protective skills - Upper body/lower body protection and combined techniques
- Trailing and room familiarising
- Cane skills
- Outdoors travel skills
5.7 Daily living skills and home management

Unit – 6: Challenging Behaviours and Communication

Assessing challenging behaviour (e.g., medical reason, need for more or less stimulation, communication functions).
Communication basis of challenging behaviours.

Assessing the adequacy and appropriateness of AAC (aided and unaided).
Principles of behaviour management and positive behaviour support.
Need for behaviour management - Steps involved in behaviour management – Assessing communication function.
Ethics of behaviour management - Re-enforcement strategies and inappropriateness of aversive techniques.
Behaviour management - a team approach
Gather information and Antecedent, Behaviour and Consequence analysis.
Make a consistent behaviour plan with the team.
6.10 Developing communication strategies for behaviour management.

References:

1. A Sensory Approach for very special people: a practical approach to curriculum planning by Flo Longhorn

2. Alsop, Linda. Understanding deafblindness: issues, perspectives, and strategies - Vol I & II, Logan, UT: SKI-HI Institute, Utah State University, 2002. (Available from Hope Publishing, Inc., and 1856 North 1200 East, Logan, UT 84321.

3. An educational curriculum for deafblind multiply handicapped persons by Van Dijk J.

4. An orientation and mobility primer for families and young children by Dodson Burk and Everett W. Hill : American Foundation for the Blind, New York

5. Education of children with Deafblindness and Additional Disabilities – Source book for Master Trainers – National Institute for the Mentally Handicapped, Secunderabad, India

6. Hand in Hand – Essentials of Communication and Orientation and Mobility for your students who are Deafblind - Volume II by Kathleen Mary, Jeanne Glidden, Therese Welch and Elga Joffee : American Foundation for the Blind, New York

7. Resources for Teaching Children with Diverse Abilities - Birth through Eight by Penny Row Deiner

8. Teaching children who are deafblind – Contact communication and learning edited by Stuart Aitken, Marianna Buultjens, Catherine Clark, Jane Eyre and Laura Pease

9. The Education of Dual Sensory Impaired Children: recognising and developing ability by Etheridge D.

10. Handbook of educational psychology / edited by Patricia A. Alexander, Philip H. Winne, 2nd ed., Mahwah, N.J.: Lawrence Erlbaum, 2006.(paper V)

11. Learning through doing- A manual for parents and care givers of children who are visually impaired with additional disabilities, BPA and NIVH, Dehradun, 2002.

TECHNOLOGY AND DISABILITIES

Course code: C 15

Contact Hours: 60

Credits: 04

Marks: 100

Objectives

After completing the course student-teachers will be able to

- *Explain the concept of Assistive technology.*
- *State the use of technology for persons with disabilities on communication and learning.*
- *Explain the principles and goals of Universal Design for Learning.*
- *Demonstrate the assistive technology required for social skills, livelihood skills and assistive /independent living.*
- *Demonstrate teaching skills through use of appropriate technology/ computers.*

Unit 1: Introduction to Assistive Technology (AT)

1.1 Concept, Definition and the Importance of AT

1.2 History of Assistive Technology

1.3 Lifecycle approaches of using Assistive Technology

1.4 Levels of Assistive Technology and the difference between Assistive Technology and Adaptive Technology

1.5 Universal design for learning

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

2.1 Problems exhibited by the students with disabilities in communication, learningand in independent living

2.2 Technology that supports language and communication

2.3 Technology tools that strengthens academic learning

2.4 Technology that supports assistive /independent living and livelihood skills

2.5 Technology that supports home management, Issues of procuring & using assistive technology in rural / urban settings

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

3.1 UDL: Concept, Meaning Definitions and Aim

3.2 UDL: principles

3.3 UDL: goals

3.4 UDL: applications in the class room

3.5 UDL: application on curriculum and material preparations

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

4.1 Concept, Meaning and Definitions of Social Communication, Orientation and Mobility

4.2 Prerequisites, Importance, Functions, Types and/or Modes of Communications

4.3 Assistive Listening Devices, Assistive Mobility Devises

4.4 Technology in Sports, Dance, Drama and Music

4.5 AAC, O&M (maintenance of Listening aids, Visual aids, Mobility cane, use of Wheel chair, Motorized wheel chair, Crutches, Calipers, Artificial limbs, Tri-cycles, Cars and Other mobility equipments)

Unit 5: Access to Computer

5.1 Orientation to Computers, parts of computers, Programmes in computer

5.2 Development and dissemination of Audio materials and resources

5.3 Application of computer in teaching (digital instructions, CAI)

5.3 Application of technology in the class room (smart board, Portable reading devices, Magnifiers, CCTV voice output devices)

5.4 Alternate input devises (Sensors, Joy sticks, Switches, Mouse, Key board, Head pointers, Touch screen, Eye gazer, Optical recognition software, Tactile diagrams, Digital Accessible Information Systems (DAISY)

5.5 Alternate out put options (Screen magnification, Screen reader, Refreshable Braille display, Braille embosser, Mobile screen reader tools)

Course work/ Practical/ Field engagement:

- To develop an appropriate assistive devices and teach the clients assigned for IEP
- To develop computer programme with suitable input and output mechanism which suits for the IEP client
- To develop AAC and teach the client assigned for IEP

Essential Readings

- Angelo. J. (1997). Assistive Technology for Rehabilitation Therapist. Buffalo, New York.

- Cook, M.A., & Hussey. M.S. (1995). Assistive Technology Principles and Practice. Mosby Inc.

- Das, R. C. (1992). Educational Technology: A Basic Text New. Sterling, New Delhi.
- Dececco, J.P. (1964). Educational Technology. HRW, New York.
- Fisk .J.R. (2008). AAOS Atlas of Orthoses and Assistive Devices. Elsevier Inc.
- Jonge. D., Scherer. M. J., & Rodger.S. (2007). Assistive technology in the Work Place. Elsevier.Inc.

- Juice, B., & Weil, M., (2003). Models of Teaching, 5th Ed. Prentice Hall India Pvt. Ltd, New Delhi.

- Sampath, K., Panneer, A. S., & Santhanam, S. (1984). Introduction to Educational Technology. Sterling Publishers Pvt. Ltd., New Delhi.

Suggested Readings

- Aggarwal, J.C. (2006). Essentials of educational technology: Teaching and learning, Vikas Publishing House Pvt Ltd, New Delhi.
- Rao, U. (2001). Educational technology. Himalaya Publishing House, Bombay.
- Sharma, R.A. (1983). Technology of Teaching. International, Meerut.
- Thomas, W.K. (1999). Assistive Technology Essential Human Factors. Allyn & Baccon, Boston.

PSYCHOSOCIAL AND FAMILY ISSUES

Credits: 02

Course code: C 16

Marks: 50

Contact Hours: 30

Objectives

After completing the course student-teachers will be able to

- *Understand the concept of attitude, stress and the coping strategies of PWD and their families.*
- *Comprehend the role of family.*
- *Explore the various support systems to implement family empowerment programme*
- *Acquire knowledge on community resources.*
- *Acquire knowledge on accessibility.*

Unit 1: Attitudes and Stress

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

Unit 2: Role of family

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

Unit 3: Working with Family having Children with Disability

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

Unit 4: Community Resource Mobilization

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

Unit 5: Access

5.1 Barrier free Environment & Universal design

5.2 Ergonomics -Work station, public places

5.3 Educational and architectural adaptation

5.4 Independent/ Assistive Living

5.5 Information and Communication - Website/ Open source

Suggested Readings

- Baine, D. (1988). Handicapped Children in Developing Countries: Assessment Curriculum and instruction. University of Alberta printing services.
- Balram, S. (2003). Universal Design: A new Paradigm. National Consultation on Biwako Millennium Framework for Action Towards an Inclusive barrier free and Rights based society for Persons with Disabilities in Asia and the Pacific.
- Baroff, G.S. (1986). Mental Retardation: nature, causes and management. Hemisphere Publishing Corporation. Washington.
- Bharava, M. (2004). Exceptional Children. H.P. Bhargava Book House, Agra.
- Browder, M.D. (2000). Assessment of Individual with Severe Handicap. Panl H. Brookes Publishing Co. Baltimore
- Corker, M., & French, S. (1999). Disability Discourse. Open University press, Buckingham.
- Dever, R.B. (1988). Community Living Skills: A taxonomy. In Begab, M.J.(Eb). AAMR Monographs. American Association on Mental Retardation, Washington DC.
- Helander, E., Mendis P., Nelson G., & Goerdt, A. (1989). Training in the community for people with Disability, WHO, Geneva.
- Hurlock, A.B. (1990). Developmental Psychology- A life span approach, Tata Mcgraw Hill, New Delhi
- Jeychandran, P., & Vimala, V. (1992). MDPS, Vijay Human Services, Chennai.
- Jha, M.M. (2002). School without walls: Inclusive Education for All. Heinemann, Oxford.
- Kebel, D. (1997). The management of Anxiety, B 1 Churchill Livingstone, New Delhi.
- Kerlinger, F.N. (2004), Foundation of Behavioral Research. Surjeet Publications. New Delhi.
- Mohapatra, C.S. (2004). Disability Management in India: Challenges and Commitments. NIMH, Secunderabd.
- Narayan, J., Myreddi, V., Reddy, S., & Rajgopal, P (1995). FACP, NIMH, Secunderabd.
- Narayan, J., & Menon, D.K. (1989). Organization of special class in a regular school, NIMH, Secunderabd.

- Pahl, J., & Quire, L. (1987). *Families and Mental Retardation. Johns Hopkins University Press, Baltimore.*
- Panda. K.C. (1988). *Exceptional Children.* Vikas Publications, New Delhi.
- Persons with Disabilities (Equal Opportunities, Protection of Rights and Full Participation) Act. (1995). Government of India, Ministry of social justice & Empowerment, New Delhi.
- Peshawaria et al., (1995). *Understanding Indian Families having Persons with Mental Retardation.* NIMH, Secunderabd.
- Rioux, M.H., & Mohit, A. (2005). *Human Rights Disability and Law. National Human Rights Commission, New Delhi.*
- Tomilson, S. (1982). *A Sociology of Special Education.* Routleadge and Kegan Paul. London.
- Turnbull, A.P. and Turnbull, H.R. (1986). *Families, professionals and exceptionality: A special Partnership.* Ohio: Mrerill, Columbus.
- Turnbull, A.P., & Schulz, J.B.(1979). *Mainstreaming handicapped students: A guide for the classroom teacher.* Allyn and Bacon, Inc. Boston.
- World Health Organization. (1992). *International Classification of Diseases, 10th Edition (ICD-10).* W.H.O., Geneva.

PRACTICUM: DB

SEMESTER – I

Minimum ten days observation in Inclusive school. Necessary records of observations and related activities to be completed.

SEMESTER – II

Minimum ten days observation in Special School and readiness for preparing IEP and lesson plans. Micro teaching, simulated teaching and lesson plan preparation, etc., to be done at the institution/organization/university.

SEMESTER – III

Minimum forty working days of teaching practice in Inclusive School. Data need to be collected for preparing necessary records like tests and measurement, case study, project report, etc., as per the course requirement.

SEMESTER – IV

Minimum sixty working days in Special school and completing all the necessary practical activities as per the course requirement.

Group A: Teaching/ Programme Planning Competence in Special School Setting

1. Individual Educational Assessment and programme Planning (IEP) for at least 4 Children with DeafBlindness. Preferably each child of a different age/ severity level.

2. a) 30 observations in Special School in different classes / inclusive set up.

   b) Classroom teaching of children with DeafBlindnes at various levels from Pre- primary, Primary, Secondary, Prevocational levels. 30 lessons should be taught including 12 curricular and 8 co-curricular lessons, using suitable methods and materials.

3. Organization of Resource Room and Teaching of children with learning problems in regular schools. A minimum of 45 lessons (15 Math's, 15 English, and 15 Tamil) must be taught, following educational assessment and suitable programming – Methods and Materials.

Group B: Co-curricular and Other Activities

1. Skill training in DeafBlindnes and additional disability areas such as Autism, Cerebral Palsy, IDD.

2. Preparation of Instruction/ Learning materials.

3. Practical training in co-curricular activities (Participatory Learning) Yoga, Visual Arts or performing Arts (Music, Dance, Drama), Sports and Games, Art and Craft recreation and

Leisure activities.

Group C: Teaching Competence and Practice Teaching in Regular School Setting

1. Observation and teaching in regular school setting related to school subject-oriented Methodology courses.

   a) Macro Teaching (20 lessons) in each optional under the Guidance and Supervision of Student-teachers and Teacher Educators.

   b) Micro Teaching (5 skills) and Macro Teaching observation (5 Peer Group teaching) in each Optional under the Guidance and Supervision of Teacher Educator.

Group D: Practical Records and Other Materials

1. Preparation and use of Instructional / learning Materials for each Optional.

2. Test and Measure Records – One for each Optional.

3. Psychology Practical Record (any Five Practical out of 14 listed).

4. Case Study Record (Case Study of the Practice Teaching School).

5. Camp Activity and Community Service Record (A Five day camp shall be organized).

Psychology Practical (Any Five out of the following)

1. Intelligence
2. Learning
3. Transfer of Training
4. Aptitude
5. Adjustment
6. Concept Formation
7. Level of Aspiration
8. Interest
9. Personality Types
10. Attention
11. Perception
12. Motor Skills
13. Creativity
14. Achievement Motivation

AREA D
ENHANCEMENT OF PROFESSIONAL CAPACITIES (EPC)

(Wherever applicable specific reference to disability will be focused)

D17	Reading and Reflecting on Texts
D18	Drama and Art in Education
D19	Basic Research & Basic Statistic

READING AND REFLECTING ON TEXTS

Course code: D 17

Contact Hours: 30

Credits: 02

Marks: 50

Introduction

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

Objectives

After completing the course student-teachers will be able to

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

Unit 1: Reflections on Literacy

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

Unit 2: Reflections on Reading Comprehension

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

Unit 3: Skill Development in Responding to Text

3.1 Indicators of Text Comprehension: Retelling, Summarizing, Answering, Predicting, Commenting and Discussing

3.2 Practicing Responding to Text (Using The Indicators) for Recreational Reading Material (Narrations) and School Textbooks (Description)

3.3 Practicing Responding to Text (Using The Indicators) for Reports, Policy Documents and News (Expositions) and Editorial, Academic Articles, Advertisement Copy, Resume (Argumentation)

3.4 Practicing Web Search, Rapid Reading and Comprehensive Reading

Unit 4: Reflecting Upon Writing as a Process and Product

4.1 Understanding writing as a Process: Content (Intent, Audience and Organization)

4.2 Understanding writing as a Process: Language (Grammar, Vocabulary, Spelling)

4.3 Understanding writing as a Process: Surface Mechanics (Handwriting, Neatness, Alignment and Spacing)

4.4 Practicing Self Editing and Peer Editing of Sample Texts

4.5 Practicing Evaluating Students Writing Using Parameters: Productivity, Correctness, Complexity, Text Organization and Literary Richness

Unit 5: Practicing Independent Writing

5.4 practicing Writing: Picture Description/ Expansion of Ideas/ Essays/ Stories

5.5 Practicing Daily Leaving Writing: Applications/ Agenda - Minutes/ Note Taking

5.6 Practicing Converting Written Information into Graphical Representation

5.7 Practicing Filling up Surveys, Forms, Feedback Responses, Checklists

5.8 Reflections on the Course: From Theory to Practice to Initiating Process to Improve Self

Course Work/ Practical/ Field Engagement

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

Essential Readings

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

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

Suggested Readings

- Aulls, M. W. (1982). *Developing readers in today's elementary school.* Allyn and Bacon, Boston.
- Baniel, A. (2012). *Kids beyond limits.* Perigee Trade, New York.
- McCormick, S. (1999). *Instructing students who have literacy problems.* Merrill, New Jersy.
- 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.
- Gallangher. 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 Jersy.
- Miller. D. (2002). *Reading with Meaning: Teaching Comprehension in the Primary Grades.* Stenhouse Publishers, New York.
- Pandit, B., Suryawanshi, D. K., & Prakash, M. (2007). *Communicative language teaching in English.* Nityanutan Prakashan, Pune.
- Paul, P. V. (2009). *Language and Deafness.* Jones and Bartlett, Boston.

PERFORMING AND VISUAL ARTS

Course code: D 18

Contact Hours: 30

Credits: 02

Marks: 50

Introduction

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

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

Objectives

After completing the course student-teachers will be able to

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

Unit 1: Introduction to art Education

1.1 Art and art education: Meaning, scope and difference

1.2 Artistic expression: Meaning and strategies to facilitate

1.3 Art therapy: Concept and application to students with and without disabilities

1.4 Linking Art Education with Multiple Intelligences

1.5 Understanding emerging expression of art by students

Unit 2: Performing Arts: Dance and Music

2.1 Range of art activities related to dance and music

2.2 Experiencing, responding and appreciating dance and music

2.3 Exposure to selective basic skills required for dance and music

2.4 Dance and Music: Facilitating interest among students: planning and implementing activities

2.5 Enhancing learning through dance and music for children with and without special needs: Strategies and Adaptations

Unit 3: Performing Arts: Drama

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

Unit 4: Visual Arts

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

Unit 5: Media and Electronic Arts

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

Course Work/ Practical/ Field Engagement

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

Essential Readings

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

Suggested Readings

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

BASIC RESEARCH AND STATISTICS

Course code: D 19

Contact Hours: 30

Credits: 02

Marks: 50

Objectives

After completing the course student-teachers will be able to

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

Unit 1: Introduction to Research

1.1 Scientific Method

1.2 Research: Concept and Definition

1.3 Application of Scientific Method In Research

1.4 Purpose of Research

1.5 Research in Education and Special Education

Unit 2: Types and Process of Research

2.1 Types of Research
   - Basic/Fundamental
   - Applied
   - Action

2.2 Process of Research
   - Selection of Problem
   - Formulation of Hypothesis
   - Collection of Data
   - Analysis of Data & Conclusion

2.3 Tools of Research: Tests, Questionnaire, Checklist and Rating Scale

2.4 Action Research in Teaching Learning Environment

2.5 Professional Competencies for Research

Unit 3: Measurement and Analysis of Data

3.1 Scale for measurement: Nominal, Ordinal, Interval and Ratio

3.2 Organization of data: Array, Grouped distribution

3.3 Measures of central tendency and Dispersion: Mean, Median and Mode, Standard deviation and Quartile deviation

3.4 Correlation: Product Moment and Rank Order Correlation

3.5 Graphic representation of data

Practicum/ Field Engagement

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

Essential Readings

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

Suggested Readings

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