

SYLLABUS

ON

BACHELOR OF EDUCATION (B.Ed)
B.Ed. (Special Education)
Norms, Regulations & Course Content

REHABILITATION COUNCIL OF INDIA

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GENERAL REGULATIONS OF B.ED SPECIAL EDUCATION COURSES

1. Goal, Perspective and Policy

The planetary goal of development in 21st century is sustainability of man and environment by promoting harmony between man and man and man and environment locally, nationally and globally. India has set the national goal of becoming a developed country in the Cybernetic Age by 2020.

The core of development in human development as man is the initiation, mean and end of development.

The International Commission of Education for the Twenty-First Century has envisaged education as 'one of the principal means available to foster a deeper and more harmonious form of human development and thereby reduce poverty, exclusion, ignorance, oppression and war'. It has emphasized that one of the principal functions of education is 'fitting humanity to take control of its own development. It must allow all people without exception to take their own destiny into their own hands so that they can contribute to the progress of the society to which they live, founding development upon the responsible participation of individuals and communities'. The Commission proposes to attain the goal through the Four Pillars of Education: *learning to know, do, be and live together*. It has underlined, no talent hidden like buried treasures in any individual remains untapped. It is especially applicable to children with disabilities.

Individual progress and national and global development are alike dependent on environment. Thus environment becomes the single most important factors to be understood as an individual, national and global concern.

The teacher as an agent of change has a crucial role to play in realizing this goal.

This dimension has given rise to a broad perception of education in general and Environmental Education in particular for the emerging planetary society in the ensuing Era of Information Technology Revolution. It seems the mankind is entering into a new creative phase of evolution.

The teacher education programme has to be relevant to the current as well as the emerging needs of the Indian society in the next millennium. As an agent of change, the teacher has to develop the role perception required to meet the challenges of the social, political, economic and environmental implications emerging from rapid scientific and technological changes. It is particularly essential in the age of information revolution and globalized market economy to maintain economic viability and freedom, cultural heritage and values as well as national sovereignty.

The teacher must be sensitive about the emerging tensions to be confronted / overcome in the twenty-first century as highlighted in the commission to guide the future generation. The tensions are between:

- the global and the local,
- the universal and the individual,
- tradition and modernity,

- long term and short term consideration,
- the need for competition and the concern for equality of opportunity,
- the extraordinary expansion of knowledge and human beings capacity to assimilate it, and
- the spiritual and the material.

Overcoming these tensions require development of higher values like purity, truth, goodness, beauty and love in every individual. The fount and source of these values lie neither in mental being nor in emotional or ethical being, but in the consciousness of the spirit. Only yoga which is concerned with the higher knowledge of the cybernetic of man can inculcate their values.

The International Commission on Education for the Twenty-First Century has visualized that ‘much will be expected and much demanded of teachers. Teachers have crucial role to play in preparing young people not only to face the future with confidence but also to build it with purpose and responsibility. The importance of the teacher as an agent of change, promoting understanding and tolerance, has never been more obvious than today. It is more likely to become more crucial in the twenty first century. The need for change places enormous responsibility on teachers who participate in the moulding of the characters and minds of the new generation’. In order to implement the four pillars of education viz *learning to learn, learning to do, learning to live together and learning to be*, the teachers need new perspectives.

Education Commission (1964-66) made national development, the chief concern of education, which has further been emphasized in NPE 1986. “The status of the teacher”, according to the NPE 1986, “reflects the socio-cultural ethos of a society – *no people can rise above the level of its teachers*. Teachers should have the freedom to develop appropriate methods of communication and activities relevant to the needs and capabilities of and the concern of the community. Teachers will continue to play a crucial role in the formulation and implementation of educational programme”.

A teacher should realize that *teaching is not a profession but a mission*. He/she has to work in freedom for truth and universal well-being for which he has to create a calm and peaceful, harmonious and non-violent educational environment, but external and internal, physical and mental, to justify the promise of the opening sentence of the Education Commission Report, “*The destiny of India is now being shaped in her classrooms*”.

2. Objectives of the Course

The B.Ed. (Special Education) programme aims to develop professionals for general as well as special education within a broad perception of education in the current millennium. The B.Ed. (Special Education) course will educate and train human resources to enable them to acquire knowledge and develop competencies and skills to impart education and training effectively to all children including children with special needs.

The B.Ed. (Special Education) programme aims to prepare the students for the following:

- (i) To develop skills and competencies to cater to the needs of children in general, and children with special needs in particular, in cognitive, affective and skill domains in various settings.

- (ii) To acquire knowledge about change in the prevailing and emerging Indian society in view of recent trends in education and national development.
- (iii) To equip in various techniques of teaching and evaluation in special and inclusive set up.
- (iv) To perceive the special needs of children and develop confidence in them to realize their potentials and abilities to meet the national development with self respect, dignity and freedom.

3. General Framework of the Course:

The B.Ed special education course consists of theory papers as per the following scheme:

i.	Core Papers	:	4
ii.	Specialization Papers	:	3
iii.	Methodology Papers or methods related to specialization	:	2

Universities follow RCI prescribed syllabi. In case of difficulty in deciding the number of papers including the practicum, the course content provided in the RCI syllabi need to be incorporated. If needed, some units may be added or combined to satisfy the University requirements. Additionally, content areas to suit local / regional needs may be included without compromising with the minimum contents approved by RCI. The Universities may be permitted to offer specific core papers with the thrust on disability. The weightage for special education component (both theory and practical) in such a deviation from the RCI suggested model should be adequate as per the guidelines of RCI.

4. List of Specialization Areas

The following specialization areas are prescribed in the course

- (i) Hearing Impairment
- (ii) Learning Disability
- (iii) Locomotor & Neurological Disorders
- (iv) Mental Retardation
- (v) Visual Impairment

5. Adequacy of the Special Education Syllabi

The syllabus prescribed at the B.Ed level is on the basis of minimum requirements and therefore, Universities and Colleges of Education implementing the B.Ed course can exercise flexibility in opting the number of papers without compromising on the adequacy and validity of the contents prescribed by the RCI.

RCI recognizes the need for preparing teachers for inclusive education setting as well as special schools. RCI also recognises that some disability areas may be studied along with methodology papers enabling the teachers to go for Inclusive/Integrated set up as well as

special education. It also approves courses which require more specialisation. In such cases the methodology papers may be replaced by methodology related to specific disability areas. However, in such cases, the teachers may be able to get appointment in special institutes or as resource teachers in general schools but it will be left to the schools to use them as general subject teachers. It is up to the implementing institutions to prefer a fully specialized course or special education combined with general education courses. In case specialisation papers are preferred in lieu of methodology papers under Specialisation II, the course contents for these two papers of 60 hours each approved by RCI.

Based on the nature of specialisation, the courses may be classified as follows:

Course	Target Area	Core Papers	Specialisation 1	Specialisation 2
B.Ed (Special Education Hearing Impairment)	Teachers can serve in special schools as well as in inclusive setting as generalists	<ul style="list-style-type: none"> * Nature and needs of various disabilities – an introduction * Education in Emerging India * Educational Psychology and Persons with Disabilities * Educational management, curriculum designing, and research 	<ul style="list-style-type: none"> * Teaching Language, Communication and School subject to the hearing impaired * Audiology and Aural Rehabilitation * Introduction to speech and speech teaching to the hearing impaired 	<ul style="list-style-type: none"> ⊗ Methodology Paper-1 ⊗ Methodology Paper-II (The papers can be selected from subjects studied at the graduation level as per the local university norms)
B.Ed (Special Education Hearing Impairment)	Teachers can serve in special schools / inclusive schools only as specialists	<ul style="list-style-type: none"> * Nature and needs of various disabilities – an introduction * Education in emerging India * Educational Psychology and Persons with Disabilities * Educational management, curriculum designing, and research 	<ul style="list-style-type: none"> * Teaching Language, Communication and School subject to the hearing impaired * Audiology and Aural Rehabilitation Introduction to speech and speech teaching to the hearing impaired	The weightage given to the methodology papers should be incorporated in specialized area as per the guidelines of the local university.
B.Ed (Special Education Learning Disability)	Teachers can serve in special schools as well as in inclusive setting as generalists	<ul style="list-style-type: none"> * Nature and needs of various disabilities – an introduction * Education in emerging India * Educational Psychology and Persons with Disabilities * Educational management, curriculum designing, and research 	<ul style="list-style-type: none"> * Introduction to Learning Disabilities * Assessment of Children with Learning Disabilities * Intervention and Remediation 	<ul style="list-style-type: none"> ⊗ Methodology Paper-1 ⊗ Methodology Paper-II (The papers can be selected from subjects at the graduation as per the local university norms)
B.Ed	Teachers can	* Nature and needs of	* Locomotor	⊗ Methodology

(Special Education Locomotor and Neuromuscular Disorders)	serve in special/ Integrated / Inclusive setting as specialists generalists	<ul style="list-style-type: none"> various disabilities – an introduction * Education in emerging India * Educational Psychology and Persons with Disabilities * Educational management, curriculum designing, and research 	<ul style="list-style-type: none"> Impairment and basic anatomy * Locomotor Impairment and Spinal Cord Conditions * Cerebral Palsy 	<ul style="list-style-type: none"> Paper-1 ⊗ Methodology Paper-II (The papers can be selected from subjects at the graduation level as per the local university norms)
B.Ed (Special Education Mental Retardation)	Teachers can serve in special schools as well as in inclusive setting as generalists	<ul style="list-style-type: none"> * Nature and needs of various disabilities – an introduction * Education in emerging India * Educational Psychology and Persons with Disabilities * Educational management, curriculum designing, and research 	<ul style="list-style-type: none"> * Identification and assessment of persons with mental retardation * Mental retardation – its multidisciplinary aspects * Curriculum and teaching strategies 	<ul style="list-style-type: none"> ⊗ Methodology Paper-1 ⊗ Methodology Paper-II (The papers can be selected from subjects at the graduation as per the local university norms)
B.Ed (Special Education Mental Retardation)	Teachers can serve in special schools only as specialists	<ul style="list-style-type: none"> * Nature and needs of various disabilities – an introduction * Education in emerging India * Educational Psychology and Persons with Disabilities * Educational management, curriculum designing, and research 	<ul style="list-style-type: none"> * Identification and assessment of Persons with mental retardation * Mental retardation – its multidisciplinary aspects * Curriculum and teaching strategies * Methodology of teaching in resource rooms for children with mild mental retardation and slow learners 	The weightage given to the methodology papers should be incorporated in specialized area as per the guidelines of the local university.
B.Ed (Special Education Visual Impairment)	Teachers can serve in special school as well as in inclusive setting as generalists	<ul style="list-style-type: none"> * Nature and needs of various disabilities – an introduction * Education in emerging India * Educational Psychology and Persons with Disabilities * Educational management, curriculum designing, and research 	<ul style="list-style-type: none"> * Introduction to the education of children with visual impairment * Educational perspective of visual impairment * Instructional methods and strategies for teaching children with visual impairment. 	<ul style="list-style-type: none"> ⊗ Methodology Paper-1 ⊗ Methodology Paper-II (The papers can be selected from subjects at the graduation as per the local university norms)

⊗ Methodology Papers: The development of the methodology oriented syllabus for the subject specialisation must be left to the discretion of the College which implements such teacher preparation courses

6. Duration of the Course

The duration of the course is one academic year.

7. Distribution of Time for Theory and Practical Work

The course should be spread over a period of 190 days (minimum) with 1140 working hours in addition to the examination and admission days. The distribution of working hours for the theory and practical is suggested as follows:

S.No	Area	Hours	Marks
1	Core	22%	22%
2	Specialization	17%	17%
3	Methodology	11%	11%
4	Practicum	50%	50%
	TOTAL	100%	100%

In the case of institutions offering specialization model only, the percentage of hours and marks allotted to methodology will be incorporated under specialization areas.

Weightage for marks will be as per the guidelines of the implementing Universities. Weightage in terms of hours suggested by RCI is as follows:

Theory Papers

1.	Core Papers	..	4x60 Hours	..	240 Hours
2.	*Specialization	..	3x60 Hours	..	180 Hours
3.	Methodology or methods related to specialization	..	2x60 Hours	..	120 Hours

For specialization in Mental Retardation, one more paper has been included bringing the total to 4 specialization papers.

Practical Work

600 Hours

In the case of institutes following the prescribed pattern, there is no change in the weightage. However, in the case of Universities / Colleges offering non-semester system, the weightage for theory and practicum may be re-appropriated accordingly with the approval of RCI.

8. Eligibility for Admission

The eligibility for this B.Ed. course is B.A./B.Sc. or an equivalent degree at graduate level depending on the requirements for the particular course. The eligibility for admission is 45% aggregate in the qualifying degree examination. The regulations prescribed by the State Governments concerned with regard to minimum eligibility criteria and reservation policies may be taken into consideration.

9. Course Pattern (Semester/Non-Semester)

The decision on Semester or non-semester nature of the course depends upon the pattern followed in the University concerned to which the College is affiliated.

10. Passing Minimum

The minimum marks for passing in the theory papers is 40 per cent in each theory paper and 50 per cent aggregate in all theory papers and 50% in the case of practical.

11. Nature of Evaluation

The institute implementing the course may decide on the internal or external or both the system of evaluation subject to the approval of the University concerned.

12. Reappearing facility

The student who fails in any paper may be allowed to appear in that particular paper only for a maximum of 3 times within three years. If the student fails to pass the examination after three appearances, he/she will be expected to undergo the course again.

13. Qualifying for Additional Specialization

- (a) A special education teacher who has qualified in one specialization area may qualify for additional specialization area by accumulating necessary credits by attending summer sequential programmes offered by the Universities and Colleges. The Universities and Colleges of Education may plan such summer sequential programmes to enable more special education teachers to qualify for additional specialization areas.
- (b) Teachers with basic degrees in school teaching subjects, who have obtained Special Education specializations only be given opportunities to complete methodology papers too through credit system / refresher / orientation / in-service programmes etc. and qualify for general schools to teach methodology subjects.

14. Improvement of Marks

The student will also be given opportunities for improvement of marks in the particular examination by reappearing in the specific paper in the next examination. The examination pattern of the special education programmes may be as per the regulations of the implementing Universities/Colleges of Education. However, the guidelines pertaining to the examination procedure prescribed by the Rehabilitation Council of India may also be adopted.

15. Transitory Regulations

Whenever a course or scheme of instruction is changed in a particular year, two more examinations immediately following thereafter shall be conducted according to the old syllabus / regulations. Candidates not appearing at the examinations or failing in them shall

take the examinations subsequently according to the changed syllabus / regulations.

16. Teacher-Student Ratio

The staff-student ratio in the area of B.Ed special education may be 1:10, in addition to the head of the institute, subject to a minimum of two teaching staff not below the rank of a lecturer as per the norms developed by RCI (**annexed**) and one technical person related to specific disability area. Considering the infrastructural facilities needed for Special Education and also based on the tasks such as supervising practicum, a maximum number of 25 students may be admitted for the B.Ed Special Education course inclusive of 3 seats for foreign students. Additional intake should be approved by RCI.

17. Infrastructural Facilities

Institutions / Colleges of Education / University Departments offering B.Ed Special Education course should have necessary infrastructural facilities such as the psychology laboratory, science laboratory, language laboratory, work experience laboratory, computer room, etc. In addition to the infrastructural facilities, aids and appliances necessary for the specialisation concerned should also be available. Moreover, the institution should have a model school for children with respective disabilities or all categories attached to it so that the student teachers can have practice teaching during the course. Until such a facility is made available in the premises of the institution, a model school in the locality can be adopted. However, such institutions are required to set up their own model school in the respective disability area within 5 years from the date of recognition from the RCI.

18. Certification as a Registered Professional

It is mandatory for every teacher of special education to obtain a “Registered Professional Certificate” from the Rehabilitation Council of India to work in the field of special education in India. As continuous professional growth is necessary for the renewal of the certificate, the teachers as well as educators in special education should undergo in-service programme periodically to update their professional knowledge. Amendments, if any, to the regulations of the course will be made periodically by the Rehabilitation Council of India.

Any deviation from the above regulations should have the prior approval of the Rehabilitation Council of India.

19. Award of Degree:

The affiliating Universities will award degree in B.Ed (Special Education) specialising in Hearing Impairment / Learning Disability / Locomotor and Neuromuscular Disorders / Mental Retardation / Visual Impairment. While issuing degree certificate, the Universities should clearly spell out the area of specialization.

Core Papers

PAPER 1
NATURE AND NEEDS OF VARIOUS DISABILITIES - AN
INTRODUCTION

60 Hrs.

Objectives

The student teacher is expected to acquire a basic knowledge on identification and characteristics of various disabilities such as

1. Blindness and Low Vision
2. Hearing Impairment
3. Mental Retardation and Mental Illness
4. Locomotor, Neurological and Leprosy Cured
5. Biogenic and other disorders
6. Multiple Disabilities

Unit 1: Blindness and Low Vision

10 Hrs.

- 1.1 Definition and Identification
- 1.2 Incidence and Prevalence
- 1.3 Characteristics
- 1.4 Causes and Prevention
- 1.5 Intervention and Educational Programmes

Unit 2: Hearing Impairment

10 Hrs.

- 2.1 Definition and Identification
- 2.2 Incidence and Prevalence
- 2.3 Causes and Prevention
- 2.4 Types of Hearing Loss and Characteristics
- 2.5 Intervention, Communication Approaches and Educational Programmes

Unit 3: Mental Retardation

10 Hrs.

- 3.1 Definition and Identification of Mental Retardation and Mental Illness
- 3.2 Incidence and Prevalence, Causes and Prevention
- 3.3 Characteristics - Mild, Moderate, Severe, Profound
- 3.4 Types and Classification of Mental Retardation and Mental Illness
- 3.5 Intervention and Educational Programmes

Unit 4: Leprosy Cured, Neurological and Locomotor Disabilities **10 Hrs.**

- 4.1 Definition and Classification
- 4.2 Incidence and Prevalence
- 4.3 Causes and Prevention
- 4.4 Types, Classification and Characteristics
- 4.5 Intervention and Educational programmes

Unit 5: Learning Disabilities, Autism and other Associated Disorders **10 Hrs.**

- 5.1 Definition and Identification of Learning Disabilities. Autism and other associated disorders – epilepsy, behavioural disorders and emotional disorders.
- 5.2 Incidence and Prevalence
- 5.3 Causes and Prevention
- 5.4 Types and Characteristics
- 5.5 Intervention and Educational Programmes

Unit 6: Various Combinations of Disabilities **10 hrs.**

- 6.1 Definition and Identification
- 6.2 Incidence and Prevalence
- 6.3 Causes and Prevention
- 6.4 Characteristics
- 6.5 Intervention and Educational Programmes

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PAPER 2
EDUCATION IN EMERGING INDIA

60 Hrs.

Objectives

After studying this paper, the student teachers are expected to realize the following

1. Explain the history, nature, process and philosophy of education.
2. Spell out the aims and functions of education in general and special education in particular.
3. Describe the various systems of education with reference to general and special education.
4. Discuss the various roles of educational agencies in India.
5. Analyze the role of educational system in the context of Modern Ethos like democracy, socialism and secularism.

Course Content

Unit 1: History, Nature, Process and Philosophy of Education **10 Hrs.**

- 1.1 Definition and Meaning of Education
- 1.2 Overview of Philosophies of Education
- 1.3 Aims of Education
- 1.4 Functions of Education
- 1.5 Role of Teacher

Unit 2: Education and Various Commissions **10 Hrs.**

- 2.1 Principal of education and special education
- 2.2 Aims, objectives and functions of special education.
- 2.3 Direction and priorities of general and special education.
- 2.4 Recent trends in Indian Education and special education.
- 2.5 Education For All movement, Education through 21st Century, National Policy on Education including Special Education.

Unit 3: Education in the Social Context **10 Hrs.**

- 3.1 Formal, Informal and Non-formal Education.
- 3.2 Functional literacy, continuous and Life Long Education.
- 3.3 Community Based Education.
- 3.4 Open Learning, Distance Education with reference to General and Special Education.
- 3.5 Value - Oriented Education.

Unit 4: Educational Agencies for the National Development**10 Hrs.**

- 4.1 Educational challenges for economic and socio-political development.
- 4.2 Role of home, school, society and mass media.
- 4.3 Role of Governmental and non-governmental agencies in general and special education. Such as - NCERT, SCERT, RCI, NCTE and National Institutes for Handicapped, UN Organizations and International Non-Governmental Organizations (INGOs) such as UNICEF, UNESCO, WHO, Action Aid and CBM.
 - (a) Resource mobilization through funding agencies and concessions/facilities for the disabled. Education
 - (b) Govt. Policies, Acts and Schemes such as NPE, 1986, POA, 1992, RCI Act 1992, IEDC Scheme, 1992, PD Act 1995, National Trust Act, 1999, Biwako Millennium Framework and its implications.
 - (c) International Legislation for Special Education

Unit 5: Education and the Modern Ethos**10 hrs.**

- 5.1 Democracy, socialism and secularism.
- 5.2 Constitutional provisions in human rights.
- 5.3 Equalization of educational opportunities.
- 5.4 Education and human resource development.
- 5.5 Planning and management of human resource development.
- 5.6 Environmental Education

Unit 6: Emerging trends in Special Education**10 Hrs.**

- 6.1 Concept of impairment, disability and handicap and their implications.
- 6.2 Normalization - principles and concept and types - process of integration and inclusion.
- 6.3 Nature of disabilities and its impact on the person with disability.
- 6.4 Community awareness of special education, integrated education and inclusive education
- 6.5 Future of special education, integrated education and inclusive education.

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PAPER 3
EDUCATIONAL PSYCHOLOGY AND PERSONS WITH
DISABILITIES

60 Hrs.

Objectives

After studying this paper, the student teachers are expected to realize the following objectives

1. Discuss the concepts and principles of growth and development.
2. Describe the various theories of learning and their implications to the disabled.
3. Explain the concepts of intelligence and aptitude in general and with specific reference to the disabled.
4. Spell out the meaning and concept of personality and mental health and their implications to the disabled.
5. Define the meaning and techniques of guidance and counselling in general and with special reference to the disabled.

Course Content

Unit 1: Introduction to Psychology

10 Hrs.

- 1.1 Definition, Nature and Scope of Psychology.
- 1.2 Educational psychology: scope and relevance to general education.
- 1.3 Role of educational psychology in special education.
- 1.4 Theories of motivation, attention and perception and its application in education.
- 1.5 Implications of the above with regard to specific disabilities.

Unit 2: Growth and Development

10 Hrs.

- 2.1 Concept, Definition and Meaning of Growth and Development.
- 2.2 Influences of heredity and environment.
- 2.3 Stages of Development with reference to children with disabilities.
- 2.4 Developmental needs of childhood and pre-school stage.
- 2.5 Developmental deviancies and related issues with regard to various disabilities

Unit 3 Learning**10 Hrs.**

- 3.1 Definition, Meaning and Concept formation.
- 3.2 Learning - Domains and factors affecting learning.
- 3.3 Theories of learning with reference to special need children and their application in special education – an overview.
- 3.4 Remembering, forgetting and transfer of learning.
- 3.5 Implications of the above with regard to various disabilities.

Unit 4: Intelligence and Aptitude**10 Hrs.**

- 4.1 Definition and meaning of intelligence and aptitude.
- 4.2 Theories of intelligence and intelligence tests,
- 4.3 Concept of Aptitude and Aptitude tests,
- 4.4 Individual differences and their implications in education.
- 4.5 Implications of the above with regard to various disabilities.

Unit 5: Personality**10 Hrs.**

- 5.1 Definition, Meaning and dimensions of personality.
- 5.2 Theories of personality – an overview and assessment
- 5.3 Frustration and conflict, adjustment mechanisms and behaviour deviations,
- 5.4 Mental health
- 5.5 Impact of various disabilities on personality – an overview

Unit 6: Guidance and Counselling**10 Hrs.**

- 6.1 Nature, meaning and scope of guidance and counselling.
- 6.2 Role of home and school in guidance and counselling.
- 6.3 Techniques of guidance and counselling with reference to various disabilities.
- 6.4 Vocational Guidance — assessment, training, avenues and perspectives.
- 6.5 Individual problems and stress management through counselling and Yoga.

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PAPER 4
EDUCATIONAL PLANNING AND MANAGEMENT, CURRICULUM
DESIGNING AND RESEARCH

60 Hrs.

Objectives

After studying this paper, the student teachers are expected to realize the following objectives:

1. Discuss the meaning, need and scope of educational management.
2. Define the concept and meaning of curriculum and instructional strategies.
3. Explain the concept, meaning, scope and types of educational technology.
4. Describe the need and scope of educational research.
5. Discuss the meaning, scope and types of educational evaluation.

Course Content

Unit 1: Educational Management

10 Hrs.

- 1.1 Definition, Meaning, Need, Scope of Educational Management.
- 1.2 Concept and Principles of Institutional Planning and Management, Admission, School Plant Classification, Provisions.
- 1.3 Inspection and supervision.
- 1.4 Institutional Organization, Administration and Evaluation.
- 1.5 Types of Leadership and Organizational Climate.

Unit 2: Curriculum

10 Hrs.

- 2.1 Definition, Meaning and Principles of Curriculum,
- 2.2 Principles of curriculum construction.
- 2.3 Curriculum - planning, implementation and evaluation.
- 2.4 Role of the teacher in curriculum construction, implementation and evaluation.
- 2.5 Curriculum planning and evaluation for various disabilities and meaning, importance and types of co-curricular activities.

Unit 3: Instructional Strategies

10 Hrs.

- 3.1 Theories of instruction - Burner, Gagne and Skinner.
- 3.2 Approaches to instruction - cognitive, behavioural, and eclectic.
- 3.3 Design instruction - macro design.

- 3.4 Organizing individual, peer, small group, large group instructions.
- 3.5 Teaching materials - aids and appliances, other equipment - development.

Unit 4: Educational Technology

10 Hrs.

- 4.1 Definition, meaning and scope of educational technology and Information & Communication Technology (ICT) and its impact on education.
- 4.2 Role and types of audio-visual aids in teaching and application of multi media in teaching and learning
- 4.3 Individualized instruction - Programmed instruction, computer assisted instruction and interactive learning.
- 4.5 Environmental modifications and use of assistive technology for persons with Disabilities & Barrier free environment.

Unit 5: Educational Research

10 Hrs.

- 5.1 Definition, Need and scope of educational research
- 5.2 Principles of Research in Education.
- 5.3 Problems faced in educational research, Sources of Research Problems,
- 5.4 Types of research designs in educational research.
- 5.5 Overview of research studies in special education in India.

Unit 6: Educational Evaluation

10 Hrs.

- 6.1 Definition, Meaning, scope and types of evaluation.
- 6.2 Various types of tests.
- 6.3 Characteristics of a good test
- 6.4 Descriptive statistics, measures of central tendencies (Mean, Median, Mode); Standard Deviation, Quartile Deviations.
- 6.5 Construction of different graphs and diagrams and rank order correlation.

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Hearing Impairment

PAPER 1
FACILITATING LANGUAGE, COMMUNICATION DEVELOPMENT IN
CHILDREN WITH HEARING IMPAIRMENT

60 Hrs.

Objectives

After studying this paper, the student teachers are expected to realize the following objectives:

1. To understand the importance of communication and function of language as a means of communication.
2. To realize the need of early identification and intervention of Hearing Impairment for language development.
3. To study language development in a hearing person and the effect of hearing impairment on it.
4. To understand the need to develop reading and writing skills to support receptive and expressive language.
5. To understand various types of assessments of language.

Course content

Unit 1: Communication and Language - Definition and Scope **12 hrs.**

- 1.1 Definition and scope of communication.
- 1.2 Definition, nature and functions of verbal language
- 1.3 Biological and psychological foundations of language
- 1.4 Concept of critical period for language acquisition
- 1.5 Development of receptive and expressive language in hearing persons and in hearing impaired persons

Unit 2: Methods and Techniques **12 Hrs.**

- 2.1 Modes of Communication
 - Oral, Aural, Oral-Aural, Auditory Verbal (AVT).
 - Manual – sign language, Indian signing system (ISS), cued speech, finger spelling.
 - Methods of communication, (philosophy, justification, advantages & disadvantages, types & programmes in India)
 - Oralism
 - Total Communication (TC)

- Educational bilingualism
- 2.2 Methods of teaching language to the Hearing Impaired
 - a) Natural method - Concept Montessori, Frobel
 - b) Structural method - Concept, Importance,
Developing vocabulary and grammar.
 - c) Combined Method: Concept
 Importance
 Role of Teacher
- 2.3 Principals and techniques of teaching language to the Hearing Impaired through -
 - a) News/Conversation b) Story telling c) Directed activity
 - d) Visit e) Free play f) Picture comprehension
 - g) Dramatization h) Poems i) Unseen passages
- 2.4 Teaching of texts and poetry for all levels and high school
- 2.5 Teaching grammar through conversational method and teaching formal grammar at all levels.

Unit 3: Role of Functionaries

12 Hrs.

- 3.1 Impact of early identification and Intervention of hearing impairment for language development and the role of parents and other family members in it
- 3.2 Role of parents and teachers as equal partners in the process of language development in the Hearing Impaired
- 3.3 Importance of parent guidance and counselling and Home-training
- 3.4 Sociological implications –Attitude of siblings, peers, parents, teachers and community
- 3.5 Teachers role in Inclusion and community awareness programmes

Unit 4: Reading and Writing

12 Hrs.

- 4.1 Development of Motor coordination,
- Visual Perception and Auditory Perception.
- 4.2 Reading readiness (pre-reading skills & sight vocabulary)
- 4.3 Development of Reading,
 - a) Goals and Importance of Reading
 - b) Classification of Reading –
 - b.1) According to goal - (Functional, Recreational, Remedial and Developmental)

- b.2) According to Method - (Loud Reading, Silent Reading)
 - c) Methods of Teaching, Reading - Traditional and Recent Methods.
- 4.4 Development of writing
- a. Prewriting skill development
 - b. Goals and Importance of writing
 - c. Development of writing {look and write, listen and write, write, writing with proper speed and comprehensive (legible) and spontaneous writing}

Unit 5: Assessment of language

12 Hrs.

- 5.1 Meaning, definition and scope in education
- 5.2 Types of assessment (formal, informal tests and their selection)
- 5.3 Standardized language test: Meaning, scope and Indian tests
- 5.4 Classroom assessment techniques
 - 5.4.1 Knowledge based/language based
 - 5.4.2 Open ended/close ended
 - 5.4.3 Direct/Indirect/inferential

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3. Davis, H., Silverman, S.R., Hearing and deafness. New York Holt, Rinehart & Winston, 1970.
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11. Sanders, D.A., Aural rehabilitation. Englewood Cliffs, NJ: Prentice Hall, 1971.

PAPER 2
AUDIOLOGY AND AURAL REHABILITATION

60 Hrs.

Objectives

After studying this paper, the student teachers are expected to realize the following objectives:

1. Describing the Anatomy and Physiology of the ear. Assessing the hearing capability of an individual.
2. Operating an Audiometer and assessing the hearing loss in adults, infants and children.
3. Understanding the function of hearing aids.
4. Understanding the use of hearing aids to compensate for the hearing impairment and development of language.
5. Counseling the parents regarding the role of hearing aids in rehabilitation of the hearing impaired child.

Course content

Unit 1: Hearing Mechanism

12 Hrs.

- 1.1 Basic Anatomy and Physiology of hearing mechanism, outer, middle and inner ear
- 1.2 Definitions terminologies used for hearing impairment (hard of hearing, deaf, pre-lingual, post-lingual, sensory-neural, conductive)
- 1.3 Concept of impairment, disability, handicap with reference to Hearing Impairment.
- 1.4 Hearing loss - prenatal, perinatal, postnatal causes, types of hearing loss, prevention of hearing loss
- 1.5 Early identification of hearing loss - its importance, tests (subjective and objective) and other methods available.

Unit 2: Audiometry

12 Hrs.

- 2.1 Sound, propagation of sound and parameters of sound zero dB reference for pressure and power
- 2.2 Puretone Audiometry and Speech audiometry, use of masking –parts and use of audiometers
- 2.3 Free field audiometry, aided and unaided audiograms
- 2.4 Interpretation of audiogram, concept of speech banana, basic and educational implications
- 2.5 Case reports and their interpretation

Unit 3: Amplification Devices and Strategies**12 Hrs.**

- 3.1 Parts of a hearing aid, their functions
- 3.2 Types of hearing aids, Body worn, (B.T.E., in the ear and Computer Programmed Hearing Aid), and Parameters for determining good quality of Hearing aids.
- 3.3 Importance of ear moulds, Types of ear moulds.
- 3.4 Recent Development in Amplification Devices and Strategies Cochlear Implant.
- 3.5 Training parents regarding use and care and maintenance of hearing aids and moulds

Unit 4: Classroom Management**12 Hrs.**

- 4.1 Setting up of a classroom for hearing impaired children and Classroom acoustics –S/N ratio, ways to improve it
- 4.2 Adjustment of children with various degrees of loss in one group
- 4.3 Classroom amplification devices, hard-wire system, induction Loop system, FM system, infrared system, speech trainer
- 4.4 Care and Maintenance of all group hearing aid systems
- 4.5 Comparison between group hearing aid systems and individual hearing aids

Unit 5: Auditory Training**12 Hrs.**

- 5.1 Auditory training definition, meaning and scope, and consequences of auditory training and auditory physiology, 7 sound test.
- 5.2 Stages of Auditory Training-Detection, discrimination, identification, comprehension
- 5.3 Use of gross sounds, environmental sounds and voice
- 5.4 Discrimination between speech sounds, loudness, stress and temporal factors like rhythm and pauses
- 5.5 Importance of Auditory training in the comprehension of spoken language

References

1. Brown, R. A first language the early stages. Cambridge, M.A. Harvard University Press. 1978.
2. Dale, P. Language development, New York Holt Rinehart & Winston 1976.
3. Templin, M., Certain language skills in children. Minneapolis University of Minnesota Press, 1957.
4. Trantham, C., & Pederson, Normal language development. Baltimore Williams & Wilkins Co., 1976.
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11. O'rouke, T., A basic course In manual communication, Siller Spring MD National Association of the Deaf, 1970.
12. Sanders, D.A., Aural Rehabilitation. Englewood Cliffs, N.J: Prentice-Hall, 1971.

PAPER 3
INTRODUCTION TO SPEECH AND SPEECH TEACHING
TO THE HEARING IMPAIRED

60 Hrs.

Objectives

After studying this paper, the student teachers are expected to realize the following objectives:

1. To acquaint the student teacher with the Anatomy and Physiology of the Articulatory system.
2. To acquaint the student teacher with the normal development of speech.
3. To acquaint the student teacher with the development of speech in a Hearing Impaired child.
4. To acquaint the student teacher with the disorders in the speech of Hearing Impaired children.
5. To acquaint the student teacher with methods of correcting the disorders in the Speech of the Hearing Impaired, individually and in the classroom.

Course content:

Unit 1 Speech Mechanism

12 Hrs.

- 1.1 Definition and functions of Speech
- 1.2 Anatomy and Physiology of the Respiratory, Phonatory and Articulatory systems, Resonatory system
- 1.3 Speech as an overlaid function
- 1.4 Mechanism of breathing, breathing for speech, vocal cord adjustment
- 1.5 Prerequisites for the production of speech

Unit 2: Normal Speech - Production and Reception

12 Hrs.

- 2.1 Characteristics of Speech, Speech Intelligibility, parameters of speech
- 2.2 Non-segmental and Supra-segmental aspects of speech (voice, duration, pitch, loudness, quality, rhythm, rate, intonation, stress, accent, phrasing, pause)
- 2.3 Multi-sensory speech reception, hearing and vision, hearing and touch, vision and touch, hearing.

Unit 3: Phonetics

12 Hrs.

- 3.1 Description and classification (Vowels, Consonants and Diphthongs) of Speech

sounds

- 3.2 Definition of Phonetics
- 3.3 Introduction to I.P.A. with reference to phonemes of regional languages
- 3.4 Relevance of Phonetics in the correction of Speech of Hearing Impaired children

Unit 4: Speech Perception, Production and Evaluation

12 Hrs.

- 4.1 Perception of Speech with and without Hearing Aid. Development of speech in a child with the hearing impairment
- 4.2 Description and classification of speech error present in the speech of a hearing impaired child (Problems relating to voice, articulation, breathing or supra-segmental)
- 4.3 Assessment of voice - vocalization, duration, loudness, pitch and voice quality
- 4.4 Assessment of speech sounds (articulation) vowels, consonants, diphthongs
- 4.5 Planning for correction of the error detected. (Lesson Plan)

Unit 5: Remedial Measures

12 Hrs.

- 5.1 Models of speech teaching (developmental and correctional)
- 5.2 Stages of speech teaching developed by Dr. Ling
- 5.3 Consonant and vowel correction Place, manner and voicing and deviant patterns
- 5.4 Use of auditory global method and multi-sensory approach and electronic visual, tactile aids for correction of speech
- 5.5 Individual speech teaching and classroom speech teaching activities

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1. Bender, R., *The conquest of deafness*. Cleveland, OH Western Reserve University, 1985.
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3. Davis, H., Silverman, S.R., *Hearing and deafness*, New York Holt, Rinehart & Winston, 1970.
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16. Winib, H. *From Syllable to conversation*. Baltimore University park press, 1975.
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19. O'rouke, T., *A basic course in manual communication*, Siller Spring MD National Association of the Deaf, 1970.
20. Sanders, D.A., *Aural rehabilitation*. Englewood Cliffs, NJ Prentice-Hall, 1971.

Sr. No.	Practical Work	Hours
1.	Practice Teaching	
1.1	Class room observation	
1.2	Lesson Planning and execution (40 lessons + final lesson)	330 for 1.1 & 1.2 taken together
1.3	Micro-teaching and simulated teaching	30
1.4	Individualized Educational Programme	50
2	Clinical / Academic Practicum	
2.1	Language skills (Internal assessment & Viva)	50
2.2	Audiology (Internal assessment & Viva)	50
2.3	Speech & speech teaching (Internal assessment & Viva)	50
2.4	Psychology	40
TOTAL		600

Practicum

I. Education

1. Case study, educational assessment and programme planning (IEP) for one child with hearing impairment to be done by each teacher trainee.
2. Observation of ten schools for all the disabilities and report writing, the school settings may be further divided as follows:
 - (a) Integrated School for the Deaf - 2
 - (b) Integrated School for the Blind - 1
 - (c) Integrated School for the Mentally Handicapped - 1
 - (d) Special School for the Deaf - 2
 - (e) Special School for the Blind - 2
 - (f) Special School for the Mentally Handicapped – 2
3. Observation and Report Writing of five institutes / organizations. The organization setting may be further divided as follows:
 - (a) National Institute - 1
 - (b) Government Organizations - 2
 - (c) Non-Government Organizations - 2
4. Observation and Report Writing of five class room teaching periods in each Special and Integrated School
5. Organization on different modes of communication
 - (a) One handed finger spelling (English and Regional Language)
 - (b) Two handed finger spelling
 - (c) Common gestures / signs
 - (d) Practice of total communication (Indian Signing System). The trainee teachers may be exposed to four sessions of two hours duration for the above purpose.

6. Teaching practice in special and integrated schools. The detailed plan could be as follows:

- (a) Micro teaching - 5 periods per trainee teacher
- (b) Classroom teaching - 20 language lessons and preparation of language lesson plans
- (c) Classroom teaching - 20 methodology lessons and lesson plan books (the methodology should correspond to the subjects taken at the under graduate level)

II. Audiology - Practical

- 1.
 - (a) Parts and Functions of Audiometer
 - (b) Audiometry - testing - interpretation - 5
 - (c) Use and maintenance of Hearing Aids
 - (d) Use and maintenance of
 - (i) Group Hearing Aid
 - (ii) Loop Induction System
 - (e) Ear Moulds: Preparation of Ear Moulds
- 2. Auditory training - 5 lessons

III. Psychology Practicals

Administration and interpretation of relevant psychological tests and intelligence tests.

IV. Speech Practical

Speech evaluation and correction and materials for assessment (speech, language and articulation books) lesson plan and progress reports for speech correction — 5 lessons.

Space, Devices and Material Required

Space Required

- | | | |
|----|--|-----------|
| 1. | Principal's Office | 12' x 15' |
| 2. | One well equipped sound-treated room | 12' x 15' |
| 3. | One classroom for demonstrations etc. (fitted with Group Hearing Aids System & other equipments) | 15' x 20' |
| 4. | One room for Ear Mould Lab and repair of Hearing Aids | |

Aids and Appliances Required

1. Portable Audiometer
2. Diagnostic Audiometer
3. Speech Trainer
4. Tape Recorder and Cassettes
5. Clinical Psychology test material
 - a. Bhatia's Battery Performance Test
 - b. Binet-Kamath's Test of Intelligence
 - c. Seguin Form Board
 - d. Draw-A-Man Test
 - e. Denver's Developmental Screening Test
 - f. Chatterjee's Non-Language Preference Record
 - g. Benton's Visual Retention Test
 - h. Minnesota Multi-phasic Personality Inventory
6. Mirrors - 4
7. Toys and Play Material
8. Ear Model and Larynx Model

Learning Disability

PAPER 1
INTRODUCTION TO LEARNING DISABILITIES

60 hours

Objectives

After studying this paper, the student teacher is expected to:

1. Describe the nature, concept and definition of learning disabilities
2. Describe some theories used in the understanding of L.D.
3. Narrate the causes of learning disabilities-medical neurological and psycho-social
4. List the type of common learning disabilities found among children
5. Identify the areas of information processing in learning

Unit- I Introduction to LD **10 hrs.**

- 1.1 Nature, concept and definition and Characteristics of Students with LD
- 1.2 Historical overview of LD
- 1.3 Contribution of Orton – Gullingham, Myklebust, Kephart, Fernald, Cruickshank, Kirk, Kim Reid & Hreshko
- 1.4 LD : Adulthood issues.
- 1.5 Services for the LD National and Inter-national scenario.

Unit -II Causes of LD **10 hrs.**

- 2.1 Medical
- 2.2 Social & Psycho-neurological
- 2.3 Language; impairments and LD
- 2.4 Deficits in Information Processing
- 2.5 LD and associated conditions (ADD & ADHD)

Unit- III Types of LD **12 hrs.**

- 3.1 Specific LD in Reading
- 3.2 Specific LD in Writing
- 3.3 Specific LD in Math
- 3.4 Non-verbal LD
- 3.5 Socio-Emotional problems in LD

Unit – IV Cognitive Processes in Learning and deficiencies in: **14 hrs.**

- 4.1 Attention
- 4.2 Perception
- 4.3 Memory
- 4.4 Language
- 4.5 Thinking

Unit- V Management of children with LD in inclusive class

14 hrs.

Concept Importance & Need of:

- 5.1 Curriculum Adaptation
- 5.2 Team Teaching
- 5.3 Peer Tutoring
- 5.4 Co-operative learning
- 5.5 Behaviour modification

Practical Work

1. Preparation of handouts and any one of the topics mentioned above.
2. One assignment related to any one of the above topics.

References

1.	Admson & Adamson	Handbook of Specific Learning Disabilities, Gardner Press, USA 1979
2.	Bender, William N.	Learning Disabilities, Characteristics, Identification and Teaching Strategies, 1995
3.	Eddy G. L.	Slow learners :- Their psychology & instruction, New Delhi – Discovery Pub. 1997.
4.	Mark Selikowitzi	Dyslexia and Other Learning Disabilities, Oxford Univ. Press- 1998
5.	McAfee, Jeanette L.	Navigating The Social World, 2002
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PAPER 2

ASSESSMENT OF CHILDREN WITH LEARNING DISABILITIES

60 hours

Objectives

After studying this paper, the students are expected to:

1. Explain the meaning and concept of screening, identification and assessment of children with L.D.
2. Use the techniques of assessment for learning disabled children
3. Demonstrate skills in diagnosing the educational problems encountered by learning disabled children.
4. Demonstrate ability to construct / develop tools for assessment to identify areas of deficits in children with L.D.
5. Demonstrate the ability to write reports and discriminate findings of the assessment.

Unit –I Assessment of Learning Disability

10 hrs.

- 1.1 Concepts of screening and identification of learning disabled children.
- 1.2 Assessment of the educational needs of disabled children.
- 1.3 Need for early intervention of children with learning disability.
- 1.4 Identification criteria – Inclusion, Exclusion and Discrepancy.
- 1.5 Distinction between learning disability, slow learner and mental retardation.

Unit – II Types of assessment

10 hrs.

- 2.1 Formal assessment
- 2.2 Criterion Referenced Tests and Norm Referenced Tests.
- 2.3 Teacher made tests.
- 2.4 Functional assessment
- 2.5 Interpretation of tests reports/ results for educational programming

Unit – III Assessment areas

10 hrs.

- 3.1 Motor area
- 3.2 Perceptual area
- 3.3 Attention and Memory
- 3.4 Thinking
- 3.5 Social emotional areas

Unit – IV Assessment of basic curricular skills

14 hrs.

- 4.1 Readiness skills
- 4.2 Reading skills
- 4.3 Writing skills
- 4.4 Math skills
- 4.5 Spellings

Unit – V 5.1 Use of assessment tools

16 hrs.

- a) Wechlers Intelligence Scale
- b) Bender Gestalt Visuo-Motor Test
- c) Binet Kulshresta

- B) Formal Tests:-
- a) Behavioural checklist to screen the LD
 - b) Diagnostic Test of LD
 - c) Test of thinking strategies
 - d) Diagnostic Teat of Reading Disorders
 - e) Aston Index for Screening Children with Learning Difficulties

5.2 Informal and Teacher made Tests

5.3 Other tools of assessment – observation, interviews, questionnaires, Rating scale, checklist.

5.4 Types of records

5.5 Writing case reports

Practical Work

1. Preparation and use of interviews / observation schedule for informal assessment.
2. One assignment related to any one of the topics.

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1.	Browning, Ellen, R.	Teaching Students with Severe Emotional & Learning Impairment, Allyn and Bacon, Boston, 1983
2.	Caroll Weller, Clifford	Adaptive Language Disorders of Youth, Adults with Learning disabilities, Singular Pub., California 1992.
3.	Muncy, Patricia, Ed	Complete book of Illustrated Reading & Writing Activities for the Primary Grades, 1995
4.	Myklebust, Helmer	Progress in Learning Disabilities, Guene and Stratton – New York – 1983
5.	P. Rourke and E. Del Dotto	Learning Disabilities, 1994
6.	Swaby, Ebara E. R.	Diagnosis & Correction of Reading, Difficulties, Allyn & Bacon Boston 1989
7.	Taylor, Barbara and others	Reading Difficulties : Instruction and Assessment, Random House, New York, 1988
8.	Wong. Bernice Y. L.	The ABCs of Learning Disabilities, 1996

PAPER 3
INTERVENTION AND REMEDIATION

60 hrs.

Objectives

After studying this paper, the student teachers are expected to:

1. Describe the principles, types and areas of curriculum.
2. Demonstrate skills in applying different intervention programmes for the children with learning disability.
3. Make effective use of appropriate teaching strategies as per the specific needs of children with learning disability.
4. List various remedial measures to be adopted with learning disabled children.
5. Acquire knowledge of therapeutic techniques and practices to be used with individuals with L.D. and their parents.

Unit – I Curriculum Design

10 hrs.

- 1.1 Curriculum Design: Concept, Definition & Principles.
- 1.2 Types of Curriculum – core, collateral and support
- 1.3 Designing an Adaptive Curriculum
- 1.4 Individual Education Plan (IEP)
- 1.5 Further Education Plan (FEP) and Life Long Education

Unit- II Remediation / Approaches and Areas

12 hrs

- 2.1 Concept: Principles and Perspectives
- 2.2 Behavioural approach.
- 2.3 Cognitive approach.
- 2.4 Multi sensory approach
- 2.5 Collaborative teaching approach

Unit – III Remediation in Cognitive and Meta-cognitive Processes

12 hrs.

- 3.1 Attention
- 3.2 Perception
- 3.3 Memory
- 3.4 Thinking
- 3.5 Language

Unit- IV Remediation in Curricular areas / skills

16 hrs.

- 4.1 Reading
- 4.2 Writing
- 4.3 Spelling
- 4.4 Math
- 4.5 Social skills

Unit – V Guidance & Counselling

10 hrs.

- 5.1 Definition and scope in Guidance & Counselling
- 5.2 Techniques of Guidance & Counselling
- 5.3 Guidance & Counselling for Parents
- 5.4 Guidance & Counselling for students with LD
- 5.5 Community Partnership

Practical Work

1. Conduct a survey of services available for students with LD.
2. One assignment related to any one of the above mentioned topics.

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1.	Bala, Jampala Madhu	Methods of Teaching Exceptional Children, 2004
2.	Harwell, Joan M.	Complete Learning Disabilities Handbook, Ready to use Techniques for Teaching Learning Handicapped Students, 1989
3.	Hayes and Stevenson	Teaching ED/LD Child, Vol. I to IV, Acropolis Books Ltd., 1980
4.	Higgins, Judith (etal)	Practical Ideas that Really Work for Students with Dyslexia and Other Reading Disorders, 2003
5.	John Jerry L.	Handbook for Remediation of Research Difficulties Prantice Hall – 1985
6.	Langone, John	Teaching Students with Mild & Moderate Learning problems, Allyn & Bacon, Boston 1990
7.	Reid, Kim	Teaching the Learning Disabled, Allyn and Bacon, Boston, 1988
8.	Sedlak, Robert A.	Instructional Methods for Students with Learning & Behaviour Problems
9.	Strichart, S. S.	Teaching Study Strategies to Students with Learning Disabilities, Allyn & Bacon Boston, 1993

Practicum

Sr. No.	Practicum	Nos.	Hrs.
1.	Practice Teaching	40	288
2.	Case Study	2	60
3.	Administration of Standardized Test and report writing	Min.- 3	30
4.	Development and Administration of Teacher Made Tests	Min.- 3	30
5.	Curricular Adaptation	Any 2 school subjects	50
6.	Preparation of T. L. Aids	Min.- 5	25
7.	Visits to Institutions & report writing on any 1.	Min.- 5	12
8.	Community Work (Urban, Semi-urban or rural area)		45
9.	Internship		45
10.	Peer observation	Min. - 5	15
	Total		600

Space, Devices and Material Required

Space:

- ❖ Classrooms/cubicles for remediation
- ❖ Large area for co-curricular activities like sports dancing etc.
- ❖ Rooms for counseling parents and children
- ❖ Assessment and observation room

Devices:

- ❖ Audio visual materials
- ❖ Sensory training material

Materials:

- a. Text books of all school subjects i.e. language, maths, science, history, geography, environmental sciences,
- b. General knowledge books and encyclopedias
- c. Educational Materials like games, puzzles, reading material worksheets etc.
- d. Montessorie Equipment
- e. Computer Aided Instructions
- f. Art craft materials
- g. Case Studies of students with Learning Disability (L.D.)
- h. Jig:Saw Puzzles, games,
- i. Sensory training material,
- j. Stopwatch,
- k. Screens

Tests:

- (a) Weschlers intelligence scale
- (b) Bender: Gestalt V- M. Test
- (c) P.P.V. Test
- (d) Indian Adaptation of Stanford Binet Test of Intelligence by S.P.Kulshresta
- (e) Marianne Frostig Test of Visuo Motor Perception
- (f) Aston Index for Screening children with Learning Difficulties
- (g) Behavioural checklist to screen the L.D.(BCSLD)
- (h) Diagnostic Test of Disorder
- (i) Test of Thinking Strategies
- (j) Diagnostic Test of Learning Disabilities

(g, h, i, j, are by Dr. S. Swarup and Dr. D. H. Mehta –Centre of Special Education, SNTD Women's University, Mumbai-49)

Locomotor & Neurological Disorders

PAPER 1
INTRODUCTION TO LOCOMOTOR IMPAIRMENT AND BASIC ANATOMY

60 Hrs.

Objectives

After studying this paper, the student teachers are expected to realize the following objectives.

1. To have a through knowledge of locomotor impairment
2. Describe causative factors of locomotor impairment
3. To be familiar with the legislation of people with the disabilities.
4. To have a brief overview of the anatomy of the human body.
5. To have a brief overview of the physiology of the basic systems of the human body.

Course Content

Unit-1: Locomotor Impairment

15 Hrs.

- 1.1. Historical Perspective of Locomotor Impairment s
- 1.2. Magnitude of the Problem
- 1.3. Definition & Causes of
 - Poliomyelitis
 - Congenital Disorders
 - Club Foot
 - Congenital Disorders of Hip
 - Muscular Dystrophy and Similar Progressive Disorders
 - Hansen's Disease
 - Deficiency Disorders
 - Rickets
 - Fracture & Post Fracture Complications

Unit-2: Legislation for People with Disability

15 Hrs.

- 2.1 People with Disability Act-1995
- 2.2 Rights of the child as per Convention of the Right of the Child 1992 & Rehabilitation Council of India-1992
- 2.3 National Trust Act-1999
- 2.4 Benefits, Concessions and Facilities available for people with Disabilities

Unit-3: Introduction to basic anatomy and physiology of the human body 15 Hrs.

- 3.1 General Introduction to the various systems of the body and their basic functions.
- 3.2 Musculoskeletal System
 - Skeletal System: Classification and functions of different bones and joints of the body
 - Muscular system:
 - Structure of the different types of muscle tissue
 - Type of muscles
 - Name and the functions of the important muscles
 - Mechanism of contraction
- 3.3 The Organizations of the nervous system: CNS, PNS, ANS and their functions
 - Structure of neuron
 - Structure of the nerve
 - Synapse
 - Properties and function of the brain and spinal cord functions of spinal / cranial nerves
 - Neural transmission
 - Functions of pyramidal and extra pyramidal tracts, Spinal reflex arc.
 - Muscle tone.
 - Anatomy of Bladder and Bowel
- 3.4 Anatomy Structure and the functions of the sense organs including the eye, ear, skin and oral mechanisms.
 - Anatomy of the Respiratory System – lungs, speech organs, the mechanisms of sound production, chewing and swallowing.
 - Maintenance of posture and balance & Gait.

Unit-4: Normal Child Development 15 Hrs.

- 4.1 Introduction and brief history of human development.
- 4.2 Principles of development, critical periods, heredity and environment
- 4.3 Stages of development from conception of adolescence in all areas (Domains)
 - Physical - Cognitive
 - Social - Emotional
 - Communication

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2. Pandey R.S. and Advani L. (1955), Perspectives in Disability and Rehabilitation, New Delhi; Vikas Publication
3. Prasad Lakshman (1994), Rehabilitation of the Physically handicapped, Konark Publishers Pvt. Ltd.
4. MSJ & E (1999), Difficulties, Indian Association for Special Education & Rehabilitation & Handicapped Welfare Federation, New Delhi
5. RCI (1998). Bridge Course Manual in the field of Locomotor Impairment and Associated Disabilities, 23-A, Shivaji Marg, New Dehil.
6. Rehabilitation Council of India. Status of Disability in India – 2000; Ministry of SJ & E.
7. Sussman, M.D9 (1991). The Diplegic Child, Published by the American Academy of Orthopedic Surgeons.
8. Werner, D. (1998). Nothing about us without us. Developing Innovative Technologies for By and with Disabled Persons USA Published by Health Wrights.

PAPER 2

LOCOMOTOR IMPAIRMENT AND SPINAL CORD CONDITIONS

60 Hrs.

Objectives

After studying this paper, the student teachers are expected to realize the following objectives.

1. To learn about types of Locomotor Impairment
2. To have knowledge about conditions leading to Locomotor Impairment.
3. To be able to describe the possible preventive measures at Primary, Secondary and Tertiary Levels of prevention.
4. To be aware of the various adapted assistive devices and different types of mobility aids.

Course Content

Unit-1: Prevention of Locomotor Impairment

12 Hrs.

- 1.1 Immunization Schedule for prevention of Locomotor Impairment and Concomitant Disabilities.
- 1.2 Early Identification and Intervention

Unit-2: Spinal Cord Conditions

12 Hrs.

- 2.1 Definition and Functional Classification of Spinal Cord Impairment.
 - Common Spinal cord condition leading to Locomotor Impairment
 - Spinal Bifida
 - Syringomyelia
 - Infections of Spinal Cord
 - Pott's Spine
 - Transverse Myelitis
 - Deformities of Spine
 - Kyphosis
 - Scoliosis
 - Lordosis
- 2.2 Management
 - Health Education
 - Mode of carrying lifting and transfer
 - Role of corrective surgery

Unit-3: Enabling Environment

12 Hrs.

- 3.1 Orthosis

- Definition
 - Classification and types and functions of different
 - Types of Orthosis
 - Basic nomenclature of Orthosis
 - Types of Orthosis
 - Function of Orthosis
 - Indications to wear an Orthosis
 - Common Orthosis prescribed for upper and lower limbs.
- 3.2 Prosthesis
- Definition
 - Types of Upper Limb Prostheses
 - Types of Lower Limb Prostheses
 - Functions of a prosthesis
 - Indications to wear a prostheses
 - Common types of Upper and Lower Limb Prostheses
- 3.3 Mobility aids and low cost equipments
- Crutches
 - Walking aids
 - Wheelchairs
 - Myoelectric
 - Self help devices, seating devices s& furniture
 - Use of Low Cost Material to Make equipment
 - Appropriate paper technology, etc.
 - Sensitization to the assistive devices
 - Adaptations and Environmental Modifications

Unit-4: Resource Support for Locomotor Impaired Child in School

12 Hrs.

- 4.1 Resource Support for therapy (OT, PT), Appliances & Special Exercise equipment
- 4.2 Sensitization to Architectural Barriers at:
 - School
 - Home
 - Public areas and
 - Work areas
 - Removal of architectural barriers

- Adaptation of buildings
- 4.3 Sensitization to Attitudinal Barriers of;
 - The persons with disability
 - Their families
 - The community
 - Teachers and
 - Employers

Unit-5: Classroom Management techniques and Strategies

12 Hrs.

- 5.1 Process of instruction
 - Planning Instruction
 - Managing instruction
 - Delivering instruction
 - Evaluation instruction
 - Evaluation strategies
- 5.2 Behaviour aberrations and their modifications Management (BM)
- 5.3 Principles of Behaviour Modification (Operant Conditioning and other techniques)
- 5.4 Parent Counselling and involvement

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1. Guha, Alok (1955). *Compilation of Reading in Special Education*, The Spastics Society of Tamil Nadu, Madras, India.
2. Pandey R.S. and Advani L. (1955), *Perspectives in Disability and Rehabilitation*, New Delhi; Vikas Publication
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5. RCI (1998). *Bridge Course Manual in the field of Locomotor Impairment and Associated Disabilities*, 23-A, Shivaji Marg, New Dehil.
6. Rehabilitation Council of India. *Status of Disability in India – 2000*; Ministry of SJ & E.
7. Sussman, M.D9 (1991). *The Diplegic Child*, Published by the American Academy of Orthopedic Surgeons.
8. Werner, D. (1998). *Nothing about us without us. Developing Innovative Technologies for By and with Disabled Persons USA* Published by Health Wrights.

PAPER 3
CEREBRAL PALSY

60 Hrs.

Objectives

After studying this paper, the student teachers are expected to realize the following objectives.

1. To have a working knowledge of medical aspects basic anatomy and pathology in general
2. To be able to plan and implement instructional programmes.
3. To prepare educational programme in multi-optional models of education.
4. To have the requisite skills to work in CBR setting.

Course Content

Unit-1: Introduction

15 Hrs.

- 1.1 Cerebral Palsy-Definition and Types-Child Development, Etiology & Classification
- 1.2 Associated conditions
 - a. Mental Retardation
 - b. Speech Disorder
 - c. Epilepsy etc.
 - d. Visual & Hearing
- 1.3 Structural Changes in Musculo-skeletal system due to abnormalities in muscular tone, pathological reflexes, abnormal pattern of movement.

Unit-2: Assessment-Physical & Functional

15 Hrs.

- 2.1 Introduction to Physiotherapy, Normal Motor development
- 2.2 Cerebral Palsy: Assessment
 - Normal reflexes & Pathological reflexes
 - Assessment problems & Communication
- 2.3 Management techniques Mealtime Management, Toilet training, Positioning, Lifting & Carrying, Hydrotherapy
Diathomy facilitation of movement
 - Assistive devices: Speech Therapy, mobility aids

Unit-3: Communication: Speech & Hearing Disorders & its Assessment

15 Hrs.

- 3.1 Definition & meaning of Language

- Verbal & Non –Verbal communication
- 3.2 Speech & Hearing Disorder
 - Dysorthria & Duspraxia
 - Articulation Disorder
 - Phonological Disorder
 - Fluency Disorder – Stuttering
 - Voice Disorder-aphonia, vocal abuse
 - Cleft Palate
- 3.3. Alternative & Augmentative Communication (AAC)
 - Definition
 - Assessment & System

Unit-4: Education for Children with Cerebral Palsy

15 Hrs.

- 4.1 Introduction to Education (Definition, Principles & NPE) Play-way method
- 4.2 Individualized Education Plan
 - Periodic Evaluation
- 4.3 CBR: Definition, Models, Components
 - Factors to implement CBR programme
 - Low cost aids.

References

1. Guha, Alok (1955). Compilation of Reading in Special Education, The Spastics Society of Tamil Nadu, Madras, India.
2. Pandey R.S. and Advani L. (1955), Perspectives in Disability and Rehabilitation, New Delhi; Vikas Publication
3. Prasad Lakshman (1994), Rehabilitation of the Physically handicapped, Konark Publishers Pvt. Ltd.
4. MSJ & E (1999), Difficulties, Indian Association for Special Education & Rehabilitation & Handicapped Welfare Federation, New Delhi
5. RCI (1998). Bridge Course Manual in the field of Locomotor Impairment and Associated Disabilities, 23-A, Shivaji Marg, New Dehil.
6. Rehabilitation Council of India. Status of Disability in India – 2000; Ministry of SJ & E.
7. Sussman, M.D9 (1991). The Diplegic Child, Published by the American Academy of Orthopedic Surgeons.
8. Werner, D. (1998). Nothing about us without us. Developing Innovative Technologies for By and with Disabled Persons USA Published by Health Wrights.
9. Set of publications available with NIMH, Secunderabad, AYJNIHH, Mumbai and National Trust, New Delhi.
10. Set of publications available with IICP, Kolkata on Cerebral Palsy and Neuromotor Disorders Physical and ADL Management, Parent Training and Guidance, Curriculum Activities & Classroom Management, Language and Augmentative & Alternative Communication, and Training Packages for Professionals

Practicum

1. Practical Training in the assessment of educational needs of Cerebral Palsied Children
2. Practical Training in the application of methods for planning, implementing & evaluating learning experience for the Cerebral Palsied children. In order to
 - a. Identify learners entry level,
 - b. Formulate objectives in behavioral terms,
 - c. Select design, produce & Utilize materials and resources appropriate to learners educational needs.
 - d. Evaluate learner responses & revise instruction accordingly.
 - e. Assess & prepare progress report after 40 hours of instruction & discussion with the supervisor / head of course.
3. Preparing IEP for at least 3 Cerebral Palsied Children as per their Individual educational needs.
4.
 - a. Surveying the various approaches highlighting the need & importance of different approaches for intervention programme for a child.
 - b. Administration, Scoring & Interpretation of attitude scales for parents, siblings, peers, & teachers
 - c. Collecting personal, familial, educational & other relevant information of two Cerebral Palsied Child with a view to preparing case history.
 - d. Interpreting of the results of a few psychological tests including I.Q. Test.
 - e. Identification of behavioural characteristics and learning difficulties of C.P. Children studying in integrated system.

Space, Devices and Material Required

Space required

1. Course Coordinators' office
2. Lecture Room
3. Space for demonstration of physical management, mealtime management techniques and strategies
4. Space for students' lunch, arrangements for tea and drinking water, adequate toilet facilities

Material Required

(A) Locomotor Impairment

1. Below Elbow Prosthesis
2. Above Elbow Prosthesis
3. PTB BK Prosthesis
4. Above Knee Prosthesis
5. Below Knee Orthosis

(B) Cerebral Palsy

1. Learning and functional Aids
2. Achievement Tests
3. Adaptive equipments for teaching activities for daily living

(C) General

1. Rexine mats and bolsters, wedges, low stools for physical management Samples of mobility aids - crutches, walkers, wheelchairs
2. Samples of prosthetic and orthotic appliances (in centres where there are no referral centres such as Rehabilitation Unit such as NIOH, RRTC, DDRC) Samples of adaptive furniture and wheelchairs - cut-out trays, floor tables, adaptive seating
3. Samples of material used for ADL (mealtime management, bathing, use of toilet, dressing etc.)
4. Samples of Alternative and Augmentative Communication devices - display boards message books, Voice Output communication Aids (VOCAS),
5. ICT systems for persons with complex communication needs and severe physical disabilities

6. Mirror
7. Toys
8. Assessment tests and checklists on all developmental areas
9. Audio-visuals on assessment and intervention

Mental Retardation

PAPER 1
IDENTIFICATION AND ASSESSMENT OF PERSONS WITH MENTAL
RETARDATION

60 Hrs.

Objectives

After studying this paper, the student teachers are expected to realize the following objectives

1. Define mental retardation and its characteristics and classification.
2. Comprehend the nature, and needs of persons with mental retardation, historical perspectives, causes, prevention, screening and identification.
3. Describe various assessment procedures, assessment tools, and evaluation techniques.
4. Analyze the psycho-social implications of mental retardation.
5. Relate psycho-social implications appropriate to the issues pertaining to family and community.

Course Content

Unit 1: Mental Retardation - Nature, needs and Identification **10 Hrs.**

- 1.1 Historical perspective of the concept of mental retardation.
- 1.2 Definition of mental retardation - AAMR, WHO (ICD), Legal definition in India used for certification; incidence and prevalence.
- 1.3 Classification of mental retardation - medical, educational, psychological and characteristics.
- 1.4 Screening and identification of mental retardation in pre-natal, infancy, childhood, adolescence and adulthood.
- 1.5 Causes and Prevention; Pre-conceptual, pre-natal, perinatal, and postnatal.

Unit 2: Additional impairments **10 Hrs.**

- 2.1 Introduction to associated conditions and educational implications
- 2.2 Sensory impairments - vision, hearing
- 2.3 Motor impairments - cerebral palsy, congenital deformities, muscular dysfunction
- 2.4 Epilepsy
- 2.5 Emotional disorders and Autism

Unit 3: Assessment and Evaluation**10 Hrs.**

- 3.1 Definition of assessment and evaluation, concept, scope
- 3.2 Types Continuous and periodic assessment, formative and summative evaluation.
- 3.3 Types of assessment – psychological, educational, behavioural and clinical assessment for varied ages and severity levels.
- 3.4 Norm Reference Test (NRT) and Criterion Reference Test (CRT) and curriculum based assessment.
- 3.5 Interpretation of assessment results and programme.

Unit 4: Assessment of Adaptive Behaviour**10 Hrs.**

- 4.1 Tools for assessment of Adaptive Behaviour
- 4.2 Assessment tools with reference to Indian context
- 4.3 Assessment of adaptive and mal adaptive behaviour
- 4.4 Documentation and recording
- 4.5 Evaluation

Unit 5: Mental Retardation - Social Perspective**10 Hrs.**

- 5.1 Mental Retardation and Mental Illness - Differences
- 5.2 Mental retardation and its Psycho-social aspects - sexual problems/exploitation, delinquency, Child Labour, child abuse, rights and advocacy
- 5.3 Misconceptions and social practices
- 5.4 Constitutional provisions and their implications
- 5.5 Legislation relating to services for mentally retarded children. Schemes and benefits provided by Government.

Unit 6: Working with parents, Family and Community**10 Hrs.**

- 6.1 Impact on parents and parental attitudes,
- 6.2 Guidance and counselling for parents and family members of mentally retarded children
- 6.3 Family intervention
- 6.4 Empowering families - mobilizing resources and supports
- 6.5 Community awareness and cooperation.

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1. Overton, T. (1992). *Assessment in Special Education An Applied Approach*. New York McMillan.
2. Panda, K.C. (1997). *Education of Exceptional Children*. New Delhi Vikas Publications.
3. Subba Rao, T.A. (1992). *Manual on Developing Communication Skills in Mentally Retarded Persons*, NIMH, Secunderabad.
4. Van Riper, C.A. and Emerick. L. (1990), *Speech Correction-An introduction to speech pathology and Audiology*. Eighth Edition, Prentice Hall.
5. TaylQ4, R.L. (1993). *Assessment of Exceptional Students Educational and Psychological Procedures*. Boston Allyn bacon.
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14. Sharma, P. (1995). *Basics on Development and Growth of a child*, New Delhi Reliance.
15. Narayan, J. Myreddi, V. Rao, S. (2002). *Functional Assessment Checklist for Programming*, Secunderabad, NIMH.
16. Jeyachandaran, P. Vimala, V. (2000). *Madras Developmental Programming System*
17. Myreddi, V. & Narayan, J. *FACP – PMR*, Secunderabad, NIMH
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19. Myreddi V. & Narayan J. (1998). Functional Academics for students with mild mental retardation, Secunderabad, NIMH.
20. Narayan J. (1990). Towards independence series 1 to 9. Secunderabad : NIMH
21. Narayan J. (2003) Educating children with learning problems in regular schools NIMH: Secudnerabad.
22. Video Films. NIMH (2002). Help them learn make it easy.

PAPER 2
MENTAL RETARDATION - ITS MULTIDISCIPLINARY ASPECT

60 Hrs.

Objectives

After studying this paper, the student teachers are expected to realize the following objectives:

1. Comprehend the physiological and psychological aspects of mental retardation,
2. Enumerate the motor developmental aspects of mental retardation.
3. Narrate the nature of the communicative aspects associated with mental retardation.
4. Demonstrate competency in working with multi-disciplinary team.
5. Narrate the procedures to provide referral, networking as well as services to mentally retarded students.

Course Content:

Unit 1: Physiological Aspects

10 Hrs.

- 1.1 Neurological aspects — Autonomous Nervous System, Central Nervous System, Peripheral Nervous System.
- 1.2 Associated Impairments — Cerebral Palsy, Epilepsy, ADD, ADDH, Autism.
- 1.3 Genetic aspects
- 1.4 Endocrinal influences
- 1.5 Other associated problems related to mental retardation

Unit 2: Developmental and Behavioural Aspects in Relation to Mental Retardation 10 Hrs.

- 2.1 Developmental stages - Physical, social, cognitive, language, emotional and moral.
- 2.2 Developmental delays and their implications in the life cycle
- 2.3 Adaptive deficits - self-help areas, emotional, social cognitive and language areas
- 2.4 Maladaptive (problem) behaviours - functional analysis
- 2.5 Ethical issues in strategies for management, management of maladaptive behaviour in home and classroom settings

Unit 3: Communication Aspects

10 Hrs.

- 3.1 Development of Speech and Language
- 3.2 Functional communication; receptive and expressive language for children with mental retardation

- 3.3 Hearing and speech disorders - classroom management
- 3.4 Home training - role of parents
- 3.5 Activities to enhance communicative skills of children with mental retardation

Unit 4: Motor Aspects

10 Hrs.

- 4.1 Gross motor and fine motor development and impairments
- 4.2 Neuromotor, eye-hand, sensory motor, perceptual motor difficulties
- 4.3 Locomotor/mobility related problems
- 4.4 Physiotherapy, occupational therapy - their implications and adaptations in classroom management
- 4.5 Activities to enhance motor functions in children with mental retardation

Unit 5: Working with multi-Disciplinary Team

10 Hrs.

- 5.1 Personnel involved in multi-disciplinary team
- 5.2 Nature of coordination with multi-disciplinary team
- 5.3 Referral agencies, linkages, networking and follow-up
- 5.4 Assessment of the abilities of mentally retarded children
- 5.5 Need for inter-departmental linkages at State and national levels in the services for mentally retarded children

Unit 6: Community Based Rehabilitation

10 Hrs.

- 6.1 Definition and scope
- 6.2 Education for independent living
- 6.3 Strengths and limitations of CBR
- 6.4 Role of special educator in CBR
- 6.5 Challenges and implications

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4. Van Riper, C.A. and Emerick. L. (1990), *Speech Correction-An introduction to speech pathology and Audiology*. Eighth Edition, Prentice Hall.
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20. Video Films. NIMH (2002). Help them learn make it easy.

PAPER 3
CURRICULUM AND TEACHING STRATEGIES

60 Hrs.

Objectives

After studying this paper, the student teachers are expected to realize the following objectives:

1. Develop curricular guidance and instructional methods for children with mental retardation
2. Select the appropriate content area for various age levels and severity levels
3. Formulate the IEP and apply suitable strategy for the given group of children with mental retardation
4. Demonstrate competency to train children with mental retardation in different co-curricular activities
5. Describe various educational provisions available for mentally retarded children
6. Organize resource room and teaching children with learning problems in regular classroom in the resource room, coordinating with the regular class teacher

Course Content

Unit 1: Curriculum Development

10 Hrs.

- 1.1 Aims, concept, principles and approaches (clinical teaching, diagnostic, prescriptive teaching, multi-sensory, ecological approach and Computer Assisted Instructions).
- 1.2 Steps in development of curricular guidelines for children with mental retardation
- 1.3 Individualized educational programme
- 1.4 Group educational programme in special and inclusive set ups.
- 1.5 Emerging trends in Curriculum Development.

Unit 2: Introduction to Instruction

10 Hrs.

- 2.1 Theories of instruction - Skinner, Gagne, Burner
- 2.2 Approaches to instruction
- 2.3 Models of Teaching
- 2.4 Simulated techniques of microteaching
- 2.5 Skills of micro teaching and their relevance in special education.

Unit 3: Curriculum Content - Various Stages

10 Hrs.

- 3.1 Pre-school (early intervention) / Early Childhood Years — infant stimulation, sensory motor training, self-help, communication, pre-academic and social skills
- 3.2 Primary age level - self-help, concepts, functional communication, functional academics, pre-vocational skills, domestic skills and social skills - Severely and Profoundly retarded
- 3.3 Secondary age level and pre-vocational level-concept, functional academics, possibility of academic integration, concept of National Open School, functional communication, pre-vocation skills, social competency skills, pre-employment and occupational skills, domestic skills - Severely / Profoundly retarded
- 3.4 Strategies for teaching - task analysis, acquisition, maintenance and generalization, modeling, shaping, chaining, prompting, fading reinforcement.
- 3.5 Record maintenance and monitoring progress

Unit 4: Teaching children with learning problems in Resource room setting 10 Hrs.

- 4.1 Characteristics of children with learning problems in regular schools -borderline intelligence, specific learning disabilities, scholastic backwardness due to other reasons
- 4.2 Assessment of children with learning difficulties
- 4.3 Organization of resource room
- 4.4 Adapting teaching strategies
- 4.5 Coordinating with regular school teachers

Unit 5: Co-Curricular Activities 10 Hrs.

- 5.1 Relevance and Importance
- 5.2 Visual Arts (arts and crafts) and stimulation material
- 5.3 Performing Arts (dance, music, drama, mimicry, etc)
- 5.4 Physical education, yoga, play, sports and games, Leisure skills and recreational activities
- 5.5 Emerging trends and activities - Special Olympics, very special arts, special youth festivals, special national and international days

Unit 6: Educational Provisions 10 Hrs.

- 6.1 Concept of normalization, integration, mainstreaming and inclusive education

- their implications in educational provision
- 6.2 Special schools, Residential schools
- 6.3 Special class in ordinary school, consultant and itinerant teacher, resource room, Community Based Rehabilitation
- 6.4 Vocational Training and Rehabilitation
- 6.5 Social benefits and schemes - State and Central governments, NGOs.

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PAPER 4
METHODOLOGY OF TEACHING IN RESOURCE
ROOMS FOR PERSONS WITH MILD MENTAL RETARDATION AND
SLOW LEARNERS

60 Hrs.

Objectives

After studying this paper, the student teachers are expected to realize the following objectives:

1. Organize resource rooms
2. Assess children with learning problems for education purposes
3. Develop and implement remedial teaching
4. Coordinate with regular teacher

Course Content

Unit 1: Characteristics of children with learning problems in Regular schools and assessment **12 Hrs.**

- 1.1 Mild mentally retarded, borderline intelligence, specific learning disabilities, Psychosocial, emotional problems
- 1.2 Process of learning - difficulties in learning
- 1.3 Improving study skills, attention, memory, cognitive central therapy
- 1.4 Screening and educational problems, formal and informal tools, detailed assessment and reporting
- 1.5 Gathering information from class teacher for programme planning, periodic assessment and progress monitoring.

Unit 2: Methodology of teaching English Education **12 Hrs.**

- 2.1 Assessment- formal, informal methods
- 2.2 Planning programme
- 2.3 Points to be considered in developing TLMs
- 2.4 Methods of teaching
- 2.5 Evaluation

Unit 3: Methodology of Teaching Indian Language **12 Hrs.**

- 3.1 Similarities and difference among English and Indian language (Hindi/Regional Language)
- 3.2 Educational system in India- Second & Third language- influence on children learning
- 3.3 Assessment for educational planning
- 3.4 Development of methodology and TLM
- 3.5 Evaluation

Unit 4: Method of teaching Maths **12 Hrs.**

- 4.1 Development stages in Maths

- 4.2 Assessment
- 4.3 Educational programme planning
- 4.4 Methodology of teaching and TLM
- 4.5 Evaluation

Unit 5: Organization of Resource Room

12 Hrs.

- 5.1 Orientation to regular school administration - relevance and importance.
- 5.2 Training and coordination with regular education
- 5.3 Organizing resource rooms methods and material
- 5.4 Coordination with families, evaluation provisions, linkages with NIOS
- 5.5 Record maintenance

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Practicum

Objectives

After studying this paper, the student teachers are expected to realize the following objectives:

- 1) Individual assessment and programming for children with mental retardation at any level
- 2) Teach children with mental retardation in special class with appropriate development of content, methods and materials in curricular and co-curricular activities
- 3) Will organize resource room for slow learners in regular school, assessment of children with learning problems and teach them with appropriate methods and materials and work in coordination with regular school teacher
- 4) Teach regular primary school children the prescribed content in a language and any other subject with appropriate methods and materials

Course Content

1. Educational assessment and programme planning (IEP) for at least 2 children with mental retardation preferably each child of a different age/severity level
(80 Hrs.)
2. a) 15 Observations in special school in different classes/inclusive set up.
b) Classroom teaching of children with mental retardation at various levels from pre-primary, primary, secondary, prevocational levels. A total of 30 lessons should be taught including 12 curricular and 8 co-curricular lessons, using suitable methods and materials.
(135 Hrs.)
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.
(80 Hrs.)
4. Preparation of learning aids
(35 Hrs.)
5. Skill training in Mental Retardation and additional disability areas such as Autism, Cerebral Palsy and sensory impairments (HI & VI).
(50 Hrs.)
6. (a) Organization of Resource room

(b) Resource room teaching of children with learning problems in regular schools.
A minimum of 30 lessons (10 Maths, 10 English, 10 Regional Language/Hindi) must be taught, following educational assessment and suitable programming – methods and materials.
(120 Hrs.)
- *7. a) Organization of Resource room

- b) Resource room teaching of children with learning problems in regular schools or inclusive schools. A minimum of 15 lessons must be taught, following educational assessment and suitable programming - methods and materials. **(100 Hrs.)**
- *8. a) Observation in regular classrooms for language teaching
- b) Teaching language to regular primary classes (choice of language left to the students - English/Hindi/Telugu). A minimum of 10 lessons with suitable teaching learning materials.
- c) Teaching of 10 subject classes opted at graduation level. **(100 Hrs.)**

*** While 1 to 6 practical activities are compulsory for all the teacher trainees, 7 is for specialists and 8 for generalists.**

Space, Devices and Material Required

Space

Office room, Class room, Library, Staff room, toilets and accommodation for trainee teachers

Furniture and Equipment for Class room:

Tables (for students)	-	20
Chairs (for students)	-	20
Slide Projector with screen	-	1
Cassette Recorder	-	1
Cassettes (Audio)	-	20
Black Board	-	1
Teaching Material (Demonstration)		
Montessori set	-	1
Kindergarten set	-	1
Nursery set	-	1
Miscellaneous Materials set	-	1
Psychological test material set (for demonstration)	-	1
Slides set (for all subjects)	-	1
Play therapy equipment set (for demonstration)	-	1

Visual Impairment

- 3.4 Parental attitudes, attitude of siblings, peer group attitude and stereotypic attitude towards blindness.
- 3.5 Teachers' attitudes, social attitudes, and attitude modification,

Unit 4: Education of Low Vision Children

12 Hrs.

- 4.1 Assessment of low vision.
- 4.2 Educational problems of low vision children.
- 4.3 Vision stimulation and visual efficiency.
- 4.4 Low vision aids - magnifiers, large print materials, and computers.
- 4.5 Education of low vision children with associated intellectual impairment, hearing impairment and neurological impairment including classification, assessment and teaching strategies.

Unit 5: Visually Impaired Children with Associated Disabilities

12 Hrs.

- 5.1 Concept.
- 5.2 Types of associated disabilities - hearing impairment, mental retardation, locomotor and neurological disorders, learning disabilities.
- 5.3 Educational implications.
- 5.4 Support services - modify and implications.
- 5.5 Current status of education of visually impaired children with additional disabilities.

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PAPER 2
EDUCATIONAL PERSPECTIVE OF VISUAL IMPAIRMENT

60 Hrs.

Objectives

After studying this paper, the student teachers are expected to realize the following objectives:

1. List the common eye defects of children and adults.
2. Use the tests appropriate for assessing the capabilities of visually impaired children.
3. Describe various educational service options available for visually impaired children.
4. Narrate the need and nature of curricular adaptation for visually impaired children.
5. Plan educational services leading to rehabilitation of visually impaired adults.

Course Content

Unit 1: Anatomy and Physiology of the Eye

12 Hrs.

- 1.1 Eye and Eye care.
- 1.2 Visual Acuity, refraction, fusion, depth perception.
- 1.3 Visual deficit tunnel vision, loss of visual field, central scotoma, low vision.
- 1.4 Refractive errors - myopia, hyperopia, presbiopia, astigmatism.
- 1.5 Common eye diseases - cataract, glaucoma, traucoma, corneal ulcer, Xerophthalmia, retinitis pigmentosa, macular degeneration, optic atrophy.

Unit 2 Assessment Procedures

12 Hrs.

- 2.1 Clinical assessment of visual impairment.
- 2.2 Functional assessment procedures.
- 2.3 Importance of early identification and intervention.
- 2.4 Commonly used adapted tests for assessment.
- 2.5 Selective educational placement.

Unit 3: Educational Services

12 Hrs.

- 3.1 Cascade system of service delivery.
- 3.2 Models of integrated education: resource model, itinerant model, combined model, cluster model, cooperative model, dual teacher model, multi-skilled teacher model.

- 3.3 Concept of inclusive education.
- 3.4 Role of functionaries - head masters/principals, special teachers, class room teachers, parents and peers.
- 3.5 Factors responsible for successful integration and inclusion.

Unit 4 Curricular Adaptation

12 Hrs.

- 4.1 Importance of curricular adaptations.
- 4.2 Direct and indirect services, material development and presentation.
- 4.3 General principles of material preparation: duplication, modification, substitution and omission.
- 4.4 Use of adapted instructional material for teaching and learning subjects like maths, science, social science, etc.
- 4.5 Creative arts and adapted physical education activities, yoga, strategies for coping with stress.

Unit 5: Education for Rehabilitation

12 Hrs.

- 5.1 Pre-requisite skills for the successful rehabilitation of visually impaired persons.
- 5.2 Role of multi-purpose rehabilitation workers and Para-professionals.
- 5.3 Linkages between education and rehabilitation professionals.
- 5.4 Awareness of other development programmes in the community.
- 5.5 Familiarizing with poverty alleviation programmes.

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PAPER 3
INSTRUCTIONAL METHODS AND STRATEGIES FOR TEACHING
CHILDREN WITH VISUAL IMPAIRMENT

60 Hrs.

Objectives

1. List various approaches to be adopted in teaching visually impaired children.
2. Demonstrate expertise in teaching plus curricular skills to visually impaired children.
3. Demonstrate techniques of teaching language skills to visually impaired children.
4. Demonstrate methods of teaching mathematics to visually impaired children,
5. Demonstrate methods of teaching science and social science to visually impaired children.

Course Content

Unit 1: Need for Various Approaches in Teaching Visually Impaired Children

12 Hrs.

- 1.1 Process of providing non-visual experience to visual ideas.
- 1.2 Learning stage - sensory motor, concrete operation and abstract thinking (logical operations).
- 1.3 Compensatory instruction for concept development and learning.
- 1.4 Adaptation of instructional methods in teaching visually impaired children and the use of teaching learning materials.
- 1.5 Sensory training - importance, objectives and procedures.
 - Residual vision
 - Tactile sense
 - Auditory sense
 - Olfactory sense
 - Kinesthetic sense &
 - Intercessory coordination

Unit 2: Teaching Plus Curricular Skills

12 Hrs.

- 2.1 Introduction and techniques of teaching various daily living skills to visually impaired children.
- 2.2 Techniques of teaching of orientation and mobility, importance of orientation and mobility for persons with visual impairment.
- 2.3 Braille - techniques of teaching Braille, reading and writing skills, reading readiness

activities.

2.4 Knowledge of various aids and appliances.

2.5 Techniques of effective use of remaining senses.

Unit 3: Methodology of Teaching Language

12 Hrs.

3.1 Developing listening skills.

3.2 Pre-requisite skills for language development.

3.3 Development of vocabulary with object / situation characteristics and comprehension skills

3.4 Verbalization of visually impaired children

3.5 Evaluation of the language development skills.

Unit 4: Methodology of Teaching Mathematics

12 Hrs.

4.1 Factors contributing to learning mathematics.

4.2 Abstract ideas for the visually impaired.

4.3 Use of mathematical devices - abacus, Taylor frame and geo board.

4.4 Mathematical Braille code.

4.5 Evaluation of mathematical concepts acquired by visually impaired children,

Unit 5: Methodology of teaching a) Science and b) Social Science

12 Hrs.

5.1 Methods of teaching science to visually impaired children with the help of relevant equipment.

5.2 Presentation of tactile diagrams –general principles.

5.3 Play way method and field trips in teaching social science,

5.4 Presentation and use of different types of maps globe and relevant material,

5.5 Evaluation of learning in science and social science.

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Practicum

1. Reading Readiness: Preparation and use of reading readiness material
2. Braille
 - a. Reading and writing Bharati Braille as applicable to regional languages, Standard English (Grades I & II), Mathematics (Nemeth code) and Science Notations.
 - b. Transcription of Braille materials in to print in English as well as in regional language and vice versa
 - c. Use of the Braille and slate and stylus.
2. Assistive Devices
 - a. Use of Taylor frame, abacus and other mathematical devices.
 - b. Use of speech softwares and other talking equipments
 - c. Use of Computer for visual assessment,
 - d. Use of adapted physical education devices.
3. Orientation and Mobility
 - a. Pre-cane skills
 - b. Long cane skills.
 - c. Direction finding training.
 - d. Knowledge about electronic devices in mobility.
 - e. Preparation and Use of Mobility Maps (Audio and Tactile)
5. Preparation and use of functional vision assessment tests and visual efficiency training for low vision children
6. Case study of at least 2 visually impaired children.
7. Preparation and use of improvised Teaching Learning Material
8. Preparation and use of Achievement Tests
9. Visits to Special and Integrated/Inclusive Schools
10. Practice teaching – 20 lessons in special schools

20 lessons for integrated/inclusive school

In addition to this, 5 lessons in DLS activities and 5 lessons in sensory training.

Space Required

- | | | | |
|----|----------------|---|--------------|
| 1. | Classrooms - 2 | : | 1250 sq. ft. |
| 2. | Office room | : | 400 sq. ft. |
| 3. | Staff room | : | 400 sq. ft. |

In addition to this space, sufficient hostel accommodation should be made available for outstation trainees,

Aids and Appliances Required

1. Braille slate and stylus
2. Brailers (Taj or Perkins)
3. Mathematical devices (Abacus, Taylor frame etc.)
4. Tactile aids (including the use of relief papers for preparing geometrical figures)
5. Reading readiness material.
6. An embossed political map of the World with the use of threads.
7. A Physical feature map of Asia.
8. Mobility map of the City or Village where the trainee studies.
9. Inch and Centimeter graph sheets using the Braille.
10. A kit to develop the visual efficiency of a low vision child.
11. A kit for low vision assessment.
12. Materials for adopted physical education.
13. Optical and non-optical devices for low vision.
14. Teaching learning materials for teaching various subjects.
15. Mobility canes.

COURSE CONTENT ON INFORMATION AND COMMUNICATION TECHNOLOGY TO BE COVERED COMPULSORILY BY ALL THE STUDENTS UNDERGOING THE COURSE

1. Meaning of Information and Communication Technology
2. Distinction between educational technology and technology in education
3. Technological inputs to reduce handicapping conditions
4. Technological inputs to enhance learning experiences of persons with disabilities
5. Use of technology in different modes of educational services
6. Technological devices enhancing cognitive abilities
7. Technological devices improving the mobility of persons with locomotor disabilities
8. Assistive devices for persons with hearing impairment
9. Assistive devices for persons with visual impairment
10. Multi-sensory approaches in teaching persons with disabilities and the role of technological devices
11. Adaptive technology to improve access to persons with disabilities and the role of technological devices
12. No-cost and low-cost teaching –learning materials
13. Teaching the uses of Computers to persons with disabilities
14. Environmental modifications and use of technological devices
15. Mobility devices
16. Cost consideration in the application of technology
17. Development of indigenous technology
18. Teacher readiness to adopt technology in the teaching –learning process.

The topics listed above if being covered elsewhere in the course may be excluded.
